

**The perspectives of social work supervisees on the quality of
supervision in the Giyani region of South Africa**

by

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DECLARATION

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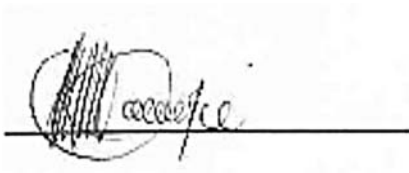
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I declare that the above dissertation is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

A handwritten signature in black ink, appearing to read 'Tsunduka Maluleke', is written over a horizontal line. The signature is somewhat stylized and includes a circular scribble on the left side.

SIGNATURE

DATE: 2021/12/05

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DEDICATION

I dedicate this research study to my son, Maluleke Dzunani and to all social work supervisees who are working for the Limpopo Department of Social Development and South Africa as a whole.

ABSTRACT

The study was intended to explore the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa. A qualitative research approach was adopted to explore, describe and contextualise the perspectives of social work supervisees. The data for the study was collected from social work supervisees through semi-structured interviews by using Creswell (2014) steps of data analysis. The researcher verified study data by utilising data verification process as proposed by Lincoln and Guba (in Schurink, Fouché & De Vos, 2011). The study is ethically inclined and the following ethical issues were considered when conducting the study: informed consent, confidentiality, anonymity, privacy, protection from harm, debriefing of participants, beneficence and management of information.

The study revealed that participants have a good understanding of what social work supervision entails. The participants understood that supervision is conducted by means of methods and functions of supervision and that a supervision contract was critical in the supervision process. The findings also revealed that for supervision to be classified quality, supervisors must be appointed to the supervisory position, they must be available and must be involved in the work of their supervisees. The study concluded that majority of the participants are not offered quality supervision by their supervisors in the Giyani region. The participants, amongst other reasons, attributed the poor quality to the fact that they never attend formal supervision sessions resulting in supervision being sporadic. It was also revealed that supervision contracts are merely done for compliance purposes. Based on the research findings recommendations for social work profession, policy-makers and future research were made to improve the provision of quality social work supervision.

KEY TERMS

Social work, supervision, social work supervisee, social work supervisor, perspective, quality.

TABLE OF CONTENTS

DECLARATION.....	i
ACKNOWLEDGEMENTS.....	ii
DEDICATION	iii
ABSTRACT	iv
CHAPTER 1.....	1
INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.2 PROBLEM STATEMENT.....	7
1.3 RATIONALE FOR THE STUDY.....	10
1.4 THEORETICAL FRAMEWORK FOR THE STUDY	11
1.5 RESEARCH QUESTION, GOAL AND OBJECTIVES OF THE STUDY	15
1.5.1 Research question.....	15
1.5.2 Research goal	15
1.5.3 Research objectives	16
1.6 ETHICAL CONSIDERATIONS.....	16
1.6.1 Informed consent	17
1.6.2 Confidentiality	18
1.6.3 Anonymity	18
1.6.4 Privacy	19
1.6.5 Protection from harm.....	19
1.6.6 Debriefing of participants	21
1.6.7 Beneficence	22
1.6.8 Management of information.....	22
1.7 CLARIFICATION OF KEY CONCEPTS	23
1.7.1 Perspective	23

1.7.2 Social Work.....	23
1.7.3 Social Work Supervisee.....	24
1.7.4 Social Worker	24
1.7.5 Social work supervisor	25
1.7.6 Supervision	25
1.7.7 Quality.....	26
1.8 STRUCTURE/FORMAT OF THE STUDY.....	26
1.9 LIMITATIONS OF THE STUDY	27
1.10 CHAPTER SUMMARY.....	127
CHAPTER 2:.....	30
LITERATURE REVIEW REGARDING THE QUALITY OF SOCIAL WORK SUPERVISION.	30
2.1 INTRODUCTION.....	30
2.2 THE ORIGIN OF SOCIAL WORK SUPERVISION.....	31
2.2.1 The global origin of social work supervision	31
2.2.2 The origin of Social work supervision in South Africa	32
2.3 DESCRIPTION OF SUPERVISION	34
2.4 PURPOSE OF SOCIAL WORK SUPERVISION.....	36
2.5 THE OBJECTIVES OF SOCIAL WORK SUPERVISION	38
2.6 THE CONCEPTUALISATION OF QUALITY SUPERVISION	39
2.7 THE FUCTIONS OF SOCIAL WORK SUPERVISION.....	42
2.7.1 The administrative function of supervision.....	44
2.7.2 The educational function of supervision.....	45
2.7.3 Support function of supervision	47
2.8 METHODS OF SOCIAL WORK SUPERVISION	48
2.8.1 Individual Supervision	49
2.8.2 Peer Supervision.....	50
2.8.3 Group Supervision	52
2.9 PHASES OF SUPERVISION	55
2.9.1 The beginning phase.....	55

2.9.2 The middle phase	56
2.9.3 The evaluation phase	57
2.10 THE ETHICAL ISSUES IN SUPERVISION	58
2.11 LEGISLATIVE FRAMEWORKS AND POLICIES FOR SUPERVISION.....	67
2.11.1 The Constitution of the Republic of South Africa, Act No 108 of 1996 as amended	68
2.11.2 The Social Work Amendment Act, Act No 102 of 1998.....	69
2.11.3 The Labour Relations Act No 66 of 1998 as amended.....	71
2.11.1.1 The White Paper for Social Welfare	72
2.11.1.2 The Recruitment and Retention Strategy for Social Service Practitioners.....	73
2.11.1.3 Batho-Pele Principles	75
2.11.1.4 The Supervision Framework for Social Workers	76
2.11.1.5 Generic Norms and Standards for Supervision of social workers in South Africa	77
2.12 THE CORE ATTRIBUTES OF QUALITY SUPERVISORS	83
2.13 THE ROLES AND RESPONSIBILITIES OF SUPERVISORS IN SUPERVISION	85
2.14 THE ROLES AND RESPONSIBILITIES OF SUPERVISEES IN SUPERVISION	86
2.15 FACTORS CONTRIBUTING TO QUALITY SUPERVISION.....	87
2.15.1 Supervisory relationship	88
2.15.2 Competencies and skills of the supervisor	89
2.15.3 Supervisors training.....	92
2.15.4 Continual professional development of supervisors.....	93
2.15.5 Regular supervision and feedback.....	94
2.15.6 Adherence to supervision contract and sessions	96
2.15.7 Supervisors' multi-cultural competence	98
2.16 THE BENEFITS OF QUALITY SUPERVISION	100
2.17 FACTORS THAT MAY HINDER QUALITY SUPERVISION.....	101
2.17.1 Lack of supervisors training	102
2.17.2 Lack of regular and structured supervision.....	103
2.17.3 Supervisors incompetences.....	104
2.17.4 Poor working conditions of supervisors and supervisees.....	105
2.17.5 Lack of organisational support.....	108

2.17.6 Lack of relationship and trust between the supervisor and the supervisee.....	109
2.17. 7 Lack of adherence to supervision contracts.....	109
2.17.8 Cross-cultural effects	110
2.17.9 Gender differences in supervision	111
2.18 CHAPTER SUMMARY.....	112
CHAPTER 3.....	114
RESEARCH METHODOLOGY FOR THE STUDY	114
3.1 INTRODUCTION.....	114
3.2 RESEARCH SETTING.....	114
3.3 RESEARCH METHODOLOGY.....	116
3.4 RESEARCH APPROACH.....	116
3.5 RESEARCH DESIGN.....	119
3.5.1 Exploratory research design	120
3.5.2 Descriptive research design.....	120
3.5.3 Contextual research design.....	121
3.6 RESEARCH METHODS	122
3.7 POPULATION FOR THE STUDY	122
3.8 SAMPLING METHODS.....	123
3.9 DATA COLLECTION METHODS	125
3.9.1 Preparation for data collection	126
3.9.2 Methods of data collection.....	128
3.10 PILOT TESTING	132
3.11 METHODS OF DATA ANALYSIS	133
3.12 METHODS OF DATA VERIFICATION.....	135
3.12.1 Credibility	135
3.12.2 Transferability.....	136
3.12.3 Dependability.....	136
3.12.4 Conformability	137
3.13. SUMMARY OF THE CHAPTER.....	137

CHAPTER 4.....	139
EMPIRICAL FINDINGS OF THE STUDY	139
4.1 INTRODUCTION.....	139
4.2 BIOGRAPHIC PROFILE OF STUDY’S PARTICIPANTS	139
4.3 THEMES AND SUB-THEMES OF THE STUDY.....	145
THEME 1: PARTICIPANTS’ VIEWS ON THE QUALITY OF SUPERVISION	146
Sub-theme 1.1: Availability of supervisors to offer guidance and support to supervisees	147
Sub-theme 1.2: Supervision contract.....	149
Sub-theme 1.3: Clear communication	150
Sub-theme 1.4: Permanent employment of supervisors	151
THEME 2: PARTICIPANTS’ UNDERSTANDING OF SOCIAL WORK SUPERVISION.....	152
THEME 3: PARTICIPANTS’ DESCRIPTIONS OF THEIR SERVICES.....	155
THEME 4: SUPERVISION CONTRACTS BETWEEN SUPERVISORS AND SUPERVISEES	156
THEME 5: PARTICIPANTS’ EXPERIENCES OF SUPERVISION	160
Sub-theme 5.1: Individual and group supervision.....	161
Sub-theme 5.2: Consultation with supervisors.....	164
Sub-theme 5.3: No supervision offered to participants.....	165
Sub-theme 5.4: Supervision challenges.....	166
THEME 6: PARTICIPANTS’ VIEWS ON THEIR SUPERVISOR-SUPERVISEE RELATIONSHIP.....	168
THEME 7: PARTICIPANTS’ OPINIONS ON THE QUALITY OF SUPERVISION OFFERED BY SUPERVISORS.....	172
THEME 8: SUGGESTIONS TO IMPROVE AND ENHANCE THE QUALITY OF SUPERVISION.....	176
4.4 CHAPTER SUMMARY.....	183
CHAPTER 5.....	184
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY	184
5.1 INTRODUCTION.....	184

5.2 SUMMARY OF THE STUDY.....	184
5.3 THE RESEARCH GOAL, OBJECTIVES AND RESEARCH QUESTION FOR THE STUDY.....	185
5.3.1 Research goal	185
5.3.2 Research objectives	185
5.3.3 Research question.....	186
5.4 CONCLUSIONS OF THE STUDY.....	187
5.4.1 Conclusions based on the biographic profile of the study's participants.....	187
5.4.2 Conclusions based on participants' views on the quality of supervision.....	188
5.4.3 Conclusions based on participants' understanding of social work supervision.....	188
5.4.4 Conclusions based on the participants' descriptions of their services	188
5.4.5 Conclusions based on supervision contracts between supervisors and supervisees	189
5.4.6 Conclusions based on participants' experiences of supervision	189
5.4.7 Conclusions based on participants' views on their supervisor-supervisee relationship	190
5.4.8 Conclusions based on participants' opinions on the quality of supervision offered by supervisors.....	191
5.4.9 Conclusions based on suggestions to improve and enhance the quality of supervision	191
5.5 RECOMMENDATIONS FOR THE STUDY.....	192
5.5.1 Recommendations for social work profession.....	192
5.5.2 Recommendations for policy-makers	193
5.5.3 Recommendations for future research	194
BIBLIOGRAPHY	195
ADDENDUMS	218
ADDENDUM A: PARTICIPANT INFORMATION SHEET	218
ADDENDUM B: RESEARCHER ACKNOWLEDGEMENT FORM.....	222
ADDENDUM C: CONSENT FORM FOR THE STUDY	223
ADDENDUM D: INTERVIEW SCHEDULE	224
ADDENDUM E: CONFIDENTIALITY AGREEMENT	226

ADDENDUM F: REQUEST LETTER FOR DEBRIEFING SERVICES	227
ADDENDUM G: DEBRIEFER'S ACCEPTANCE LETTER	229
ADDENDUM H: REQUEST FOR PERMISSION TO CONDUCT A STUDY	230
ADDENDUM I: LIMPOPO RESEARCH ETHICS CLEARANCE CERTIFICATE.....	232
ADDENDUM J: APPROVAL LETTER TO CONDUCT STUDY AT THE DSD GIYANI	233
ADDENDUM K: COLLEGE OF HUMAN SCIENCES ETHICS CLEARANCE	234
ADDENDUM L: LETTER FROM INDEPENDENT CODER.....	236
ADDENDUM M: LETTER FROM LANGUAGE EDITOR.....	237
ADDENDUM N: TURNITIN REPORT	238

LIST OF ACRONYMS AND ABBREVIATIONS

AASW	Australian Association of Social Workers
ACQF	African Continental Qualification Framework
BSW	Bachelor of Social Work
COSM	Charity Organisation Societies Movement
CPD	Continual Professional Development
DHSC	Department of Health and Social Care
DPSA	Department of Public Service and Administration
DSD	Department of Social Development
IFSW	International Federation of Social Workers
IASW	Irish Association of Social Workers
NASW	National Association of Social Workers
NQF	National Qualification Framework
NGO	Non-Governmental Organisation
OSD	Occupational Specific Dispensation
OED	Oxford English Dictionary
SACSSP	South African Council for Social Service Professions
SBA	Strengths-Based Approach
SSSC	Scottish Social Services Council
SWAAB	Social Work Accreditation Advisory Board

UJ	University of Johannesburg
UKZN	University of Kwazulu-Natal
UL	University of Limpopo
UNISA	University of South Africa
Univen	University of Venda

LIST OF TABLES

TITLE	PAGE
TABLE 1.1: THE STRENGTHS-BASED SUPERVISION APPROACH	13
TABLE 3.1: SEMI-STRUCTURED QUESTIONS WITH SOCIAL WORK SUPERVISEES	129
TABLE 3.2: STEPS OF DATA ANALYSIS FOR THE STUDY	134
TABLE 4.1: PROFILE OF SOCIAL WORK SUPERVISEES	139
TABLE 4.2: PARTICIPANTS' EMPLOYMENT TITLE	141
TABLE 4.3: THEMES AND SUB-THEMES	145

LIST OF FIGURES

FIGURE 3.1: MOPANI DISTRICT MUNICIPALITY MAP.....	115
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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Social work supervision is an essential element of the social work practice in preparing and moulding competent social workers (Kadushin & Harkness, 2002:24; O'Donoghue, 2015:137; Rankine, 2019:23). Kadushin and Harkness (2002:23) are of the view that the main objective of the social work supervisor is to ensure that the agency provides quality social work services to the user of services guided by its procedures and policies. Kadushin and Harkness (2002:23) further indicate that social work supervisors do not directly provide services to the clients, but the supervision that they provide to supervisees impact negatively or positively to the kind of services that supervisees provide to the service users. The overall aim of social work supervision is to ensure that clients receive the support that they need in line with the agency's "professional standards" (Carpenter, Webb, Bostock & Coomber, 2015:11).

Furthermore, Hafford-Letchfield and Engelbrecht (2018:329) posit that supervision in social work is the core of capacitating social workers and developing the social work profession since it provides a vital vehicle in which its results are meditated and supported. Hafford-Letchfield and Engelbrecht also assert that its key stakeholders may include but not limited to people who utilise services, practitioners who provide services and educators who impart knowledge and people who are leading and managing services and organisations that provide services.

Supervision in social work started in the 19th century as an "administrative practice of the Charity Organisation Societies Movement" (COSM) in Buffalo, New York (Kadushin & Harkness , 2002:2). Tsui (2005a:8) points out that in the 20th century,

universities started to offer social work training and subsequently social work supervision developed. O'Donoghue (2004:2) also attests to social work supervision having originated in the early 20th century.

In South Africa, social work supervision developed along similar lines as elsewhere around the world (Mckendrick, 1987:207). In the 20th century, social work practitioners were requested to offer training to social work students which eventually resulted to the emergence of social work supervision. However, contrary to the preceding view, Gray in Thabede (2005:16) points out that social work is relatively a new profession in South Africa and its origin is closely related with the development of social welfare, which received formal institutional sanction in the year 1937. Furthermore, Unguru and Sandu (2018:71) assert that social work supervision in South Africa was introduced in the year 1978 through the promulgation of the Social Service Professions Act no: 110 of 1978 because the Act explicitly spells out that supervision of social workers should only be provided by a competent social work practitioner in accordance with the regulations by the said Act. From the discussion, it is thus evident that it is not clear as to when social work supervision commenced in South Africa. However, it is evident that social work supervision is practised countrywide and that social work supervisors utilise supervision functions in their endeavour.

In the implementation of their responsibilities, social work supervisors perform supervisory functions such as administration, education and support function. According to Kadushin and Harkness (2002:20), the administrative function of supervision implies that the social work supervisor monitors how the social work supervisees do their job with the aim of ensuring that they provide quality services to their clients. In the administrative function of supervision, the social work supervisor is responsible for writing performance assessment of social work supervisees, monitoring that social work supervisees adhere to the organisation's procedures and policies, assigning social work supervisees with monthly activities, writing social work supervisees work improvement plans and signing social work supervisees' reports (Lietz, 2013:2). The administrative function also

implies outlining what the social work supervisor expects from the social work supervisee and vice versa and tracking the social work supervisees work performance. Social work supervisors also provide training with the aim of educating and capacitating social work supervisees with skills that are needed to effectively provide quality services to their clients and the provision of training is referred to as educational supervision (Lietz, 2013:2).

Despite of administration and educating social work supervisees, the social work supervisor also provides a support function when supervising. The support function implies that the social work supervisor should provide social work supervisees with tools that they need to do their job effectively (Lietz, 2013:2). Furthermore, the social work supervisor provides “emotional” and “practical support” to the social work supervisee. Emotional support means that the social work supervisors should show that they are concerned about the wellbeing of their supervisees while practical support means that the social work supervisor should offer his/her assistance to the social work supervisees when needed and when social work supervisees are handling demanding and difficult cases (Lietz, 2013:2). Furthermore, Carpenter et al. (2015:11) found that social work supervisees who receive more support from their social work supervisors are able to manage their work better. The discussion thus implies that the social work supervisor should ensure that he/she maintains a good working relationship with the supervisee.

The above discussion, which gave a clear picture of the functions of social work supervision, also indicates that quality control is needed in social work supervision. The Australian Association of Social Workers (AASW) (2014:2) also acknowledges that there is a need for quality control of supervision in the social work profession because social work supervision makes a great contribution towards improving the social worker’s knowledge and skills. According to the National Association of Social Workers (NASW) (2013:9), quality or good supervision requires the social work supervisor to be knowledgeable and have principles of supervision and the capability to illustrate necessary skills that are

needed in addressing challenges and strengths of the social work supervisees. Quality supervision is also necessary because the purpose of social work supervision is to improve and enhance the social work practitioners' professional skills, their knowledge, and their attitudes that are needed in achieving competency so that they are able to render quality services to the service users (Morrison in Hughes, 2010:62). Australian Association of Social Workers (2014:2) indicates that quality supervision improves the knowledge and capabilities of the social work supervisees enabling them to effectively provide their work in line with their agencies visions, policies and procedures also cements the need for quality supervision.

Quality supervision is also linked to the retention of workers within the organisation, job satisfaction and provision of good services to the service users (Lynch, Happell & Biondo in Mak, 2013:7). The following are some of the distinctive features of quality supervision suggested by Marc, Makai-Dimeny and Osvat (2014:221-222) and Hirst (2019:123).

- The supervisor's ability to provide a healthy supervisory relationship which is based on trust, transparency and openness.
- The supervisor's ability of providing guidance to the supervisees.
- The supervisor's ability to foster a learning environment and providing performance feedbacks to the supervisees.
- The supervisor's ability and skills of communicating availability and interest to the supervisees.

In South Africa, similarly to Australia, the National Department of Social Development (DSD) concedes that quality control is needed in social work supervision (Department of Social Development, 2012:2,12). This is because to ensure quality social work supervision, the National Department of Social Development, which is the custodian of social work supervision in South Africa in conjunction with the South African Council for Social Service Professions (SACSSP), which regulates social work practice in South Africa, and other stakeholders such as the non-governmental organisation (NGO) sectors and the

training institutions of social workers work hand in hand on a continuous basis to come up with policies to enhance quality supervision services to social workers.

In 2012, the South African social services sector was introduced to the Supervision Framework for the Social Work Profession in South Africa. The Supervision Framework for Social Work Professions implies that social work profession needs quality supervision if social workers are to provide quality social work services to their clients (Engelbrecht, 2013:457). The policy thus specifies requirements for the social work supervisors. In the policy, it is thus stipulated that supervisors should meet the requirements of the social work practitioner, personal development plan, requirements of a supervision agreement or contract between the supervisor and the social work supervisee, requirements of the performance management system, requirement of the supervision sessions and the requirement of the supervision reports (Department of Social Development, 2012:30). By meeting the specified requirements, it is thus envisaged that social work supervisors should be able to render quality supervision services.

The “Supervision Framework for Social Work Profession” in South Africa also highlights the roles and responsibilities of the supervisor which will ensure quality supervision. According to the Department of Social Development (2012:21), some of the roles stipulated in the policy stipulate that supervisors should meet the requirements of the social work practitioner personal development plan, requirements of a supervision agreement or contract between the supervisor and the social work supervisee, requirements of the performance management system, requirement of the supervision sessions and the requirement of the supervision reports of social work supervisors include the supervisor’s ability to identify the training needs of the social work supervisee and the supervisor’s ability of implementing a personal development plan of the supervisee, the ability of the supervisor to ensure the quality of work rendered by the supervisee, the supervisor’s ability of ensuring that tools of trade are available to render quality

supervision and ensuring correct implementation of the policies and legislations by supervisees.

In 2013, the National Department of Social Development (DSD) in South Africa introduced another policy named “Generic Norms and Standards for Social Welfare Services”, intended to improve social welfare services. The policy highlights the norms and standards for various social service practitioners including social workers. In social work, the policy promulgates generic norms and standards for social work practice including social work supervision. Some of the supervision norms and standards stipulated in the policy include providing structured and planned supervision, providing supervision for all social welfare practitioners, facilitating collaboration between the supervisor and the supervisee based on their needs, making supervision an integral and on-going process, providing appropriate training and experience of supervisors, and providing quality supervision to social welfare practitioners (Department of Social Development, 2013a:50-53). The identified supervision norms and standards are intended to ensure the provision of quality social services by social workers and supporting them in enhancing their capabilities (Department of Social Development, 2013a:10).

Based on the preceding discussion, the researcher also concurs that social work supervision is the core feature of social work profession and that the kind of supervision that social work supervisees receive impacts on the quality of services that they render to their clients. Therefore, lack of supervision or poor-quality supervision to supervisees may impact negatively on the services that social work supervisees furnish to their clients.

Against this backdrop, the researcher thus developed the interest of investigating the perspectives of social work supervisees on the quality of supervision in social work services in the Giyani region. To further explore the phenomenon of quality supervision in this chapter, the problem statement for the study is clearly articulated, the researcher’s rationale for conducting the research study is provided, research question, goal and objectives of the study are addressed,

ethical considerations, definitions of key concepts, limitations of the research study, structure/format of the study and the chapter summary are addressed.

1.2 PROBLEM STATEMENT

The problem statement refers to a research problem that the researcher needs to resolve (Creswell, 2014:49). In addition, Boeije (2010:22) is of the view that a problem statement is a preliminary guide that directs the researcher in addressing a research problem. Moving from the above articulations, it can be asserted that the aim of a problem statement is to direct the researcher in resolving a specific problem. The connotation is thus befitting with the phenomenon under study because in South Africa social work supervision has not been without challenges.

At the dawn of the 21st century, there was an alarming exodus of social workers from the profession and the policy “Recruitment and Retention Strategy for Social Workers in South Africa” alluded to the fact that in order to retain social workers in the profession, supervision of social workers should be given a serious attention (Department of Social Development, 2006:32). At the time of its publication, the Ministry of Social Development in South Africa had experienced an increased exodus of social workers from the profession. The exodus of social workers was precipitated by the fact that social workers were faced with high caseloads, emotional and other traumatising experiences. The exodus of social workers was also exacerbated by personal problems, lack of tools of trade to do the job, work related problems and work-related stress which was hindering social workers in providing service delivery to their clients (Department of Social Development, 2006:32).

The Recruitment and Retention Strategy for the Department of Social Development further postulated that the supervision of social workers in the DSD was unstructured and that there was a lack of quality social work supervisors in South Africa at the time (Department of Social Development, 2006:33), and years later studies conducted by various researchers including Engelbrecht (2010a,

2013), Manthosi (2016), Shokane, Makhubele, Shokane and Mabasa (2017) confirmed the proclamations made in the Recruitment and Retention Strategy of the Department of Social Development that supervision of social workers is not structured and that social work supervisors within the DSD lack the capacity to provide effective or quality supervision.

Engelbrecht (2010a:334) adds that some of the challenges with the supervision of social workers in South Africa is that its standard has lagged behind the development of international theoretical and local social development since the change of the 1990's because there is still no formal academic training for supervisors and the functions of supervision in social work profession are still at the centre of a "deficit orientation with administrative control as the basic premise". Engelbrecht (2010a:334) further points out that looking at the interaction between the historical development and current social work practices, the existing social work supervision seems to be inconsistent with contemporary international and local social work field or domain. In addition, Godden (2012:8) states that social workers express concerns about a lack of sufficient supervision, lack of quality supervision and in some cases experienced and qualified social workers who give no supervision. Consequently, to the challenges, participants in the study by Artan, Ozkan and Acikgozi (2018:81) perceived supervision as a short-term intervention because supervision of social workers does not exist systematically for the social work profession.

Furthermore, Manthosi (2016:3); Godden (2012:8) and Engelbrecht (2013:456) argue that one problem that hinders quality supervision in social work is that only few social work supervisors have undergone supervision training within the DSD and that social work supervisors who provide supervision lack current theoretical knowledge which could assist them in providing quality supervision. This can also be attested by the study conducted by Baloyi (2017:73) which found that social work supervisors in the DSD in Malamulele Area Office have not been trained to provide social work supervision. They have been promoted to be social work supervisors because of the number of years they have been employed as social

workers and that social work supervisors lack relevant social work supervision theories because they still utilise theories that they have learned during their time as undergraduate social work students when providing supervision.

Manthosi and Makhubele (2016:51) also reported that social work supervision in the DSD in Polokwane Sub-district is provided to supervisees in conditions that are not favourable, which are “characterised” by lack of tools of trade such as vehicles, telephones, inadequate office space, electronic devices and stationery. Engelbrecht (2013:456) affirms that working conditions of social workers adversely affect the provision of quality supervision in social work services.

Shokane et al. (2017:285) further indicate that the productivity of social workers and the services provided to clients has significantly declined because of lack of supervision. Eighty-seven per cent of the responses in the study by Shokane et al. (2017:285) revealed that lack of social work supervisors’ training, and structural support as well as unmanageable workloads of supervisors hinders the provision of quality social work supervision. These findings are attested by Engelbrecht (2013:456) in his qualitative research study on the experiences of supervisors and supervisees on supervision where he found that working conditions of supervisors, unmanageable workloads of social work supervisors, competencies and training of social work supervisors negatively affect the provision of quality social work supervision.

Furthermore, Shokane et al. (2017:284) note that it is impossible to effectively provide social work supervision because of high supervisor-supervisee ratio and that social work supervisees have negative attitudes towards social work supervision due to a number of reasons. Naidoo and Kasiram in Goliath (2018:07) acknowledge that social workers experience on supervision is that it is not effective and is conducted in a manner which left social workers being stressed. Jacques and Kasule in Engelbrecht (2014:a125) found that another problem which is negatively affecting the productivity of social workers is that social work supervisors are not adequate enough to offer supervision.

From the preceding discussion, it is noticeable that social work supervision is faced with numerous challenges and this situation is unfortunately historical because the promulgation of the White Paper for Social Welfare in 1997 gave hope to many professionals that things will improve for better but the preceding discussion evidenced that this is still a pipe dream (TMS Africa, 2019). In light of the challenges highlighted above, the problem statement of the study was formulated as follows:

There is a lack of knowledge regarding the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa.

1.3 RATIONALE FOR THE STUDY

The rationale for the study is discussed here with the purpose of indicating the reasons for conducting the study. According to Vinthal and Jansen in Maree (2016:30), rationale for the study implies that the researcher should address how he/she developed an interest to conduct the study and why the researcher thinks his/her study should be conducted. In addition, Rossman and Rallis (2012:131) assert that with the rationale for the study, the researcher assures and convinces readers that his/her study is worth conducting and that it will contribute immensely to the literature if conducted. The researcher is thus of the view that there was merit to the study. To justify his reasons why the study had to be conducted, the rationale for undertaking the study is addressed.

The researcher is currently coordinating a statutory unit in the DSD Giyani region responsible for providing guidance and expert advice to case managers and to provide management of statutory services. The interest to conduct the study came to the researcher because during the course of his duties he received endless calls from social work supervisees who sought professional advices on the cases they were handling instead of asking their immediate social work supervisors. The researcher then wondered about the quality of supervision offered to social work

supervisees. As the interest to pursue the study grew, the researcher then reviewed literature to investigate what research studies have been conducted on supervision within the Limpopo Province, South Africa, with the hope that he would uncover reasons for this situation.

During the literature review, the researcher found that most studies on social work supervision focused on social work supervisors instead of social work supervisees. Some of the studies reviewed include Shokane (2016) which focused on “An evaluation of the implementation of supervision framework for social work professions in Mopani District of Limpopo Province”, Manthosi (2016) who focused on “the evaluation of social work supervision on job performance in the Department of Social Development in Polokwane sub-district”, and Baloyi (2017) who focused on “the experiences of social work supervisors on supervising inexperienced social workers”.

The researcher also found that several studies on the subject emphasised the significance of supervision in social work practice and this category includes studies by Engelbrecht (2010a, 2013, 2014a); Manthosi and Makhubele (2016); Baloyi (2017); Shokane et al’ (2017); Ross and Ncube (2018) and Goliath (2018).

During the search, the researcher unfortunately could not find any article or literature which investigated the quality of social work supervision in the DSD in the Limpopo Province hence the need for the study. With the study, the researcher therefore wanted to afford social work supervisees the opportunity to provide their perspectives on the quality of supervision that they receive from their supervisors. Furthermore, the study also endeavoured to fill gaps in current literature regarding quality of social work supervision. Moreover, the researcher was also motivated to conduct the study because he wanted to see improvement on the provision of supervision by social work supervisors in the DSD in the Giyani region.

1.4 THEORETICAL FRAMEWORK FOR THE STUDY

Theory is important in research because it provides a logical explanation as to why things happen. Theory is a set of interrelated constructs, definitions and propositions” which expresses a “systematic view of a phenomenon by specifying relations among variables”, with the purpose of respectively explaining and predicting a phenomenon (Anfara & Mertz, 2014:200-201). Bhattacharjee (2012:14) holds the same view by stating that the aim of theory in research is to “explain and predict phenomenon” that is being studied. It is therefore important to clarify the theory underpinning the study because theory is one of the vital necessities of any academic research (Remenyi, 2014:149).

There are several theories in supervision but for the purpose of this research study, the researcher adopted the strengths-based approach (SBA). The SBA is a process of sharing where a social work supervisor and a social work supervisee share their work responsibilities with the intention of supporting the social work supervisee in doing his/her duties effectively (Davys & Beddoe, 2019:1). In the process of sharing their responsibilities, the social work supervisor empowers and builds the social work supervisees work potential. In addition, the Department of Health and Social Care (DHSC) (2019:24) describes the SBA as exploring the skills and abilities of the supervisors and the supervisees. Davys and Beddoe (2019:1) also indicate that the SBA is a supervisory learning process where the social work supervisor and the social work supervisee learn from each other and improve their capabilities.

The SBA is different from hierarchical and managerial model of social work supervision where a social work supervisor is seen as the know it all who imparts his/her knowledge and wisdom to the social work supervisee. The SBA implies that the social work supervisor should support the social work supervisee so that both the social work supervisor and the social work supervisee are able to contribute their knowledge and expertise in order to build the supervisory relationship (Davys & Beddoe, 2019:1). Furthermore, SBA does not deny or reject the social work supervisor’s knowledge and skills but instead acknowledges and prioritises the ability of the social work supervisee and advocates for the sharing

of learning, sharing of leadership and responsibilities between the social work supervisor and the social work supervisee (Davys & Beddoe, 2019:1). For one to gain a clear understanding of the SBA in social work supervision there is a need to demonstrate the difference between traditional social work supervision and strengths-based supervision hence the table below.

Table 1.1: The strengths-based supervision approach

TRADITIONAL (PROBLEM-ORIENTED) SUPERVISION	STRENGTHS-BASED SUPERVISION APPROACH
The social work supervisor provides education to the social work supervisee.	The social work supervisor and the social work supervisee jointly educate each other and learn from the knowledge and skills they possess.
The social work supervisor knows it all and the social work supervisee is the layperson.	The social work supervisor acknowledges that he/she doesn't know everything and appreciates the knowledge and skills of the social work supervisee.
The social work supervisor suggests the intervention that should be adopted in solving a problem.	The social work supervisor and the social work supervisee jointly come up with the intervention that should be employed in resolving the problem.
The social work supervisor usually talks and the social work supervisee listens attentively.	The social work supervisor and the social work supervisee are all afforded the opportunity to talk and listen to each other.
The social work supervisor takes decision and the social work supervisee implements	Both the social work supervisor and the social work supervisee jointly take decisions and implement them.

the decisions.	
The social work supervisor directs the process of supervision and the social work supervisee.	The social work supervisor and the social work supervisee work together to meet the needs of each other instead of maintaining a dominance or control system.

Source: Engelbrecht (2014b:29).

Engelbrecht (2010:05b) argues that social workers in South Africa ought to employ SBA in their practice since SBA is in line with the social development approach which is echoed in the “Integrated Service Delivery Model” (2006). This is because, as illustrated in table 1.1 that the SBA differs with the traditional supervision approach where the social work supervisor educates the social work supervisee, takes decisions and makes suggestions during the supervisory practices. The SBA prioritises joint collaboration between the social work supervisor and the social work supervisee where they jointly educate each other and work together and jointly take decisions as well as making interventions that will be beneficial towards the supervisory relationship.

From the above articulated discourse, it can be deduced that in order for social work supervisors to provide quality supervision, they should employ SBA in their supervisory duties. The researcher therefore saw it fit to use the SBA in the study because he is of the view that for quality supervision to take place, both the social work supervisor and the social work supervisee should take responsibility for the supervisory process. The SBA was thus best suitable for this study because it enabled the researcher to develop an understanding on how social work supervisees see and experience quality supervision. With this approach, the researcher was able to find out if there was a sharing of learning between social work supervisors and social work supervisees. The researcher was also able to find out the approach that social work supervisors were using when rendering supervision i.e. traditional supervision or SBA supervision. With this approach, the researcher was able to discover that a large portion of social work supervisors in

the DSD in Giyani are not employing SBA in their supervisory practices. This was evidenced by the research findings which are presented in chapter four of the study. This approach also made the researcher to realize that supervision cannot be offered in isolation and that unilateral decisions by social work supervisors in supervision is a recipe for failure. This approach made the researcher to realize that joint collaboration between the social work supervisor and the social work supervisee is a formula for quality supervision practices. Furthermore, through the approach, the researcher was also able to understand and qualify what social work supervisees perceived as quality supervision. This approach also assisted the researcher to make appropriate recommendations for the study.

1.5 RESEARCH QUESTION, GOAL AND OBJECTIVES OF THE STUDY

The research question, research goal and research objectives of the study are presented because they guided and directed the researcher on what the study ought to achieve.

1.5.1 Research question

The research question is discussed here because it assisted the researcher to determine exactly what he wanted to study. Research question constitutes the aspects of the inquiry the researcher most wants to explore (Miles, Huberman & Saldana, 2014:14). Furthermore, Remenyi (2014:23) points out that a research question provides a clear direction to the entire research process. It is clear from the preceding authors that it is important to always present a research question for each study. Likewise, in this study, the research question was formulated as follows:

What are the perspectives of social work supervisees regarding the quality of supervision in the Giyani region of South Africa?

1.5.2 Research goal

Research goal is one of the important components of any research study. According to Fouché and De Vos (2011:94), researchers are advised to be always conscious when deciding on the research goal of the study. The research goal is what the researcher plans to investigate with the intention of achieving results of the study (Fouché & De Vos, 2011:94). Maxwell (2013:13) describes the research goal slightly different, as something that the researcher intends to investigate and achieve. Research goal affords the researcher the opportunity to pay attention to the study and how it should be carried out (Bryman, 2012:92). From the discussion, it was clear that the researcher should also highlight the goal of the study, which has been formulated as follows:

To explore the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa.

1.5.3 Research objectives

Unlike the research goal, the research objectives are “clear, concise, declarative statements” that should be expressed with the intention of directing a study (Grove, Burns & Gray, 2013:708). In addition, Fouché and De Vos (2011:94) state that research objectives refer to the research steps that the researcher takes with the intention of attaining the goal of the study. For this study, the following objectives were formulated:

- To conceptualise quality social work supervision theoretically.
- To collect data from participants regarding the quality of supervision offered in the Giyani region of South Africa.
- To draw conclusion and make recommendations for future research to inform the provision of quality social work supervision to the Department of Social Development and to all other stakeholders in the social services sector.

1.6 ETHICAL CONSIDERATIONS

Social research ethics are set of principles that the researcher takes into consideration when embarking on a research project (Neuman, 2011:502). Mogorosi (2018:75) adds that ethics are associated with good moral standards because they articulate what is considered right and wrong, good and bad, what should be done and what should not be done, based on agreed standards. Hakansson (2013:7) points out that social research ethics should address protection of research participants, maintenance of privacy of those who participated in the study, avoiding forcing participants to be part of the research project and having written consent form, and treating research material with confidentiality. Therefore, there are a quite number of ethical issues in social research but for the purpose of this study, the researcher has considered and subsequently adhered to the following ethical issues:

1.6.1 Informed consent

Informed consent entails that the research participant chooses to be part of the study project having full information of what the study entails (Kielmann, Cataldo & Seeley, 2010:53). Neuman (2011:149) adds that with informed consent is not enough to obtain permission to conduct the study, but researchers should inform study participants about the questions that they will be asked to respond to, only then they can take a decision as to whether they want to be part of the study or not. In keeping with the ethical issue, the researcher has compiled an informed consent form for the study which is attached as addendum C in the addendums. The contents of the informed consent included the goal of the research study, the objectives of the study, the benefits and the envisaged harm to participants in the informed consent form. The prospective participants were furnished with a written consent form which they had to read, where they were unclear, they were afforded an opportunity to ask questions about the study and they signed it before they were interviewed. After the participants signed the informed consent form, the researcher further emphasised the fact that participants may withdraw from participating in the study at any time. The participants were further assured during

the administration of the informed consent that their participation in the study would be confidential hence the upcoming discussion.

