

**An Evaluation of the Implementation of the Supervision Framework for  
Social Work Profession in Mopani District, Limpopo Province**

by

**SHOKANE FARO FARRAS**

Submitted in fulfilment of the requirements for the degree

**MASTER OF ARTS**

in

**SOCIAL WORK**

in the

**FACULTY OF HUMANITIES**

**(School of Social Sciences)**

at the

**UNIVERSITY OF LIMPOPO**


**SUPERVISOR: Prof. JC Makhubele**

**March 2016**

## DECLARATION

I, Shokane Faro Farras, declare that this mini-dissertation is my original work and all sources used have been acknowledged and fully referenced. This work was never previously submitted at any South African Institution of higher learning.

Signature: \_\_\_\_\_



Date: 24/03/2016

## DEDICATION

This dissertation is dedicated to my lovely wife, Allucia Lulu Shokane, my wonderful children, Thato and Lethabo Shokane and my parents, MJ Shokane and ME Shokane.

"To God be the glory forever"

## **ACKNOWLEDGEMENTS**

Sincere gratitude and appreciation to the following:

- My Lord and Saviour Jesus Christ, without His mercy and favour I would not have been able to complete this research project.
- My supervisor Prof. JC Makhubele for believing in the research project, supporting and guiding me to complete this research project.
- The Department of Social Development in Limpopo Province for granting me permission to conduct the study.
- Social work supervisors, social workers, social auxiliary workers and student social workers in the Department of Social Development in Mopani District for participating in the study.
- My colleagues at Maruleng Sub-District for their support and encouragement throughout the course of my studies
- My lovely wife, Allucia Lulu Shokane, for her love, emotional and moral support throughout the course of the study.
- My two families, Shokane and Nkosi, for their constant support, encouragement and believing in me.
- To my parents, Josias "Paul" and Elizabeth Shokane for raising me up with love and care.

## ABSTRACT

The National Department of Social Development has developed a supervision framework for the social work profession to guide the implementation of supervision of social workers. Social workers and social work supervisors in Limpopo Province experience challenges in implementing the supervision framework. Engelbrecht (2012) corroborates that supervisors are faced with challenges of formal supervision. Although much research has been conducted on social work supervision, little is known about the implementation practices of the supervision framework.

The study was conducted in the Department of Social Development in Mopani District, Limpopo Province. The Supervisory Functional Model approach was adopted as a theoretical framework of the study. The purpose of this study was to evaluate the implementation of supervision framework for social work profession in the Department of Social Development in Mopani District, Limpopo Province. This study aimed to achieve the following objectives: to find out how the supervision framework for social work profession is implemented by social work supervisors and supervisees in Mopani District, to evaluate the attitudes of supervisees regarding supervision and to evaluate the challenges faced by social work supervisors in implementing the supervision framework for social work professions.

The research methodology applied was evaluation research. The probability sampling procedure was used to select social workers, social auxiliary workers, student social workers and social work supervisors to participate in the study. A total of 68 participants participated in the study. The study has utilised questionnaires to collect quantitative data. Data was analysed using quantitative data analysis method. The research findings concluded that escalating supervisor-supervisee ratio, non-compliance with agreed sessions, shortage of social work supervisors, resources limitations, and lack of adequate training, structural support and unmanageable workload lead to poor implementation of the supervision framework.

The following main recommendations are made: high supervisor-supervisee ratio should be reduced, supervisees be trained on the supervision framework and working conditions for social service professionals should be improved and adequate resources be provided to inspire effective implementation of the supervision framework.

# TABLE OF CONTENTS

<b>CHAPTER 1: INTRODUCTORY BACKGROUND .....</b>	<b>1</b>
<b>1.1 INTRODUCTION .....</b>	<b>1</b>
<b>1.2 OPERATIONAL DEFINITION OF CONCEPTS.....</b>	<b>2</b>
1.2.1 Social Work.....	2
1.2.2 Evaluation.....	2
1.2.3 Supervision.....	2
1.2.2 Social Work Supervision.....	3
1.2.3 Social Work Supervisor.....	3
1.2.4 Supervisee.....	4
1.2.5 Supervision Tool.....	4
<b>1.3 MOTIVATION OF STUDY .....</b>	<b>4</b>
<b>1.4 PROBLEM STATEMENT .....</b>	<b>5</b>
<b>1.5 AIM AND OBJECTIVES OF THE STUDY.....</b>	<b>6</b>
1.5.1 Aim of the Study.....	6
1.5.2 Objectives of the Study.....	6
<b>1.6 OVERVIEW OF RESEARCH METHODOLOGY .....</b>	<b>6</b>
<b>1.7 LIMITATIONS OF THE STUDY.....</b>	<b>7</b>
<b>1.8 SIGNIFICANCE OF THE RESEARCH .....</b>	<b>7</b>
<b>1.9 OUTLINE OF THE STUDY.....</b>	<b>8</b>
<b>1.10 CONCLUSION.....</b>	<b>8</b>
<b>CHAPTER 2: FUNDAMENTALS OF SOCIAL WORK SUPERVISION .....</b>	<b>9</b>
<b>2.1 INTRODUCTION .....</b>	<b>9</b>
<b>2.2 FUNCTIONS OF SUPERVISION.....</b>	<b>9</b>
2.2.1 Administrative Function.....	10
2.2.1.1 Staff recruitment and selection.....	10
2.2.1.2 Inducting and placing the supervisee.....	11
2.2.1.3 Work planning.....	11
2.2.1.4 Work assignment.....	11
2.2.1.5 Work delegation.....	11
2.2.1.6 Job performance.....	12
2.2.1.7 Co-ordinating work.....	13
2.2.1.7 The communication function.....	13
2.2.2 Educational Function.....	13
2.2.2.1 The goal of educational function.....	14

2.2.2.2 Significance of education supervision.....	15
2.2.2.3 Characteristics of educational supervision.....	15
2.2.2.4 Giving feedback.....	16
2.2.3 Supportive Function.....	16
2.2.3.1 Prevention of stress and tension.....	16
2.2.3.2 Reducing and ameliorating stress.....	17
2.2.4 Mediation Function.....	18
<b>2.3 THE ROLES AND RESPONSIBILITIES OF SUPERVISORS AND SUPERVISEES ..</b>	<b>19</b>
2.3.1 The Roles and Responsibilities of Supervisors.....	19
2.3.2 Roles and Responsibilities of Supervisees.....	20
<b>2.4 ATTITUDES OF SUPERVISEES REGARDING SUPERVISION .....</b>	<b>21</b>
2.4.1 Attitudes of Social Workers towards the Amount and Quality of Supervision .....	21
2.4.2. Significance of Supervision.....	22
2.4.3 Goal of Supervision.....	22
2.4.4 Professional Development and Functioning.....	22
2.4.5 Blockages and Power Games by Supervisees .....	23
2.4.6 Frequency of Supervision Sessions.....	23
2.4.7 Training for Social Work Supervisors and Supervisees.....	24
2.4.8 Supervisor-supervisee Ratio.....	24
2.4.9 Benefits of Social Work Supervision .....	25
2.4.10 Skills levels and Competence of the Supervisors .....	25
2.4.11 Technology Utilisation.....	26
<b>2.5 CHALLENGES FACED BY SOCIAL WORK SUPERVISORS .....</b>	<b>26</b>
2.5.1 Training of Supervisors .....	26
2.5.2 Competencies of Supervisors .....	28
2.5.3 Issues of Support, Education and Administration of Social Workers' Work .....	28
2.4.5 Working Conditions of Social Work Supervisors.....	29
2.4.6 Practice Theories and Models of Supervision the Supervision Functions.....	30
2.4.7 Structural Supervision Issues .....	30
<b>2.5 THE DIMENSIONS OF SUPERVISION.....</b>	<b>30</b>
2.5.1 Supervisory Relationship .....	30
2.5.2 Work/case Discussion.....	31
2.5.3 Managerial Dimension .....	31
2.5.4 Professional Development.....	31
2.5.5 Relationship with Others .....	32

<b>2.6 THE SUPERVISION AGREEMENT .....</b>	<b>32</b>
2.6.1 The importance of Supervision Contract in Social Work Supervision .....	32
2.6.2 Guidelines for Good Contracting.....	33
2.6.2.1 Preparation.....	33
2.6.2.2 Trust.....	34
2.6.2.4 Control and power.....	34
2.6.2.5 Personal development.....	34
2.6.2.3 Rights and responsibilities.....	34
2.6.2.4 Control and power.....	35
2.6.2.5 Personal development.....	34
2.6.2.6 Appraisal and assessment.....	35
2.6.2.7 Dealing with practicalities.....	35
2.6.2.8 Building review and evaluation.....	35
<b>2.7 KEY ELEMENTS IN A SUPERVISION CONTRACT .....</b>	<b>36</b>
2.7.1 Forming Relationship.....	36
2.7.2 Types of Supervision .....	36
2.7.3 Stages of Supervision.....	38
2.7.4. Methods of Supervision .....	40
<b>2.8 THEORETICAL FRAMEWORK .....</b>	<b>42</b>
<b>2.9. CONCLUSION.....</b>	<b>43</b>
<b>CHAPTER 3: RESEARCH METHODOLOGY .....</b>	<b>44</b>
<b>3.1 INTRODUCTION .....</b>	<b>44</b>
<b>3.2 RESEARCH AIM, OBJECTIVES AND RESEARCH QUESTIONS.....</b>	<b>44</b>
<b>3.3 RESEARCH APPROACH .....</b>	<b>44</b>
<b>3.4 RESEARCH DESIGN .....</b>	<b>45</b>
<b>3.5 POPULATION AND SAMPLING.....</b>	<b>47</b>
3.5.1 Population.....	47
3.5.2 Sampling.....	47
<b>3.6 DATA COLLECTION METHODS.....</b>	<b>48</b>
<b>3.7 PILOT STUDY .....</b>	<b>49</b>
<b>3.8 DATA ANALYSIS.....</b>	<b>50</b>
<b>3.9 ETHICAL CONSIDERATIONS.....</b>	<b>50</b>
3.9.1 Permission to Conduct the Study.....	50
3.10.2 Violation of Confidentiality/ Anonymity .....	51
3.9.3 Avoidance of Harm .....	51



3.10.4 Informed Consent .....	51
3.9.6 Publication of Findings .....	52
<b>3.10 CONCLUSION .....</b>	<b>52</b>
<b>CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....</b>	<b>53</b>
<b>4.1 INTRODUCTION .....</b>	<b>53</b>
<b>4.2 DATA ANALYSIS AND INTERPRETATION .....</b>	<b>54</b>
4.2.1 General Information .....	54
4.2.2 Implementation of the Supervision Framework by Social Work Supervisors and Supervisees .....	56
4.2.3 Attitudes of Supervisees Regarding Supervision .....	68
4.2.4 Challenges Faced by Social Work Supervisors in Implementing the Supervision Framework .....	80
<b>4.3 CONCLUSION .....</b>	<b>89</b>
<b>CHAPTER 5: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>91</b>
<b>5.1 INTRODUCTION .....</b>	<b>91</b>
<b>5.2 RESTATEMENT OF THE PROBLEM .....</b>	<b>91</b>
<b>5.3. RESTATEMENT OF THE AIM AND OBJECTIVES OF THE STUDY .....</b>	<b>92</b>
5.2.1 Aim of the Study .....	92
5.2.2 Objectives of the Study .....	92
<b>5.4 MAJOR FINDINGS .....</b>	<b>92</b>
<b>5.5 CONCLUSIONS BASED ON THE FINDINGS .....</b>	<b>95</b>
5.5.1 General Information .....	95
5.5.2 Implementation of the Supervision Framework by Social Work Supervisors and Supervisees .....	96
5.5.3 Attitudes of Supervisees Regarding Supervision .....	97
5.5.4 Challenges faced by Social Work Supervisors in Implementing the Supervision Framework .....	99
<b>5.6 RECOMMENDATIONS .....</b>	<b>100</b>
<b>5.7 CLOSING STATEMENT .....</b>	<b>101</b>
<b>REFERENCES .....</b>	<b>103</b>
<b>ANNEXURES .....</b>	<b>107</b>

## LIST OF FIGURES

Figure 1:	Sub-District	55
Figure 2:	Responses on the organisational structure and the supervisor-supervisee ratio	57
Figure 3:	Responses as to whether or not supervisors represent the authority inherent in the management of the organisations	58
Figure 4:	Response on whether or not supervision sessions are held consistently with the frequency agreed upon in the supervision contract	60
Figure 5:	Response on whether or not an enabling environment is provided to enable supervision sessions to take place	61
Figure 6:	Responses on whether or not supervision contributes to improved rendering of social work service	62
Figure 7:	Responses of whether or not the phases and methods of supervision are applied for effective execution of supervision	63
Figure 8:	Response on whether or not the social work supervision in the Department fulfils the functions of supervision	65
Figure 9:	Response on whether or not parties to the supervision contract are afforded the opportunity to make inputs in the development of the supervision contract	66
Figure 10:	Response on whether or not supervisees value the role of supervision in promoting their professional development and functioning	68
Figure 11:	Responses on whether or not much effort is put into the planning and preparation of the supervision sessions	70
Figure 12:	Responses on whether or not supervisees are not always having enthusiasm to attend supervision sessions	71
Figure 13:	Responses on whether or not supervisees do not realise the administrative, educational and developmental support functions and role of supervision	72
Figure 14:	Responses on whether or not supervision is not properly implemented, as frequency of sessions is not adhered to as per supervision contract	73

Figure 15:	Responses on whether or not supervision sessions do not achieve the goals and objectives of supervision	74
Figure 16:	Responses on whether or not supervisees do not usually make effort to thoroughly prepare for supervision sessions	76
Figure 17:	Responses on whether or not social work supervision has a potential to promote professional development and functioning of supervisees	77
Figure 18:	Responses on whether or not supervisees understand how their individual efforts contribute to the success of supervision	78
Figure 19:	Responses on whether or not annual intake of new social workers adds to the escalating supervisor-supervisee ratio	80
Figure 20:	Response on whether or not there is no uniform understanding on the implementation of the supervision framework	81
Figure 21:	Responses on whether or not supervision framework is interpreted differently by social work professionals	82
Figure 22:	Responses on whether or not resources limitations hinder effective implementation of the supervision framework	83
Figure 23:	Responses on whether or not the application of supervision is weak and faulty	84
Figure 24:	Responses on whether or not the lack of adequate training, structural support and unmanageable workload hinders effective implementation of the supervision framework	85
Figure 25:	Responses on whether or not the increasing intake of new social work professionals brought more challenges to supervision	86
Figure 26:	Responses on whether or not enabling environment is not provided for supervision sessions to take place by allowing enough time for supervision	87
Figure 27:	Responses on whether or not or not knowledge gaps on supervision negatively affect the quality of supervision	89

## LIST OF TABLES

Table 1:	Understanding supervision policy	56
Table 2:	Responses on whether or not supervisor-supervisee ratio in the Department complies with the ratio set by the supervision framework	59
Table 3:	Responses on whether or not supervisors and supervisees are aware of each other's roles and responsibilities in supervision	64
Table 4:	Responses on whether or not supervision contracts cover the critical functions of supervision	65
Table 5:	Responses on whether supervision is conducted in compliance with the supervision framework and Code of Ethics for Social Work Profession	67
Table 6:	Responses on whether or not supervision cannot be effectively implemented due to high supervisor-supervisee ratio	69
Table 7:	Responses on whether or not social work supervision has the potential to address challenges faced by supervisees	72
Table 8:	Responses on whether or not supervisees lack interest in supervision	75
Table 9:	Responses on whether or not fulfilment of supervision function leads to job satisfaction and high morale amongst supervisees	79
Table 10:	Responses on whether or not shortage of social work supervisors hinders effective implementation of the supervision framework	81
Table 11:	Responses on whether the supervision structure is not aligned to the department's staff establishment structure	84
Table 12:	Responses on whether or not insufficient administrative, educational and developmental support to supervisors hinders effective implementation of the supervision frame work	88

# CHAPTER 1

## INTRODUCTORY BACKGROUND

### 1.1 INTRODUCTION

The social work profession was declared a scarce skill in 2003 by the then Minister of Public Service and Administration, Zola Skweyiya (Department of Public Service and Administration, 2003). The Department of Social Development (DSD) responded by developing a recruitment and retention strategy for social work professionals (Department of Social Development, 2006). One of the main critical areas identified by the recruitment and retention strategy for social workers was management and supervision of social workers and other social work professionals such as social auxiliary workers. Furthermore, the strategy emphasised the deterioration of productivity and quality of services provided by social workers due to lack of supervision.

Central to social work is social work supervision as it determines the quality of services rendered, professional development and job satisfaction of social workers (Harkness, 1995, Munson, 2002, Shulman, 2008). South African Social Service Professions Act 110 of 1978 as amended specifies that a social worker may only be supervised on social work matters by another competent and registered social worker (SACSSP, 1978). As a result, the National Department of Social Development has developed a supervision framework for the social work profession which was finalised in the 2011-2012 financial year. The supervision framework is applicable to social workers, social auxiliary workers and student social workers (Department of Social Development & South African Council for Social Service Professions, 2012).

Orientation and training of social work supervisors and social workers was conducted in the first half of 2012 while implementation of supervision tools commenced during the last half of 2012. There have been challenges such as inappropriate implementation of the supervision tools, insufficient number of social work supervisors and negative attitudes of social workers towards supervision in the implementation of supervision framework of social work profession.

This chapter aims to present the operational definition of concepts, problem statement, literature review, aim and objectives of the study, research methodology, ethical consideration and significance of research study.

## **1.2 OPERATIONAL DEFINITION OF CONCEPTS**

The following operational concepts are defined: social work, evaluation, supervision, social work supervision, and social work supervisor and supervision tool.

### **1.2.1 Social Work**

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance well-being (<http://www.ifsw.org/get-involved-global-definition-of-social-work>).

### **1.2.2 Evaluation**

According to Oxford dictionary (<http://www.oxforddictionary.com>, retrieved, 05 May 2014) evaluation means the act of forming an opinion of the amount, value or quality of something. For the purpose of this study, evaluation means assessing the implementation of the supervision framework for social work profession.

### **1.2.3 Supervision**

According to Wonnacott (2012), supervision is a process by which one worker is given the responsibility by the organisation to work with another worker or workers in order to meet certain organisational, professional and personal objectives which together promote the best outcomes for service users. Kadushin and Harkness (2002) also define supervision as an interpersonal relationship between two or more people. They further state that an important condition of supervision is the assistance to the supervisee as well as ensuring the quality of a service received by the client. A primary aim of supervision can, therefore, be viewed as a creation of a context in which the supervisee can acquire the experience needed to become an independent professional.

In the researcher's opinion, supervision is a stage for supervisor to show his or her ability to mentor and guide the supervisee through the learning experience and creation

of environment that is warm, comfortable, and non-threatening in order to promote professional development and functioning.

### **1.2.2 Social Work Supervision**

Social work supervision is an interactional and interminable process within the context of a positive, anti-discriminatory relationship which is based on distinct theories, models and perspective on supervision whereby a social work supervisor supervises social worker or social auxiliary worker by performing educational, supportive and administrative functions in order to promote efficient and professional rendering of social work services (DSD & SACSSP, 2012, p.18)

Social work supervision is also defined as a relationship-based activity which enables the supervisee to reflect upon the connection between the tasks and processes with his or her work (Davis, 2000, p. 340).

In social work supervision, the social work supervisor oversees the work of supervisees by performing educational, administrative and supportive functions to improve and promote efficient and professional rendering of social work services.

For the purpose of this study, social work supervision is defined as an activity where the supervisor oversees, direct, co-ordinates, enhances and evaluates the performance of the supervisees to whom the supervisor has been tasked to provide social work supervision.

### **1.2.3 Social Work Supervisor**

Social work supervisor is conceptualised by Kadushin and Harkness (2002, p. 23) as the organisation's administrative staff-member to whom authority is delegated to direct, co-ordinate, enhance and evaluate the on-the-job performance of the supervisee whose work he/she is held accountable. Social work supervisor is further defined by the supervision framework as a social worker with the required experience and qualifications to whom authority is delegated to supervise social workers, social auxiliary workers and student social workers (DSD & SACSSP, 2012).

For the purpose of this study, social work supervisor is a qualified and experienced social worker appointed by the Department of Social Development to supervise and oversee the work of social workers, social auxiliary workers and student social workers.

#### **1.2.4 Supervisee**

According to Harrar, Van der Creek and Knap as cited in Sokhela (2007, p. 30) “a supervisee is a person who is not yet ready to practice independently”. For the purpose of this study, the concept “supervisee” refers to social workers, social auxiliary workers and student social workers who are recipients of administrative, educational and supportive, motivational and personality enrichment functions of an experienced social worker. There must be planned supervision sessions held with the social work supervisor.

#### **1.2.5 Supervision Tool**

For the purpose of this study, supervision tool refers to annexures in the supervision framework which encompass supervision contract or agreement, supervision policy, supervision session report and personal development plan.

### **1.3 MOTIVATION OF STUDY**

The research study was motivated by the researcher’s experience as a social work supervisor in the Department of Social Development, Mopani District in Limpopo Province. The researcher was appointed as a social work supervisor in 2008 and there was no supervision framework at that time. Supervision was carried out without any framework. Currently, there are 17 social work supervisors who provide social work supervision to 265 social workers and 43 social auxiliary workers in Mopani District.

Social work supervisors in Department of Social Development in Mopani District are confronted with challenges in implementation of supervision as revealed in research by Engelbrecht (2013). The challenges include amongst others the following: training in supervision, issues of supervisors’ competencies, Issues of support, and education of social workers and administration of social workers’ work, structural supervision issues, attitudes of social workers and social auxiliary workers towards supervision and working conditions. Supervisors are also faced challenges of high supervisor-supervisee ratio due to insufficient number of social work supervisors. The challenges faced by supervisors and supervisees in implementation of the supervision frame work raised the curiosity of the researcher and motivated the researcher to undertake the study.

The study was also motivated by the fact that although several social work supervision studies have been conducted in the country, none of them was focused on the



evaluation of the implementation of the supervision framework for social work professions in Mopani District. There had never been a social work supervision and job satisfaction-related research conducted in Mopani District, Limpopo Province.

#### **1.4 PROBLEM STATEMENT**

The researcher identified challenges in the implementation of supervision framework for social work profession in the Department of Social Development, in Mopani District. The challenges identified included, amongst others, inappropriate implementation of the supervision tools, insufficient number of social work supervisors, and negative attitudes of social workers and social auxiliary worker towards supervision. As stated in the motivation of the study, social work supervisors in Mopani District are also faced with challenges which impact negatively in the implementation of the supervision as found by research conducted by Engelbrecht (2013). The challenges that need to be addressed include training of supervisors, competencies of supervisors, Issues of support, education of social workers and administration of social workers' work, structural supervision issues, and working conditions of social workers, social work supervisors, practice theories, and models of supervision.

The researcher observed that as much as the challenges faced by supervisors in implementation of supervision, these challenges have an implication in the effective implementation of the supervision framework for social work profession in Department of Social Development, Mopani District. The researcher was interested in the evaluation of the implementation of the supervision framework for social work profession in Mopani District, Limpopo Province. The following research questions were formulated for the purpose of this study:

- How is the supervision framework for social work profession implemented by social work supervisors and supervisees in Mopani District?
- What are the attitudes of supervisees regarding supervision?
- What are the challenges faced by social work supervisors in implementing the supervision framework for social work professions?

## **1.5 AIM AND OBJECTIVES OF THE STUDY**

### **1.5.1 Aim of the Study**

The aim of the study was to evaluate the implementation of supervision framework for social work profession as prescribed by the National Department of Social Development.

### **1.5.2 Objectives of the Study**

Arising from the aim of the study, the following objectives were formulated:

- To find out how the supervision framework for social work profession is implemented by social work supervisors and supervisees in Mopani District.
- To evaluate the attitudes of supervisees regarding supervision.
- To evaluate the challenges faced by social work supervisors in implementing the supervision framework for social work professions.

## **1.6 OVERVIEW OF RESEARCH METHODOLOGY**

The study made use of Evaluation Research Methodology to investigate the research problem. Evaluation research is a social research designed to investigate whether or not a particular programme, project or intervention has met its objectives and to make judgements about its effectiveness and overall merit (Bless, Higson-Smith, & Kagee, 2006 & De Vos, Strydom, Fouché & Delpoort 2011). Evaluation research serves three purposes which are: collecting information for improving a design, development, formation and implementation of a programme, describing the process of a programme as it is being developed or implemented or assessing the impact, outcome or worth of a programme (De Vos, 2011 *et. al*).

The Evaluation Research Design was chosen because it served the implementation of the evaluation process. According to Kreuger & Neuman in De Vos *et.al* (2011), feedback on how a programme is implemented and the extent to which the intended objectives are met is provided by monitoring the performance of such a programme. According to Mouton, (2001) and Rossi, Lipsey and Freeman, (2004) the process of evaluation in evaluation research means ascertaining how the programme operates, answering questions as to whether or not an intervention, programme, policy or strategy has been properly implemented, whether or not the target group has been

adequately covered and whether or not such intervention was implemented as designed .

The researcher collected data through the use of quantitative data collection tool which is in the form of a questionnaire. In this study, population is comprised of 68 Social Work Professionals employed by the Department of Social Development in Mopani District, Limpopo province. Data was analysed according to quantitative method. The researcher has used Statistical Package for the Social Sciences (SPSS) to analyse quantitative data in this study.

Research methodology is discussed in detail in Chapter three.

### **1.7 LIMITATIONS OF THE STUDY**

The study was confined to and undertaken in the Department of Social Development in Mopani District. This, therefore, means that the findings cannot be generalised to the whole Department of Social Development or other districts in Limpopo province.

### **1.8 SIGNIFICANCE OF THE RESEARCH**

A research study must contribute to knowledge either theoretically or methodologically, must be relevant to practice and/or policy arenas and meaning in the study, and the study be useful to intended target group (De Vos *et. al.* 2011). This study will contribute to effective implementation of the supervision framework for social work profession in Limpopo province as it provides guidelines on the evaluation of the implementation of supervision framework. The results of the study on the evaluation of implementation of the supervision framework for social work profession have also provided the bases for checking whether or not the implementation of the supervision framework for social work professions is on track.

