THE EFFICACY OF SOCIAL WORK SUPERVISION: A CASE STUDY IN BOJANALA DISTRICT

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DECLARATION

STUDENT NUMBER: 50858092

I declare that this study report, entitled **"The efficacy of social work supervision: A case study in Bojanala District"**, is my original work and all sources utilised in the study project are fully referenced and acknowledged.

Ms. Dibuseng Suzan Matshwi

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Abstract

Supervision has been recognised as a critical component in the provision of social services by the Department of Social Development in South Africa. The SACSSP also recognise supervision as an obligatory practice. Social workers are thus required to be supervised on social work issues by experienced and duly authorised social work supervisors as stipulated by the Social Services Profession Act 110 of 1978. Therefore, because frontline social workers receive supervision, their views on how supervision influences they day-to-day functioning including service provision is critical to provide compelling advice on practice hence the study.

The study explored the efficacy of social work supervision for the supervisees within the Department of Social Development (DSD) in the Bojanala District, North West Province of South Africa. The study followed a qualitative research approach and was confined within a case study research design. The strength-based approach was adopted. A sample was drawn from social work supervisees employed by DSD at the Bojanala District. Data from participants was generated through individual interviews and focus group interviews to identify their day-to-day experiences, challenges, and to determine the efficacy of social work supervision in Bojanala District. Data was analysed by means of Dudley's twelve steps of qualitative data analysis to establish recurring themes and interpret the data provided by participants. Lincoln and Guba's (1985) model of data verification was utilised to verify the authenticity of the information. Research ethics were considered to protect the human rights of participants in this study.

Amongst other findings, it has been revealed in the study that some supervisors in the Bojanala District are knowledgeable about social work supervision because they can support supervisees in work and personal matters. There was also a cohort of supervisors who were also not competent because they lacked knowledge regarding social work supervision. The supervisee pointed out that supervisors do not conduct supervision sessions, lack information on how to handle critical cases like child neglect, cannot foster relationships with internal and external stakeholders thus unable to connect practitioners with resources. Consequently, among other recommendations, the practitioners recommended that extensive supervision training is required for supervisors to strengthen their knowledge and boost their confidence to supervise.

Keywords: Efficacy, social work, social work supervisee, social work supervisor, supervision

ACRONYMS

ASSWA: Association of Schools of Social Work in Africa

DSD: Department of Social Development

EAP: Employee Assistant Practitioner

EAPASA: Employee Assistance Professional Association of South Africa

IFSW: International Federation of Social Workers

MSW: Master of Social Work

NGO: Non-Governmental Organisation

NASW: National Association of Social Workers

SACSSP: South African Council for Social Services Professions

SFSWPSA: Supervision Framework for the Social Work Profession in South
                Africa.

SRD: Social relief of distress

RSA: Republic of South Africa

POE: Portfolio of evidence

UNICEF: United Nations Children's Fund

UNISA: University of South Africa

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CHAPTER 1

1.   INTRODUCTION AND PROBLEM FORMULATION

1.1   GENERAL INTRODUCTION

Supervision is the cornerstone of social work services (de Groot, 2016:12; Carpenter, Webb, Bostock, Coomber & Social Care Institute for Excellence, 2015:17; & Davys & Beddoe, 2010:86). de Groot (2016:12) concurs by stating that supervision plays an important role in the organisation's ability to carry out effective and quality services to its clients. Beddoe (2012:210) also contends that it is supervision that is at the core of practice for service-based professionals, where a sense of shared responsibility for the effectiveness and safety of the practice for social service practitioners is essential. Dan (2017:147) supports the preceding argument and avers that supervision creates a room to care for those who are discouraged and uncertain and could need clarification on the processes of supervision.

There is a need for supervision in social work practice because the job of a social worker is both challenging and emotionally charged (Thompson, 2015: xi & Golden, 2012:13). Social work takes place in a complex adaptive environment where the role of professional judgment is paramount (Golden, 2012:13; Wilson, Ruch, Lymbery & Cooper, 2011:23). In this respect, social work is also a complex activity because social workers work with risk and uncertainty on a day-to-day basis (Wannacott, 2012:07). Pecora, Cherin, Bruce and Arguello (2010:01) agrees that supervising a group of practitioners in social services organisations is essentially a demanding undertaking. This arises from the reality that there is an increase in demand for services, with higher quality expectations, greater scrutiny and shrinking resources which contribute to the pressures of work (Hawkins & Shohet, 2012:131). The supervision framework for the social work profession of South Africa indicates that the core significance of social work supervision is that globally it has been, a professional activity embedded within social work as a demanding and dynamic profession (Department of Social Development, 2012:14). Social work is a challenging profession and supervision can provide important support structures and mechanisms for social workers confronting the daily challenges of practice (Egan, Maidment & Connolly, 2016:1629). Hawkins and Shohet (2012:04) further postulate that supervision provides a container that holds the helping relationship between the practitioner and supervisor and synchronously extended to the client.

The researcher concurs with the authors (de Groot, 2016:12; Carpenter, Webb, Bostock, Coomber & Social Care Institute for Excellence, 2015:17) that supervision is the cornerstone of social work supervision because it is through supervision that the profession of social work is preserved, and knowledge and skills are passed on from one generation to the next. Furthermore, considering that the work of a social worker is complex and emotionally charged

as stated by Thompson, (2015:xi); Crisp, (2012:232-9) and Golden, (2012:13), support from supervisors becomes pertinent to the social workers as they endeavour to render effective service delivery. Moreover, the researcher believes that it also boosts the confidence of the worker to get a second opinion from the collegial worker who has the same professional background as their own in the field.

Social work supervision, amongst other mechanisms, may be carried out by means of three functions namely, administrative, educational, and supportive functions as suggested by Kadushin and Harkness (2014:11). Firstly, supportive supervision strengthens ego defences and empowers the worker to manage job and life related stress and tension. This makes the social worker appreciate that emotional competence is an essential contributor to effective practice (Jacques, 2014:164-5). Secondly, the educational function of social work supervision provides a platform for both the supervisor and supervisee to learn and grow. This is because supervision is a specialised field wherein practitioners are engaged throughout the course of their careers, irrespective of experience or qualifications (Davys & Beddoe, 2010:19). Thirdly, the administrative function ensures that the organisation's mandate is achieved and that the clients benefit from service rendered (Parker & Doel, 2013:154). Howe and Gray (2013:05) echo that the administrative function is a management function in which supervisors focus upon the values, quality of work and accountabilities, regular check up on the allocated work and managing of social workers within the workplace.

Accordingly, lack or poor quality of supervision becomes detrimental to social workers. Unfortunately, according to Reyneke (2014:40), there is poor communication between social workers and managers in the social service profession that is becoming detrimental to service delivery. Hudges (2010:72) demonstrates that in some settings or agencies, social workers are understaffed or overloaded with cases and as a result they are unable to provide well-balanced supervision. According to Nahavandi, Denhardt, Denhardt and Aristigueta (2015:183), workload pressures can also cause stress for people in the workplace. Van Heugten (2011:37) concurs that there are challenges that are caused by poor workload planning such as stress and increases tension among the employees in areas where colleagues feel that the distribution of cases are unbalanced. Engelbrecht (2013:465) adds that, in South Africa serious problems continue to be uncontrollable cases and working conditions that undermine productivity in supervisor and supervisee. In addition, according to Engelbrecht (2010:335), the quality of supervision also depends on such factors even though supervision challenges in South Africa have contributed to not keeping up with theoretical and local social developments from the 1990s to date.

From the preceding discussion, it can be deduced that social work supervision is a supportive mechanism designed to aid social work practitioners in their endeavour to render efficient and effective services to clients. In South Africa, social work services are spearheaded by the Department of Social Development through three broad programmes, namely, social security, social welfare and community development (Department of Social Development, 2005:05). The identified programmes are used interchangeably by practitioners to enable the target groups to deal effectively with all social issues, such as psychological stress, chronic poverty, food insecurity and other adverse social conditions (Department of Social Development: 2005,05). Social Development practitioners also vary and may include social workers, social auxiliary workers, community development workers, child and youth care workers, probation officers, social security officials and social responsibility managers (Patel, 2014:04).

Of the three programmes, social workers are employed to render services under the social welfare programme. Social welfare covers a range of services and programmes that are directed at enhancing the capacities of people in addressing the causes and consequences of poverty and vulnerability (Department of Social Development, 2005:22). The primary goal of social workers is to assist individuals, families, groups, and communities in addressing social problems (South African Council for Social Service Professions, 2007:07).

In South Africa, social workers also make use of the three global methods of social work practice, i.e. casework, group work and community work (Department of Social Development, 2005:43). Case work utilises a variety of skills, techniques, and other aids to facilitate a client's or a family's participation and decision-making in efforts to improve their social functioning (Department of Social Development, 2005:23). Group work achieves objectives within a group context by the purposeful application of group processes and interventions (Department of Social Development, 2005:23). Community work is a joint, planned action of a geographical or functional community by a social service practitioner that promotes the social functioning of the total community (Department of Social Development, 2005:23).

In South Africa, social work service delivery is also classified in terms of levels of intervention which, although distinct, in practice overlap and are provided across a continuum. The interventions include prevention; early intervention; statutory, residential and alternative care; reconstruction; and aftercare services (Department of Social Development, 2005:05). The targeted groups for the social welfare programme are the poor and vulnerable sectors of the community, which include people infected and affected by HIV and AIDS, women, children, elderly, people with disabilities and those who have other special needs (Department of Social Development, 2005:43). All services are aimed at promoting the optimal functioning and the

reintegration of beneficiaries into mainstream society (Department of Social Development, 2005:06).

Social work services in South Africa are also ethically bound. Social workers work within the ambit of the following ethical standards: ethical responsibility towards the profession, ethical responsibility towards the client system, ethical responsibility towards colleagues and other social workers, ethical responsibility on practice settings and ethical responsibility to the broader society (South African Council for Social Service Professions, 2007:08). Over and above that, social workers are also guided by social work values and principles, which include social justice, respect, competence, integrity, professional responsibility, care and concern for others' well-being and service delivery (South African Council for Social Service Professions, 2007:05).

As evidenced by Carpenter, Webb, Bostock, Coomber, and Social Care Institute for Excellence (2015:02,17), Golden (2012:13), and Howe and Gray (2013:5), social work supervision has an impact on service delivery because this practice becomes a mechanism assisting social workers in their provision of social work services to clients. Recognising and acknowledging the identified issues such as high caseload and lack of human resources with regard to social work service delivery, social work supervision and the critical role played by supervision in the provision of services, the Department of Social Development (DSD) has developed several policies to curb and counteract the identified challenges. In response, in 2012, amongst other policies, DSD developed the norms and standards to regulate and enhance the provision of supervision. Some of the norms and standards geared towards enhancing supervision service delivery include that: supervisors should have appropriate training and experience; supervision must be a collaboration between the supervisor and supervisee based on the needs of practice; that supervision must be structured and planned; and that all the functions of supervision should be undertaken by supervisors (Department of Social Development, 2013:114).

In 2012, again acknowledging the plight faced by social workers and adding to some of challenges stated above, high caseloads, the emotional and other traumas experienced by social workers in service delivery, high stress levels due to personal, professional and societal demands as well as lack of resources to deliver on their mandate (Department of Social Development, 2012:01). DSD promulgated the Supervision Framework for the Social Work Profession in South Africa (SFSWP). The aim of the framework is to deal with conditions of work which negatively affect the delivery of services and to enhance effective supervision of social workers, student social workers, social auxiliary workers, learner social auxiliary workers, social work specialists and private practitioners in order to ensure competent

professional social work practices that serve the best interests of service users in South Africa (Department of Social Development, 2012:02). The SFSWP further highlights a decline in the productivity and quality of services rendered due to lack of supervision and identifies supervision as one of the critical areas that needs attention if retention of professionals and effective service delivery are to be realised (Department of Social Development, 2012:02).

The argument above confirms the critical nature of social work supervision in social work practice. The discussion also highlights the challenges of social work supervision, which hinder good, effective and efficient social work practice and service delivery. Some of the challenges highlighted include lack of training for supervisors, poor working conditions, lack of emotional support, high workloads, poor communication between social workers and supervisors and lack of resources. The fact that social work supervision is critical to service delivery and yet has many challenges prompted this researcher to explore the efficacy of social work supervision within the Bojanala District of the North West Province of South Africa. It is anticipated that this project contributes towards effective and efficient social work supervision in the Bojanala Region. Furthermore, the researcher is convinced that an improved social work supervision could also benefit the service users.

1.2 Problem Statement

In this section, the research problem of the study is articulated. According to Savin-Baden and Major (2013:101) a research problem should clarify the rationale for studying a topic, making clear why it is worthy of investigating. William (2011:32) echoes that a research problem can be based on a question, an unresolved controversy, and gap in knowledge or an unrequited need within the chosen subject. Savin-Baden and Major (2013:101) adds that a research problem may come from range of sources, including life experiences, previous research, theory, and practical issues in the field.

The researcher in this study strove to investigate the efficacy of social work supervision in the face of various challenges. According to Gray, Field and Brown (2010:51) supervision is pitted against an array of challenges throughout the world. In Australia, although most social workers are supervised and there is a supervision policy in place, there are concerns about limited supervision training options (Egan, 2012:180). In England, it is reported that there is inconsistent supervision and a dire lack of professional support. There are reported weaknesses in recruitment, retention, frontline resources, training, leadership, and public understanding that completely compromise the ability to deliver quality service (England Social Work Task Force, 2009:62). In California, Los Angeles, there is a concern about the frequency of conducting supervision sessions (Howe & Gray, 2013:xix) aimed at enhancing quality of supervision (Thomson, 2015:168). There is also the recognition that many

supervisors in social services have little or no experience supervising and lack formal training (de Groot, 2016:15). In California again, de Groot (2016:15) declared the state of supervision to be in crisis as many social workers report poor quality and/or inadequate supervision. According to Gray et. al. (2010:51), the other challenges are supervisors with unhelpful leadership styles who mention time as an excuse to overlook the core responsibility to supervise. Also, supervisors who experience strain tend to control supervision without affording an opportunity for supervisees to learn (Gray et al., 2010:51).