1.6.2 Confidentiality

Confidentiality is an ethical requirement in most research because it implies that the researcher should not reveal the personal information of those who participated in the study (Bless, Sithole & Higson-Smith, 2013:32). Ogletree and Kawulich (2012:64) state that confidentiality implies that the researcher will hide the identifying particulars of those who will participate in the study in order to prevent potential harm to the participants. Kielmann et al. (2010:54) concur that researchers must make sure that the study is conducted in a way that does not reveal those who participated in it, their names, locations and any other personal information.

The researcher is a qualified and designated social work practitioner and is ethically bound by the principle of confidentiality in his social work practice, this fact made it so easy for the researcher to maintain confidentiality in this study. The confidentiality of the study participants in this study was ensured by ensuring that the interviews were conducted individually in the office of each participant. The researcher also ensured that during data presentation, he did not specify the participants who narrated certain views in order to maintain confidentiality. Furthermore, the researcher also assured the participants that all information that they provided during data collection will be treated confidentially and by ensuring this, the researcher was able to simultaneously ensure the anonymity of participants, which is discussed in detail next.

1.6.3 Anonymity

Anonymity implies that research participants should not be identifiable after participating in the study (Hennink, Hutter & Bailey, 2011:71). In addition, Bhattacharjee (2012:138) asserts that anonymity means that the study participants are not identified and that readers of the study findings cannot link the

narratives to a certain study participant. The researcher ensured that all study participants' identifying particulars and responses that were shared during the collection of data were anonymised. This was achieved by not including any identifying particulars of the participants in the audio recordings and in the transcripts. The researcher also ensured anonymity by using pseudonyms to identify the participants during data presentation (see chapter 4). Furthermore, Neuman (2011:153) alludes to the fact that, because social research transgresses the privacy of subjects in order to study human behaviour, researchers must ensure that they take precautions to protect participant's privacy hence the upcoming discussion.

1.6.4 Privacy

Privacy implies that the researcher should keep to himself/herself that which is normally not supposed to be known, observed or analysed by others (Strydom, 2011a:119). Kielmann et al. (2010:54) indicate that the researcher should ensure that the privacy of the study participants should not be compromised in a research study. Furthermore, Nortje, Visagie and Wessels (2019:238) indicate that the researcher should follow proper procedures to ensure that private information of research participants is kept safe and controlled in a duly authorised manner by a duly authorised person. To protect the privacy of the study participants, the researcher ensured that the transcripts of the interviews and recordings were stored in a safe lockable drawer at his home where they were not accessible by unduly person. The researcher also ensured that he did not mention the names of the study participants in the research study for the protection of their privacy and to protect them from any harm hence the next discussion.

1.6.5 Protection from harm

Protection from harm includes the freedom to refuse to be part of the research project and the freedom to withdraw to be part of the study without any consequences, and this assurance of freedom to withdraw from the study, as alluded to earlier, was discussed with the participants during their recruitment

process and is confirmed in the informed consent form that the participants signed before they were interviewed (Nortje et al., 2019:234).

To further protect the study participants from harm, the researcher did not ask questions that could have harmed them emotionally and psychologically. The researcher informed the participants about the type of questions that will be posed to them before the interview commenced which helped the participants to take a decision as to whether they wanted to continue with the interview or not. It was critical to protect participants from emotional and psychological harm because research interviews have the potential risks of harming and distressing the research participants (Gibson, Benson & Brand, 2012:19).

Furthermore, the researcher ensured that he did not put the participants at risk of contracting Covid-19 when conducting the interview. Consequently, prior to conducting the interviews, the researcher underwent a mandatory weekly screening for Covid-19 carried out at DSD Giyani region as advised by the Department of Public Service and Administration (DPSA) in circular no: 18 of 2020 dated 2020/05/01. The researcher also ensured that he collected data from participants who had also undergone a weekly Covid-19 screening because employees of the DSD were screened twice per week for Covid-19 related symptoms as advised by the DPSA and none of the study participants showed Covid-19 related symptoms. The researcher also adhered to the Covid-19 safety guidelines when conducting the study with the social work supervisees. A two metres social distancing was observed when collecting data and all Covid-19 safety measures such as hand sanitizing and wearing of cloth face masks were mandatory for both the researcher and the participants in order to protect the participants from the risk of contracting Covid-19.

The researcher also employed the following additional Covid-19 measures as per the advice of the University of South Africa (UNISA) and as per requirements of the South African Government:

- The researcher ensured that there were additional masks and sanitisers so in the event that the participants had no masks and the sanitisers, the researcher provided the sanitiser and the cloth masks to them.
- The researcher also wore disposable gloves when handling hard copies in order to minimise the risks of Covid-19. The researcher ensured that he stored interview transcripts for a maximum of three days before taking them out.

The identified measures were employed throughout the research process, from the meetings with the district manager and the social work management team where they were informed about the study and how the study should be carried out and when conducting a pilot testing and during the data collection process with study participants.

1.6.6 Debriefing of participants

Debriefing of participants involves interviewing research participants to find out about their experience for participating in the research study and this is significant if there is likelihood that they have been negatively affected somehow by being part of the research study (Babbie, 2013:39). Debriefing of participants provides those who participate in the study the opportunity to ask questions and have their misconceptions that may arise after being part of the study removed (McBurney in Strydom, 2011a:122).

The researcher also explored the experiences of all the participants immediately after the interviews. The researcher also addressed any misperceptions that arose in the minds of the participants during the engagements. The researcher is a designated and qualified social worker with a certificate in trauma management which served as an added advantage in discussing the feelings and emotions of the study participants. If after the debriefing, there was a participant who needed in-depth therapeutic support, which there were none, then such a participant would have been referred to Nakambe Centre for Child and Family Care, with whom arrangements for further therapeutic support were made with social

workers before the researcher commenced with the interviews. The confirmation for provision of further therapeutic support is also attached in this report as addendum G. After debriefing, none of the participants were overwhelmed with emotions and as such further debriefing sessions with a qualified therapist from Nakambe Centre for Child and Family Care for therapeutic support was not needed by the study participants.

1.6.7 Beneficence

Beneficence is the principle that social research should make a contribution towards improving the lives of the people (Bless et al., 2013:389). Beneficence means “doing good” (Churchill in Akaranga & Makau, 2016:6). In this study, the researcher clearly explained to the participants what the study goal and the envisaged benefits were and that the study will afford them as social work supervisees the opportunity to provide their perspectives on the quality of supervision that they receive from their supervisors and that their participation will help influence the DSD to curve strategies to ensure quality supervision for all social workers in the social service sector.

1.6.8 Management of information

The researcher must ensure that he/she keeps the recordings of the interviews safe and deletes the recordings immediately after it has been transcribed (Kielmann et al., 2010:61). In managing the research data, the researcher should store the research information or data in a way that will ensure that the integrity of the study participant is not compromised (Sutlieff & Chelin, 2010:164). The advice of the authors has been heeded in this study. This is because in managing the research information, the researcher ensured that the informed consent forms, the audio recordings, the interviews notes and the transcripts were stored in a secured and lockable cabinet during and after the study. In addition, the researcher ensured that the audio recordings and the transcripts did not contain the names of participants.

1.7 CLARIFICATION OF KEY CONCEPTS

Key concepts have also been identified in this study and are described hereunder to broaden the understanding of the issues that were discussed in the study. Strydom and Delport (2011:288) allude that key concepts should include the current definitions of concepts as well as the researcher's specific meaning of concepts. Kumar (2011:55) adds that in a research, it is essential to formulate and define as well as establish a set of rules, indicators or guidelines in order to clearly determine the meaning of such words. Kumar (2011:55) also points out that the definitions developed by the main researcher are for the purposes of the research study only and may be completely different from the legal definitions or the definitions that are utilised by others. Therefore, for the purpose of this study, the following terminologies are regarded as key concepts and are described:

1.7.1 Perspective

The term "perspective" refers to a mental view or prospect (Merriam-Webster Dictionary online [n.d, sv "perspective"]). Furthermore, the term "perspective refers to a particular way of considering something" (Cambridge Dictionary online [n.d, sv "perspective"]). Therefore, owing to the preceding descriptions, in this study, a perspective is regarded as a way whereby social work supervisees view and perceive supervision.

1.7.2 Social Work

Social work is defined by the international federation of social workers (IFSW), (2014), "as a practice-based profession and 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 wellbeing”. Garthwait (2012:54) also defined the term social work as the profession of assisting individuals, groups and members of the communities in improving their capabilities and creating social conditions which are conducive to this goal. Derived from the preceding discussion for the purpose of the research study, the researcher adopted the IFSW social work definition.

1.7.3 Social Work Supervisee

The National Association of Social Workers (2012:12) (NASW) defines “social work supervisee” as a person who possesses a social work qualification who is under the professional supervision of a social work supervisor and is working as a social worker under the guidance of a supervisor and is dependent on the skills and expertise of the social work supervisor to execute his/her professional duties. Kadushin and Harkness (2002:57) state that a “social work supervisee” is a registered social worker who is under the supervision of experienced and competent social work supervisor with the intention of ensuring that service users receive high-quality services. Derived from the preceding discussion for the purpose of the study, social work supervisee is a social worker who is employed by the Limpopo Department of Social Development and is under the professional supervision of a qualified and competent social work supervisor.

1.7.4 Social Worker

In South Africa, a social worker is defined as a “person registered with the South African Council for Social Service Professions (SACSSP) in terms of chapter 2 section 17 of the Social Service Professions (Act No: 110 of 1978)”. Furthermore, Zastrow (2010:38) defined the term “social worker” as a person who has successfully completed a Bachelor of Social Work degree or a Master’s of Social Work degree and is employed and providing social work services in the social welfare. The term “social worker” is defined as a “trained individual” with the aim of assisting people in alleviating social conditions that deprive them and other members of the communities (Soanes, Stevenson & Hawker, 2006). For the

purpose of the study, a social worker is considered as any person who has a minimum of a four-year Bachelor of Social Work degree (BSW), who is registered with the SACSSP and is working in the capacity of a social worker.

1.7.5 Social work supervisor

The term social work supervisor is defined as a social worker who has the required social work experience and qualifications who delegates the authority to offer supervision to social work supervisees (Department of Social Development, 2012:9). A social work supervisor is a person who is appointed by an organisation and is engaged to render a professional supervision to a social worker (Australian Association of Social workers (AASW), 2014:13). A “social work supervisor” plays the role of managing the organisation and social workers who are employed to such organisation and he/she has delegated powers to evaluate job performance of his/her supervisees. The social work supervisor interacts with the social work supervisee with the intention of attaining the main objective of the supervisor which is to provide the service users with the best possible social work services which are in accordance with the policies and procedures of the organisations that are rendering such services (Department of Social Development, 2013b:49). In this study, the researcher adopted the Department of Social Development (2012) social work supervisor’s definition because within the South African context, the social services sector uses the said definition in its description of a social work supervisor.

1.7.6 Supervision

The Australian Association of Social Workers (2014:13) defines supervision as a forum where the social work supervisor and the social work supervisee are engaged in an interactive dialogue with the aim of enhancing the social work supervisee’s capabilities. Supervision can also be defined as a process whereby the employing social welfare organisation offers support and guidance to social work practitioners, with the intention of enabling social work supervisors to

support workers and building effective professional relationships and developing good practice (Godden, 2012:3). Drawing from the preceding discussion, in this study, supervision is referred to as the process of overseeing the professional work of a social worker by a social work supervisor with the aim of educating, guiding, mentoring, and supporting the social worker.

1.7.7 Quality

The term quality means “freedom from deficiencies- freedom from mistakes that require doing work over again” (Eldin, 2011:4). The Oxford English Dictionary (OED), [n.d, sv “quality”] defines quality as “a personal attribute considered desirable, or a trait, and a feature of an individual’s character”. Furthermore, quality implies “the extent to which overall performance meets expectations” (Cambridge University Press [n.d, “quality”]). In this study, the term quality refers to the good standard or level of practice.

1.8 STRUCTURE/FORMAT OF THE STUDY

The study is divided into five chapters which are indicated to below.

Chapter 1: Introduction and problem formulation

This chapter presents the introduction, the problem statement for the study, the rationale for the study, the theoretical framework for the study, the research question, goal and objectives of the study, clarification of key concepts, structure/format of the study and limitations of the study.

Chapter 2: Literature review regarding the quality of supervision

This chapter presents the literature review of what has been researched about the phenomenon.

Chapter 3: Research methodology for the study

In this chapter, research procedures that were adopted in the execution of the study are presented.

Chapter 4: Empirical findings of the study

This chapter presents findings emanating from the data collection process of the study.

Chapter 5: Summary of the study, conclusions and recommendations

In this chapter, the summary of the study findings relating to the perspectives of social work supervisees on the quality of supervision, the conclusions of the study and the recommendations for social work profession, policy makers and future research are presented.

1.9 LIMITATIONS OF THE STUDY

The limitations of the research report are discussed to point out some of the issues which might have affected the quality of this study. Fouché and Delport (2011a:111) indicate that even in a well-planned research study, the limitations of the study are unavoidable, so researchers need to become aware of these limitations and clearly present them. Limitations of the research study are those problems and incidents that present themselves during the course of conducting the study which the researcher cannot be able to control (Simon & Goes, 2013:1). It is clear from the above descriptions that there is no research that can be conducted without encountering any short-comings. Consequently, the researcher has noted the following limitations that might have affected the quality of this study:

- The study data was collected from social work supervisees who are working for the DSD in the Giyani region only. Therefore, the study results cannot be generalised to other regions.
- There has also been a considerable utilisation of secondary sources in the historical discussion of social work supervision in chapter two of the study

because some of the articles on the subject of social work supervision such as Pieterse, Muller, Du Plessis and De Jager were written in Afrikaans and the researcher could not read and understand them.

- There was also considerable amount of over-citation of Kadushin and Harkness and Tsui on the historical discussion of social work supervision throughout the study and this can be attributed to the fact that most recent authors on the subject also cite them in their writing.
- Another problem that the researcher encountered was the lack or limited of literature which categorically speaks to quality social work supervision particularly within the South African context because the bulk of the reviewed literature pertaining to quality social work supervision showed issues in other countries. To counteract this shortcoming, the researcher reviewed literature from other European countries such as New Zealand, Australia, the United Kingdom and the United States of America to name a few. Because of limited literature regarding quality social work supervision, the researcher was forced to also review literature from other disciplines which are outside the social work profession such as in Psychology in order to supplement the literature.
- Another short-coming of the study is that the researcher intended to conduct the study with participants who had at least one year supervision experience and though all the participants had more than one year supervision experience, the researcher discovered that during data collection four of the participants had changed supervisors and that they have been under the supervision of their current supervisors for a period of five to nine months which might have also affected the study in terms of providing comprehensive supervision experiences under their new supervisors.

1.10 CHAPTER SUMMARY

This chapter addressed introduction and background to the study, problem statement, rationale for the study, theoretical framework for the study, research

question, goal and objectives of the study, ethical considerations, clarification of key concepts, structure/format of the study, limitations of the study and chapter summary.

The next chapter addresses literature review of the study regarding the quality of social work supervision.

CHAPTER 2

LITERATURE REVIEW REGARDING THE QUALITY OF SOCIAL WORK SUPERVISION

2.1 INTRODUCTION

This second chapter of the study presents the reviewed literature regarding the quality of social work supervision. According to Babbie (2016:119), a literature review chapter is significant in a research project because it affords the researcher the opportunity to find out what others have found about the topic and the theories that have been utilised in conducting the study. Babbie (2016:119) further asserts that literature review gives the researcher the opportunity to find out the existing previous studies in order to see if there is a consistency in findings or not. Bless et al. (2013:20) concur that the aim of reviewing the literature is to aid the researcher to acquire up-to-date theoretical knowledge in the research field.

Consequently, in this study, the literature has been reviewed to uncover the meaning of supervision within the social work context; to uncover the origins of social work supervision, and to explore the purpose and the objectives of social work supervision. Thereafter, the literature zoomed into the conceptualisation of quality supervision wherein the functions and the methods of social work supervision, the ethical issues in supervision including legislative frameworks and policies for supervision will be unpacked to highlight their significance in the rendering of quality supervision to social work practitioners. Furthermore, the discussion will illuminate the core attributes of quality supervisors, the roles and responsibilities of supervisors in supervision, and the roles and responsibilities of supervisees in supervision.

2.2 THE ORIGIN OF SOCIAL WORK SUPERVISION

In this section, the global emergence of social work supervision and the origin of social work supervision in South Africa are respectively addressed in order to demonstrate how supervision became a fundamental part of social work practice.

2.2.1 The global origin of social work supervision

There are few sporadic references to supervision in social work prior to the year 1920 (Kadushin & Harkness, 2002:1). Munson in Engelbrecht (2010a:324) mentions that the global origin of social work supervision is unclear, as it is believed that supervision was likely based on a supervision model which was created in England by the medical profession and which was later established in America as well. However, there is not much in the recorded history to support this argument (Munson in Engelbrecht, 2010a:324).

Contrary to the above, supervision as it is known today is rooted in the Charity Organisation Society Movement (COSM) since the 19th century (Kadushin & Harkness, 2002:2). Furthermore, out of concern for the possible repercussions led to the establishment of the Charity Organisation which commenced in Buffalo, New York in the year 1878., the COSM soon spread in most of the big Eastern cities (Kadushin & Harkness, 2002:2). Tsui (2005a:8) reinforces the above articulation, by stating that in the early 19th century, social work supervision began as a means of administrative practice of the COSM, and that in the early years of the 20th century, Universities began to develop training programmes and the knowledge and theoretical framework of social work supervision gradually came into being. Eible (2015:14) confirms that the historical emergence of supervision as a practice simultaneously led to the establishment of social work supervision theory.

Tsui (2001:14; 2005b:2) confirms that supervision started with an administrative emphasis because visitors of the COSM were workers who had no formal training

and volunteers from the upper class and they had no one to supervise them. The workers recruited agents who were paid towards the end of the century and who were from the working and the middle classes. The workers rendered administration function of supervision to the paid agents in order to maintain accountability (Tsui, 2001:14; 2005b:2).

The first course of supervision was provided by Mary Richmond in the United States of America in the year 1911, when the educational purpose of supervision was acquired (Burns in Engelbrecht, 2019:151). Tsui (2005a:8) adds that supervision turned to be an educational process and influenced the impact of psychoanalytic theory together with its treatment methods which made a way for case work-oriented format and structure of supervision. Furthermore, Tsui (2005a:8) states that when social work became a fully-grown profession, support increased for social workers to independently render social work practice to the their clients. However, because of the proliferation of demand for accountability, supervision is now considered as an administrative necessity, because it is a means to ensure the provision of quality of service to the users and to satisfy councils and associations that regulate the social work profession (Tsui, 2005a:8).

2.2.2 The origin of social work supervision in South Africa

In South Africa, the historical evolution of supervision within the field of social work practice can be traced back to the year where South Africa evolved to be a Republic (Pieterse in Engelbrecht, 2012:357). However, Mckendrick (1987:207) is of the view that the origin of supervision within the field of social work practice in South Africa is similar to how it developed elsewhere, in the twenties, and that it has roots in the administrative practices since the first quarter of the century. Mckendrick (1987:207) further indicates that the educational development for social work also started in the twenties and that it was more prevalent particularly in the thirties when social workers were called upon to take part in the training of students. Furthermore, Pieterse in Engelbrecht (2010a:325) points out that one of the first research papers to be published in South Africa about social work

supervision focused on group supervision context. Muller (in Bradley, Engelbrecht and Höjer, 2010:777) put it clear, by stating that in South Africa, the training of social workers was introduced in the year 1937, the year in which the National Department of Public Welfare came into effect and it was offered in only nine Universities in South Africa at the time.

The historical background of social work supervision in South Africa can also be traced in the establishment of field training. De Jager (in Engelbrecht, 2010a:325) points out that “field guidance” featured noticeable as a form of professional staff development or training within the Department of Social Welfare and Pensions in the year 1962. Du Plessis (in Engelbrecht, 2010a:325) believes that in the year 1965, the administration and educational function of supervision became fully operational or practiced in the “Department of Social Welfare and Pensions” and that it made a way for the provision of training to supervisors at the South African Universities. Furthermore, Bradley et al. (2010:777) assert that the registration of social workers was made possible by the National Welfare Act of 1965 which made a way for the Social and Associated Workers Act No 110 of 1978, which was later amended to the Social Service Professions Act No 110 of 1978.

Furthermore, contrary to some of the preceding discussion, Unguru and Sandu (2018:71) trace the development of supervision much later. They are of the view that supervision of social workers in South Africa came into effect in the year 1978 through the promulgation of the Social Service Professions Act No 110 of 1978, which stipulates that supervision of social workers can only be rendered by another competent social worker, who is registered and being guided by the professional regulations to render such a function. This is despite the fact that since the year 1980’s some Universities in South Africa have been respectively offering a four-year undergraduate and postgraduate degrees within the field of Social Work and some Universities offer a specialised postgraduate courses in supervision (Mckendrick in Bradley et al., 2010:777).

Bradley et al. (2010:777) further indicate that the South African democratic elections that were held in the year 1994 not only did it results in a change for social welfare services but of social work supervision as well. Engelbrecht (2019:153) states that transition of social service delivery in South Africa has resulted into brain draining to some social workers and which pushed them to go and seek employment in overseas, which led the South African government to declare social work a scarce skill.

Based on the above discussion, it can be emphasized that it is not clear as to when and where social work supervision originated in South Africa but what is known for sure is the fact that social work supervision can be traced to the COSM of America, that it can be traced to the first literature on the subject, on the emergence of field training and on legislation. What comes out clearly from the discussion is also the fact that the offering of social work supervision to supervisees in South Africa is mandatory and is practiced country wide in terms of the Policy Guidelines for Course of Conduct, Code of Ethics and the Rules for Social Workers ([Sa]) and in terms of the Children's Act No 38 of 2005. Now that the origin of social work supervision has been articulated, the next section unpacks what social work supervision entails.

2.3 DESCRIPTION OF SUPERVISION

Supervision is described in various ways. According to Mamaleka (2018:215), supervision depends solely on the purpose of supervision and on the organisations where social services are offered. Barker in Engelbrecht (2010a:331) holds a similar view by stating that various authors have described supervision in various ways and at different times. In this study, owing to the nature of the study, supervision is described in the context of generic social work practice.

Social work supervision is a process where the supervisor interacts and provides supervision to the supervisee in “a positive, anti-discriminatory relationship,” which is based on different theories, models and supervisory opinions by performing supervisory functions such as educational, supportive and administration with the aim of making sure that supervisees are able to provide social work services that are efficient and professional to their clients (Engelbrecht, 2014b:11). Munson in Marc, Makai-Dimeny and Osvat (2014:223) describes supervision as a process of interaction in which the social work supervisor is appointed to assist and provide guidance to the work of the social work supervisee, particularly in the areas of education, support and administration. The Care Council for Wales (2012:5) adds that supervision is a two-way process of accountability which aims to provide support to social work supervisees, motivates and enables them to develop good practice, which will result in organisations rendering quality services to their clients.

Furthermore, Hawkins and Shoet (2012:60) regards supervision as a process where the social work supervisor works together with the social work supervisee and assists the supervisees to attend to their clients and themselves as part of the client worker relationship and by so doing they enhance the quality of work they render, transform their relationship with the service users, and simultaneously develop themselves and their profession while the Scottish Social Services Council (SSSC), (2016:16) states that supervision is a process which aims to provide support, assurance and develop the skills, knowledge and values of the social work supervisee. Furthermore, Carpenter et al. (2015:2) believe that supervision affords social work supervisees the opportunity to seek and receive emotional support from their supervisors especially when they are doing a stressing and demanding work. Skills Force (2020:7) puts it simpler, by stating that supervision provides social work supervisors and supervisees with the opportunity to discuss any work related matters or problems and identify solutions to address them.

Based on the above explanations, it can be deduced that supervision is an interaction process between the social work supervisors and the social work supervisees where the supervisors impart their professional knowledge and skills to their supervisees so that supervisees are able to master work related skills and knowledge required in order to render their work effectively. Social work supervisors provide supervision which is based on the administrative function, educational function and support function that enable social work supervisees to grow within the profession and provide better services to their clients. To further have a clearer understanding of what supervision entails, the purpose of supervision is also highlighted below.

2.4 PURPOSE OF SOCIAL WORK SUPERVISION

The purpose of social work supervision is to engage social work supervisees in continuing professional learning, to improve their capabilities of responding efficiently to complex and changing practice environment and to retain workers to the organisation through supporting them and ensuring that services are provided in line with the vision, goals and policies of the organisation (Australian Association of Social Workers, 2014:2). Bernard and Goodyear in Watkins and Milne (2014:239) assert that the purpose of supervision within the field of social work is to ensure that the social work supervisees' work related knowledge and their practice skills as well as their social functioning are improved to provide quality professional social services to the clients.

The Health Service Executive (2015:5) sees the purpose of social work supervision as ensuring the provision of safe, quality services, delivered by social work supervisees who are supported by their supervisors, engaged and take part in continuous professional development while Engelbrecht (2019:155) states that the purpose of social work supervision is to enhance social work supervisees work performance and enable them to render their social work duties independently without the aid of their supervisors. The Social Work Accreditation

Advisory Board (2017:4) reinforces the above articulations by stating that the ultimate purpose of social work supervision is to enable social work supervisees to provide quality services to their clients.

According to Hughes (2010:71), not only does social work supervision benefits the services provided to the clients, but also makes a great contribution to quality professional supervisory relationship. The Department of Social Development (2020:83) concurs that supervision includes a supervisory relationship that should be established between the social work supervisor and the supervisee which will take into consideration ethical aspects of trust and confidentiality, the supervision contracts of an individual and supervision plans that are informed by the learning needs, styles and current workload, a recording of supervision sessions and the methods to be utilised to record such sessions should be clearly articulated, transparency and honesty supervisory feedback between the social work supervisor and the supervisee, a reflection and application of ethical considerations during supervision.

The Newfoundland and Labrador Association of Social Workers (2011:4) adds other composites of supervision that: there should be sanction and support by organisations that employ social workers, social work supervisors should acknowledge their practice, opportunities should be provided for setting the goal and mechanism for continuing review and feedbacks that are constructive, there should be a clear direction that improves the work performance of social work supervisees; and that there should be an evaluation by and of all participants of the supervision process.

Based on the above discussion, it can be asserted that the purpose of supervision is to improve the social work supervisees' skills and their work performances as well as their capabilities so that they are able to render services in line with their agency's goals, visions and policies. Furthermore, the purpose of supervision is to support supervisees so that they are able to provide quality social work practice to

their clients even in the case of personal challenges. The social work supervisors are encouraged to adopt the SBA in this regard because the SBA advocates for the social work supervisees support so that they are able to share their knowledge with their supervisors in order to build the supervisory relationship. It is also significant in this regard that the SBA by social work supervisors should be geared towards the achievement of supervision objectives, because supervision objectives are intended to assist supervisees to grow within the profession in order to independently and confidently render services on their own hence the discussion below.

2.5 THE OBJECTIVES OF SOCIAL WORK SUPERVISION

Social work supervision has its own objectives. The Newfoundland and Labrador Association of Social Workers (2011:4) states that the ultimate objective of social work supervision is to ensure that users of services are able to receive the best possible social work services that comply with the social work practice code of ethics and the practice-based evidence as well as the organisational policies and procedures. Kadushin and Harkness (2002:20) state that the ultimate objective of supervision is provide clients with social services that are effective and efficient. Social work supervisors should ensure that the processes aimed at achieving the ultimate objective of social work supervision are facilitated (Irish Association of Social Workers (IASW), 2016:11).

Kadushin and Harkness (2002:20) indicate that there are “short and long-range objectives” of social work supervision which are succinctly linked to the educational, administrative and supportive function of social work supervision. “The short-range objective” of educational supervision is to make a great improvement to the social work supervisees’ capacity to efficiently do their job and assist the supervisees to grow in their professional duties, to develop and maximise their knowledge and skills to independently provide services to the clients. “The short-range objective” of administrative supervision is aimed at

ensuring the provision of “work context” to the social work supervisees, to enable them to effectively conduct their job while the short-range objective of the supportive function is to aid the social work supervisees to have a good feeling when providing services to the clients. On the other hand, the long-range objective of educational function, administrative function and supportive function is to ensure that effective and efficient services are provided to the service users by the particular agency which is mandated to provide such service (Kadushin & Harkness, 2002:20).

Based on the above discussion, it can be deduced that the objective of social work supervision is to help the social work supervisees to grow within the profession, maximising their work potential, knowledge and skills in order to independently render social work services without being reliant on their supervisors. Furthermore, the objective of social work supervision is also to ensure that social work supervisors facilitate the process that will ensure that supervisees are able to render the best possible service delivery to their clients that are conforming to the social work code of ethics and the agency’s operational policies and procedures. If supervision achieves its objectives then it is more likely that it will lead to the provision of quality supervision hence the next section addresses the conceptualisation of quality supervision.

2.6 THE CONCEPTUALISATION OF QUALITY SUPERVISION

Quality supervision serves the dual purpose of which is to protect the welfare of the service users and assisting the social work supervisees to develop and maintain skills that are of importance when doing their work (Aasheim, 2012:30). Quality supervision implies that social work supervisors should maximise their learning opportunities through supportive, developmental and managerial functions of the supervisory process (Jones in Nadesan, 2020:265). The Trafford CYPS Social Work Supervision Policy (2013:5) adds that quality supervision requires a planned and staged process that should ensure that social work supervisees are clear about what is expected of them in terms of their roles,

purpose and their responsibilities which will lead them to the achievement of the positive outcomes.

Bourn and Hafford-Letchfield (2011:44) state that quality supervision should incorporate aspects of learning and support functions as well as affording the social work supervisees the opportunity to provide and receive constructive feedback that can ignite the spirit of learning and improving ones-self as well as contributing immensely towards reaching the organisational objectives. Jasper and Field in Nadesan (2020:265) further point out that quality supervision requires the social work supervisor to utilise their experience, theoretical knowledge and practice knowledge to navigate the social work supervisees so that they are able to tackle their fears when doing their work.

Furthermore, the National Association of Social Workers (2013:10) indicates that quality supervision requires the social work supervisor to have knowledge and the ability to demonstrate skills that are necessary in addressing the strengths and challenges of the supervisees. In order to provide quality supervision, the National Association of Social Workers (2013:10) adds that social work supervisors should also possess the knowledge of administration and familiarise themselves with the structure of the organisation or the supervisees practice domain. Sellers et al. (2016:320) add that quality supervision can simultaneously promote the continuous development or growth of the social work supervisor and the professional development of the supervisee and the complete development of the social work profession. According to Sellers, LeBlane and Valentino (2016:320), supervisory working relationship remains the vehicle through which these additional features of quality supervision occur.

The study conducted by Hughes (2010:70) adds that in order for supervision to be of quality, firstly, there should be a conducive environment for supervision to take place which could be a quiet office that will afford the social work supervisor and the supervisee the opportunity to openly and honestly reflect on their work without being interrupted. Secondly, the social work supervisor should have specific

knowledge and training particularly on supervision and should always be prepared to provide supervision that is structured.

Falender (2014:12) also suggests the following aspects of quality supervision: the establishment of a solid supervision alliance, the creation of the supervision agreement/contract between the agency supervisor and the social work supervisee, ensuring that social work supervisees are supported so that they are able to assess their competencies and to construct supervision goals and tasks, the continual monitoring of the supervisees progress and developing and providing constructive but positive feedbacks to the supervisees which are in-line with the supervisees goals and competencies. Falender (2014:12) indicates that there should be formative and summative evaluations which are transparent so that social work supervisees will be able to know the social work supervisors appraisal, assessing the outcomes of the supervision together with its legal and ethical aspects and ensuring the management of supervisees who are struggling to meet their performance criteria.

Illing (2019:47) adds to the preceding discussion by mentioning the following attributes of quality supervision: Quality supervision should be based on the mutual trust that was established between the social work supervisor and his or her supervisees, quality supervision should afford the social work supervisees the opportunity of selecting the supervisor of their choice which will be informed by the supervisees cultural needs and expertise, quality supervision ensures that the social work supervisor and his or her supervisees should all have the same understanding of the purpose of the supervision which will be guided by the supervision contract. Illing (2019:47) also asserts that quality supervision should support and enhance social work supervisees knowledge and skills to improve the delivery of services, quality supervision ensures that supervision is provided on a regular basis and being informed by the individual needs of the supervisee, quality supervision ensures that social work supervisors are trained and receive feedbacks and when the employer ensures that time is created to develop and

train supervisors and also providing a conducive environment to facilitate supervision sessions.

Jacques (2019:193) also adds to the above aspects of quality supervision by mentioning the following ideal organisational environment which should ensure quality supervision: That there should be a supervision policy which is clear, social work supervisors should be effectively trained in order to provide quality supervision, senior managers should demonstrate strong leadership and example, there should be a performance objectives in place for all social work supervisors, and that the practice of supervisees should be frequently and highly monitored. The study conducted by Hughes (2010:71) found that in order for quality supervision to take place, the social work supervisor working together with the social work supervisee should be prepared for the supervision session and they should attend the supervision session with the plan and clear goals of what they would like to achieve.

From the preceding discussion, various measures of quality supervision have been evidenced. Of the extrapolated authors, there seems to be consensus, amongst others, that quality supervision can only materialise in favourable working environment and that it is largely dependent on the relationship between the social work supervisor and the social work supervisee. To support this notion, there should be a supervision policy which is clear, supervision should be structured and should be measured by the creation of a supervision agreement between the agency supervisor and the social work supervisee. In addition, the social work supervisor should have relevant knowledge relating to their sector and training particularly on supervision, and there should be continuous formative and summative evaluation between the social work supervisor and the supervisee.

2.7 THE FUNCTIONS OF SOCIAL WORK SUPERVISION

Social work supervision has different functions. Supervision should be rendered to supervisees in various forms and with different emphasis being placed on its main functions (Department of Social Development, 2012:24). The functions of supervision are the core determining factors of supervision in social work practice (Engelbrecht, 2019:156). The functions of supervision vary and there is a consensus on what supervision is but the same cannot be said about its functions (Kadushin & Harkness, 2002:19; Kettle, 2015:4). For instance, Lawlor (2011:2) has identified supervision in terms of four functions which are management, support, mediation and education. Kettle (2015:8) and Morrison in Taylor (2014:98) hold a similar view by stating that supervision has four functions which are management, development, support and mediation. On the other hand, Hawkins and Shohet in Australian Association of Social Workers (2014:3) and Godden (2012:6) espouse different functions which are formative, restorative and normative.

Davy and Beddoe (2010:25) argue that traditionally, supervision has identified three key functions, which are educational, supportive and administration. Kadushin (1992:44) also identified education, administration and support as the three main functions of supervision. The Department of Social Development (2012:24) concurs that there are three functions of supervision which are educational, support and administration. Jacques (2019:193) states that the main functional objectives of social work supervision are continuing professional staff development (educational function), personal empathic response (supportive function) and competent accountable performance, practice and engagement of the individual with the organisations (administrative or managerial function).

Based on the above discussion, it can thus be asserted that supervision has different functions and that the emphasis of supervision functions depends on the authors. The researcher is also of the view that the type of function provided to supervisees should be provided taking into account their level of professional development. In this study, the researcher discusses three functions of

supervision which have been identified by the Department of Social Development (2012) which are the educational, the supportive and the administrative function because the said functions are espoused within South African policies.

2.7.1 The administrative function of supervision

Social work supervision is a special aspect of organisational administration (Kadushin & Harkness, 2002:45). The administrative function of supervision include all the tasks and the management functions that the supervisor should provide to the supervisees in order to ensure organisational accountability and setting clear work objectives and goals, managing of workload and evaluating supervisees to ensure that work standards are met (Engelbrecht, 2014b:36) and (Social Work Accreditation Advisory Board, 2017:3). The National Association of Social Workers (2013:7) reinforces the above articulation by stating that the administrative function of supervision is closely associated with the management and that by implementing the administrative function of supervision, supervisees are able to provide quality services to the service users.

The administrative function of supervision seeks to ensure the correct implementation of the policies and practice by supervisees thus setting the tone for social work agency to continuously ensure the quality improvement (Child Welfare Information Gateway, 2015:3). As the agency grows, supervisors are responsible for adopting new innovations and reform methods and to do this, supervisors should possess skills that will enable them to effectively anticipate, address, and manage change that is taking place within the organisation.

The following aspects have been identified by Kadushin and Harkness (2002:47) as the essence of administrative function of supervision: The recruiting of staff members and selection, the induction and proper placing of newly employed social work practitioners, the planning of work, the assigning of work, the delegation of work, the monitoring of work, the evaluation of work and coordination of work. The supervisor is also responsible in managing the

caseloads of the social work supervisees, the workflow of the social work supervisees, and the responsibilities of the social work supervisees and ensuring that social work supervisees are held accountable for the kind of work that they render by ensuring that they respectively identify and manage as well as evaluating the supervisees work performance, and to do all these to the best of their abilities, social work supervisors should be highly skilled and at more effective learners (The Child Welfare Information Gateway, 2015:3-4). Jacques (2019:202) asserts that as a manager, the supervisor should ensure that knowledge and skills are developed particularly in the areas of organising, planning and personnel as well as on programme evaluation. Based on the above discussion, it can be deduced that the administrative functions of supervision is paramount to social work supervision because the administrative function involves ensuring that all the organisational policies and legislations are implemented correctly as social work supervisees work with clients. Besides providing administrative supervision, social work supervisors also render the educational supervision to their supervisees hence the upcoming discussion.