The study has also identified the strengths and weaknesses in the implementation of the supervision framework. The study identified and covered three variables namely; implementation of the supervision framework by social work supervisors and supervisees, attitudes of supervisees towards supervision and finally, challenges faced by social work supervisors in implementing the supervision framework. The variables were used to evaluate the implementation of the supervision framework for social work profession by supervisors and supervisees in the Department of Social Development in

Mopani District. The research results will be used as a yard stick to measure the effectiveness of the implementation of the supervision framework by supervisors and supervisees in Mopani district.

The study has added value to the knowledge base of social work supervision and research. The study was justified in terms of its potential to address the challenges identified in the implementation of supervision framework for social work professions and it has potential to contribute to the effective implementation of the supervision framework.

### **1.9 OUTLINE OF THE STUDY**

Chapter 1: General Orientation of the Study.

Chapter 2: Fundamentals of Social Work Supervision

Chapter 3: Research Methodology.

Chapter 4: Data Presentation, Analysis and Interpretation

Chapter 5: Summary of the Major Findings, Conclusions and Recommendations

### **1.10 CONCLUSION**

In this chapter, an overview of the study was presented. The researcher has discussed his motivation for undertaking the study, the problem statement, aim and objectives of the study, significance of the study, overview of research methodology, ethical considerations, and limitations of the study, definition of concepts and outline of the study. The next chapter focuses on the literature review of the study.

# **CHAPTER 2**

## **FUNDAMENTALS OF SOCIAL WORK SUPERVISION**

### **2.1 INTRODUCTION**

Social work supervision is a fundamental aspect of social work practice and professional development of supervisees. Supervision can be applied in different settings and with supervisees who come from different working environments. During the implementation of supervision, the difference in organisational structure and staffing of social workers, social auxiliary workers, student social workers and learner social auxiliary workers should be considered.

Literature review outlines the importance of the functions of supervision, roles and responsibilities of supervisors and supervisees, dimensions of supervision, supervision agreement/contract, key elements of supervision contract, stages of supervision and the methods of supervision, and theoretical framework.

### **2.2 FUNCTIONS OF SUPERVISION**

Supervision in social work is carried out in many ways with emphasis placed on the important functions of supervision. Supervision within the social work profession is intended to fulfil the administrative, educational, and supportive and mediation functions. The amount of time which the supervisor spends on these functions of supervision should reflect the agency or organisation's mission, vision and human resources practice (DSD & SACSSP, 2012).

Social work supervision provides direction and assistance to the supervisee. Over and above all the functions that social work supervision plays in the professional life of the supervisee is intervention by the supervisor on behalf of the supervisee to ensure that resources are provided to the supervisee and that an enabling environment is created for him/her to render effective and quality social work service. The administrative, educational and mediation functions do not only contribute to the efficient and effective delivery of quality services but also contribute to the continued professional development of the supervisee.

### **2.2.1 Administrative Function**

The administrative function of supervision is concerned with the correct, effective and appropriate implementation of the organisation's policies and procedures (Kadushin and Harkness, 2002; Austin and Hopkins, 2004). The administrative function's primary goal is to ensure adherence to the policies and procedures (Kadushin, 1992). The administrative functions include readiness to discuss the working situation; provision of feedback; and the involvement of employees in the implementation of the goals of the setting (Dirgèliené, 2010). Wonnacott (2012) calls this function management function. This supervision function focuses on the service users' best interest and quality of practice. On the line management level administrative function ensures quality service delivery while on continued professional development, it identifies knowledge gaps.

The supervisor has the responsibility of ensuring that the organisation's policies are implemented. This implies that the supervisor has a controlling function and a responsibility to enable supervisees to work to the best of their abilities (Brown & Bourne, 1996)

The supervisor is called upon to perform certain tasks of discharging the responsibilities of administrative function. These include, among others, staff recruitment and selection, induction and placing workers, work assignment, work delegation, job performance, co-ordinating work and communication (Kadushin & Harkness, 2002; Tsui, 2005). The researcher concurs with the authors (Kadushin & Harkness, 2002; Tsui, 2005) that supervisors in the social services organisation are responsible for staffing and choice, orientation and assignment, work and duties assignment and all other administrative duties required to be carried out in order to achieve efficient and effective social work services.

#### **2.2.1.1 Staff recruitment and selection**

This task requires the selection of applicants who have personal characteristics, attitudes and maturity that will allow them to feel accepted and comfortable in the organisation's objectives (Kadushin & Harkness, 2002). It also involves personnel recruitment and selection which involves fitting supervisees to a particular job. Supervisors participate in establishing criteria for hiring staff as well as in implementing these criteria because they know the work that needs to be done. Although supervisors make a contribution in the selection and recruitment process, this is a secondary administrative function.

### **2.2.1.2 Inducting and placing the supervisee**

The social work supervisor has to perform the function of placement and induction of the supervisee. Induction of the supervisee involves locating the new worker physically, socially and or organisationally in the organisation (Kadushin & Harkness, 2002). This embraces discussion of the functions of the unit to which the supervisee has been assigned, the relationship of the supervisor to the supervisee and their roles and responsibilities, the supervisee's relationship with others in the organisation and the complex objectives of supervision (Kadushin & Harkness, 2002).

The researcher agrees with the above assertions that in order for the supervisee to render effective and efficient social work service, he or she must be orientated on his or her roles and responsibilities as well as on the organisation and job description. Proper placement of the supervisee is also an important task of the supervisor in discharging the administrative function.

### **2.2.1.3 Work planning**

It is the social work supervisor's task to plan what the organisation needs the supervisee to do. The general policies and objectives need to be broken down into specific duties and ultimately into specific tasks. The supervisor has to ensure that the policies and objectives are translated into tasks performed by the direct service workers (Kadushin & Harkness, 2002). The supervisor is responsible for short-term planning as well as long term planning. Without the supervisor's guidance on work planning, the supervisee may not be able to carry out tasks that correctly implement policies and objectives of the organisation. Planning is part of the tasks of the supervisor.

### **2.2.1.4 Work assignment**

On completion of work planning, the supervisor should choose individual workers in line with the sectional work plan. In order to make work assignments, the supervisor should take into consideration a range of factors such as criteria for assignment, work assignment procedures and problems in work assignment (Kadushin & Harkness, 2002).

### **2.2.1.5 Work delegation**

In assigning work, the supervisor has to decide the explicitness with which he or she instructs the supervisee or worker about action that needs to be taken in implementing

the assignment (Kadushin & Harkness, 2002). A variety of procedures can be used by the supervisor to delegate tasks in a way that controls the extent of autonomy granted. This can be done by providing a series of clear and complete directives as to how the task should be carried out, giving the supervisee considerable flexibility in detail, planning with the supervisee through discussions on how the task should be carried out; by just leaving the supervisee free to implement the task without any restrictions other than the general objectives and time limit (Kadushin & Harkness, 2002).

According to Hurlbert (1992), delegation goes beyond the supervisor sharing some measure of authority with the supervisee who is then empowered to make decisions and to take action in the performance of the assigned task. The responsibility for the task and the authority to take action can be delegated but cannot be fully relinquished by the supervisor.

#### **2.2.1.6 Job performance**

The main objective of supervision is to monitor job performance of supervisees. The supervisor has a responsibility to monitor that assignments are done in set time and in line with the organisation's policies. Monitoring the performance of the supervisees involves observing verbal reports, reading recordings, and reviewing statistical reports (Kadushin & Harkness, 2002).

Job performance evaluation, as a task in administrative function, provides an important measurement for the achievements of the supervisees which helps them attain their future professional development. For the supervisor, job evaluation is an opportunity to examine what the supervisees do. For the organisation, job evaluation is a mechanism for monitoring output and quality of services in order to be accountable to the community (Tsui, 2005). Bernard and Goodyear (2004) indicate that, in their positions of authority, supervisors are given the power to evaluate the performance of their subordinates and monitor the quality of services rendered to the clients.

The supervisor not only has to review completed assignments are in accordance with the organisation's policies and procedures, but he or she has to make some judgement as to whether or not it is accomplished at a minimally acceptable level. Formal evaluation of the supervisee is an administrative act and the supervisor has the responsibility to do this objective evaluation (Kadushin & Harkness, 2002).



According to Kadushin and Harkness (2002) monitoring, review and evaluation are inspectional aspects of administrative supervision. The administrative supervisory function of monitoring, reviewing, and evaluating work further implies the supervisor's responsibility to take disciplinary action if the work is clearly unsatisfactory.

#### **2.2.1.7 Co-ordinating work**

Co-ordination involves putting pieces of the total work context together. Co-ordination helps the supervisor work together with other workers involved in activities that are reciprocal, supportive or supplementary to their own work. Co-ordination contributes to unity of different workers and unifies them towards the achievement of the organisation's objectives. When co-operation is maximised among the supervisees and work units, conflict is minimised, and greater complementarity is ensured (Kadushin & Harkness, 2002).

The supervisor must make available to the supervisee human, fiscal and physical resources required to do the job through co-ordination. The supervisor organises and orchestrates the activities of different supervisees so that their efforts are jointly directed towards accomplishing the mission of the organisation. It also involves ensuring that the supervisees' understanding of the goals and objectives of the organisation. Co-ordination also requires the supervisor to mediate conflicts among supervisees in his or her unit and between his or her unit and other units of the organisation. Failure to use co-ordination to adjudicate conflict may hamper organisational performance (Hurlbert, 1992).

#### **2.2.1.7 The communication function**

The supervisor is an integral link in the chain of administrative communication. The supervisor is the link between the administrators above and the supervisees or workers below. The supervisor's position deals with administrative control centres for gathering, processing, and disseminating information coming from above and below in the chain of communication (Kadushin & Harkness, 2002).

#### **2.2.2 Educational Function**

Educational supervision is defined as the provision of guidance and feedback on matters of personal, professional and educational development in the context of the supervisee's experience of providing safe and appropriate patient care (Kilminster,

Cottrell, Grant & Jolly, 2007). The activities referred to are teaching, training, staff development, coaching and mentoring. They can be used to identify the educational function of supervision (Tsui, 2005).

### **2.2.2.1 The goal of educational function**

The primary goal of educational function is to alleviate the individual worker's ignorance and upgrade his or her skills (Kadushin, 1992). According to Kadushin (1992), through educational supervision, supervisees may be helped to:

- Understand the client better.
- Become more aware of their own reactions and responses to the client.
- Understand the dynamics of how they and the client are interacting.
- Look at how they have intervened and consequences of their interventions (Hawkins & Shonet, 1989).

Supervision in social work is important in order to help the supervisee achieve the goals of the educational function.

Wonnacott (2012) calls this supervision function development function. This function is carried out through:

- Professional supervision which involves self-evaluation and building professional competence;
- Line management which involves managing performance;
- Continued professional development which includes providing the supervisee with learning opportunities and completing personal development plans.

According to the supervision framework, this supervision function should be distinguished from staff development programmes of in-service training (DSD & SACSSP, 2012). The content of educational supervision shifts in focus depending on the education, competencies and experience of each worker.

The educational function covers the strengthening of the relationship with the external expert; the motivation of the supervisee to become more independent; and taking care of the organisational resources of the professional development (Dirgèliené, 2010).

### **2.2.2.2 Significance of education supervision**

Kadushin and Harkness (2002) stated that education is an important dimension of the supervisor's activities and responsibilities. Satisfaction in helping the supervisee grow and develop as a professional and satisfaction in sharing social work knowledge and skills with supervisee, are the two sources of satisfaction for the supervisor. In the studies of ineffective supervision, Watkins (1997) found that failure to teach and/or instruct supervisees was frequently identified as one of the negative aspects of poor supervision.

Shulman in Kadushin and Harkness (2002) undertook a study of the reports from supervisees and supervisors regarding the actual functions the supervisors were perceived to perform and their preferred functions. A considerable amount of the supervisor's time was spent teaching and consulting as indicated by the groups. According to Shulman (1982) the "largest increase of preferred time to actual time spent is indicated by supervisors and supervisees' involved increased time in "teaching practice skills".

### **2.2.2.3 Characteristics of educational supervision**

Tsui (2005) indicates that educational supervision is a teaching and learning process in which there are two partners who are the supervisor and supervisee. The supervisor and the supervisee should be ready to give and take. In the supervision process, a shared meaning will develop. In educational supervision, there should be readiness to share and a motivation to learn. In educational supervision, formal trainings, induction sessions, case discussions and team meetings are various means through which knowledge can be gained (Baglow, 2009).

Educational supervision requires planning and preparation (Kadushin & Harkness, 2002). Focus of educational supervision is knowledge, skills and attitudes of direct service as well as what frontline workers are. Worthy and effective supervision encourages continuing professional development to meet new challenges in a prepared and positive fashion (Maidment & Beddoe, 2012).

#### **2.2.2.4 Giving feedback**

Kadushin and Harkness cited in Tsui (2005) provide the following guidelines for giving feedback in educational supervision. Feedback should:

- Be given as soon as possible after the performance by the supervisee.
- Be as specific as possible.
- Be objective and concrete.
- Descriptive rather than judgemental.
- Highlight the effects of good performance.
- Focus on the behaviour of the supervisee rather than the supervisee as a person.
- Be offered tentatively for consideration and discussion rather than authoritative for agreement and acceptance.
- Tied as explicitly as possible to what the supervisor wants the supervisee to learn.
- Good feedback involves sharing ideas rather than giving advice.
- Feedback needs to be selected in terms of the amount a person can absorb.

#### **2.2.3 Supportive Function**

The supportive function focuses on the morale and job satisfaction of the social worker. Its goal is to improve morale, job satisfaction and the quality of work. The supportive function is concerned with expressive needs (Kadushin, 1992). At the level of professional supervision this function reflects on the impact of the work done while on line management it ensures staff care and anti-discriminatory practice. At the level of continued professional development, it provides understanding of individual supervisees learning styles and factors affecting learning.

The supportive function embraces creation and promotion of the atmosphere of mutual trust, respect, interest, and support; working in difficult situations in an open, objective, and purposeful way; admitting honestly when one does not know how to behave in a difficult situation. It also encompasses being empathetic with regard to the supervisee's feelings, values, and behaviour; recognition and acknowledgment of supervisee's frustration, tension, and anxiety; recognition and reinforcement of the achievements; and reflection on success and failures (Dirgèliené, 2010).

Supportive function provides the supervisee with psychological and interpersonal context that enables him or her to mobilise the emotional energy needed for effective

job performance and obtain satisfaction in doing their job. This supervision function is concerned with emotional barriers to effective service delivery. It is also concerned with increasing the effectiveness of the supervisees through decreasing stress that interferes with the supervisees' performance and increasing motivation and intensifying commitment that enhances performance (Kadushin & Harkness, 2002).

Supportive supervision function includes interventions that reinforce ego defences and strengthens the capacity of the ego to deal with job stresses and tensions. It also includes procedures such as reassurance, encouragement, and recognition of achievement as well as the expression of confidence, approval and commendation, catharsis ventilation, desensitisation, and universalisation and attentive listening that communicates interest and concern (Erera & Lazar, 1994a).

Kadushin and Harkness (2002) show the importance of supportive function by indicating that if supervisees are to do their jobs effectively, they need to feel good about themselves and about the jobs they do.

The following interventions can be implemented by the supervisor in supportive supervision as a response to the development of the supervisee's stress and tension and the ultimate danger of burnout: prevent stress and tension from developing, remove the supervisee from the source of stress, reduce the impact of the stressor and help the worker adjust to stress (Kadushin & Harkness, 2002).

#### **2.2.3.1 Prevention of stress and tension**

Supervisees' stress and burnout can be reduced by the supervisor's effective implementation of the administrative function which involves hiring and induction of the supervisee. Stress and burnout can also be reduced by his or her effective duty of providing accurate information about job permits as well as his or her to decide and see whether or not the job fits into his or her needs and expectations

Kadushin and Harkness (2002) indicate that supervisors need to help supervisee communicate experiences of that may lead to stress or burnout and also assist the supervisee to identify danger signals that suggest impending experiences such as violence to prevent stress.

### **2.2.3.2 Reducing and ameliorating stress**

The stress impacting on the supervisee can be reduced by the supervisor's support for the supervisee or momentarily taking away the supervisee from the stressful situation. Temporary reduction in the supervisee's caseload, shifting to less problematic clients or increase in administration or clerical help to the supervisee are some of the interventions the supervisor can make to reduce or alleviate the supervisee's stress (Kadushin & Harkness, 2002).

The supervisee's stress can also be reduced or eliminated by conferences, institutes, workshops, caseload management and flexible workload scheduling. Job diversification and job rotation can be used by the supervisor to reduce stress on the supervisee. Change of pace for relief from stressors can be provided by rotation of workers to alternative services within the organisation (Davies & Barrett in Kadushin & Harkness, 2002).

### **2.2.4 Mediation Function**

Morrison (2005) states that the fourth function of supervision is called mediation function. The mediation function is seen when the supervisor becomes an intermediary between the supervisee and other members of staff or parts of the organisation. This is a bridging role and the supervisor can sometimes become an advocate for the supervisees in co-operation with the senior management of the organisation or outside the organisation, promoting organisational policies and developments, and at the same time, supporting the interest of the supervisees.

Wonnacott (2012) states that at the level of professional supervision, mediation function ensures role clarification and effective multi-agency working relationship while at the level of line management, this function links with wider performance management objectives. This function provides understanding and facilitation of external formal learning when it comes to professional development. According to Morrison (2005), the mediation aspect of supervision makes explicit recognition of the complex and competing personal, organisational and professional agenda present in the organisation in which supervision happens.

There is a need for the social work supervisor to identify a wide range of issues and take them up or raise them appropriately in the organisation and other relevant

stakeholders. This activity is referred to as a mediation function of supervision (Morrison, 2005; Howe & Gray, 2013).

According to Howe and Gray (2013), the individual power of supervision is that it links an individual to the wide network that supports it. This process is two-pronged:

- Issues identified by the supervisee as he/she practises are fed into the network.
- Issues arising in the network are fed into supervision.

This implies that the supervision process should identify problems which the wider organisation needs to act on and new organisational policies that can be communicated and carried directly into practice. The importance of mediation is communication and supervision which could be seen as the centre of communication hub (Howe & Gray, 2013).

## **2.3 THE ROLES AND RESPONSIBILITIES OF SUPERVISORS AND SUPERVISEES**

### **2.3.1 The Roles and Responsibilities of Supervisors**

According to Munson (1979), the social work supervisor has the following roles and responsibilities:

- The supervisor is responsible for knowing how effective the supervisee's service is, for assisting the supervisee render service according to agency's norms and standards, and for assisting the supervisee to develop further skills to provide effective service.
- The supervisor is responsible for facilitating the work of the supervisee through the use of the organisation's procedures and routines in such a way that smooth flow of services is guaranteed. In so doing, the supervisor orients the supervisees to the management aspects of the job. He or she further takes leadership in initiating staff discussions of management operations and in implementing the organisation's policies.
- The supervisor is responsible for evaluating the performance of the supervisees in accordance with the organisation's performance management policies (Bernard & Goodyear, 2004). Evaluations are expected to serve two main purposes: (i) the assessment of performance (ii) assessment of the supervisee's progress and future developmental needs.

The South African Council for Social Service Professions (SACSSP) also provides for roles and responsibilities of supervisors as guided by the Code of Ethics. The supervision framework for social work profession stipulates some of the roles and responsibilities of supervisors (DSD & SACSSP, 2012).

The supervision framework indicates some of the roles and responsibilities of supervisors as to:

- Prepare for supervision sessions
- Ensure that intervention techniques used by the supervisee are correctly applied and to ensure competency in the supervisee's work to protect clients from harm.
- Identify the training needs of the supervisee and implement a personal development plan.
- Ensure the correct interpretation of policies and legislation.
- Conduct quality assurance of the work done by the supervisee.
- Conduct performance management appraisal.
- Ensure that adequate organisational resources are available to conduct effective supervision.
- Ensure reasonable steps towards meeting the emotional well-being of the supervisee are taken.
- Acknowledge limitations and take responsibility for their own development and training needs.
- Assist in conducting assessments that are challenging for the supervisee.

### **2.3.2 Roles and Responsibilities of Supervisees**

As much as the supervisor has roles and responsibilities in supervision, so does the supervisee. The supervisee's primary role and responsibility is to provide direct service to service beneficiaries. He or she has the responsibility for his or her performance and continue to acquire knowledge and skill (Munson, 1979). Munson identifies three responsibilities of the caseworker or supervisee as:

- Identifying his or her areas of competence, of partial ability, or of limitation. Gaps in theoretical knowledge or application of theory to practice, special skills or problems in psycho-social evaluation and treatment or limitations in dealing with various problems or personalities.



- The supervisee is responsible for his own continuing professional development. The supervisee has a responsibility of identifying his own developmental needs and deciding how these developmental needs are to be met.
- The supervisee is responsible for managing his or her job assignments. This ensures that the caseload is handled in such a way that as much people as possible are served.

South African Council for Social Services professions as cited in the supervision framework (DSD & SACSSP, 2012) further indicates that the roles and responsibilities of supervisee shall in turn be to:

- Plan and prepare for supervision sessions.
- Ensure that he or she attends agreed supervision sessions.
- Comply with the Code of Ethics.
- Keep abreast of new developments in the professional fields.
- Keep records of supervision sessions.
- Seek feedback and evaluation from his or her supervisor for the enhancement of supervision.
- Notify the supervisor of any difficulties in implementing decisions or plans
- Understand and implement policy.

## **2.4 ATTITUDES OF SUPERVISEES REGARDING SUPERVISION**

### **2.4.1 Attitudes of Social Workers towards the Amount and Quality of Supervision**

Social work supervision is received differently by different supervisees. Both negative and positive attitudes towards social work supervision and the challenges with attitudes of supervisees often centre on resistance to authority and guidance. According to Engelbrecht (2012), supervisees echo sentiments such as supervision is out-dated and no other profession does it, supervision becomes babysitting, social workers are reluctant to attend supervision session for fear of being assessed as underproductive or wrong.

Research findings by Engelbrecht (2012) revealed that the educational and supportive functions of supervision are not regarded as priority for supervision by the supervisees. Supervision is regarded as a priority for effective management. According to Engelbrecht (2012), the supervisees' views about the two supervision functions imply

that the education and support of the supervisees are usually changed into becoming compliant to checking and adherence to process.

#### **2.4.2. Significance of Supervision**

The significance and the role of supervision in promoting the supervisees' professional development and functioning has been acknowledged by both supervisees and supervisors despite their preoccupation with usually poor working conditions colouring their disposition towards supervision (Engelbrecht, 2010; Kadushin, 1992). According to Kadushin (1992), supervision is significant for political accountability, administrative control, educational function and support function.

Tsui (2005) indicates that regularly scheduled supervision sessions reflect the supervisor's commitment to the professional development of their supervisees on a continuous basis. Research findings by Culbreth and Hancox *et.al* as cited in Mak (2013) also show that supervision provides a distinctive level of support and guidance to front-line workers. Supervision also promotes professional development and helps to increase quality practice standards

Social work supervision is a platform to address challenges faced by supervisees. This statement is supported by Tsui (2005) who maintains that supervisors are expected to discuss challenges, address and explore issues of supervisees and provide alternatives to address the challenges.

#### **2.4.3 Goal of Supervision**

Research results on the study by Engelbrecht (2010) showed that social workers reflected their understanding of the goal of supervision as being the growth of social workers into competent, independent and autonomous practitioners. The goals of supervision are directly linked to the administrative, educational, supportive and mediation function (Kadushin & Harkness, 2002; Tsui, 2005, Wonnacot, 2012). The goal of supervision is as linked to the definition of supervision. The definition of supervision includes administrative, educational and supportive functions of supervision (Shulman, 1995).

#### **2.4.4 Professional Development and Functioning**

Tsui (2005) indicates that regularly scheduled supervision sessions reflect the supervisor's commitment to the professional development of their supervisees on

continuous basis. Tsui's research findings are confirmed by research findings by Culbreth and Hancox *et.al* as cited in Mak (2013) show that supervision provides a distinctive level of support and guidance to front-line workers, promotes professional development and helps to increase quality practice standards.

Supervisors are often faced with challenges of effectively implementing supervision. Research findings by Engelbrecht (2012) revealed that supervisors often have to deal with social workers who resist authority and guidance.

#### **2.4.5 Blockages and Power Games by Supervisees**

The supervisee often displays blockages and power games towards supervisors. These blockages and power games relate to the previous experience of supervision, personal inhibition and defensive routines, difficulties with authority, conflict of roles and roles fulfilment and organisational constraints affecting both the supervisor and supervisee (Egelbrecht, 2014). These blockages and games by supervisees show the kinds of attitudes supervisees have towards supervision and they may negatively affect the way in which supervisees respond to supervision.

According to Fleming and Steen (2012), it is helpful for supervisees to take active part in supervision. Active participation involves playing active part in a collaborative relationship, showing interest, and enthusiasm, identifying needs, preparing for supervision, being open and receptive to learning and feedback. It is further stated that it is not helpful for supervisees to fail to raise issues that they have difficulty with, get defensive when given feedback or not take advices from their supervisors without good a reason or discussion.

#### **2.4.6 Frequency of Supervision Sessions**

According to the supervision framework, newly employed social workers should have fortnightly supervision sessions for a period of at least three years before moving into the consultative level. Supervision of social auxiliary workers should be on-going for the duration of their practice and social auxiliary workers with minimum experience of five years should be supervised on a monthly basis or as determined by the supervision contract. Lastly, the timeline for supervision of experienced social workers must be at the discretion of the supervisor and the supervisee (DSD & SACSSP, 2012).

The research study by Mak (2013) found that a portion of participants reported that they did not participate in regular, scheduled supervision sessions, but instead they met supervisors as the need arose. This frequency of supervision sessions indicates lack of understanding regarding the purpose and importance of supervision sessions (Mak, 2013, p.44). The researcher adds that supervision sessions are not held frequently due to limited resources in the form of time.

#### **2.4.7 Training for Social Work Supervisors and Supervisees**

The topic on the training of supervisees on social work supervision has in the past, been overlooked. Not much has been done to train supervisees on the topic of social work supervision. The research findings by Mak (2013) indicate that half of the participants who participated in the survey agreed that supervisees should receive training on social work supervision.

Supervisors should receive training on social work supervision because it cultivates ethical decision-making and professional identity. It also provides quality service delivery to clients (Kadushin & Harness; Shulman, 2002). The research findings by Mak (2013) showed that social work supervisees strongly agree that social work supervisors should receive compulsory training on social work supervision. The researcher agrees with this view that social work supervisors should be trained in the field of social work supervision in order for them to effectively discharge their duties as supervisors and to improve the delivery of social services.