Furthermore, the England Social Work Task Force (2009:29) postulates that there is strong evidence that absence of effective management of workload, which is usually carried out through supervision, makes practitioners feel deskilled, lowers their morale and can lead to poor health. Hudges (2010:72) concurs that in some settings or agencies social workers may be understaffed or overloaded with cases and as a result may not provide well-balanced supervision. According to Nahavandi et al. (2015:183), stress can be caused by large amount of work allocated, or more accurately, tension associated with overload for people in the workplace. Heugten (2011:37) asserts that there are also challenges emanating from poor workload planning such as stress and increasing tensions among the employees in areas where colleagues felt distribution of cases is unbalanced. The researcher concurs that high caseloads may affect the social workers' morale as it becomes difficult for social workers to render effective services to clients. The researcher is also of the view that high caseloads not only affect the morale of the social workers but also compromises the quality of services and the standards of the profession.

In Africa, Botswana faces many challenges with regard to supervision, which also impact social work service delivery. According to Jacques (2014:170), their challenges include lack of infrastructural resources as social workers are overcrowded in shared office accommodation compromising confidentiality of their client's information, insufficient transport required by the nature of the job, inadequate supervisory and technical competency of many supervisors, and lack of capacity and training opportunities for social work supervisors. The United Nations Children's Fund (UNICEF)'s report on "social service training in the West and Central Africa region" verified that most African countries such as Côte d'Ivoire and Benin have different qualifications for various levels of social workers from an administrative level to high level but that the accompanying job roles and responsibilities are either primary or not clearly specified (Canavera, Akesson & Landis, 2014:06). The staffing levels are also so low in the West and Central Africa region that social workers do not have the possibility to specialise in these contexts. Furthermore, laws clarifying the boundaries of the social work profession in Ghana and Nigeria have been in development for many years, but neither of these countries has a legally approved framework for the social work profession, creating

ambiguity around the relationship between social workers, non-government organisations (NGO) workers, and the populations they serve (Canavera, Akesson & Landis, 2014:06). Chitereka (2009:153) also acknowledges that generally there is lack of professional recognition of social workers in Africa and that is because most people do not understand what social work entails, even among some government officials. The above-mentioned challenges such as insufficient office spaces, inadequate supervisory and technical competency of many supervisors, lack of capacity, unambiguity of roles and duties, lack of recognition of social work, the inability of social workers to specialise and lack of training opportunities for social work supervisors in Africa are clear examples of how social work practice and supervision in some parts of the continent have been compromised.

South Africa also has had its own fair challenges regarding social work supervision. In Limpopo, Western Cape, Mpumalanga and Gauteng provinces of South Africa, there have been record challenges regarding social work supervision. These include unfair remuneration (Lekalakala, 2000:75); quantity of services output is more embraced than quality of social work services (Deonarain, 2012:91); lack of resources (Sokhela, 2015:114), lack of formal structures (Mokoka, 2016: 95); lack of physical and human resources (Gunda, 2018:159/160); poor working conditions, lack of supervisory training and inconsistent implementation of the supervision framework (Manthosi & Makhubele, 2016:54) and lack of supervisors (Silence, 2017:111).

The former minister of the Department of Social Development in South Africa, Bathabile Dlamini, organised an *Indaba* in 2015 in Durban where challenges of social workers were discussed, and she also acknowledged that the profession is neglected and less paid as compared to other professions (News24, 2015). The social workers who attended the *Indaba* hailed from the nine provinces of South Africa. According to the newspaper, some of the challenges pointed out by the social workers included poor salaries and the need to increase salaries of social workers at all levels, unmanageable workloads, lack of supervision and inadequate safety measures for employees. Lack of resources was also cited as one of the foremost problems in South Africa that impact social work service delivery. Another issue identified as a barrier is the high supervisor-supervisee ratio amongst social workers.

Within the North West Provincial DSD, social work supervisors are required to fulfil several duties. Firstly, the supervisors' responsibility concerning social work services is to ensure the care, support, protection and development of vulnerable individuals, groups, families and communities through the relevant programmes rendered (Department of Social Development, 2005:06). Secondly, they must attend to any other matters that could result in, or stem from, social instability in any form (Department of Social Development, 2005:06). The other duties

of supervisors include conducting assessments that are problematic for supervisees aimed at identifying conditions in individuals, groups, families and communities that justify relevant interventions. Supervisors are expected to ensure that the recommended interventions are implemented by supervisees by providing continuous support, counselling, guidance monitoring and evaluations of the effectiveness of the interventions (Department of Social Development North West, 2016:02). The duties of supervisors in the North West Province introduces two new dimensions to the discussion. Firstly, the duties of social work supervisors are so broad that they do not allow supervisors to specialise. Consequently, the supervision provided is generic and unstructured, without specialisation. Secondly, while duties of social work supervisors are clearly articulated there is still a concern expressed by Engelbrecht (2012:14, 2013:562) and Mokoka (2016:95) that supervisors are not expressly oriented to the position of a supervisor and lack training to carry out their duties effectively.

Convinced that her interest lies in the problems highlighted here, the researcher undertook extensive literature review. The researcher reviewed different journals in order to contextualise the study and identify the gaps in the field of knowledge. The reviewed journal articles included the following: "*The experiences of social work supervisees in relation to supervision within the Department of Social Development in the Johannesburg Region*"; Mokoka, 2016*; "The Integrated Service Delivery Model Challenges regarding the Implementation of Social Work Supervision: Framework in Mopani District, Limpopo Province,* Shokane, Makhubele, Shokane and Mabasa, 2017*"; The significance of social work supervision in the Department of Health, Western Cape: Social Workers' Experiences,* Silence, 2017; *Contextual factors in an indigenous supervision model for forensic social work,* Monosi, 2017"; "*The execution of individual reflective supervision sessions: Experiences of intermediate frontline social workers*", Chibaya, 2018"; *"The functions of social work supervision in the Department of Health and Social Development, Ekurhuleni Region,* Pooy, 2011*"; " The nature of social work supervision in the Sedibeng region",* Deonardain, 2012*. "The significance of social work supervision in the Department of health, Western Cape: Social workers' experiences;* Engelbrecht, 2010; "*Social work supervision policies and frameworks: Playing notes or making music?*" Engelbrecht, 2013; and *"Yesterday, today and tomorrow: Is social work supervision in South Africa keeping up?",* Engelbrecht, 2014.

It is therefore critical to note in this regard, that the reviewed journal articles, textbooks and dissertations available in South Africa into social work supervision, the researcher could not locate a study conducted to establish the efficacy of social work supervision. Rather, the researcher found that most studies investigated the experiences or challenges that social workers encounter in the domain of social work supervision. Also, the researcher could not locate a study which investigates the efficacy of social work supervision in the North West

Province. This justifies the need for the current study. Consequently, against these backdrops, the problem statement of the study was the following:

There is limited knowledge on the efficacy of social work supervision in Bojanala District of South Africa

1.3 Rationale for the study

The rationale for the study relates to developing a solution to challenges of supervision in social work field. The researcher has worked as a social worker for two years in the Department of Social Development (DSD) North West, Madibeng Area Office, located in the Bojanala District. During this tenure, the researcher rendered casework, group work and community work services to individual, groups, families, and community under the supervision of a chief social worker. During this employment, the researcher was only supervised when she encountered critical cases such as those abandoned children, or physically abused children. The researcher was also submitting psychosocial reports to the supervisor to check the quality and grammar of reports and relevance of the quoted Acts before they could be presented to the courts. In social work jargon, the processes are known as canalisation. During the two-year employment in DSD in this capacity, the researcher was offered supportive and educational supervision informally by her supervisor while managers undertook the administrative function. Also, the educational and supportive supervision was conducted at random intervals and was neither structured nor planned. Consultation and peer education was utilised by the researcher, notwithstanding the fact that the researcher was newly appointed and still on probation.

The researcher also handled a high workload that compromised the quality-of-service delivery. Therefore, the researcher urgently needed formal and regular social work supervision to assist her cope with all the pressures of work. It was therefore through this experience that the researcher recognised how inconsistently supervision was done. Other challenges which the researcher observed which were faced by social workers included lack of human resources and transport, unmanageable caseload, and lack of office space. The researcher also observed that lack of human resources, i.e. social workers to render direct services to clients, increased the work of the supervisors because the same personnel had to do casework too. The researcher thus observed that the said challenges made the duties of a supervisor intractable to allow any meaningful for developmental supervision chores.

It was also noted by the researcher that general views of her colleagues within Social Development, North West is that more focus is been given on the output and its quantity of the work such as child welfare (foster care), administration, domestic violence, substance

abuse and other activities while less focus is given to social work supervision. Forgetting that social work supervision strengthens such services. The researcher also relating from her own personal experience social work supervision has never been given recognition it deserves. Supervision is not prioritised within the Department because if it was so, it will be mandatory for supervisor to have forums in which they monitor the effectiveness of supervision and discuss the future of supervision. Supervisors would further share skills and ideas in the formal context.

This is because supervisors were faced with various other challenges with regard to providing supervision. Firstly, the researcher observed that supervisors were not trained to provide supervision and secondly, supervisors were not consistent in their supervision. Thirdly, there were also some supervisors who were not eager to supervise. Lastly, the researcher observed that supervisors were not involved in some duties of administrative supervision, instead administrative supervision was carried out by managers. These challenges have over the years compelled this researcher the following questions:

"What is the value of social work supervision?" and

 "What is its impact on those who utilise social work services?"

It is these questions that spurred the need to investigate the efficacy of supervision for the supervisees in Bojanala District.

1.4   Theoretical framework

Theory is an organised set of ideas, generalisations, and ideologies (Gay et al., 2011:62). Rubin and Babbie (2013:57) adds that theory is a group of related systems of proclamation that clarify certain aspects of social life or empower how human agents conduct and find meaning. In order for the researcher to explore and describe the phenomena under study, the strength-based approach was selected and adopted for this study. The origins of the strengths-based approach connect with the history of social work, as pointed out by social work philosophers such as Perlman (1957) and Hollis (1966) who redirected social workers to focus on clients' strengths (Engelbrecht, 2012:02). In social work practice, the strength-based approach was established to replace the problem focused approaches (Kondrat, 2014:39), and those who supported the idea stirred up practitioners in the field of social work to pay more attention to abilities, capacities and resilience rather than challenges (Engelbrecht, 2014:132). The focus on the strengths of the supervisees helps them to defeat dreadful events that threaten supervisees' their ability to cope (Engelbrecht, 2014:132). From the discussion it is evident that the strength-based approach enables both supervisor and supervisee to focus

not on the challenges they experience but, on the possibilities, on what is achievable to enhance their service delivery. The approach further strengthens the resilience of the workers and this may boost the confidence of the worker and reinforce their ego because it focuses on the solution (capabilities and competencies) rather than the problem.

The strength-based approach is defined inside the threesome ideas of competencies, possibilities and resilience and this threesome is labelled CPR (Saleeby in Kondrat, 2014:41). According to Saleeby (in Kondrat, 2014:41) "C stands for competencies, capacities and courage; P symbolises promise, possibility, positive expectations and potential; and R signifies resilience, reserves, resources and resourcefulness." Kondrat (2014:39) further clarifies that the strength-based approach is a technique used to work with individuals that shifts focus from weaknesses, mistakes and naming during their communication and intervention to possibilities and capabilities in working with people and that it swings away from an emphasis on people's difficulties. This entails a focus on their achievements and resources. According to Engelbrecht (2014:132) the theory encourages supervisees to contribute during supervision sessions on the basis of their motivation, autonomy, and self-awareness. This aim of promoting supervisees participation in supervision process can only be achieved, according to Engelbrecht (2014:132), if the supervisor lets go of the power associated with the title of 'supervisor', implying that the supervisor must assume a facilitation and partnership role in supervision. The author further believes that partnership in supervision brings a sense of ownership since both the supervisor and supervisee have a part to play and contribute in the supervision process.

From the discussion, it can be deduced that the strength-based approach focuses on identifying the skills, the positive experiences, and in uncovering the potential of the supervisees by creating a conducive learning environment. The researcher also gathered from the discussion that the strength-based approach does not focus on the negativity or the wrong things that individuals or supervisees are doing for instance, poor performance, their character, and their personal difficulties but rather on what people can offer, what they can achieve and on what motivates them. The theory is also solution-based since it seeks to identify possibilities, skills and knowledge that can fill the knowledge and practice gaps of supervisees. The researcher thus believes that such a partnership can help to strengthen the supervisor–supervisee relationship and that it will have a positive impact on service delivery. The theory thus resonates with the researcher because she is of the opinion that people tend to close up when they are reprimanded for their mistakes rather than what they can achieve and that by using their strengths, individuals are more likely to take part in the supervision processes.

The researcher opted for the strength perspective to help guide the study because Engelbrecht (2014:132) suggests that a strengths perspective offers an alternative point of view on supervision within a social development paradigm. Engelbrecht (2014b:133) identified five principles of strength-based supervision which are as follows:

- In strength-based both supervisor and supervisee are involved in social work and they learn from each other. The researcher agrees that social work supervision should be a learning platform where new skills are actualised and learning from each other is not encumbered.

- The supervisor admits that they are not the all-knowing expert and appreciates and utilises the supervisee's knowledge and experience. The researcher also believes that the supervisor should allow supervisees to share their own knowledge on various issues to benefit the supervision process and that they should not suppress the knowledge of the supervisee.

- The supervisor and supervisee are jointly involved in critical, reflective and imaginative thinking. In the researcher's opinion, it is only when both supervisor and supervisee work as a team that effective service delivery can be realised.