2.7.2 The educational function of supervision

Social work supervisors educate their supervisees during the supervisory practice. The educational function of supervision is the second key responsibility of social work supervisors (Kadushin & Harkness, 2002:129). The educational function seeks to impart knowledge, skills and continual development to the social work supervisees that they need in order to do their job effectively (Kadushin & Harkness, 2002:129; Davys & Beddoe, 2010:25; Australian Association of Social Workers, 2014:3).

Marc et al. (2014:223) also allude to the fact that when carrying out the education function supervisors assist the supervisees in applying theoretical knowledge and other information into practice. Engelbrecht (2014b:36) also points out that educational supervision seeks to ensure the provision of continuing development amongst the social work supervisees and is associated with supervision activities

such as coaching and mentoring, that will enable social work supervisees to be empowered with knowledge, skills and values which will enable them to effectively execute their work.

The Department of Social Development (2020:83) and Jacques (2019:196) are also in agreement with the preceding discussion. They point out that in the educational function of supervision, the social work supervisor is responsible for transferring knowledge that the social work supervisees acquired during their social work training and that the educational function of supervision afford the social work supervisees with continuing opportunities to professionally develop themselves and acquire scientific knowledge, values and competencies that should enable them to effectively direct the social work practice. In the process where supervision is taking place, the social work supervisor and the social work supervisee exchange information and ideas (the professional/educational function) (Tsui, 2005a:10). In their quest to educate supervisees, social workers supervisors are advised to adopt the SBA because it advocates for the sharing of learning between the social welfare supervisor and the social work supervisee which is vital in the building of effective supervisory programme. Supervision takes into account the professional values of the social work practice.

Furthermore, Lawlor (2011:3) mentioned the following aspects which are key to educational supervision: Developing the supervisees' professional competence, providing feedbacks that are constructive during their practice, identifying training and the developmental needs of the supervisees, providing supervisees with access for expert consultation, reflective practice and learning styles. It can be asserted from the discussion that educational function of supervision is mainly concerned with ensuring the correct implementation of theoretical knowledge into practice by social work supervisees and to ensure that they continue expanding their professional knowledge. For quality supervision practices to take place, social work supervisors should be able to develop supervisees professionally and ensure that they are given feedback that will enable them to improve on their practice as well as identifying supervisees learning areas that need to be

developed in order for them to continue rendering quality social work practice to their clients. The SBA supports the capacitation of social work supervisees so that they are able to make a meaningful contribution towards the supervisory programme. Besides providing educational supervision to supervisees, social work supervisors also provide support supervision in their endeavour hence the discussion below.

2.7.3 Support function of supervision

Social work supervisors also provide support to their supervisees during the supervisory practice. The support function of social work supervision is the third function of supervision (Kadushin & Harkness, 2002:217). The National Association of Social Workers (2013:8) argues that social work supervisees are faced with the increasing complexity of the client problems, working environments that are not conducive, unmanageable workloads and emotionally draining work environment that left them being traumatised and thus advocated for the provision of supportive supervision to social work supervisees because the support function of supervision is necessary to develop competent professional social workers who abide by the ethical conduct of their profession.

Several researchers concur with preceding views by the National Association of Social Workers. According to Kadushin and Harkness (2002:277) and Engelbrecht (2014b:36), the support function of supervision seeks to assist the social work supervisees and mobilise their emotional energy to effectively deal with job-related stress and developing the supervisees' attitudes and feelings that will enable them to render their work to the best of their abilities. Jacques (2019:199) and the Child Welfare Information Gateway (2015:4) also assert that the support function of supervision enables the supervisees to manage tensions and stress associated with the nature of their work and life related pressures. According to the Department of Social Development (2020:83), the support function of supervision also creates a conducive and supportive environment which will ensure that service delivery is effectively provided.

The support function of supervision also seeks to foster an organisational climate which is safe and establish trust and allow supervisees to develop a strong “sense of professional identity” (Child Welfare Information Gateway, 2015:4). According to Jacques (2019:199), social work supervisors are also responsible for reducing supervisees’ anxiety and renewing their faith with the aim of improving their adaptations to restore their emotional balance.

More practically, a social work supervisor is supportive if he or she provides support to supervisees who are experiencing any difficulties when rendering their work, monitoring and supporting supervisees to ensure that their state of health and wellbeing are good and ensuring that the organisation has the needed support in place to address any issues that may need to be investigated further and ensuring that the social work supervisees are well informed about any changes that might take place within the organisation (Skillsforce, 2020:8).

It can be deduced from the discussion that the support function of supervision assists supervisees to feel less burdened when rendering their duties because it is geared towards dealing with personal and work stressors of social work supervisee, which if not dealt with, could prove to be detrimental to them and to the services that they provide to their clients. Supportive supervision is crucial because social workers have a lot of work that they have to contend with day in and day out and as such social work supervisors should always support them. It is further the view of the researcher that supervisors should render supervision based on the methods that will be suitable on the social work supervisees according to their level of competence hence the next discussion below.

2.8 METHODS OF SOCIAL WORK SUPERVISION

The methods of social work supervision are discussed in terms of individual supervision, peer supervision and group supervision in this chapter. This is because the “Supervision Framework for Social Workers in South Africa” supports

the provision of these methods in order to meet the different supervision needs of social workers in the country (Department of Social Development, 2012:28).

2.8.1 Individual Supervision

Social work supervisors may utilise individual supervision in their supervisory practice. The Scottish Social Services Council (2016:34) asserts that individual supervision is a widely utilised method of supervision and that the social work supervisor is mostly the line manager to the social work supervisee and supervision sessions are formally pre-arranged and take place in an environment that is protected which also promotes confidentiality. Morrison in Hughes (2010:67) adds that individual supervision is mainly a one-to-one relationship between the social work supervisor and his/her supervisee. Hawkins and Shohet in Artan et al (2018:76) and Valentino, LeBlane and Sellers (2016:323) also share the sentiment, that individual supervision is a process where supervision is conducted on individual basis between the social work supervisor and the social work supervisee and individual supervision gives social work supervisees the opportunity to experience excellent individualised supervision.

According to Richardson (2011:2), the following are the advantages of individual supervision: the social work supervisee is more likely to attend the supervision session, individual supervision affords the social work supervisee the opportunity to build a supervisory relationship which is based on trust, individual supervision offer social work supervisees particularly those who are uncomfortable to talk in the presence of their colleagues the opportunity to privately open up, and individual supervision is easy to arrange and offers continuity in supervision. Cloete (2012:141) adds another vital advantage of individual supervision that it focuses on the individual needs of the newly employed social workers and affords them the opportunities to develop in their own pace.

There are also disadvantages to individual social work supervision. According to Richardson (2011:2), in an individual supervision, there is a possibility of

conflicting or clashing with the supervisor and that such a conflict may make the supervision to become intense. Also, individual supervision does not provide the opportunity of benefitting from the views, opinions and perspectives of others. Borders, Welfare, Greason, Paladino, Mobley, Villalba and Wester (2012:286) solidify the above view by stating that since only the social work supervisor and the social work supervisee participate in individual supervision, it can provide less insights. The social work supervisor should therefore, during the beginning of the supervision session lead the discussion of what to do if issues arise. The social work supervisors should commit to speak up and they should encourage social work supervisees to do the same.

Based on the above arguments, it is clear that individual supervision is the most suitable method of supervision. The researcher has also observed that individual supervision is mostly adopted by social work supervisors when rendering supervision to their supervisees in the Giyani DSD which is his place of work. In relation to the Giyani region, the researcher has also observed that in the event where social workers do not have a compatible relationship with their supervisors, they tend to resort to peer supervision which affords them the opportunity to discuss with each other about challenging cases that they deal with hence the discussion below.

2.8.2 Peer Supervision

Social work supervisees may engage in peer supervision to assist each other about work related matters. Peer supervision is a process where the social supervisee seeks supervision from another supervisee (Hughes, 2010:67). Godden (2012:9) refers to peer supervision as a formal supervision process where social work supervisees get together and have a discussion about certain cases that they deal with, with the intention of advising each other and any decisions that are taken are recorded.

The Department of Social Development (2012:28) concurs with the preceding description of peer supervision because they state that it is a collaborative learning in which a supervisory forum is formed by social work supervisees or multi-disciplinary team of the same level. Peer supervision is also not reliant on the designated social work supervisor because all participants have equal chance when taking part in it (Department of Social Development, 2012:28). Skidmore in Budeli (2018:248) points out that peer supervision is one of the methods of social work supervision which offers assistance to social work supervisees particularly when the social work supervisor is not available to provide supervision.

In peer supervision, all members of the group oscillate between different roles of social work supervisor, supervisee and collaborative learner (Australian Association of Social Workers, 2014:6). Illing (2019:8) and Basa (2019:1) add that peer supervision is different from other traditional methods of supervision because it does not require the social work supervisor's presence when the supervision is taking place and it refer to peers who are working within the same organisation, who get together with the purpose of benefiting their work and themselves, through the provision of feedback, self-directed learning and evaluating each other.

There are also advantages and disadvantages of peer supervision similarly to individual supervision. According to Richardson (2011:2), in peer supervision, participants are more likely to have a clear understanding of the particular issue because they relate to the area of practice and, peer supervision is more likely to discuss new developments. Richardson (2011:2) also identified the disadvantages of peer supervision that peer supervision may be difficult to arrange, is more likely to focus on issues especially of members and ignore the wider context. Peer supervision is also more likely to become personal if matters to be discussed involve participants who work at the same office because the potential conflict could arise and may damage the confidentiality aspect of the supervision. It is therefore the view of the researcher that social work supervisors who are aware

that their subordinates are engaged in this type of supervision should make them aware of some of these possible drawbacks and that they should encourage subordinates to discuss them out during their peer meetings.

Based on the preceding discussion by different authors above, it can be deduced that peer supervision is when a group of social work practitioners who are at the same level meet and have a meaningful discussion about different cases that they are handling. The researcher concurs that this method of supervision could be beneficial to the peer since they are more likely to have a good understanding since they relate to the particular practice. In addition, since peer supervision is about the collaborative learning, it can therefore be deduced in this regard that peer supervision is SBA inclined because the SBA also advocates for the sharing of learning which is essential towards the building of quality supervision. Furthermore, beside peer supervision, social work supervisees also participate in group supervision which affords them the opportunity to learn from each other. The discussion of group supervision follows below.

2.8.3 Group Supervision

Social work supervisors may adopt group supervision in their supervisory practices. Group supervision is a supervisory forum which is facilitated by the social work supervisor with a group of social work supervisees (Australian Association of Social Workers, 2014:5). Group supervision is negotiated where all members of the group get together in an agreed time to reflect and share their knowledge, skills and experience in order to improve both their individual and group capacities (Morrison in Hughes, 2010:68).

Group supervision is mostly utilised to supplement individual supervision, instead of replacing it and it is conducted by the social work supervisor where the group of social work supervisees are given the opportunity to share their experiences and knowledge within a group environment (Department of Social Development,

2012:28). The Scottish Social Services Council (2016:34) reinforces the above articulation, by stating that group supervision complements, rather than substitutes, individual supervision and that group supervision may be beneficial to supervisees because it may reduce how often the social work supervisees will require an individual supervision.

Group supervision is also advantageous. According to the Australian Association of Social Workers (2014:5), those who participate in group supervision are able to benefit immensely from the collaborations with other members within the group and they stand a chance to receive the supervisor's guidance, who also needs to be skilled particularly in working and dealing with group dynamics. Group supervision is also more likely to provide opportunities that are unique, develop key professional skills and enable peers to respectively have feedback skills and skills that will enable them to speak in public (Sellers et al., 2016:320). Sellers et al. (2016:320) also indicate that the quality of experience associated with group supervision, entirely lies on the supervisor's arrangements to ensure the maximisation and effectiveness of the learning opportunities. The Scottish Social Services Council (2016:35) also believes that group supervision may be beneficial to workers who participate in it because it can provide them with the opportunity to explore some of the dynamics and challenges they come across when doing their work.

Furthermore, group supervision is associated with lower costs and it provides access to a supportive group which affords participants an opportunity to reflect (Richardson, 2011:2). Group supervision provides feedback and inputs and the opportunity to have first-hand experience on coaching styles of other group members (Lawrence, 2019:140). Group supervision also saves time because less time is spent on individual supervisee and considers certain process which may be a positive learning experience to some participants (Lawrence, 2019:140).

In group supervision, social work supervisees benefit from the expertise and guidance of the social work supervisor and other group members and they are afforded the opportunity to establish supportive relationship with other members of the group (Richardson, 2011:2). Group supervision further affords the social work supervisees the opportunity and freedom to discuss their ideas (Artan et al., 2018:77). Cloete (2012:141) asserts that group supervision helps supervisors to address common needs that they have identified on their social work supervisees who have been newly employed.

Similarly to individual and peer supervision, group supervision also has some disadvantages. According to Richardson (2011:2), group supervision is more likely to result into group dynamics which the supervisor and members of the group will have to contend with. Group supervision may be threatening for newly employed workers, it requires the social work supervisor to have high levels of skills, group members may take long to gel with each other, which could lead to the group benefits to take time to emerge. The social work supervisor should therefore be mindful of possible disadvantages and address them in the group context.

It is evident from the discussion that group supervision could be beneficial to its members and it is less expensive. However, the researcher has observed that in the Giyani sub-district of the Limpopo Provincial DSD, this method of supervision is rarely utilised by social work supervisors when rendering supervision to their supervisees. This is because, having practiced social work for over ten years within the sub-district, the researcher himself was never exposed to group supervision. Overall, it is apparent from the discussion that all methods of supervision are important and that if they are utilised correctly, they could play an important role towards the rendering of quality supervision practices by social work supervisors and improving the knowledge and skills of social work supervisees that are essential for them to provide good quality services to their clients. Also, what is critical to note herein is that the identified methods don't just

occur haphazardly but should be conducted within the phases of supervision detailed hereunder.

2.9 PHASES OF SUPERVISION

Social work supervision has different phases. The phases of supervision include the beginning phase, the middle phase and the evaluation phase (Department of Social Development, 2012:26).

2.9.1 The beginning phase

Every social work process should go through the beginning phase of supervision. The beginning phase seeks to develop verbal or a written supervisory contract that was jointly established by the social work supervisor and the supervisee and highlight the supervision purpose including the roles of the supervision as well as its responsibilities. During the beginning phase, social work supervisors provide orientation to the supervisees (Department of Social Development, 2012:26). Social work supervisees are made aware about the organisational policies, the requirement of the post they are appointed to, expectations of the service users, expectations of other colleagues and the objectives that should be achieved.

According to the Department of Social Development (2012:26), the following aspects serve as a guide in the beginning phase of supervisory process: Developing or establishing a supervision contract where both the social work supervisor and the supervisee would reach a consensus on developing a schedule for supervision such as time where the supervision session should start, venue where the supervision should be conducted, frequency outlining how often the supervision should be conducted and agenda outlining what should be discussed on that particular supervision, the compilation of a “personal development assessment” which will identify strengths and the area where the social work supervisee is to be developed, obtaining the expectations of the social work supervisor and the supervisee respectively, clarifying the goal and

outcomes of the supervision as well as clarifying the social work supervisor and the social work supervisee style of teaching and learning.

Sterling-Orth (2017:10) adds to the above articulation by stating that in this phase of supervision, the social work supervisor also provides guidance to the supervisees to enable them to think, plan, assess and do their work effectively. Sterling-Orth (2017:10) is further of the view that this phase of supervision affords the social work supervisor the opportunity to share vital information that will empower the supervisees with basic skills that are required to incorporate social work theory into practice.

It can be deduced from the discussion that the beginning phase of supervision is mostly applicable to all supervisees including students and newly employed social workers who are assigned to a new social work supervisor with little or no experience of working within the organisation. This is because the phase provides the social work supervisor and the supervisee with the opportunity to structure their supervision journey. The social work supervisor is also able to orientate the supervisees and establish the developmental needs of supervisees. The beginning phase of supervision also prepares supervisees to oscillate to the next phase of supervision hence the discussion below.

2.9.2 The middle phase

After mastering the first phase of supervision, social work supervisees should move to the middle phase of supervision. According to the Department of Social Development (2012:28), the middle phase seeks to ensure that the programme which was initiated in the beginning phase of supervision is executed in the correct way in addressing the social work supervisees learning areas. Lawlor (2011:3) adds that the middle phase of supervision utilises the supervision contract to serve as a guide for supervision sessions.

The middle phase of supervision affords the social work supervisees the opportunity to expand their knowledge and to develop vital skills (Department of Social Development, 2012:28). In this regard, social work supervisees should be

motivated to do work independently and to make their own decisions. They should also be taught to be responsible for the repercussions of their own decisions (Department of Social Development, 2012:8). The social work supervisor should only provide guidance and support on issues that are related to the work of the supervisee. This can be done when the need for such guidance and the support arises.

The researcher concurs that the middle phase of supervision has the potential of assisting the social work supervisees to correctly apply the social work programmes and address their learning areas which were identified during the first phase of supervision. The middle phase of supervision also encourages social work supervisees to make their own decisions when doing their work and be responsible for the consequences of their decisions and this is in keeping with the ethos of the SBA. This is because the SBA alludes to the fact that social work supervisees should be involved in the decision making during the supervisory process. After supervisees have successfully mastered the correct application of social work programme(s), the goals and outcomes of supervision should be evaluated hence the upcoming discussion.

2.9.3 The evaluation phase

The evaluation phase involves the process wherein the supervision goals and its outcomes are respectively evaluated to assess whether or not the social work supervisee should be moved to a consultative level of supervision or when the first supervision contract needs to be reviewed (Department of Social Development, 2012:28). Sterling-Orth (2017:11) adds that this phase of supervision is where the social work supervisor plays a mentorship role and empowers the supervisees to independently assess their development, plan how to address shortfalls and implement their plans on their own. Sterling-Orth (2017:11) further states that in this phase of supervision, social work supervisors provide resources to the supervisees only when it is necessary to do so.

In order to reflect on both “short and long-term objectives of supervision”, the criteria for evaluating the effectiveness of the supervision includes amongst other issues the supervisees’ satisfaction with the supervisory process, the supervisees’ job accomplishment and the client outcomes (Kadushin & Harkness in Tsui, 2005a:10). During the evaluation, all interest parties to the supervision, i.e. the agency, the social work supervisor, the social work supervisee and the service users, should also be involved. For instance, anonymous rating surveys maybe developed for use by service users to evaluate the services offered, which in turn has implications for the supervision offered to the social work supervisee and the agency can also develop anonymous systems for supervisees to evaluate the services they receive from supervisors. Furthermore, it is recommended herein that the performance of social work supervisors, amongst other measures, should also be assessed by the performance of their supervisees in the organisations.

Based on the above discussion, it can be deduced that the evaluation phase focuses on the supervisees’ supervision goals and outcomes that will determine that the social work supervisee should be moved to the next level of supervision or not. The researcher is of the view that all three phases of supervision are essential towards building the capacity of social work supervisees and that in order to achieve this, social work supervisors need to adopt the ethos of the SBA because the SBA emphasises a mutual working relationship between the social welfare supervisor and social work supervisee. It is further the view of the researcher that supervisors and supervisees should conduct themselves ethically throughout the supervision process.

2.10 THE ETHICAL ISSUES IN SUPERVISION

Ethical issues are important in social work supervision. The “Policy Guidelines for the Course of Conduct, Code of Ethics and the Rules for Social Workers” clearly articulates that social workers should conduct themselves in an ethical manner when doing their job including social work supervision (South African Council for

Social Service Professions, [Sa]:1). Parrott (2010:78) is of the view that ethics refers to the “professional obligations” which serve as a code of conduct that social workers should follow in their practice.

Ethics are at the core of social science professions especially social work which is related to values and ethics (Papouli, 2014:17), an opinion which is shared by Reamer (1998:488), one of the leading authors in the study of professional ethics within the social work profession, who states that ethics has always been the core feature of social work and that the core values and ethical beliefs of social workers are the key to social work profession. Caras (2013:140) supports these views by stating that social work is a professional field that is rooted on solid constructive ethical values.

Bhuda (2019:117) adds that there are two aspects to ethical issues in social work practice. Firstly, they describe the standards expected by social work practitioners and secondly, they stipulate unethical behaviours that practitioners should avoid. According to the South African Council for Social Service Professions ([Sa]:3), the social work profession has an obligation to clearly articulate on its values and ethical principles as well as its standards. Bank in Papouli (2014:32) points out that ethics are often seen as the “cornerstone of professionalism” and they are necessary for any profession that is legitimate. Furthermore, Levy in Cohen (1987:194) states that it is ethical to render supervision in accordance with values of social work profession.

The South African Council for Social Service Professions ([Sa]:6-7) states that to render quality social services, social workers should follow and be guided by the following ethical values or principles: social justice, respect for other people’s worth and their rights as well as their dignity, competency, integrity and responsible towards the social work profession. Bhuda (2019:124) adds that these principles are formulated to ensure the regulation of social workers practice, both the social work supervisors and their supervisees have the responsibility to

ensure that they practice within the parameters of the social work values and principles. Caras (2013:140) shares similar sentiments, that social work supervision of which incorporate the educational process and the training process of the social work specialists of which may be defined by combining it with the ethical side of the social welfare practice, taking into consideration that on the basis of both process, the social work supervision together with its ethical principles are both of great importance towards the social work profession. Caras (2013:140) further indicates that ethical practice in social work supervision is of great importance because it may have an influence on the service users' quality of life since the social work supervisor has the responsibility of ensuring that a distribution of justice takes place through applying a set of principles in supervision. Papouli (2014:17) solidifies the preceding views by stating that the successful implementation and continuous development of the professional ethical standards for social work profession in the work environment is important towards ensuring the provision of high quality social welfare services to their clients.

Ethics are indispensable in social work supervision because they stipulate how social work supervision should be carried out and they also set out practice boundaries that are beneficial to social work supervisors together with their supervisees, their supervisees' clients and the organisation that provides social work services (Bhuda, 2019:120). It can also be deduced from the discussion that ethics are important in social work profession and to supervision in particular because they guide social workers to conduct themselves in an ethical and professional manner. Ethics are also important because they respectively ensure quality social work services. To ensure ethical social work practice, supervisors should therefore adhere to the following general ethical standards:

- **Integrity of the profession**

Social workers should always ensure the maintenance of the professional integrity of the social work profession. To adhere to the integrity of social work profession,

the South African Council for Social Service Professions ([Sa]:8) states that social workers should be committed to maintaining and promoting high quality social work practice standards, and they should ensure the promotion and maintaining of social work values together with its ethics and social work knowledge as well as its mission and they should also strive to ensure the protection, enhancement and improvement of the integrity of the social work profession through appropriate means such as furthering their studies and research, they should also actively involve themselves in discussion with other social work colleagues and responsible criticism of the social work profession.

The National Association of Social Workers (2013:19) indicates that social work supervisors should ensure that they evaluate their supervisees' work performance in a fair and respectful manner. Caras (2013:140) solidifies the above views by stating that the ethical supervisor of which is a gatekeeper of the ethical compliance in the social work profession will have to take into consideration the anti-discrimination policies in social work practices. To further aid the integrity of the social work profession, social work supervisors should ensure that they contribute immensely to the knowledge base of the social work profession and ensure that they share with other social work colleagues their knowledge of social work practice, research and ethical issues (South African Council for Social Service Professions, [Sa]:8).

It could be concluded in this study that social work supervisors can maintain the integrity of the social work profession by ensuring that supervisees expand their social work knowledge through continuous development studies on ethical issues to have finer and much better understanding of the social work values and ethics. Besides adhering to the integrity of the social work profession, social workers should also ensure that they are not negligent when rendering services hence the discussion below.

- **Negligence**

Neglecting duties in the course of social work practice may be considered to be unethical conduct. Social work duties should be conducted and implemented in a way that conforms to generally accepted and set standards of practice within the profession. The behaviour of the social workers should not damage their own or professional status, taking due consideration of the “prestige, status and dignity” of the social work practice (South African Council for Social Service Professions, [Sa]:9). The researcher is of the view that when it comes to supervision, supervisors should ensure that they do not neglect their supervision duties and leave their supervisees unsupervised, they should provide supervision to all their supervisees based on their level of work competence and established supervision contract. In making sure that supervisees are not neglected, supervisors should ensure that supervisees render services according to practice standards to be discussed later in the chapter. Supervisors should also make sure that supervisees are honest hence the discussion below.

- **Dishonesty**

Social workers should ensure that they avoid dishonest activities in their practice. Social work supervisors together with their supervisees are likely to be faced by “ethical dilemmas” when rendering social work services to their clients (National Association of Social Workers, 2013:19) and to ensure that social work practitioners are not involved in “ethical dilemmas” such as dishonest activities, the South African Council for Social Service Professions ([Sa]:9) advises that social workers should not participate, associate or do dishonest things in the course of their social work duties as it could be considered unprofessional behaviour.

It is therefore suggested in this study that if the issue of dishonest is to be tackled head on, the social work supervisor should facilitate the discussion of honest early in the social work supervisor-supervisee relationship, during the beginning phase. As the supervision relationship progresses, the issue should then be revisited according to need. The benefit of talking freely about dishonesty is that it will aid

social work supervisees and social work supervisor to be honest about their shortcomings in practice, which will in turn aid them to consult or seek knowledge accordingly to address their competence.

- **Competency**

Competency is essential in assisting social work supervisors and their supervisees to effectively deal with ethical dilemmas. The National Association of Social Workers (2013:19) indicates that to effectively deal with the issue of “ethical dilemmas”, the social work supervisor together with the supervisee should possess extensive knowledge particularly on the code of ethics under which they operate. This sentiment is shared by the South African Council for Social Service Professions ([Sa]:13) that social workers should be able to offer services within the scope of their social work education, training, and consultation obtained as well as the experience they received through supervision or other germane social work experience which will enable them to express their abilities. Cohen (1987:194) asserts that competent social work supervisors have adequate and sufficient self-awareness to make informed judgments about whether they can establish a productive work relationship with specific workers.

The South African Council for Social Service Professions ([Sa]:12) adds that in order to hold to the social work ethical standards social work practitioners should be able to simultaneously keep and maintain their professional competence in the field of service delivery by continuing to improve their social work education, developing and consulting as well as complying with the current scientific or social work standards and that If there are no accepted standards in emerging practice areas, social workers should ensure that they make careful judgments and take appropriate steps such as education, training, research and consultation as well as supervision to ensure their ability to work and ensure that their clients are protected from any harm (South African Council for Social Service Professions, [Sa]:13). The National Association of Social Workers (2013:21) contends that social work supervisors should ensure that their supervisees are adequately

trained to effectively respond to the workplace conflict, and positively respond to threats made and harassment in their line of duty, as well as protecting the property and effectively deal and tackle assaults and their emotional consequences. The researcher concurs with the above discussion that social work supervisees should be competent and adequately trained to share their knowledge with their supervisees and by so doing, both the social work supervisors and the supervisees will be able to effectively deal with the issue of ethical dilemmas during the course of their duties.

- **Dual relationships**

In order to ensure quality supervision practices, social workers are warned to not involve themselves in dual relationships (National Associations of Social Workers, 1993:5; 2013:19; Reamer, 2003:122). Dual or multiple relationships happen when a professional is engaging with his/her clients or core-workers in more than one relationship i.e. sexual relationship (Reamer 2003:121). Reamer (2003:122) asserts that dual relationships in most cases take place between a social worker and his/her current/former clients and they also take place between a social worker and his/her colleagues including social work supervisees and students social workers. According to Reamer (2003:121), boundary issues happen when social workers are confronted with possible conflicts of interest which can present itself in the form of what scholars called “dual or multiple relationships”.

Strom-Gottfried (1999:439) shares the sentiments of the preceding author when pointing out that boundary issues are violated through a number of things such as sexual involvement with a client or colleague, dual or overlapping relationships between colleagues or their clients, or other role ambiguity constitutes a clear and more painful compromise of the social work practice ethics. The National Association of Social Workers (1993:5; 2013:19) warns that social workers should never allow or establish any “dual or multiple relationships” with their serving clients and their former clients respectively. However, Reamer (2003:122) admits

that although not all “dual relationships” may be avoided, intimate relationships with clients should always be avoided by all means.

Dual relationships are discouraged because they have the potential to damage the social work relationship(s) (South African Council for Social Service Professions, [Sa]:25). If “dual relationship” come into being or is discovered after the social work relationship has commenced, then the social worker should put to an end the social work relation and should do so in a manner which is appropriate. The National Association of Social Workers (2013:20) is of the view that if the social work supervisor recognises a potential boundary problem with his or her social work supervisee, he or she should ensure that it is acknowledged and assessed how such a boundary has made an effect on the provision of supervision and resolve the dilemma.

Reamer (2003:129) further indicates that to adequately and effectively manage “boundary issues” in social work practice including supervision, social workers should ensure that they have a clear knowledge or understanding of what distinguishes the “ethical and unethical dual relationships”. Reamer (2003:129) indicates that social workers should ensure that they design and develop a plan to effectively address and solve the “boundary issues” in social work practices and to ensure that services users, social work colleagues and third parties are protected to the greatest extent, and that workshops can play a practical role in improving the capabilities of social workers so that they are able to protect their clients, and ensure the reduction of risks related to the “boundary issues and dual relationships” in social work practice. The researcher agrees that social work supervisors should be responsible for ensuring the development of the plan to address and resolve boundary issues.

It is evident from the discussion that social work practitioners should never engage themselves in dual relationships with other social workers or with their clients or former clients. The researcher is in support of these views because he

has observed in the past in his place of work where some social work supervisors were involved in dual relationships with their supervisees and where some social workers were also involved in dual relationships with students social workers and which eventually led to hostile work environment instigating mediation from management to try and resolve the feud.

- **Confidentiality**

Social work supervisors should always maintain confidentiality during their practice. This is because in the course of their supervision relationship, supervisees will share personal and private information with their supervisors because supervisors have to render supportive supervision to supervisees even on personal matters if found to be hindering practice. Therefore, supervisors should not share personal information of supervisees and should not allow such information to be the focus of social work supervision (National Association of Social Workers, 2013:21). Failure to adhere to this ethical principle will strain the supervision relationship.

Another way of ensuring that the relationship is not strained is that supervisors should also discuss limitations of confidentiality in supervision with supervisee. Power (2007:66) finds that if the social work supervisor informs and assures the supervisee that all content of the supervision will be strictly confidential, then the social work supervisor is likely to be showing a serious lack of knowledge about the nature of confidentiality. Power (2007:66) further found that while supervisees may feel that any matters discussed through the supervision sessions with their supervisors should be protected from being divulged to any person who is outside the supervision process, it is vital to take into consideration as to under which circumstances will the social work supervisor be obliged to discuss the supervisee behaviour with a third party.

It is apparent from the discussion that social work supervisors should always ensure the protection of confidential information shared by their supervisees

during the supervisory programme. It is also evident from the discussion that there are circumstances that could necessitate the social work supervisor to discuss the supervisee's work with a third party, therefore, it is crucial for supervisors to make their supervisees aware about this possibility. The researcher is further of the view that maintaining confidentiality during the professional duty between the social work supervisor and the supervisee, will ensure the establishment of trust between the social work supervisor and the supervisee that will eventually lead to a solid supervisory relationship between the supervisor and the supervisee.

It can further be deduced from the discussion that ethical issues are important in social work supervision since they ensure the ethical compliance. Therefore, to harness the supervision relationship, it has been evidenced by the discussion that social work supervisors should ensure that whatever that they discuss with their supervisees should always remain confidential. It has also been found that limitations of confidentiality should also be explored by social work supervisors and supervisees.

2.11 LEGISLATIVE FRAMEWORKS AND POLICIES FOR SUPERVISION

Social work supervision is provided under the auspice of legislative frameworks and policies. The term legislation refers to "laws collectively or the action of legislating" (Soanes et al, 2006:814) while policy refers to a proposed action plan or guidelines followed by the government or an organisational entity in order to achieve the goal, and is continuously subject to effects by the environmental changes and influence (Roux, 2002:424). Consequently, South Africa as a sovereign country also has legislations and policies that govern all aspects of the lives of its citizens. Likewise, there also exists various legislation and policies in South Africa which guide the practice of social work supervision. This discussion will commence by discussing the implication of the Constitution the Republic of South Africa on supervision because the constitution is the Supreme law of the country.

2.11.1 The Constitution of the Republic of South Africa, Act No 108 of 1996 as amended

Section 23 of the Constitution of the Republic of South Africa, Act No 108 of 1996 as amended explicitly spells out that every person has the right to enjoy fair labour practices. Similarly to the Labour Relations Act every person has the right to fair labour practices including in social work supervision. Thus, the researcher is of the view that in order to adhere to the afore-said section, social work supervisors should provide supervision fairly and be objective when evaluating the performance of the supervisees. Supervisees should also play their role and ensure that they attend to the agreed upon supervision sessions and by so doing, social work supervisors and supervisees will be able to ensure that they adhere to fair labour practices which will eventually lead to the rendering of quality supervision practices.

In addition, Section 24 of the Constitution of the Republic of South Africa, Act No 108 of 1996 as amended deals with the environmental protection and spells out that every person has the right to be within the environment that is harmless to his or her health or well-being and has the right to protected environment in order to benefit the current and upcoming generation. The researcher is of the view that in order to ensure quality supervision practices, the social work supervisor and the supervisee should operate in an environment that is conducive for supervision to take place.

Furthermore, Section 195 of the Constitution of the Republic of South Africa, Act No 108 of 1996 as amended sets out the basic values and principles that are managing and governing the public administration. It stipulates that high professional ethical standards must be respectively promoted and maintained and that public administration must be aimed at developing the skills and abilities of people. It further stipulates that services in the public administration must be

impartially and fairly rendered without prejudice or bias and that the people's needs must always be met, and that the public should always be encouraged and motivated to take part in policy-making. It is also stipulated that public administration should be responsible and "good human-resource management" and "career-development" practices should be cultivated to ensure that human potential is maximised within the public administration.

The promulgations by the Constitution have implications for social work practice including social work supervision. It can be deduced from the Constitution that to provide quality supervision, the social work supervisor and the supervisee should jointly adhere to the professional ethics that govern the social work practice. For social work supervisees to continuously provide good quality services to the service users as per the values and principles of the afore-mentioned Act, they should receive continuous training and development in terms of section 195 of the Constitution which advocates for the promotion of career development practices within the public administration and in social work, this can be achieved by providing social workers with efficient supervision as alluded earlier by Engelbrecht (2014a), Hawkins and Shohet (2012) and Carpenter et al. (2015). The provisions of the Constitution further denote that social work supervisors should also receive continuous training and development that will enable them to render quality supervision to their supervisees which will also enable them to efficiently and effectively provide quality services to their clients. The provision of social work supervision should be guided by the Social Work Amendment Act No 102 of 1998 which is discussed next.

2.11.2 The Social Work Amendment Act, Act No 102 of 1998

Section 11 of the Social Work Amendment Act No 102 of 1998 clearly spells out that a social work practitioner may only be provided supervision on the matters pertaining to the field of social work practice by a fellow competent social worker who is registered to render such services. It is critical to note herein that some

research findings have evidenced that this promulgation was not complied in South Africa (Department of Social Development, 2012:11). The SACSSP have also indicated their dissatisfaction with the issue of social work practitioners who are offered supervision by other professionals outside the field of social work practice who even do not qualify to render social work supervision to social workers (Department of Social Development, 2012:11).

Hughes and Wearing in Engelbrecht (2015:311) have also acknowledged that managers who are not social workers by profession are increasingly managing social workers. This was also evidenced in South Africa in a Social Work Indaba that was held in Durban with the theme: "Revitalising the Social Work Profession in South Africa" wherein social workers reported to having been offered supervision by non-social workers (Engelbrecht, 2015:311; Department of Social Development, 2015:24). The study conducted by Silence (2017:117) found that less than half of the social work supervisees in the Department of Health in the Western Cape reported to social work supervisors while the remaining social work supervisees reported to medically trained personnel such as pharmacists, psychologists and facility managers.

The researcher has also noted with concern the growing propensity of District Managers in the DSD Limpopo province who are not social workers by profession but are currently rendering supervision to social work managers which is contradictory to the articulation made by the SACSSP and the Act that supervision of social workers should only be rendered by fellow competent social workers and who are registered with the SACSSP to render such duties. Engelbrecht (2015:326) indicates that non-social workers should therefore not be allowed to supervise social workers in South Africa.

The researcher is also of the view that for social work supervisees to provide quality of services to their respective clients, they should be under the supervision of a competent and registered social work supervisor who has the best interest of

the supervisees and the profession at heart. The National Department of Social Development should embark on a roadshow to teach and train various employers of social workers on the legislations regarding the supervision requirement including the implications for non-adherence to the supervision requirement. Such training will be significant because it would ensure that all employers adhere to social work labour relation matters.

2.11.3 The Labour Relations Act No 66 of 1998 as amended

The Labour Relations Act advocates for the workers' rights to fair labour practices. The Act also reflects on the concept of workers and their employers' rights as envisaged by the Constitution of the Republic of South Africa. The researcher is of the view that social work supervisors in their supervision endeavor should ensure that supervisees are not subjected to unfair labour practices. Social work supervisees have the right to receive quality supervision that will enable them to provide quality services in line with their organisational policies and procedures. Consequently, the employer(s) of social workers should ensure that adequate personnel for both social work supervisors and supervisees are available to render effective services and ensure that supervisees receive quality supervision that they are ought to receive.

The SBA adopted in this study also concurs with this Act because the SBA encourages the sharing of responsibilities in leadership. The SBA denotes that in order for social work supervisors to ensure that supervisees are not subjected to unfair labour practices, they should make sure that supervisees share the responsibility of the process and/or also play leadership roles. By making social work supervisees part of the leaders of the supervision, they will then also contribute towards the success of the relationship whilst simultaneously gaining new leadership skills, which they can use later, should they also move to supervision roles.