The quality and reliability of supervision sessions has brought about criticism from social workers and other supervisees. A survey by Clare, as cited in Harmse (1999), has revealed that the focus of the supervision session is set by the social worker. The research has found that the dominant supervision arrangement in supervision is individual session, with little or no use of other methods of supervision. It was also found that supervisors have not been prepared and trained on the implementation of functions of supervision, their responsibilities as well as their roles as supervisors.

#### **2.4.8 Supervisor-supervisee Ratio**

According to the supervision framework, the ratio for supervision of social workers on structured supervision is 1:10, provided supervision is the only key performance area for the supervisor. If the supervisor has other responsibilities, the supervision ratio should be 1:6 social workers (DSD & SACSSP, 2012). Supervision norms and

standards (DSD & SACSSP, 2012) have further put a ratio for supervising other supervisees (student social workers, social auxiliary workers and learners) at 1: 10 supervisees on condition that the supervisor has supervision as the only key performance area.

The researcher does not hold a view that supervision is implemented according to the ratio set by the supervision framework due to the high number of social work intake on a yearly basis. According to the spread sheet of filled and vacant posts, there are only 17 appointed social work supervisors who have the responsibility to render supervision to 265 social workers and 43 social auxiliary workers employed in Mopani District (Department of Social Development, Mopani District, 2015). These numbers bring the supervisor-supervisee ratio to one social work supervisor to 16 social workers.

#### **2.4.9 Benefits of Social Work Supervision**

In order to completely benefit from supervision, supervision meetings should be scheduled at least once a month and frequently, according to the supervisee's needs for supervision and comfort level in working autonomously (Jones, 2006). The results of the survey by Mak (2013) on social work supervisees indicated that there is a possible lack of understanding concerning the purpose, importance and benefits of supervision sessions. Furthermore Mak (2013) states that the findings could be a possible indication of the limited resources such as time available in the field of social work.

The study conducted by Engelbrecht (2013) found that supervisees reported that supervision sessions are sometimes cancelled or delayed because supervisors are too busy and often, supervision is conducted "on the run". Harmse (1999) declares that 'it is easier to postpone a supervision session than to explain to management why a certain task was not completed'. The researcher agrees with the authors because observation has proved that supervisors give priority to management functions than to supervision functions.

#### **2.4.10 Skills levels and Competence of the Supervisors**

The research by Brooks, Patterson & Mckiernan (2012) found that supervisees reported that they had found experienced clinical supervision group facilitators' skills to be inadequate. The inadequacy in the supervisor's skill was found to be a factor that contributed to negative attitudes towards supervision. Lombard, Grobbelaar and Pruis

(2003) also found that social work supervisors still lack proper knowledge and skills to provide effective social work supervision

The Code of Ethics emphasises that supervisors and managers of practitioners should identify training needs and implement development plan. The Code of Ethics requires supervisors to have knowledge and skills to supervise appropriately and should do so within their area of knowledge and competence. A social worker should be supervised on social work matters by a supervisor who is a registered social worker (South African Council for Social Service Professions, 2007).

#### **2.4.11 Technology Utilisation**

Research by Brooks *et.al* (2012) has found that the feedback methods used in clinical supervision were inadequate and have resulted in negative attitudes towards supervision. It is important to upgrade and make use of effective technological aids in supervision sessions (Haynes, Corey & Mouton, 2003). Utilisation of out-dated technology in reviewing case studies lead to impatience on the part of supervisees (Brooks *et.al*, 2012).

### **2.5 CHALLENGES FACED BY SOCIAL WORK SUPERVISORS**

Social work supervisors are usually selected and appointed based of the number of years of experience in social work practice. While years of experience as a practising social worker add valuable input in ensuring proper transfer of skills to supervisees, it does guarantee that the incumbent of social work supervision post will be an effective supervisor. Social work supervisors are faced with a number of challenges in implementing supervision. Some of the challenges faced by social work supervisors in the implementation of supervision are training of supervisors, competencies of supervisors, issues of support, and education of social workers and administration of social workers' work, structural supervision issues, and working conditions of social workers, social work supervisors, practice theories, and models of supervision (Engelbrecht, 2013).

#### **2.5.1 Training of Supervisors**

Lack of training of supervisors is a challenge that is echoed by many in the field of social work. Social work supervisors usually rely of their experiences as social workers as well as the experience they have of being under supervision. The issue of lack of training of supervisors is also expressed by numerous authors and researchers such as

Thomas, Propp and Poertner (1998), Bourn and Hafford-Letchifield (2011), Engelbrecht (2010). Research by Mathebula and Mudau, as cited in Deonarain (2012) revealed the presence of social workers who are in supervisory positions without any special training in supervision. Their findings further indicate that some supervisors rely on their experiences of direct social work practice instead of education and training.

The generic norms and standards for social welfare services (Department of Social Development, 2013) have set a norm that supervisors should have appropriate training and experience. In terms of the generic norms and standards (Department of Social Development, 2013) supervisors should:

- attend a supervision course presented by an accredited service provider who is recognised by the South African Council for Social Services Professions,
- have undergone post-basic training in a field of practice or method of intervention relevant to their practice.

The generic norms and standards indicate that the service provider agency should enable supervisors to benefit from development opportunities relating to supervision, which should be included in any existing budget for staff development conference, leave and so on (Department of Social Development, 2013).

The Department of Social Development (Department of Social Development, 2012) has set a quality standard which requires all supervisors to undergo training on supervision. The supervision policy also requires all parties to supervision to adhere to policies and legislation guiding the implementation of supervision and execution of duties. The researcher is of the view that training of supervisors on supervision will not only ensure that they render quality social work supervision but it will enable them to fulfil their responsibility of quality assuring the work of supervisees.

The research carried out by Engelbrecht (2012) found and confirmed that social work supervisors are not trained as specialists in supervision hence their sole reliance on their experience of social work practice and being supervised. The researcher agrees with the findings and he has observed that social work supervisors are exposed to small or no training at all to capacitate them on providing quality supervision.

Research by Mathebula and Mudau as cited in Deonarain (2012) revealed the presence of social workers who are in supervisory positions without any special training in

supervision. Their findings further indicate that some supervisors rely on their experiences of direct social work practice instead of education and training. Training of social work supervisors is a challenge faced by social work supervisors.

According to Lombard, Grobbelaar and Pruis (2003) Bachelor of Social Work Degree students are required to demonstrate understanding of roles, functions, knowledge and skills for effective social work supervision and consultation. Although there is a positive move towards training of supervision as a requirement for Bachelor of Social Work, social work supervisors still lack proper knowledge and skills to provide effective social work supervision.

According to research by Engelbrecht (2012), it was found that supervisors are faced with challenges of formal supervision training, continuing education and training in supervision and training in terms of current theories and exit level outcomes of social work graduates. Supervisors need the above in order to correctly implement the supervision framework for social work professions and to render effective supervision.

### **2.5.2 Competencies of Supervisors**

Supervisors lack the necessary competencies in leadership styles due to lack of relevant skills in supervision (Engelbrecht, 2013). Lawler, as cited in Engelbrecht (2013), confirm that the leadership gap leads to skills shortage.

Engelbrecht (2012) found out that social work supervisors are faced with a number of challenges that impact negatively on the delivery of effective supervision. The challenges experienced by supervisors center around having relevant social work experience, understanding of social development approach to social work, and differences between mentoring, coaching, consultation and supervision. Supervisors are also faced with challenges relating to competences on theoretical underpinnings of supervision and performance evaluation of supervisees. Supervisors are also faced with challenges of specific competences relating to communication, conflict management and transformation management.

### **2.5.3 Issues of Support, Education and Administration of Social Workers' Work**

Supervisors are faced with challenges concerning the support of social workers. Social work supervisors are faced with challenges regarding the understanding of the frame of reference of beginning social workers, debriefing of social workers, and engagement



with clinical aspects of supervision and refrain from therapeutic intervention with social workers (Egelbrecht, 2012).

Regarding education of social workers, Engelbrecht (2012) also found that social work supervisors have challenges with the construction of personal development plans for social workers, education of social workers in integration of theory into planning intervention and evaluation and eliciting social workers' strengths.

Research by Engelbrecht (2012) has found that social work supervisors have challenges regarding issues of administration of social workers' work. The challenges of social work supervisors with regard to administration of social workers' work focus on deadlines control of social workers, statutory cases and making changes on the reports written by social workers.

All these challenges impact negatively on the implementation of the supervision functions. These challenges reflect the difficulties faced by many supervisors who do not possess proper supervision training and skills and only rely on direct social work practice experience.

#### **2.4.5 Working Conditions of Social Work Supervisors**

According to Botha (2000), workplace and work conditions under which social work supervisors work should always be adequate, inspiring and professional. The poor and unfavourable conditions under which social work supervisors work have a negative impact on supervision (Engelbrecht, 2010).

Research results have shown that supervisors are also faced with counterproductive challenges which hinder effective implementation of supervision. These challenges relate to resources limitations, promotional opportunities and a large number of supervisees under their span of control (Engelbrecht, 2012).

Engelbrecht's (2013) research findings have shown that the supervision framework's visualised aim is hardly attainable within the prevailing neo-liberal discourse, when the improvement of structural issues such as scarce resources, unmanageable workload and counter-productive work conditions are still outstanding. Botha (2000) states that workplace and working conditions under which social workers work should always be adequate, inspiring and professional.

The researcher concedes that poor working conditions contribute negatively to supervision because supervisors are faced with shortage of transport, stationary, office consumables, high workloads and a large supervisor-supervisee ratio.

#### **2.4.6 Practice Theories and Models of Supervision the Supervision Functions**

Social work supervisors should have knowledge of practice theories and models of supervision. Implementation of social work supervision becomes a challenge if the social work supervisor does not have knowledge of practice theories and models of supervision. Research findings by Engelbrecht (2010) found that participant supervisors could only remember the name of model of supervision but had no knowledge of the model's theoretical underpinning.

#### **2.4.7 Structural Supervision Issues**

Research findings by Engelbrecht (2013) found that supervision sessions are sometimes cancelled or delayed because supervisors are often too busy. This usually leads to supervision being conducted "on the run". Research findings also confirm the statement by Harmse (1999: 2) that 'it is easier to postpone a supervision session than to explain to management why a certain task was not completed'. Supervisors give priority to management functions. The amount of time that social work supervisors place on management issues negatively affects the implementation of supervision sessions.

### **2.5 THE DIMENSIONS OF SUPERVISION**

#### **2.5.1 Supervisory Relationship**

Social work scholars have, for a long time, underestimated the role of supervisory relationship and its contribution to supervisee's learning (Kadushin & Harkness, 2002, Munson, 2002, Shulman, 1993). Supervisory relationship is a strong predictor of supervisee satisfaction. The relationship between the supervisor and the supervisee is the fundamental dimension of supervision. Howe and Gray (2013) mention that this dimension must be grounded in an environment of respect and validation of the individual. This is a central dimension and it has influence on the other aspects of supervision.

Benne and Deal (2012) indicate that consistent with studies by Bogo and Mcknight in 2005, supervisees valued supervisors, who are available, support their professional

growth, serve as role models and use a supervisory style based on mutuality. This shows the importance and positive impact that positive supervisory relationship can do to ensure satisfaction of supervisees and proper implementation of the supervision.

### **2.5.2 Work/case Discussion**

Work or case discussion should be the main focus of each supervision session. Case presentations by the supervisee are unequivocally the frequently used mode for presenting information about the supervisee's cases for the purposes of acquiring help or keeping the social work supervisor updated about the supervisee's case load and for the purpose of getting suggestions and helpful consultation from the supervisor (Edwards, 2013).

Howe and Gray (2013) stated that work or case discussion is more than a look at the development in the supervisee's work since the last meeting. Work/case discussion involves skilful assessment of work carried out by the supervisee which should be a rich learning experience for both parties. The session should be a meaningful consideration of the supervisee's social work practice. Case discussion can happen either during individual supervision, group supervision or at a formal staffing of cases with or without consultation (Bernard in Edwards, 2013).

### **2.5.3 Managerial Dimension**

Howe and Gray (2013) stipulate that it is important for the supervisor to include managerial dimension in supervision as it impacts on the service in general as well as individual practice. Targets, performance and workload should be included as it will have greater impact. The researcher also holds the opinion that in the managerial dimension, the supervisor and the supervisee should be able to carry out formal and informal assessment of the agreed targets, performance progress and workload of the supervisee.

### **2.5.4 Professional Development**

Professional development is about continued professional development of supervisees. Professional development needs to recognise individual achievements and learning needs by keeping in mind the future changes in service (Howe & Gray, 2013). The supervisor should create an opportunity to respond to the professional development needs.

### **2.5.5 Relationship with Others**

When one thinks of a relationship with others, the recognition that social work is not practised in isolation comes to mind. The supervisee has roles in the organisation, both internally and externally. The supervisee has a relationship with the team, community and service users (Howe & Gray, 2013).

## **2.6 THE SUPERVISION AGREEMENT**

It is important to develop a supervisory relationship based on the understanding of role boundaries, the use of authority and what each party brings to the supervision environment. In most instances, the agreement is a standard form issued by the organisation which both parties sign after a perfunctory read in the first supervision session (Wonnacott, 2012). According to Morrison in Wonnacott (2012), negotiating an agreement is a process which involves four stages namely; establishing the mandate, engaging with the supervisee, acknowledging ambivalence, and completing the written agreement. The review of the agreement at the review stage causes the stages to be five.

According to Department of Social Development and South African for Social Service Professions (2012), supervision contract should be negotiated and agreed upon by the supervisor and the supervisee as a signed written agreement that identifies the terms of supervision relationship. The supervision framework stipulates that the supervision contract should cover the duration and frequency of supervision, records signed by the supervisor and the supervisee and the roles and responsibilities, and mandate of both supervisor and supervisees.

### **2.6.1 The importance of Supervision Contract in Social Work Supervision**

Supervision agreement or contracting in social work supervision makes sure that the aim of supervision, which is to equip the inexperienced supervisee, takes place through delivery of purposeful and efficient services. The goal of supervision contract is to terminate the supervision relationship as soon as the supervisee is able to function independently as a professional (Botha, 2000).

Supervision agreement is entered into by the supervisor and the supervisee during the initial contact where the supervision relationship is established in order to clarify issues and roles that each will play in the supervision relationship. According to Page and

Wosket (1994), contracting agreement between the supervisor and the supervisee is important to reinforce the supervisory relationship. Supervision relationship is an indication of professional and interpersonal relationship between the supervisor and the supervisee (Rothmund, 1991). A structured learning situation develops through social work supervision contracting.

Bernard and Goodyear (1998) state that supervision agreements assist in clarifying supervision relationship between the supervisor and the supervisee and can be utilised to promote ethical practice by itemising important ethical standards and their implementation within social work supervision. Contracting provides the parties with the opportunity to negotiate what is expected of each party and the frequency of sessions, duration and other aspects (Page & Wosket, 1994).

The researcher is of the opinion that learning is effective in cases where there is a clear agreement, negotiated and entered into by the supervisor and supervisee. This statement is supported by Shulman (1993) who indicates that the supervisor can also prepare an opening statement to begin contracting with the supervisee. The supervisor is at the centre of the supervision contract and the impression given by the supervisor will set the tone for the rest of the supervision relationship (Howe & Gray, 2013). Having a contract that is clear encourages co-operation within the task environment wherein interaction becomes predictable and less threatening (Weinbach, 1994).

Contracting, in social work supervision, should be clear about the boundaries of supervision and assist the supervisee to ensure that he/she gets supervision (Hawkin & Shohet, 1998). There is a need to clarify the boundaries such as time, frequency, venue, what might be allowed to postpone or interrupt the sessions and many more aspects of supervision contracting. Hepworth and Larsen (1996) outline the boundaries of supervision contract as achievable objectives, role clarification, educational methods and techniques, frequency, hours and time schedule and conditions in terms of further negotiation of formulation of objectives.

## **2.6.2 Guidelines for Good Contracting**

### **2.6.2.1 Preparation**

The supervisor is at the centre of the preparation and development of the supervision contract and the impression given by the social work supervisor will set the tone for the rest of supervision relationship (Howe & Gray, 2013). Contract requires careful planning

and enough time to put it together. The researcher believes that preparation, prior to contracting, sets a solid foundation for successful implementation of supervision.

#### **2.6.2.2 Trust**

Howe and Gray (2013) indicate that the supervisor and the supervisee may have to take a risk and acknowledge fears and worries about the new relationship. Acknowledgement of fears and worries will lead to a positive supervisor-supervisee relationship that is based on trust.

#### **2.6.2.3 Rights and responsibilities**

The supervisor and the supervisee's rights and responsibilities should be clearly stated in the supervision contract. The supervisor and the supervisee should agree on the ground rules together. This will help support the positives that have been identified together and avoid the negatives (Howe & Gray, 2013).

#### **2.6.2.4 Control and power**

Control and power are areas that are always bypassed in the development of the supervision contract although they are at the centre of relationships. Issues of power and control can be addressed by the supervisor's openness to the supervisee's views and his or her clarity about his or her perceptions (Howe & Gray, 2013).

#### **2.6.2.5 Personal development**

The supervision contract should emphasise the importance of personal development. It should be enquired from the supervisees about what their previous experiences of planning for their personal development have been, what has been effective in improving their practice and what has been less beneficial (Howe & Gray, 2013). Learning styles or needs should be identified and should help generate objectives for developing the practice into the contract. Matters relating to the supervisees' well-being should be raised with the supervisor.

### **2.6.2.6 Appraisal and assessment**

The supervision contract should address the appraisal and assessment issues from the beginning. There should be a discussion and an agreement on how feedback will be given; on whether or not it will be at the beginning or throughout in a constant manner. Agreement should be made on how performance issues will be managed. Supervisees should be encouraged to identify performance issues in order to raise organisational problems affecting their practice (Howe & Gray, 2013).

### **2.6.2.7 Dealing with practicalities**

The supervisor and the supervisee should focus on the practicalities that are crucial to the quality of supervision. Practicalities such as how the supervisor and the supervisee will prepare for sessions and avoid or manage interruptions and cancellations should be stated. The frequency of the sessions should be decided upon (Howe & Gray, 2013).

According to Howe and Gray (2013), dimension for dealing with practicalities in contracting are:

- Preparing for supervision, avoiding interruptions, location, creating a comfortable environment and confidentiality;
- Scheduling, length, frequency, cancellation and rescheduling;
- Setting agendas; recording and agreeing on content and decision/disagreements;
- Debriefing/feedback at the end of a supervision session and planning for the next session.

### **2.6.2.8 Building review and evaluation**

The content of the contract should be reviewed and checked out in order to verify that the supervisee agrees with it and to check whether or not they are happy with the process of formulating the contract (Howe & Gray, 2013). Agreement should be made on how and when supervision will be discharged.

## **2.7 KEY ELEMENTS IN A SUPERVISION CONTRACT**

### **2.7.1 Forming Relationship**

Forming a relationship that is based on experiences, values and expectations are the first elements that need to be considered when compiling supervision contract between the supervisor and supervisee. Development of a supervision relationship suggests that there is sharing of past experiences of supervising and being supervised (Brown and Bourne, 1996). Brown and Bourne (1996) further indicate that sharing mutual expectations and what must be done are important aspects of contracting. Misunderstandings may occur in supervision if aspects of the relationship are not clarified.

### **2.7.2 Types of Supervision**

Types of supervision are important elements that should be contained in the supervision contract. Five different types of supervision are identified: tutorial supervision, peer supervision, training supervision, managerial supervision and consultancy supervision (Brown & Bourne, 1996; Hawkins & Shohet, 2006).

#### **2.7.2.1 Tutorial supervision**

This type of supervision suggests that the social work supervisor may, in some instances, play the role of a tutor who concentrates more on the educational function by helping the supervisee on a course to explore his or her work with clients, where someone in the trainee's workplace provides the resource, and qualitative supervisory function (Hawkins & Shohet, 2006).

This type of supervision enables the supervisee to perform better at work by structuring the work environment by supplying the resources through contracting in social work supervision. In the process, the supervisee develops the necessary knowledge and skills needed in the social work practice.

#### **2.7.2.2 Training supervision**

Training supervision puts focus on the education of the supervisees which may be in the form of internship or training. Training supervision differs from the tutorial supervision in that the social work supervisor takes responsibility for the work carried



out by the supervisee. In training supervision, the supervisor plays the role of a manager and performs an educational function (Hawkins & Shohet, 2006).

The supervisor sees training of supervisees as a vehicle for the supervisees' growth and development which are directed at equipping and empowering the supervisees' to function self-reliantly and competently in order to reach the anticipated level of professional maturity. Training should be able to fulfil the personal development plan which is developed jointly by the supervisor and supervisee during the supervision contract.

### **2.7.2.3 Consultation supervision**

Consultation supervision, like any other supervision, goes through the contract period of supervision. At the time when all the aspects of supervision are fulfilled to the satisfaction of both the supervisor and supervisee, the contract is concluded. Brown and Bourne (1996) state that in consultation supervision, the supervisor neither has any direct responsibility over the supervisee nor over his or her work. He or she is only acting in a consultative capacity. The fact that the supervisor has no direct responsibility does not mean that the supervisor does not have responsibility at all.

The researcher sees a statement on consultation supervision as the cause for confusion because some may think that consultation supervision does not require a supervision contract due to the fact that there is no direct responsibility over the supervisee.

### **2.7.2.4 Managerial supervision**

Managerial supervision is a supervision where the supervisor has some clear-cut responsibility for the work done with beneficiaries of the service, and the supervisor and supervisee should be in a manager-subordinate relationship instead of trainer-trainee relationship (Hawkins & Shohet, 2006). The researcher would, therefore, argue that management in supervision includes planning, organising, directing and controlling the supervisee to accomplish the goals of the organisation. The supervisor's job is to get the work done through and with the supervisee by creating an enabling environment that will ensure that the supervisee gets as much satisfaction in their professional needs as possible.

### **2.7.3 Stages of Supervision**

Shulman's interactional model of social work supervision, as cited in Tsui (2005), outlines the stages of supervision which are preliminary stage, beginning stage, working stage and termination stage. The stages or phases of supervision are applicable to all functions of supervision.

#### **2.7.3.1. The preliminary stage**

During this stage, the foundation of the relationship between the supervisor and supervisee is laid. "Tuning-in" (which is developing a degree of preliminary empathy by putting oneself in the supervisee's situation) is maintained by Shulman in Tsui (2005) as the most important point for the supervisor. In order for the supervisor to "tune-in" he or she must be familiar with the background of the supervisee, as well as values, culture, orientation, expertise, habits and hobbies. The supervisor should directly address issues and communicate directly with the supervisee.

#### **2.7.3.2 Beginning stage**

During the beginning stage, establishment of agreement and mutual trust between the supervisor and supervisee is important (Tsui, 2005; Edwards, 2013). This is attained through a written supervision contract or verbal contract. The supervision framework indicates that the beginning stage is guided by the development of the supervision contract where the supervisor and the supervisee agree on a number of issues including the schedules, personal development assessment, expectations and goals and outcomes of supervision and clarity on the supervisee and supervisor's style of teaching and learning (DSD & SACSSP, 2012).

#### **2.7.3.3 Working stage**

The work stage is referred to as the core of the supervisory process. The supervision framework refers to this stage as the middle phase (DSD & SACSSP, 2012). The stage focuses on the execution of the programme designed to address the learning areas identified during the beginning stage. Skills required in the work stage include seasonal tuning-in skills, sessional contracting skill, elaborating skill, empathic skill, sharing skill, assertive skill and sessional ending skill (Tsui, 2005).

- **Seasonal tuning-in skills**

The importance of seasonal tuning-in skills is to face problems rather than avoid them (Tsui, 2005). Concentration should be placed on the specific problems experienced by the supervisee. During this stage, problems experienced by the supervisee should be the subject of focused discussions rather than at the bottom. The development of mutual trust and effective communication between the supervisor and supervisee will be enabled (Tsui, 2005).

- **Elaborative skills**

The supervisor must develop skills in order to inspire partnership between the issues brought up by the supervisee (Shulman, 1993; Tsui, 2005). These skills include:

- Moving from general areas to specific topics.
- Containment which is the supervisor's ability to refrain from taking action and rather remain quiet while listening attentively and apprehending the issues raised by the supervisee.
- Focused listening which includes the supervisor's concentration on the supervisee's major concern and attempt to share the supervisee's feelings.
- Questioning which the supervisor utilises to get accurate information about issues confronted by the supervisee.
- The ability to remain silent when silence is appropriate is the strategy to encourage the supervisee to continue talking.

- **Empathetic skill**

According to Tsui (2005), empathetic skill is an important and necessary skill that should be possessed by the supervisor. Identifying with the supervisee and taking out of the way any obstacle to empathetic response should be done by the supervisor. The supervisor should put himself/ herself in the shoes of the supervisee and seeing in the eyes of the supervisees.

- **Skill of sharing feelings**

The supervisor must be a genuine person in order to be able to share feelings with the supervisee. This includes expressions of hope and fear by the supervisor with genuine expressions of smiles and fear (Tsui, 2005). Genuine expression of feelings

will encourage the supervisee to open up and be sincere. Tsui (2005) indicates that the supervisor must adopt two conflicting roles which are providing emotional support to the supervisee and to ensure that supervisees meet expected levels of job performance.

- **Assertive skill: Demanding work**

Monitoring progress on the work of the supervisees is important to meet the ultimate objective of supervision in social work in order to provide effective and efficient services to service beneficiaries. The social work supervisor should be assertive in demanding work from supervisees. This will allow supervisees to recognise expectations and demands of the social work supervision (Tsui, 2005).

- **Sessional ending skills**

Shulman (1993) observes that a social work supervision session should be ended skilfully. The supervisor should summarise contents of the discussion session as part of ending the supervision session. Working guidelines should be included in the discussion.

#### **2.7.3.4 Termination stage**

The supervision framework refers to this stage as the evaluation stage. According to Tsui (2005) the supervisor summarises various stages of the entire supervision process and provides account of what the supervisee has learned and how he/she has grown. In this stage, the goals and outcomes of supervision are evaluated in order to determine whether or not the supervisee can be placed on consultation supervision or on initial supervision contract should be reviewed.