- The supervisor and supervisee make joint decisions, based on what is meaningful to both. This means that where there are disagreements, both must be committed to working towards resolving them.

- The supervisor and supervisee strive to meet each other's needs instead of maintaining a system of control. This is significant because if the supervisor and supervisee needs for emotional support are met, this assists them to establish a meaningful relationship, benefiting both and the service users as well.

- The supervision process is viewed as a shared ownership between the supervisor and supervisees, and that while it would be idealistic to deny deficits, it would not be beneficial to deny that which is possible. The researcher is thus of the opinion that while there is partnership between the supervisor and supervisee, this does not mean that the supervisor is no longer without authority. The supervisor should utilise appropriate policies in correcting what is not acceptable or resolving any challenges.

The strength-based perspective is applicable to social work supervision, implying that supervisors should identify supervisee's strengths, and look beyond the obvious personal strengths and delve into supervisees' possibilities, competencies, and resilience. It gives the supervisor an opportunity to provide the resources that the supervisee might need. Furthermore, the researcher is convinced that strength-based perspective offers both the supervisor and supervisee a chance to plan and learn together during supervision because

the supervisor facilitates the process, they offer the professional guidance and motivation while the focus is on the competencies and abilities of the supervisee.

Therefore, in this study the strength-based approach was employed to identify supervision's focus, value, influence, efficacy, engagement, challenges and the benefits for the organisation, the supervisors, the supervisee, and its effects on service delivery. The strength-based approach further enabled the study to establish if supervision in Bojanala is educative, if supervisors appreciate and utilise the supervisee's knowledge and experience, if resilience is encouraged, if supervision allows a supervisory relationship to enhance performance. Furthermore, the strength-based approach was employed to uncover if the qualities of critical, imaginative, reflective thinking enabled the process in meeting each other's (supervisor and supervisee) needs; and making joint meaningful decisions that are solution-based.

1.5 RESEARCH QUESTION, GOALS AND OBJECTIVES

The research aim and the research question briefly clarify what the study intends to achieve and the objectives provide details on how this is executed (Carey, 2012:23). Carey (2012:23) further articulates that objectives must be linked to the research aim and provide more details, notably on how we intend to answer the research question. In this study, the researcher also formulated and defined the research question, goals and objectives of the study.

1.5.1 Research question

Research questions are at the centre of the design; they are the heart, or hub, of the study connecting to all the other components (Maxwell, 2013:04). Leavy (2017:71) asserts that research questions are the central questions that guide a research project. In this study, the researcher sought answers to the following research question:

- What is the efficacy of social work supervision for the supervisees within the Bojanala District?

The purpose of research was to establish answers to the research question through the application of systematic procedures (Berg, 2009:8) and one such procedure included the formulation of a goal of the study.

1.5.2 Research goal

A research goal is a dream that the researcher plans to achieve in the research project (De Vos, 2011:94). Carey (2012:24) accentuates that a clear and succinct statement usually represents the research aim that states precisely what it is intended in the research. Maxwell (2013:23) asserts that a clear understanding of the research goal establishes the research purpose. In this pursuit, the goal of the study was designed to:

- Establish the efficacy of social work supervision for the supervisees within Bojanala District.

1.5.3 Research objectives

In addition, research objectives are steps one must take, one by one, realistically at the grass-roots level, within a certain duration, in order to attain the dream (De Vos, 2011:94). For the purpose of this study, the objectives are presented as three briefs of intent as suggested by Carey (2012:24) and are designed to:

- Theoretically conceptualise the phenomenon of supervision in social work.
- Describe the efficacy of social work supervision according to the supervisees.
- Draw conclusions regarding the efficacy of social work supervision and make recommendations to improve practice and policies.

In this study, the said objectives were thus undertaken under specific ethical considerations as discussed in the subsequent segment.

1.6 ETHICAL CONSIDERATIONS

Research ethics concern what is right or wrong from a moral viewpoint (McMillan & Schumacher, 2014:129). In addition, Cooper and Schindler (2014:28) state that ethics are values of conduct which inform decision-making in terms of our conduct and of other people and that the overall intention is to ensure that the project does not cause harm to anyone who participates. Carey (2012:102) assert that research ethics need to be considered throughout a project rather than just near the beginning of the research process. For the purpose of this study, the researcher seriously considered ethical issues throughout the project including during both the semi-structured one-on-one interviews, and during focus group interviews. To be specific, she utilised the following research ethics to protect the participants:

1.6.1 Voluntary participation

Participating voluntarily means no one is forced in any way to form part of the study (McMillan & Schumacher, 2014:130; & Rubin & Babbie, 2013:288). In ensuring this, potential and recruited participants were made aware of the research's overall intentions and the participants decided for themselves whether to be part of study or not (Rubin & Babbie, 2013:288). Carey (2012:101) also concurs that participants should not be coerced or tricked into participating and should not be interviewed or observed covertly.

In this study, as advised, the researcher did not force any participants to form part of the study. The researcher took time to explain the delimitations and intentions of the study to all the

prospective participants. Prior to conducting the study, the researcher embarked on a recruitment drive for prospective participants ensuring that participants were given all the information related to the study and the researcher notified them of voluntary participation. During data collection, the researcher also briefed the prospective participants again about the purpose of the study and what the study strove to achieve and each made a choice to form part the study by signing the informed consent forms. The participants were made aware that if they agreed to form part of the study they were participating in individual and group interviews.

1.6.2 Informed consent

Informed consent is a procedure used by researchers to notify people of interest to the researcher about any harm and the rewards for taking part in the research project prior to commencing (Tracy, 2013:104). Bailey (2017:18) affirms that researchers must ensure that participants are adequately informed about what the study entails before taking part in the study. During focus group interviews, Krueger and Casey (2015:92) also add that participants must be informed of the risks and rewards of a study and that they can stop taking part in the study at any time.

No one was thus coerced in any way to form part of this study. In the study, the researcher provided the participants with detailed data of the research project. The information covered in the informed consent form included the purpose of the study, research authorisation from both Department of Social Development North West and University of South Africa, the nature of participating in the study and that participants could withdraw from participating in the study any time even after agreeing to do so. Other issues covered included the discussion of any harm that may be caused by the study, and how the information would be stored, used and disseminated. Another critical aspect that was articulated in the informed consent form was confidentiality which is explained in detail hereunder. Therefore, the participants were requested to sign the informed concerned form to indicate that they volunteered to be part of the study. Please see Addendum B.

1.6.3 Confidentiality

Confidentiality is where an investigator is aware of the information given by those who participate but decides not to divulge this to any individual apart from research key players (Dudley, 2011:43). Confidentiality also means that there is no access to participants' information or identity from anyone else apart from the researcher (Bailey, 2012:24; & McMillan & Schumacher, 2014:134). This means that every effort should be made to ensure that identities of participants are never disclosed or linked to the information they provide

without their permission (McMillan & Schumacher, 2014:134). During focus group discussions, according to Krueger and Casey (2015:94) group rules should be established with the participants wherein confidentiality must also be explicated.

The researcher was committed to keeping the information about the participant confidential in the study. In ensuring confidentiality, because the participants signed informed consent forms manually, the researcher placed all the records (including the transcripts of the interviews) in a locked cabinet and only she has access to the cabinet. The researcher also did not use the real names of participants in reporting the data. The researcher also encrypted passwords on all the electronic data containing the interviews. During the focus group discussion, the principle of confidentiality was discussed in detail including its implications before data could be collected from the participants. This was done to ensure that the participants do not share the information shared in the group with people who were not part of the research process. By so doing, the researcher lived to the ethical issue of participant anonymity.

1.6.4 Anonymity

Anonymity suggests that the researcher should protect the participants' identity from being known by other people (Dudley, 2011:43). To assure this, Bless, Higson-Smith and Sithole (2013:33) posit that a participant's information should not be written in their transcripts or anywhere that can make them recognisable. To ensure the anonymity of participants in the research project, the investigator used pseudonyms during interview instead of the participants' real names. The same pseudonyms were also used to identify the transcription of each participant. By being anonymous, participants are protected from criticism or discrimination that may arise by participating in a study. The assurance of confidentiality and anonymity also talks to the privacy that is provided to the participants and this was handled ethically.

1.6.5 Privacy

Privacy means having control over the extent, timing, and circumstance of sharing oneself (Savin-Baden & Major, 2010:326). In a research context, McMillan and Schumacher (2014:133) indicates that the privacy of the research participants must be protected. This means that access to participant's characteristics, responses, behaviour, and other information is restricted to the researcher. Krueger and Casey (2015:30) advise that researchers ought to ensure that participants feel comfortable, respected, and free to give their opinion.

Privacy was thus considered in this study for both data collection methods. The researcher requested a boardroom from the Service Point Managers, which was used for the focus group interviews. The individual interviews were conducted in the respective workstations of the prospective participants and where a participant shared an office with others, a board room was also used.

1.6.6 Debriefing of Participants

Debriefing occurs after data has been collected from the participants. The debriefing of participants involved interviewing the subjects to determine if the research experience generated any problems and then attempting to correct such problems (Babbie & Benaquisto, 2010:70). Debriefing also entailed that arrangements were in place to refer participants who needed professional counselling (Padgett, 2008:69). In addition, Berg (2009:86) concurs that in safeguarding that there is no harm caused during the research project, debriefing should be offered to the participants.

In an effort to adhere to this ethical issue, the researcher, prior to the commencement of the study, approached an Employee Health and Wellness Practitioner employed by Department of Health in Bojanala District to assist with therapeutic support of participants if a need ever arose after the interviews. After each session, the researcher debriefed the participants.

1.6.7   Management of information

According to Carey (2012:101) consideration needs to be given to how data (information) collected can be safely stored, anonymised and who gains access to it. William (2011:47) concurs that the information gathered might have private particulars of the individual in the work setting so it is imperative to keep such information in a protected system that only the principal investigator can access. In this study, all the recorded data was transferred into the PC and the cell-phone files were deleted. The researcher locked all the hard copies of all information collected in a cabinet as advised by Whittaker (2012:49). The information for safekeeping included the audio files, transcripts and writing pads utilised to capture the data shared by participants during data collection. The electronic material was also password encrypted and only the researcher knows the password.

1.7 CLARIFICATION OF KEY CONCEPTS

Concepts that are important to a study need to be identified and they are embedded in the researcher's definition of the topic (Dudley, 2011:79). Mathews and Ross (2010:61) accentuate that concepts are ideas that can be defined or understood differently by different individuals or groups or at different times, so it is essential to clarify such in the context of the

study. Mathews and Ross (2010:61) further indicate that the definition of any research concept assists the researcher to answer the main question of the study. The following are the key concepts of the study:

- **Efficacy**

Efficacy means producing the intended results (Cambridge Dictionary, 2008:450). Similarly, Oxford Advanced Learner's Dictionary (2012:227) define efficacy as producing a successful result. For the purpose of this study, efficacy refers to the ability to produce the intended results.

- **Social work**

National Association of Social Work (NASW) defines social work as the activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and to create societal conditions favourable to their goals (NASW in Zastrow, 2013:03). In addition, The International Federation of Social Work (IFSW) global definition of social specifies social work as a profession that promotes social change, problem solving in human relationships, empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with adverse environments. Principles of human rights and social justice are fundamental to social work (Doel, 2012:06). For the purpose of the study, the IFSW definition of social work has been adopted.

- **Social worker**

A social worker in South Africa refers to a duly registered person authorised in terms of the Social Service Professions Act no 110 of 1978 to practice the profession of social work (SACSSP, 2007:66). According to Rainford (2006:02), social worker applies to specialised knowledge and skills guided by professional values to help individuals, groups, and communities enhance or restore capacity for functioning and to create environmental conditions conducive to this goal. Owing to the two definitions, in this study a social worker is regarded as an individual who completed a four-year social work degree and who is registered with the SACSSP.

- **Supervision**

Professional supervision is defined as the relationship between a supervisor and supervisee in which the responsibility and accountability for the development of competence, demeanour, and ethical practice take place (NASW, 2013:06). Supervision also implies an on-going professional commitment to reflection, analysis and critique by professional practitioners who

take individual responsibility to use supervision to renew and refresh their practice and ensure that they continue to work within the mandate of their work with other people (Davys & Beddoe, 2010:19). Deduced from these two definitions, in this study, supervision is construed as a professional relationship between a supervisor and a supervisee in which support, guidance, responsibility, and accountability are rendered within ethical frameworks to accomplish organisational goals.

- **Social work supervisee**

Social work supervisee is the supervised, who works under a supervisor and is dependent on the skills and expertise of supervisor to guide them (NASW, 2013:12). In addition, Kadushin and Harkness (2002:57) define social work supervisee as a registered social worker who is supervised by an experienced and competent supervisor to ensure that quality services are offered to clients. For this study, a social work supervisee was regarded as a social worker who possesses a four-year Bachelor of Social Work degree, registered with the SACSSP and supervised by another experienced social worker.

- **Social work supervisor**

A supervisor is a manager at the first level management (Certo, 2016:04). According to Kadushin and Harkness (2014:11), a social work supervisor is licenced social worker to whom authority is delegated to direct, coordinate, enhance, and evaluate on the job performance of the supervisee for whose work they are held accountable. For the purpose of this study, a social work supervisor was therefore regarded as one registered with the SACSSP with relevant experience and appointed by a social work agency or a government institution to direct, control, coordinate, enhance and evaluate on the job performance of a social worker.

- **Social work supervision**

Social work supervision is defined as the relationship between a supervisor and a supervisee in which the responsibility and accountability for the development of competence, demeanour, and ethical practice take place (NASW, 2013:06). Social work supervision is also regarded as a process by which an organisation provides support and guidance to social workers (Godden, 2012:03). Building from the two definitions of social work supervision, in this study social work supervision is conceptualised as a professional relationship between a supervisor and a supervisee in which support, guidance, responsibility, and accountability are rendered within ethical practice to accomplish organisational goals.