It can be deduced from the articulated discourse that social work supervision in South Africa is not just offered haphazardly because there are certain legislative frameworks that underpin and guide the provision of social work supervision such as the Constitution of the Republic of South Africa Act No 108 of 1996 as amended, the Social Work Amendment Act No 102 of 1998 and the Labour Relations Act No 66 of 1998 as amended. In addition to the above legislative frameworks, the following policies also underpin the supervision of social workers in South Africa:

2.11.1.1 The White Paper for Social Welfare

The White Paper for Social Welfare was promulgated in 1997. Chapter four of the said policy provided a brief summary of the status of human resources within the welfare sector specifically for social work practitioners at the time. The policy also reflected on issues of re-deployment of workers, capacitation and orientation of workers, education and provision of training to workers, remuneration and the provision of working conditions for workers (Republic of South Africa, 1997:32).

The White Paper, amongst other issues stipulated that social work employers are responsible for ensuring that social workers together with their supervisors are adequately capacitated to render their duties; that social work supervisors should be provided with training to enable them to effectively fulfill their supervisory duties and to ensure that social work supervisees are provided with quality supervision; and that the employer of social workers should also ensure that newly employed social workers are oriented about the agency's vision, mission and its procedures. The policy further articulated that newly employed social work supervisors should also be given a clear mandate of what is expected of them to ensure the provision of quality supervision to their supervisees.

From the discussion, it can be deduced that the White Paper for Social Services has elements of the SBA it emphasised the need for continuous professional

development of both the social work supervisors and supervisees. The policy also advocated for good working conditions for practitioners hence the views by Lombard (2008:168) that the “White Paper for Social Welfare” marked a turning point in the history of social welfare in South Africa. Lombard (2008:168) indicates that the afore-said policy has not only ensured the correction of the historical imbalance of decades, but it has also ensured the repositioning of “social welfare as a role player in social development in the new democracy”. Years later, the “Recruitment and the Retention Strategy for Social Service Practitioners” was developed, which made a clarion call for supervision of social workers to be given serious attention if social workers are to be retained to the profession.

2.11.1.2 The Recruitment and Retention Strategy for Social Service Practitioners

The Recruitment and the Retention Strategy for Social Workers was compiled in 2006 by the DSD in South Africa. The policy has identified the supervision of social work practitioners as one of the important areas that needs serious attention to achieve the retention of social workers. In 2006, the afore-said strategy gave attention to a significant reduction on the work productivity and quality of social welfare services offered to the service users due to the lack of quality supervision. This was apparently exacerbated by high workloads, emotional and other traumatising experiences by social workers rendering services, high stress levels due to personal, professional and other social demands as well as the lack of tools of trade to conduct the work effectively (Department of Social Development, 2006:32).

The study conducted by Skhosana (2020:114-116) on the “Dilemma faced by NPOs in retaining social workers: A call to revisit the Retention Strategy” found that most of the participants cited the issue of low salaries, heavy workloads due to the shortage of capacity, personal factors such as low morale, stress and burn out as well as the emotional exhaustion because the remaining social workers are

coerced to deal with heavy workloads as some of the factors were hindering NPOs to retain social workers in the profession.

Maluleke (2019:32-35) and Chauke (2018:43) in their studies titled “Work-related stress among social workers in the Greater Giyani Municipality”, and “The role of employee assistance programme in managing the morale of social workers in the Department of Social Development, Greater Tzaneen office, Limpopo province” also came to similar findings where lack of supervisors support, lack of resources to do the work and poor remuneration, limited competencies in some of the social work supervisors, lack of conducive office space to render supervision and low morale amongst the social work supervisors were found to be some of the factors that the Recruitment and the Retention Strategy highlighted that they should be urgently addressed if social workers are to render high quality services to their clients.

These findings are further supported by the study conducted by Kheswa (2019:1) on the “factors and effects of work-related stress and burnout on the well-being of social workers in the Eastern Cape province, South Africa” where it was found that social workers are faced with extensive workloads, are highly dissatisfied in their work, they are exposed to traumatising situations, they lack resources to do their work and they receive inadequate support from their supervisors.

The researcher concurs that if social workers are to be retained to the profession, then supervision of social workers should be fixed since it is the key element of ensuring quality social work practice as they say that “the fish rots from the head”. If supervision of social workers and the provision of tools of trade are not given serious attention, then retaining social workers to the profession and ensuring the provision of good quality services to the clients will always be a pipedream. One way to ensure that social work supervision is effective maybe might be for social work supervisors to adhere to the Batho-Pele Principles, which calls for the

provision of quality driven service delivery which will place service users at the centre of the service and be treated as a person first.

2.11.1.3 Batho-Pele Principles

The Batho-Pele Principles came into effect in 1997. The Batho-Pele principles encourage the provision of quality driven and person-centred service delivery. Patel (2019:6) concurs that Batho-Pele Principles promote the idea that service providers should place the user of services first in their actions, and provide an excellent framework that will enable service users to think about what they should expect from government departments. It permits the provision of access to information, promotes services that are transparent, cost effective and time bound, as well as redress (Republic of South Africa, 1997).

The Batho-Pele principles include consultation, courtesy, information, redress, service standards and value for money. Social workers should render services that are of quality to their clients and be transparent about their services as per the afore-said principles. In the same token, because social work supervisees are “clients” of the social work supervisors should also render transparent, cost effective and timeous supervision services in compliance with the policy. In order to render quality supervision, social work supervisors should be accessible to their supervisees as and when they are needed. Where supervisors cannot be readily available to supervisees, then the social work supervisors should arrange with fellow supervisors or arrange peer supervision for their supervisees. In this regards, the SBA is also relevant because it calls for the exploration of the supervisees’ skills and abilities through the support that they should get from their supervisors, it also encourages the supervisor and the supervisee to share their learning, to share leadership and to share their responsibilities to ensure the provision of quality supervision and to ensure that supervisees render good quality services to their clients. Consequently, supervisees should be informed about areas where they should improve during their professional practice. Besides

the Batho-Pele Principles calling for quality driven services, the Supervision Framework for Social Workers in South Africa is another policy which is geared towards the provision of quality supervision by social work supervisors.

2.11.1.4 The Supervision Framework for Social Workers

The establishment of “Supervision Framework for Social Workers in South Africa” (2012) was propelled by the concerns from various stakeholders and the DSD in conjunction with the SACSSP started the process to develop the afore-said policy which is intended for use by all organisations that employ social workers in South Africa (Department of Social Development, 2012:12). The rationale behind developing the supervision framework within the social work fraternity came from the dire need for the provision of good effective supervision for the betterment of social services being rendered to the clients (Department of Social Development, 2012:12). The aim of the afore-said policy is to provide effective quality supervision to social workers so that they are able to offer competent and quality social work practice services that prioritises the best interests of social service recipients within the country (Department of Social Development, 2012:14).

The objectives of the supervision framework are to conceptualise, contextualise and to ensure the provision of norms and standards that will guide the implementation of quality supervision to the social work supervisees (Department of Social Development, 2012:14). Furthermore, the mandatory requirements for effective supervision are highlighted in the policy, which include requirements for newly appointed social workers, requirements for the provision of supervision after the signing of supervision contract and the requirements for supervision session to take place. For instance, it is stipulated in the policy that a newly employed social workers should be supervised every two weeks for a period of three years before being promoted to the consultation level of supervision. It is also reiterated in the policy that a social work supervisor should be a registered social worker with the SACSSP.

With regard to social work supervisors, amongst other requirements, the policy report that the social work supervisor should have at least three years of practice experience and should participate in and successfully complete a supervision course which is provided by an “accredited service provider” which is registered with the SACSSP (Department of Social Development, 2012:38). By adhering to the requirements, it is envisaged that the purpose of social work supervision would be attained.

It can therefore be deduced from the discussion that social work supervisors should adhere to all the requirements for supervision, because failure to adhere to all the requirements for supervision may compromise the quality of supervision which will in turn compromise the quality services offered by supervisees. One mechanisms for ensuring compliance with the policy, as alluded earlier, is the fact that the DSD in South Africa has developed, amongst others, Generic Norms and Standards for Supervision of social workers in South Africa.

2.11.1.5 Generic Norms and Standards for Supervision of social workers in South Africa

The norms and standards for supervision of social workers in South Africa are contained in the Generic Norms and Standards for Social Welfare Services promulgated that came into effect in 2013. The provisions of the policy imply that supervision of social work practitioners in South Africa should always be in-line with supervision norms and standards. A variety of norms include that social welfare service providers should ensure the rendering of quality supervision to social workers, that supervision of social workers should be well structured and thoroughly planned and should incorporate all functions of social work supervision, social work supervisors should possess adequate supervision training and experience, social work supervisors should be qualified and experienced within the professional field of social work practice and occupation and should also ensure the provision of management function when rendering

social work supervision to name but a few. The norms are also operationalised into standards and are discussed below.

- **Social welfare service providers should ensure the rendering of quality supervision to social workers**

Social welfare service providers have the responsibility to ensure that social workers who work in their agencies or organisations receive quality supervision and they should also ensure that social work supervisors are appointed in their “specific registration categories”. In addition, to ensure quality supervision, social work supervisors should be provided with appropriated and clear job descriptions to clarify their job responsibilities, their allocated time, and accountability and that the social work supervisor-social work supervisee supervision ratio be between four and eight taking into account factors of distance from the social work supervisor to the social work supervisee office and supervision responsibilities (Department of Social Development, 2013a:50).

It is deduced in this study that in order to ensure the provision of quality supervision, the roles of social work supervisors should be clearly explained to them. In addition, social work employers also need to ensure that they appoint social work supervisors who are qualified and experienced particularly in the practice field of social welfare and occupation hence the next discussion.

- **Social work supervisors should be qualified and experienced within the field of social welfare profession and occupation**

To ensure the provision of quality supervision, social work supervisors should have relevant professional qualifications and his/her name should appear on the register of the SACSSP as a practising social worker, and should at least be having three years of working experience particularly in a related field of practice or have supervision experience in other fields, and they should participate in supervision course which is provided by an accredited service providers that are accredited by SACSSP and social work supervisors should appear and listed on the supervisors database of the SACSSP (Department of Social Development, 2013a:52).

It is equally clear from the discussion that social work supervisors can render quality supervision practices to their supervisees only when they are qualified and have appropriate practice experience to provide supervision to their supervisees. Besides being qualified and with appropriate practice experience within the practice field of social welfare profession and occupation, social work supervisors should be adequately trained and experienced hence the next discussion.

- **Social work supervisors should possess adequate supervision training and experience**

To ensure that quality supervision practices are provided, social work supervisors should ensure that they participate in supervision courses that will be rendered by an “accredited service provider” which is accredited by the SACSSP, and ensure that they have received a basic training inside the professional field of social work practice or methods of social work interventions which are germane to their social work supervision practices i.e. a higher social work degree or a qualification in a specialised field and should at least have a three full years’ of practice experience particularly in a specific field or method of social work practice (Department of Social Development, 2013a:52).

The researcher concurs with the preceding view that social work supervisors may be able to offer quality supervision to their supervisees if they attend supervision trainings and also expand their social work supervision knowledge through relevant certification and master of social work degrees. Besides possessing adequate training and experience, social work supervisors should ensure that they provide supervision working jointly with their supervisees and such supervision should be in compliance with the practice needs of the social work supervisee hence the next discussion.

- **Social work supervision should be based on the joint collaboration of the social work supervisor and the social work supervisee and take into consideration the practice needs of the social work supervisee**

To ensure the rendering of quality social work supervision by social work supervisors, the supervisory plans or programmes should always be aimed and tailored to the specific practices and the supervisory contract should be formulated, which should include amongst others the long-term supervision professional development goals which should be negotiated by both the social work supervisor working jointly with the supervisee and should be reviewed on a periodically basis (Department of Social Development, 2013a:52-53). Consequently, in order to render quality supervision practices, social work supervisors should ensure that they put special focus on the practice needs of the supervisees so that the social work supervisee will be able to develop and provide good quality services to the clients and reach the ultimate purpose of social work supervision. Besides rendering supervision that takes into consideration the practice needs of the social work supervisee, social work supervisors should also ensure that they provide supervision that is well structured and well planned which takes into account all the functions of social work supervision hence the next discussion.

- **Supervision of social workers should be well structured and thoroughly planned and should incorporate all functions of social work supervision**

The social work supervisor and his/her social work supervisee should ensure that they make a significant contribution towards the supervisory agenda and ensure that they review the decisions that were made in the last supervisory session to ensure appropriate actions taken (Department of Social Development, 2013a:53). These standards denote that in order to ensure quality supervision practices by supervisor, the supervisors should ensure that they plan for the supervisory sessions together with their supervisees and they should determine the issues or matters that will be discussed during the supervision session and they should also ensure that the agenda is drawn before the supervision session commences. To achieve this, the social work supervisor and the supervisee should work together in the process of supervisions to ensure the provision of quality supervision practices. Social work supervisors should also ensure that the aspects of management functions are included in the supervisory practices hence the next discussion.

- **The social work supervisor should ensure the provision of management function when rendering social work supervision**

In order to ensure the provision of quality supervision practices, the social work supervisors should ensure that they consider the followings aspects when doing their job: they should ensure that they clearly communicate the organisational changes and initiatives with their supervisees, they should ensure that the management is briefed about any resource shortages, they should communicate the needs of their supervisees to the management, they should ensure that they seek policy clarification when they do not have adequate knowledge about such policies, and they should also consult with other employees or other social work supervisors and ensure that feedback is provided to the management on how they view organisational policies and practices (Department of Social Development, 2013a:54).

In the same token, social work supervisors should also ensure that they inform the management about the needs of supervisees including the shortage of resources that could negatively affects the rendering of quality services to the clients. Moreover, the social work supervisor should alert management of supervision challenges and their needs to enhance the quality of supervision.

The need for quality social work supervision has been evidenced herein by unpacking the various norms and standards of supervision in the chapter. The researcher concurs with the discussion and he is also of the view that social work supervisors should be able to offer quality supervision to their supervisees only when they are qualified and with appropriate practice experience to supervise social workers and also have undergone supervision training. The researcher also concurs that supervision should be a joint endeavor between the social work supervisor and the supervisee. Supervision cannot be rendered in isolation, both the social work supervisor and the supervisee need to play their role to ensure that good quality supervision takes place. Bhuda (2019:112) also argued that social work supervisors cannot do it all by themselves but they need the assistance and

the support of their employers to render supervision as per the norms and standards.

It is clear from the articulated discourse that just like the legislative frameworks that underpin the provision of social work supervision in South Africa, there are also policies that govern and guide the provision of social work supervision in the country such as the Whiter Paper for Social Welfare, the Recruitment and Retention Strategy for Social Service Practitioners, the Batho-Pele Principles, the Supervision Framework for Social Workers and the Generic Norms and Standards for Supervision of social workers in South Africa. Though the researcher believes and is in support of the afore-said policies, he is of the view that it is not the availability of the policies that ensures the provision of quality supervision by supervisors rather the implementation of policies will ensure that social work supervisors offer quality supervision to their respective supervisees.

2.12 THE CORE ATTRIBUTES OF QUALITY SUPERVISORS

The ideal or quality social work supervisor should have core attributes and according to Aasheim (2012:22) they should have many qualities and they should be able to maintain clarity about their supervisory role. Aasheim (2012:22) indicates that quality social work supervisor should be able to display some of the skills and qualities that should be able to make him/her effective. Engelbrecht (2019:157) concurs with the preceding view by indicating that social work supervisors should possess necessary knowledge and skills that are vital to provide supervision that is appropriate and that they should do so within the areas that they are knowledgeable and competent about.

Davys and Beddoe (2010:52) mention the following aspects which are the attributes of the quality supervisor: The social work supervisor should be competent and knowledgeable as the practitioner, the social work supervisor should be competent and trained to provide supervision, the social work supervisor should have the ability to challenge the supervisee and do so in the manner that is

supportive to the supervisee, the social work supervisor should be open to feedbacks and should also have the ability to monitor him/herself as the supervisor, the social work supervisor should have the ability to provide support and the ability to contain range of situations as well as emotions, the social work supervisor should be able to manage power and authority within the supervisory process, and that the social work supervisor should be able to receive and value their own supervision.

Ladany, Mori and Mehr (2013:35-36) solidify the above core attributes by also mentioning the following additional core attributes of a quality supervisor: The quality social work supervisor encourages autonomy, the quality social work supervisor has the ability of strengthening supervisory relationship, the quality social work supervisor is able to provide an open discussion between him/herself and the supervisee, the quality social work supervisor has the ability to demonstrate knowledge and skills, the quality social work supervisor has the ability to provide constructive challenge, the quality social work supervisor has the ability to provide feedback and reinforces the supervisee, the quality social work supervisor is able to engage and value supervision.

From the discussion, it can be construed that in order for social work supervisors to render quality supervision, they should have specific core attributes that will simplify the rendering of quality supervision practices to their supervisees. Social work supervisors should be skilled, competent, trained and have the ability and willingness to solidify the supervisory relationship. The social work supervisor should be able to provide feedback that will assist the supervisee in the supervisory process. It is also revealed in this study that a social work supervisor will offer quality supervision if they adopt the ethos of the SBA. The SBA advocates for the exploration of the supervisory skills that are essential towards the rendering of quality supervision. It is envisaged by the discussion that if the social work supervisor has all the identified core attributes, then they would be able to provide quality supervision. To showcase the said attributes, social work supervisors

should play their roles and be responsible in supervision hence the discussion below.

2.13 THE ROLES AND RESPONSIBILITIES OF SUPERVISORS IN SUPERVISION

Social work supervisors have certain roles and responsibilities when rendering social work supervision. The South African Council for Social Service Professions (SACSSP) ([Sa]:37-38) has identified the following roles and responsibilities of the supervisors: Social work supervisors should possess knowledge and skills that are necessary to supervise and they should do so in the areas that they are competent and knowledgeable about, social work supervisors have the responsibility for ensuring that clear, appropriate and cultural boundaries that are sensitive are set, social work supervisors should be able to evaluate supervisees' performance fairly and with respect and they should be able to record what transpired during the supervision session, social work supervisors are delegated full responsibility to objectively evaluate the social work supervisees job performance and this responsibility should be fulfilled fairly and in a considerate manner.

The National Association of Social Workers (2013;13-14) and The Health Education and Training (2012;18-25) add to the above roles by mentioning the following roles and responsibilities of supervisors: that social work supervisors should be able to establish a learning environment that will enable social work supervisees to clearly understand the internal and external environment of their work, social work supervisors should be mindful of their limitations and render supervision based on their scope of supervisory competence, social work supervisors should ensure the provision of resources to their supervisees in order for social work supervisees to render their work effectively, social work supervisors should capacitate their supervisees with necessary skills that are needed in order for the social work supervisees to effectively manage their workload and social work supervisors should be able to facilitate discussion and the learning process of their supervisees.

It is therefore concluded from the discussion that in order to ensure the provision of quality supervision practices, social work supervisors should come to the party, that they should execute their supervisory roles effectively. Sharing the responsibilities will help to groom social work supervisees for the supervision role in the future. Similarly, supervisees also have roles and responsibilities that they should assume to ensure that quality supervision occurs.

2.14 THE ROLES AND RESPONSIBILITIES OF SUPERVISEES IN SUPERVISION

Research has evidenced the roles and responsibilities that social work supervisees should exercise in assisting social work supervisors to render quality supervision. Supervision is a process where the social work supervisor interacts with the social work supervisee (Social Work Accreditation Advisory Board (SWAAB), 2017:7). The SWAAB adds that social work supervisees have specific roles and responsibilities that they should take into account to see to it that quality social work supervision happens.

The Department of Social Development (2012:23) has identified the following roles and responsibilities of social work supervisees which are vital in ensuring quality supervision: The social work supervisee is responsible in complying with the code of ethics, the social work supervisee should ensure that he/she attends the agreed upon supervision sessions, the social work supervisee should ensure that he/she keeps up with the new developments that are taking place within the professional field and should keep all the recorded supervision sessions with the social work supervisor, the social work supervisees should seek feedbacks and evaluations from the supervisor in order to improve their own supervision, the social work supervisee should plan and prepare him/herself for the supervision session, and that the social work supervisee should review the supervision contract should a supervisory relationship becomes a barrier to the provision of quality supervision.

The Social Work Accreditation Advisory Board (2017:7) adds to the above by also mentioning the following supervisees' roles that are essential to quality supervision

practices: Social work supervisees should have a clear understanding and accept their roles and responsibilities as outlined in the supervision contract, social work supervisees should contribute immensely in the process of building a supervisory relationship, it is the social work supervisees responsibility to inform their supervisors about any matters that may negatively influence their competence to effectively do their work, social work supervisees should also inform their supervisors about any ethical or safety concerns that may emanate during their practice.

From the discussion, it can be deduced that social work supervisees are vital to the attainment of quality supervision. It is emphasised that in order for quality supervision to take place, social work supervisees should also be responsible; that they should come to the party by playing their roles, which include attending religiously their supervision sessions, planning for each session, asking for supervision feedback from their supervisors that would enable them to improve, maintaining supervision records, and that they should communicate their challenges to the supervisors.

The discussion of social work supervisor and social work supervisee roles has evidenced that social work supervisors would not be able to render effective supervision on their own, but that quality supervision can only be attained if both social work supervisors and social work supervisees share responsibilities for the supervision. The sharing of responsibilities by social work supervisors and social work supervisees has also been advocated by the SBA to ensure quality supervision. The next section addresses factors contributing to quality supervision.

2.15 FACTORS CONTRIBUTING TO QUALITY SUPERVISION

There are numerous sources, which indicate factors that may or should contribute to quality supervision. They include supervisory relationship, competencies and skills of the supervisor, supervisors training, continual professional development of supervisors, regular supervision and feedback, adherence to supervision contract

and sessions and supervisors multi-cultural competence. However, it is impossible that all the factors that are highlighted by various researchers can be discussed in this study. Consequently, a few are extrapolated and discussed below.

2.15.1 Supervisory relationship

Supervisory relationship has been proven to be the core of quality supervision practices. The social work supervisor and social work supervisee relationship is critical to the overall experience of positive supervision practices (Hughes, 2010:69). The social work supervisor and social work supervisee relationship is what ensures that supervision progresses and ensures a productive supervision session and feedback that is objectively based on honesty (Marc et al., 2014:221; Hughes, 2010:69). Aasheim (2012:20) concurs that the provision of quality supervision largely depends on the kind of relationship that the social work supervisor has with the social work supervisee. Aasheim (2012:20) adds that even though the social work supervisor and the social work supervisee should all take responsibilities in ensuring that the supervisory relationship is properly maintained and the supervisors' main responsibility is creating an enabling environment where quality relationship should develop.

Furthermore, an effective supervisory relationship is also of outmost importance in making a positive difference within the social work practice (Jacques, 2019:193). Sellers et al. (2016:310) add that the effective relationship of the social work supervisor and the supervisee should start by having a discussion that is honest and where the purpose of the supervision and its scope as well as the expectation for performance, and the commitment to the relationship by the social work supervisor and the supervisee will be articulated. Davys and Beddoe in Rankine (2019:32) assert that social work supervisors should have specific skills that are essential in establishing rapport and trust which are critical in developing the supervisory relationship.

Studies conducted by Illing (2019:33) and Aasheim (2012:20) evidenced the fact that the quality supervisory relationship is a key towards successful quality

supervision. The participants in the study conducted by Calhoun and Nasser (2013:28) indicated that the social work supervisor and the supervisee's personal and caring relationship were essential towards the success of the supervisory practices. Wynne (2020:94) holds a similar view by stating that a healthy supervisory relationship is vital for supervision to progress. McMahon (2014:11) and Illing (2019:17) are of the view that supervisory relationship is a key feature of ensuring that social work supervisees are satisfied with the quality supervision process.

Furthermore, Munson in Hughes (2010:68) indicates that trust is the core of a supervision relationship and supervision cannot go on in an environment where there is no trust between the social work supervisor and the supervisee. Munson in Hughes (2010:68) further indicates that the social work supervisor and the supervisee should work together to create conducive environment which will be based on trust. Ladany in Howell (2016:69) is of the view that the supervisors' lack of attention towards the supervisory relationship is an ingredient for supervision practice to fail. Illing (2019:34) posits that supervisory relationship takes time to develop, hence supervision should not be a "once-off professional activity". On the contrary, it needs to be maintained for long period of time and from the early beginning of the supervisees' career. In other words, supervisory relationship is one of the essential factors of ensuring quality supervision practices, and so are the competencies and skills of the supervisor.

2.15.2 Competencies and skills of the supervisor

Research has shown the importance of competencies and skills of the social work supervisor in the provision of quality supervision practices. Competencies are described by Champion, Fink, Ruggeberg, Carr, Philips and Odman (2011:225) as a combination of things such as one's knowledge, experience, attributes, and the right attitudes as well as the right combination of fundamentals and skills that are required to effectively execute work. On the other hand, skills are described by Alagheban in Veiseh, Poorashraf and Taban (2016:158) as person's ability of developing and reflecting on the role played in performing and its measurement

criteria are performance and actions under various conditions. It is clear from the above descriptions that competencies assist the worker to utilise his/her skills in order to do the work effectively.

Quality supervision is linked with the competencies and skills of the social work supervisors (Marc et al., 2014:222; Health Service Executive, 2015:14). Falender (2014:9) concurs that acquiring knowledge and skills is essential for social work supervisors to ensure quality supervision practices while Rankine (2019:40) emphasises that the most essential factors related to the provision of quality supervision are the supervisors' skills and attributes that enable them to respectively engage in critical reflection and the work or practice needs of the social work supervisee. Furthermore, Ncube (2019a:40) is of the view that social work supervisors should adequately be empowered with supervision skills so that they will be able to play their supervisory roles that are germane to the social development practices.

According to the Newfoundland and Labrador Association of Social Workers (2011:8), knowledge and skills required by the social work supervisors to provide quality supervision include but not limited to the following: Social work supervisors should acquire knowledge of theoretical supervision models, social work supervisors should have adequate knowledge of the functions of supervision and its roles, social work supervisors should possess adequate knowledge of documentations that are needed during supervision, social work supervisors should have a clear knowledge of their supervisees stages of development, social work supervisors should also have skills of identifying the learning needs of their supervisees, social work supervisors should be able to help their supervisees in establishing objectives that are measurable for learning and performing effectively, social work supervisors should also be able to effectively evaluate their supervisees and giving them feedback that will enable them to develop, social work supervisors should possess knowledge of techniques that should be utilised during supervision, as well as having adequate knowledge about their liabilities and their responsibilities as supervisors.

The Health Service Executive (2015:14) states that there are different ways that social work supervisors should use to develop themselves such as engagement in their own supervision, and through undergoing supervision training as well as self-study. The National Association of Social Workers (2013:10) suggests that social work supervisors should keep up-to-date with growth and development of the social work occupation which will enable them to provide their supervisory practices. Maglajlic (2020:6) states that there is a broad consensus that the social work supervisor should possess key qualities and skills such as openness to the supervisees' needs, flexibility and the ability to adequately manage tensions within different supervisory functions.

Illing (2019:19) posits that supervision should be rendered by social work supervisors who are credible and expertise in the field of supervision to ensure quality supervision. The study conducted by Illing (2019:19) further indicates that social work supervisors who understood social work related matters better were able to provide needed support to their supervisees. The study also found that social work supervisors who are expertise within the field of supervision are more likely to ensure that supervisees are greatly engaged within the supervision process.

With regard to supervisor competencies, the Child Welfare Information Gateway (2015:7) emphasises the fact that recruiting social work supervisors who are highly skilled is crucial given the challenges that comes with the supervisory position and their roles in ensuring effective practice. The Child Welfare Information Gateway (2015:7) suggests that organisations should foster growth of the supervisors by providing them with the professional and leadership opportunities in order to provide quality supervision practices. Illing (2019:20) concurs that organisations are likely to render best possible support to the best of their abilities to their clients through social work practitioners who are adequately knowledgeable and skilled as well as clearly understanding their roles.

From the discussion, it can be deduced that social work supervisors need to be competent and skilled in order to provide quality supervision. The researcher concurs that organisations and agencies that employ social workers should ensure that all plans are put in place with the aim of ensuring the capacitation and continuous learning of supervisors to ensure that social work supervisors are competent and skilled. The competence and skilling of social work supervisors can be achieved through supervisory training as discussed below.

2.15.3 Supervisors training

Research has shown the importance of providing adequate training to social work supervisors. Falender (2014:8) states that since supervision is a distinct occupation, it compels social work supervisors to have specific supervision training, i.e. to acquire knowledge, skills and have a positive attitude that will ensure the provision of quality supervision practices. The Social Work Accreditation Advisory Board (2017:6); Goliath (2018:105); and Cloete (2012:139) indicate that social work supervisors should be adequately exposed to supervision training that will equip them with skills and knowledge that are related to supervision to ensure that they successfully execute their supervision duties.

The need for trained social work supervisors has also been evidenced by a number of studies. For instance, supervisees in the study conducted by Mak (2013:46, 49) supported the need for social work supervisors to be offered training on supervision. To ensure quality supervision in Romania, social work supervisors are required to have practiced social work for five years and should attend supervision training (Marc et al, 2014:222). The study conducted by O'Donoghue (2010:273) concurs that social work supervisors should be able to access good quality education and training to ensure quality supervision. The study conducted by Shokane et al. (2017:285) indicates that the training of social work supervisors can help them to have a common understanding of what is expected of them which will simultaneously ensure the provision of quality supervision.

One might wonder as to why, if previous research studies have emphasised the need for training of social work supervisors, is the issue still relevant. The issue is still relevant because, for instance, the study conducted by Mak (2013:44), found that social work supervisors are overlooking some aspects of their duties such as the educational and supportive functions of supervision when rendering supervision to their supervisees. Consequently, Cloete (2012:140) indicate that social work supervisors should be exposed to training in supervision which will enable them to acquire the in-depth knowledge of all three functions of social work supervision which will lead to social work supervisors to allocate more time on the support and educational function of supervision respectively. Besides being trained, social work supervisors should continuously develop themselves to ensure quality supervision practices.

2.15.4 Continual professional development of supervisors

Research has shown the importance of continual professional development in social work supervision. The study conducted by Illing (2019:21) revealed that Continual professional development (CPD) for supervisors enables them to be more likely to furnish quality supervision and to stay on their supervision role. Bourn and Hafford-Letchfield (2011:53) concur with Illing (2019:21) by indicating that professional development of social work supervisors is vital because it assists them in addressing difficult practices and organisational issues as well as finding solutions to the complex problems within the organisation. The Newfoundland and Labrador Association of Social Workers (2011:8) and the National Association of Social Workers (2013:10) also denote that social work supervisors should continue to acquire specialised knowledge and skills pertaining supervision.

The Child Welfare Information Gateway (2015:7) asserts that social work supervisors who have settled to the organisation should be given opportunities and resources that will develop their knowledge and skills of their professional practice and such opportunities could be provided in the form of workshops, conferences, and advanced degree programmes such as a Master of Social Work Degree. Manthosi and Makhubele (2016:55) also concur that social work supervisors

should take it upon themselves in building skills pertaining to supervision and leadership that will enable them to be more productive and be able to meet the increasing demands that come with their supervisory position. In addition, the Irish Association of Social Workers (2016:10) suggests that social work supervisors should also commit themselves to maintain up-to-date professional supervision knowledge

The researcher is in agreement with the above-mentioned researchers that CPD will be beneficial to social work supervisors and to the supervisory practice as it will ensure that they remain relevant with the up-to-date theory of social work practice and on supervision. In fact, the researcher affirms that social work supervisors should commence with CPD once they have been appointed to the supervisory position which supported by proclamation of the Social Work Accreditation Advisory Board (2017:6). The involvement of social work supervisors in CPD will not only assist them to harness their knowledge and skills but will also assist supervisors to ensure that they host regular supervision sessions and feedback.

2.15.5 Regular supervision and feedback

Regular supervision and feedback are essential towards building the social work supervisees skills and ensuring that they render quality social work services to their clients. The Newfoundland and Labrador Association of Social Workers (2011:10) suggests that social work supervisees should have access to regular supervision within their organisations in order to provide quality social services, develop their social work knowledge and skills, improve the way they comprehend social work ethics and values, increasing their work satisfaction and provide valued prevention of emotional exhaustion. In other words, quality supervision meetings for newly employed social workers should be conducted on a regular basis, ideally receiving a minimum regular weekly to bi-weekly supervision which is protected for the first two years of their employment and in an environment that is protected (Newfound and Labrador Association of Social Workers, 2011:10) because greater frequent supervision sessions where progress is reviewed regularly are greatly related to the positive supervision outcomes (Illing 2019:34). The Department of

Social Development (2012:33) also advocates for the provision of regular and mandatory supervision of social workers more especially in the first year of practice where they should receive supervision at least twice a week and there after they will receive supervision on a monthly basis.

Falender (2014:12) indicates that social work supervisors should also provide supervision feedback in every supervision meeting and the supervisor should highlight the supervisees' strengths and areas that the supervisee is still developing in order to ensure quality supervision practices. In other words, feedback must be respectful and balanced with the positive aspects that the social work supervisor noticed and that it should be provided as close as possible.

The Department of Social Development (2012:34) posits that social work supervisors should provide supervision feedback to their supervisees after each performance appraisal in order to ensure the provision of quality supervision practices. For social work supervisee to receive feedback, the Irish Association of Social Workers (2016:12) believes that supervisees should ensure that they appear to all planned supervision meetings with their social work supervisors and that they should respond positively and openly to it as well as making a good contribution towards the agenda for supervision sessions while supervisors should also play their role by making sure that they come to the supervision sessions being prepared.

Giving supervisees feedbacks shows their short comings which they need to work on while not providing supervisees with corrective supervisory feedbacks keeps them away from the opportunity to learn, grow and to improve on ethical violations (Falender 2014:12). On the other hand, whilst regular supervision is important, as alluded to by The Newfoundland and Labrador Association of Social Workers (2011:10), it is also critical for social work supervisors to be aware of the factors that will determine how often supervision should be and those factors include their level of education, knowledge and experience.

Furthermore, whilst it is critical for social work supervisor to give feedback to supervisees, Illing (2019:34) points out that social work supervisors should also receive supervision feedback from their supervisees that will enable them to improve their supervisory skills. The Social Work Accreditation Advisory Board (2017:6) concurs that social work supervisors and supervisees should collaboratively seek supervision feedback from each other on a regular basis and set out supervision goals for themselves and be open towards learning as well as creating an agenda that will ensure their growth in supervision.

The SBA is in support of the articulation made by Illing (2019:34), that the social work supervisors and supervisees should seek supervision feedback from each other. The SBA emphasises the importance of working together between the social work supervisor and the supervisee in order to build the supervisory programme which will eventually lead to the provision of quality supervision. It is also the view of the researcher that regular supervision and feedback can only be possible if both the social work supervisor and the supervisee adhere to the supervision contract and sessions.

2.15.6 Adherence to supervision contract and sessions

Supervision contract is essential in ensuring quality supervision practices. The supervision contract is an informed consent document that lists the expectations of the social work supervisor and the supervisee, the roles of the social work supervisor and the supervisee and the guidelines of the supervision relationship established between the appointed social work supervisor and the supervisee (Falender, 2014:12). Aasheim (2012:63) refers to a supervision contract as a written none legal but formal document where the social work supervisor and the supervisee or the employing agency agree on the tasks, roles and functions that will be undertaken in the supervisory process.

The supervision contract should therefore include the objectives of the supervision and the expected outcome of the supervision, the frequency of the sessions, the supervision agenda and the place where the supervision will be conducted (Marc

et al., 2014:224). Tebes, Matlin, Migdole, Farkas, Money, Shulman and Hoge (2010:191) also posit that a supervision contract is essential because it assists the social work supervisor in monitoring the work of the supervisee. The supervision contract is also important because it assists the social work supervisor to determine the work progress of the supervisee and give the social work supervisor the opportunity to provide valuable feedback to the supervisee which is central to effectively manage the supervisee's job performance (Shulman in Tebes et al., 2010:191).

On the other hand, Engelbrecht (2014a:148) describes supervision sessions as structured learning activities which are carried out in line with a supervisee's set of agenda which is linked to the personal development plan. The Irish Association of Social Workers (2016:10) indicates that social work supervisors should ensure that supervision sessions are scheduled and that the supervisors and the supervisees attend the sessions in a place where there would be no interruptions.

The study conducted by Mak (2013:47) supports the need for supervision sessions that are scheduled and consistent between the social work supervisors and their supervisees in order to ensure quality supervision. Manthosi and Makhubele (2016:55) in their study emphasize the importance of structured supervision and suggest that DSD in South Africa should put plans in place to ensure that supervisors together with their supervisees adhere to the supervision contracts.

It is also critical to determine the duration and frequency of the supervision contract and the sessions. According to the Department of Social Development (2012:27), the duration and frequency of the supervision contract should be negotiated by the appointed social work supervisor in working together with the supervisee and should take into consideration the supervisee level of work experience and the complexity of the supervisees' work that is being supervised as well as the number of hours that the social work supervisee has worked. The researcher believes that the same should apply to the sessions, that the frequency and the duration of the sessions should be decided by the social work supervisor after discussion with the

supervisee and that it should also consider the supervisees' experience and needs. Besides providing support to supervisees, social work supervisors should possess knowledge of multi-cultural competence to provide quality supervision practices.

2.15.7 Supervisors multi-cultural competence

Research has shown the importance of supervisors' multi-cultural competence in the provision of quality supervision practices. The terms multi-cultural and cross-cultural supervision are described by Leon and Wagner (in Crockett, 2011:36) as expressing "racial or ethnic" divergence of the social work supervisor and the supervisee. Howell (2016:67) and Crockett (2011:205) posit that social work supervisors who are multi-cultural competent and willing to have a better understanding of their supervisees culture are more likely to create a solid emotional bond and solidify the working relationship with their supervisees.

Previous studies found that the social work supervisor and the supervisee cultural differences have a potential to impact negatively on the provision of quality supervision and its outcomes. Ladany in Howell (2016:69) warns that social work supervisors' lack of cultural awareness is a recipe for the supervisors' failure in providing quality supervision practices while Shen-Miller, Forest and Burt in Falender (2014:12) posit that social work supervisors need to carefully consider the importance of cultural factors in their practice to ensure that fairness and respect take place within the supervision process.

To avoid this mishap, Howell (2016:67); Crockett (2011:206) and Gonsalvez (2014:228) suggest that social work supervisors need to be multi-cultural competent as it will assist them in establishing a solid supervisory relationship with their supervisees. Howell (2016:67) solidifies the above articulation by stating that social work supervisors' multi-cultural competence is positively linked with the establishment of a good working relationship with their supervisees.