#### **2.7.4. Methods of Supervision**

Different supervision methods are provided to meet different needs of social workers and social auxiliary workers. According to Tsui (2005), each need is dependent on the requirement of the organisation. In supervision, different supervision methods may be utilised such as the individual, group and peer supervision methods.

##### **2.7.4 .1 Individual supervision**

Individual supervision consists of the supervisor and supervisee in a one-to-one relationship. The role of the supervisor includes administrative, educational and supportive function (Tsui, 2005). This is a widely used method of supervision, especially with new and inexperienced social workers (Kadushin, 1992).

#### 2.7.4.2 Group supervision

Group supervision model is the most popular model of supervision after the individual supervision model (Tsui, 2005). It is used as a supplement to individual supervision rather than substitute (Kadushin, 1992). In the group sessions, the supervisor plays a leading role. Social workers share experiences and knowledge in a group setting under the guidance of the supervisor. Group supervision is effective in educational supervision. Supervisees should not be too diverse in terms of their levels of professional training and practice (Tsui, 2005).

The following are advantages and disadvantages of group supervision (Howe and Gray, page no: 2013):

Advantages of group supervision	Disadvantages of group supervision
a. Supportive environment.	a. Less time available for each supervisee and 'keeping things safe' can make discussions superficial.
b. Input from other colleagues can provide a wider range of perspectives and allow for sharing of expertise.	b. Group dynamics can be very powerful and difficult to manage and so become the focus of attention.
c. Saving time, although the planning needed may make it less than initially thoughtful.	c. Presenting a case to a group can be challenging; supervisee may find themselves put 'on the spot' and sharing sensitive information that can be difficult for them.
d. Learning from one another.	d. Supervisor/ manager can be side-lined and forced to watch the group condoning or proposing poor practices or ignoring what is good.
e. Case plans are agreed across the team allowing collaboration; team members have knowledge of one another's work.	e. Recording and keeping track of cases can be difficult.

### **2.6.4.3 Peer supervision**

This supervision method does not rely on the designated supervisor as all supervisees participate equally. There are no individual sessions between the supervisor and supervisee. Instead, regular case conferences and collegial consultations are common. Hardcastle in Tsui (2005) mentions that peer supervision may improve the supervisee's responsibility and accountability, and authority.

## **2.8 THEORETICAL FRAMEWORK**

The supervisory functional model was adopted as the theoretical framework for the study. According to Kadushin and Harkness (2002), the supervisory functional model puts emphasis on the administrative, educational and supportive functions of supervision. In terms of this model, each supervision function has its own goals (Tsui, 2005).

The administrative function's priorities are to adhere to the agency or organisation's policies and procedures and to implement them effectively. According to this model, the educational function addresses the supervisees' level of professional knowledge and skills. It aims to improve the competency of the professional staff. The supportive function is achieved by supervisor taking care of the workload, stress and morale of supervisees with the aim of harmonising job satisfaction and motivation of supervisees (Shulmans, 1995; Kadushin & Harkness, 2002). The supervisory functional model provides social work supervisor with clear boundaries and directions (Tsui, 2005).

The researcher chose the supervisory functional model because of its emphasis on the functions of supervision. The supervision framework for social work profession (DSD & SACSSP, 2012) put an emphasis on the operationalization of supervision functions. In terms of the supervision framework, the operationalization of the supervision functions should be blended to be normative, formative and restorative. Normative refers to ensuring that the supervisee's work is professional in accordance with organisational policies and statutory norms, formative refers to developing the supervisee to become increase competent and restorative refers to enabling the supervisee to mobilise emotional energy needed for effective job performance (Kadushin & Harkness, 2002, DSD & SACSSP, 2012). Through the supervisory functional model the researcher will be able to evaluation the application of the supervision functions by the social work

supervisors as part of the implementation of the supervision framework for social work profession in Mopani District.

## **2.9. CONCLUSION**

The importance of social work supervision as a method of indirect rendering of social work services is indicated in the literature review outlined in this study. The discussions outlined in this chapter show that social work supervision plays an important role in the provision of effective and efficient social services, continued professional development of social workers and job satisfaction. In this chapter, the researcher reviewed literature on the function of supervision including the tasks that are carried out by the social work supervisor in playing these functions. The roles and responsibilities of the supervisors and the supervisees, dimension of supervision, the supervision contract, and key elements of supervision contract, types of supervision, stages of supervision, methods of supervision and the theoretical framework were also identified.

# CHAPTER 3

## RESEARCH METHODOLOGY

### 3.1 INTRODUCTION

This chapter presents and describes the research methodology used in this study. The researcher focuses on the research goals and objectives, research approach, research design, the population, including sampling techniques, data collection methods, pilot study, ethics and reflexivity statement.

### 3.2 RESEARCH AIM, OBJECTIVES AND RESEARCH QUESTIONS

The aim of the study was to evaluate the implementation of supervision framework for social work profession in Mopani District, Limpopo Province. Flowing from the aim of the study were the following objectives:

- To find out how the supervision framework for social work profession is implemented by social work supervisors and supervisees in Mopani District.
- To evaluate the attitudes of supervisees regarding supervision.
- To evaluate challenges faced by social work supervisors in implementing the supervision framework for social work profession.

The following research questions were formulated for the purpose of this study:

- How is the supervision framework for social work profession implemented by social work supervisors and supervisees in Mopani district?
- What are the attitudes of supervisees regarding supervision?
- What are the challenges faced by social work supervisors in implementing the supervision framework for social work professions?

### 3.3 RESEARCH APPROACH

There are two types of research approaches which are qualitative and quantitative research approaches. Quantitative research approach is an approach which is characterised by three features namely; emphasis on quantification of constructs, emphasis on the variables in describing and analysing human behaviour and the central



role afforded to control for sources of error in the research process (Mouton & Babbie, 2001). Burns and Grove (2005: 23) define quantitative research as a formal, objective, systematic process in which numerical data are used to obtain information about the world. They further indicate that it is mainly used to describe variables, examine relationships amongst variables and to determine cause and effect interaction between variables. In simple terms, quantitative research method is concerned with numbers, statistics and the relationship between events or numbers. Bless, Higson-Smith and Kagee (2006: 184) describe qualitative research as a research conducted using a range of methods which use qualifying words and descriptions to record and investigate aspects of social reality.

The researcher has used quantitative research approach in this study. The researcher chose this approach because it is best in establishing causality because it is accurate in measurements. This research approach helped the researcher to analyse data with the help of statistics. The researcher believed numbers will yield an unbiased result that can be generalised to the larger population.

### **3.4 RESEARCH DESIGN**

Mouton (2001: 107) defines research design as a set of guidelines and instructions to be followed in addressing the research problem. Edmonds and Kennedy (2012) describe a design as an actual outline that states the time frames in which information will be collected, how and when the information will be analysed. For the purpose of this research study, the research design selected was evaluation research. Evaluation research is referred to by Weinbach (2005) and Bless, Higson-Smith and Kagee (2006) as a social research that systematically uses research methods to investigate or judge the effectiveness or merit, worth, or value of a programme or practice. According to De Vos *et al.* (2011), an evaluation research serves three purposes namely; formative evaluation, process evaluation and summative evaluation.

Firstly, formative evaluation is an evaluation that focuses on programme quality, implementation, and impact to provide feedback and information for internal improvement without external consequences (Paulsen & Dailey, 2002: 3). According to Paulsen and Dailey (2002) and De Vos *et al.* (2011), formative evaluation is aimed at gathering information to provide internal feedback to improve practice or design while the programme is being implemented. There are two types of formative evaluation which are namely; needs assessment and evaluation assessment (De Vos *et al.* 2011).

Secondly, process evaluation is described by Rossi *et al.* cited in De Vos *et al.* (2011) as ascertaining how well a programme is doing or operating and how it is a useful form of evaluation. Process evaluation is aimed at describing the progress of a programme as it is being developed or implemented. It helps to monitor the programme as it is being developed and/or implemented (De Vos *et al.*, 2011). According to Kreuger and Neuman (2006), monitoring of the performance of a programme provides feedback on how a programme or intervention operates and to what extent the intended objectives are being achieved. Programme improvement is one goal that is shared by activities of monitoring the programme.

Lastly, summative evaluation is referred to by Paulsen and Dailey (2002), Mouton (2009) and De Vos *et al.* (2011) as studies planned to provide information impact, outcome or worth of a programme. Summative evaluation is aimed at determining the extent to which programmes meet their aims and objectives as well as assessing the impact outcome or worth of a programme (Bless, Higson-Smith, & Kagee, 2006 & De Vos *et al.*, 2011).

In analysing the three purposes of evaluation research namely; formative, process and summative evaluation, to achieve the aim of the study, process evaluation was selected. Process evaluation research aims to answer questions about whether or not an intervention, programme, policy or strategy has been properly implemented, whether or not the target group has been adequately covered and whether or not such intervention (programme, therapy, policy or strategy) was implemented as designed (Mouton, 2001). Process evaluation has allowed for early identification of problems in the implementation of the supervision framework for social work professions and subsequent improvement.

The rationale for choosing process evaluation research was that it assisted the researcher to evaluate the implementation of supervision framework for social work profession as it was being implemented. Process evaluation provided useful form of evaluation and helped to ascertain how well the programme operated (De Vos, Strydom, Fouché & Delpoort, 2011). According to Krueger and Neuman (2006) monitoring performance of a programme provides feedback on how a programme and/or series of interventions operate and to what extent the intended objectives are being attained. The researcher chose process evaluation research because it assisted the researcher to check if the implementation of the supervision framework has been properly implemented in the Department of Social Development in Mopani District. De

Vos *et al.* (2011) add that process research measures problems in the implementation and performance, and includes programme monitoring.

### **3.5 POPULATION AND SAMPLING**

#### **3.5.1 Population**

A population is defined by De Vos *et al.* (2011: 223) and Mouton (2009: 134) as “a collection of individuals who possess specific characteristics which are common and to which the obtained results should be generalised”. The target population selected by the researcher were social work supervisors, social workers, student social workers and social auxiliary workers employed by the Department of Social Development in Mopani District. Population was comprised of 15 social work supervisors, 30 social workers, 12 social auxiliary workers employed by the Department of Social Development in Mopani District, Limpopo Province and 11 student social workers who were on block placement for social work practical training in Mopani District. A total of 68 participants were interviewed.

#### **3.5.2 Sampling**

A sample is made up of elements of the population that are considered for actual inclusion in the study as representative selection is made (Unrau, Gabor & Grinell, 2007). The sampling procedure used was probability sampling which was based on randomisation. A probability sampling is a sample in which each person in the population has the same known probability to be representatively selected (De Vos *et al.*, 2011). Sampling bias was minimised by using random sampling. The researcher divided the population of social work supervisors, social workers, social auxiliary workers and student social workers according to their different levels, and then randomly selected samples from each stratum.

Stratified random sampling was used to draw the sample from five Municipalities in Mopani District, which are Greater Tzaneen, Greater Letaba, Greater Giyani, Ba-Phalaborwa and Maruleng municipalities. The researcher used stratified random sampling to ensure that different groups of social work supervisors, social workers, social auxiliary worker and student social workers acquired sufficient representation in the sample. According to Struwig and Stead as cited in De Vos *et al.* (2001), the pre-determined desired number of persons is then selected proportionally within each of the different strata. The sample size decided upon for the study was 80 participants

comprised of social work supervisors, social workers and student social workers, social auxiliary workers but 68 participants returned the completed questionnaires. A spread sheet of all social work supervisors, social workers and student social workers and social auxiliary workers employed was requested from Human Resources Division of the Department of Social Development in Mopani District. A pre-determined desired number of participants were selected proportionally within each of the different levels. More participants selected randomly were social workers followed by social work supervisors, social auxiliary worker and lastly student social workers.

### **3.6 DATA COLLECTION METHODS**

Marlow in Sokhela (2007) indicates that data collection is the way in which information regarding phenomena is collected. The study was undertaken by collecting quantitative data to evaluate the implementation of the supervision framework for social work profession in the Department of Social Development, in Mopani district, Limpopo province. According to De Vos *et al.* (2011), quantitative data collection methods utilises measuring instruments which are structured observation schedules, structured interviews, questionnaires, checklists, indexes and scales. The data collection tool strives to evaluate the implementation of the supervision framework for social work professions. For the purpose of this research study, the data collection instruments used was questionnaire. A questionnaire is defined by Babbie in De Vos *et al.* (2011) as a document or paper which comprises of questions and or other types of items designed to solicit information appropriate for analysis. The questionnaires' basic objective was to obtain facts and opinions about a phenomenon from people who are informed on a particular issue (De Vos *et al.*, 2011). The questionnaire measured three variables namely; implementation of the supervision framework by social work supervisors and supervisees, attitudes of supervisees towards supervision and challenges faced by social work supervisors in implementing the supervision framework.

The researcher used Likert scale on the data collection tool (questionnaire) because it is easier to compile than any other attitudes scale (Welman, Kruger & Mitchell, 2005). Neuman (2006: 207) states that Likert scale is used in research in which people express attitudes or other responses in terms of ordinal-level categories (for example agree or disagree) that are ranked along a continuum. In each item/statement, participants had to indicate the degree to which they agree or disagree with its content on a five point scale (strongly disagree, disagree, uncertain, agree, and strongly agree).

Some statements represented a positive attitude whereas others represented a negative attitude (Welman, Kruger & Mitchell, 2005). Low overall score indicated a negative attitude towards the items or attitudinal objects while high score indicates positive attitude towards the items or attitudinal objects.

Questionnaires were hand-delivered by the researcher to collect data and they were self-administered by the participants but the researcher was always available in case they experience problems in completing the questionnaire (Bless, Higson-Smith, & Kagee, 2006). The researcher hand-delivered questionnaires to social work supervisors, social workers, student social workers and social auxiliary workers with the letter stating the purpose of the study and the time it would take to complete the questionnaire.

### **3.7 PILOT STUDY**

A pilot study is a small-scale research which is conducted before the main study takes place. Blaxter, Hughes and Tight (2006) define piloting as a process whereby the researcher tries out the research techniques and methods in order to see how well they will work in practice. Strydom and Delport (2011) assert that pilot study enables the researcher to test relevance of data and modify certain aspects in order to improve the quality of the main study.

A pilot study was conducted with eight (08) participants who were 10% of the sample. A pilot study was conducted with in three different municipalities namely; Maruleng, Greater Tzaneen and Ba-Phalaborwa Municipalities. The researcher tested the reliability, validity and objectivity of questionnaire in a face-to-face interview with the participants of the pilot study. There were no changes made to the questionnaire, only estimates time for completing the questionnaire by participants was reduced from 40 minutes to 25 minutes after the pilot study. The data collected during the pilot study was not used in the analysis of the research findings.

According to De Vos et al. (2011), pilot testing achieves the following objectives namely; improve the face and construct validity of the data collection instrument and estimate of how long participants take to complete the questionnaire. Pilot testing achieved the objectives as indicated by the literature. The feasibility of the questionnaire and data was obtained by the researcher.

### **3.8 DATA ANALYSIS**

Data analysis is explained by Rubin and Babbie (2005) as techniques by which researchers change information to a numerical form and subject it to statistical analysis. According to Terreblanche, Durrheim and Painter, (2006), data analysis procedures are divided into quantitative and qualitative techniques. This study has used quantitative data analysis method in its data analysis procedure. Creswell and Clark (2007) state that in quantitative methods, data is analysed based on the type of questions or hypotheses. It uses appropriate statistical test to address the hypothesis. The researcher used Statistical Package for the Social Sciences (SPSS) version 23 to analyse quantitative data. A Statistical package is a computer programme that specialises in statistical data analysis. The SPSS was used because it is an advanced tool for analysing a variety of statistical data. The SPSS can also be used to tabulate reports, charts, generate descriptive statistics and more complex statistical analysis.

Data collected was also analysed by using graphs, charts and tables. Information collected through the questionnaires was transformed, through data analysis, into answer to the original questions.

### **3.9 ETHICAL CONSIDERATIONS**

According to Babbie (2007), ethics refers to preferences that impact on behaviour in human relations, conforming to a code of principles, the rules of conduct, responsibility of the researcher and standard of a given profession. Ethics is closely related to morality and has to do with matter of right or wrong. For the purpose of this study, the following ethical issues were identified: permission to conduct the study, violation of confidentiality/ anonymity, avoidance of harm, deception of participants and publication of findings.

#### **3.9.1 Permission to Conduct the Study**

The researcher requested permission to conduct the study from Turfloop Research and Ethics Committee before the commencement of the study. The researcher also requested permission, in writing, from Head of Department of Social Development in Limpopo Province to conduct the study in the Department of Social Development in Mopani District. Data collection was started immediately after permission to conduct the study was granted.

### **3.10.2 Violation of Confidentiality/ Anonymity**

The main and clearest concern in the protection of participants' interest and well-being is the protection of their identity (Babbie & Mouton, 2001). Two techniques namely; confidentiality and anonymity were used to protect the identity of the participants. Confidentiality implies handling of information in a confidential manner. Babbie in De Vos *et al.* (2011) believes that confidentiality implies that only the researcher and possibly, a few members of his or her staff should be aware of the identity of participants and that they should be committed to the principle of confidentiality.

Anonymity means no one, including the researcher, should be able to identify any subject afterwards (De Vos *et al.*, 2011). In this study, the researcher treated information with confidentiality and he did not disclose the identity of the research participants. The researcher ensured protection of the identity of the participants by safely removing the consent forms from the questionnaires and replacing them with identification numbers.

### **3.9.3 Avoidance of Harm**

One of the fundamental ethical rules is that social research should bring no harm to the research participants (Babbie, 2007). The researcher ensured that the research participants were not harmed emotionally because of participating in the study. Creswell (2003) states that the researcher has ethical obligation to ensure the protection of research participants within all possible reasonable limits from any form of physical discomfort that may emerge from the research project. Appropriate counselling services by other social workers not involved in the study were made available in case unavoidable discomfort or harm to research participants could not be avoided.

### **3.10.4 Informed Consent**

According to Royse, Williams, Tutty and Grinnel as cited in De Vos *et al.* (2011), obtaining informed consent implies that all possible or adequate information on the goal of the study; the expected duration of the participant's involvement; the procedures which will be followed during the study; the possible advantages, disadvantages and dangers which participants may be exposed as well as credibility of the researcher, be provided to potential participants. In this study, the participants were informed about goals and objectives of the study as well as all research procedures to enable them to make informed decisions and give informed consent to participate

Participation was voluntary and no one was forced to participate. The researcher used the language that was reasonably understandable to research participants in order to obtain their appropriate informed consent. This informed consent was appropriately documented.

### **3.9.5 Deception of Participants**

Misleading research participants, deliberately misrepresenting facts or withholding information from research participants is what is referred to as deception (Struwig & Stead, 2001). Deception takes place when the researcher intentionally misleads research participants by way of written or verbal instructions, actions of other people or certain aspects of the setting (Corey, Corey & Callanan, 1993). In this study, participants were not misled, facts were not misrepresented and information was not withheld from the participants. The researcher clarified the purpose of the study.

### **3.9.6 Publication of Findings**

According to Strydom, as cited in Sokhela (2007), a researcher should compile a report as accurately as possible so that it will serve as a guide for future researchers who will conduct research on the subject. On completion of the study, the researcher undertakes to document accurate and objective research report; makes the findings of the study available to the University of Limpopo and the Department of Social Development through a mini-dissertation which allowed the participants access to the results.

## **3.10 CONCLUSION**

The methodology presented and described above assisted the researcher to undertake the study. It also helped to steer the study in the right direction in order to achieve the aim and objectives of the study. In this chapter, researcher presented research aim and objectives, research approach, research design, the population, including sampling techniques, data collection methods, pilot study and ethics.

In the next chapter the researcher presents, analyses and interprets quantitative research findings based on the responses from social work supervisors, social workers, social auxiliary workers and student social workers regarding the implementation of supervision framework for social work professions in Mopani District, Limpopo Province.



# CHAPTER 4

## DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1 INTRODUCTION

This chapter focuses on presentation, analysis and interpretation of data collected during the course of research. Kruger, De Vos and Fouche as cited in Deonarain (2012: 62) state that analysis means categorising, ordering, manipulating and summarising of data to obtain answers to research questions. According to Rubin and Babbie (cited in De Vos, Strydom, Fouché & Delpoort, 2011) quantitative data analyses are techniques by which researchers convert data to a numerical form and subject it to statistical analysis. The purpose of data analysis carried out in this chapter is to reduce data to an intelligible and interpretable form so that the relations of research can be studied and tested, and conclusions drawn (De Vos *et al.* 2011).

The aim of the study was to evaluate the implementation of supervision framework for social work profession in Mopani District, Limpopo Province. The Department of Social Development in Limpopo Province has five districts and Mopani District is one of them. Mopani District comprises of five local municipalities, namely, Greater Tzaneen, Greater Letaba, Greater Giyani, Maruleng and Ba-Phalaborwa. Social development services are rendered under jurisdiction of the local municipalities. As mentioned in research methodology, participants were social work supervisors, social workers, student social workers and social auxiliary workers employed by the Department of Social Development in Mopani District.

Responses regarding general information of the participants, implementation of the supervision framework by social work supervisors and supervisees, attitudes of supervisees regarding supervision and finally, challenges faced by social work supervisors in implementing the supervision framework are presented, analysed and interpreted.

## **4.2 DATA ANALYSIS AND INTERPRETATION**

The questionnaire was structured into four sections as follows: general information of the participants, implementation of the supervision framework by social work supervisors and supervisees, attitudes of supervisees regarding supervision and challenges faced by social work supervisors in implementing the supervision framework. Analysis and interpretation of data, in this format, enabled the researcher to present the findings holistically and comprehensively.

### **4.2.1 General Information**

#### **4.2.1.1 Gender**

Out of the total number of participants reached, 79% were females while 21% were males. Majority of participants reached in the study were female social work professionals. The results support Munson's (2002) findings that social work is categorised as 'female profession'. Furthermore, statistics on gender distribution of social workers and social auxiliary worker in the Department of Social Development in Mopani District, shows that majority of social work staff members are female (Department of Social Development, Mopani District, 2015).

#### **4.2.1.2 Age group**

Out of the 68 participants who participated in the study, one respondent (01) was aged 20-24, 22 participants were aged 25-29, 26 participants were aged 30-34, six (09) participants were aged 35-40, eight (08) participants were aged 41-45 and two (02) participants were aged 46-50. This analysis shows that majority of the participants are aged 30-34 years old.

#### **4.2.1.3 Population group**

Population distribution of the participants who participated in the study shows that 99% (67) of the participants belong to the black population group and 1% (01) belongs to the white population group. Responses show that majority of social workers in the Department of Social Development in Mopani District are from black population group.

#### 4.2.1.4 Job title

Out of the total of 68 participants, 44% (30) were social workers who were defined and categorised as 'supervisees'. Out of this total number of participants who participated in the study, 18% (12) were social auxiliary workers who were also defined and categorised as 'supervisees'. It is also clear from the results that 16% (11) of participants were student social workers who were also defined as supervisees for the purposes of the study. Finally, of the total of 68 participants who participated in the study, 22% (15) were social work supervisors.

According to Kadushin (2002), the position of a social work supervisor in the hierarchy of the organisation further helps to define supervision. This, therefore, indicates that supervisors represent the authority inherent from top management of the organisations. The research findings agree with Kadushin's (2002) findings.

#### 4.2.1.5 Years of experience in current job

Responses show that 18% (12) of the participants have less than one year of experience in the current job. Another finding is that 12% (08) of the participants have one to two years of experience in the current job. A significant finding is that 28% (19) of the participants have three to four years of experience in the current job and 24% (16) of the participants have five to seven to eight years of experience in the current job, 6% (04) of participants have nine to ten years of experience in the current job, 2% (01) of the participants have 11 to 12 years of experience, 4% (03) of the participants have 13-14 years of experience and 6% (04) of the participants have 16 and above of years of experience.

#### 4.2.1.6 Participation of Sub-districts in the study

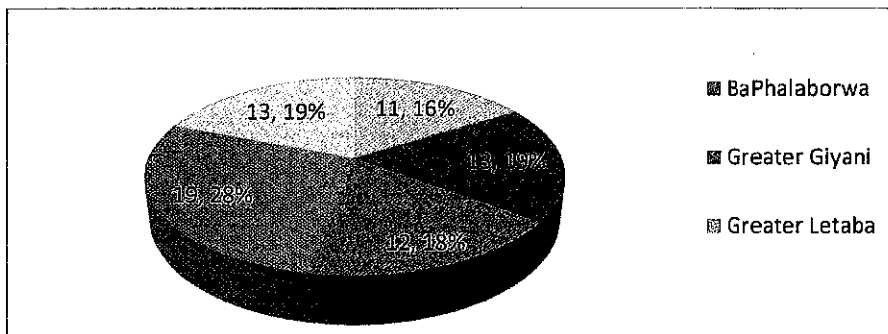


Figure 1: Sub-Districts

Figure 1 shows the results of the participation of social workers, social auxiliary workers, student social workers and social work supervisors in the study. The above chart indicates that 16% (11) of participants indicated that they are stationed in Ba-Phalaborwa Sub-District. The above figure further shows 19% (13 each) of the participants stated that they are stationed at Greater Giyani and Maruleng sub-districts respectively while 28% (19) of the participants indicated that they are stationed at Greater Tzaneen Sub-District, 18% (12) of the participants indicated that they are stationed at Greater Letaba Sub-District.