1.8 STRUCTURE OF THE STUDY

The research is divided into five chapters as follows:

Chapter 1: Introduction and problem formulation

This chapter consists of a general introduction to the study. It includes the background to the study, the rationale for the study, the statement of the problem, the theoretical framework, ethical considerations, limitations of the study, clarification of key concepts. The chapter also includes the research question, and goals and objectives of the study.

Chapter 2: Literature review

This chapter focuses on a literature review on social work supervision. Some of the issues unpacked include the following: social work supervision, the historical background of supervision, methods, and types of supervision, and, cyclical processes of supervision, value of social work supervision and ultimately the legal framework pertaining to social work supervision in South Africa.

Chapter 3: Research methodology

The chapter focuses on the research methodology and how it was applied in the study.

Chapter 4: Data analysis and interpretation

The chapter focuses on the empirical findings of the study. The findings are presented in a narrative form and tested against recent and related literature.

Chapter 5: Summary, conclusions and recommendations

This chapter consists of a brief description of the study findings and terminates by proffering conclusions and recommendations derived from the findings.

1.9 LIMITATIONS OF THE SUDY

Even though the researcher had a plan prior to the study and strove to follow through the plan, there were some inevitable constraints during the processes of the study, which included the following:

- The study was intended to conduct individual interviews and focus group discussions with the same participants with an intention to verify data and identify discrepancies. Unfortunately, due to work constraints only 10 participants could take part in the focus groups. Yet, other supervisees did not participate in the focus group discussion due to work commitment.

- During the proposal stage, the researcher reported that she would record the interviews with an audio recorder. However, during the first day of the interview the audio recorder would not work, forcing the researcher to record interviews with a phone. As a precaution, even though the audio recorder worked, the researcher used both smartphone and audio recorder throughout the interviews.

- The researcher intended to make use of an independent coder for the study; however at the time of data analyses she could not get an independent coder for the study available. The utilisation of independent coder ensured dependability in the study but failed to source the services. This is because everyone she knew was booked. As a result, she had to code the data herself and this was time consuming and strenuous.

- The literature used in the study in some instances is older than ten years. This is because in some instances the researcher needed to provide a historical account of the subject and this is still found in texts that would be considered dated. Also, in some instances, sources older than 10 years were cited because the researcher avoided citing secondary sources.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a literature review of the efficacy of supervision from the point of view of previous studies. Machi and McEvoy (2012:04), suggest that a literature review is a documentation of previous studies that presents a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study. In addition, Davies and Hughes (2014:37) states that to review existing literature on a topic is the key to the process of planning for research and positioning it in the context of existing knowledge. The researcher in this study therefore examines how others have already thought about and researched on the efficacy of supervision.

In this chapter, the researcher examines the historical background of social work supervision, purpose of social work supervision, types of social work supervision, the supervisory relationship, the supervision contract, how service users benefit from social work supervision, the ethical framework that guide social work supervision and challenges of social work supervision in relation to social work supervisees. The chapter equally explicates social work service delivery in South Africa. In this discussion, special reference is made to the North West Province of South Africa. It is critical to note that as a provincial department, the North West Provincial Department of Social Development adopts policies developed and disseminated by the National Department of Social Development in their vision, mission, principles and legislative Mandates (Department Social Development North West, 2005:14-21). In the discussion on service delivery, amongst others, the scope of service delivery, the values, and principles are interrogated in the context of the national mandate and enunciations regarding social work practices. To commence the review, the historical background of social work supervision is presented.

2.2 BRIEF HISTORICAL BACKGROUND OF SOCIAL WORK SUPERVISION

The practice of supervision in social work is not new (Wannacott, 2012:15) and the two have long been associated (Baglow, 2009:353 & Geibler-Piltz, 2010:07). Supervision has been experienced in social work, psychotherapy, counselling, and clinical psychology for years (Engelbrecht, 2010:324). The history of social work supervision according to Tsui (2005:08) is lengthy, beginning from 1878; while Kadushin and Harkness (2014:01) argues that supervision originates from the Charity Organisation Society (COS) movement in the nineteenth century. Van Hees (2010:32), on the other hand, is of the view that supervision developed in accordance with the method of social casework practiced in the United States, which was introduced in Germany immediately after the Second World War.

Kadushin and Harkness (2014:01) argue that the paid agents were the early predecessors of the modern supervisor. Initially, the term supervision, according to Kadushin and Harkness (2014:01) was applied to the inspection and review of programmes and institutions rather than supervision of individual workers within the programme. Kadushin and Harkness (2014:01) further state that over time supervision became infused with additional education and supportive social work supervision brought in specifically for the efficient and effective administration of agency services. According to Tsui (2005:07), in the early years of social work practice, supervision was also a means of monitoring the work of the volunteers while Van Hees (2010:32) believes that supervision was offered as part of the training of inexperienced workers in institutions, which eventually resulted in the current system of team supervision. In this regard, the initial normative functions of supervision, which were educational and administrative supervision, shifted and another function of support for the worker emerged as a consequence (Van Hees, 2010:32).

In South Africa, supervision practices developed along similar ways, through a need for administrative practices and to train practitioners (Hoffmaunn in McKendrick, 1988:207). Supervision in South Africa was first acknowledged by Pieterse (1961) who regarded supervision as field of guidance (Engelbrecht, 2010:325). Supervision of social workers in the organisation emerged prominently as a form of in-service training in the early 1960s and has since been regarded as a middle management activity internal to the organisation (Engelbrecht, 2010:52). Engelbrecht (2010:51-52) further states that supervision in South Africa is generally defined by a normative or administrative function, a formative or educational function and a restorative function. In this context, all front-line social service professionals employed by the organisation receive supervision from middle managers in accordance with organisation policies. According to Wannacott (2012:15) the focus of supervision has shifted with time and it is important to imagine the role and function of social work within society and organisational context within which it operates as elaborated in the following segment.

2.3 THE PURPOSE OF SOCIAL WORK SUPERVISON

Supervision is the process by which a designated supervisor watches over a worker's performance, directs activities, and provides feedback (Kirst-Ashman, 2013:109). Beddoe and Egan (2013:372) also view supervision as a process occurring within a professional relationship in which one person, the supervisor, assists the other person, the supervisee, to reflect on and explore practice issues in order to develop and maintain competence in their social work practice. Kirst-Ashman (2013:109) contemplates that a good supervisor is valuable in helping social workers perform effectively within an agency setting. Egan

(2012:172) equally recognises social work supervision as a process that socialises practitioners into the profession. From the preceding discussion, it can be deduced that social work supervision is critical to the social work profession because it aids practitioners to explore, reflect, maintain competence, provide feedback, and create a platform for growth.

Supervision also serves as a monitoring and evaluation tool for social work practice. Social work supervision establishes room for the proper running of the organisation, it safeguards quality and ensures that the clients' needs are met (Howe & Gray, 2013:08; Hafford-Letchfield, 2009:136; & Hawkins & Shohet 2012:60). Choi (2017:6872) adds that the quality and substance of supervision is more important than the regularity and quantity of supervision because proper supervision eliminates possible errors and assures quality services to the client. Neukrug (2013:188) adds that supervision provides a gate keeping function for the social work profession. The researcher concurs with the view that supervision is a tool used in the profession to aid the social workers to produce quality results. From the preceding discussion it can also be construed that through supervision, supervisees are evaluated, guided, and supported. In addition, the quality of supervision provided contributes to the integrity of social work and practice.

Supervision further develops competence in the social workers. Choi (2017:6872) points out that social workers' professional competence depends on professional supervision provided in the process of social work practices. Hafford-Letchfield and Engelbrecht (2018:329) adds that social work supervision is considered a core feature in the development of social work's professional identity and practice. Howe and Gray (2013:10) assert that the supervisor has been appointed to supervise on the behalf of the organisation on the basis of experience and expertise. Choi (2017:6872) also maintains that supervision involves a regular system of practices and interventions that eliminate possible mistakes in the process of helping the client. The researcher can attest to what the authors have shared thus far. This is because as a social worker, she also used to write clients reports and submit them to the supervisor to check for possible mistakes, quality, and relevance before submitting them to stakeholders such as the court. The value of social work supervision is developed in the subsequent segment.

2.4 THE VALUE OF SOCIAL WORK SUPERVISION

A number of authors, including de Groot (2016:12), Beddoe (2012:210), Howe and Gray, (2013:08), Hawkins and Shohet (2012:60) and Choi (2017:6872) scrutinise the value to social work supervision. According to Jacques (2014:160) social work supervision motivates and assists social workers in building purposeful relationships, making professional judgments,

and providing a constructive overview of their work. Supervision also constantly stresses the need for high quality and ethical client service and reminds the staff of their responsibilities. The ultimate recommendation for supervision is that it should be evidence- based practice (Weinbach & Taylor, 2011:218). Jacques (2014:160) also asserts that through supervision, social workers review their practice and deal with inherent challenges because such oversight is fundamental to social work practice and even to service delivery. Hughes (2010:72) concurs that effective and balanced supervision is essential for best practice to clients. The Supervision Framework for Social Work Profession of South Africa indicates that the core significance of social work supervision is that globally it always was, and still is, a professional activity embedded within social work as a demanding and dynamic profession (Department of Social Development, 2012:14).

However, contrary to the preceding discussion, Carpenter, Webb and Bostock (2015:13) state that there is no evidence to determine the value of social work supervision, specifically the determination whether it makes a difference for people who use its services. Hawkins and Shohet (2012:06) also state that there is no tangible product and very little evidence to carefully assess the efficacy of supervision. Furthermore, Jacques (2014:160) asserts that not much is known about how supervision affects the level of practice and service user outcome hence the researcher here seeks to establish the efficacy of social work supervision. What is evident though, is the fact that social work supervision in South Africa has many functions as amplified in the discussion hereunder.

2.5 THE FUNCTIONS OF SOCIAL WORK SUPERVISION

There are three inseparable functions of social work supervision which are administrative, educational, and supportive (Choi, 2017:6872). Hawkins and Shohet (2012:62) also identify three other functions which are developmental, resourcing, and qualitative. Contrary to the preceding authors, Wannacott (2012:25) identifies different functions of social work supervision by different authors that are listed in a Figure 1.1 hereunder.

Table 2.1 Functions of social work supervision

Hawkins & Smith (2006)	Social work Reform Board in England 2010	Richards et. Al. 1990 and Marrison 2005	Skills for Care/CWDC 2007	Hughes & Pengelly 1997	Kadushin 1976	Proctor (1988b)
Developmental	Quality off decisions and intervention	Management	Line management	Managing service delivery	Management	Formative
Resourcing	Line management and accountability	Education	Professional supervision	Facilitating Practitioner's professional development	Education	Restorative
Qualitative	Workload Management	Support	Continuing professional development	Focusing on practitioner's work	Support	Normative
	Learning and development	Mediation				

(Adapted from Wannacott 2012 & Hawkins & Shohet 2012)

From the table, authors outline different functions of supervision such as developmental, resourcing, and qualitative (Hawkins & Smith, 2006); quality of decisions and intervention, line management and accountability, workload management including learning and development (Social Work Reform Board in England 2010). Other functions listed in the table are line management, professional supervision, and continuing professional development (Richards et. al.,1990 and Marrison, 2005); managing service delivery, facilitating practitioner's professional development, and continuing professional development (Hughes & Pengelly, 1997); formative, restorative and normative (Proctor,1988b); including management, education, support (Kadushin, 1976) and mediation (Richards et. al. 1990; & Marrison, 2005). Most of the functions outlined here share a common understanding of management as a key component of social work supervision. Also, even though the functions differ from one to the other, they all have common thread which is educational or developmental or formative.

Further to the above, Howe and Gray (2013:05) and Marrison (2005) add mediation as the fourth function of social work supervision that is unique to other functions. Hawkins and Shohet (2012:63) also acknowledge mediation as the function of social work supervision that the supervisor should come in as mediator on the behalf of the supervisees. For this study, the functions of supervision (administrative, educational & supportive) and mediation are explicated based on the understanding that South Africa recognises and recommends the utilisation of these four functions in social work supervision as stipulated by the Department of Social Development (2012:25).

2.5.1 The administrative function of social work supervision

Administrative supervision refers to leadership, the oversight of staff performance, and other personnel management tasks (Pecora et al., 2010:15). Howe and Gray (2013:05) add that administrative supervision is a managerial function of supervision, where the supervisor is concerned with standards and quality of work. Neukrug (2013:188) avers that administrative supervisors are concerned with routine tasks, such as strategic planning, human resource management (hiring, firing, benefits, etc.), planning and operating programmes, developing and maintaining budgets, obtaining grants, ensuring professional development, managing volunteers, lobbying for programmes, and addressing legal concerns related to risk management. By extension, Kadushin and Harkness (2014:28) are of the view that tasks that supervisors perform in administrative supervision include staff recruitment and selection, inducting and placing the worker, explaining supervision, work planning, work assignment, work delegation, monitoring, reviewing, and work evaluation. The researcher is persuaded to submit that administrative supervision should also include management of resources such

transport, stationery, printers, etc. of the supervisees for without them it may create incompetence on the part of the social worker.

However, Baglow (2009:359) argues that with administrative supervision more attention should be on aiding social workers in the performance of tasks rather than just narrowly checking that the various tasks have been completed. The researcher agrees with Baglow because the more attention is given to the practitioner doing the job, the more this helps the supervisor to identify strength and weakness of the worker. The ultimate point of supervision is to help to improve on their weakness, by specifically building on their strengths and competencies. Furthermore, when the supervisor understands how the work is done from the perspective of the worker, then it would be easier to supervise that worker because every individual is unique while the supervisee feels valued.