To ensure multi-cultural competence by social work supervisors, which will lead to quality supervision practices, Thomas (2013:7) suggested the following aspects

that social work supervisors should address: Supervisors should initiate discussions about their own cultural, ethnic and racial backgrounds and those of their supervisees, the social work supervisors and the supervisees should together explore ways in their cultural values and traditions that may have an impact on the supervision goals and expectations, the social work supervisor and the supervisee should discuss about their multi-cultural strengths and limitations, the social work supervisor and the supervisee should review the literature about the racial identity models, the social work supervisor and the supervisee also need to discuss about the racial identity development that may affect how they both view supervision. The researcher also agrees that there is a need for social work supervisors and supervisees to also explore their biases regarding each other's cultures and that they should commit to point at each other's biases because such behavior will strengthen their working relationship.

Based on the above discussion, the researcher concurs with the views that the relationship between the social work supervisor and his or her supervisees is the key towards establishing a successful supervisory relationship, that competencies and skills of the social work supervisor are essential in rendering quality supervision practices, and that the social work supervisors training is also of great importance in equipping them with relevant skills that would enable them to effectively provide quality supervision to their supervisees including the fact that continual professional development is also vital since it affords supervisors the opportunity to acquire on-going professional knowledge and skills that will enable them to deal with the changing times of the social work profession and provide relevant quality supervision to their supervisees. The researcher further concurs that regular supervision and feedback, adherence to supervision contract and sessions and the need for multi-cultural competence social work supervisors are all essential towards the provision of quality supervision practices.

2.16 THE BENEFITS OF QUALITY SUPERVISION

There are numerous benefits to quality supervision. Quality supervision is associated with workers job satisfaction, organisational commitment and the retention of workers within the organisation (Kettle, 2015:2). Godden (2012:13) also asserts that quality supervision is able to ensure that workers are recruited and retained within the profession. Hafford-Letchfield and Engelbrecht (2018:329) indicated that quality supervision has been pointed out as the potential axle which can maintain the integrity and the excellence of social work practice. Godden (2012:13) and Mak (2013:43) concur with the preceding authors because they are of the view that supervision is an essential element of ensuring that effective services are provided to the service users.

Godden (2012:13) also suggests that employers of social workers should ensure that the Supervision Framework of Social Workers is put in place and that good governance should also be arranged to ensure that quality supervision takes place. On the other hand, Jacques (2019:193) believes that quality supervision is able to motivate and assist the supervisees in establishing a purposeful supervisory relationship, and making professional judgment as well as affording them the opportunity to constructively review their work. Quality supervision is further of outmost importance to the supervisees practice because it keeps them updated with the practice theory and improving their social work knowledge of practice as well as assisting them to focus on social justice.

The significance of social work supervision has also been confirmed in a number of studies. There was an overwhelming acknowledgment of the significant benefits of quality supervision in the study by Joseph (2017:154) wherein all the participants who had received quality supervision affirmed that it had assisted them to deal with their stress levels and effectively offer interventions that are reputable to the service users. Mak (2013:43,47) found that 100% of the participants supervisees in his/her study strongly agreed that providing adequate quality supervision has a direct effect on the provision of services to their clients.

Mak (2013:43,47) did not only support the idea that the provision of quality supervision positively affects the social work supervisees health outcomes and their abilities to effectively manage work-related stress, as well as assisting them to effectively manage their work duties. Mak (2013:43,47) also supported the idea that quality supervision plays a crucial role in assisting the supervisees to take decisions that are well informed when they are rendering service delivery to their clients. In addition, Illing (2019:2-23) posits that numerous studies have evidenced the fact that quality supervision impact positively towards the retention of workers and professional's job satisfaction as well as increasing the provision of quality services to service users by supervisees.

From the discussion, it can be deduced that quality supervision ensures that social work supervisors make use of their theoretical knowledge to assist the supervisees to deal with their fears and ensure that they are clear about their roles and responsibilities. Quality supervision also ensures that supervisees are continuously monitored and receive constructive supervision feedback and that supervisees are satisfied with their work and assists them to render excellent social work services to their clients. Furthermore, quality supervision ensures that supervisees are able to deal with work-related stresses and improve their overall health and well-being as well as retaining them to the profession. Against these backdrops, the researcher supports that supervisees should receive quality supervision as it would benefit them, their profession, and their clients who would receive quality service from the supervisees. For supervision to be effective, social work supervisors should effectively deal with all factors that may hinder the provision of quality supervision.

2.17 FACTORS THAT MAY HINDER QUALITY SUPERVISION

Several researchers such as Bradley et al. (2010), Engelbrecht (2013), Gonsalvez (2014), Mokoka (2016), Manthosi and Makhubele (2016), Shokane et al. (2017), Joseph (2017), Illing (2019) and Wynne (2020) indicate that social work

supervisors should take into consideration factors that may hinder the provision of quality supervision. Some of the factors are explicated hereunder.

2.17.1 Lack of supervisors training

Various studies have indicated the lack of supervisors training as one of the factors that may hinder the provision of quality supervision. The study conducted by Engelbrecht (2010a:329) revealed that newly employed social work supervisors were oriented on their supervisory roles and responsibilities but beyond that the study revealed that there was no single social work supervisor who had a supervision related qualification or who had undergone an accredited supervision course or training.

The study conducted by Cloete (2012:85) also revealed that none of the social work supervisors had undergone supervision training in preparation for their supervision roles. Furthermore, the study conducted by Mak (2013:46) revealed that over half of the social work supervisors did not receive any formalised supervision training or education on the topic related to supervision and so did the study conducted by Mokoka (2016:120), which found that social work supervisors did not receive any specific training on supervision which made it more difficult for them to perform their supervisory roles and that their lack of training had negatively impacted the provision of quality social work services by supervisees to their clients.

It is clear from above findings that lack of social work supervisors' training on supervision can have a negative impact on the quality of supervision rendered by supervisors and lead to supervisees to provide poor social services to their clients. It could be concluded in this study that lack of supervisors' training can lead into many other issues such as irregular and unstructured supervision as indicated below.

2.17.2 Lack of regular and structured supervision

Research has shown that regular and structured supervision is lacking. In 2002, Botha, one of the pioneers of social work supervision in South Africa pointed out that supervision of social workers in South Africa was unpredictable because it was non-routine and non-standardised as well as highly individualised (Engelbrecht, 2013:457). Six years later, in 2006, the policy titled the “Recruitment and the Retention Strategy for Social Workers” again reiterated that social workers are being utilised in tasks that are not related to social work practice which is detrimental to the professional growth and simultaneously increasing their workloads and their stress levels, and that this has been caused by the lack of “structured supervision” and social work supervisors who lack quality (Department of Social Development, 2006:32).

Several studies have also confirmed the prevalence of lack of supervision in practice. The research studies conducted by Bradley et al. (2010:78) and Ncube (2019b:9) also confirmed that social work supervisees receive supervision that is not structured and that they rely on the informal support of their co-workers when doing their professional duties. There seems to be traces of the trend in Limpopo Province, South Africa because Manthosi and Makhubele (2016:52) found that supervision in the DSD Limpopo province is not structured and that supervisors are always in a hurry when conducting the supervision. Similarly, Shokane et al. (2017:285) stated that conducive environment is not provided for a supervision to take place. Engelbrecht (2013:463) posits that if the structured supervision of social workers is not improved, then supervision will be considered obsolete by some rather than highly skilled and specialised professional activity.

The study conducted by Mak (2013:44) painted a grimmer picture because some of the participants pointed out that they had never took part in a regular and structured supervision sessions with their respective supervisors but instead they only meet with their supervisors as needed while in the study conducted by Sikhitha (2018:197) it was also found that senior social workers who are not supervisors were arranged to render supervision without receiving any

remuneration. Furthermore, participants in the study by Joseph (2017:154) revealed that there was a lack of regular supervision sessions and some participants revealed that they only received supervision once per year.

Lack of structured supervision is problematic because it takes away the social work supervisees opportunity to improve and identify their key strengths as well as the opportunity to emotionally offload (Joseph, 2017:155). Eagan (2012:200) agrees that it is evident that lack of supervision remains one of the problems for social work practitioners. Manthosi and Makhubele (2016:55) concur that poor service delivery by social work supervisees to their clients is sometimes a repercussion of poor supervision or lack of quality supervision.

From the discussion, it is therefore clear that lack of supervision can be crippling to supervision practice and as such should be addressed. One mechanism to deal with this situation is that social work supervisors should themselves be able to identify and acknowledge their own incompetence.

2.17.3 Supervisors incompetence

Supervisors' incompetence may hinder the provision of quality supervision. Many studies indicate that lack of supervisory skills and supervisor incompetence are hindrance to the provision of quality supervision practices (Illing, 2019:26). Sellers et al. (2016:315) assert that another supervision problem that has been commonly detected is the lack of adequate interpersonal skills that are essential towards the successful establishment of the supervisory relationship and continual professional success. The study conducted by Shokane et al. (2017:285) found that the social work supervisors' lack of knowledge on supervision procedures has a negative impact on the provision of quality supervision.

Shokane et al. (2017:285) found that this may be precipitated by the fact that some of the social work supervisors solely rely on their experiences of social work practice when providing supervision instead of being reliant on the formal supervision training and education respectively. Illing (2019:27) indicates that the incompetence sometimes results into poor supervision because the social work

supervisors are not familiar with the social work professional guidelines, lack of unclarified role, lack of organisational ethical standards knowledge and insufficient educational knowledge and skills that are needed to clearly understand the scope of practice as well as their supervisory responsibilities.

Supervisees are also aware of the incompetence of supervisors. The study conducted by Manthosi and Makhubele (2016:55) revealed that supervisees are of the view that their supervisors have insufficient knowledge of their supervisory duties. In the study conducted by Sikhitha (2018:198), participants evaluated their supervisors poorly on supervision aspects such as ethical issues, their level of competence and the way they function as a social work practitioners. Similar findings were shared by Manthosi and Makhubele (2016:55) because supervisees' participants in their study revealed that they were being supervised by supervisors who have insufficient knowledge and skills to render such a function as per the recommendations of the SACSSP.

From the discussion, it is clear that supervisory incompetence contributes towards the social work supervisors' inability to provide and render effective quality supervision practices to their supervisees. It could be concluded that incompetence in this regard can lead to poor working condition for both social work supervisors and supervisees.

2.17.4 Poor working conditions of supervisors and supervisees

Research findings have evidenced the role played by poor working conditions of social work supervisors and supervisees in the provision of quality supervision practices. Bradley et al. (2010:780) indicate that social work supervisors are burdened with a number of tasks which are not related to their supervisory responsibilities such as playing a role of acting as management consultant for the organisation and management committees just to mention but a few, which normally lead to social work supervisors neglecting their supervisory responsibilities and spend most of their times on such tasks. Poor working

conditions of social workers in South Africa have a negative impact towards the training of supervisors (Hoffman, Gibelman & Muller in Engelbrecht, 2010a:329).

The study conducted by Joseph (2017:86) found that working conditions that affect social workers in doing their job effectively are shortage of vehicles, lack of resources, lack of adequate office space and safety issues. Joseph (2017:86) also found that though there is shortage of vehicles, the existing ones are not properly maintained. Engelbrecht (2019:164) indicates that structural and organisational issues, the lack of resources, poorly managed workloads and working conditions of both supervisors and supervisees sometimes greatly affect the rendering of quality supervision.

In addition, the TMS Africa (2019) states that supervision of social workers is not adequate to monitor the huge number of social workers and that the social work supervisor and the supervisee supervision ratio ranges from 1:13 which leaves a number of social workers without receiving proper supervision, which also lead to some managers to play a supervisory role to social workers, who due to high workload are not able to provide effective services.

Similarly, Mokoka (2016:120) found that in Johannesburg, social work supervisors were responsible for too many supervisees which lead to supervisors being unable to provide time for their supervisory duties. The study conducted by Ladany et al. (2013:37) concedes that a social work supervisor who is always committed has the propensity of cutting the supervision hour short and not showing the value for the supervision. Illing (2019:24); Joseph (2017:154) and Aasheim (2012:21) concur that lack of time and high workloads are the main hindrance for social work supervisors toward the provision of quality supervision practices.

Furthermore, Wynne (2020:90) posits that the working conditions of social work supervisors and supervisees are without any doubt negatively influencing the frequency, type and the style of supervision that should be provided. Aasheim (2012:21) found that a social work supervisee who is of the view that his/her supervisor is always busy and unwelcoming or heavily burdened is unlikely that

such a social work supervisor will make supervision effective. The majority of participants in the study conducted by Shokane et al. (2017:285) revealed that working conditions such as the resource limitations is a barrier to the provision of quality supervision practices.

In South Africa, the extent of the challenge can be traced in the supervisor-supervisee ratio. The Department of Social Development (2019) believes that the “Occupational Specific Dispensation” (OSD) which was initiated in 2007 for public sector employees in South Africa with the intention of attracting and retaining highly skilled workers through increasing their remuneration impacted the appointment of social work supervisors negatively because it required potential supervisors to have 10 years practice experience as a social worker which led to the non-compliance of the 1:12 supervisor-supervisee ratio. Shokane et al. (2017:284) posit that the increasing burden to supervisor-supervisee ratio is exacerbated by the practical placement of social work students and who according to the supervision policy have to be supervised by a qualified social work practitioner.

The researcher agree with the assertion made by Bradley et al. (2010:780) that social work supervisors are requested to take some acting roles within the organisation and eventually neglect their supervisory responsibilities. The researcher has observed with great concern where he is working, where social work supervisors were requested to take acting positions without remuneration at the District office and left their supervisory roles at the sub-district offices which led to social workers who have several years working as social workers to step in and provide supervision to newly employed social workers. The researcher has also experienced lack of resources as a constraint for his own service delivery. Therefore, borrowing from Shokane (2016:100), the researcher recommends that sufficient resources should be made available to social work supervisors to ensure quality supervision. It is also noted herein that the issues of resource constraints, social work supervisors being delegated jobs that are not in line with their

supervisory roles and the supervisor-supervisee ratio speaks to organisational challenges, hence the next topic.

2.17.5 Lack of organisational support

Lack of organisational support is also to be blamed for the lack of quality supervision practices. Organisations that employ social workers should consider resources and cost implementations in order to provide support to supervision (Illing, 2019:25). In addition, Illing (2019:25) indicates that if organisations and managers are not committed, it can have a negative impact on the provision of time and resources that are needed for supervision i.e. not prioritising supervision in the organisation or not providing a conducive environment or resources that are needed to deliver quality supervision practice. The majority of participants in the study by Shokane et al. (2017:285) revealed that insufficient administrative, educational and developmental support given to social work supervisors hinder the provision of quality supervision practices. Joseph (2017:154) came to a similar finding, where it was revealed that social work supervisors were given insufficient support which led to providing diminutive emotional support to supervisees.

Furthermore, Illing (2019:27) found that the lack of organisational/employer's support and reluctance to act when workers raise concerns were cited as one of the factors which were hindering the provision of quality supervision practices. Illing (2019:25) is further of the view that organisations/agencies that are busy are more likely to neglect supervision or defer it in order to provide a room for the latest crisis, unless supervision is prioritised by the management. Manthosi and Makhubele (2016:55) warn that when supervisees are not given adequate support such as necessary supervision, their clients are more likely to suffer because they may receive poor services from practitioners. The researcher is of the view that, in turn, poor service delivery will have a negative impact on the organisation as a whole to an extent that the organisational image would be tarnished. Furthermore, lack of organisational support may breed lack of relationship and trust between the social work supervisor and the supervisee.

2.17.6 Lack of relationship and trust between the supervisor and the supervisee

Social work supervisors and supervisees' lack of relationship and trust may hinder the provision of quality supervision. Social work supervisees need to establish a strong relationship with their supervisors, they also need to feel that they can trust them (Illing 2019:28). Illing (2019:28) also found that if social work supervisors are not entirely committed when rendering supervision or supervision feels like an exercise of ticking boxes or is too bureaucratic, then it is less likely that supervision will be effective. Watkins and Milner (2014:27) also emphasise that the social work supervisors' ability to create and maintain a solid supervisory relationship is essential towards the provision of quality supervision.

The study conducted by Ladany et al. (2013:37) supports above-mentioned findings by stating that a social worker supervisor that demonstrates distrust, lack of respect and lack of support towards the supervisee is more likely to make the supervisee to feel like he/she's working for the supervisor than working with the supervisor which will lead to supervision being less effective. Ladany et al. (2013:37) concur that lack of supervisor's and supervisee's relationship could negatively impact the provision of quality supervision. Therefore, poor relationship between the social work supervisor and supervisee can also contribute to lack of adherence to supervision, which will hinder the provision of quality supervision practices.

2.17. 7 Lack of adherence to supervision contracts

Researchers found that supervision contracts play a major role in the provision of supervision for social workers. The Scottish Social Services Council (2016:28) points out that even when supervision contracts are available to serve as a guide to both the social work supervisor and the supervisee, they may be seen as only a form filling exercise rather than being perceived as an integral element of the supervision process. The study conducted by Sikhitha (2018:198) also found that the availability of supervision contract between the supervisor and the supervisee did not propel the supervisors to render quality supervision practices to their

supervisees. In other words, having a supervision contract in place is not a guarantee for the provision of quality supervision. The researcher has observed where he is working that supervision contract is made for the sake of compliance not for the sake of rendering quality supervision. Thus, lack of adherence to supervision contract impacts negatively on the provision of quality supervision practices, wherein cross-cultural effects may also influence the provision of quality supervision.

2.17.8 Cross-cultural effects

Research has shown that cross-cultural effects may also hinder the provision of quality supervision. The provision of supervision where the social work supervisor and the supervisee have different cultural identities have rapidly grown over the past twenty years (Falender, Burns & Ellis in Goodyear, Borders, Chang, Guiffrida, Hutman, Kremer, Watkins & White, 2016:119). Gonsalvez (2014:228) points out that several elements such as ethnicity, gender and religious beliefs of the social work supervisee and cultural differences between the supervisor and the supervisee may potentially affect or contaminate the supervision process. Hofstede in Engelbrecht (2019:165) also contends that the social work supervisors and the supervisees' cultural differences may greatly influence their perceptions of how they see things and world-related matters.

To remedy cultural differences that may occur in supervision, the NASW (2015:47-49) advises social work supervisors that they should consciously adhere to the following cultural standards: They should be able to ensure the promotion and advancement of the social work profession's cultural competence practices with service users and the communities in which they provide services to, they should be able to establish a multicultural work teams that are effective, they should be able to integrate and disseminate information about the cultural competence within the professional social work activities.

Furthermore, social work supervisors should be able to improve both within and beyond the social work profession for fair and equal treatment of service users and

co-workers, particularly the ones who are from marginalised cultural groups. They should be able to address and deal with the issue of resistance to the adaptation of culturally competent social work practice and advocate for the multicultural membership (the NASW, 2015:47).

Therefore, addressing cultural difference is significant because cultural differences may result in a diminished supervision relationship while cultural awareness can strengthen supervision. It is also critical for social work supervisors to be aware of different components of cultural issues which may impact their relationship with supervisees. One such component is gender differences and if overlooked in supervision, they could also negatively impact on the provision of quality supervision practices. The discussion of how gender differences can hinder quality supervision is outlined below.

2.17.9 Gender differences in supervision

Gender bias is present in supervision. According to Crockett (2011:40), male and female social work supervisors engage and interact differently with male and female social work supervisees. For instance, Crockett (2011:40) found that female social work supervisors usually fail to provide adequate support to female social work supervisees, attempts to assume an expert role, and that female supervisees defer power to the supervisor more often than male supervisees. Furthermore, Hides and Andrews (2011:245) found that female supervisees felt that their supervisors' regardless of their gender were more self-disclosing, however male supervisees did not feel the same.

Hides and Andrews (2011:245) further found that social work supervisors adopt different supervision strategies when providing supervision to their male and female supervisees respectively which eventually lead to supervisees having different experiences of supervision. To resolve the identified dilemmas in relation to gender biases, Hides and Andrews (2011:245) recommend that social work supervisors should undergo supervision training that will address the age and gender differences in supervision in order to increase their knowledge on how to

deal with supervisees of different age and of different genders as this will enable them to interact and respond differently within the supervisory relationship. This is significant as alluded by Engelbrecht (2019:165) that differences in gender may contribute towards the provision of quality supervision if addressed.

It is apparent from the discussion that social work supervision is faced with a number of challenges. Some of the challenges are lack of supervisors training, lack of regular and structured supervision, supervisors' incompetence, poor working conditions of both supervisors and their respective supervisees, and lack of relationship and trust between the supervisor and the supervisee and the researcher resolved that if all these challenges are not effectively dealt with, then the provision of quality supervision will always remain a pipedream.

2.18 CHAPTER SUMMARY

This chapter reviewed the literature about the quality of social work supervision. The reviewed literature commenced by explicating the origin of social work supervision followed by providing a comprehensive description of supervision. Other topics that are covered include the purpose of social work supervision, the objectives of social work supervision, the conceptualisation of quality supervision, the functions of social work supervision, methods of social work supervision, phases of social work supervision, ethical issues in supervision, legislative frameworks and policies for supervision. The later part of the chapter then delved deeper into the core attributes of quality supervisors, the roles and responsibilities of supervisors in supervision, the roles and responsibilities of supervisees in supervision, amongst other issues, were discussed. The literature review yielded an enormous amount of data including the supervisory relationship between the supervisor and the supervisee which is the foundation of ensuring that quality supervision takes place and the importance of the supervisors' training because it assists them in rendering quality supervision to their supervisees. The roles and responsibilities of supervisors and supervisees in supervision have also been discussed as key aspect of ensuring that quality supervision takes place because

the supervisor and the supervisee should all play their role in the supervisory process to ensure quality supervision practices.

CHAPTER 3

RESEARCH METHODOLOGY FOR THE STUDY

3.1 INTRODUCTION

This chapter presents research methodology. The methodology of the study is located within social sciences and addresses the following aspects: research setting, research methodology, research approach, research design, research methods, population for the study, sampling methods, data collection methods, pilot testing, methods of data analysis, and methods of data verification as well as the summary of the chapter. The research methodology assisted the researcher to adequately undertake the objectives of the study.

3.2 RESEARCH SETTING

Research setting indicates the location where the study was conducted. Kumar (2011:230) indicates that researchers should describe the organisation and the agency as well as the community where the research or the study was carried out. Majid (2018:3) asserts that the research setting is one of the vital components in a research study because the nature of the study, its context, the environment where the study is conducted and the logistical arrangements of the study may affect or have an influence on how the research study is conducted. It is clear from the descriptions that researchers should describe the setting where the study was conducted.

The study was conducted in the Giyani region which falls within the Mopani District Municipality. The map below illustrates all five local municipalities that are part of the Mopani District municipality. Among all the five local municipalities, the researcher undertook the research study in the Greater Giyani Region/Municipality which is indicated by the arrow below (See figure 3.1 below).

Figure 3.1: Mopani District Municipality map



Source: Municipalities.co.za ([Sa])

The Greater Giyani Region/Municipality is among the five local municipalities which are located within the Mopani District Municipality of the Limpopo Province, South Africa. It can be deduced from figure 3.1 above that the other remaining local municipalities are Greater Tzaneen, Ba-Phalaborwa, Greater Letaba and Maruleng. The Greater Giyani Municipality is located +/- 185 kilometres away from the City of Polokwane which is the capital city of the Province of Limpopo and +/- 550 kilometres from the City of Tshwane which is the capital city of the Republic of South Africa. The total number of people who are residing in the Giyani Municipality are estimated to be 256,300 and the total number of family units is 70,537 (Greater Giyani Municipality, 2019:18-19).

There are several DSD service points (i.e. DSD offices) within the Greater Giyani Municipality including Giyani Health Centre, Giyani Magistrate office, Giyani Thuthuzela office, Giyani Evuxakeni Hospital office, Giyani Nkhensani Hospital office, Giyani Irish House office, Dzumeri office, Gawula office and Unigaz office where the District office of the DSD is also based just to mention but a few. The study was conducted in some of the service points within the Giyani Municipality but for the purpose of ensuring anonymity and confidentiality the exact service points wherein data was collected will not be revealed. In carrying out the study, the researcher employed research methodology that is located within social sciences research hence the next discussion.

3.3 RESEARCH METHODOLOGY

Research methodology is discussed here with a view of indicating the process that was followed in the execution of the study. According to Hammond and Wellington (2013:171), research methodology refers to the research methods, design and procedures that the researcher used in the study. Kumar (2011:25) asserts that research methodology includes specific methods, techniques, procedures and approaches that guide the researcher throughout the research process. In addition, Fouché and Delport (2011b:63) indicate that research methodology incorporates the aspects of “qualitative, quantitative and mixed research” approaches in the research study.

Based on the above explanations, it can be asserted that research methodology refers to specific processes that the researcher follows in selecting a specific approach that has to be adopted in the study hence the next discussion which details the research approach that was adopted in the study.

3.4 RESEARCH APPROACH

The research approach refers to the choice of the approach or approaches to be employed in the study (Fawcett & Pocket, 2015:52). Research approach outlines the researcher's plans and procedures that should be employed in the study such as intersection of philosophical assumptions, the designs, and the specific methods that the researcher uses in the study (Creswell, 2014:296). In other words, it can be deduced that research approach outlines the choices and the plan that the researcher follows in carrying out the study.

There are two familiar and widely recognised approaches to research study namely: the qualitative and the quantitative research approach and each approach has its own purpose (Fouché & Delport, 2011b:63). This study employed the qualitative research approach. According to Creswell (2013:145), qualitative research approach is used when the researcher wants to explore and understand in detail the issues or problems of the study participants. Leedy and Ormrod (2013:97) define qualitative research approach as an approach that seeks to have a better understanding of complex situations, experiences, views and practices of the study participants within a specific context.

The qualitative approach was applicable to the study because employing a qualitative research approach to the study provided assistance to the researcher to acquire in-depth information regarding the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa. The relevance of the approach to the study is further evidenced by the following characteristics of qualitative research approach:

- **Qualitative research approach is context bound/ studies contexts or settings**

The qualitative research approach implies that researchers tend to conduct the study in the natural settings where people, events, and different things are studied (Creswell in Fouché & Delport, 2011b:65). Kielmann, Cataldo and Seeley (2010:9) share the same view with the preceding articulation because they state that qualitative research approach attempts to investigate people, events and things in

a setting that is non-experimental. Consequently, Elmusharaf (2012:17) is of the view that researchers need to be sensitive when conducting the study in the context or settings. Elmusharaf (2012:17) also believes that qualitative research is bound to be conducted in the context settings because researchers immerse themselves in the natural settings to explore people's thoughts, feelings and experiences. The study was context bound because it explored the quality of social work supervision in the Giyani region only, which means that findings of the study were directly linked to the Giyani region only and not any other regions in the Limpopo province in South Africa. In this study, the researcher also ensured the collection of data from study participants in their individual offices where they are working which is the natural setting of the study participants.

- **Qualitative research approach is narrative**

According to Creswell (2014:234), in qualitative research approach, the researcher collects individual stories by using a narrative approach. Hancock, Ockleford and Windridge (2009:14) hold the same view that qualitative research approach focuses on the narratives or stories of the participants to find out more about their experiences and set of events. In this study, the researcher also focused on the narratives or stories shared by the participants regarding the phenomena under study. The narratives are presented as findings of the study in chapter four of this report.

- **Qualitative research approach focuses on the experiences/views of the people**

In the qualitative research approach, researchers are encouraged to focus on the experiences and views of the research participants. According to Creswell (2013:47), qualitative research approach implies that researchers should put their focus on learning the meaning and views of the research participants to have a clear understanding of the problems and issues that are being studied. Elmusharaf (2012:17) shares similar view that qualitative research approach studies the views or perceptions of the participants to understanding their meaning and

interpretations. In this study, the researcher also conducted the study on social work supervisees who shared their experiences and their views about quality social work supervision.

- **Qualitative research approach focuses on open-ended questions**

In this study, the researcher used open-ended questions when collecting data. According to Kielmann et al. (2010:9), in qualitative research approach, the methods of collecting data are generally open-ended and in-depth interviews. Creswell (2013:45) affirms the aforementioned characteristic and adds that the key characteristic of qualitative research approach is that the researcher records the study data in the field by interviewing the participants and by taking notes of the interviews. The researcher used open-ended questions and he did not use or depend on the questionnaires or research instruments that have been developed by other researchers but instead the researcher used the instrument that was design by him. In this study, the researcher asked open-ended questions during the data gathering process (see the semi-structured interview guide attached as addendum D) because open-ended questions afforded the researcher the opportunity to ask follow-up questions and for participants to expand on their views. The researcher also used audio recordings to record the interviews when collecting data from the study participants. The collected data was also transcribed to validate the meaning of participants regarding the phenomenon under study.

3.5 RESEARCH DESIGN

Research design is discussed with a view of demonstrating the research strategy that was employed in the execution of the study. According to Kumar (2014:122), research design is a research plan that guides the researcher throughout the research project in seeking answers to the formulated research questions. Williams (2015:70) alludes that a research design articulates how the researcher executed the study, based on his decisions about what, who, when and where. Babbie (2013:120) indicates that research design begins with the researcher's initial

interest or idea of the study as well as the theoretical expectations and goes through a number of interrelated steps to limit the focus of the research study so that the study concepts, its methods and its procedures are clearly articulated. There are a number of qualitative research designs but for the purpose of this study, the exploratory, the descriptive and the contextual research designs were adopted.

3.5.1 Exploratory research design

Exploratory research design is pertinent where limited information is known about the study (Bless, Sithole & Higson-Smith, 2013:57). Ruane (2016:290) indicates that exploratory research design is undertaken when the researcher wants to shed some light on a little understood or researched setting, group or phenomenon. Rubin and Babbie (2013:50) assert that exploratory research design intends to investigate a new interesting research topic or a research topic that has been less investigated.

The exploratory research design was employed for this study, because little was known about the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa. Exploratory research design assisted the researcher in obtaining much needed information from the research participants which enabled the researcher to have a better understanding about quality of supervision rendered in the region. Another reason for employing exploratory research design in the study was that the phenomenon was understudied in the region. The subject matter is also important because quality supervision has direct implications for service delivery and for the well-being of the social workers. Following the exploration of research design, the descriptive research design is described below.

3.5.2 Descriptive research design

Descriptive research design is self-explanatory, is merely interested in describing a phenomenon (Bless et al., 2013:390). Descriptive research design also includes

fact finding studies and survey studies of differentiation and its main aim is to present a clear picture of the study phenomena as it is (Mishra & Alok, 2011:02). According to Ruane (2016:290), descriptive research design also seeks to provide a comprehensive picture or account of certain phenomenon, setting, experience, group, and so on.

In this study, the descriptive research design aided the researcher to provide a detailed description of the perspectives of social work supervisees regarding the quality of supervision they receive from their supervisors in the Giyani region of South Africa. The researcher endeavoured to provide a comprehensive description of the phenomena by asking the participants to describe the kind of supervision they received from their supervisors and the descriptions are contained in chapter four. It is also worth noting that when the researcher explored and described the perspectives of social work supervisees on the quality of supervision in the Giyani region, he simultaneously ensured that the study was contextualised.

3.5.3 Contextual research design

Contextualised research design permits the researcher to pay attention on selected events within the naturalistic settings (Burns & Grove, 2010:32). Marshall and Rossman (2010:91) hold the same notion by stating that in qualitative research design, the physical and social setting are vital because the way human beings behave or conduct themselves is also precipitated by aspects of the environment which they find themselves in.

In this study, only social workers from the Giyani region were included in the study because they are the ones who could attest to the kind of supervision that they received. The study was conducted in the natural settings, i.e. in the offices of the study participants because this enabled the researcher to observe their working environment and to see the challenges that they are encountering on daily basis. Furthermore, the study was contextualised by including some environmental related questions to be responded to by participants during the data gathering process. Kelly (2011:27) asserts that if people understand the event against the

background of the entire context and this context gives meaning to the event, you can definitely claim to understand the event. The design used in the study was aligned to the research methods that were employed in the study.

3.6 RESEARCH METHODS

Research methods are discussed with the purpose of indicating the practical activities that were employed in performing the research operations. According to Goundar (2013:11), research methods are practical activities or the techniques the researcher uses in performing study operations. Green and Thorogood (2014:57) indicate that research methods are about how the researcher will gather the research information, the sample that will be selected in the study and how the researcher will go about in obtaining information for the study. Creswell (2014:296) alludes that research methods include different forms of data collection methods, data analysis and data interpretation that researchers propose to utilise in their studies. It can be deduced that research methods denote that the researcher reports on the procedures that were followed in performing and gathering the research information hence the next discussion which detailed the population for the study.

3.7 POPULATION FOR THE STUDY

The population for the study is discussed with the purpose of pointing out the individuals that were included in the study. According to Holloway and Wheeler (2010:137), the population of the study includes all the individuals that the researcher wants to be part of his/her study, and who have the required knowledge and experience of being part of the study. Neuman (2011:146) defines the population for the study as the entire group of people, objects, or events of interest to the researcher.

It is clear from the preceding discussion that delineating a population for a research study is important and as such the population for this study were social work supervisees working for the DSD in the Giyani region in Limpopo Province, South Africa. According to the DSD Mopani District Service Standards and Quality Assurance Services office, there were 67 social work supervisees that were employed in the Giyani region (excluding those who are reporting directly to the district office) in 2020 and all the said social workers were regarded as the population for the study. Every individual member of the said population was considered for inclusion in the study but not all took part in the study. The researcher employed a sampling technique to delineate the exact study participants.

3.8 SAMPLING METHODS

Sampling refers to the process utilised by the researcher to select samples to be incorporated in the study (Bless et al., 2013:395). Neuman (2012:146) concurs that sampling is the process the researcher uses to select participants from the population to be included in the study. Bhattacharjee (2012:64) also confirms that sampling is the process the researcher uses to determine who among the potential study population will be selected to form part of the study.

Sampling is mainly divided into two categories which are probability and non-probability sampling. In this study, sampling was carried out by means of non-probability sampling because it is the most commonly utilised sampling method in qualitative research (Chambliss & Schutt, 2013:97). According to Babbie (2013:128), non-probability sampling refers to any technique that picks samples in a particular way that is not suggested or recommended by “probability theory”. Strydom (2011b:231) defines non-probability sampling as the process where each potential participant in a sampling frame does not have an equal opportunity of being included to form part of the study. Showkat (2017:7) alludes that researchers should consider utilising non-probability sampling because it is cheap, not much complicated and it is simple to employ as opposed to its “counterpart”.

Researchers should also use non-probability sampling in the selection of participants because it is quick and easy, and it saved the researcher's time and money (Mishra & Alok, 2011:08).

There are number of non-probability sampling techniques available for qualitative researchers and for this study, purposive sampling was adopted. Miles et al. (2014:46) support this selection because they are of the view that qualitative samples tend to be purposive rather than random.

Purposive sampling relies on the judgement of the researcher regarding the distinctive qualities of the sample to be included in the study (Bless et al., 2013:175). According to Babbie (2013:557), purposive sampling means that the researcher selects potential study participants based on his/her judgement about which participants the researcher deems to be most useful or representative in the study.

In this study, purposive sampling was applicable because the researcher developed an inclusion and the exclusion criterion for prospective study participants to determine who can take part and exclude those who cannot. The inclusion criteria means that the researcher focuses on the study population who have characteristics that are suitable to be included in the study (Salkind, 2010:589). Consequently, as advised, the inclusion criteria for the study was delineated as follows:

- Social work supervisees employed by the Department of Social Development in the Giyani region.
- Social work supervisees who had at least a minimum of one-year supervision experience as a social worker.
- Social workers who consented to participate in the study; and
- Also, those who had a good command of English.

The above criteria was included in the study, because it assisted the researcher in attaining the goal and objectives of the study for instance, social workers with at least one year of supervision experience have undergone supervision within that

period of employment and as such have formulated perceptions about the kind of supervision that they received. Also, individuals who voluntarily took part in the study were willing to share their views and experiences comprehensively.

Now that the inclusion criteria of the study has been articulated. The question that one might ask is who were then excluded in the study and why? According to Salkind (2010:437), there is a need to outline the exclusion criteria for the study and the exclusion criteria implies that researcher should identify participants who will not form part of his study or who will wish to withdraw from being part of the study after being included. Furthermore, when excluding participants from being part of the study, the researcher should be directed by the objectives of the study and ethical considerations. Consequently, the exclusion criteria for the study was thus delineated as follows:

- Social work supervisees who were not providing social work services in the Giyani region.
- Social work supervisees with less than one-year supervision experience.
- Social workers who refused to give consent for participating in the study.
- Social workers who were not affluent in English were excluded in the study because the researcher did not have adequate funds to employ the services of a translator.

The above-mentioned exclusion criteria were relevant for the study because the researcher would not be able to coerce participants to be part of the study if they did not want to take part. Also, individuals could not be forced because if coerced they would not share truthful information. The use of the exclusion and inclusion criterion led to 13 individuals (i.e. social work supervisees) participating in the study. Following the determination of the sample, it is pivotal to also explicate the data collection methods that was employed in the study hence the upcoming discussion.

3.9 DATA COLLECTION METHODS

The data collection methods of the study are discussed here with the purpose of indicating how data was collected. According to Creswell and Plano Clarke (2011:171), data collection method is the process of accumulating research information with the intention of addressing the research question of the study. Merriam and Tisdell (2015:105) indicate that data collection method is a process where the researcher collects information obtained from the field of study, it consists of direct quotations from study participants about their experiences, opinions, feelings and knowledge of things that are studied. Before data was collected in the study, the researcher commenced the process by preparing for data collection.

3.9.1 Preparation for data collection

Preparing for data collection requires researchers to plan for the collection or recording of the research data in a suitable manner that should be appropriate to the study setting and the study potential participants before the researcher begins with the process of collecting the study data (Schurink, Fouché & De Vos, 2011:404). Rossman and Rallis (2012:146) state that researchers should prepare themselves before the commencement of collecting the data with the participants.

Bhattacharjee (2012:79) points out that the researcher should prepare for data collection by locating and enlisting the cooperation of the participants, clarifying concerns, motivating prospective participants and preparing for the actual interview. The preparation for data collections also occurred in the study.