#### **4.2.2 Implementation of the Supervision Framework by Social Work Supervisors and Supervisees**

##### **4.2.2.1 Response on understanding of supervision policy by social work supervisors, social workers, social auxiliary workers and student social workers**

<b>Response</b>	<b>Percentage</b>	<b>Participants</b>
Disagree	68%	46
Uncertain	19%	13
Agree	13%	09

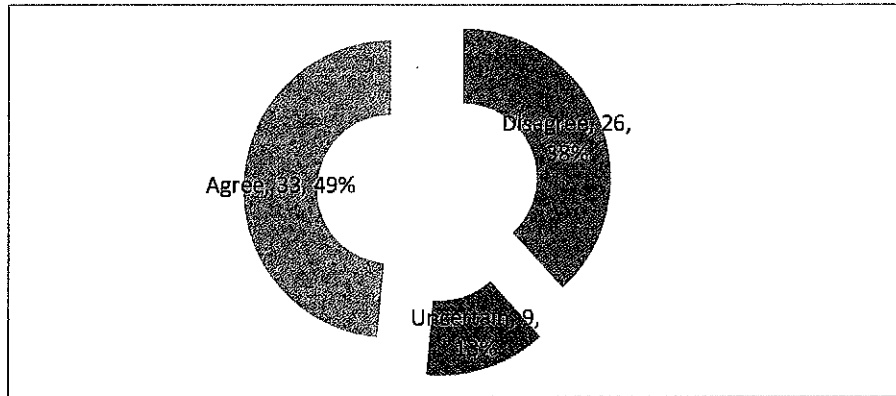
**Table 1: Understanding of supervision policy**

Table 1 shows that out of the total of 68 participants reached, 68% (46) indicated that they disagree that the supervision policy is aligned to the supervision framework and is understood by social work supervisors, social workers, social auxiliary workers and student social workers. In addition, 19% (13) of participants are uncertain on whether or not the supervision policy in place is aligned to the supervision framework and can be understood by supervisors and supervisees. A further 13% (09) of the participants agree that the supervision policy in place is aligned to the framework and that it is be understood by supervisors and supervisees.

The supervision policy for social work profession purports to bring about an effective supervision of supervisees and provision of quality social welfare services to beneficiaries (Department Of Social Development & South African Social Service Professions, 2012). These purposes are in line with the supervision framework. The overall sentiments of the participants show that they are aware of the relationship between the supervision framework and the supervision policy. The participants'

responses show that there is a common understanding of the supervision framework and the supervision policy and the two are aligned to each other.

#### 4.2.2.2 Responses on whether or not the consideration of organisational structure and the supervisor-supervisee ratio in implementation of supervision framework



**Figure 2: Responses whether or not on the organisational structure and the supervisor-supervisee ratio**

Figure 2 shows that 38% (26) of the participants disagree that organisational structure and the supervisor-supervisee ratio is considered in the implementation of supervision framework. Furthermore, of this total, 13% (09) are uncertain about the statement while 49% (33) of participants agree with the statement that organisational structure and the supervisor-supervisee ratio are considered in implementation of supervision.

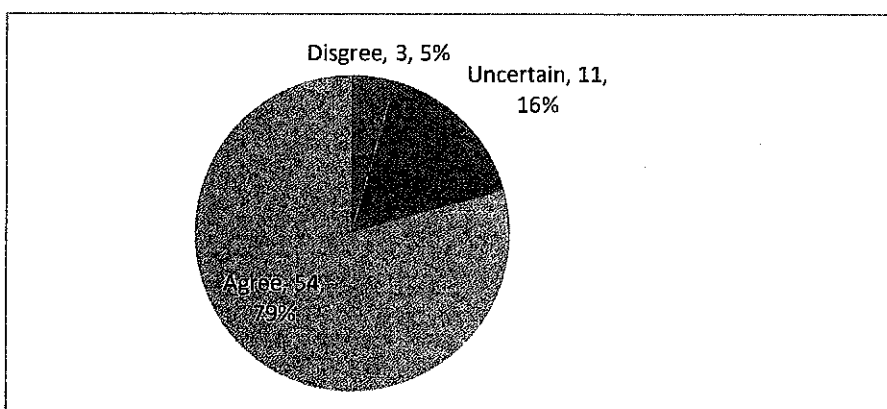
According to the norms and standards of supervision, the ratio for supervision of social workers on structured supervision is 1:10 provided supervision is the only key performance area for the supervisor. If the supervisor has other responsibilities, supervision ratio should be 1:6 social workers (DSD & SACSSP, 2012). Supervision norms and standards (DSD & SACSSP, 2012) has further put the ratio for supervising other supervisees (student social workers, social auxiliary workers and learners) at 1: 10 supervisees on condition that the supervisor has supervision as the only key performance area.

The organisational structure in supervision can be seen in the administrative function of supervision (Kadushin & Harkness, 2002; Weekess & Botha, 1988, Wonnacott, 2012; Kadushin 1992) which involves activities such as orientation, organising, planning,

leading, allocation, work assignment and delegation, performance evaluation. These activities are with a view of promoting the quantity and quality of social services (Weekes & Botha, 1988).

Research findings agree that the organisational structure and the supervisor-supervisee ratio are considered in the implementation of supervision in Mopani district. Although 49% of the participants agree that organisational structure and the supervisor-supervisee ratio is considered in the implementation of supervision, a quiet sizeable number of participants disagreed that organisational structure and the supervisor-supervisee ratio is considered in the implementation of supervision.

#### **4.2.2.3 Response on whether or not supervisors represent the authority inherent from top management of the organisations.**



**Figure 3: Responses as to whether or not supervisors represent the authority inherent from top management of the organisations.**

Research findings, as shown by figure 3 above, indicate that 5% (03) of participants disagree that supervisors represent the inherent authority inherent from top management of the organisations. Of the total of 68 participants, 16% (11) of participants are uncertain about the statement that supervisors represent the authority inherent from top management of the organisations. A further 79% (54) of participants agree that supervisors represent the authority inherent from top management of the organisations.

The research findings confirm the statement by Munson (1979) that the supervisor is responsible for facilitating the work of the supervisees through the use of the organisation's procedures and routines in such a way that smooth flow of services is

guaranteed. In so doing, the supervisor orients the supervisees to the management aspects of the job. He further takes leadership in initiating staff discussions of management operations and in implementing the organisation's policies. The supervisor is responsible for evaluating the performance of the supervisees in accordance with the organisation's performance management policies (Bernard & Goodyear, 2004).

**4.2.2.4 Responses on whether or not the supervisor-supervisee ratio in the Department complies with the ratio set by the supervision framework**

<b>Response</b>	<b>Percentage</b>	<b>Participants</b>
Disagree	54%	37
Uncertain	16%	11
Agree	30%	20

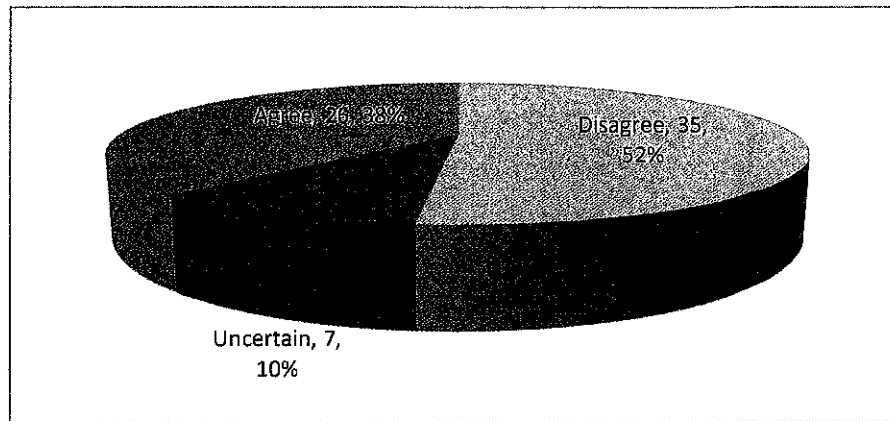
**Table 2:** *Responses on whether or not supervisor-supervisee ratio in the Department complies with the ratio set by the supervision framework.*

Table 2 gives an indication of the responses about whether or not the supervisor-supervisee ratio in the Department complies with the ratio set by the supervision framework. In analysing the data, 54% (37) of the participants disagree that the supervisor-supervisee ratio in the Department complies with the ratio set by the supervision framework. A further 16% (11) of responses are uncertain as to whether or not supervisor-supervisee ratio in the Department complies with the ratio set by the supervision framework. 30% (20) of the participants indicated that they agree that the supervisor-supervisee ratio in the Department complies with the ratio set by the supervision framework.

Research findings show that majority of the participants are of the opinion that the supervisor-supervisee ratio in the Department does not comply with the ratio set by the supervision framework. According to the supervision framework, the ratio for the supervision of social workers on structured supervision is 1:10 provided supervision is the only key performance area for the supervisor. If the supervisor has other responsibilities, the supervision ratio should be 1:6 social workers (DSD & SACSSP, 2012). The supervision norms and standards (DSD & SACSSP, 2012) has further put the ratio for supervising other supervisees (student social workers, social auxiliary

workers and learners) at 1: 10 supervisees on condition that the supervisor has supervision as the only key performance area.

#### 4.2.2.5 Response on whether or not supervision sessions are held consistently with the frequency agreed upon in the supervision contract



**Figure 4:** Response on whether or not supervision sessions are held consistently with the frequency agreed upon in the supervision contract.

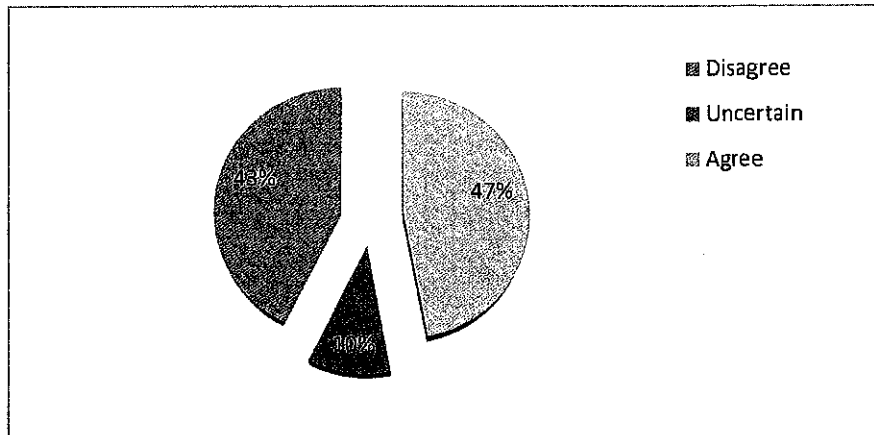
Figure 4 presents responses and findings on whether or not supervision sessions are held consistent with the frequency agreed upon in the supervision contract. Findings indicate that majority of participants have a view that supervision sessions are not held consistently with the frequency agreed upon in the supervision contract. The results show that 52% (35) of participants disagree that supervision sessions are held consistently with the frequency agreed upon in the supervision contract. Participants who indicated that they are uncertain about the above statement amount to 10% (07) of the total number of participants. Furthermore, 38% (26) of the participants indicated that they agree that supervision sessions are held consistently with the frequency agreed upon in the supervision contract.

Majority of responses confirm the research findings by Engelbrecht (2013) which found that supervision sessions are sometimes cancelled or delayed because supervisors are too busy and often supervision is conducted "on the run". Research findings also confirm the statement by Harmse (1999: 2) that 'it is easier to postpone a supervision session than to explain to management why a certain task was not completed'. Supervisors give priority to management functions. Research results give a picture that



supervision sessions in Department of Social Development, Mopani district are not held consistently with the frequency agreed upon in the supervision contract.

#### 4.2.2.6 Responses on whether or not enabling environment is provided to enable supervision sessions to take place.

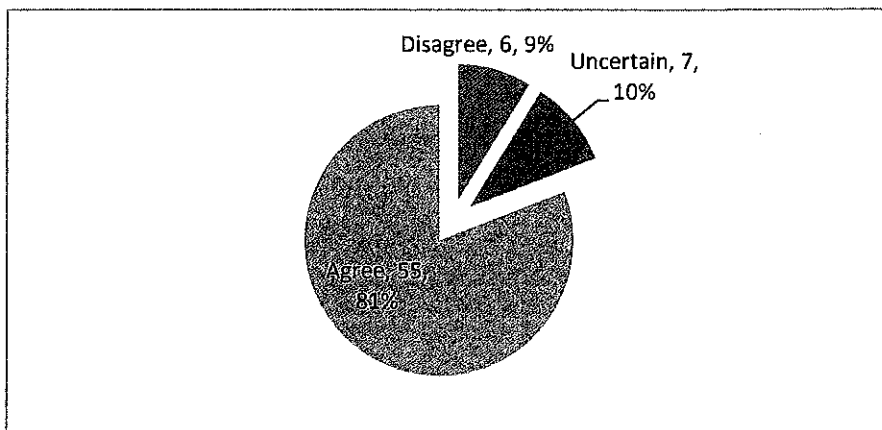


**Figure 5:** Responses on whether or not an enabling environment is provided to enable supervision sessions to take place

Figure 5 indicates that 47% (32) of the participants disagree that an enabling environment is provided to enable supervision sessions to take place. In addition, 10% (07) of the participants are uncertain whether or not an enabling environment is provided to enable supervision sessions to take place. Out of the total of responses received, 43%% (29) of the participants indicated that they agree that an enabling environment is provided to enable supervision sessions to take place.

Research findings reveal that an enabling environment is not provided to enable supervision sessions to take place due to majority of participants who disagreed (47%). These research findings are supported by Baglow (1999: 364) who declared that supervisors across the world are faced with maintaining a consistent and dependable environment for frontline workers while having to contend with wild policy shifts at the upper levels of management. These research findings are also supported by (Engelbrecht, 2013: 8) whose research found that supervision sessions are sometimes cancelled or delayed because supervisors are too busy or supervision is conducted 'on the run'.

#### 4.2.2.7 Response on whether or not supervision contributes to improved rendering of social work services

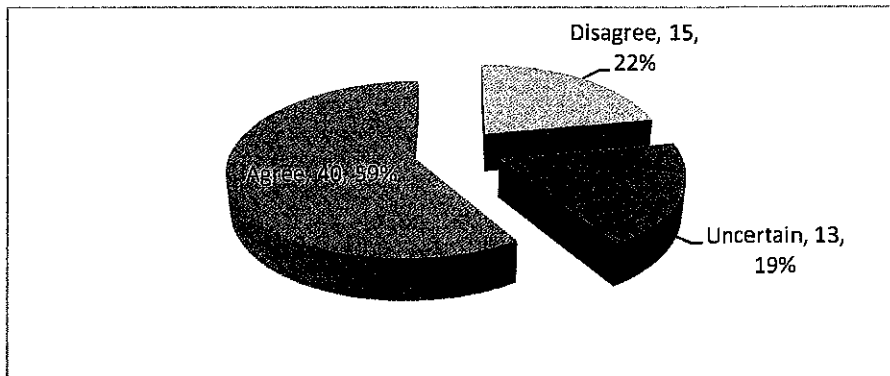


**Figure 6:** Responses on whether or not supervision contributes to improved rendering of social work services.

Figure 6 indicates that out of the total of 68 participants, 9% (06) disagreed that supervision contributes to improved rendering of social work services. 10% (07) of the participants were uncertain about the questionnaire item. On the contrary, 81% (55) of the participants agreed that Supervision contributes to improved rendering of social work services.

The participants' response indicates that supervision contributes to improved rendering of social work services. The objective of social work supervision is to improve social work performance and the rendering of social work services to the clients. The responses correlate with Kadushin (1992) who avers that the long term objective of supervision, which should be achieved by supervision sessions, is to provide clients with efficient and effective services according to the mission and vision of the organisation.

**4.2.2.8 Responses on whether or not phases and methods of supervision are applied for effective execution of supervision same principle as before. Don't punctuate sub-headings and headings too**



**Figure 7: Responses of whether or not the phases and methods of supervision are applied for effective execution of supervision**

Figure 7 presents responses on the extent to which the participants agree or disagree with the state that the phases and methods of supervision are applied for effective execution of supervision. Of the total number of responses received, majority of participants (59%) (40) agree that the phases and methods of supervision are applied for effective execution of supervision. Of the total number or participants reached, 22% (15) of the participants disagree that the phases and methods of supervision are applied for effective execution of supervision. The results show that 19% (13) of the participants reported that they are uncertain.

The researcher is of the view that in order for a supervision session to be effective, it should follow the phases and methods of supervision. The research results show that majority of participants are well aware of the phases and methods of supervision which are applied during supervision sessions. Shulman's interactional model of social work supervision, as cited in Tsui (2005), outlines the phases of supervision as follows: preliminary stage, beginning stage, working stage and termination stage. The findings are also supported by a case study by Engelbrecht (2013) which revealed that individual and group supervision are methods in operation.

#### 4.2.2.9 Responses on whether or not supervisors and supervisees are clearly aware of each other's roles and responsibilities in supervision

Response	Percentage	Participants
Strongly Disagree	10%	07
Uncertain	9%	06
Agree	81%	55

*Table 3: Responses on whether or not supervisors and supervisees are clearly aware of each other's roles and responsibilities in supervision*

Table 3 gives an indication of responses on the extent to which participants agree or disagree with the questionnaire statement on supervisors and supervisees' awareness of their roles and responsibilities in supervision. Responses demonstrate that 10% of the participants reported that they disagree that supervisors and supervisees are aware of each other's roles and responsibilities in supervision. Participants who reported that they are uncertain amount to 9% (06). Eighty one percent (81%) (55) of participants indicated that they agree that supervisors and supervisees are clearly aware of each other's roles and responsibilities in supervision.

The researcher can conclude that from these responses, supervisors and supervisees are clearly aware of their roles and responsibilities as prescribed by the supervision framework for social work profession. Proper fulfilment of these roles and responsibilities will contribute towards successful implementation of the supervision framework in Mopani District. The responses are consistent with the supervision framework which specifies the role and responsibilities of supervisors and supervisees (DSD & SACSSP, 2012).

#### 4.2.2.10 Response on whether or not supervision contracts cover the critical functions of supervision

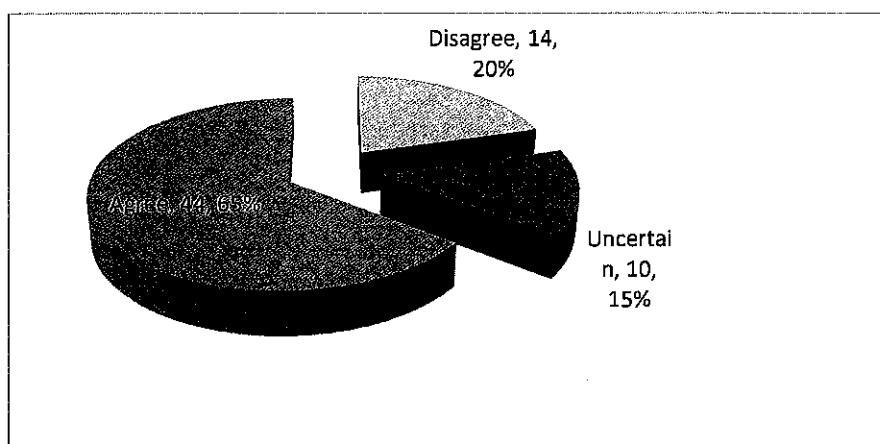
Response	Percentage	Participants
Strongly Disagree	7%	05
Uncertain	21%	14
Agree	72%	48

**Table 4:** Responses on whether or not supervision contracts cover the critical functions of supervision.

Table 4 shows that 72% (48) of the participants agree that supervision contracts indeed cover critical functions of supervision. Of these responses, 21% (14) mentioned that they are uncertain whether or not supervision contracts cover critical functions of supervision. The lowest responses were 05 participants who disagree (7%) that supervision contracts cover the critical functions of supervision.

The generic norms and standards for social welfare have set a norm that supervision should be structured and planned. Supervision should also include the critical functions of supervision (Department of Social Development, 2013). Findings show that there is compliance with the norms and standards of supervision as set out in the generic norms and standards for social welfare services and the supervision frame work in the formulation of supervision contracts and implementation of social work supervision in the Department of Social Development, Mopani District.

#### 4.2.2.11 Responses on whether or not social work supervision in the Department fulfils the functions of supervision

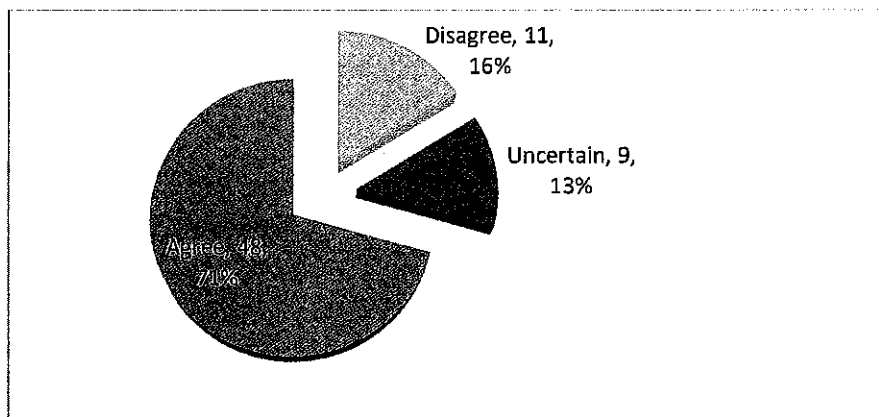


**Figure 8:** Response on whether or not the social work supervision in the Department fulfils the functions of supervision.

Figure 8 reveals that out of the total of 68 participants who participated in the study, 65% (44) of the participants agree that social work supervision in the Department fulfils the functions of supervision. Twenty percent (20%) (14) of the participants disagree that social work supervision in the Department fulfils the functions of supervision. About 15% (10) of the participants' responses show that they (participants) are uncertain about the statement.

Majority of responses confirm the role that supervision plays in the implementation of supervision functions namely, administrative, supportive and educational. Research findings show that supervision fulfils functions of supervision (Kadushin & Harkness, 2002, Tsui, 2005, Wonnacott, 2012).

#### 4.2.2.12 Response on whether or not parties to the supervision contract are afforded the opportunity to make inputs in the development of the supervision contract



**Figure 9:** Response on whether or not parties to the supervision contract are afforded the opportunity to make inputs in the development of the supervision contract

Figure 9 shows that 16% (11) of the participants indicated that they disagree that both parties to the supervision contract are afforded the opportunity to make inputs in the development of the supervision contract. In addition, 13% (09) of the participants stated that they are uncertain as to whether or not both parties to the supervision contract are afforded the opportunity to make inputs in the development of the supervision contract. Contrary to the latter views, 71% (48) of the participants showed that they agree that both parties to the supervision contract are given the opportunity to make inputs into the development of the supervision contract.

The research findings clearly show that majority of the participants shared sentiments that supervisors and supervisees negotiate before going into the supervision contract. All parties are given the opportunity to give inputs into the development or formulation of the supervision contract. These ascending views about the importance of negotiating a supervisory contract are emphasised by Tsui (2005). According to him (Tsui, 2005), prior to the beginning of the first supervision session, a contract, either verbally or written, should be entered into. In the absence of a contract the expectations, boundaries and objectives of the supervisor will differ from those of the supervisee. Difference should be negotiated before the start of the supervision process as it could be difficult to resolve differences during the supervision sessions.

**4.2.2.13 Response on whether or not supervision is conducted in compliance with the supervision framework and Code of Ethics for Social Work Profession same principle as before**

<b>Response</b>	<b>Percentage</b>	<b>Participants</b>
Disagree	20%	13
Uncertain	9%	06
Agree	71%	48

**Table 5: Responses on whether or not supervision is conducted in compliance with the supervision framework and Code of Ethics for Social Work Profession**

Table 5 presents responses on whether or not supervision is conducted in compliance with the supervision framework and Code of Ethics for Social Work Profession. Of the total of 68 participants, 20% (13) of them indicated that they disagree that supervision is conducted in compliance with the supervision framework and Code of Ethics for Social Work Profession. From the responses received, 9% (06) of the participants indicated that they are uncertain on the issue of whether or not supervision is conducted in compliance with the supervision framework and the Code of Ethics for Social Work Profession. Table 4 also shows that 71% (48) of the participants agree that supervision is conducted in compliance with the supervision framework and Code of Ethics for Social Work Profession.

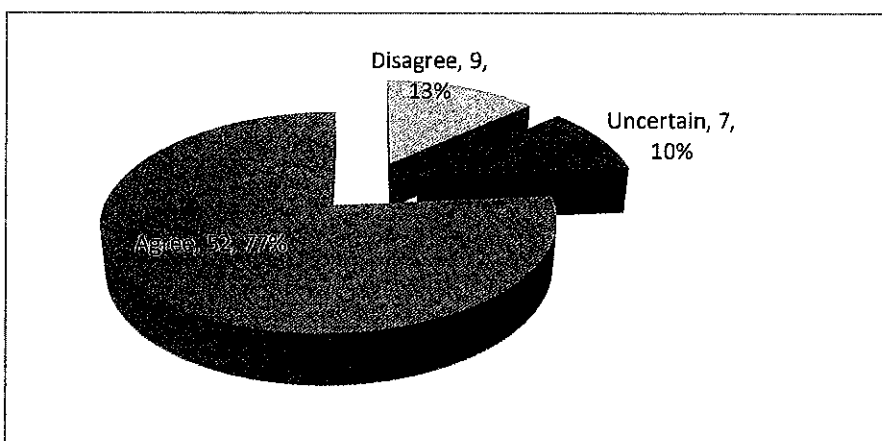
The Code of Ethics emphasises that supervisors and managers of practitioners should identify training needs and implement development plan. The Code of Ethics requires supervisors to have knowledge and skills to supervise appropriately and should do so

within their area of knowledge and competences. Thus, a social worker should be supervised on social work matters by a supervisor who is a registered social worker (South African Council for Social Service Professions, 2007).

The supervision framework for social work profession (Department of Social Development, 2012) has set norms and standards regarding supervisions. These norms and standard involve, amongst others, the supervision policy, supervision of newly social workers, student social workers and social auxiliary workers, supervisor-supervisee ratio, supervision sessions and performance appraisals. The research results are, therefore, indicative of the compliance with the supervision framework and the Code of Ethics for Social Work Profession on matters of social work supervision.

#### 4.2.3 Attitudes of Supervisees Regarding Supervision

##### 4.2.3.1 Response on whether or not supervisees value the role of supervision in promoting their professional development and functioning



**Figure 10: Response on whether or not supervisees value the role of supervision in promoting their professional development and functioning.**

Figure 10 shows that 77% (52) of the participants indicated that they agree that supervisees value the role of supervision in promoting their professional development and functioning. On the contrary, 10% (07) of the participants reported that they are uncertain, followed by 13% (09) who disagree that supervisees value the role of supervision in promoting their professional development and functioning.

These findings are supported by Tsui (2005) who state that regularly scheduled supervision sessions reflect the supervisor's commitment to the professional development of their supervisees on a continuous basis. The research findings are



confirmed by research findings by Culbreth and Hancox et.al as cited in Mak (2013) who showed that supervision provides a distinctive level of support and guidance to front-line workers. It also promotes professional development and helps increase quality practice standards.