2.5.2 The educational function of social work supervision
Educational supervision is a well-known method for training and supporting social workers (Geibler-Piltz, 2010:07). Educational supervision forms part of continuous learning and development of social workers, including eventually helping supervisees to learn how to be supervisors (Hawkins & Shohet, 2012:34). Social work supervision also focuses on enhancing professional development and promoting quality (Hughes & Wearing, 2017:138). Howe and Gray (2013:05) understands educational supervision as a development of the professional skills and knowledge of the supervisee, including the service user and their environment, through reflection on and exploration of the supervisee's work.

According to Howe and Gray (2013:10) it is the supervisor's responsibility to pursue continued professional development of supervisees to broaden their knowledge and skills. Choi (2017:6872) is also of the view that a system of regular supervision should be established to support social workers' professional growth. The primary goal is to assist the supervisee to improve their knowledge, attitude, and skills so that they can perform to their optimal level when executing their duties (Department of Social Development, 2012:25). New and diverse learning methods and tools need to be developed and incorporated into supervision according to Kadushin and Harkness (2014:125) and these may include professional orientation and sense of loyalty among the employees. Baglow (2009:360) states that in performing educational supervision, supervisors perform various activities such as formal training and induction sessions, case discussions, and team meetings. Weinhbach et al (2011:218) adds that educational supervision activities involve facilitating continuing education for supervisees, supervisors serving as mentors and sharing with them what they need to know in order to grow in their career.

Educational supervision can also be personally satisfying as a supervisor to see workers grow in skills and confidence, and as service user's benefits according to Pecora et al (2010:01). The submission by Hawkins and Shohet (2012:13) that says, "learning must be equal or be greater than environmental change" emphasises that supervisees and supervisors should always be eager to learn about new developments in the profession because social work exists in an ever-changing world. The researcher concurs that professional learning is the key to effective social work supervision because indeed the world is changing every day and as such supervisors should keep abreast with new knowledge that will aid them in supervision. The researcher is convinced that learning contributes to professional growth, which in turn benefits supervisors, supervisees, organisations, and service users because errors and incompetence are eradicated. Therefore, echoing Hawkins and Shohet (2012:05), the supervisor has to integrate the developmental role of educator with that of being a provider of support to the worker.

2.5.3 The supportive function of social work supervision

Social work has been understood as a complex profession considering the emotional pressures and dynamics attached to the job (Baglow, 2009:361). Therefore, supportive supervision involves working with the supervisee to unpack the personal and emotional effects of engaging professionally in highly complex and distressing situations (Howe & Gray, 2013:05). Social work is a challenging profession and supervision can provide an important support mechanism for a social worker confronting the daily challenges of practice (Egan, Maidment & Connolly 2016:1629). Since social work practice entails emotional pressures as stated by Baglow (2009:361), the researcher is of the view that the supportive function of supervision is paramount to help practitioners vent such emotion to their supervisors in an atmosphere of collegiality.

Supportive supervision activities include helping the supervisee deal with job related stress, increasing motivation, job commitment and job satisfaction, developing attitude and care for career (Kadushin & Harkness, 2014:161/205). The supportive function also helps with worker morale, job satisfaction, is seen as a resource helping the supervisor and supervisee to deal with job-related tensions and stressors which may, if unattended, harm the work to the detriment of service delivery (Social Development, 2012:25). Hawkins and Shohet (2012:04) further postulates that supervision nurtures a helping relationship between the practitioner and supervisor that is extended to the client. In addition, Erera and Lazar (in Kadushin & Harkness, 2014:16) suggest that the activities of supportive supervision include reassurance, encouragement, and recognition of achievement

As alluded to in the introduction chapter, social work is challenging and demanding and as such requires the practitioners to be supported when they are faced with emotional pressures related to their work. Echoing Hawkins and Shohet, (2012:04), the learning that often emerges from most difficult situations helps practitioners to seek support. Looking at the proceeding discussion, it can deduced that supportive supervision creates a platform for the supervisees to air their challenges without being judged but supported. Supportive supervision may also reduce supervisees' stress that is associated with the work. Therefore, the researcher agrees with de Groot (2016:39) that supervision should protect the employees from a possibly harsh environment in the sense that supervisees are able to get debriefing in their difficult encounter with clients. The researcher further believes that the more the practitioners receive support from a supervisor, the more they are likely to perform better in the work that they do.

2.5.4 The mediation function of social work supervision

Mediation, as alluded to earlier, refers to a process whereby a supervisor is an intermediary between a supervisee and other members of the staff, or organisation or other stakeholders. According to Howe and Gray (2013:23) the power of an individual supervision links a supervisee's practice to the wider network that supports their work. The essence of mediation is that the supervisor releases power, persuasion, negotiation, and communication as part of the network (Howe and Gray, 2013:23). For example, the supervisee might have challenges with the Department of Home Affairs, which does not issue birth certificates on time and during supervision the supervisee may raise this challenge that affects the foster care application processes. In such a scenario, the supervisor as part of mediation could either communicate with a service point manager or negotiate with an area manager in Home Affairs to fast track the process. Figure 2.1 below displays how mediation as a function of supervision interfaces with the organisation, the environment, and other stakeholders.

Figure 2.1 Key dimension of mediation
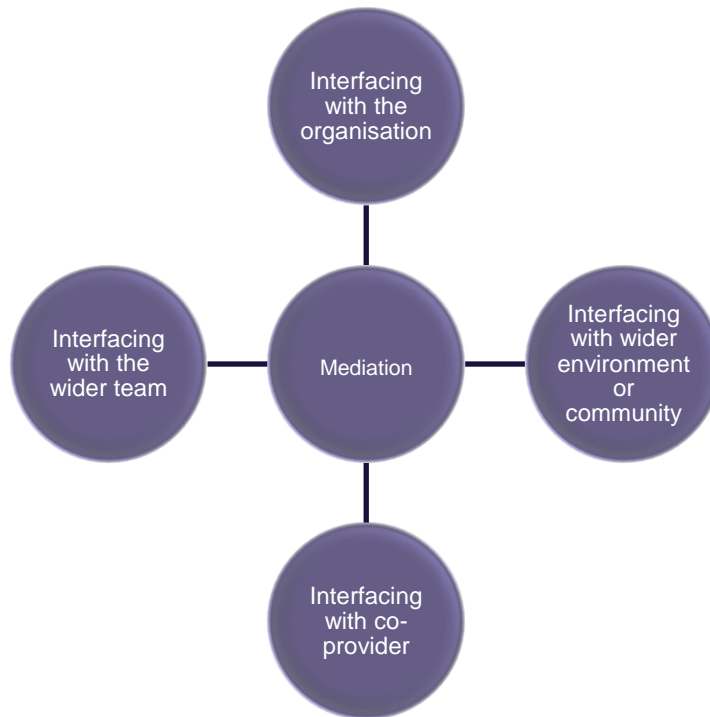
(Source: Howe and Gray 2013)

In mediation, as illustrated in Figure 2.1, mediation is at the centre between the supervisee with environment or community, the supervisee with the organisation, the supervisee with the wider team, and the supervisee with stakeholders. The role of the supervisor here is a mediator between the workers to each sphere. The supervisor negotiates resources with employer (organisation) in order to avail such resources to the supervisee to provide effective services on time; supervisor also collaborates with other departments (interfacing with co-provider) on behalf of the supervisee to aid service delivery; the supervisor advocates for social work services to the community for them to create a space (office) for social work services to be rendered in that community; and the supervisor also intervenes whenever there are challenges between the supervisees with clients or other colleagues. Hawkins and Shohet (2012:63) concur that the supervisor mediates between the supervisee with the organisation, other members of the staff and other stakeholders.

Each supervision function of social work supervision has a unique role in the social work field and as such administrative, educational, supportive and mediation should always be implemented according to the need. These functions are also intertwined because, for instance, the administration function ensures the quality of work and that procedures are followed; education ensures growth and update into trends in practice; supportive supervision reduces the strain that comes with the work and mediation connects supervisees with the

resources. From the discussion thus far, it is evident that social work supervision is not a once off event, but a process and as such the process of social work supervision are elaborated below.

2.6 THE PROCESS OF SOCIAL WORK SUPERVISION

Page and Wosket (2014:40) suggest that the supervision process is an interactive notion that both supervisor and supervisee are open to challenge and feedback given in honest and constructive ways. Page and Wosket (2014:40) and Engelbrecht (2014:144) provide different cyclical processes that are illustrated in Figure 3.1 and Figure 3.2 below. The two processes are discussed and contrasted:

Figure 2.2 The cyclical supervision processes in terms of phases and associated with a task
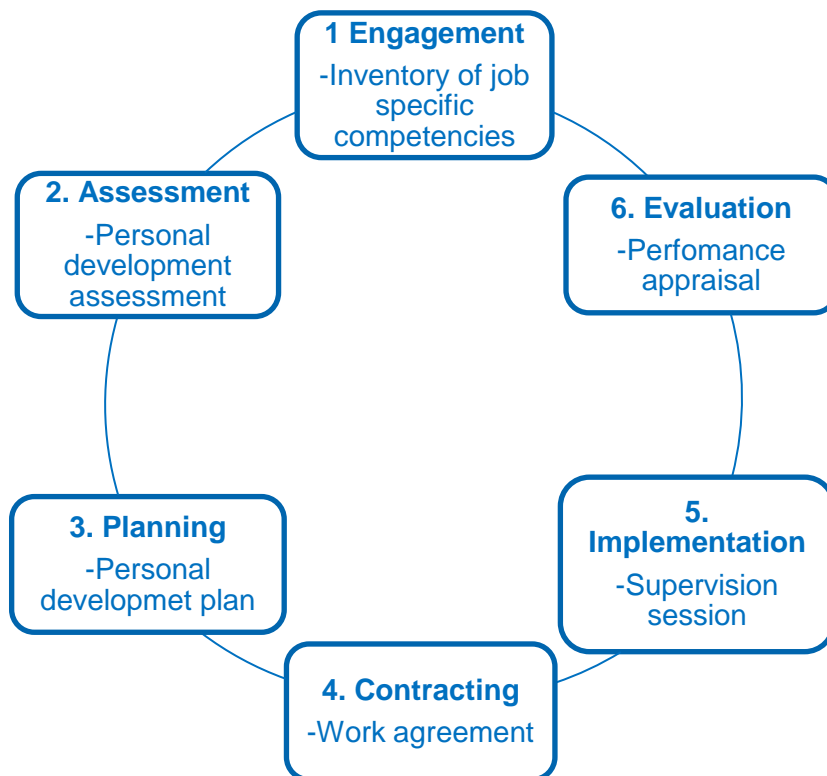
(Adapted from Engelbrecht, 2014:144)

According to Engelbrecht (2014:144) the cyclical supervision process is provided in terms of phases and associated tasks. The first task in the supervision process is the engagement phase and this involves compiling an inventory list of job specific competencies of the supervisee such as skills, knowledge and values. The second phase is the assessment for personal development and is based on those competencies that enable the social work practitioner to deliver effective services within a specific work context and information

gathering to compile a strength based personal development register of learning, needs, strengths, assets, and capabilities. The third, phase is the planning phase and in it the personal development plan is developed to identify challenges regarding leaning needs or development needs in order to prioritise based on personal development assessment.

Contracting then follows and it involves the development of a supervision contract that is usually written and signed by both parties and may incorporate personal development plan is the next phase (Engelbrecht, 2014:147). The contract should also be negotiated and understood by both parties in order to enhance commitment. The fifth phase is implementation wherein supervision sessions are structured learning situations, conducted according to a set of goals or defined outcomes, based on supervisee's personal development.

The purpose is to provide opportunities for the development, strengths and competencies of the supervisees by means of reflection in order to promote the supervisee's work related knowledge, skills and values (Engelbrecht, 2014:148) and the sixth phase is evaluation, which is an appraisal process that enables both the supervisor and supervisee to reflect the achievement of set outcomes in the supervisee's personal developmental plan and to identify future developmental needs (Engelbrecht, 2014:150).