The researcher commenced the preparation process by firstly requesting permission to conduct the study from the Limpopo Provincial Department of Social Development in Polokwane, which was subsequently granted (see the attached addendum H). This was done after getting the ethical clearance from the College of Human Sciences Research Ethics Committee College of Social Sciences (see attached K). In the application to the Limpopo Provincial Department of Social Development, the researcher highlighted the importance of conducting the study for the province. Following approval from the province, the researcher also

informed the district manager and the social work management team respectively about his intention to conduct the study in Giyani region.

The district manager and the social work manager assisted the researcher in obtaining access to research participants which means they played a role of gatekeepers. According to Ruane (2016:291), gatekeepers refer to people who can assist or minimise the researcher's access to the field of study. Creswell (2014:292) defines gatekeepers as individuals at research site who provide the researcher with the access to the study site and allow or permit the researcher to conduct a qualitative study. Bless et al. (2013: 35) state that in most cases, the researcher may be necessitated to approach a gatekeeper before approaching the potential participants.

The researcher met with the social work manager and the acting municipal head to inform them about the study and the data collection process that he would follow. Thereafter, prospective participants were informed about the study by means of addendum (A) a participant information sheet requesting their participation in a research project, which were sent via email. The email was followed by a telephonic conversation. Amongst other issues, the researcher verbally explained the research being done and highlighted the pros and cons of being part of the research. The researcher also explained to the prospective participants that data would be collected from their offices and that each interview would take between 45 minutes to an hour. Willing participants had to sign a consent form before they participated in the study.

After all the preparation for data collection process were completed, the researcher prepared for the actual interview as advised by Bhattacharjee (2012:79-80). When preparing for the interviews, the researcher called participants in time to make an appointment for data collection. The researcher also prepared a research kit to conduct an interview, which included a cover letter, adequate copies of the research instrument and cell phone numbers of the participants to call in case they did not show up in time.

Because the data was collected around May 2021, whilst South Africa was in the midst of the Covid-19 pandemic, there was also a need to prepare for measure to mitigate the transmission of the virus between the researcher and the participants. Therefore, the researcher ensured that he stored the lists of interview questions for a maximum of three days before collecting data to minimise the risks of Covid-19 as per the advice of Unisa and Covid-19 guidelines respectively. While preparing for data collection, the researcher was always in a possession of a sanitiser and wore cloth mask. The researcher also ensured that all people he interacted with during the preparation of data collection were also wearing a cloth masks and a two metres social distancing was observed days before actual collection of data. The researcher also ensured that his body temperature was measured and those that of the people that he interacted with, during the preparation for data collection to minimise the risks of Covid-19. Furthermore, the researcher prepared a hand sanitiser and additional masks for use by prospective participants if a need ever arise. After all the data preparation efforts were made, the researcher collected the data from participants.

3.9.2 Methods of data collection

Data collection method is the process the researcher uses of assembling the raw information collected from the study field (Marshall and Rossman, 2011:137). Grinnel and Unrau (2011:562) state that data collection methods refer to the methods that the researcher employs, measuring research instruments that the researcher utilises and the research activities that the researcher performs in view of collecting information that provide answers to the formulated research questions of the study. According to Babbie (2013:250), interview is a data collection tool in which the researcher asks the participants questions. Hammond and Wellington (2013:170) state that an interview is a conversation between the researcher and the participant and interview often is carried out to gain an understanding of attitudes, beliefs and behaviours of the participants. Elmusharaf (2012:16) concurs with Hammond and Wellington (2013:170) that an interview is a data collection technique where the researcher orally asks study participants research questions

and that responses of the questions posed during the research interview are written down or by audio-recording the answers, or by utilising both.

There are different types of interviews for qualitative studies. Adhabi and Anozie (2017:89-90) identified four different types of interviews for qualitative studies namely: structured interviews, semi-structured interviews, unstructured interviews and focus group interviews. For the purpose of this study the researcher decided to use semi-structured research interviews to collect data. According to Major and Savin-Baden (2012:182), in semi-structured interviews, the researcher follows an interviewing protocol that is somewhat set but which also relies on open-ended questions to allow the researcher to get in-depth information from the participants. William (2015:493) indicates that semi-structured interview is mostly utilised in research project to corroborate study data emerging from data sources.

Therefore, the researcher used semi-structured interviews because they provide the researcher with the opportunity to probe and seek clarification of answers in order to have an understanding about the phenomena under study (Grinnel & Unrau (2011:306). The semi-structured research interviews were conducted face-to-face because the researcher wanted to get rich descriptive study data from the participants that enabled him to understand their perspectives of the phenomenon under study.

During the interview, the researcher started by obtaining the biographic information of the participants and thereafter explored the phenomenon by means of open-ended questions as advised by (Walliman, 2011:98). Open-ended questions permitted social work supervisees to respond to the interview questions freely in their own way and giving them freedom of expressing themselves and qualifying responses. The following questions were formulated for the interview and are presented in the table below:

Table: 3.1 semi-structured questions with social work supervisees

Biographical	▪ What is your age?
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<p>questions</p>	<ul style="list-style-type: none"> ▪ Where did you receive your social work training? ▪ What are your highest social work qualifications? ▪ How many years have you been employed by the Department of Social Development in the Giyani region? ▪ In which position are you appointed? ▪ Is your supervisor appointed or delegated? ▪ How many years have you been supervised by your current supervisor? ▪ How many subordinates are supervised by your current supervisor?
<p>Topical questions</p>	<ul style="list-style-type: none"> ▪ What does your job description entail? ▪ In your understanding, what is social work supervision? ▪ In your opinion, what would constitute quality social work supervision? ▪ Describe your experience with regard to a supervision contract. ▪ Share with me your supervision experience under your current supervisor in terms of supervision sessions and the methods used to supervise you. ▪ Describe your relationship with your supervisor. ▪ Based on the above, do you think you are offered quality supervision by your supervisor? If yes why and if no why not? ▪ What should the Provincial Department of Social Development do to improve or enhance the quality of supervision in social work services in the Giyani region?

It is important to note that the researcher did not have a predetermined number of participants to be interviewed in the study. Instead the researcher applied the principle of data saturation. According to Faulkner and Trotter (2017:1), data saturation refers to situation in research process where the researcher realises that there is no new information that is emerging when collecting data from the participants, and this redundancy alerts to researchers that data collection may stop. Hammond and Wellington (2013:174) state that data saturation is the completeness of a data collection procedure and a point at which the researcher realises that further investigation should cease as no new information will surface from the participants. The researcher stopped collecting data when he realised that there was no new information that was surfacing from the study participants.

It is also worth noting here that the researcher also used audio recording to record the interviews with the study participants as advised by King and Horrocks (2010:45) because recording the interviews helped the researcher to capture all the information shared by the participants and during the analysis process, the researcher was able to recount the information shared by the participants.

The researcher used various interviewing skills to conduct the interviews. Listening, probing, and summarising are some of the interviewing techniques that were utilised by the researcher when conducting the interviews. Listening can be defined as a researcher's skill of deep concentration and focus beyond what researchers do in everyday life (Seldman, 2013:359). The listening skill assisted the researcher to listen attentively to the information shared and it enabled the researcher to probe the participants further. Probing assisted him in getting answers to some of the questions which were not clearly answered or omitted. Probing is referred to questions or neutral statements that encourage the study participant to expatiate on questions that were not clearly answered with the intention of answering them fully (Sarantakos, 2013:289).

Summarising was also important during the interviews because summarising is the potential of creating a brief overview of the responses without excluding its main points (Burnell, Wood, Babin, Persznecker & Rosevear, 2017:43). The researcher summarised each interview in the presence of the participant to ensure that he had captured the data correctly.

The facial expression, verbal and non-verbal behaviour of the participants were also closely observed during the process of collecting data because the participants propelled the researcher in seeking for in-depth information through their facial expression and non-verbal behaviour.

Before data could be collected in the study, according to Strydom (2011c:237) pilot testing needed to be conducted and as such the study obliged hence the following discussion.

3.10 PILOT TESTING

Researchers are encouraged to conduct pilot testing before the main study is carried out. Pilot testing is a small study conducted before the actual research, with the purpose of determining whether the method, sampling and instrument are appropriate (Bless et al., 2013:393). Kim (2010:193) states that pilot study is a mini-study conducted before the main project is conducted with the intention of finding out that research questions are answerable or not in order to guide the researcher in developing a project plan. Pilot testing provides the researcher the opportunity to find out practical and ethical issues that may be detrimental to the main study if they are not addressed properly (Makofane & Shirindi, 2018:41).

The researcher conducted pilot testing with two selected participants (social work supervisees) working for the DSD in the Giyani region before conducting the actual research as advised by Strydom (2011:237c). When piloting, the pilot participants were requested to read through the informed consent form and commented on its readability and complexity. During the pilot testing, participants were informed about the study and the kind of questions to respond to and that they are within

their rights to pull out from the pilot study without any consequences, fortunately the participants indicated their willingness to take part in the pilot study and thereafter, they were interviewed using the interview schedule. During pilot testing, it was established that one biographical question should be included on the interview schedule. The question was as follows: “is your supervisor appointed or delegated?”. The inclusion of this question was communicated with the researcher’s supervisor. Pilot testing was conducted because it aided the researcher to uncover ethical issues and establish whether the research questions were well formulated or not. Social work supervisees who participated in the pilot study were excluded in the actual research study as advised by Strydom (2011c:237). After all the data collection procedures have been completed successfully, i.e. interview schedule has been compiled, data preparations, data collection instrument has been piloted and data has been collected, the collected data was analysed.

3.11 METHODS OF DATA ANALYSIS

Data analysis is the process of classifying narrated responses with the intention of making interpretation (Flick, 2014:5). Creswell (2013:179) indicates that data analysis involves the process where the researcher organises the study data, and conducts a preliminary reading of the database, coding of the collected information and sorting the study themes, representing the data of the research study and making an interpretation of the study data. In addition, Bhattacharjee (2012:113) states that data analysis is the process of analysing research data collected through audio-recording or through taking notes of the interview with the intention of understanding a phenomenon under study. It can be deduced that data analysis is the process whereby the researcher analyses the information gathered from the research field with the intention of making interpretation and obtaining its meaning.

For this study, the researcher analysed data by means of Creswell (2014:219-220) steps of analysis. The steps are as follows:

Table 3.2: Steps of data analysis for the study

Steps	Description
Step 1	This step is referred to as “organising and preparing data”. In this step the researcher organised and put together data that was collected from social work supervisees for analysis by means of transcribing interviews and by sorting and collating the collected data according to the information provided.
Step 2	Step 2 is called “reading or looking at all data”. The researcher read and carefully looked at the collected data with the social work supervisees in order to get the overall “sense of the information”. This step afforded the researcher the opportunity to reflect on the overall meaning of the collected data.
Step 3	This step involves “coding of data”. The researcher commenced with the coding of all data that was collected from the participants. The researcher also sought assistance with coding from an independent coder.
Step 4	Step 4 is known as “coding process to generate” themes. In this step the researcher was assisted by the independent coder to generate themes and sub-themes from the collected data.
Step 5	This step is called “advancing the description of themes”. During this step the researcher narrated or described the themes with the assistance of his supervisor in order to convey the study findings.
Step 6	In this final step of data analysis, the researcher interpreted and presented the findings of the study.

The above table provides a clear picture of how data was analysed in the study. However, there is a need to make sure that data is verified hence the upcoming discussion (Lichtman, 2014).

3.12 METHODS OF DATA VERIFICATION

Data verification is an activity that makes a determination of whether the researcher's conclusions are true and accurate as reflected in the research study (Lichtman, 2014:386). Guest, Namey and Mitchell (2013:298) state that data verification is the process where the researcher checks, confirms and ensure that the study data is accurate. It can thus be deduced that data verification is an activity or a process where the researcher checks and confirms the study data in order to determine whether its results are correct or not. For this study, the researcher verified data by adopting four constructs that "reflect the assumptions of the qualitative paradigm" which are credibility, transferability, dependability and conformability as proposed by Lincoln and Guba in Schurink, Fouché and De Vos (2011:419).

3.12.1 Credibility

Credibility refers to a situation where at the completion of the research study, the research results represent the study participants (Lietz & Zayas, 2010:191). Bhattacharjee (2012:110) states that credibility implies that readers of the study findings should believe that what the study found is true and believable. Bhattacharjee (2012:110) asserts that credibility is demonstrated by the researcher's evidence of the prolonged engagement with the study participants. This is done by means of providing audio recordings of the interview with the study participants and by providing written notes of the interviews with the study participants (Bhattacharjee, 2012:110). In this study, the researcher ensured the credibility of the study by providing quotations in the data analysis chapter as evidence of engagement with the social work supervisees during data collection.

3.12.2 Transferability

Transferability refers to a situation where after the completion of the research study, the research results can be generalised to other settings (Bhattacharjee, 2012:111). Hakansson (2013:7) defines transferability as the process of creating descriptions that can become a database of other researchers. Anney (2014:277) concurs that transferability refers to a situation where the qualitative research findings can be applicable to other contexts with other research participants. The researchers should be able to ensure the provision a rich comprehensive descriptions of the research context (detailed description) and thoroughly articulate the structures, assumptions, and processes revealed from the study data so that readers can independently evaluate the content and extent of the study reported findings to ensure transferability (Bhattacharjee, 2012:111). In this study, the researcher ensured transferability by providing a rich description of how the study was conducted. This was described on the methodology that was employed in carrying out the study and reasons were articulated on the choices of procedures that were adopted in the study. The researcher also provided context of where data was obtained so that the readers of the study will be able to determine that the study is transferable to other settings as suggested by Guest at al. (2013:298).

3.12.3 Dependability

Dependability refers to a situation where the correctness of the research findings are thoroughly assessed by making use of auditing (Hakansson, 2013:7). Hammond and Wellington (2013:165) indicate that dependability is mostly utilised “in the broad sense of reliability” in order to afford an audit trail the opportunity to provide a means that will assess the dependability of the study. Bhattacharjee (2012:106) states that research findings can be considered to be dependable or true in a situation where two or more researchers researching the same or similar phenomenon utilising the same set of evidence independently come to same conclusions or the same researcher investigating the same or similar phenomenon at different times comes to a similar conclusions.

Furthermore, the researcher should outline the research process of the study to ensure dependability (Bhattacharjee, 2012:106). Therefore, in this study as advised by Bhattacharjee (2012:106), the researcher also provided a comprehensive discussion of the methodology employed in this study. Secondly, this was executed by ensuring the corroboration of the study findings with existing literature. This enabled the researcher to find what other researchers who researched the similar topic found thus contrasting it with this study.

3.12.4 Conformability

Conformability implies that the research findings can be confirmed by other researchers (typically, research participants) (Bhattacharjee, 2012:110-111). Hakansson (2013:7) states that conformability means that the study has been conducted in a good manner without being influenced by personal reasons that could hinder the objectivity of the findings. Furthermore, Bhattacharjee (2012:110-111) suggests that conformability is demonstrated by indicating that the research participants concur with what the researcher has written down or if research participants generally concur with the inferences about the phenomenon of interest (based on a reviews of research papers or reports), the research findings can be considered as confirmable.

According to Krefting (1990:221), other methods of ensuring conformability include code-recode, triangulation, and the use of colleagues and methodological experts to check the research as other means of ensuring dependability. In this regard, the code-recode method was used to ensure conformability because the researcher coded the data and developed themes. The data was then sent to the independent coder who recorded the data and developed the themes obtained from the participants.

3.13 SUMMARY OF THE CHAPTER

This chapter of the study was about the study's research methodology and the following aspects were addressed in this chapter: research setting, research methodology, research approach, research design, research methods, population for the study, sampling methods, data collection methods, pilot testing, methods of data analysis, and methods of data verification.

CHAPTER 4

EMPIRICAL FINDINGS OF THE STUDY

4.1 INTRODUCTION

This chapter presents the empirical findings of the study about the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa. The study findings are based on the interviews conducted with 13 social work supervisees working for the Department of Social Development in the Giyani region. Before presenting the findings of the study, a comprehensive biographic profile of social work supervisees who participated in the study is presented because according to Goliath (2018:72) knowing the biographic profile of the study participants' is crucial because their backgrounds and personal experiences may reveal how they answer various questions. Creswell (2016:110) asserts that researchers should always present a comprehensive biographic profile of the participants in a tabular form.

4.2 BIOGRAPHIC PROFILE OF STUDY'S PARTICIPANTS

This section presents the biographic profile of 13 social work supervisees who participated in the study. The discussion of the biographical information will be two-pronged commencing with explicating their age, training institution and highest social work qualifications. The second part will discuss the employment title and supervision history of participants which include years of experience, type of services, status of current supervisor, period supervised and number of supervisees.

Table 4.1: Profile of social work supervisees

Participant	Age in years	Training institution	Highest social work qualification
A	29	Univen	BSW

B	35	Univen	BSW
C	30	UJ	BSW
D	31	Univen	BSW
E	29	UL	BSW
F	33	UL	BSW
G	49	Univen	BSW
H	34	UL	BSW
I	31	UL	BSW
J	30	UKZN	BSW
K	44	Univen	BSW
L	32	Univen	BSW
M	34	Univen	BSW

Participants' age

It can be deduced from table 4.1 that the age range of participants is from 29 years to 49 years. The youngest participant is 29 years old while the oldest participant is 49 years old. The table also indicates that eight participants are in their 30's while two participants are in their 40's. It can also be deduced from the table that 10 participants are in their early adulthood and that three participants are in middle adulthood stage according to Erik Erikson's stages of development (Sudbery, 2010:314; Dunkel & Harbke, 2017:58). According to Newman and Newman (2012:435,483), early adulthood is from the age of 24 to 34, while the middle adulthood is from the age of 34 to 60. Madisha (2019:64) also found that the age range of the participants in her study were from 29 to 46 years which is similar to the study's participants. The majority of the participants in the study of Shokane (2016:54) were aged 30 to 34 followed by participants who were aged 25 to 29. On

the other hand, the majority of the participants' age in the study of Sikhitha (2018:134) ranged from 30 to 39 years. From the findings, it seems that social work practitioners in the Limpopo region of South Africa where the Giyani region is located are aged 29 to 49 years.

Highest social work qualifications

It can be deduced from table 4.1 that all participants are in possession of a Bachelor of Social Work (BSW) degree from different training institutions such as the University of Venda (Univen), University of Limpopo (UL), University of Johannesburg (UJ) and University of KwaZulu-Natal (UKZN). It can also be asserted from the table that all participants do not possess any highest social work qualification other than the BSW degree. The study by Cloete (2012:81) also found that the majority of the participants had a four year BA degree in social work. The study conducted by Sikhitha (2018:141) also found that the majority of the social work participants were in possession of a four year social work qualification regardless of their work position. According to African Continental Qualifications Framework (ACQF) (2020:17), a BSW degree is a four-year degree which is equivalent to the National Qualification Framework (NQF) level 8. The findings suggest that social work graduates after obtaining their undergraduate qualification do not pursue postgraduate social work qualification. In addition to the preceding discussion, the table below presents the participants employment title which includes years of experience, types of services, status of current supervisor, period supervised by current supervisor and number of supervisees.

Table 4.2: Participants employment title

Participant	Years of experience	Type of services	Status of current supervisor	Period supervised by current supervisor	Number of supervisees
A	4	Generic	Delegated	4 years	4

B	9	Generic	Appointed	3 years	10
C	4	Generic	Appointed	1 year	10
D	3	Generic	Delegated	5 months	2
E	7	Generic	Delegated	7 months	6
F	4	Generic	Delegated	4 years	5
G	6	Generic	Delegated	4 years	2
H	8	Generic	Delegated	4 years	6
I	6	Generic	Appointed	9 months	10
J	3	Generic	Delegated	1 year	4
K	3	Generic	Delegated	2 years	3
L	6	Generic	Delegated	5 months	3
M	7	Generic	Delegated	3 years	5

Years of experience

It can be deduced from table 4.2 that participants had a variety of work experience as social work practitioners in the Giyani region. This is because three participants have been working in the Giyani region for a period of four years, three have been working in the Giyani region for a period of three years and another three participants have been working there for a period of six years. In addition, two other participants have been working in the Giyani region for a period of seven years while two have been there for a period of eight and nine years. Maluleke (2019:30) found that the work experiences of social workers who participated in his study ranged from two to eight years which is similar to the participants who participated in this study.

Types of services

It is evident from table 4.2 that all participants have been appointed as generic social workers. The study conducted by Sikhitha (2018:143) found that more than 79.5% of the participants were providing generic social work practice as their main job function and that a bulk of generic social workers mainly deals with the provision of social work services within the child and family welfare sectors. According to Miley, O'Melia and DuBois (2013:7), generic social workers are responsible for offering their services to various human systems such as individuals, families, formal groups, societies, communities and organisations to ensure the creation of change that enhances human system functioning. Bolin (2015:6) concurs that generic social workers provide their social work knowledge and skills in order to engage and offer assessment, interventions and evaluations to individuals, families and formal groups within the “complex social environments that shape practice”. It can further be deduced in this regards that irrespective of years of experience, social work practitioners maybe employed in the same position.

Status of current supervisor

Manthosi and Makhubele (2016:55) found that most social work supervisors in the DSD offer supervision based on their number of years working as social workers not because of being appointed and having the necessary qualifications and competencies. Baloyi (2017:73) also found that social work supervisors within the DSD in Malamulele area office were promoted or delegated to their supervisory positions depending on their years of work experience. Sikhitha (2018:159) affirms these findings because she also found that most of the social work supervisors in the DSD in Vhembe District of Limpopo Province were not formally appointed to their supervisory positions. This was also the case in this study because 10 participants are supervised by delegated supervisors while three participants are supervised by a supervisor who is permanently appointed.

A delegated supervisor is a practising social worker who has been delegated the supervisory responsibilities to oversee the work of fellow social workers. On the

other hand, an appointed supervisor is a supervisor who has been appointed formally in the supervisory position. This study claims that social work supervisors should be appointed as such because during the appointment process individuals are vetted to ensure that they would be able to render effective supervision services.

Period supervised by current supervisor

Four (4) participants have been under the supervision of their current supervisors for a period of four years, two participants have been under the supervision of their current supervisors for a period of three years, two participants have been under the supervision of their current supervisors for a period of one year. Another participant (one) has been under the supervision of the current supervisor for a period of two years, while four, as noted in the limitations of this study, have been under the supervision of their current supervisor for a period of five to nine months. The Department of Social Development (2012:44) indicates that newly employed social work supervisees must be supervised for at least three years every two weeks before they can be elevated to a consultative level. After three years, the frequency and type of supervision will be decided by the social work supervisor and the supervisee and will take into consideration the supervisees experience and level of competence and the nature and complexity of the supervised work. From the findings, it seems that half of the participants in the study are in the consultative level of supervision.

Number of supervisees

It can be deduced from table 4.2 above that the social work supervisor with the highest number of subordinates is responsible for providing supervision to 10 supervisees, followed by the supervisor who provides supervision to six supervisees and a supervisor who renders supervision to five supervisees. The social work supervisor with the lowest number of subordinates is responsible for providing supervision to two supervisees. According to the Department of Social Development (2012:48), the supervision ratio of social work supervisor who

provides supervision to social work practitioners within the same organisation is 1:13. The supervision ratio of a social work supervisor who works at the separate service point from his or her supervisees is 1:10 and the supervision ratio of a social work supervisor who has extra responsibilities such as doing case work and ensuring the proper management of social welfare is 1:3. It is unfortunately not clear from the findings if the social work supervisors in the DSD Giyani region comply with the supervision ratio that is prescribed by the norms and standards of supervision of social workers in South Africa because during the research it was not clear if supervisors were in the same service points as supervisees or not and also whether or not are their supervisors rendering direct social work services to clients and managing the social welfare.

4.3 THEMES AND SUB-THEMES OF THE STUDY

According to Bless et al. (2013:355), qualitative data usually includes articulations of the study's key themes and descriptions of differences between the study's themes or between groups or study's participants. Consequently, table 4.3 below presents the themes and sub-themes that emanated from the study interviews with the participants.

Table 4.3: Themes and sub-themes

Theme	Sub-theme
1: Participants' views on the quality of supervision	1.1 Availability of supervisors to offer guidance and support to supervisees 1.2 Supervision contract 1.3 Clear communication 1.4 Permanent employment of supervisors
2: Participants' understanding of social work supervision	
3: Participants' descriptions of their	

services	
4: Supervision contracts between supervisors and supervisees	
5: Participants' experiences of supervision	<p>5.1 Individual and group supervision</p> <p>5.2 Consultation with supervisors</p> <p>5.3 No supervision offered to participants</p> <p>5.4 Supervision challenges</p>
6: Participants' views on their supervisor-supervisee relationship	
7: Participants' opinions on the quality of supervision offered by supervisors	
8. Suggestions to improve and enhance the quality of supervision	

These key themes that emanated from the study data are comprehensively discussed below.

THEME 1: PARTICIPANTS' VIEWS ON THE QUALITY OF SUPERVISION

The researcher wanted to find out from the participants about their opinions on what constitutes quality social work supervision with this theme. The theme was deduced from the following question: "In your opinion what would constitute quality social work supervision?" The researcher is of the view that this question was important because for participants to tell whether they are receiving quality supervision from their supervisors, they should first know what quality supervision entails. Quality supervision is associated with workers job satisfaction,

organisational commitment and the retention of workers within the organisation (Kettle, 2015:2). Godden (2012:13) asserts that quality supervision is able to ensure that workers are recruited and retained within the profession. Hafford-Letchfield and Engelbrecht (2018:329) indicate that quality supervision has been pointed out as the potential axle which can maintain the integrity and the excellence of social work practice. The participants gave a combination of responses and owing to the responses received, the theme branched into four sub-themes namely; availability of supervisors to offer guidance and support to supervisees, supervision contract, clear communication and permanent employment of supervisors which are discussed broadly below.

Sub-theme 1.1: Availability of supervisors to offer guidance and support to supervisees

The Labour Relations Act no: 66 of 1998 as amended advocates for employees' rights to fair labour practices. Consequently, social work supervisees have the right to receive quality supervision that will enable them to provide quality services that are in line with their organisational policies and procedures. In responding to the question of quality supervision, it was established from the responses that most participants made reference about availability of supervisors to provide guidance and support and that supervisors should be proactive in dealing with challenges and offering needed resources to ensure the provision of quality supervision. Below are the participants' verbatim responses to the question:

“What constitute great supervision is that a supervisor should always be available to supervisees and also even not be asked by supervisees to offer assistance, he or she should also try to find out from supervisees if there is anything that they are in need of such as resources and then the supervisor should be the one at the fore-front knowing that at this current moment there are lack of resources or there is 1,2,3 issues which are hindering service provision before we as supervisees ask from the supervisor. The supervisor should be at the fore-front knowing the challenges that we are encountering. I think that would constitute a good supervision”.

“Quality social work supervision should be about the social work supervisor being there whenever I need her or him holding my hand or giving me the right

direction. In terms of quality it means that the social work supervisor should always be available no matter what”.

“Support, yah!.. Support I think is what we mostly need. We just need support to know that someone is there at your corner whenever anything goes wrong that person is there to make sure that you’re protected all the time”.

“Hmm! I think for me the supervisor is supposed to be present at all times to be more involved in what I do and when they offer maybe a task is not that they offer a task and neglect you but you are there, you offer a platform where your also open to other suggestions in terms of how we can make work easier for the both of us. So for me quality should be about a supervisor that is always present and that is more involved in what I do unlike you are working but the supervisor is in a distance”

“I think quality has got to do with impact. It should allow personal and professional development, staff development and also educational support”

It is apparent from the participants’ responses that they understand quality supervision in a variety of ways including supervisors being fully available and involved in the work of supervisees directing and offering assistance to the supervisees and knowing about the challenges of the supervisees. It is also evident that participants understood quality supervision in terms of ensuring professional and educational support by supervisors to their supervisees. According to Lietz (2013:2), the support function implies that the social work supervisor should provide supervisees with tools that they need to do their job effectively. Falender (2014:12) indicates that supervisees should be supported so that they are able to assess their competencies and to construct supervision goals and tasks. Carpenter et al. (2011:11) concur that social work supervisees who receive more support from their supervisors are able to manage their work better.

It can further be deduced from the responses that quality supervision is or should be developmental in that the social work supervisor should create avenues for professional development of their supervisees. Sellers et al. (2016:320) concur that quality supervision can simultaneously promote the continuous growth of the social work supervisor and the professional development of the supervisee and the complete development of the social work profession. Bernard and Goodyear in

Watkins and Milne (2014:239) concur that social work supervision ensures that the supervisees work related knowledge and their practice skills as well as their social functioning are improved in order to provide quality professional social services to the clients. While most of the participants are of the view that availability of supervisors to offer guidance and support to their respective supervisees would ensure quality supervision, supervision contract was also said to be one of the aspects that could ensure quality supervision hence the sub-theme which is discussion below.

Sub-theme 1.2: Supervision contract

According to the Department of Social Development (2013a:52-53), the supervisory plans or programmes should always be aimed and tailored to the specific practices and the supervisory contract should be formulated, which should include amongst others the long-term professional development goals and should be reviewed on a periodically basis. In responding to the question, there were other participants who made reference to the supervision contract as an essential component of ensuring quality supervision and below are the participants' verbatim responses.

“Quality social work supervision I think firstly it must be consistent. For example if we do a supervision contract where we agree that every month we will meet to discuss some cases, then we should meet as per the agreed upon supervision contract. So it should be consistent”.

“I think the supervisor must provide social work supervision based on the supervision contract and ensure that us as supervisees we follow the supervision”.

It is apparent from the preceding excerpts from the participants that for supervision to be classified quality, it must incorporate the aspects of supervision contract. This means that the social work supervisor should facilitate the development of the supervision contract with the supervisee and must also ensure that they render supervision as per agreement. Similarly, Falender (2014:12) found that quality supervision should establish a solid supervision alliance and the development of

the supervision agreement or contract between the social work supervisor and the supervisee. Illing (2019:47) also suggests that quality supervision ensures that the social work supervisor and his or her supervisees should all have the same understanding of the purpose of the supervision which will be guided by the supervision contract. From the participants' responses to the question, it was further articulated that establishing clear lines of communication could be beneficial towards ensuring quality supervision hence the subtheme which is discussion below.

Sub-theme 1.3: Clear communication

Another participant made reference about establishing clear lines of communication between supervisors and supervisees as essential elements of quality social work supervision and below is what the participant had to say:

"In my opinion what would constitute quality supervision it will be first of all communication... actually not just communication, great communication between the supervisor and the supervisee. The channels of communication should be open in a way that if a supervisee has a case that he or she is finding it difficult to handle, he or she should openly seek advice and assistance from his or her supervisor and have confidence that the supervisor will be able to help me get through the case and manage to provide quality services to our clients".

It is evident from the participant's narrative that quality supervision should include the aspects of good communication between the supervisor and his or her supervisees. It is also clear from the narrative that good communication will enable supervisees to easily approach their supervisors should they come across challenging cases. The participant's narrative share similarities with the consulted literature. Ladany, Mori and Mehr (2013:35-36) are of the view that the quality supervisor is able to provide an open discussion with the supervisee. On the other hand, Aasheim (2012:21) indicates that a supervisee that is always busy and unwelcoming or heavily burdened is unlikely that such a supervisor will make supervision effective. The researcher concurs with the findings because he believes that great communication between the social work supervisor and the

supervisee will permit open discussion which will subsequently lead to the offering of quality supervision by supervisors to their respective supervisees.

Sub-theme 1.4: Permanent employment of supervisors

In responding to the question of quality supervision, there was another participant that made reference about the permanent appointment of supervisors in supervision posts as a requirement for quality supervision. The participant had the following to say:

“For me what would constitute quality social work supervision is when someone has been appointed to that post firstly because when they are delegated they do not give their full attention to the job and sometimes it could be because they may not even have what it takes to do the job instead they may be just doing the job because they are delegated. So if they are appointed on permanent basis in the post for me it would constitute quality social work supervision because they will know what they are doing, they would have contested for that post”.

It is apparent from the participant's response that what would constitute quality supervision would be when the supervisor has been appointed to the supervisory position not delegated and that by being appointed the supervisor will be able to demonstrate quality supervision because he or she would have proven his or her supervisory knowledge during the job interview. Baloyi (2017:73) also found that social work supervisors in the DSD in Malamulele Area Office of Limpopo Province had not been trained to provide social work supervision but have been promoted to be social work supervisors because of the number of years they have been employed as social workers and that as a result social work supervisors lack relevant social work supervision theories because they still utilise theories that they have learned during their time as undergraduate social work students. The researcher also contends that an appointed supervisor will be more effective when it comes to the offering of quality supervision to supervisees than a delegated supervisor. This is because the researcher has observed in his place of employment that a large number of delegated supervisors do not feel obliged to offer quality supervision to their allocated supervisees because they are not

compensated to offer such responsibilities which impacts on the supervisees' quality of work.

It is clear from the findings that what would constitute quality social work supervision is the availability of the social work supervisors towards the work of the supervisees is one of the aspects that ensures quality supervision since the supervisor will be involved towards the work of the supervisee to direct, educate and offer assistance and support whenever the supervisee come across challenges. The inclusion of supervision contract between the social work supervisor and the supervisee and ensuring that they both work as per the established supervision contract is also one of the aspects that could ensure quality supervision. It is also clear from the findings that establishing a clear communication between the social work supervisor and the supervisee is one of the aspects that ensure the offering of quality supervision by supervisors to their respective supervisees and what would constitute quality supervision would be the permanent appointment of supervisors in the supervisory positions not delegation because by being appointed supervisors would have proven their supervisory knowledge and expertise that would enable them to offer quality supervision.

THEME 2: PARTICIPANTS' UNDERSTANDING OF SOCIAL WORK SUPERVISION

In this theme, the researcher wanted to establish the participants' understanding of social work supervision. The theme was deduced from the following question: "In your understanding what is social work supervision?" This question was vital because for participants to contribute meaningfully to the study, they needed to have understanding of what supervision entails. The participants provided an array of responses to the question and below are their verbatim:

"In my own understanding I think social work supervision is a process whereby the supervisor provides support and guidance to his or her supervisees in their day to day work".

“My understanding of social work supervision is offering guidance and working hand-in-hand with your supervisor and in case maybe you come across some difficulties so that he or she will be there to assist and to offer assistance”.

“Okay social work supervision is... okay my understanding is when the supervisor ensures that the supervisee delivers quality services to clients by giving guidance to the supervisee and being supportive”.

“I think social work supervision is where a supervisor offers support to the subordinates or supervisees, is either cases that am struggling on or any support that I will need for the job to be done or in terms of struggles that happens at the workplace then that person [supervisor] is supposed to be there to offer helping hand because I believe that one is more experienced than the supervisee”.

From the narratives, the participants indicated that social work supervision is the provision of support and guidance to supervisees by their supervisors. The participants' narratives correlate with the description of supervision by Munson in Marc et al., (2014:223) that supervision is a process of interaction in which the supervisor is appointed to assist and provide guidance to the work of the supervisee, particularly in the areas of education, support and administration. In addition, Godden (2012:3) also described supervision as a “process by which an organisation provides support and guidance to the social workers”, with the intention of enabling social work supervisors to support workers and building effective professional relationships and developing good practice. Furthermore, other participants made reference to social work supervisors educating their subordinates to ensure the professional growth of supervisees and supervisors overseeing the work challenges of supervisees when describing their understanding of supervision and below are the verbal responses of the participants:

“Social work supervision to me is all about educating your subordinates, so that's one of the roles of a supervisor that what they should do”.

“In as far as my understanding goes and expectations, social work supervision entails overseeing the work that the supervisee is expected to do and that will include having one-on-one sessions, trying to understand how perhaps as an example how the case was handled, what were the challenges, you know you

learn from that, which is something which is very rare” and below is how the participant responded to the question:

“I think social work supervision is to assist someone who is new who doesn't have experience to grow in the profession and in order for her or him to be able to work without constant supervision”.

It can therefore be deduced from the responses that the participants understand the concept social work supervision in terms of providing education to supervisees by their respective supervisors and in terms of overseeing the work of the supervisee by the supervisor and ensuring the provision of one-on-one supervision sessions by the supervisor. The participants share similarities with the following descriptions of social work supervision: According to Engelbrecht (2014b:11), social work supervision is a process where the social work supervisor interacts and provides supervision to the supervisee in a positive, anti-discriminatory relationship which is based on different theories, models and supervisory opinions by performing supervisory functions such as educational, supportive and administration with the aim of making sure that supervisees are able to provide social work services that are efficient and professional to their clients. The Scottish Social Services Council (SSSC) (2016:16) also states that supervision is a process which aims to provide support, assurance and developing the skills, knowledge and values of the supervisee. This statement shares similarities with the participants' views of social work supervision. The findings indicate that the participants understand what social work supervision is all about. This is evidenced by the inclusion of educational aspects in the description of social work supervision in the consulted literature.

On the other hand, the assertion by the participant that social work supervision builds the supervisees so that they are able to provide social work services independently is supported by the findings of Hawkins and Shohet (2012:60) which indicate that supervision it is a process where the social work supervisor work together with the supervisees and assist the supervisees to attend to their clients and themselves as part of the client worker relationship and by so doing they

enhance the quality of work they render, transform their relationship with the service users, and simultaneously develop themselves and their profession. This finding is supported by the SBA because the SBA alludes to the fact that social work supervisors should build and support their supervisees. Based on the above extract by the participant and the literature consulted, it is also clear from the discourse that the participants have a clear understanding of the concept social work supervision.

THEME 3: PARTICIPANTS' DESCRIPTIONS OF THEIR SERVICES

The study's theme was deduced from the following research question: "what does your job description entail?" The researcher wanted to find out about the participants' job description. It was important to have a clear description of the participants' services in this study in order to establish how their supervisors are assisting them in executing their daily duties. According to the Department of Social Development (2013c:36), social workers offer prevention and promotion services to their clients, they also offer social assistance and relief, protection and statutory services, support services, therapeutic services, rehabilitation services and after care services. In responding to the above question, below are the extracts from the participants' verbatim narratives:

"Hmm!... As a generic social worker I am rendering services such as casework, community work, group work, and administrative work".