**4.2.3.2 Responses on whether or not supervision cannot be effectively implemented due to high supervisor-supervisee ratio**

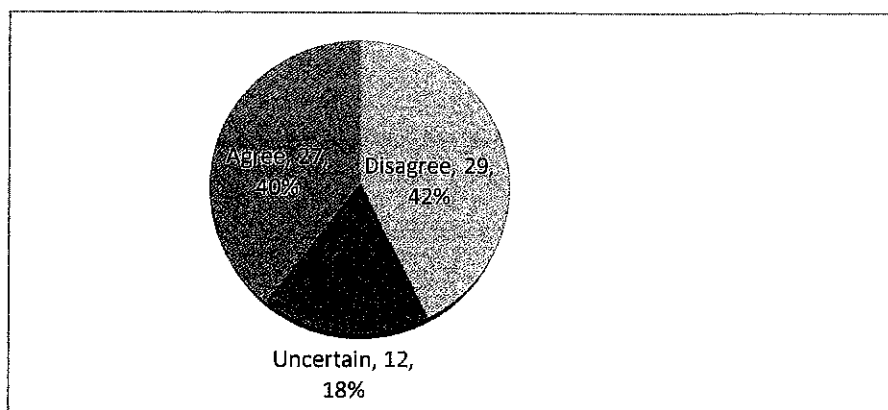
<b>Response</b>	<b>Percentage</b>	<b>Participants</b>
Disagree	22%	15
Uncertain	6%	04
Agree	72%	49

**Table 6: Responses on whether or not supervision cannot be effectively implemented due to high supervisor-supervisee ratio**

Table 6 shows that 72% (49) of the participants agree that supervision cannot be effectively implemented due to high supervisor-supervisee ratio. Participants who have a contrary view amount to 22% (15) of the participants, followed by 6% (04) of the participants who are uncertain about whether or not supervision cannot be effectively implemented due to high supervisor-supervisee ratio.

An overwhelming number of the participants' responses who agree that the supervisor-supervisee ratio in Department of Social Development, Mopani District is higher than the ratio set by the supervision framework. According to the supervision framework, the ratio for supervision of social workers on structured supervision is 1:10 provided the supervision is the only key performance area for the supervisor. If the supervisor has other responsibilities, the supervision ratio should be 1:6 social workers (DSD & SACSSP, 2012). The supervision norms and standards (DSD & SACSSP, 2012) has further put a ratio for supervising other supervisees (student social workers, social auxiliary workers and learners) as 1: 10 supervisees on condition that the supervisor has supervision as the only key performance area.

#### 4.2.3.3 Responses on whether or not much effort is put into the planning and preparation of the supervision sessions

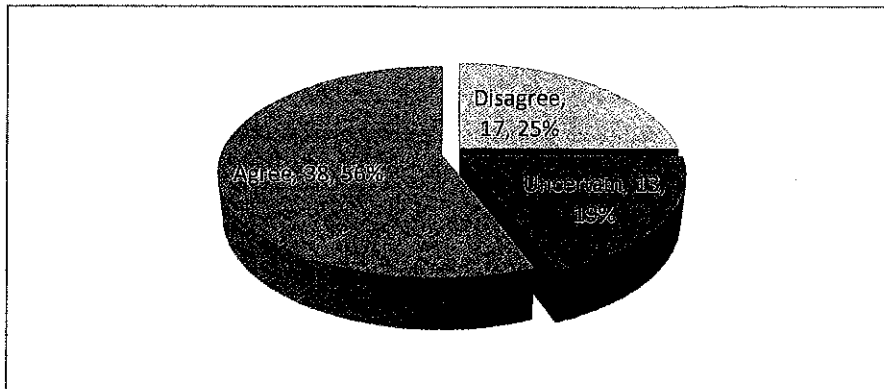


**Figure 11:** Responses on whether or not much effort is put into the planning and preparation of the supervision sessions

Figure 11 indicate that 40% (27) of the participants agree that much effort is put into planning and preparation of the supervision sessions as compared to 42% (29) of the participants who disagree that much effort is put into the planning and preparation of the supervision sessions. Furthermore, 18% (12) of the participants reported that they are uncertain that much effort is put into planning and preparation of the supervision sessions.

An almost equal number of participants' agree and disagree respectively that effort is put into planning and preparation of supervision sessions. The participants' responses correlate with Munson (1979) and Department of Social Development and South African for Social Service Professions (2012) views that one of the roles and responsibilities of supervisors and supervisee is planning and preparation of supervision sessions.

**4.2.3.4 Responses on whether or not supervisees are not always having enthusiasm to attend supervision sessions.**



**Figure 12:** *Responses on whether or not supervisees are not always having enthusiasm to attend supervision sessions*

Figure 12 demonstrates responses regarding the attitudinal issue of supervisees of not always having enthusiasm to attend supervision sessions. Responses show that 25% (17) of the participants disagree that supervisees are not always having enthusiasm to attend supervision sessions. In addition, 19% (13) of the participants pointed out that they are uncertain on the attitudinal statement of whether or not supervisees are not always having enthusiasm to attend supervision sessions. Majority of the participants (56%) (38) point out that they agree that supervisees are not always having enthusiasm to attend supervision sessions.

The participants' responses confirm that lack of enthusiasm to attend supervision is one of the attitudes which supervisees have towards supervision. One of the objectives of the study was to evaluate the attitudes of supervisees towards supervision. The response on the attitude of supervisees' enthusiasm towards supervision sessions gives a picture that in most instances; supervisees have negative attitudes towards supervision.

**4.2.3.5 Responses on whether or not social work supervision has potential to address challenges faced by supervisees**

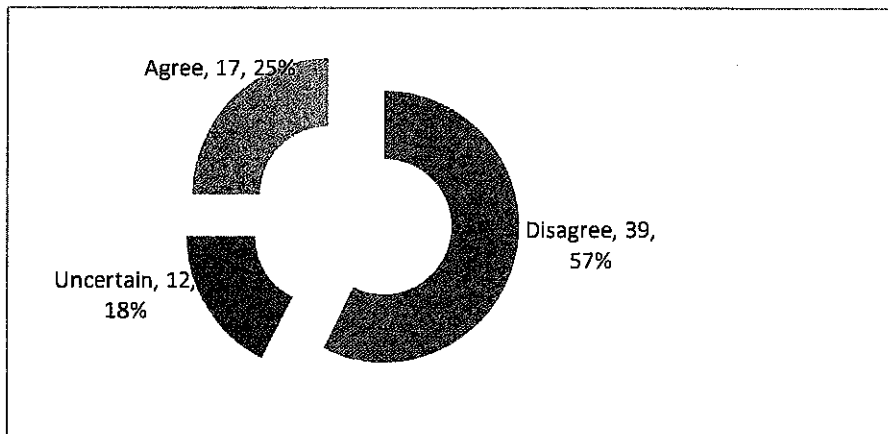
Response	Percentage	Participants
Disagree	10%	07
Uncertain	6%	4
Agree	84%	57

**Table 7:** Responses on whether or not social work supervision has potential to address challenges faced by supervisees

Table 7 indicates that 10% (07) of the participants disagree with the statement that social work supervision has the potential to address challenges faced by supervisees. Six percent (6%) of the participants (04) reported that they are uncertain. Contrary to the previous views, 84% (57) of the participants showed that they agree that social work supervision has the potential to address challenges faced by supervisees.

The participants' responses correlate with Tsui (2005) who maintains that supervisors are expected to discuss challenges, address and explore issues of the supervisees and provide alternatives to address the challenges.

**4.2.3.6 Responses on whether supervisees do not realise the administrative, educational and developmental support functions and role of supervision same principle as before.**

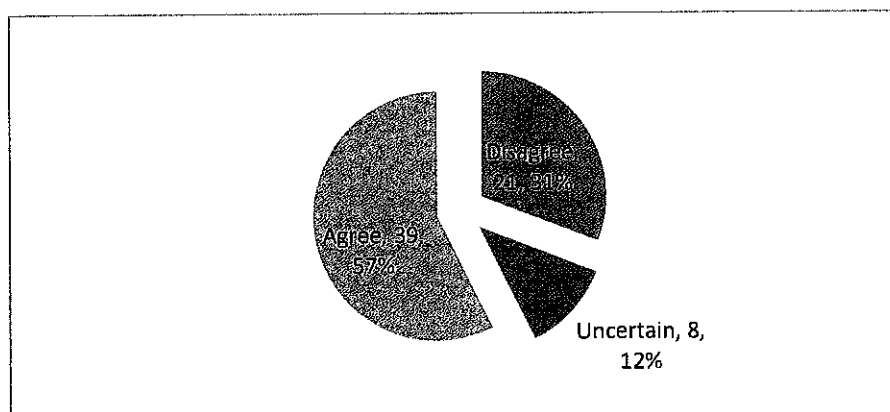


**Figure 13:** Responses on whether or not supervisees do not realise the administrative, educational and developmental support functions and role of supervision

Figure 13 indicates that 57% (39) of the participants disagree that supervisees do not realise the administrative, educational and developmental support functions and role of supervision. More responses on the statement show that 18% (12) of the participants are uncertain about whether or not supervisees developmental support functions do not realise the administrative, educational and support functions and role of supervision. A small number of the participants supports the statement, 25% (17) of the participants agree that supervisees do not realise the administrative, educational and developmental support functions and role of supervision.

Supervision fulfils the following functions: administrative, supportive and educational. The research findings show that supervisees are knowledgeable about the functions and the importance of supervision as explored by Kadushin and Harkness (2002), Tsui (2005), Wonnacott (2012). The research findings confirm what these authors have emphasised regarding the functions that supervision play in the professional development of the supervisee and delivery of quality social welfare services.

**4.2.3.7. Responses on whether or not supervision is not properly implemented as frequency of sessions is not adhered to as per supervision contract.**

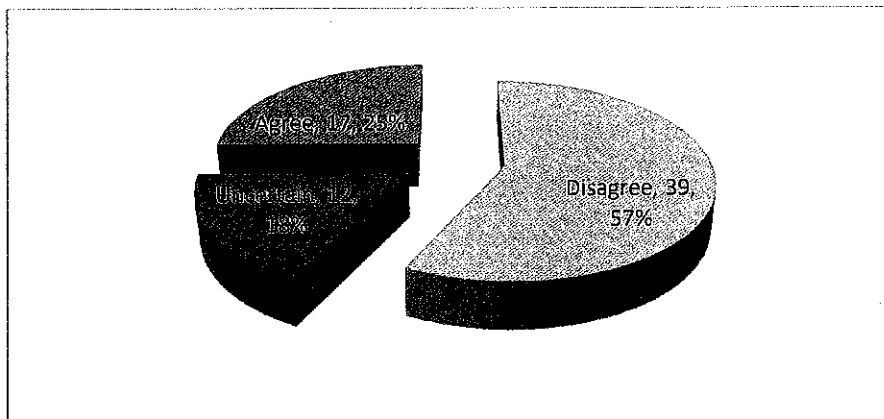


**Figure 14:** Responses on whether or not supervision is not properly implemented as frequency of sessions is not adhered to as per supervision contract

Figure 14 indicates that 57% (39) of the participants stated that they agree that supervision is not properly implemented as the frequency of the sessions is not adhered to as per supervision contract. On the contrary, 31% (21) of the participants indicated that they disagree that supervision is not properly implemented as the frequency of the sessions is not adhered to as per supervision contract. It can also be seen that 12% (8) of the respondent are undecided or uncertain about the statement.

The research findings reveal that there is a contravention of the supervision framework in the implementation of supervision by the supervisors and the supervisees. As per the supervision framework, the newly employed social workers should have fortnightly supervision sessions for a period of at least three years before moving into the consultative level. Supervision of social auxiliary workers should be on an on-going basis for the duration of their practice. A social auxiliary worker with minimum experience of five years should be supervised on a monthly basis or as determined by the supervision contract. Lastly, the timeline for the supervision of experienced social workers must be at the discretion of the supervisor and the supervisee (DSD & SACSSP, 2012).

#### 4.2.2.8 Responses on whether or not supervision sessions do not achieve the goals and objectives of supervision



**Figure 15:** Responses on whether or not supervision sessions do not achieve the goals and objectives of supervision

Figure 15 indicates that 57% (39) of the participants agree with the statement that supervision sessions do not achieve the goals and objectives of supervision. Participants who neither agree nor disagree with the statement that supervision sessions do not achieve the goals and objectives of supervision amount to 18% (12) of the participants. Furthermore, 25% (17) of the participants indicated that they agree that supervision sessions do not achieve the goals and objectives of supervision.

Responses show that the ascending view is that majority of the participants disagree with the view that supervision sessions do not achieve the goals and objectives of supervision. The participants' responses correlate with Kadushin (1992: 20) who outline the goals and objectives of supervision. The capability of the supervisee to do the job

more effectively is an objective of educational function. When the educational function is implemented in the supervision sessions, it helps the supervisee grow professionally, improve clinical knowledge and skill to enable him/ her to function independently. Administrative function's objective is to provide the supervisee with the work context that permits him/ her to do the job effectively. The objective of the supportive function is to make the supervisee feel good about his/ her work. The long term objective of supervision, which should be achieved by supervision sessions, is to provide clients with efficient and effective services according to the mission and vision of the organisation.

#### 4.2.3.9 Responses on whether or not supervisees lack interest for supervision

Response	Percentage	Participants
Disagree	53%	36
Uncertain	12%	8
Agree	35%	24

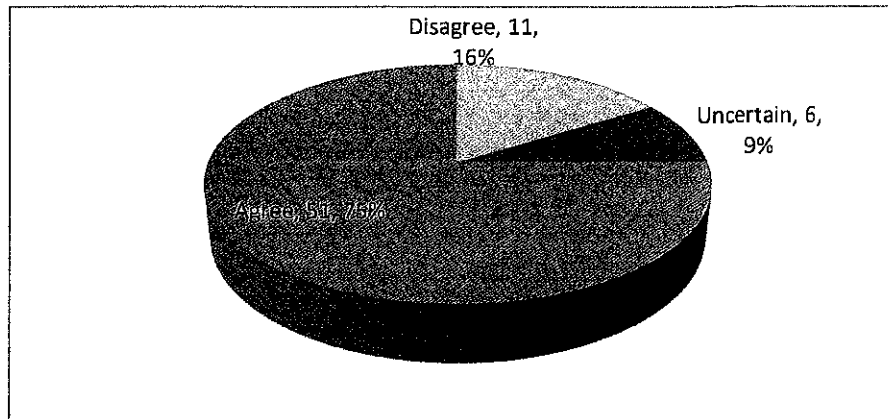
*Table 8: Responses on whether or not supervisees lack interest for supervision*

Table 8 shows feedback on the responses on the statement of whether or not supervisees lack interest in supervision. Of the total of 68 participants interviewed, 53% (36) of the participants disagree that supervisees lack interest in supervision. In addition, 12 % (08) of the participants mentioned that they are uncertain that supervisees lack interest in supervision. Conversely, 35% (24) of the participants agree that supervisees lack interest for supervision.

The researcher has outlined in the literature review that according to Fleming and Steen (2012: 61), it is helpful for supervisees to take an active part in supervision. Active participation involves playing an active part in a collaborative relationship, showing interest, and enthusiasm, identifying needs clearly, preparing for supervision, being open and receptive to learning and feedback. It is further stated that it is not helpful for supervisees to fail to raise issues that they have difficulty with, get defensive when given feedback or not take advices from their supervisors without good reason or discussion. The research results on the questionnaire item of whether supervisees lack interest for supervision have showed that more than half of the response shared sentiments that supervisees have active involvement in supervision and the results

concur with Fleming and Steen's (2012) view on the supervisees' interest in supervision.

#### 4.2.3.10 Responses on whether or not supervisees do not usually make effort to thoroughly prepare for supervision sessions



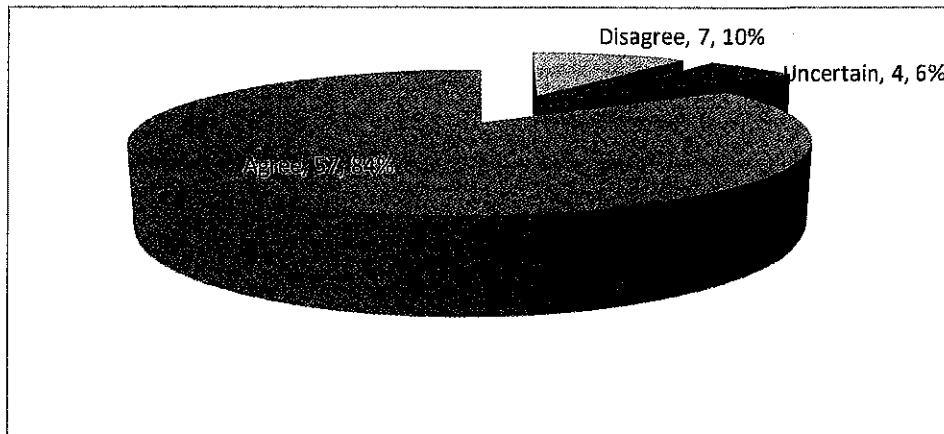
**Figure 16:** Responses on whether or not supervisees do not usually make effort to thoroughly prepare for supervision sessions

Figure 16 indicates that 51 participants (75%) agree that supervisees do not usually make effort to prepare for supervision sessions. About six (9%) of the participants are uncertain about whether or not supervisees do not usually make effort to thoroughly prepare for supervision sessions. Figure 16 further shows that 16% (11) of the participants disagree that supervisees do not usually make effort to thoroughly prepare for supervision sessions.

From the responses, it can be concluded that an almost equal number of participants support the view that supervisees do not usually make effort to prepare for supervision sessions.



**4.2.2.11 Responses on whether or not social work supervision has a potential to promote professional development and functioning of supervisees.**

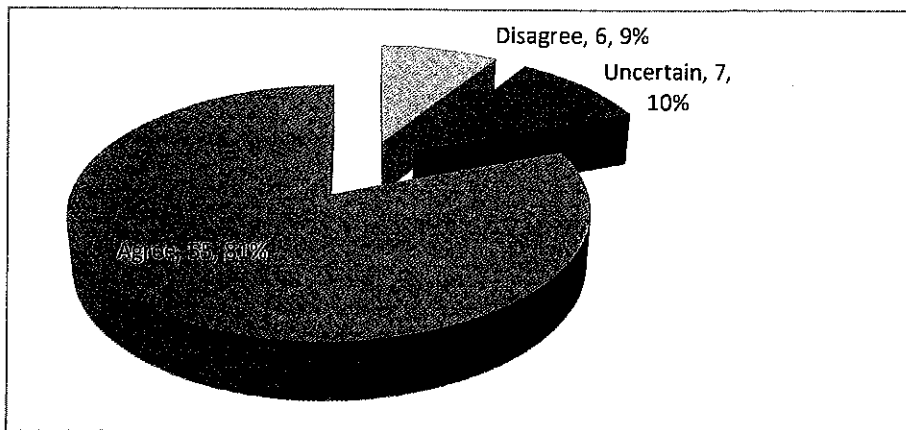


**Figure 17:** *Responses on whether or not social work supervision has a potential to promote professional development and functioning of supervisees*

Figure 17 shows that 84% (57) of participants agree that social work supervision has the potential to promote professional development and functioning of supervisees. Furthermore, 6% (4) of the participants reported that they are uncertain in their response. Those who strongly disagree with the statement amounted to 10% (07) of the participants and they are of the view that social work supervision has no potential to promote professional development and functioning of supervisees.

Majority of responses correlate with the previous research which showed that promoting professional development is critical to supervisees (Fischetti & Lines, 2004; Herrin & Spears, 2007; Powel & Brodsky, 2004). Most of the participants hold a view that social work supervision has a potential to promote professional development and functioning of supervisees. The overwhelming view is that social work supervision plays an important role and has a potential to promote professional development and functioning of supervisees.

#### 4.2.2.12 Responses on whether or not supervisees understand how their individual efforts contribute to the success of supervision



**Figure 18:** Responses on whether or not supervisees understand how their individual efforts contribute to the success of supervision

Figure 18 depicts that 81% (55) of the participants agree that supervisees understand how their individual efforts contribute to the success of supervision. 10% (07) of the participants pointed out that they are uncertain about the statement. 9% (06) of the participants disagree that supervisees understand how their individual efforts contribute to the success of supervision.

Looking at the participants' responses, one can conclude that supervisees know how their individual efforts contribute to the success of supervision. The conclusion of the participants correlates with Stoltenberg *et.al* as cited in Deonarain (2012) that the supervisor and the supervisee are in a position to discover which domains lack motivation and why they should work together on those areas of development. Co-operation between the supervisor and the supervisee contributes to the success of supervision.

#### 4.2.2.13 Responses on whether or not fulfilment of supervision function leads to job satisfaction and high morale amongst supervisees

Response	Percentage	Participants
Disagree	3%	2
Uncertain	7%	5
Agree	90%	61

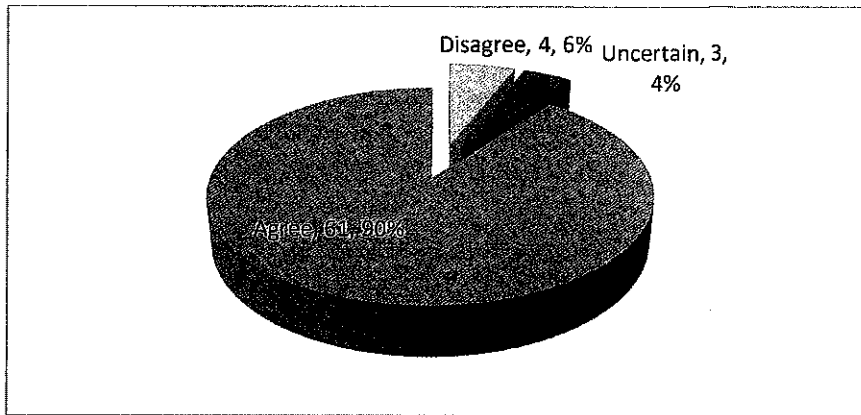
**Table 9: Responses on whether or not fulfilment of supervision function leads to job satisfaction and high morale amongst supervisees**

Table 9 outlines that 90% (61) of the participants pointed out that they agree that fulfilment of supervision function leads to job satisfaction and high morale amongst supervisees. Participants who are uncertain about the statement amount to 7% (05). Only 3% (02) of the participants reported that they disagree that fulfilment of supervision function leads to job satisfaction and high morale amongst supervisees.

The participants' responses correlated with Tsui's (2005) research findings which indicate that supervision is recognised as a primary factor in determining the quality of social services to clients and professional development of social workers as well as job satisfaction of social workers. Motivation and job satisfaction are linked to the independence of the supervisee.

## 4.2.4 Challenges Faced by Social Work Supervisors in Implementing the Supervision Framework

### 4.2.4.1 Responses on whether or not the annual intake of new social workers adds to the escalating supervisor-supervisee ratio.



**Figure 19:** Responses on whether or not annual intake of new social workers adds to the escalating supervisor-supervisee ratio

Figure 19 indicates that 90% (61) of the participants agree with the statement that the annual intake of new social workers adds to the escalating supervisor-supervisee ratio. Participants who strongly disagree that the annual intake of new social workers adds on to the escalating supervisor-supervisee ratio wherein 6% (04) disagree that the annual intake of new social workers adds on to the escalating supervisor-supervisee ratio. About 4% (03) of the participants indicated that they are uncertain.

Based on the responses received, the researcher can conclude that the number of new social workers employed by the Department of Social Development adds to the increasing number of newly employed social workers who need to be supervised. Given the small number of appointed social work supervisors available, the ratio of supervisor-supervisee is growing on an annual basis. According to the spread sheet of filled and vacant posts, there are only 17 appointed social work supervisors who have the responsibility to render supervision to 265 social workers and 43 social auxiliary workers employed in Mopani District (Department of Social Development, Mopani District, 2015). These numbers bring the supervisor-supervisee ratio to one social work supervisor to 16 social workers.

**4.2.4.2 Responses on whether or not shortage of social work supervisors hinders effective implementation of the supervision framework**

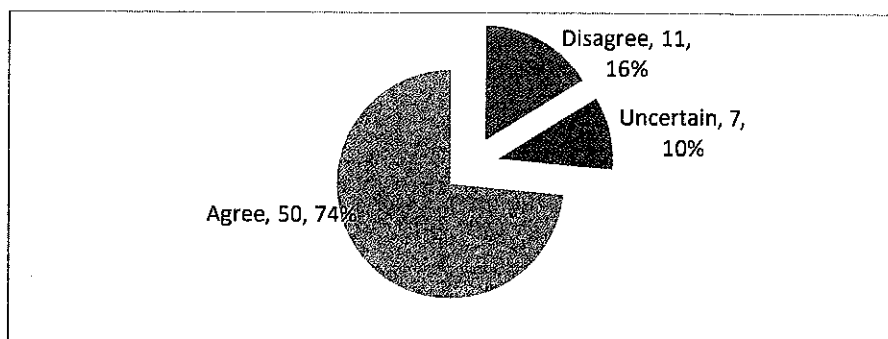
Response	Percentage	Participants
Strongly Disagree	9%	06
Uncertain	6%	04
Agree	85%	58

*Table 10 Responses on shortage of social work supervisors hinders effective implementation of the supervision framework*

Table 10 points out that 85% (58) of the participants' responses agree that shortage of social work supervisors hinders effective implementation of the supervision framework. Those participants who are uncertain about the question amount to 6% (04). Nine per cent (06) of the participants disagree that shortage of social work supervisors hinders effective implementation of the supervision framework.

Social work supervision fulfils the administrative, educational, supportive, mediation and motivational function (Botha (Wonnacott, 2012; Kadushin & Harknes, 2002; Wonnacott, 2000). The increased number of supervisees under the control span of supervisor can compromise the quality of fulfilling the functions of supervision. The quality of supervision will, therefore, be enhanced in instances where that supervisor has fewer supervisees under his/her span of control. The participants' response concur that shortage of supervisors compromise the quality of supervision.