The cyclical model of supervision by Page and Wosket (2014) involves the following processes:

Figure 2.3 The cyclical Model of supervision (Page & Wosket, 2014)
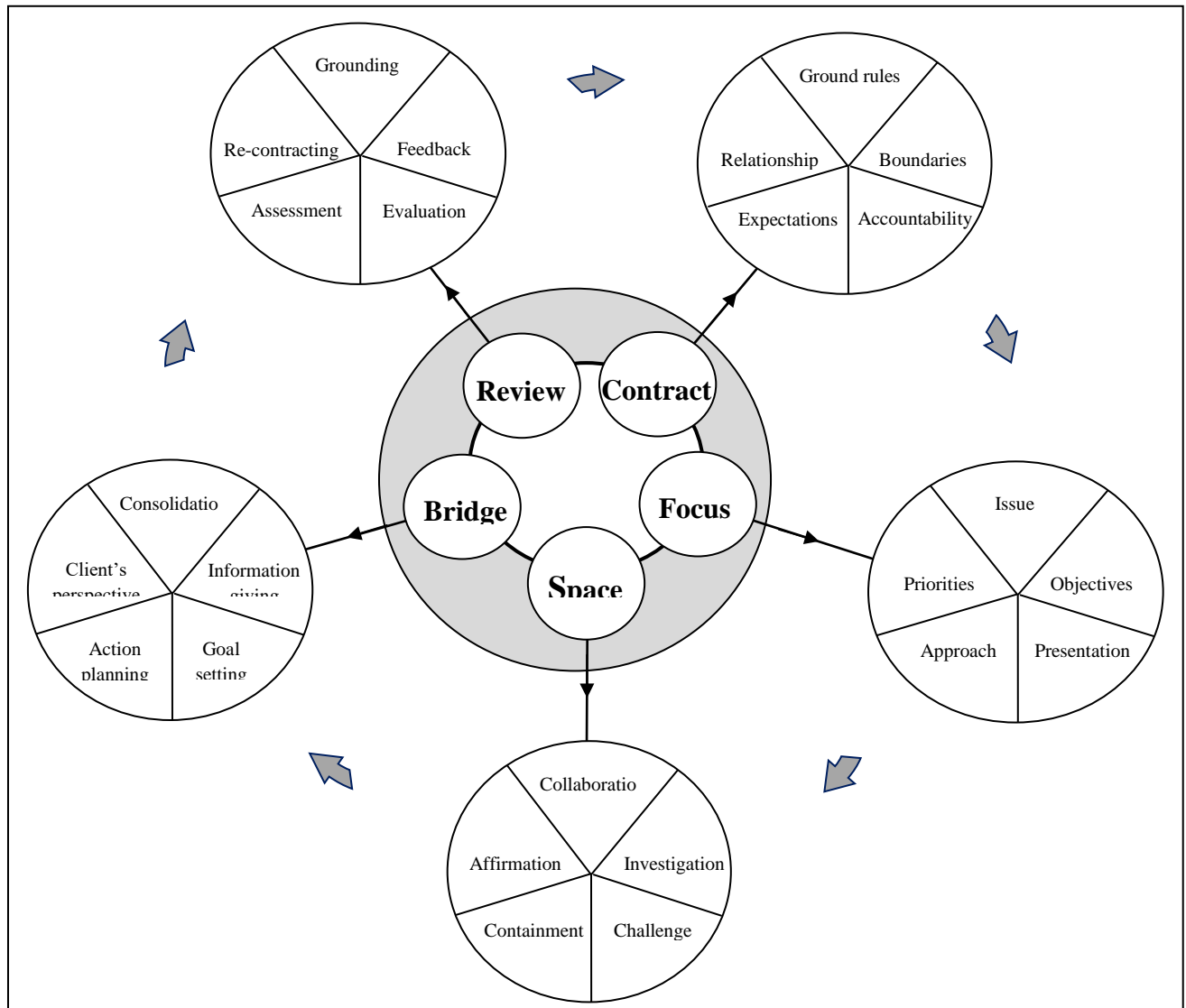
The Page and Wosket (2014:40) cyclical supervision model comprises five phases, which are further sub-divided into five more steps, which are review (grounding, feedback, evaluation, assessment & re-contracting), contract (ground rules, boundaries, accountability, expectations & relationships), focus (issue, objectives, presentation, approach, & priorities), space (collaboration, investigation, challenge, containment & affirmation) and bridge (consolidation, information giving, goal setting, action planning, & client perspective).

According to Page and Wosket (2014:40) the supervisor could start at any stage without following any sequential process. However, Page and Wosket (2014:40) recommends that the supervisor and supervisee should start by contracting before the other stages. The model is designed with flexibility and pragmatism in mind where boundaries with regards ground rules, accountability, expectations and relationships are established. A contract is an agreement

entered into by both parties that contains, supports, gives structure, establishes informed participation by those involved, and provides direction and purpose to the work undertaken (Page & Wosket,2014:41). Secondly, the second phase, "focus" denotes that supervision sessions should be focused on pertinent subjects or material requiring consideration at that particular point of the supervision process. Page and Wosket (2014:41) emphasises that the supervisee and supervisor need to explore together the issue, objectives, approach, and priorities. Thirdly, creating and holding a space is at the heart of the supervision process where the supervisees is held, supported, challenged and affirmed in their work and where movement and insight can occur as a result of the exploratory and collaborative work undertaken by the supervisor and supervisee (Page and Wosket, 2014:41).

The fourth phase is a bridge, providing a way back into the work the supervisee is undertaking with the client and, according to Page and Wosket (2014:42), at its best, ensures that learning and awareness from supervision are integrated and applied with caution and sensitivity in the supervisees' work. Lastly, a review is conducted and it may take the form of evaluation or assessment of the supervisee's work. Thus, there should be regular supervision on certain intervals and, ongoing mutual feedback taking place.

The models have similar approach because they highlight that the supervisor and supervisee should have a contract, goals to achieve, work together and have a review or appraisal. Though both share a similar approach on contracting, the Engelbrecht one follows a certain sequence of process while Page and Wosket does not necessarily follow such a process although it is encouraged that it begin with contracting.

The models differ in terms educational approach because the model of Engelbrecht (2014:150) is strength based since the supervisor compiles an inventory list of competences, abilities and skills that can develop the supervisee. Meanwhile, Page and Wosket, (2014:42)'s model focuses on priorities, issues, objectives, approach without assessing the supervisees' capability to perform the work. It is thus the opinion of the researcher that supervisors can follow a specific method to the latter, or they can mix and match the processes of supervision according to needs. The mix and match can also be gleaned from the fact that supervision involves different ways of contributing to service delivery, i.e. methods, which are discussed next.

2.7 METHODS OF SOCIAL WORK SUPERVISION

There is array of supervision approaches available for use by supervisors, however, what is critical to note is that methods should be selected accordingly, to meet the different needs of

social workers. Four methods of supervision are discussed in this chapter namely: individual, group, remote and peer supervision. This is because in South Africa they are the most prevalent methods of supervising (Engelbrecht, 2014:151).

2.7.1 Individual supervision

Individual supervision is formal and a planned one-to-one session (Wannacott, 2012:650). It provides consistency, predictability and regularity and most likely facilitates a development of a positive working relationship (Wannacott, 2012:65). Individual supervision is intense, it promotes personal growth on the supervisee (Department of Social Development, 2012:28). In addition, individual supervision also allows for ongoing reviews of practice issues linked to supervision records as well as maintaining a focus on development needs and can become an important debriefing session after an incident (Wannacott, 2012:65). The researcher is thus of the view that individual supervision should be compulsory to every social worker, especially those who just joined the practice.

2.7.2 Group supervision

Group supervision is also known as group case discussion (Wannacott, 2012:64), and it is often used to supplement, rather than substitute individual supervision (Department of social Development, 2012:28). Group supervision is an important support mechanism, and it is a vital tool that encourages and stimulates critical thinking according to Wannacot (2012:64). In this case, the supervisor is responsible for the standard of work, the well-being of the supervisees and decisions arising from the discussions. According to Weinbach and Taylor (2011:219) group supervision provides the opportunity for employees to learn from each other and from supervisor in a relatively non-threatening environment. They can also share relevant learning experiences, pooling knowledge in way that provides access to more knowledge than supervisor alone could (Weinbach and Taylor, 2011:219). Group supervision can also be useful if the supervisor is supervising social workers in remote areas and she cannot meet them one-on-one.

2.7.3 Remote Supervision

Many social workers find themselves in small agencies or in rural areas where there is no onsite supervisor who has the necessary professional credentials (Weinbach & Taylor, 2011:221). Such social workers, according to Weinbach and Taylor (2011:221), can be supervised telephonically and this version of supervision should be referred to as remote supervision. Engelbrecht (2014:151) suggests that because South Africa has a large rural topography, there is a need for remote supervision via internet.

In the researcher's view remote supervision might be an alternative in situations where the supervisee seeks to consult or get advice. The fact remains that this approach to supervision is limited by distance or other factors such as transport and connectivity. Remote supervision might encounter challenges regarding accountability and quality services provided because the supervisor is unable to monitor the work. The researcher thus suggests that peer supervision running concurrently with remote supervision could be the solution.

2.7.4   Peer supervision

Though there are methods provided for supervision, echoing Wannacott (2012:63), too often supervisors do not have time to supervise hence the instrumental possibility of peer supervision. Peer supervision can be either individually reciprocal or based upon a group of workers with similar needs, approaches and levels of expertise (Department of Social Development, 2012:226). Engelbrecht (2019:183) argues that peer supervision has no authoritative power in an organisational context. The researcher also supports the notion of a peer supervision because it can help peers to share information and grow, especially where supervisors are not accessible or even available.

The methods of social work supervision can only be effective if there is a good relationship between the social worker and the supervisor as elaborated in the next discussion.

2.8 SUPERVISORY RELATIONSHIP

Supervision is a relationship-based activity (Hawkins & Shohet, 2012:60, Howe & Gray, 2013: xxi; & Howe & Gray, 2013:xxi) and the ability to form and maintain a professional and productive relationship is at the heart of good practice (Howe & Gray, 2013:xxi). According to Choi (2017:6872) supervisors and supervisees need to have close relationships aimed at supporting social workers' professional growth. Wannacott (2012:15) agrees that social work supervision is based on the essential relationship between two people, aimed at improving social work practice and outcomes for service users. The relationship is also significant because good supervision motivates and assists social workers in building purposive relationships (Jacques, 2014:160).

Davys and Beddoe (2010:50), including Jacques (2014:160), stress that it is the quality of the relationship between the supervisor and practitioner that ultimately is the most powerful determinant of success or quality of supervision. Wonnacott (2012:09) maintains that the quality of individual supervisory relationships can have a profound influence on, not only the social workers themselves, but also the outcomes for users of social work services. Hughes

(2010:71) also asserts that not only does the relationship benefit the service offered to the client but it contributes to effective professional relationships.

Why the supervision relationship is a requirement of the supervisor is because social work supervision is supposed to be a safe and confidential relationship (Hudges, 2010:62), As per the discussion thus far, ideally, a supervisory relationship can help supervisees to endure negative attacks from clients (Hawkins & Shohet, 2012:04) and social workers have emotional relationships with their supervisors that can be supportive, empowering and challenging (Hughes & Wearing 2017:83).

In situations where there is poor supervision relationship, supervision becomes difficult (Hughes & Wearing, 2017:83). According to Beddoe and Egan (2013:374) this is the case when the supervisor and supervisee enter each supervisory encounter with expectations shaped by previous experiences which need space for ventilation and exploration. It is therefore important that the supervisor recognises this at the beginning of a supervision relationship because ventilation would give both supervisor and supervisees an opportunity to clarify issues and address their expectations. In an event where there was no time for ventilation, uneasiness and misunderstandings may occur. To remedy the situation, the supervisor's role is to communicate her/his concerns with supervisee, a willingness to listen to his or her explanation of what happened, a desire to understand how she/he sees the situation and readiness to help him/her change (Kadushin & Harkness, 2014:88). Weinback and Taylor (2011:219), add that both the supervisor and supervisee should feel comfortable in giving and taking suggestions during supervision sessions. Beddoe and Egan (2013:374) also emphasise that both the supervisor and supervisee should actively contribute to social work supervision.

A practical example to address challenges according to Kadushin and Harkness (2014:88), for instance is that, the supervisor should discuss in private the problem that calls for a reprimand than to criticise a worker in front of his/her fellow workers, which would make it more difficult to help him/her change behaviour. The researcher agrees with Kadushin and Harkness (2014:88) that supervision should be done in private to signal respect for the supervisee. Davys and Beddoe (2010:50), share a similar sentiment in the ability to establish and maintain the supervision relationship as the core requirement of a supervisor. According to Beddoe and Egan (2013:376) in all supervision relationships, the development of a contract addressing power, conflict and how supervision is reviewed is essential hence the upcoming discussion below.

2.9 SUPERVISORY CONTRACTS

The contract defines the professional relationship between the supervisor and supervisee and should promote ownership and empowerment (Engelbrecht, 2014:148). A supervision contract defines boundaries and provides a structure for the relationship (Howe & Gray, 2013:08). Hawkins and Shohet (2012:06) emphasise that supervision contracts should include boundaries and baseline points to which both parties could refer in the beginning of the relationship and in each session. Howe and Gray (2013:08) supports the preceding argument that the contract should provide the basis for evaluating supervision for the purpose of improving the undertaking. Hawkins and Shohet (2012:36) also assert that supervision can become a more effective and satisfying activity for both supervisor and supervisees in any setting if there is a clear contract of the supervisory alliance. Howe and Gray (2013:08) assert that the purpose of the contract is to give the supervisee a say in their supervision, lay a shared foundation and developing an environment of trust, respect, and openness.

A contract cannot be presented as a form of compliance over which a supervisee has no control. This would be a bad start to the supervisory relationship because it makes supervisee despondent to perform the work, according to Howe and Gray (2013:08). The South African Supervision Framework for social workers stipulates that a supervision contract should specify the roles, responsibilities of supervision for the supervisees, the frequency and duration of supervision sessions and the revision period of the supervision contract (Department of Social Development, 2012:30). The contract should also clarify the requirements of the performance management system; requirements of supervision sessions; requirements of supervision reports; methods of resolving disagreements and breakdowns in the process; responsibility of social workers in terms of continuing professional development, self-reliance and self-preservation; and what priority supervision should be given in relation to other tasks (Department of Social Development, 2012:30). The supervision contract is usually written and signed by both parties and may be incorporated in the personal development plan (Engelbrecht, 2014:147). Engelbrecht (2014:147) add that it is rather an agreement, which should be negotiated and understood by both parties in order to enhance commitment. Howe and Gray (2013:08) also provide guidelines for good contracting which include: preparation, trust, rights and responsibilities, control and power, personal development, appraisal and assessment, dealing with practicalities and building in review and evaluation into the contractual obligations.

The researcher in her own supervision experience as a social worker found that the contract was signed by both parties and that all the activities were decided by a supervisor. In many instances the researcher as a supervisee signed activities that she was not sure were

achievable nor did she have the necessary capacity to achieve them. As a result, the researcher was unable to achieve some of the tasks. It is this background that persuades the researcher to concur with the views of Engelbrecht (2014:147) above that there should be discussion and agreement between the supervisor and supervisee.

Regardless of the challenges with supervision that the researcher has experienced in the past, having a supervision contract in place is important because, echoing (Howe & Gray (2013:08), this provides structure and boundaries. It is also the view of the researcher that where there is no contract supervision becomes chaotic. The researcher further believes that it can also affect working relationship because there are no boundaries and guidelines of the work, a situation which might lead to disagreements between supervisor and supervisee. When this happens, the supervisor will not have control over the work of the supervisee. It is further the view of the researcher that the supervision contract is influenced by the context in which the supervision occurs as illustrated in the following discussion.