"As a generic social worker or as a social worker I can say I render transversal social work services by helping the poor and vulnerable of diverse cultural backgrounds".

"I am not specialising so I work with families, children and organisations".

"I render services to families, children and youth, also NPO support where I do monitoring of Non Profit Organisations".

"Basically, my work entails offering mediation services for family issues, family preservations also conducting investigations for foster care purposes, finalising foster care placement, and offering social relief of distress. I think those are the umbrella services".

“I render restorative services where I do campaigns on substances and foster care which falls under the family services”.

It is clear from the above excerpts that the participants offer a variety of social work services to their clients. It is also apparent that a large number of participants are not specialising because they offer generic services to their clients. It is also evident from the participants' narratives that they provide foster care services to their clients. This is in line with Suppes and Wells' (2013:137) findings that social workers are professionals who conduct foster care investigations and make recommendations on whether to accept or reject the application. It is also evident from assertions by the participants that they also conduct substance abuse awareness campaigns in their endeavours which is consistent with Suppes and Wells' (2013:283) finding that social workers render their social work services in a wide range of health and social service organisations to individuals' who deal with alcohol or other substance addictions, not just within substance abuse treatment programmes. It is equally clear from the responses by the participants that they also render group work and community work services in their endeavours and that their services are geared towards assisting the poor and vulnerable members of communities. According to Miley et al. (2013:8-9), social workers focus on various intervention approaches when they are providing their services to people and small groups and that the role of social workers in community work is that they work with members of the communities to address social problems within the communities as well as institutional and social systems. It can therefore be deduced from the findings that social work practice in the Giyani sub-district is in keeping with national and global standards of social work practice.

THEME 4: SUPERVISION CONTRACTS BETWEEN SUPERVISORS AND SUPERVISEES

This theme is about the supervision contract between the social work supervisors and the supervisees. The researcher wanted to establish the participants'

experiences of the supervision contract with their supervisors. The theme was deduced from the following question: "Describe your experience with regard to a supervision contract". According to Falender (2014:12), supervision contract is "an informed consent document" that lists the expectations of the social work supervisor and the supervisee, the roles of the supervisor and the supervisee and the guidelines of the supervision relationship between the social work supervisor and the supervisee. Aasheim (2012:63) describes supervision contract as a written none legal but formal document where the social work supervisor and the supervisee or the employing agency agree on the tasks, roles and functions that will be undertaken in the supervisory process. In responding to the question, only few participants made positive remarks with regard to the adherence to supervision contract and below are their responses:

"My experience with regard to supervision contract is good because it creates an opportunity for me to learn and explore matters relating to the profession. The sessions help us to grow and learn about different policies. I get an opportunity to research about different policies relating to different issues I am faced with, which include family issues, divorce matters, children matters, and challenges faced by the elderly... The sessions help us to integrate theory into practice and it helps us to grow and be knowledgeable".

"Almost every year we sign a supervision contract. We usually follow almost all the aspects in the contract and it assists us to keep track of our activities, knowing where to go from now until we finish the whole year. Also, because I believe that the contract is a guideline on how to work sometimes we divert from it due to other logistics and work schedules and later get back to it".

"My experience of the supervision contract is that me and my supervisor adhere to it. Our contract stipulates that we should have four supervisions per annum which is once quarterly, and we do just that. However, the outcomes of supervision sessions sometimes do not meet my expectations as a supervisee because there are lot of challenges that I come across with daily which are largely due to lack of resources and when I relate my challenges to my supervisor she has nothing to say or has no answer that will definitely be relevant at that moment. So, even though we meet as agreed challenges are still there, loopholes are still there and therefore, management still have to work on a lot of things when it comes to supervision and support that they should be providing to us as junior employees".

According to Marc et al. (2014:224), supervision contract should include the objectives of the supervision and the expected outcome of the supervision, the frequency of the sessions, the supervision agenda and the place where the supervision will be conducted. Tebes, Matlin, Migdole, Farkas, Money, Shulman and Hoge (2010:191) assert that a supervision contract is essential because it assists the social work supervisor in monitoring the work of the supervisee. Tebes et al. (2010:191) indicate that supervision contract assists the social work supervisor to determine the work progress of the supervisee and give the supervisor the opportunity to provide valuable feedback to the supervisee which is central to effectively manage the supervisee's job performance. The findings share similarities with literature because the participants perceive the supervision contract as beneficial towards the professional growth of the supervisees. It is also clear from the findings that the participants perceive the supervision contract as guidelines for the supervision process.

This study found that lack of resources can make both the social work supervisors and supervisees to an extent that they may view the supervision process as non-beneficial. Manthosi and Makhubele (2016:51) found that the social work supervision in the DSD in Polokwane Sub-district is provided to supervisees in conditions that are not conducive, which are characterised by lack of tools of trade such as vehicles, telephones, inadequate office space, electronic devices and stationery. Engelbrecht (2013:456) affirms that working conditions of social workers adversely affect the provision of quality supervision in social work services. The study conducted by Joseph (2017:86) also came to similar findings that working conditions that affect social workers in doing their job effectively are shortage of vehicles, lack of resources, lack of adequate office space and safety issues. Joseph (2017:86) also found that the existing vehicles are not properly maintained. It can therefore be deduced that a favourable work environment is not provided for a supervision to occur in Giyani sub-district. In addition to the preceding findings, most participants reported to have had negative experiences

regarding the supervision contract and below are the verbatim responses of the participants.

“I think the only time I’ve actually seen and have been afforded the opportunity to get involved in the development of my supervision contract was initially when I was employed. For the rest of the time it has been a matter of getting a WhatsApp message being summoned to come and sign”.

“Sometimes I don’t get to read the supervision contract and most of the things that are stipulated in the contract are not done practically. So is just a contract. I would say we accomplish 60% of what we need to be done”.

“I don’t think that the contract is being administered correctly. We are just signing those contracts for compliance, one of the causes of that is because people are not appointed in these supervision posts. We have a shortage of supervisors in our area so because people are not appointed on permanent basis but are just delegated. Therefore, the contract is just for compliance, it’s not followed.”

“My experience with the contract is that it’s usually just signed for the sake of signing. The contract stated that on monthly basis or quarterly basis we will meet but we never did, we never kept to the supervision dates or contract that we agreed on.”

“We usually sign the contract at the beginning of the financial year and that’s it. We go back or revisit the contract maybe towards the end of the financial year. As a result my supervision is never conducted as per the contract that I have signed”.

“You know what happens with this contract, they just call you and make copies of contract according to the number of their subordinates and then they call you to the office and then you just find everything in black and white and you are expected to sign, that’s what happened. This was also the case with my previous supervisors. They will just call you to come and sign and then they forge meetings that never took place, that’s what they do”.

It is clear from the extracts that most of the participants agreed to be having a supervision contract with their supervisors, but they are not receiving supervision in accordance with the supervision contracts that they have signed. What was

shocking was also to find that most of the supervisees are not aware of what is written inside their supervision contracts because they are not given the opportunity to read the contents of the contract and as such they do not know what is expected out of them. It is also clear from the participants that the supervision contract is only signed for compliance purposes and it does not contribute to the professional growth of the supervisees. There was also a participant who alleged that some social work supervisors forge supervision sessions that never took place. The Scottish Social Services Council (2016:28) found that even when supervision contracts are available to serve as a guide to both the social work supervisor and the supervisee, they may be seen as only a form filling exercise rather than being perceived as an essential part of the supervision process. The study conducted by Sikhitha (2017:198) also found that the availability of supervision contract between the social work supervisor and the supervisee did not motivate supervisors to render quality supervision practices to their supervisees hence Manthosi and Makhubele (2016:55) in their study emphasised the importance of structured supervision and even went further to suggest that DSD in South Africa should come up with plans to ensure that supervisors together with their supervisees adhere to the supervision contracts. The notion that something should be done to ensure that the supervision contract is binding and that it should be adhered is also advanced in this study because it has been clearly evidenced by the findings of this study that the availability of a supervision contract does not guarantee the provision of supervision by the social work supervisors. It is also found in this study that most supervisors are not adopting SBA in their supervisory practices because the contents of the supervision contracts are mostly not discussed with the supervisees and this means that the focus is not on an individuals' self-determination and strengths.

THEME 5: PARTICIPANTS' EXPERIENCES OF SUPERVISION

The theme was deduced from the following question: "Share with me your supervision experience under your current supervisor in terms of supervision

sessions and methods used to supervise you”. In responding to the above question, only few participants were able to share their experiences and the participants indicated that they were mostly exposed to individual and group supervision. Furthermore, it was also established that most participants in the study are not offered both individual and group supervision by their respective supervisors. This theme branched into four sub-themes namely: Individual and group supervision, consultation with supervisors, no supervision offered to participants and supervision challenges and the said sub-themes are comprehensively discussed below.

Sub-theme 5.1: Individual and group supervision

According to Hawkins and Shohet in Artan et al. (2018:76) and Valentino, LeBlane and Sellers (2016:323), individual supervision is a process where supervision is conducted on individual basis between the social work supervisor and the supervisee and that it gives supervisees the opportunity to experience excellent individualised supervision while group supervision is described as a supervisory forum which is facilitated by the social work supervisor with a group of social work supervisees (Australian Association of Social Workers, 2014:5). The Supervision Framework for the Social Workers in South Africa supports the provision of individual and group supervision to meet different supervision needs of social workers in the country (Department of Social Development, 2012:28). With regard to individual and group supervision, only few participants shared positive responses. The responses shared are the following:

“We sometimes have group supervision where we meet as a team and then we discuss issues and then when one has got other cases that feel they are personal or they don’t need larger group we do one-on-one sessions with the supervisor and I feel she supports us 100%”.

“Mostly the supervisor conducts supervision in a group...”

“My supervisor ensures that the work is done. We do a weekly plan where I plan activities for the week and the supervisor assists me to achieve my goals. She is supportive, she makes sure that whenever I come across the challenges, we sit down and we do individual sessions where we hold case conferences where we discuss the challenges and how we are going to tackle them”.

“The method used to supervise us [supervisees] on a quarterly basis is individual supervision...”

It is clear from the given responses that some social work supervisors conduct individual and group supervision sessions with their supervisees. It is equally clear from the given responses by the participants that supervision sessions assist social work supervisors and supervisees to discuss challenges that supervisees are facing in their day-to-day work activities. According to Richardson (2011:2), individual supervision also affords the supervisee the opportunity to build a supervisory relationship which is based on trust, and offer supervisees particularly those who are uncomfortable to talk in the presence of their colleagues the opportunity to privately open up. Cloete (2012:141) asserts that individual supervision focuses on the individual needs of the newly employed social workers and affords them the opportunities to develop in their own pace. On the other hand, Sellers et al. (2016:320) assert that group supervision is also more likely to provide opportunities that are unique, develop key professional skills and enable peers to respectively have feedback skills and skills that will enable them to speak in public.

It can therefore be deduced from the participants' narratives that both individual and group supervision are beneficial to the social work supervisees because the two methods afford them the opportunity to discuss challenges that they are facing in their field of work. The consulted literature also corroborated the participants' narratives because it indicates that individual and group supervision give the supervisees the opportunity to develop their professional skills individually and in a group context. These findings also evidenced the fact that only few social work supervisors are adopting SBA in their supervisory duties in the Giyani region

because most participants are not offered both individual and group supervision by their respective supervisors. In addition, it was found that there is no consistency when it comes to the provision of supervision sessions because social work supervisors makes unilateral decisions on when sessions should take place and below are the verbatim responses from the participants:

“So aah!... I can’t say much is all about signing the supervision contract and then maybe one-on-one [sessions] sometimes not always. Usually when I come across a difficult case that’s when we have supervision session to discuss the case. Therefore, supervision sessions are not done that much maybe once after a long time, maybe once in three months or six months depending on the availability of the supervisor at the time. The process is all about the supervisor, she’s the one who decide when are we having those supervision sessions”

“We have supervision sessions sometimes, not all the times. And then another thing we are not many in the office, it’s only the two of us supervisees under our current supervisor, so we mostly do supervision in a group”.

“I can say individual supervision happens once in a quarter or maybe after two quarters. She will sit down with all of us, the four of us try to find out what are the challenges that we are encountering. So yah...I can say individual supervision, group and peer supervision are held maybe once or twice a year”.

It is therefore evident from the given responses that there is no consistency when it comes to the provision of supervision sessions by social work supervisors to their supervisees. It was also established from the responses that some social work supervisors only conduct supervision sessions when they feel like doing so. The studies conducted by Bradley et al. (2010:78) and Ncube (2019b:9) also revealed that social work supervisees receive supervision that is not structured and that they rely on the informal support of their co-workers when doing their professional duties. Manthosi and Makhubele (2016:52) found that supervision in the DSD Limpopo Province is not structured and supervisors are always in a hurry when conducting the supervision. Joseph (2017:154) found that there was a lack of regular supervision sessions with some participants revealing that they only received supervision once per year. From the participants responses to the

question, it was further established that most participants' are not offered individual supervision by their respective supervisors instead they consult with their supervisors when the need arise hence the sub-theme which is discussion below.

Sub-theme 5.2: Consultation with supervisors

The Batho-Pele Principles (1997) highlighted important principles that should be adopted in the public sector such as consultation. The principle implies that social work supervisors should be accessible to their supervisees and when they need them. It was established in this study that social work supervisors were available for consultation. According to the Department of Social Development (2012:28), when supervision goals and its outcomes have been respectively evaluated supervisees should be moved to a consultative level of supervision. Below are some of the participants' excerpts with regard to consultation:

“Personally I would say in most cases whenever I need assistance from my supervisor she’s mostly available for consultation. The only challenge I would say is whenever there are issues which I brought forward to her she sometimes also has difficulties to make sure that the information is received by the relevant bodies which might be the managers or maybe those who are above her position. Yah! So sometimes we get stuck together, the supervisor and the supervisee”.

“I have a contract with the supervisor but I only consult...which means my supervision is based on consultation. Whenever I have an issue I approach the supervisor and consult then that’s where I will get the support but if I don’t [consult] then there’s nothing. I cannot really say its individual supervision because there are no records of the minutes of sessions. Our consultation is not recorded anywhere, I just call telephonically and ask whatever I want to be assisted with”.

The findings indicate that there are social work supervisees who are placed on consultation by their supervisors in the Giyani sub-district and what is critical to note here is that, as advised by the National Association of Social Workers (2013:19), social work supervisors who render supervision and consultation respectively should ensure that they possess necessary knowledge and skills to

render supervision in an appropriate manner. In this study, it has also been established that the majority of participants are not offered supervision by their current supervisors hence the sub-theme below.

Sub-theme 5.3: No supervision offered to participants

Several studies conducted by Bradley et al. (2010:78); Ncube (2019b:9); Manthosi and Makhubele (2016:52) have confirmed the lack of supervision in social work practice. In this study, lack of supervision was no exception because it was established from the participants' responses that most of them are not offered supervision by their supervisors. Below are the verbatim responses by the participants to this effect:

“To be honest with you with my current supervisor I won't say much because I have never been with her since the day she was appointed to be my supervisor. We never even had a conversation and I don't know much about her and she doesn't know much about me that what I can say with my current supervisor.”

“I've been under her supervision for nine months now, so I should have signed some supervision contract with her. I should have met with her face-to-face for some supervision or some guidance or support but to this date we haven't met. We should have met as a group to discuss way forward or anything relating to work but up until to this date we haven't met ...”

“Mostly we speak on the phone or on WhatsApp group. I've never received formal supervision from my supervisor either be face-to-face or group. She just talks to the whole group on WhatsApp group she created for people under her supervision.”

It is clear from the participants' narratives that they are not offered supervision by their supervisors. It can also be established from the responses by the participants that there is no initiative from supervisors to find out how from time to time the supervisees are doing. These revelations also collaborate the study by Bradley et al. (2010:780) which found that some of the social workers receive supervision

telephonically from their supervisors and in an informal manner. Similarly, some of the participants in the study conducted by Mak (2013:44) also painted a grim picture because they indicated that they had never participated in a regular and structured supervision sessions with their respective supervisors but instead they only meet with their supervisors as needed. A large number of participants reported to be facing numerous challenges when it comes to the receiving of supervision hence the upcoming subheading.

Sub-theme 5.4: Supervision challenges

As it was discussed earlier on in the chapter one and two of this study, social work supervision is not without challenges. According to Maluleke (2019:32-35) and Chauke (2018:43), lack of social work supervisors support, lack of resources to do the work and poor remuneration, limited competencies in some of the social work supervisors, lack of conducive office space to render supervision and low morale amongst the supervisors were found to be some of the factors that should be urgently addressed if social workers are to render high quality services to their clients. The study conducted by Kheswa (2019:1) also found that social workers are faced with extensive workloads, are highly dissatisfied in their work, they are exposed to traumatising situations, they lack resources to do their work and they receive inadequate support from their supervisors. This study was also no exception because participants also reported numerous challenges that impede the rendering of quality supervision by their supervisors. The participants' challenges with regard to supervision are articulated in the following responses:

“My experience with supervision is got ups and downs because okay normally our supervision contract states that we should have a supervision session once per quarter that means it is four times a year and indeed we do hold individual supervision sessions once per quarter. However my challenge with this arrangement is that sometimes as a supervisee you will see that this supervision session is being held to meet the mandate of the employer not necessarily to serve my interest hence I am saying there are ups and downs”.

“My experience of supervision is not good. This is because we meet with our supervisor maybe once after a month. In most cases we use our phones to call them to consult instead of them arranging formal sessions so they can ask us about our challenges. We have a lot of challenges in our offices but our supervisors [are not available to provide supervision]... we have to call them always.”

“That is a very interesting question because I’ve never had a one-on-one session with my supervisor. What has happened in the past is that I would be given supervision forms to fill on my own and then sign and then date the supervision sessions and submit to my supervisor.”

It is clear from the participants that they are faced with numerous challenges when it comes to receiving supervision from their supervisors. It seems as though social work supervisors are not making efforts to ensure that they offer formal supervision sessions. The majority of participants indicated that they are not receiving face-to-face supervision. It is also clear from the participants that supervisees who are lucky to receive formal supervision the sessions are not aimed at developing the supervisees but are usually geared at fulfilling the administrative tasks of the employing department. The study conducted by Eagan (2012:200) revealed that lack of supervision remains one of the problems for social work practitioners. Manthosi and Makhubele (2016:55) found that poor service delivery by supervisees to their clients is sometimes a repercussion of poor supervision or lack of quality supervision. Engelbrecht (2013:463) warns that if the structured supervision of social workers is not improved, then supervision will be considered obsolete by some rather than a highly skilled and specialised professional activity. It is therefore recommended in this study that social work supervisors in the DSD Giyani region should adopt SBA in their supervisory duties. This is because some participants revealed that they are not receiving supervision which evidenced the fact that there is no sharing of learning, sharing of responsibilities and sharing of leadership between the supervisors and the supervisees.

The findings also evidenced the fact that supervisors are not capacitating their supervisees in order to build the supervisory relationship. The researcher’s view in

this regard is that if social work supervisors adopt the SBA in their supervisory duties they will be able to offer both individual and group supervision to their respective supervisees because the SBA acknowledges and prioritises the ability of the social work supervisee and advocates for the sharing of learning, sharing of leadership and sharing of responsibilities between the social work supervisor and the supervisee and that the supervisor should offer support to the supervisee so that both the supervisor and the supervisee are able to contribute their knowledge and expertise in order to build the supervisory relationship.

THEME 6: PARTICIPANTS' VIEWS ON THEIR SUPERVISOR-SUPERVISEE RELATIONSHIP

This theme hoped to uncover the participants' views of their supervisor-supervisee relationship. The researcher wanted to establish the kind of relationship that participants have with their supervisors. It was deduced from the following question: "Describe your relationship with your supervisor". The researcher is of the view that this question was vital because the supervisor and the supervisee relationship is likely to ensure the success or failure of the supervisory relationship. Hughes (2010:69) asserts that the supervisor and supervisee relationship is critical to the overall experience of positive supervision practices. The social work supervisor and supervisee relationship is what ensures that supervision progresses and ensures a productive supervision session and feedback that is objectively based on honesty (Marc et al., 2014:221). In responding to the afore-said question, most participants reported to be having a good personal and work relationship with their supervisors and this is supported by the following narratives from the participants:

"We have a good relationship with my supervisor we communicate in all aspects, personal and work related issues, we don't have any challenges".

"My relationship with my supervisor is very harmonious. We communicate on daily basis and whenever I need her she's available. So I would describe our

relationship as good working relationship, professionally also personally there are no grudges or anything that hinders our abilities to execute our duties”.

“The relationship is good. I can call her at any time and then we talk. I consult and ask for assistance whenever I encounter challenges and when I need somebody else to be there to hold my hand and show me the right direction”.

“The relationship between me and my supervisor is good because she’s open, she’s accessible, she has developed a good relationship with me. Whenever I have challenges I’m free to go and request for help, she’s supportive at all times, but the challenge sometimes as the department we have the challenge of transport, stationery which sometimes becomes a challenge for in terms of supervision”.

“The relationship is good, we don’t have any issues. She tries to make work easier but sometimes you find that you are stuck because she’s delegated even if she can try to be more effective you find that she gets stuck. She’s trying by all means for work to be done or providing support but you find that she is failed by those who are up there”.

[Took a deep breath] *“In terms of supervision I will say that the relationship is good because I am able to discuss cases with her when I don’t understand. So I will say the relationship is good”*

Studies conducted by Illing (2019:33) and Aasheim (2012:20) revealed that the quality supervisory relationship is a key towards successful quality supervision. The study conducted by Calhoun and Nasser (2013:28) indicated that the supervisor and the supervisee’s personal and caring relationship were essential towards the success of the supervisory practices. Wynne (2020:94) asserts that a healthy supervisory relationship is vital for supervision to progress. It is clear from the findings that a good relationship between the social work supervisor and the supervisee is more likely to lead to the offering of support by supervisors to their supervisees. In addition, it was also established that although most of the participants are having a good personal relationship with their supervisors, there were also those who did not have a good working relationship with their supervisors and this cohort of participants shared the following:

"I would say is a good working relationship besides the fact that my supervisor is not hands on in terms of supervision but then all in all we have a good relationship".

"Personally the relationship is good but in working relationship I can say that we lack a very good relationship. We don't have a bond. Personally the relationship is good but working relationship we are still lacking. We are far behind is not good, she doesn't even know what I am doing".

"Well... in terms of work level I can say there isn't any problems in terms of consulting, however I think what is lacking is the involvement [of the supervisor] in what I do because you will recall I said is a delegated supervisor. There are times when I would ask something and my supervisor will tell me I don't know why I am troubling myself... you know... helping you with this I am not even your official supervisor. So such experiences they limit the nature of relationship that you have".

It is evident from the participants that most of the participants are having a good personal relationship with their supervisors but challenges are still there which impede the offering of quality supervision. It was established from the participants that though they are having good personal relationship with their supervisors, their supervisors did not show any efforts of wanting to be involved in the work of the supervisees. Furthermore, it is equally clear from the participants that having a good relationship with the supervisor does not translate into a supervisor being involved in the work of the supervisees or translate into a supervisor's knowing about the work of the supervisee and this is contrary to the consulted literature that supervisory relationship is the core for providing quality supervision. It was established from few other participants that they had poor relationship with their supervisors. This cohort of participants shared the following:

"We have no supervisor-supervisee relationship because we don't communicate. There's nothing that we do as a supervisor and supervisee but then on a personal scale we are good, we are just colleagues".

“Laughs...Unfortunately I have none. I only communicate with my supervisor when she needs the stats, the means of verification, when I need to report, when I have to give her a weekly report of what I have done that’s where I only communicate with my supervisor. She only came to my office when they were welcoming me here [seven months at the time of the interview], she only came to show me the office and that was it. So, I can’t say we have a relationship, she’s just there to sign my documents”.

It is clear from the narratives that there is sometimes poor supervisor-supervisee relationship between social work supervisors and supervisees and that this is characterised by poor communication. It is also evident that the supervisor-supervisee relationship is non-existent and that this has implications for the supervision process. It is further clarified by the participants that in some instances the supervisor is only available to sign the supervisee’s documents and this revelation collaborate with the literature that if supervision is an “exercise of ticking boxes” then supervisees won’t be offered quality supervision. Ladany et al. (2013:37) found that lack of supervisor-supervisee’s relationship could negatively impact the provision of quality supervision, one cannot help but wonder if the poor relationship is not because supervisors are not committed to their work.

Illing (2019:28) found that if supervisors are not entirely committed when rendering supervision or if supervision feels like an exercise of ticking boxes or is too bureaucratic, then it is less likely that supervision will be effective. Shokane et al. (2017:285) further indicate that there is a decline of social workers productivity and quality of social work services provided to clients because of lack of supervision. It can further be deduced from the participants that having a good personal relationship with the supervisor does not translate into having a good supervisory relationship. This is discussed in subheading 5.3 that most of the participants reported that they are not supervised and where they are supervised the supervision is engulfed by an array of challenges.

THEME 7: PARTICIPANTS' OPINIONS ON THE QUALITY OF SUPERVISION OFFERED BY SUPERVISORS

This theme is about the participants' opinions on the quality of supervision offered to them by supervisors. The researcher wanted to find out from the participants if they think they are offered quality supervision by their respective supervisors or not. The theme was deduced from the following question: "Based on the above, do you think you are offered quality supervision by your supervisor, if yes why and if no why not? Exploring this question was significant because quality supervision is able to motivate and assist the supervisees in establishing a purposeful supervisory relationship, and making professional judgment as well as affording them the opportunity to constructively review their work (Jacques, 2019:193). Jacques (2019:193) found that quality supervision is of utmost importance to the supervisees practice because it keeps them updated with the practice theory and improving their social work knowledge of practice as well as assisting them to focus on social justice. In this study, it was established that most of the participants are not offered quality supervision by their respective supervisors. Manthosi and Makhubele (2016:55) indicate that when supervisees are not given adequate support such as necessary supervision, their clients are more likely to suffer because they may receive poor services from practitioners. Below are the participants' verbatim responses to the question:

"No, I think most of the supervisors don't understand what supervision is. I think is about post, the understanding is so little, I think maybe if they have enough training on what is supervision and understand it themselves first, it will be easy to supervise others. I think they are not following what supervision entails"

"I will say no because besides discussing cases you will find that the supervisor doesn't approach me or come to my office for monitoring and the likes. You find that is only me who consult the supervisor not the other way round. The supervisor doesn't consult me so it is not effective".

"Laughs... No a big no, because we have never engaged on anything as a supervisor and a supervisee. Like I said the only time we communicate is when I

have to give her a weekly report of the things I have done. I was doing generic [social work] and all of a sudden I have to do Psychiatric social work. I have never in my life of social work practice had to deal with this kind of social work let me put it that way. So since I started I have never called my supervisor for assistance or she has never called to ask how I was doing, how well I was coping here. So there's nothing we just supervise each other when there are documents to sign that's when we supervise each other".

"No, is rare to have a supervision session, they [supervisors] don't visit our offices that's it".

"No, I don't think so, because firstly my supervisor is working far away from us the supervisees and she does not assist us with tools of trade. Sometimes you find that we do not have any stationery to use in the office, you find that we are stuck, I think no, is a no".

"The quality of supervision is extremely poor, because number one personally I don't have a supervisor. She is someone who has volunteered to assist me sometimes when things get too tough or when I meet serious challenges. She is a delegated supervisor and sometimes absolves herself from the responsibilities and accountabilities of such cases. Her only involvement would be in minor things like perhaps where I would need her signature or the go ahead. It is extremely poor [supervision]"

"No I don't think I am offered quality supervision, because to me social work supervision is a two-way process. If I am the one consulting and she [the supervisor] doesn't visit my office or she doesn't want to know what I'm doing and she doesn't even want to know where I am lacking, then I think there's no justice in that kind of supervision. So she must also want to know about what I am doing, about my struggles, my workload and that way she will be able to teach me or educate me where I am lacking because one of the roles of the supervisor is to educate. So if you're not asking me where I am lacking or you don't want to know, you don't have interest, how are you going to teach me, how are you going to correct me, how are you going to make sure that I am providing quality services to my clients as a supervisor?"

It is clear from the provided narratives that social work supervision is faced with a myriad of challenges, which has ramifications on the quality of supervision. Participants indicated that supervisees do not attend formal supervision sessions and that some supervisors are stationed far away from the supervisees' place of

work. It is also clear from the narratives that supervisees are not offered support and guidance by their supervisors. The study by Bradley et al. (2010:780) has confirmed some of the findings of this study because it also found that some of the social workers in South Africa particularly those who are working in the rural areas are stationed in offices that are more than 200 kilometres away from their supervisors. Manthosi (2016:3); Godden (2012:8) and Engelbrecht (2013:456) argue that one problem that hinders quality supervision in social work is that only few social work supervisors have undergone supervision training within the DSD.

In addition, social work supervisors who provide supervision lack current theoretical knowledge which could assist them in providing quality supervision. Engelbrecht (2013:462) also found that supervision sessions are sometimes cancelled or delayed because supervisors are too committed to conduct supervision sessions. On the other hand, Godden (2012:8) found that social workers express concerns about a lack of sufficient supervision, lack of quality supervision and in some cases experienced and qualified social workers who give no supervision. In such circumstances, Artan et al. (2018:81) found that participants are thus likely to perceive supervision as a short-term intervention because supervision of social workers does not exist systematically for the social work profession. It is clear that the participants' narratives collaborate with literature that social workers are not offered quality supervision by their supervisors because of several reasons such as being stationed far away from the supervisees' offices, lack of supervision, and supervisor's lack of supervision knowledge. Furthermore, it was established that only a few participants indicated that they receive quality supervision from their supervisors and they had the following to say:

"I think I am offered quality supervision because whenever I need assistance with issues that I face at work my supervisor is always there to support and then when she's not there she will delegate or ask other supervisors to assist on the matter".

“I think for a delegated [supervisor] she offers quality supervision because there are times where she goes an extra mile in offering me assistance. If I am struggling with the case she’s able to ensure that at the end of the day we find the solution”.

“She’s offering me good supervision even though there are challenges that I mentioned”.

It is clear from the participants’ responses that there are some supervisors who render quality supervision to their subordinates within the DSD in Giyani region. The participants’ narratives illustrate that they are receiving quality supervision from their supervisors because they are available to offer assistance and support to their supervisees. The study conducted by Joseph (2017:154) found that there was an overwhelming acknowledgment of the significant benefits of quality supervision wherein all the participants who had received quality supervision affirmed that it had assisted them to deal with their stress levels and to effectively offer interventions that are reputable to the service users.

In addition the study conducted by Mak (2013:43, 47), it was found that 100% of the supervisees also strongly agreed that providing adequate quality supervision has a direct effect on the provision of services to their clients. Mak (2013:43, 47) did not only support the idea that the provision of quality supervision positively affects the supervisees health outcomes and their abilities to effectively manage work related stress, as well as assisting them to effectively manage their work duties, the study also supported the idea that quality supervision plays a crucial role in assisting the supervisees to take decisions that are well informed when they are rendering service delivery to their clients. Illing (2019:2-23) indicates that numerous studies have evidenced the fact that quality supervision impacts positively towards the retention of workers and towards professional’s job satisfaction as well as increasing the provision of quality services to service users by supervisees. It can be deduced from the findings that quality supervision ensures that supervisees receive much needed support and assistance from their supervisors in order to render work effectively.

THEME 8: SUGGESTIONS TO IMPROVE AND ENHANCE THE QUALITY OF SUPERVISION

This theme was deduced from the following question: “What should the Provincial Department of Social Development do to improve or enhance the quality of supervision in social work in the Giyani region?” The researcher wanted to find out from the participants as to what they think should be done to improve or enhance the quality of supervision. In responding to the question, most participants made reference to the importance of supervisors being formally appointed to supervision posts and denigrated the delegation of the supervision role. Below are the participants’ verbatim responses to the question:

“What should the Provincial Department of Social Development be doing is to appoint social work supervisors on permanent basis. We have a shortage of supervisors in the Giyani region, Greater Giyani municipality, even the [Municipal Head] she’s just acting on that post. According to the structure she’s not appointed on permanent basis so we are lacking. The Provincial Department should appoint people who will fill these [supervision] posts according to the structure of the department. So it should not be on delegation or it should not be on acting basis, people should be appointed on permanent basis to ensure that the quality of supervision in our local area is good”.

“I think the reason that our supervision is not effective is because most of the supervisors are delegated, they are not appointed. If social workers [supervisors] are appointed maybe they will be dedicated to their work”.

“Another problem if I may add is this delegation thing because they just find anyone who’s just there and they delegate. Another thing is that there are no workshops, I can’t remember the last time people went for workshop so there are no workshops on supervision. The department just need to take care of us, if it can take care of us I think we will be productive because I can honestly tell you now we just come to work for sake of coming, then we knock off then wait for the month end then we get paid. Social workers are not as productive as they used to be”.

“I think what can be done to provide more quality is to appoint supervisors not to delegate. There are lots of delegated social workers [supervisors] and most of the delegated social workers are delegated in terms of grading or experience. I think when they delegate they need to assess mostly on the skills of the prospective

incumbent. This is because you can have experience but not be fit to be a supervisor. The criteria of delegating supervisors I think should be reviewed. They should also priorities appointing supervisors who are qualified. However, more training on supervision is also required”.

The above excerpts indicate that in order to enhance or improve the quality of supervision, the Limpopo Provincial Department of Social Development should ensure that they appoint social work supervisors on a permanent basis and that they should not delegate individuals to perform supervision roles because delegation contributes to social workers not receiving quality supervision. The study conducted by Sikhitha (2017:197) also found that senior social workers who are not supervisors were arranged to render supervision without receiving any remuneration. The Department of Social Development (2013c:50-52) concurs with the proceeding views because is also of the view that to enhance or improve the quality of supervision the organisations that provide social welfare services should ensure that supervisors are appointed in their “specific registration categories”.

In addition to the preceding findings, other participants made reference to the need for management to change the system they use to operate and below are their verbatim responses:

“There are lot of things that Social Development has to do. I can say it doesn’t care, the Department of Social Development doesn’t care in general, it doesn’t care about its employees be it the supervisors, the management, the employees, everyone. There are lot of things that needs to be done. So I think we have to start from above, with the management because if you have a problem with the supervisor the management must be available to deal with that, then if there’s a problem with us the subordinates the supervisors need to intervene. So if the management does not run a tight ship, all other subordinates will be loose-cannons. So I think it needs to sort out the management first in order for the supervisors to do their job because if the management is right the supervisors will do their job. So I think we need new management in the Giyani sub-district and if no new management, then current management must make sure that supervision sessions are held. They must also make sure that people are comfortable in their working environments”.

“Well...I think for once this has been my point of concern from the time I started practising social work. I think the Provincial department puts a lot of pressure on the Districts and Sub-districts in terms of focusing on a number of cases that should be done and that is actually killing the quality of social work that is provided by social workers. I think it must start from there at the Provincial office. As I am concerned we lack people who understand what social work is all about to start with. If we had leadership or Provincial Department that understand then they would be able to understand that it is not high numbers of cases that determine the quality of services that we offer to communities but rather the extent to which we go in terms of assisting communities. So for as long as focus is placed on the numbers of clients seen, the quality of social work will forever be compromised, it won't be social work that we are rendering but rather ensuring that we reach those numbers that are expected by this Provincial Department”.

Illing (2019:25) asserts that if organisations and managers are not committed it can have a negative impact on the provision of time and resources that are needed for supervision i.e. not prioritising supervision in the organisation or not providing a conducive environment or resources that are needed in order to deliver quality supervision practices. The study by Shokane et al. (2017:285) also revealed that insufficient administrative, educational and developmental support offered to social work supervisors hinder the provision of quality supervision practices. The study by Joseph (2017:154) revealed that supervisors who were given insufficient support resulted in them providing diminutive emotional support to supervisees.

In addition Illing (2019:27) also found that lack of organisational or employer's support and reluctance to act when workers raise concerns were cited as one of the factors which were hindering the provision of quality supervision practices. Illing (2019:27) further indicates that organisations or agencies that are busy are more likely to neglect supervision or defer it in order to provide a room for the latest crisis, unless supervision is prioritised by the management. The participants' narratives share similarities with the literature because from the responses by the participants three recommendations are deduced, which they thought can help to enhance the quality of supervision within the social work fraternity. Firstly, there is apparently a need for management overhaul, which could be in the form of

management being changed altogether or get their act together. Secondly, the Limpopo Provincial DSD office should also refrain from putting unnecessary pressure on the district offices in terms of focusing on number of cases or targets that should be reached and lastly, the provincial office is urged to ensure the appointment of people who have understanding of the social work profession in the management roles.

The researcher concurs with the findings because he has also observed that social workers in the DSD are no longer rendering quality services to their clients but quantity. The researcher's view in this regard is that this was precipitated by the unrealistic numbers or targets that social workers should reach in their practice. These unrealistic numbers or targets are used to major the quality of work rendered by social workers instead of the impact of services rendered by social workers to their clients. The researcher is also of the view that this has also changed the supervisors' focus of offering quality supervision to their supervisees. In addition to the preceding findings, other participants reported that quality supervision can only be achieved if supervision norms and standards can be reviewed, and if supervision services are comprehensively monitored. They had the following to say:

"I think that we should review the norms and standards of supervision constantly so that people [supervisors] can always be up-to-date".

"The department should monitor the kind of supervision that we are getting. They should find or put better monitoring mechanisms in place that will reveal the true reflection of what is happening".

It is equally clear from the excerpts by the participants that if supervisors are to render quality supervision, the norms and standards for supervision should be reviewed so that supervisors remain up-to-date with the new developments within the social work profession and that the DSD should find better ways of monitoring to ensure that supervisors execute their supervisory duties and provide the needed

support to their supervisees. Chibaya (2018:105) endorsed the amendment of the South African Council Social Service Profession's Act and to make a provision that all social work supervisees should be offered supervision that is individualised, frequent and structured. Manthosi and Makhubele (2016:55) indicate that in order to ensure the provision of quality supervision practices, transversal coordinators should ensure the monitoring and capacitation of social work supervisors in order to ensure the offering of quality supervision to their supervisees. Parker (2017:235) indicated that in order to ensure quality supervision practices, organisations that employ social workers should take into account the importance of supervision and take it upon themselves to monitor how social work supervisors often meet with their supervisees.