**4.2.4.3 Responses on whether or not there is no uniform understanding on the implementation of the supervision framework**

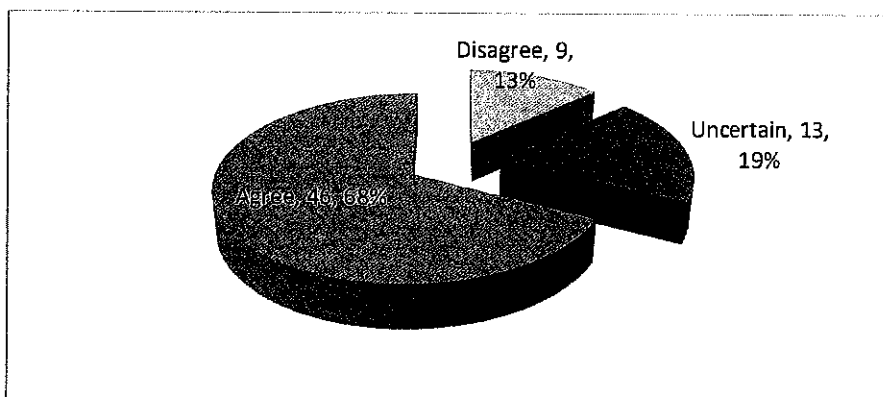


*Figure 20: Response on whether or not there is no uniform understanding on the implementation of the supervision framework*

Figure 20 shows that 74% (50) of the participants agree that there is no uniform understanding on the implementation of the supervision framework. Furthermore, 10% (7) of the participants revealed that they are uncertain in their responses. Contrary to those who agree with the statement is 16% (11) of the participants who disagree that there is no uniform understanding on the implementation of the supervision framework.

The participants' responses show that the supervision framework is understood differently by social work supervisors and supervisees and it is implemented differently by supervisors. The supervision framework requires that supervisors should be trained by attending supervision courses facilitated by accredited service providers who are recognised by the South African Council for Social Services Professions (DSD & SACSSP, 2012). Training of supervisors can also help bring common understanding on the implementation of the supervision framework.

#### 4.2.4.4 Responses on whether or not the supervision framework is interpreted differently by social work professionals

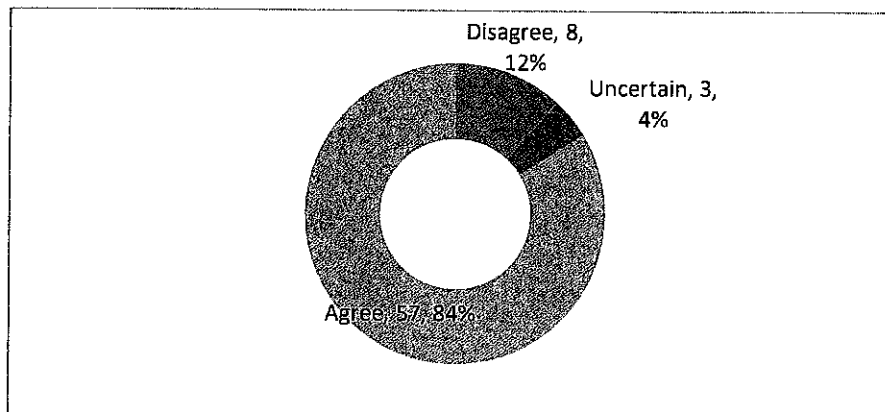


**Figure 21: Responses on whether or not supervision framework is interpreted differently by social work professionals**

Figure 21 above presents the responses on whether or not supervision framework is interpreted differently by social work professionals. As it can be seen in figure 21, 68% (46) of the participants' responses agree that the supervision framework is interpreted differently by social work professionals. 19% (13) of the participants reported that they are uncertain on whether or not supervision framework is interpreted differently by social work professionals. Furthermore, some of the participants' responses show that 13% (09) of the responses indicated that they disagree that the supervision framework is interpreted differently by social work professionals.

The overwhelming majority of the participants' responses confirm that indeed the supervision framework is interpreted differently by the supervisors and the supervisees. The supervision frameworks for social work profession in South Africa's objectives are to conceptualise, contextualise and provide norms and standards guiding the execution of supervision (DSD & SACSSP, 2012). The responses show that although the framework may have been presented in simple terms, it is interpreted and therefore, implemented differently by social service professionals.

#### 4.2.4.5 Responses on whether or not resources limitations hinder effective implementation of the supervision framework



**Figure 22: Responses on whether or not limitations of resources hinder effective implementation of the supervision framework**

Figure 22 indicates that 84% (57) of the participants agree that limitations of resources hinder effective implementation of the supervision framework. Twelve per cent of participants (8) disagree that limitations of resources hinder effective implementation of the supervision framework. Lastly, 4% (03) of the participants are uncertain of whether or not limitations of resources hinder effective implementation of the supervision framework.

The participants' responses correlate with Engelbrecht's (2013: 8) research findings that the supervision framework's visualised aim is hardly attainable within the prevailing neo-liberal discourse, when the improvement of structural issues such as scarce resources, unmanageable workload and counter-productive work conditions is outstanding. Botha (2000) confirms that the workplace and the working conditions under which social workers work should always be adequate, inspiring and

professional. The participants' responses show that supervisors and supervisees are inadequately resourced to effectively implement supervision and the framework.

**4.2.4.6 Responses on whether or not the supervision structure is not aligned to the department's staff establishment structure**

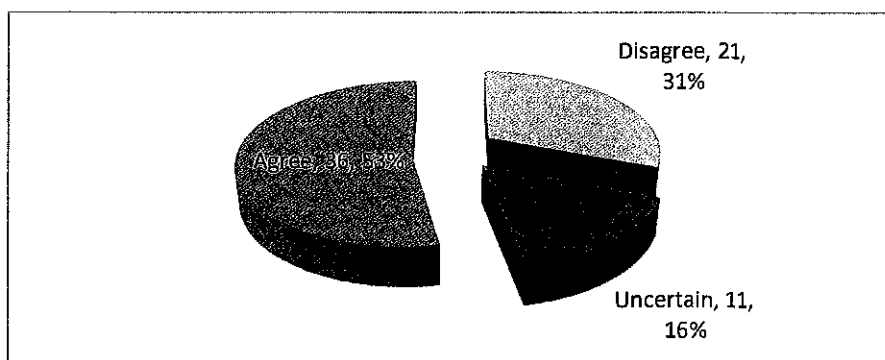
Response	Percentage	Participants
Strongly Disagree	22%	15
Uncertain	16%	11
Agree	62%	42

**Table 11:** Responses on whether or not the supervision structure is not aligned to the department's staff establishment structure

Table 11 shows that 62% (42) of the participants agree that the supervision structure is not aligned to the Department's staff establishment structure. In addition, 16% (11) of the participants are uncertain of whether or not the supervision structure is not aligned to the department's staff establishment structure. The participants' responses that disagree with the fact that the supervision structure is not aligned to the department's staff establishment structure amount to 22% (15) of the responses.

From the participants' responses, it can be concluded that the supervision structure is not aligned to the Department of Social Development's staff establishment structure. Responses show that the manner, in which the departments' staff establishment is structured, differs from the way in which supervision is structured.

**4.2.4.7 Responses on whether or not the application of supervision is weak and faulty**



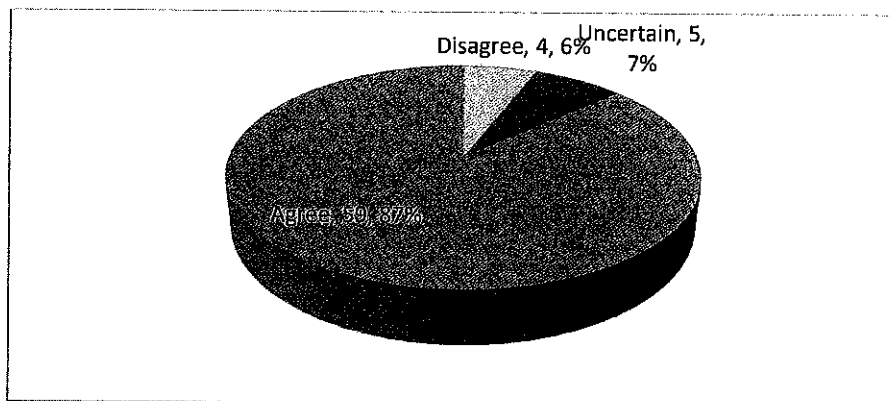
**Figure 23:** Responses on whether or not the application of supervision is weak and faulty



Figure 23 above indicates that 53% (36) of the participants agree that the application of supervision is weak and faulty. Furthermore the participants' response shows that 16% (11) of the participants indicated that they are uncertain about the statement. 31% (21) of the participants' responses disagree that application of supervision is weak and faulty.

Participants' responses show that over 50% of the total number of responses approve that application of supervision is weak and faulty. The participants' responses concur with Botha (2000) who indicated that the problem with supervision does not lie with supervision practice but with the application of supervision which is faulty and weak. The supervision framework for social work profession was formulated in order to address the challenges regarding the application of supervision.

#### **4.2.4.8 Responses on whether or not lack of adequate training, structural support and unmanageable workload hinders effective implementation of the supervision framework.**



**Figure 24:** Responses on whether or not the lack of adequate training, structural support and unmanageable workload hinders effective implementation of the supervision framework

Figure 24 shows the participants' responses on whether or not lack of adequate training, structural support and unmanageable workload hinders effective implementation of the supervision framework. The participants' responses point out that 87% (59) of the responses agree that whether or not lack of adequate training, structural support and unmanageable workload hinders effective implementation of the supervision framework. The participants' responses also show that 7% (5) of the participants are uncertain about the questionnaire item. Furthermore, 6% (4) of the

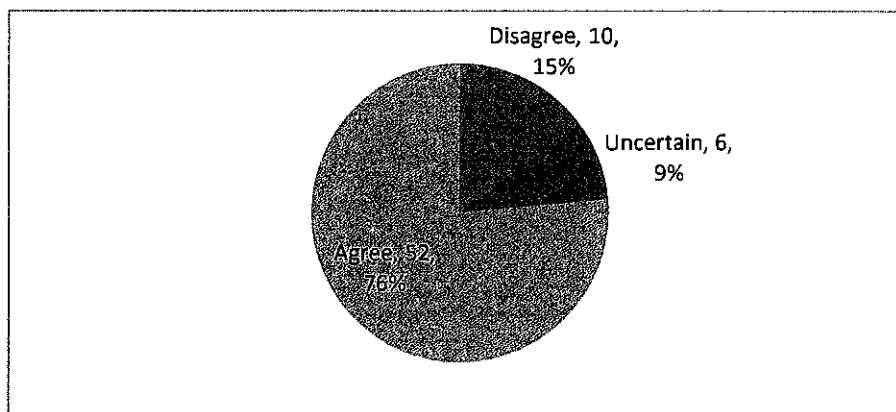
responses disagree that lack of adequate training, structural support and unmanageable workload hinders effective implementation of the supervision framework.

The research findings correlates with the research by Engelbrecht (2012) which found that supervisors are faced with challenges of formal supervision training, continuing education and training in supervision and training in terms of current theories and exit level outcomes of social work graduates.

Research by Mathebula and Mudau, as cited in Deonarain (2012) revealed the presence of social workers who are in supervisory positions without any special training in supervision. Their findings further indicate that some supervisors rely on their experiences of direct social work practice instead of education and training.

On the issue of workload, the participants' response confirm the research findings by Engelbrecht, as cited in Engelbrecht (2013) which found that due to issues of workload on supervisors, supervision sessions are sometimes cancelled or delayed because supervisors are engaged in other activities. Supervisors are mostly engaged in managerial tasks to the extent that they find themselves unable to render supervision.

#### **4.2.4.9 Responses on whether or not the increasing intake of new social work professionals brought more challenges to supervision**



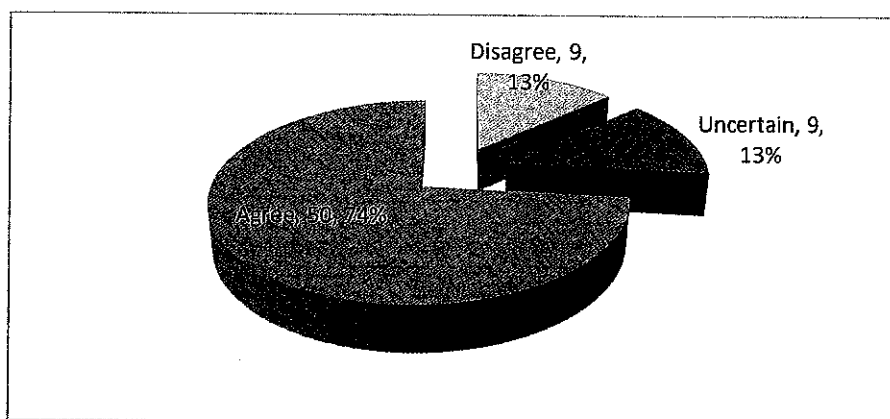
**Figure 25: Responses on whether or not the increasing intake of new social work professionals brought more challenges to supervision**

Figure 25 indicates that 76% (52) of the participants reported that they agree with the fact that the increasing intake of new social work professionals has brought more challenges to supervision. Fifteen per cent (15%) of the participants (10) disagree that the increasing intake of new social work professionals brought more challenges to

supervision. Lastly, 9% (06) of the participants uncertain whether or not knowledge gaps on supervision negatively affect the quality of supervision.

The participants' responses conclude that the increasing new intake of social work professionals has brought more challenges to supervision. The supervision framework has set the ratio for the supervision of social workers on structured supervision at 1:10 provided supervision is the only key performance area for the supervisor. In case the supervisor has other responsibilities, the supervision ratio should be 1:6 social workers (DSD & SACSSP, 2012).

#### **4.2.4.10 Responses on whether or not an enabling environment is not provided for supervision sessions to take place by allowing enough time for supervision.**



**Figure 26:** Responses on whether or not an enabling environment is not provided for supervision sessions to take place by allowing enough time for supervision

Figure 26 depicts that 74% of the participants reported that they agree that an enabling environment is not provided for supervision sessions to take place by allowing enough time for supervision. In addition, 13% of the participants' responses indicated that the participants are uncertain. Lastly, 13% of the participants disagree that an enabling environment is not provided for supervision sessions to take place by allowing enough time for supervision.

The participants' responses concur that the supervisor and supervisee should be provided with an enabling environment for supervision sessions to take place by allowing enough time for supervision that resources are provided to the supervisee and an enabling environment is created in order for the supervisor to render effective and

quality supervision sessions. The responses concur with Botha (2000) who indicated that workplace and work conditions under which social work supervisors' work should always be adequate, inspiring and professional.

**4.2.4.11 Responses on whether or not insufficient administrative, educational and developmental support to supervisors hinders effective implementation of the supervision frame work**

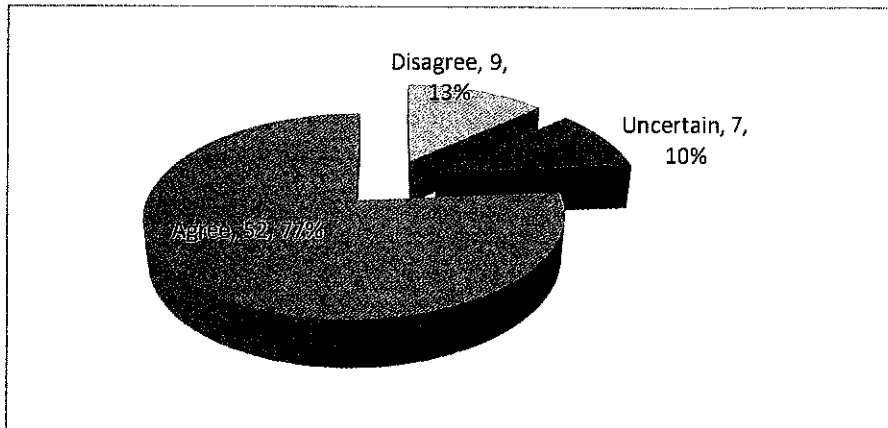
<b>Response</b>	<b>Percentage</b>	<b>Participants</b>
Disagree	16%	11
Uncertain	9%	06
Agree	75%	51

*Table 12: Responses on whether or not insufficient administrative, educational and developmental support to supervisors hinders effective implementation of the supervision frame work*

Table 12 presents responses on whether or not insufficient administrative, educational and developmental support to supervisors hinders effective implementation of the supervision framework. The participants' responses show that 75% (51) of the responses agree that insufficient administrative, educational and developmental support to supervisors hinder effective implementation of the supervision frame work. Nine per cent (06) of the participants' responses reported that they are uncertain about the statement while 16% (11) of the participants strongly disagree that insufficient administrative, educational and developmental support to supervisors hinder effective implementation of the supervision frame work

The participants' responses confirm that insufficient administrative, educational and developmental support to supervisors hinder effective implementation of the supervision framework. From the responses, the researcher can conclude that there is a need for sufficient administrative, educational and support to the supervisor in order to help enable effective implementation of the supervision framework.

#### 4.2.4.12 Knowledge gaps on supervision negatively affect the quality of supervision.



**Figure 27:** Responses on whether or not knowledge gaps on supervision negatively affect the quality of supervision.

Figure 27 presents the responses on whether or not knowledge gaps on supervision negatively affect the quality of supervision. Figure 27 shows that 74% (52) of the participants' responses agree that knowledge gaps on supervision negatively affect the quality of supervision. Furthermore 10% (09) of participants' responses indicated that they are uncertain about the statement. Thirteen per cent (07) of the participants disagree on whether or not knowledge gaps on supervision negatively affect the quality of supervision.

The participants responses show that majority of them (participants) have sentiments that knowledge gaps on supervision negatively affect the quality of supervision. Majority of the responses concur with Lombard, Grobbelaar and Pruis (2003) who found that social work supervisors still lack proper knowledge and skills to provide effective social work supervision

### 4.3 CONCLUSION

The primary aim of this chapter was to present, analyse and interpret data collected during the study. The results were confirmed by the researcher using existing literature in the field of substance abuse. From the views of the participants in this study, it was found that that there are challenges in the implementation of the supervision framework in the Department of Social Development in Mopani District even though there is a common understanding on the supervision framework and the supervision policy as the two are aligned to each other.

It was also found that the supervisees have attitudes towards supervision and many of these attitudes can impact negatively on the implementation of supervision and the supervision framework. Research findings also show that supervisors are faced with a number of challenges which interfere with proper implementation of the Supervision Framework.

# **CHAPTER 5**

## **SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

In chapter one, the researcher indicated that the social work profession was declared a scarce skill in 2003 by the Minister of Public Service and Administration (Department of Public Service and Administration, 2003). The Department of Social Development (DSD) responded by developing a recruitment and retention strategy for social work professionals (DSD, 2006). One of the main critical areas identified by the recruitment and retention strategy for social workers was management and supervision of social workers and other social work professionals. Furthermore, the strategy emphasised deterioration of productivity and quality of services provided by social workers due to lack of supervision.

The researcher collected quantitative data using questionnaires in order to measure the three variables namely; implementation of the supervision framework by social work supervisors and supervisees, attitudes of supervisees towards supervision and challenges faced by social work supervisors in implementing the supervision framework. Relevant literature was used as part of data collection to corroborate the views of the participants. Based on the findings from the empirical data, the researcher came to certain conclusions and formulated recommendations. Attention was also placed on the restatement of the aim and objectives of the study.

In line with the aim of the study, the researcher evaluated the implementation of the supervision framework for social work profession in Mopani District Limpopo Province and the following conclusions and recommendations were made.

### **5.2 RESTATEMENT OF THE PROBLEM**

The researcher had initially identified that there were challenges in the implementation of supervision framework for social work profession in the Department of Social Development, in Mopani district. Challenges which were identified included, amongst others; inappropriate implementation of the supervision tools, insufficient number of

social work supervisors and negative attitudes of social workers and social auxiliary worker towards supervision.

### **5.3. RESTATEMENT OF THE AIM AND OBJECTIVES OF THE STUDY**

#### **5.2.1 Aim of the Study**

The aim of the study was to evaluate the implementation of supervision framework for social work profession in Mopani District, Limpopo Province. The research study has met the aim of the study as set out in the formulation of the study.

#### **5.2.2 Objectives of the Study**

The following objectives were formulated from the aim of the study:

- To find out how the supervision framework for social work profession is implemented by social work supervisors and supervisees in Mopani District.
- To evaluate the attitudes of supervisees regarding supervision.
- To evaluate challenges faced by social work supervisors in implementing the supervision framework for social work professions.

These objectives were all achieved since the aim of the research study was to evaluate implementation of supervision framework for social work professions in Mopani District, Limpopo Province was accomplished. The research findings fulfilled the objectives of the research study. There is synergy between the findings and the objectives of the research study.

### **5.4 MAJOR FINDINGS**

Major findings on implementation of the supervision framework by social work supervisors and supervisees are as follows:

- A resounding majority of the participants' responses show that there is no common understanding of the supervision framework and the supervision policy and there two are aligned to each other.
- The research findings confirm that the organisational structure and the supervisor-supervisee ratio are considered in implementation of supervision in Mopani District.



- Majority of the participants indicated that the supervisor-supervisee ratio in the Department does not comply with the ratio set by the supervision framework.
- Most of the participants (52%) disagreed that supervision sessions are held consistently with the frequency agreed upon in the supervision contract.
- The research findings then revealed that majority of the participants (47%) indicated that an enabling environment is not provided to enable supervision sessions to take place.
- Majority of participants (59%) are well aware of the phases and methods of supervision which are applied during supervision sessions.
- A large percentage (81%) of the participants stated that supervisors and supervisees are clearly aware of their roles and responsibilities as prescribed by the supervision framework for social work profession.
- More than half of the participants (72%) indicated that supervision contracts cover the critical functions of supervision.
- Over half of the responses (65%) are of the view that social work supervision in the Department fulfils the functions of supervision.
- The research results clearly reveal that majority of participants (71%) had opinions that supervisors and supervisees negotiate before going into the supervision contract.
- Most of the participants (71%) showed that supervision is conducted in compliance with the supervision framework and Code of Ethics for Social Work Profession.

The following are major findings on the attitudes of supervisees regarding supervision:

- The research results revealed that 77% of participants have the opinion that supervisees value the role of supervision in promoting their professional development and functioning.
- More than half of the participants (72%) indicated that supervision cannot be effectively implemented due to the high supervisor-supervisee ratio.
- The research findings (56% of participants) showed that supervisees are not always having enthusiasm to attend supervision sessions.
- An overwhelming number of participants (75%) agree that supervisees do not usually make effort to prepare for supervision sessions.

- The research results on supervisees' lack interest for supervision showed that more than half of the responses shared sentiments that supervisees have active involvement in supervision.
- The research findings on the potential of supervision to promote professional development and functioning of supervisees shows that 84% of the participants indicated that agree with that view.
- Majority of the participants (81%) indicated that supervisees understand how their individual efforts contribute to the success of supervision.
- The research results show that 90% of the participants pointed out that fulfilment of supervision function leads to job satisfaction and high morale amongst supervisees.

The following are major findings on the challenges faced by social work supervisors in implementing supervision framework:

- Majority of participants (90%) indicated that the annual intake of new social workers adds to the escalating supervisor-supervisee.
- The research results indicated that 85% of the participants regard shortage of social work supervisors as hindering effective implementation of the supervision framework.
- Majority of the participants (74%) indicated that there is no uniform understanding on the implementation of supervision framework.
- The research findings show that 68% of the participants indicated that the supervision framework is interpreted differently by social work professionals.
- The research also revealed majority of the participants (84%) stated that resources limitations hinder effective implementation of the supervision framework.
- Majority of the participants (62%) concur with the fact that the supervision structure is not aligned to the department's staff establishment structure.
- Over half of the research results (53%) shows that majority of the participants agree that application of supervision is weak and faulty.
- The research findings show that 87% of the responses indicated that lack of adequate training; structural support and unmanageable workload hinder effective implementation of the supervision framework.

- Over half of the research findings (77%) of the participants reported that an increasing intake of new social work professionals has brought more challenges to supervision.
- Most of the research results show that 74% of the participants indicated that an enabling environment is not provided for supervision sessions to take place.
- An overwhelming majority of the research results (75%) show that insufficient administrative, educational and developmental support to supervisors hinder effective implementation of the supervision frame work.
- Majority of the research results (74%) shows that knowledge gaps on supervision negatively affect the quality of supervision.

## **5.5 CONCLUSIONS BASED ON THE FINDINGS**

### **5.5.1 General Information**

Based on the findings of the research study, the following conclusions can be drawn regarding general information of the participants:

Majority of the participants reached were females making up 79% of the participants. It can be concluded that majority of social workers, social work supervisors and social auxiliary workers in Mopani District are females. It was also found that majority of participants were youth aged 25 to 34 years old. Most social workers, social work supervisors and social auxiliary workers were from the black population group. A large percentage (44%) of participants was social workers followed by social work supervisors. Based on this finding, it can be concluded that supervisors represent the authority inherent from top management of the organisations. Research findings, therefore, agree with Kadushin's (2002) findings.

A significant finding and conclusion is that 21% of the participants have three to four years experience in their current jobs and 22% of the participants have five to seven to eight years of experience in their current jobs. Majority of participants (28%) were found to be stationed in Greater Tzaneen Sub-District, which indicate that majority of social welfare services staff are located in Greater Tzaneen Sub-District.

### **5.5.2 Implementation of the Supervision Framework by Social Work Supervisors and Supervisees**

Based on the findings of the research study, the following conclusions can be drawn regarding the implementation of the supervision framework by social work supervisors and supervisees:

- Supervisors and supervisees are aware of the relationship between the supervision framework and the supervision policy. The understanding of the supervision framework and the supervision policy can, therefore, be concluded to have a potential to lead to effective implementation of social work supervision.
- The organisational structure and the supervisor-supervisee ratio are considered in the implementation of supervision in Mopani District. Although organisational structure and supervisor-supervisee ratio is considered, the supervisor-supervisee ratio is extremely high.
- The supervisor-supervisee ratio is one (01) social work supervisor to 16 social workers. It can, therefore, be concluded that supervision cannot be effectively implemented due to high supervisor-supervisee ratio.
- Supervision sessions in Department of Social Development, Mopani District, are not held consistently with the frequency agreed upon in the supervision contract. The conclusion is supported by the research findings by Engelbrecht (2013) which found that supervision sessions are sometimes cancelled or delayed because supervisors are too busy and often supervision is conducted "on the run".
- The researcher found out that no sufficient environment is provided for supervisors to effectively supervise sessions.
- The objective of social work supervision, which is to improve social work performance and the provision of social work services to client, is fulfilled. According to Kadushin (1992), the long term objective of supervision, which should be achieved by supervision sessions, is to provide clients with efficient and effective services according to the mission and vision of the organisation.
- Phases and methods of supervision are applied for effective execution of supervision. As to whether or not application of the supervision methods is effective is not known.
- Supervisors and supervisees are aware of their roles and responsibilities as prescribed by the supervision framework for social work profession. Appropriate

fulfilment of these roles and responsibilities can contribute to successful implementation of the supervision framework in Mopani District. This conclusion is consistent with the supervision framework which specifies the role and responsibilities of supervisors and supervisees (DSD & SACSSP, 2012).