2.10 THE CONTEXTS OF SOCIAL WORK SUPERVISION

The context of social work supervision refers to the environment in which the session of social work supervision occurs (Tsui, 2005:49). According to Page and Wosket (2014:43), some contexts can have influence and direct impact on supervision. To comprehend the context of social work supervision fully should assist both the social worker and supervisor to make supervisory practice more sensitive, effective and comfortable (Tsui, 2005:49). In this study, the four contexts, namely physical, interpersonal, cultural, physical contexts in social work are elaborated in the following section.

2.10.1 The physical context

The physical context refers to a venue, seating arrangement, and atmosphere of the place where the supervision is held (Tsui, 2005:49). Tsui (2005:50) goes on to compare human beings with animals, showing that they also care about space and boundaries. According to Davys and Beddoe (2010:95), unless an appropriate space and context is defined, the work of supervision is at risk of being undervalued. In social work supervision, the social meaning of the location is more significant than the physical setting itself (Tsui, 2005:50) because if we really wish to invite the supervisee to reflect upon the painful institution and details of practice, then the supervision space must reflect respect, regard and trust; the priority is to make sure that both parties feel secure and respected (Davys & Beddoe, 20101:95).

The supervision that is always held in the supervisor's office due to lack of office space might not be the most suitable for others (Tsui, 2005:50). Such 'usual space' might remind the

supervisee that they are mere subordinates and might not be free to voice opinions because they feel trapped in such space (Tsui, 2005:51). This is because the environment directly affects employees' attitudes, behaviours and how they perform in that environment (de Groot, 20016:39). So, ideally, whatever the setting, the supervisor and supervisee must agree upon the meeting place before conducting the session (Tsui, 2005:51). Tsui (2005:51) adds that the physical context should also have privacy, confidentiality. Essentially, this space must be convenient and comfortable. The researcher thus concurs that the physical environment where supervision is conducted matters. This stance takes into consideration ethics such as confidentiality and avoids interruptions. When the supervisee is comfortable with the environment where the supervision is administered, then they are more likely to feel valued and become part of what transpires in the session.

2.10.2 The interpersonal context

The interpersonal context refers to the dynamic relationship between the supervisor and supervisee (Tsui, 2005:49). The relationship is usually characterised by effective communication. Berko, Aiteken and Wolvin (2010:17) states that "interpersonal communication is the interaction between two people who share a relationship." Relationships are the most important medium in which social work intervention occurs (Tsui, 2005:53). Consequently, in a supervisory context, there are interpersonal transactions encompassing the sending and receiving of messages in such a way that the messages are successfully encoded and decoded. According to Robbins et al (2013:16) many people are technically proficient but interpersonally incompetent hence supervisors must have good interpersonal skills to communicate, motivate, negotiate, delegate, and resolve conflicts.

It is important to recognise in this regard that the interpersonal relationship is not immune to challenges. Robbins et al (2013:262) outlines barriers that may affect communication such as age, education and cultural background because words mean different things to different people. This therefore means that the supervisor must be interpersonally competent, exuding the ability to work well with people, understand their needs, communicate well and motivate others.

2.10.3 The cultural context

Culture is the accumulated shared learning of a tradition (Schein, Edgar and Schein 2016:05). Culture also solves its problems of external adaptation and internal integration, which has worked well enough to be considered valid and to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems (Schein et al 2016:05). Culture is also an abstract concept that is based on the guidelines for social behaviour of

members of society (Tsui, 2005:595). In the context of this study, the cultural context refers to the norms and values of the society in which the supervisor and the supervisee live and work (Tsui, 2005:49).

According to Tsui (2005:59) supervision functions under the cultural context of the specific situation in which the supervisor and supervisee are placed. Davys and Beddoe (2010:86) concurs and asserts that the culture of the organisation shapes the way supervision is valued and accepted within that organisation. Kadushin and Harkness (2014:18) share similar sentiments and add that the agency system determines the structure of supervision, entitlement, and obligation of the supervisory role. Engelbrecht (2014:160) adds that an ideal organisational environment for effective supervision includes clear supervision policy, effective training of supervisors, strong leadership and example by senior managers, performance objectives for supervision practices in place for all supervisors and frequent and high-quality monitoring of practice.

In a workplace in which organisational culture is negative, it is likely to impact on supervision and productivity. If the supervision culture created in an organisation is not positive, it hinders the supervision relationship and the purpose of supervision while simultaneously affecting adversely the service users. For example, if in the organisation supervisors are not trained, then supervision is provided by unskilled supervisors who may not supervise in accordance with the standards and policies and this would in turn create unskilled workforce, which renders ineffective services. This is because people are motivated by the environment (Kadushin & Harkness 2014:18). O'Donoghue and Tsui's (2015:626) are also of the view that there is an interplay between organisational culture and supervision, and the influence of this on client practice, worker support, supervisory training and development, job satisfaction, and retention.

2.10.4 The psychological context

The way in which supervisor and supervisee perceive the supervisory process has a great impact on the process and its results (Tsui, 2005:59). Perception is a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment (Robbins & Judge, 2012:81). These perceptions may not be the result of rational thinking; they may be based on impression arising from personal history; ideas acquired during practice, or feelings engendered by internal or external environment (Tsui, 2005:59). In addition, Robbins and Judge (2012:81) states that what is perceived can substantially be different from objective reality. For example, the supervisee who experienced poor supervision in the past might use the previous experience with the new supervisor. Robbins and Judge

(2012:82) further state that people have inherent biases in how they see others and how they make decisions. As a result, these may impact how such people conduct themselves in supervision. It is thus the view of the researcher that such perceptions might have a negative impact on supervision and purports that the negativity can be avoided by open communication in that the supervisor should discuss their perceptions of different issues.

2.11 CHALLENGES OF SOCIAL WORK SUPERVISION

de Groot (2016:39) declares that supervision in social services is in a crisis. This can be attributed to the fact that while social work services can be rewarding, they are also not without its challenges. According to Wannacott, (2012:07) social work is a complex activity and social workers work with risk and uncertainty on a day-to-day basis; because there is an increase in demand for services, with higher quality expectations, greater scrutiny amid decreased resources (Hawkins and Shohet, 2012:131; & Giese, 2007:19). de Groot (2016:06) concurs that economic limitations and restricted resources have added to the stress experienced by supervisors and supervisees since they consistently asked to do more with less. As a result, this puts more pressure on the supervisor and supervisee because the inability to assist may thus leave workers experiencing alienation, a sense of powerlessness, frustration, and hopelessness (de Groot:2016:08).

Hafford-Letchfield and Huss (2018:441) adds that supervisors are also expected to mediate organisational demands with the needs of service users, while at the same time feeling incapable to do so. This is because there are less resources to cater for the epic proportion of demands that are made by communities (Giese, 2007:19). If supervisors feel alienation, a sense of powerlessness, frustration, and hopelessness, then supervisors may end up coming to work just to comply. Moreover, supervisors may end up not supervising effectively and consistently. de Groot (2016:39) concurs that inadequate or poor quality of supervision contributes to burnout of social workers, intention to leave the profession and high worker turnover.

Other challenges faced by supervision include limited training options identified in social work profession for supervisors (Egan, 2012:180) or no training for supervisors as pointed out by Engelbrecht (2014) and Gesie (2007:19). Wannacott (2012:07) also states that too often the time for reflection and skills development is minimal, and that social work supervisors rely on prescriptive procedures, which do not always assist the creativity and critical thinking that are fundamental to good, safe practice. Engelbrecht (2012a:13) also postulates that structural and organisational supervision issues such as scarce resources, unmanageable workloads and counterproductive working conditions of supervisor and supervisees are hindering to the

execution of supervision. Gaps in supervisory policy, training and support compounded by lack of capacity and inability of social work supervisors, especially in central and local government organisations, to manage both strategic and operational responsibilities, also challenge the effectiveness of supervision in the social service organisations (Jacques, 2019:194).This issue is not unique to South Africa, but it is critically an international phenomenon because Egan (2012:181) found no change in supervision training opportunities in Australia since 2007. A survey in Victoria on social work supervision undertaken almost three decades earlier had the same the outcome, meaning that the practice is severely constrained.

Consequently, according to Hawkins and Shohet (2012:38), it is important to recognise and understand our personal blocks to supervision such as previous experience of poor supervision, personal inhibition, difficulty in handling authority, and role conflict and assessment. There are also practical blocks such as finance or geography, difficulty in receiving support and organisational blocks. It is these blocks and challenges pitted against social work supervision that ought to be addressed to make supervision attractive and effective. For supervision to be more meaningful, effective and to have impact on the supervisees, issues such as supervision policy, training, capacity of supervisors and support need to be addressed. More intervention is also required by senior managers to avoid the multiple hurdles already clarified by de Groot (2016:08) and Engelbrecht (2012a:13). One way of overcoming and counteracting the impact of challenges in supervision is that supervisors should also be ethical in their conduct since social work supervision is guided by ethics.

2.12 ETHICAL ISSUES IN SOCIAL WORK SUPERVISION

The code of ethics for social workers is a list of statement that describes the standards of professional conduct required of social workers when carrying out their daily duties (South African Council for Social Service Profession, 2007:01). According to Robbins et al (2013:47) codes of ethics are a formal document that states an organisation's primary values and the ethical rules it expects employee to follow. According to Hawkins and Shohet (2012:132) and Hughes and Wearing (2017:133) in supervision ethics plays a central role because ethical principles guide the supervisor in their practice of supervision. Hawkins and Shohet (2012:132) further state that supervision becomes a vital part of professional practice in assisting the supervisor to mediate between the ethics and ethical development of the supervisee and the ethical codes and professional standards.

Ethical issues are pertinent to social work supervision. Social work supervisors in South Africa should register with SACSSP in order to align with its policy guidelines, specifically regarding

issues of confidentiality that may arise from supervision practices (Engelbrecht, 2014:155). Engelbrecht (2014:155) is also of the view that the supervision of social workers provides the space where social workers are guided towards appropriate and good ethical social work practices. It also a requirement for the Social Work Code of Ethics for a social worker to receive appropriate supervision (Choi, 2017:6872; SACSSP, 2007:37). Ethical issues are further pertinent to social work supervision because ethics form part of the framework to help individual supervisees develop their own ethical maturity (Hawkins & Shohet, 2012:132). Hawkins and Shohet (2012:134) are also of the view that ethical responsibility of supervisors in supervision contributes towards ethical practice and role modelling.

The 2012 South African Supervision Framework for social work insists that supervision of all social workers is mandatory; that only social workers may act as supervisors of social workers'; that it is the responsibility of the employer of a social worker to appoint a supervisor who takes primary responsibility for the supervision of the social worker and to provide the supervisor with an appropriate job description (Department of Social Development, 2012:31). The policy also stipulates that supervision services may be outsourced by the employer and the supervisor should not supervise more than ten supervisees if supervision is the key performance area and six supervisees if supervisor has other duties. Further, the workplace is responsible for ensuring that there is supervision policy in place for the organisation (Department of Social Development, 2012:31). In addition, the SACSSP emphasises that a social worker should be supervised on social work matters by a supervisor who is registered as a social worker (South African Council for Social services, 2007:38). From the discussion it can be deduced that ethics serve as a guide to the practitioners and maintain the integrity of the profession.

Furthermore, it is the responsibility of the supervisor and supervisee to familiarise themselves with ethics where the supervisor monitors adherence of the supervisee to the framework. Supervision in social work not only benefits the supervisee, but it has a positive impact on the services offered to the client.

2.13 SOCIAL WORK SERVICE DELIVERY IN SOUTH AFRICA

The primary goal of any social worker practice is to help individuals, families, groups, and communities address their social needs and challenges (Nicholas, Rautenbach & Maistry, 2010:237). According to the South African Council Social Service Profession (2007:08) the social worker does so by upholding the client's self-determination within the boundaries of the client's capacities and the context of the social needs and social problems they experience. Such services should be accessible to the client; clear information of services should be

provided to the client and communities ought to be provided with transparent services. In addition, high level of courtesy, standards and professionalism must be maintained at all times. One way for supervisors and/or social work practitioners maintaining professionalism is through upholding the values and principles of social work service delivery.

2.13.1 The values and principles governing service delivery in South Africa.

Principles are guidelines leading the way we behave (Paperback Oxford English Dictionary, 2012:571) and values are rules concerning what is correct or incorrect and vital in life (Oxford Advanced Learner's Dictionary, 2010:1648). In South Africa the Vision of the National Department of Social Development is a "caring and self-reliant society" and its mission is to transform society by building conscious and capable citizens through the provision of integrated social development services (Department Social Development Strategic Plan 2020/2025, 2021:22).The North West Department of Social Development (DSD-NW) thus subscribes to the vision and the mission of the National Department of Social Development and are guided by its values and principles in their service delivery. The segment that follows identifies the values and principles that guide the DSD-NW in providing the services.

Table 2.2 Values and Principles of Social Development in South Africa

Core values	Human dignity	Is a fundamental human right that must be protected in terms of the constitution of South Africa and facilitates freedom, justice and peace.
	Respect	Is showing regard for one another and people provided services and is a fundamental value for the realisation of development goals.
	Integrity	Is ensuring that there is consistent with the values, principles, actions, measures and thus generate trustworthiness amongst ourselves and with our stakeholders.
	Fairness	Expresses commitment to providing services to all South Africans without prejudice based on race, religion or creed.
	Equality	Seeks to ensure equal access to services, participation of citizens in the decisions that affect their lives and the pursuit of equity imperatives where imbalances exist.
Principles	Consultation	There should be consultation with people to establish the quality of service they receive. People should also be afforded an opportunity to decide the kind of service they want.
	Service standards	Citizens should be informed about all the services provided.
	Access	All the people are to have access to every service they eligible for.
	Courtesy	Every person receiving services should be treated with respect and kindness.
	Information	The information of services that people receive should be precise and complete.