The findings further demonstrate that the current policies that are used to ensure the provision of quality supervision to social workers should be looked at and be accordingly reviewed or amended to ensure the enhancement and improvement of quality supervision. The researcher's view in this regard is that ensuring the monitoring of social work supervisors by the department will ensure that supervisors do not neglect their supervisory duties. In addition to the preceding findings, some participants are of the view that to improve or enhance the quality of supervision, the DSD should ensure the provision of formal training to supervisors and below are the participants' verbatim responses:

"I think the department should first train them [supervisors] and make sure that they are ready to supervise others. This practice of delegated supervisors I think is not helping at all because it's all about signing the contract. So, they need formal training on what supervision is and on how to supervise."

"I think that the department itself must ensure that supervisors receive adequate training and skills so that they will be able to enhance their knowledge in order to render quality supervision on daily basis".

"I think staff development and in-service training especially for the delegated supervisors because in our District most supervisors are delegated to the supervision position, they are not appointed. So I think there's a knowledge gap

because sometimes these delegated supervisors feel powerless. Why do I say this? It's because sometimes they lack motivation because they are just delegated. So sometimes they are reluctant in assisting but they do their best to make sure that the work is done. So I think the department should do something about this delegation if there is a space for supervisors they should advertise posts so that people can apply so that they can work knowing that they are appointed on that post and I think they would do a better job. So I think if they should advertise the posts maybe there will be a motivation of some kind for supervisors to push harder so that the work can go".

"I think the problem starts with this delegated supervision or supervisors, although my supervisor is appointed, you cannot delegate someone today and tell them to supervise certain group without giving them some form of training. I think the department should start with, if they want to appoint people or delegate supervisors, they must offer them some training on what to expect, on how to supervise and how to conduct themselves to their supervisees in relation to human relations".

"You cannot be a supervisor and not attend supervision sessions. How do you as a supervisor improve the provision of services by your supervisees if you are not attending any professional development sessions? They should maybe once or twice in a year be a mass supervision session where all supervisors and supervisees of the Giyani region meet and discuss the challenges on the ground so that together as supervisees and supervisors we will work together to find out ways to enhance our service provision to our clients".

It is deduced from the participants' responses that DSD should ensure the provision of formal training to all appointed supervisors. It is also clear from the participants' responses that if the department is to improve or enhance the quality of supervision, it should ensure that social work supervisors themselves should also attend supervision sessions which will afford them the opportunity to discuss the challenges that their supervisees encounter in their day to day work. The Social Work Accreditation Advisory Board (2017:6), Goliath (2018:105) and Cloete (2012:139) indicate that to ensure quality supervision, social work supervisors should be adequately exposed to supervision training that will equip them with skills and knowledge that are related to supervision in order to ensure that they successfully execute their supervision duties.

The study conducted by Mak (2013:46, 49) also supports the need for social work supervisors to be trained on supervision. According to Marc et al. (2014:222), to ensure quality supervision in Romania, supervisors are required to have practiced social work for five years and should also attend supervision training. The study conducted by O'Donoghue (2010:273) also concurs with the preceding view because it revealed that to ensure quality supervision, supervisors should be able to access more and good quality education and training. The training of supervisors can help them to have a common understanding of what is expected of them which will ultimately ensure the provision of quality supervision (Shokane et al., 2017:285). In addition to the preceding findings, there was also a participant that denoted that to improve or enhance the quality of supervision in the Giyani region, DSD must ensure the availability of resources for social workers and below is the participant's verbal response to the question:

"In the Giyani region I think it comes back to the issue of the transport challenges because we have to do home visits, we have to monitor and make follow ups on cases and because we are many social workers and transport remains one of the major challenge. Also, I think the issues of shortage of stationery and the issue of office space. I think the provision of office space, stationery and transport to social workers it can assist a lot".

It is clear from the excerpts that there are numerous challenges impeding the provision of quality supervision to social workers. This revelation corroborates with the study conducted by Shokane et al. (2017:285) which revealed that working conditions such as the limitation of resource is a barrier to the provision of quality supervision practices. These findings are also validated by Engelbrecht (2019:164) who found that "structural and organisational issues", the lack of resources, poorly managed workloads and working conditions of both social work supervisors and supervisees sometimes greatly affect the rendering of quality supervision. The researcher concurs with the findings that unavailability of resources such as transport are hindering the offering of quality supervision by supervisors, because

social work supervisors are sometimes unable to conduct office visit and offer supervision to their supervisees due to the unavailability of transport.

4.4 CHAPTER SUMMARY

In this chapter, the researcher presented the empirical findings of the study from data collected from 13 participants. A brief introductory remark of the chapter was presented followed by tabular formats of the biographical profile of the participants. The following eight themes that emerged from the interviews with the participants were comprehensively addressed: participants' views on the quality of supervision, participants' understanding of social work supervision, participants' descriptions of their services, supervision contracts between supervisors and supervisees, participants experiences of supervision, participants' views on their supervisor-supervisee relationship, participants' opinions on the quality of supervision offered by supervisors and suggestions to improve and enhance the quality of supervision. The empirical findings of the study assisted the researcher to make appropriate recommendations, which are discussed in the next chapter.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 INTRODUCTION

This chapter provides a summary about the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa. The chapter also discusses the conclusions and recommendations which are based on the empirical findings of the study. Bless et al. (2013:362) state that after interpreting the research results, it is beneficial to make a summary of the research goals and compare them with the research results to draw conclusions and illustrate how the goals of the study have been achieved.

5.2 SUMMARY OF THE STUDY

The study is made up of the following chapters:

Chapter 1: This chapter presents the introduction, problem statement for the study, the rationale for the study, the theoretical framework for the study, the research question, goal and objectives of the study, clarification of key concepts, structure/format of the study and limitations of the study.

Chapter 2: This chapter presents the literature review which sought to uncover what had been researched about the phenomenon.

Chapter 3: In this chapter, research procedures that were adopted in the execution of the study are presented.

Chapter 4: This chapter presents findings emanating from the data collection process of the study.

Chapter 5: In this chapter, the summary of the study findings relating to the perspectives of social work supervisees on the quality of supervision is presented

followed by the conclusions of the study and the recommendations for social work profession, policy makers and future research.

5.3 THE RESEARCH GOAL, OBJECTIVES AND RESEARCH QUESTION FOR THE STUDY

5.3.1 Research goal

The goal of the study has been formulated as follows:

To explore the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa

The goal of the study has been achieved as indicated in chapter four of the study where 13 social work supervisees were interviewed and they provided their personal experiences, perceptions and perspectives with regard to the quality of supervision in the Giyani region of South Africa.

5.3.2 Research objectives

The following research objectives were formulated:

- To conceptualise quality social work supervision theoretically.
- To collect data from participants regarding the quality of supervision offered in the Giyani region of South Africa.
- To draw conclusions and make recommendations for future research to inform the provision of quality social work supervision to the Department of Social Development and to all other stakeholders in the social services sector.

The study's first objective which was to conceptualise quality social work supervision theoretically was achieved in chapter two of the study where the researcher exhausted the literature articulating the meaning of quality social work supervision. The study's second objective was achieved because data was

successfully collected from 13 social work supervisees. The study's last objective is achieved in chapter five of the study where conclusions and recommendations are made for future research in order to provide quality social work supervision to the DSD and to all other stake holders in the social service sectors. By following the objectives, the researcher also managed to answer the research question of the study.

5.3.3 Research question

The research question for the study was formulated as follows:

What are the perspectives of social work supervisees regarding the quality of supervision in the Giyani region of South Africa?

The research question was answered in chapter four of the study where 13 social work supervisees were asked to provide their perspectives about the quality of supervision in the Giyani region of South Africa. To explore the perspectives of participants, the following questions were posed to the participants:

- What does your job description entail?
- In your understanding, what is social work supervision?
- In your opinion, what would constitute quality social work supervision?
- Describe your experience with regard to a supervision contract.
- Share with me your supervision experience under your current supervisor in terms of supervision sessions and the methods used to supervise you.
- Describe your relationship with your supervisor.
- Based on the above, do you think you are offered quality supervision by your supervisor? If yes why and if no why not?
- What should the Provincial Department of Social Development do to improve or enhance the quality of supervision in social work services in the Giyani region?

The participants provided a variety of responses to each question. The responses were analysed by corroborating with and testing them against existing literature.

The analysis subsequently cumulated in the conclusions of the study presented below.

5.4 CONCLUSIONS OF THE STUDY

According to Bless et al. (2013:362), following data analysis, conclusions must be drawn from the research study to find the extent in which the goals of the research study have been achieved. In this study, conclusions are also drawn from the empirical findings and included the following: conclusions based on the biographic profile of the study's participants, conclusions based on participants' views on the quality of supervision, conclusions based on participants' understanding of social work supervision, conclusions based on the participant's descriptions of their services, conclusions based on supervision contracts between supervisors and supervisees, conclusions based on participants' experiences of supervision, conclusions based on participants' views on their supervisor-supervisee relationship, conclusions based on participants' opinions on the quality of supervision offered by supervisors, and conclusions based on suggestions to improve and enhance the quality of supervision.

5.4.1 Conclusions based on the biographic profile of the study's participants

The participants were required to articulate their biographic profile in terms of the following aspects: age, training institution, and highest social work qualifications. Based on the biographic profile of the participants, it can be concluded that the majority of the participants are in their 30's. It can also be concluded that the participants received their social work training from different training institutions which include Univen, UL, UJ and UKZN. Consequently, all participants are in possession of a BSW degree. Furthermore, it is concluded in this regard that after completing their undergraduate qualifications, social workers rarely pursue postgraduate degree in social work because none of participants possessed a postgraduate social work qualification.

5.4.2 Conclusions based on participants' views on the quality of supervision

With regards to the participants' views on the quality of supervision, it has been evidenced in this study that quality supervision can only be achieved by means of a combination of factors such as establishing a supervision contract as one of the essential components of ensuring quality supervision and that formal supervision sessions ought to be conducted with the supervisees in line with the supervision contracts. From the findings, it was also articulated by the participants that for supervision to be classified quality social work supervisors must be available and be involved in the work of the supervisee directing and offering assistance to the supervisees as well as offering professional and educational support to the supervisees.

However, all the above factors will be influenced by the position of the social work supervisor, as to whether the social work supervisor is appointed officially to the supervision post. In other words, quality supervision can only be attained if social work supervisors are appointed to the supervisory position not delegated supervision.

5.4.3 Conclusions based on participants' understanding of social work supervision

The study concludes that the participants have a good understanding of what social work supervision is because a large number of participants understood that social work supervision entails offering guidance and support by social work supervisors to their supervisees, and that social work supervisors ought to educate and oversee the work of their supervisees at all time as well as helping them deal with work and personal challenges which may impact supervisee performance.

5.4.4 Conclusions based on the participants' descriptions of their services

From the findings, the study concludes that social work practice in the Giyani region of the Limpopo Province of South Africa is generic. This is because the

participants reported to offering a variety of social work services to members of the communities such as case work where they offer services to individuals and families, offering services to youth and ensuring support and monitoring of non-profit organisations, family preservations, social relief of distress, foster care services where they conduct investigations and make appropriate recommendations, assisting the poor and vulnerable members of the communities; group work services and community work services where they conduct substance abuse awareness campaigns to the members of the communities.

5.4.5 Conclusions based on supervision contracts between supervisors and supervisees

It has been revealed in this study that social work supervisors and supervisees are aware that their supervision relationship should be regulated by means of a supervision contract. However, most of the participants reported that although they sign the contracts on a yearly basis, it seems as though supervision contracts in the DSD Giyani region are merely done for compliance purposes. This is because the participants have indicated that they are not involved in the process of developing the supervision contracts but instead they are told to sign the contracts which they do not know its contents. As a result, most of the social work supervisees are not aware of what is written inside their supervision contracts because they are not afforded the opportunity to read what is written inside the supervision contracts. This has a devastating effect for the social work supervisees because often times social work supervisees are not receiving supervision as per the supervision contract they have signed with their supervisors and in extreme circumstances leading to some social work supervisors allegedly to forge supervision sessions that never took place.

5.4.6 Conclusions based on participants' experiences of supervision

The study concludes that supervision in the Giyani region is varied. Different social work supervisors offer supervision differently, which means there is no uniformity

amongst the supervisors. This is because the study revealed that there are some social work supervisors who offer formal supervision sessions in terms of individual and group supervision sessions to their supervisees, which assist supervisors and supervisees to discuss cases and challenges that the supervisees are facing, whereas some supervisees never had formal supervision sessions but survive on sporadic meetings with supervisors only when they have a need to authenticate reports. The study further concludes that there is no consistency when it comes to the provision of group supervision by supervisors and that many participants did not experience individual supervision with their supervisors.

Lastly, the study concludes that a large number of participants are faced with numerous challenges when it comes to receiving supervision from their supervisors. Some of the challenges highlighted include that social work supervisors are not making efforts to ensure that they offer supervision sessions to their supervisees and that supervisors are rarely involved in formal supervision session with their supervisees. Though social work supervisees are exposed to informal supervision by their supervisors, supervisors have too many subordinates and they are overworked because they are delegated to their positions, which mean they are still obliged to provide services for work which they are employed for to the detriment of supervision.

5.4.7 Conclusions based on participants' views on their supervisor-supervisee relationship

It is concluded in this regard that most participants have good personal relationships with their supervisors and that some supervisors are accessible and open to offer support to their supervisees and when they need it. Conversely, in some cases, the supervisor-supervisee relationship is non-existent and this has negative ramifications on the provision of supervision sessions. The participants reported that they are not offered supervision by their supervisors which could have been precipitated by the poor communication between social work supervisors and their supervisees, lack of trust on supervisors and the supervisors'

unwillingness to offer supervision to their supervisees. To support this conclusion, the study has also revealed that having a good personal relationship with the supervisor does not always guarantee the provision of quality supervision to supervisees and does not translate into supervisor being involved towards the work of the supervisee and knowing about the work of the supervisee, because some social work supervisees who are having a good relationship with their supervisors indicated that they were not offered supervision by their respective supervisors.

5.4.8 Conclusions based on participants' opinions on the quality of supervision offered by supervisors

The majority of participants reported that they received poor supervision from their supervisors. The participants attributed the poor quality to the fact that they were not offered support and guidance by their supervisors. The participants also do not attend formal supervision sessions resulting in supervision being sporadic. Apparently, the fact that some social work supervisors are stationed far away from the supervisees attribute to the sporadic supervision. There are also no efforts from supervisors of wanting to know about the work of the supervisees. Furthermore, it was the view of the participants that supervisors lack supervision knowledge and skills. Less than a handful of participants had reported to be receiving good quality supervision from their supervisors. This cohort of participants shared that their supervisors are available to offer assistance and support to them whenever they require it.

5.4.9 Conclusions based on suggestions to improve and enhance the quality of supervision

From the study results, it can be concluded that in order to improve and enhance quality supervision, the management of the social service institutions should be overhauled or should undergo a refurbishment by pulling up their socks and get their act together. The Limpopo Provincial DSD office should also refrain from putting unnecessary pressure on the district offices in terms of focusing on number

of cases or targets that should be reached and the provincial office is urged to ensure the appointment of people who have understanding of the social work profession in the management roles.

The study also concludes that to improve and enhance the quality of supervision, the Limpopo Provincial DSD should desist from delegating the role of supervision and that they should appoint social work supervisors on a permanent basis and that DSD should further ensure that all appointed supervisors are duly trained or qualified in social work supervision.

Moreover, the findings articulated under this theme led the researcher to a conclusion that to improve or enhance the quality of supervision, the DSD should devise monitoring mechanisms to ensure that social work supervisors execute their supervisory duties and provide the needed support to their supervisees. Lastly, the study concludes that the provision of enough resources such as vehicles, stationery and office space for social workers would go a long way to ensuring that social work supervisors are able to conduct constant supervision. For instance, if the social work supervisor is located far from the supervisee(s) he or she would have means to visit subordinates wherever they may be and this could strengthen their professional relationship.

5.5 RECOMMENDATIONS FOR THE STUDY

The following recommendations are solely based on the findings of the study:

5.5.1 Recommendations for social work profession

- The findings of the study indicate that the majority of social work supervisees are supervised by delegated supervisors and that this delegation has contributed immensely to the offering of poor or no supervision by social work supervisors to their supervisees. Based on the afore-said finding, the researcher recommends that all supervisors should be appointed not delegated.

- The study finding also indicates that the majority of social work supervisors are not competent enough to offer supervision to their supervisees. Based on this finding, the researcher recommends that all appointed supervisors should undergo and complete a mandatory supervisory certification before they are afforded the opportunity to offer supervision to their supervisees.
- The finding also indicates that some social work supervisors forge supervision sessions that never took place. Therefore, to put to an end such unethical practices by some supervisors, the researcher recommends that the DSD Limpopo provincial office should conduct unannounced visits to the offices of social work supervisors and supervisees in order to monitor the work of supervisors.
- The researcher also recommends that the Limpopo Provincial DSD should find ways to ensure that at the end of every financial year, social work supervisees should complete online surveys in order to evaluate their supervisors regarding the supervision that they have offered to their supervisees.
- Lastly, the findings indicate that the DSD in the Giyani region is faced with numerous challenges such as shortage of vehicles, stationeries and office space, which in turn have negative implication for supervision. The researcher recommends that the provincial DSD office should ensure that the procurement of adequate vehicles that are in line with the number of employed social workers and ensure that enough offices are built for social work supervisors to conduct face-to-face individual supervision sessions with their supervisees in a favourable work environment. With regard to stationeries, perhaps the employer could consider introducing a stipend for stationery for all employees because the department is unable to provide the said to the social worker practitioners.

5.5.2 Recommendations for policy-makers

- Based on the research findings, the researcher recommends that the SACSSP and the DSD should ensure that social work supervisors who did not complete the mandatory supervision certification are not afforded the opportunity to offer supervision to their respective supervisees.
- The DSD and the SACSSP should ensure that every five years, they review the current supervision policies to ensure that they remain relevant with the developmental changes of the social work education and practice.

5.5.3 Recommendations for future research

- As articulated on the limitations of the study, the researcher conducted the study with a small sample of participants. Therefore, the study results cannot be generalised to a large community. The researcher recommends that future research should investigate the perspectives of social work supervisees on the quality of supervision in the DSD by employing a quantitative approach, which will allow for a large sample size, which could be inclusive of other districts and provinces in order to reach a large number of participants and generalise the research findings.
- The study findings revealed that the DSD is putting a lot of pressure on the Districts and Sub-districts in terms of focusing on the number of cases that should be done instead of ensuring the offering of quality services to the clients. It is recommended in this regard that future research should investigate how DSD numbers or targets impede on the social work supervisors abilities of offering quality supervision to their supervisees.
- Lastly, the study also indicates that delegated social work supervisors are the reasons most supervisees are not receiving quality supervision. Therefore, it is recommended that future research should examine or explore the reasons for the use of delegated supervisors by the DSD.

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ADDENDUMS**ADDENDUM A: PARTICIPANT INFORMATION SHEET**

Ethics clearance reference number:

Research permission reference number (if applicable):

2020/11/20

Title: The perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa.

Dear Prospective Participant

My name is **Tsunduka Maluleke** and I am doing research with Dr. G.B Bhuda, a lecturer in the Department of Social Work. I am studying towards a Master's Degree at the University of South Africa. We are inviting you to participate in a study entitled "**The perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa**". In the fulfillment of requirements for the master's degree, I am expected to undertake the afore-mentioned research project. I hereby request you to participate in the study. For you to decide whether or not to participate in this research project, I'm going to give you information that will help you understand the study.

The goal of the study is to explore the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa. The study will be conducted in order to afford social work supervisees the opportunity to share their perspectives on the quality of supervision that they receive from their supervisors. Your participation will also help the Department of Social Development to curve strategies to ensure quality supervision for all social workers in the social service

sector. The researcher also wants to fill gaps in current literature since there is dearth of knowledge regarding the quality of social work supervision provided to supervisees in the province.

An interest to conduct the study came to the researcher's mind after receiving endless calls from social work supervisees asking professional advices on the cases they were handling instead of asking their immediate supervisors. Another interest for undertaking the proposed study originated as a result of realising that most studies on social work supervision in the Limpopo Province focused on social work supervisors instead of social work supervisees.

Should you agree to participate, you would be requested to participate in a semi-structured interview that will be conducted with you face-to-face in your office. It is estimated that the interview(s) will last approximately one hour. During the interview the following questions will be directed to you:

Biographical questions

- What is your age?
- Where did you receive your social work training?
- What are your highest social work qualifications?
- How many years have you been employed by the Department of Social Development in the Giyani region?
- In which position are you appointed?
- Is your supervisor appointed or delegated?
- How many years have you been supervised by your current supervisor?
- How many subordinates are supervised by your current supervisor?

Topical questions

- What does your job description entail?
- In your understanding, what is social work supervision?
- In your opinion, what would constitute quality social work supervision?
- Describe your experience with regard to a supervision contract.

- Share with me your supervision experience under your current supervisor in terms of supervision sessions and methods used to supervise you.
- Describe your relationship with your supervisor.
- Based on the above, do you think you are offered quality supervision by your supervisor? If yes why and if no why not?
- What should the Provincial Department of Social Development do to improve or enhance the quality of supervision in social work services in the Giyani region?

With your permission, the interview(s) will be audio-recorded. The recorded interviews will be transcribed word-for-word. Your responses to the interview (both the recordings and transcribed versions) will be kept strictly confidential. The audio-recording(s) will be coded to disguise any of your identifying information. The recordings will be stored in a lockable cabinet in my home and as such only I will have access to them. The transcripts (without any identifying information) will be made available to my research supervisor (s), and an independent coder with the sole purpose of assisting and guiding me with this research undertaking.

The audio-recordings and the transcripts of the interviews will be destroyed upon the completion of the study. Identifying information will be deleted or disguised in any subsequent publication and/or presentation of the research findings.

Please note that your participation in the research is completely voluntary. You are not obliged to take part in the study. Your decision to participate, or not to participate, will not affect you in any way now or in the future and you will incur no penalty and/or loss to which you may otherwise be entitled. Should you agree to participate, kindly sign the informed consent document herewith.

Furthermore, as you sign to prove your willingness to participate, please note you are not signing your rights away. You have the right to change your mind at any time during the study. You are also free to withdraw this consent and discontinue participation without any loss of benefits. However, if you do withdraw from the study, you will be requested to grant me an opportunity to engage you in an informal

discussion so that the research partnership that was established can be terminated in an orderly manner.

As the researcher, I also have the right to dismiss you from the study without regard to your consent if you fail to follow the instructions or if the information you have to divulge is emotionally sensitive and upset you to such an extent that it hinders you from functioning physically and emotionally in a proper manner. Furthermore, if participating in the study at any time jeopardises your safety in any way, you will be dismissed. Should I conclude that the information you have shared left you feeling emotionally upset or perturbed, I am obliged to refer you to a counsellor for further therapeutic support or counselling (should you agree).

You have the right to ask questions concerning the study at any time. Should you have any questions, concerns or clarity that will remove any uncertainty you are free to contact the researcher on the following numbers 078 432 5700/ 082 2168 491. Please note that this study has been approved by the College of Human Sciences Research and Ethics Committee at Unisa. Without the approval of this committee, the study cannot be conducted. Should you have any questions and queries not sufficiently addressed by me as the researcher, you are more than welcome to contact the Chairperson Dr. KJ Malesa his contact details are as follows: telephone number: 012 429 4780, or email address malesakj@unisa.ac.za.

Based upon all the information provided to you above, and being aware of your rights, should you want to participate in this research study I therefore request that you sign and date consent sheet form provided herewith and initiating each section to indicate that you understand and agree to the conditions.

Thank you for your participation

Kind regards

Signature of researcher

Contact details: 078 432 5700/ Email: tsundumaluleke@gmail.com



ADDENDUM B: RESEARCHER ACKNOWLEDGEMENT FORM

Hereby, I TSUNDUKA MALULEKE, student number: 69197067, in my personal capacity as a researcher, acknowledge that I am aware of and familiar with the stipulations and contents of the

- Unisa Research Policy
- Unisa Ethics Policy
- Unisa IP Policy
- SOP for Risk Assessment

And that I shall conform to and abide by these policy requirements.

I furthermore declare that I Did Not Plagiarise I Have Referenced All Material used in The Research Paper.

SIGNED _____

A handwritten signature in black ink, appearing to read "Tsunduka Maluleke", is written over a horizontal line. The signature is somewhat stylized and includes a circular flourish at the beginning.

DATE: 2021/12/03



ADDENDUM C: CONSENT FORM FOR THE STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (Please print)

Participant Signature.....Date.....

Researcher's Name & Surname: -----

Researcher's signature: _____



ADDENDUM D: INTERVIEW SCHEDULE

TITLE: THE PERSPECTIVES OF SOCIAL WORK SUPERVISEES ON THE QUALITY OF SUPERVISION IN THE GIYANI REGION OF SOUTH AFRICA

Biographical questions

- What is your age?
- Where did you receive your social work training?
- What are your highest social work qualifications?
- How many years have you been employed by the Department of Social Development in the Giyani region?
- In which position are you appointed?
- Is your supervisor appointed or delegated?
- How many years have you been supervised by your current supervisor?
- How many subordinates are supervised by your current supervisor?

Topical questions

- What does your job description entail?
- In your understanding, what is social work supervision?
- In your opinion, what would constitute quality social work supervision?
- Describe your experience with regard to a supervision contract.
- Share with me your supervision experience under your current supervisor in terms of supervision sessions and methods used to supervise you.
- Describe your relationship with your supervisor.

- Based on the above, do you think you are offered quality supervision by your supervisor? If yes why and if no why not?
- What should the Provincial Department of Social Development do to improve or enhance the quality of supervision in social work services in the Giyani region?

ADDENDUM E: CONFIDENTIALITY AGREEMENT

Title: The perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa.

In conducting this research project, the researcher agrees to the following:

1. Keep all the research information shared with me confidential by not discussing or sharing the research information in any form or format.
2. Keep all research information in any form or format securely maintained on daily basis, during the process of conducting and writing the research.
3. At the conclusion of the research, dispose of any documents that contain participants' information.
4. Monitor all other researchers who will assist me i.e. independent coders, administrative persons etc., to ensure their compliance to confidentiality.

Any violation of this agreement would constitute a serious breach of ethical standards, and I pledge not to do so.

Principal investigator

Print name: _____ signature: _____ Date: _____

ADDENDUM F: REQUEST LETTER FOR DEBRIEFING SERVICES

**Nakambe Centre for Child and Family Care
Giyani section E
0826**

To whom it may concern

I, Tsunduka Maluleke, the undersigned, a social worker in service of the Department of Social Development in Giyani Irish House, and also a part-time Master's student in the Department of Social Work at the University of South Africa. In the fulfillment of the requirements for the master's degree I am expected to undertake a research project and have consequently decided to focus on the following research topic: **The perspectives of social work supervisees on the quality of supervision in the Giyani Region of South Africa**. The goal of the study is to explore the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa. The study will be conducted in order to afford social work supervisees the opportunity to share their perspectives on the quality of supervision that they receive from their supervisors. Their participation will also help influence the Department of Social Development to curve strategies to ensure quality supervision for all social workers in the social service sector. The researcher also wants to fill a gap in current literature since there is dearth of knowledge regarding the quality of social work supervision provided to supervisees in the province.

An interest to conduct the study came to the researcher's mind after receiving endless calls from social work supervisees asking professional advices on the cases they were handling instead of asking their immediate supervisors. Another interest for undertaking the proposed study originated as a result of realising that most

studies on social work supervision in the Limpopo Province focused on social work supervisors instead of social work supervisees.

During data collection study participants will be requested to participate in a semi-structured interview that will be conducted face-to-face in their offices. It is estimated that the interview(s) will last approximately one hour. Following each interview, the participants will be debriefed to make sure that they are well. However, there is a possibility that the emotions of the participants could be triggered and that they might need further therapeutic support. I hereby request your services in providing further therapeutic support to the study participants should the need for such services arise.

Your assistance in this regard will be highly appreciated.

Best regards,

Tsunduka Maluleke

Researcher

(078 432 5700)

tsundumaluleke@gmail.com



ADDENDUM G: DEBRIEFER'S ACCEPTANCE LETTER

VJM SOCIAL WORKERS
 JOYCE MASHAMBA
 B. A. (SW), UNLIMP, M. A. (SOC.SC.) CLINICAL -UJ

No. 1151, Section E, Giyani Township ♦ P.O. Box 3450 ♦ GIYANI, 0826
 Tel 065 891 6045 ♦ Fax: 086 571 1163 ♦ Cell. 082 399 6966
vonganivmash11@gmail.com

REF: TM - UNISA/2020

Date: 19 October 2020

Enq: Mashamba J
082 399 6966

TO WHOM IT MAY CONCERN

RE: CONFIRMATION TO ASSIST WITH DEBRIEFING OF RESEARCH PARTICIPANTS

I confirm that I have offered to provide debriefing and counselling to research participants in Mr. Maluleke T.'s Master research project titled "The Perspectives of Social Work Supervisees on the quality of Social Work Supervision in the Giyani Region of South Africa".

I am a registered social worker in private practice (SACSSP Reg. No 10-12372, Practice No. 8907552).

Yours faithfully

V.J. Mashamba
(Social Worker)

VJM. Social Workers
 Joyce Mashamba
 B.A.SW (UL) M.A.SocSc (UJ)
 Pr No. 8907552

2020-10-19

P.O. BOX 3450 GIYANI, 0826
 CELL: 082 399 6966 TEL: 015 812 5049
 Email: vonganivmash@gmail.com

(Reg. No. 10-12372; Pr. No. 8907552)

ADDENDUM H: REQUEST FOR PERMISSION TO CONDUCT A STUDY**The Provincial Department of Social Department Polokwane****21 Biccard Street****Polokwane****0699**

Dear Sir/Madam

Re: Request for permission to conduct a study

Mr T Maluleke (Student no: 69197067)

My name is Tsunduka Maluleke, a social worker, working for the Limpopo Department of Social Development at Giyani Irish House responsible for coordinating statutory unit for the Giyani Municipality. I am also a part time-student and doing research with Dr. Bhuda, a lecturer in the Department of Social Work at the University of South Africa. I am studying towards a Master's Degree in Social Work and I am expected to conduct a research project. I have therefore selected to conduct a study titled "The perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa" as a research topic.

The goal of the study is to explore the perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa. Social work supervisees working for the Department of Social Development in the Giyani region will be selected for inclusion in the study because the researcher realised that most

studies that have been conducted in the Limpopo Province focuses on social work supervisors instead of social work supervisees. The researcher also wants to afford social work supervisees the opportunity to provide their perspectives on the quality of supervision that they receive from their supervisors. Social work supervisees are suitable for this study as they are the ones who are in the receiving end of supervision.

The study will adopt a qualitative research approach and the data for the study will be collected through semi-structured interviews and by means of using audio-recordings. The data for the study will be analysed by utilising Creswell (2014) six steps of data analysis. The researcher will verify data by utilising Lincoln and Guba in Schurink, Fouché and De Vos (2011) data verification process. The study will be ethically inclined in order to protect the potential participants. The study hopes to contribute towards the improvement of quality social work supervision in the Giyani region. The study will also provide recommendations to the Limpopo Department of Social Development and NGO sectors on how supervision of social workers should be improved. The researcher will at the completion of the study submit a copy of the dissertation to the Department of Social Development Provincial Office in Polokwane.

Against the backdrop, I therefore request your permission to conduct the aforementioned study with social work supervisees employed in the Department of Social Development in the Giyani region.

Your assistance in this regard will be highly appreciated.

Yours faithfully

Tsunduka Maluleke

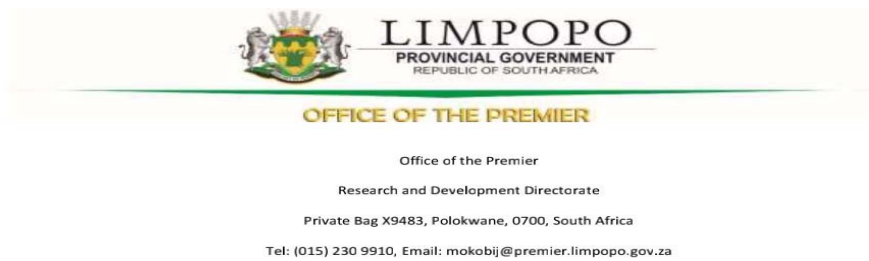
Researcher

(078 432 5700)

tsundumaluleke@gmail.com

ADDENDUM I: LIMPOPO RESEARCH ETHICS CLEARANCE CERTIFICATE

CONFIDENTIAL



LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

Meeting: February 2021

Project Number: LPREC/20/2021: PG

Subject: The Perspective of Social Work Supervisees on the Quality of Supervision in he
Giyani Region Of South Africa

Researcher: Maluleke T

Dr Thembinkosi Mabila



Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038**.

Note:

- i. This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)
- ii. Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.
- iii. The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.
- iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.

ADDENDUM J: APPROVAL LETTER TO CONDUCT STUDY AT THE DSD GIYANI

Confidential



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
SOCIAL DEVELOPMENT

Ref : S4/3/2
Enq : MJ Moloisi
Tel : 015 230 4381 / 082 457 7120
Email : MoloisiMJ@dsd.limpopo.gov.za

Mr T Maluleke
Private Bag x140
Polokwane
0700

Dear Mr Maluleke

SUBJECT: THE PERSPECTIVE OF SOCIAL WORK SUPERVISEES ON THE QUALITY OF SUPERVISION IN THE GIYANI REGION OF SOUTH AFRICA

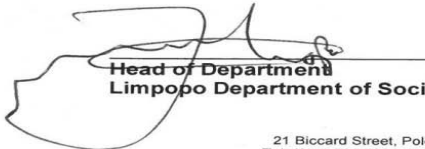
The above matter has reference.

This certifies that Mr T Maluleke has been granted permission to conduct a study titled: "*The perspective of social work supervisees on the quality of supervision in the Giyani region of South Africa*". His research proposal was granted full approval and ethical clearance by the Limpopo Provincial Research and Ethics committees which sit at the Office of the Premier.

Supervision in social work is an essential element of social work practice in preparing and moulding competent social workers. This study is significant because it is intended to explore the perspectives of social work supervisees on the quality of supervision in the department. In essence, the proposed study will afford social work supervisees the opportunity to provide their perspectives on the quality supervision that they receive from their supervisors, which could lead to the improvement on the provision of supervision by supervisors in the Department of Social Development.

All Social Workers employed by the Department of Social Development in Mopani District are eligible for inclusion in the study. However, the Researcher will employ a sampling technique to delineate the exact study participants' population.

In view of the above, this letter grants Mr T Maluleke permission to do research at the Limpopo Department of Social Development in the Giyani region in particular.


Head of Department
Limpopo Department of Social Development

28/04/2021
Date

21 Biccard Street, Polokwane, 0700, Private Bag x9710, POLOLKWANE, 0700
Tel: (015) 230 4300, Fax: (015) 291 2298 Website: <http://www.dsd.limpopo.gov.za>

ADDENDUM K: COLLEGE OF HUMAN SCIENCES ETHICS CLEARANCE



COLLEGE OF HUMAN SCIENCES RESEARCH ETHICS REVIEW COMMITTEE

14 December 2020

Dear Mr T. MALULEKE

NHREC Registration # :
Rec-240816-052
CREC Reference # :
2020-CHS -69197067

Decision:
Ethics Approval from 14 December
2020 to 31 November 2023

Researcher(s): Mr T. MALULEKE

[\(69197067@mylife.unisa.ac.za\)](mailto:69197067@mylife.unisa.ac.za)

Supervisor: Dr GB Bhuda

[\(012 429 4807\)](tel:012 429 4807)

Title: *The perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa*

Degree Purpose: MSW

Thank you for the application for research ethics clearance by the Unisa College of Human Science Ethics Committee. Ethics approval is granted for three years.

The **low risk application** was **reviewed** by College of Human Sciences Research Ethics Committee, on **14 December 2020** in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the College Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.



4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No fieldwork activities may continue after the expiry date (**31 November 2023**). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020-CHS-69197067** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,

Signature : 

Dr. K.J. Malesa
CHS Ethics Chairperson
Email: maleskj@unisa.ac.za
Tel: (012) 429 4780

Signature : PP 

Prof K. Masemola
Executive Dean : CHS
E-mail: masemk@unisa.ac.za
Tel: (012) 429 2298



ADDENDUM L: LETTER FROM INDEPENDENT CODER

P. O. Box 132
Wingate Park
0152

13 June 2021

Mr Tsunduka Maluleke (MSW Student)
Unisa
Pretoria
0003

To whom it may concern

This is confirmation that I have independently coded 13 interview transcripts based on a study entitled "*The perspectives of social work supervisees on the quality of supervision in the Giyani Region of South Africa.*"

The following documents are attached:

- A table on demographic profiles of participants;
- A table on themes and sub-themes; and
- A report on themes and sub-themes verified by relevant quotations/excerpts.

The data will facilitate the compilation of a report on the findings.

Regards



Prof MDM Makofane



ADDENDUM M: LETTER FROM LANGUAGE EDITOR

P.O BOX 663
THOLONGWE
0734
29 November 2021

Dear Sir/Madam

This is to certify that the dissertation entitled "The Perspectives of Social Work Supervisees on the Quality of Supervision in the Giyani Region of South Africa" by Tsunduka Maluleke has been edited and proofread for grammar, spelling, punctuation, overall style and logical flow. The edits were carried out using the "Track changes" feature in MS Word, giving the author final control over whether to accept or reject effected changes prior to submission, provided the changes I recommended are effected to the text, the language is of an acceptable standard.

Please don't hesitate to contact me for any enquiry.

Kind regards

A handwritten signature in black ink, appearing to read "Hlavis Motlhaka".

Dr. Hlavis Motlhaka (BEDSPF-UL, BA Hons-UL, MA-IUP: USA, PhD-WITS, PGDiP-SUN)

Cell number: 079-721-0620/078-196-4459

Email address: hlavisomhlanga@yahoo.com

ADDENDUM N: TURNITIN REPORT**Digital Receipt**

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The perspectives of social work supervisees on the quality of supervision in the Giyani region of South Africa

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