- There is compliance with norms and standards of supervision as set out in the generic norms and standards for social welfare services and the supervision framework in the formulation of supervision contracts and implementation of social work supervision in the Department of Social Development, Mopani District.
- The researcher found out that social work supervision in the Department fulfils functions of supervision. Based on the findings, it can be concluded that supervision fulfils the functions and the importance of supervision.
- Supervisors and supervisees negotiate before entering into the supervision contract. All parties are given the opportunity to give inputs into the development or formulation of the supervision contract. Differences on the supervision contract are resolved before the start of the supervision relationship as it could be difficult to resolve differences during the supervision sessions.
- The researcher found out that supervision is conducted in compliance with the supervision framework and Code of Ethics for Social Work Profession on matters of social work supervision.

### **5.5.3 Attitudes of Supervisees Regarding Supervision**

Based on the findings of the research study, the following conclusions can be drawn regarding the attitudes of supervisees regarding supervision:

- Supervisees value the role of supervision in promoting their professional development and functioning. It can, therefore, be concluded that supervisees have a positive attitude as far as the role of supervision in promoting their professional development and function is concerned. It can be inferred that supervision provides a distinctive level of support and guidance to front-line workers, promotes professional development and helps to increase quality practice standards.
- The supervisor-supervisee ratio in the Department of Social Development, Mopani District is higher than the ratio set by the supervision framework. The ratio of appointed social work supervisors to appointed social workers is higher than the one set by the supervision framework of structured supervision.

- The researcher found that enough effort is not put into planning and preparation of the supervision sessions. Planning and preparation of supervision sessions is done in some office work stations while it is not done in others.
- Supervisees are not always having enthusiasm to attend supervision sessions. The attitudes of supervisees towards supervision sessions give a picture that, in most instances, they have negative attitudes towards supervision.
- Social work supervision has a potential to address challenges faced by supervisees. This conclusion is in agreement with Tsui (2005) who maintains that supervisors are expected to discuss challenges, address and explore issues of supervisees and provide alternatives to address the challenges.
- Majority of supervisees are knowledgeable about the administrative, educational and developmental support functions and the importance of supervision.
- The researcher found that supervision is not properly implemented as frequency of sessions is not adhered to as per supervision contract. The researcher is of the view that supervision framework is not complied with in the implementation of supervision by supervisors and supervisee.
- Supervision sessions do not achieve the goals and objectives of supervision. The objectives of administrative, educational and supportive function are not completely achieved by the supervision sessions.
- The researcher found that supervisees have motivation to be active participants in the supervision process.
- It can, therefore, be inferred that there are mixed views with regard to preparation of supervision sessions by supervisees.
- The overwhelming view is that social work supervision has a potential to promote professional development and functioning of supervisees.
- Supervisees' efforts contribute to the success of supervision. Supervisees know how their individual efforts contribute to the success of supervision. This means that working together as the supervisor and supervisee on supervision issues can bring about better results.
- Fulfilment of supervision function leads to job satisfaction and high morale amongst supervisees. Accordingly, supervision is recognised as a primary factor in determining the quality of social services to clients and professional development of social workers as well as job satisfaction of supervisees.

#### **5.5.4 Challenges faced by Social Work Supervisors in Implementing the Supervision Framework**

Based on the findings of the research study, the following conclusions can be drawn regarding challenges faced by social work supervisors in implementing supervision framework:

- The annual intake of new social workers adds to the escalating supervisor-supervisee ratio.
- Shortage of social work supervisors hinders effective implementation of supervision framework. The increasing number of supervisees under the control span of a supervisor compromises quality of in terms of fulfilling functions of supervision.
- Majority of participants are of the opinion that there is no uniform understanding on the implementation of the supervision framework. The supervision framework is understood and implemented differently by social work supervisors and supervisees.
- The supervision framework is interpreted differently by the supervisors and the supervisees.
- Limitations of resources hinder effective implementation of the supervision framework. Supervisors and supervisees are inadequately resourced to effectively implement supervision and its framework. The workplace and the working conditions under which social work supervisors and supervisees work are not always found to be adequate, inspiring and professional.
- The manner in which the departments' staff establishment is structured in Mopani District differs from how supervision is structured.
- The researcher has found that supervisors and supervisors experience problems in the application of supervision. The problem with supervision does not lie with supervision practice but in the fact that application of supervision is faulty and weak.
- Lack of adequate training, structural support and unmanageable workload hinders effective implementation of the supervision framework. Social work supervisors are faced with challenges of formal supervision training, continuing education and training in supervision and training in terms of current theories and exit level outcomes of social work graduates. Supervisors also rely of their experiences of direct social work practice instead of education and training.

- The increasing new intake of social work professionals has brought more challenges to supervision. The quality of supervision decreases when the social work supervisor has more supervisees under his/ her supervision.
- An enabling environment is not provided for supervision sessions to take place as enough time is not allowed for supervision. In instances where supervisors and supervisees are provided with an enabling environment for supervision sessions to take place, effective and quality supervision sessions can be rendered.
- Insufficient administrative, educational and developmental support to supervisors hinders effective implementation of the supervision framework. There is a need for sufficient administrative and educational support in order to help the supervisor implement the supervision framework.
- Knowledge gaps on supervision negatively affect the quality of supervision. Most social work supervisors rely on their experience of direct social work practice instead of education and training they acquired on supervision.

## **5.6 RECOMMENDATIONS**

- Current barrier to effective implementation of the supervision framework by social work supervisors and supervisees is a high supervisor-supervisee ratio, inconsistency in the supervision sessions which are contrary to the supervision contracts and lack of insufficient enabling environment for supervision sessions to take place. There is a great need for bringing down the supervisor-supervisee ratio to be in line with the supervision framework by appointing more qualified and experienced social work supervisors. Social work supervisors should be designated to provide supervision and support to supervisees. For this reason, social work supervisors must be relieved of their management and administrative duties in order to enable them to hold supervision sessions which are consistent with the agreements made in the supervision contract. This will also be in compliance with the supervision framework.
- The Department of Social Development should create an enabling environment for supervision to take place by ensuring that more qualified and experienced social work supervisors are available, ratio for supervisor-supervisee be brought down to be in line with the supervision framework and an on-going continuous training of social work supervisors is provided.
- The research findings on the attitudes of supervisees towards supervision revealed that supervision is not effectively implemented due to the high



supervisor-supervisee ratio, supervisees' lack of interest and enthusiasm to attend supervision sessions. This deters the achievement of goals and objectives of supervision. It is, therefore, recommended that awareness trainings, workshops and road shows on supervision be launched and implemented to change the negative attitudes of supervisees towards supervision.

- An on-going capacity building and training of social work supervisors by accredited service providers should be implemented to equip social work supervisors with the necessary knowledge and skills to provide effective and quality supervision.
- Training, on the supervision framework should be given to all supervisors and the supervisees in the District in order to ensure common interpretation of the supervision framework.
- Adequate resources should be made available to social work supervisors to enable quality and effective implementation of the supervision services to supervisees. Working conditions under which social workers and social work supervisors' work should be sufficient, inspiring and professional for effective implementation of the supervision framework.
- The annual intake of new social workers should be complemented with an increased intake and appointment of qualified and experienced social work supervisors to ensure that quality supervision is provided.
- On-going research should be extended to other Districts under the Department of Social Development in the Limpopo Province to ascertain whether or not viewpoints of the social work supervisors, social workers, student social workers and social auxiliary workers are similar to those who took part in the study. In case the research study is conducted on the provincial level, the research conclusions, based on the larger provincial sample, would enable generalisation of the findings.

## **5.7 CLOSING STATEMENT**

The study was set to evaluate the implementation of supervision framework for social work professions in Mopani District, Limpopo Province. It can be concluded that the study achieved its objectives. Social work supervision is a cornerstone in ensuring quality and effective social work services is provided by social workers and social auxiliary workers. The research study results revealed that:

- There are some challenges in the implementation of the supervision framework.

- Supervisees have attitudes towards supervision.
- Many of these attitudes can impact negatively on the implementation of supervision.
- The supervision framework and social work supervisors are faced with a number of challenges which interfere with proper implementation of the Supervision Framework.

## REFERENCES

- Austin, J.M & Hopkins, KM. (2004). *Supervision as Collaboration in the Human Services*. Thousand Oaks: Sage.
- Babbie, E & Mouton J. (2001) *The practice of social research*. Cape Town: Oxford University Press.
- Baglow, L. (2009) *Social Work Supervision and its Role in Enabling Community Visitor Program that Promotes and Protects Children's Rights*. Australian Social Work, Vol. 64, No. 3, September 2009, 353-368.
- Bennet, S. & Deal, K.H. (2012) *Supervision Training: What We Know and What We Need to Know*. Smith College Studies in Social Work, 82:195-215.
- Bernard, J. M & Goodyear, R. K. (1998). *Fundamentals of Clinical Supervision*. 3<sup>rd</sup> Ed. London: Ally & Bacon.
- Bernard, J. M & Goodyear, R. K. (2004). *Fundamentals of Clinical Supervision*. Ally & Bacon: Carmelle, IN.
- Botha, N.J. (2000) *Supervision and Consultation in Social Work*. Bloemfontein, Van Schaik Publishers.
- Bourn, D & Hafford-Letchfield, T. (2011) *The role of social work professional supervision in conditions of uncertainty*. *The International Journal of Knowledge, Culture and Change Management*, 10 (9): 41-55.
- Brooks, C., Patterson, D. A. & Mckiernan, P.M. (2012) *Group supervision: Supervisory practices fostering resistance to adoption of evidence-based practice*. 17 (1): 191-199.
- Brown, A. & Bourne I. (1996). *The Social Work Supervisor: Supervision in Context*. Buckingham: Open University Press.
- Burns, N. & Grove, S.K. (2005) *The Practice of Nursing Research: Conduct, Critique, and Utilization* (5th Ed.). St. Louis, Elsevier Saunders
- De Vos, A. S, Strydom, H., Fouche, C. B. & Delport, C. S. L. (2011) *Research at grass roots: For the social sciences and human service professions*. 4th Ed. Pretoria: Van Schaik Publishers.
- Deonarain, P.P. (2012) *Nature of social work supervision in the Sedibeng region*. M.A (SOCIAL WORK). [Unpublished]. University of Johannesburg. Retrieved from <https://ujdigspace.uj.ac.za> (Accessed: 07/05/2015).
- Department of Social Development and SA Council of Social Service Professions. (2012). *Supervision framework for social work professions*. Pretoria.
- Department of Social Development. (2012) *Supervision policy for the social work profession*. Pretoria

- Department of Social Development. (2013) *Generic Norms and Standards For Social Welfare Services*. Pretoria.
- Department of Social Development. (2015) *Spread sheet for filled and vacant posts. Mopani District*.
- Dirgèliené, I. (2010). *Contexts of supervision in social work*. TILTAI, 3, 27-38.
- Edwards, J. K. (2013) *Strengths-Based Supervision in Clinical Practice*. Thousand Oaks: Sage.
- Engelbrech, L.K. (2010) *Yesterday, today and tomorrow: Is social work supervision keeping up in South Africa?* *Social Work/Maatskaplike Werk*, 46 (3).
- Engelbrech, L.K. (2012) *The neglected agenda of social work management and supervision: Issues and challenges*. Joint World Conference on Social Work and Social Development. Stockholm: Sweden.
- Engelbrecht, L.K. (2013) *Social work supervision policies and frameworks: Playing notes or making music?* *Social Work/Maatskaplike Werk*, 49 (4): 456-468.
- Engelbrecht, L.K. (2014) *Towards a conceptual framework for management and supervision of social workers within a social development paradigm*. *International Social Work Conference*. Kampala: Uganda.
- Ereza, I.P. & Lazar, A. (1994a) "Operationalizing Kadushin's Model of Social Work Supervision" *Journal of Social Service Research* 18 (3/4):109-22.
- Fischetti, B. A. & Lines, C.L. (2004) *Views from the field: Model for school based social work supervision*. *The Clinical Supervisor*, 22, 75-86.
- Flemming, I. & Steen, L. (2012) *Supervision and clinical psychology theory, practice and perspectives*. 2<sup>nd</sup> Ed. USA: Routledge.
- Harkness, D. (1995). *The Art of Helping the Supervised Practice: Skill, Relationships and Outcomes*. *The Clinical Supervisor* 13 (1): 63-67.
- Harmse, A.D. (1999) *Support systems for social work supervisors in the Department of Welfare*. D.PHIL (SOCIAL WORK). [Unpublished]. University of Pretoria.
- Hawkin, P., & Shonet, R. (1998) *Supervision in the helping profession. An individual, group and organisational approach*. Milton Keynes: Open University Press.
- Hawkin, P., & Shonet, R. (2007) *Supervision in the helping profession. An individual, group and organisational approach*. Milton Keynes: Open University Press.
- Haynes, R., Corey, G. & Mouton, P. 2003) *Supervision in helping professions: A practical guide*. Pacific Grove. CA: Brooks/Cole Thompson.
- Hepworth, D.H & Larsen, J.A. (1996) *Direct Social Work Practice: Theory and Skills*. 2<sup>nd</sup> Ed. Chicago, Ill: Dorsey Press.

Herrin, D. & Spears, P. (2007) *Using nurse leader development to improve nurse retention and patient outcomes: A framework*, *Nursing Administration Quarterly*, 31, 231-243.

Howe, K. & Gray, I. (2013). *Effective Supervision in Social Work*. London: Sage

Hurlbert, D.F. (1992). "Changing the Views of Social Work Supervision: An Administrative Challenge." *Clinical Supervisor* 10 (2): 57-69.

International Federation of Social Workers. (2014). *Global Definition of Social Work*. Retrieved October, 24, 2014, from the web site: <http://www.ifsw.org/global-definition-of-social-work>.

Jones, A. (2006) Clinical supervision: What do we know and what do we need to know? A review and commentary. *Journal of Nursing Management*, 14(8), 577-585

Kadushin, A. & Harkness, D. (2002) *Supervision in social work*. Columbia University Press.

Kadushin, A. (2002) *Supervision in Social Work* (3<sup>rd</sup> edition). New York: University of Columbia Press.

Kadushin, A. (1992) *Supervision in social work*. New York: Columbia University Press.

Kilminster, S., Cottrell, D., Grant, J. & Jolly, B. (2007) "AMEE Guide No. 27: *Effective Educational and Clinical supervision*". *Medical teacher* 29 (1): 2-9.

Lombard, A., Grobbelaar, M. & Pruis, S. (2003) Standard for social work qualification in South Africa. *Social Work/Maatskapelike Werk*, 39 (1): 1-17.

Maidment, J. & Beddoe, L. (2012). *Is Social Work in "Good heart"? A Critical Commentary*. *Australian Social Work* Vol. 65, No. 2: 163-170

Mak, M.A. (2013) "*Supervision Training Needs: Perspective of Social Work Supervisees*". Master of research papers. Paper 225.

Morrison, T. (2005) *Supervision in social care*. London: Pavilion.

Mouton, J. (2009) *Understanding social research*. Pretoria: Van Schaik Publishers.

Munson, C. (2002) *Handbook of Clinical Social Work Supervision* (3<sup>rd</sup> edition) New York: Harworth Press.

Munson, C.E. (1979) *Social Work Supervision: Classic Statements and Critical Issues*. New York: Free Press.

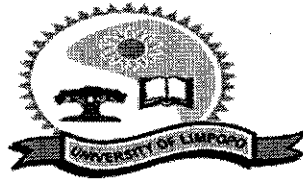
Oxford advanced learner's dictionary. *Definition of evaluation*. Retrieved May, 05, 2014, from the web site: <http://www.oxforddictionaries.com>.

Page, S. & Wosket, V. (1994) *Supervising the Counsellor – A Cyclical Model*. USA: Routledge.

Powel, D. & Brodsky, A. (2004) *Clinical supervision in alcohol and drug abuse counselling: Principles, models, methods*. San Francisco, CA: Jossey-Bass.

- Rossi, P.H., Lipsey, M.W & Freeman, H.E. (2004) *Evaluation: a systematic approach*, 7<sup>th</sup> ed. Thousand Oaks, CA: SAGE.
- Rothmund, G.H. (1991) *The Supportive Role of a Social Work Supervisor*. *The Social Work Practitioner-Researcher*, 4 (2): 17-21
- Rubin, A. & Babbie, E. (2005) *Research methods for social work research*, 6<sup>th</sup> ed. Australia: Thomson Brookes/Cole.
- Shulman, L. (2008). 'Supervision in T. Mizzarhi and L.E Davis (eds): *Encyclopedia of Social Work* National Association of Social Workers and Oxford university Press.
- Shulman, L. (1982) *Skills of Supervision and Staff Management*. Itasca. Ill: Peacock Publishers.
- Shulman L. (1993) *International Supervision*. Washington DC: NAWS Press
- Shulman L. (1995) *Supervision and consultation*. In *Encyclopedia of Social Work*. Silver Spring, MD. National Association of Social Workers.
- Sokhela, DM. (2007). *Contracting in supervision*. Department of Social Work and Criminology. Unpublished master's thesis. Pretoria: University of Pretoria.
- South African Council For Social Service Professions. (2007) *Policy guidelines for course of conduct, code of ethics and the rules for social workers*. Pretoria.
- Thomas, K.G., Propp, J. & Poertner. J. (1998) *The supervisor's role in the transfer of training*. *Administration in Social Work*, 22 (1): 1-18.
- Tsui, M. (2005). *Social work supervision: Context and concepts*. Thousand Oaks: Sage knowledge.
- Unrau, Y.A., Gabor, P.A & Grinnell, R.M. (2007) *Evaluation in social work: the art and science of practice*. London: Oxford University.
- Watkins, C. E. Jr., ed. (1997) *Handbook of Psychotherapy Supervision*. New York: Wiley.
- Weekes, M.S & Botha, N.J. (1988), *A Social Work Perspective on the Practice of Administrative Supervision* *Social Work*, October 1988, vol. 24. No. 4, p.234-250.
- Weinbach, R.W. (1994) *The Social Worker a Manager: Theory and Practice*. 2<sup>nd</sup> Ed. Boston: Allyn and Bacon Publishing Company.
- Wonnacott, J. (2012) *Mastering social work supervision*. Philadelphia: Jessica Kingley Publishers.

**INSTRUCTION TO PARTICIPANTS**



**University of Limpopo (Turfloop Campus)  
Faculty of Humanities  
School of Social Sciences  
Department of Social Work**

---

**Dear Participant**

I am a Masters (M.A.) student in Social Work (SW) at the University of Limpopo, Turfloop Campus. You are invited to participate in the research study which forms part of my MA (SW) degree programme. As part of the study, I am expected to collect data from identified participants and that includes you. The research study is regarding an evaluation of the implementation of the Supervision Framework for Social Work Profession in Mopani District, Limpopo Province. During the interview, a questionnaire will be used as a guide.

You are kindly invited to be a participant in this study. The session will take approximately 25 minutes to one hour. You are requested to be honest in answering the questions. You are also kindly requested to read and sign the informed consent provided to you.

Thank you in advance.

---

**Shokane FF**  
**M.A. Social Work Candidate**  
**University of Limpopo- Turfloop Campus**

---

**Date**

**CONSENT LETTER FOR PARTICIPANTS**

**TOPIC:** Evaluation of the Implementation of the Supervision Framework for Social Work Profession in Mopani District, Limpopo Province.

**DECLARATION OF CONSENT (PARTICIPANT)**

I, the participant, hereby give consent to voluntarily participate in this research study with the following understanding:

- The researcher conducting the study is a student from University of Limpopo (Turfloop Campus).
- The research forms part of the requirements for student's Master's degree in Social Work.
- Information will be collected by means of self-administered questionnaires

**My rights as the participant:**

- I cannot be forced to participate in this study.
- I have the right to withdraw from the study at any given time.
- I have the right to decline to answer any question(s) I am not comfortable with.
- I will remain anonymous and my name and identity will be kept from public knowledge.
- Any information I reveal during the process of this study shall remain confidential, shall only be used for the purposes of this research and for publication in student's dissertation, and relevant or appropriate publications.
- I grant permission for any information I reveal during the interview process, with the understanding that data collected will remain in possession of the interviewer, and his supervisor.
- I, ..... (participant), agree that I should participate in this study.

**SIGNATURES**

\_\_\_\_\_  
**Participant**

Date: \_\_\_\_\_

\_\_\_\_\_  
**Shokane FF**  
**M.A. Social Work Candidate**  
**University of Limpopo-**  
**Turfloop Campus**

Date: \_\_\_\_\_



### ANNEXURE 3

**QUESTIONNAIRE:** An Evaluation of the Implementation of the Supervision Framework for Social Work Profession in Mopani District, Limpopo Province.

The following questionnaire is part of research study which aims to evaluate the implementation of the Supervision Framework for Social Work Profession in Mopani District, Limpopo province. Participation in this study is voluntary and your responses to the questionnaire will be treated confidentially and will remain anonymous.

**The questionnaire consists of four sections:**

Section A: General information.

Section B Implementation of the Supervision Framework by Social Work Supervisors and Supervisees.

Section C: Attitudes of supervisees regarding supervision.

Section D: Challenges faced by Social Work Supervisors in implementing the supervision framework.

**Instructions for completing the questionnaire:**

- Please complete the general information (Section A) by marking the appropriate box with an "X".
- In section B, C & D of the questionnaire you will find a number of statements. You are requested to tell to what extent you **agree or disagree** with each statement by marking the appropriate box with an "X".

Your choices for each statement are:

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>	<b>Strongly agree</b>
--------------------------	-----------------	------------------	--------------	-----------------------

Please tick only ONE statement box per statement.

Thank you for participating in the study.

## SECTION A: GENERAL INFORMATION

Please mark with an "X" in an appropriate block.

### 1. Gender

Male		Female	
------	--	--------	--

### 2. Which age group are you?

20-24	25-29	30-34	35-40	41-45	46-50	51-55	55>
-------	-------	-------	-------	-------	-------	-------	-----

### 3. Population group

Black	Coloured	Indian	White	Other
-------	----------	--------	-------	-------

### 4. What is your job title?

Social Worker	Social Auxiliary Worker	Student Social Worker	Social Work Supervisor
---------------	-------------------------	-----------------------	------------------------

### 5. How many years of experience in your current job?

<1	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	16>
----	-----	-----	-----	-----	------	-------	-------	-------	-----

### 6. In which sub-district are you stationed?

BaPhalaborwa	Greater Giyani	Greater Letaba	Greater Tzaneen	Maruleng
--------------	----------------	----------------	-----------------	----------

**SECTION B: Implementation of the Supervision Framework by Social Work Supervisors and Supervisees**

	<b>Strong Disagree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>	<b>Strongly agree</b>
1. Supervision policy that is aligned to the supervision framework is in place and can be understood by social work supervisors, social workers, social auxiliary workers and student social workers.					
2. Organisational structure and the supervisor-supervisee ratio are considered in implementation of supervision.					
3. Supervisors represent the authority from top management of the organisations.					
4. The supervisor-supervisee ratio in the Department complies with the ratio set by the supervision framework.					
5. The supervision sessions are held consistent with the frequency agreed upon in the supervision contract.					
6. An enabling environment is provided to enable supervision sessions to take place.					
7. Supervision contributes to improved rendering of social work services.					
8. Phases of supervision and methods of supervision are applied for effective execution of supervision.					
9. Supervisors and supervisees are aware of each other's roles and responsibilities in supervision.					
10. Supervision contracts cover critical functions of					

supervision.					
11. Social work supervision in the Department fulfils functions of supervision.					
12. Both parties to the supervision contract are afforded the opportunity to make inputs in the development of the supervision contract.					
13. Supervision is conducted in compliance with the supervision framework and Code of Ethics for Social Work Profession.					

**SECTION C: Attitudes of Supervisees Regarding Supervision**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>	<b>Strongly agree</b>
1. Supervisees value the role of supervision in promoting their professional development and functioning.					
2. Supervision cannot be effectively implemented due to high supervisor-supervisee ratio.					
3. Much effort is put into planning and preparation of the supervision sessions.					
4. Supervisees are not always having enthusiasm to attend supervision sessions.					
5. Social work supervision has the potential to address challenges faced by supervisees.					
6. Supervisees do not realise the administrative, educational and developmental support functions and the role of supervision.					
7. Supervision is not properly implemented as frequency of sessions is not adhered to as per supervision contract.					
8. Supervision sessions do not achieve the goals and objectives of supervision.					
9. Supervisees lack interest in supervision.					
10. Supervisees do not usually make an effort to thoroughly prepare for supervision sessions.					
11. Social work supervision has a potential to promote professional development and functioning of supervisees.					
12. Supervisees understand how their individual efforts contribute to the success of					

supervision.					
13. Fulfilment of supervision function leads to job satisfaction and high morale amongst supervisees.					

**Section D: Challenges faced by Social Work Supervisors in Implementing the Supervision Framework**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>	<b>Strongly agree</b>
1 The annual intake of new social workers adds to the escalating supervisor-supervisee ratio.					
2. Shortage of social work supervisors hinders effective implementation of the supervision framework.					
3. There is no uniform understanding on the implementation of the supervision framework					
4. Supervision framework is interpreted differently by social work professionals					
5. Limitations of resources hinder effective implementation of the supervision framework.					
6. The supervision structure is not aligned to the department's staff establishment structure.					
7. Implementation of supervision is weak and faulty.					
8. Lack of adequate training, structural support and unmanageable workload hinders effective implementation of the supervision framework.					
9. The increasing intake of new social work professionals has brought more challenges to supervision					
10. An enabling environment is not provided for supervision sessions to take place by allowing enough time for supervision.					
11. Insufficient administrative, educational and developmental support to supervisors hinders effective of the supervision					

frame work.					
12. Knowledge gaps on supervision negatively affect the quality of supervision.					