	Openness and transparency	Is about how the department is run, how must it cost and who is in charge.
	Redress	If a promised standard of service is not delivered, people should be offered an apology, an explanation and speedy remedy. When complaints are made, people should receive a sympathetic, positive response.
	Value for money	Public services should be provided economically and efficiently.

Adapted from Department Social Development Strategic Plan 2020/2025

Social workers are mandated by the profession's code of ethics to promote principles of social justice, human rights, and social change to empower and liberate people and consequently to enhance their well-being (Sossou & Yogtiba, 2009:1227). The professional values promoting principles of social justice and human rights were identified as integral to social work service delivery (Egan, Maidment & Connolly, and 2016:1632). Consequently, the values and principles stimulate a binding culture in the work setting for the employee that continue to encourage employees to provide the best services for the people. For example, values such as respect ensure that all the people who seek social work services are respected regardless of their race, economic status, language, or age while the value of access denotes that social work services should be accessible to the community they serve. It is thus the responsibility of the supervisor to guide supervisees on their application during supervision.

2.13.2 Legislative framework governing social work services in South Africa.

The Department of Social Development embraces different legislative framework that governs the provision of social work services. The legislative frameworks used in social work are sampled and discussed below.

Table 2.3 Legislative Framework utilised by the North West Department of Social Development in providing services

LEGISLATION	
Constitution of RSA- (2012 amended) Chapter2 Bill of rights	The Constitution of South Africa lays a foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; hopes to improve the quality of life of all citizens and free the potential of each person; and strives to build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations. The Department of Social Development in its provision of social services is guided by chapter 2, the bill of rights of the Constitution. Some of the sections of the Bill of Rights that are applicable to social work practice include section(1) that enshrines the rights of all people and affirms the democratic values of human dignity, equality, and freedom; section 9 (1) which proclaims that "everyone is equal before the law and has the right to equal protection and benefit of the law"; section 28 (1) (c) that "everyone has a right to has the right to basic nutrition, shelter, basic health care services and social services"; and section 27 (1) (b) that "Everyone has the right to have access to food, water and shelter." Consequently, it is the Bill of Rights that ensures that all citizens are respected, protected irrespective of the background, ethnic group, age, and religion.
Domestic violence Act no 116 of 1998	The act is amid at affording the victims of domestic violence the maximum protection from domestic abuse and to introduce measures which seek to ensure that the relevant organs of state full effect to the provision of the act.
Social service professions Act no 110 of 1998	The act provides for the establishment of a South African Council for Social Service Professions and to define its powers and functions; for the registration of social workers, student social workers, social auxiliary workers and persons practising other professions in respect of which professional boards have been established; for control over the professions regulated under this Act; and for incidental matters.
Older persons Act no 13 of 2006	The act serves to deal effectively with the plight of older persons by establishing a framework aimed at the empowering and protection of older persons. It further promotes and maintains of their status, rights, well-being, safety and security. For instance, Section 2(a) maintain and promote the status, well-being, safety and security of older persons; (b) maintain and protect the rights of older persons; and (e) combat the abuse of older person.
Children's Act no 38 of 2005	The Act's main objectives is to give effect to certain rights of children as contained in the constitution; to set out principles relating to care and protection of children; to define parental responsibilities and rights; to make further provision regarding children's courts; to provide partial care for children; to provide early childhood development; to provide prevention and early intervention and etc.

The Constitution of South Africa has laid groundwork on how South Africa should be in all area as a free society. The constitution is supported by an array of acts such children's act, social service profession act, domestic violence act, older person's act and etc. These acts underpin social work practice in South Africa and its operation in providing services to the people. The Constitution denotes that social work services in South Africa should provide services to everyone, that is, it might be to a child, women, men, people with disability, groups, organisations, etc. Social workers in their day to day basis also advocate for rights to basic nutrition, shelter, basic health care services for and with the poor and the marginalised to ensure equality. The restoration of human dignity of people irrespective of their background, ethnic group, age, and religion is thus critical to social work. The other acts provide the guidelines for service delivery. For instance, when a child is physically abused, the Children's Act 38 0f 2005 provides procedure as to how the organs of state should intervene. Similarly, the Domestic Violence Act no 116 of 1998 and older persons act no 13 of 2006, also provide procedures for interventions for social workers and other relevant organs of state. It is therefore the responsibility of the supervisor to ensure that supervisees are familiarise with the acts, to ensure that social workers can construe and operationalise the acts in order to provide proper services to the client.

2.13.3 Policies governing social work service delivery in South Africa.

In South Africa social work services are spearheaded by the Department of Social Development through three broad programmes namely social security, social welfare and community development (Department of Social Development, 2005:05).The identified programmes are used interchangeably by practitioners to enable the target groups to deal effectively with all social issues, such as chronic poverty, food insecurity, substance abuse and other adverse social conditions (Department of Social Development: 2005:05). Social Development practitioners may include, social workers, social auxiliary worker, community development workers, child and youth care workers, probation officers, social security officials and social responsibility managers (Patel, 2014:04).

Of the three programmes, social workers are employed to render services under the social welfare programme (Department of Social Development North West, 2019:73). These programmes cover a range of services that are directed at enhancing the capacities of people to address the causes and consequences of poverty and vulnerability (Department of Social Development, 2005:22). The social workers primary goal is therefore to assist individuals, families, groups, and communities to address social problems (South African Council for Social Service Professions, 2007:07).

There are numerous policies that the National Department of Social Development has developed to render social work service in South Africa. The policies include the integrated service delivery model, norms and standards and supervision framework for social work profession in South Africa.

Table 2.5 Polies of the Department of Social Development on service delivery

Policies	Intends
White paper for social welfare (1997)	The policy sets out eight transformation priorities, amongst which transforming service delivery is the key. This is because a transformed South African public service will be judged by one criterion above all: its effectiveness in delivering services which meet the basic needs of all South African citizens. Therefore, improving service delivery should be the goal of the public service transformation programme.
The integrated service delivery model (ISDM-2005)	The integrated service delivery model was developed in 2005 to curb poverty and redress of inequalities of the past. The service delivery model was purposed to provide the basis for determining appropriate norms and standards for service delivery, which will in turn provide a basis for funding and greater efficiency and effectiveness in service delivery. Its values include: that the people should come first in delivering of social services; equity and freedom from discrimination should be ensured and in services provided by the department; the department to work with partnership with people they serve and other stakeholders; and the staff should use the resources entrusted to them to deliver on government priorities in the most efficient, effective and innovative ways (Department of Social Development, 2005:14).
Supervision framework for social work profession in South Africa (2012)	The supervision framework for the social work profession in South Africa was developed in 2012 to promote the effectiveness of supervision of social workers, student social workers, social auxiliary workers, learner social auxiliary workers, social work specialists and private practitioners in order to ensure competent professional social work practice and the improvement of quality social welfare services. The policy emphasises the social work profession in South Africa to put measures in place to pass on a scholarly theoretical body of knowledge as well as tacit practice experience and wisdom to subsequent generations through instilling effective supervision practices, in order to convey a competent professional social work heritage to practitioners.
Framework for social welfare services (2011)	The framework addresses the developmental approach to social welfare services; the promotion and strengthening of collaborative partnerships; developmental social welfare service integration; description of the nature, level and scope of delivery of developmental social welfare services (developmental social welfare service delivery process) and also outlines the need to define and determine delivery of quality services, the need for norms and standards and continuous monitoring and evaluation of service delivery.

The policies serve as practice guidelines for the social workers and social work supervisors as they endeavour effective and efficient social services. The policies have also been developed in order to strengthen service delivery. Supervisors are thus mandated to use the afore-mentioned policies to continually assess the work of the supervisees. As highlighted above about how the acts relate to social work service delivery, the same applies to the policies. For instance, the Supervision Framework for Social Workers agitates for an effective, efficient, professional, and quality social work services (Department of Social Development, 2012:63). The White Paper for Social Welfare espouses high ethical standards in the provision of services through enforcing Batho Pele principle to the service providers. For example, one of the principles is courtesy and service providers are thus obliged to show courtesy to those who receive services. The integrated services delivery model, on the other hand, promotes an integration of service. For example, that clients who come to the social security agency in need social relief of distress grant should be assisted and also be empowered through community development and that they should receive counselling through social welfare if there is need. The framework for social welfare services provides the scope of services that are provided in the social services. This is done so that many people know where to go when they need assistance. Furthermore, the policy also makes it easier for service providers to understand what their responsibilities.

It is therefore critical to note herein that the North-West Department of Social Development does have a policy for social work supervision, however, it equally relies on National Department Framework to guide the provision of supervision to social service professionals in the districts, service points and institutions of the department across the province (Department of Social Development North West, 2019:63). The Social Development North West is also guided by strategic goals that are aligned to the national department.

2.13.4 Strategic goals of the Department of Social Development North West

The North West Department of Social Development has plans aligned to national strategies which are community profiling, substance abuse prevention, family preservation, and partnerships with NPO, youth empowerment services, early childhood development, women empowerment, and other person services. The North West Department of Social Development has strategic goals that depict a focus on achieving the needs of the communities they serve. The priorities are set to be achieved for five years, with the most recent strategic plan dated 2020 to 2025. The programmes contained in the strategic plan include administration, social welfare services, children and family, restorative justice, research and development and special programmes (Department Social Development North West Strategic Plan, 2015:48). Within each programme, there are sub-programmes that address the priorities of the

department. In this study, because the current Department of Social Development Strategic (2020/2025) does not specify clearly the strategic programmes and objectives, as such the (2015/2020) is used to clearly articulate services provided in the province. It is also important to note here that not all strategic programmes and sub-programmes are discussed, but only those specific to service delivery as illustrated in Table 5.4.

Table 2.5 Department strategic outcome-oriented goals (DSD strategic plan 2015/2020, 2015:48)

Programme	Sub Programmes	Programme purpose	Strategic outcome-oriented goals
1. Administration	1.1 Office of the HOD	• The purpose of the office of the HOD is to provide strategic leadership, management, and support	An efficient, effective and development oriented public service and empowered, fair and inclusive citizenship Improve corporate governance
	1.2 Corporate services	• to provide effective and efficient corporate system	Improved corporate governance
	1.3 Financial management and administration	• to provide sound financial management and administration	Improved financial management and compliance
	1.4 District management and institutional support (Ngaka Modiri Molema, Dr Ruth Segomotsi Mompati, Bojanala and Dr Kenneth Kaunda Districts)	• to ensure efficient and effective service delivery at District, institutions, and service point levels	Effective and efficient district and institutional operations

2. Social welfare services	2.1 services of older persons 2.2 services to persons with disabilities 2.3 HIV and AIDS 2.4 Social relief of distress	• to provide comprehensive social welfare services to vulnerable groups through social protection, social investment and social cohesion programmes in partnership with stakeholders • to increase access to care and support to vulnerable and designated groups	Equitable, comprehensive and development social services
3. Children and families	3.1 family care and support services 3.2 childcare and protection services 3.3 Partial care and early childhood development services	• Provision of safe, caring, and nurturing environment for children and preserve families	An inclusive and responsive social protection system
4. Restorative services	4.1 Social crime prevention & support services 4.2 Victim empowerment services 4.3 substance abuse, prevention, treatment, and rehabilitation services	Increase access to restorative system services	Improve quality of basic education An inclusive and responsive social protection system
5. Development and Research	5.1 institutional capacity building and support for NPOs 5.2 community mobilisation	To establish sustainable livelihoods initiatives through investment on social development research programme and	Sustainable communities through capacity building, partnership and research

	5.3 poverty alleviation and sustainable livelihoods 5.4 community based research and planning 5.5 women development 5.6 youth development 5.7 population policy promotion	strengthening of partnerships with key stakeholders	
6. Special programmes	6.1 office of the status of women (OSW) 6.2 office of the rights of the child 6.3 office of the status of persons with disability 6.4 office on the rights of older persons 6.5 poverty alleviation strategy coordination	The promotion and protection of the human rights of the targeted group, and co-ordination of governance systems, to meet development needs groups through provincial planning, support, sector participation partnership, provincial oversight, monitoring and evaluation	Structured participation of targeted groups and facilitated compliance to human rights culture

It can be deduced from the table that the North West Department of Social Development is purposed to provide comprehensive social welfare services to the vulnerable groups through social protection, social investment and social cohesion programmes in partnership with stakeholders in the community. These include people infected and affected by HIV and AIDS, women, children, elderly, people with disabilities and those who have other special needs are mainstreamed across all the targeted groups and all services are aimed at promoting the optimal functioning and the reintegration of beneficiaries into mainstream society.

The North West Department of Social Development has the mandate and function of protecting and providing care to the vulnerable groups in the province (Department of Social Development North West Strategic Plan, 2021:41). The vulnerable groups refer to children, women, older persons, people with disabilities and young people. The North West Province faces common challenges such as poverty, unemployment, crime, HIV, and substance abuse (Department of Social Development North West Strategic Plan, 2021:41). The province also realises the need for an improved standard of service delivery in order to respond more effectively to these challenges and needs of a changing family and society while its core objectives of government remain to render effective services to all families that are vulnerable and at risk (Department of Social Development North West Strategic Plan, 2021:33). In addressing such challenges, the provincial government has got six pillars: administration, social welfare, family and children services, development and research, special programmes and restorative services. The administration has four pillars as stated in the table above: corporate services, financial, district management and institutional support. Its purpose is to provide effective and efficient administration and support to the province at large. Social welfare has got four pillars also that caters for older persons, disability, HIV/AIDS and social relief of distress.

To deliver equitable services to the vulnerable groups, the childcare and families project is clustered into three pillars which is children, families and early childhood development. Its principal target is providing a safe, caring, and nurturing environment for children and preserved families. Restorative services are categorised under three obligations: Social crime prevention & support services, victim empowerment services, substance abuse, prevention, treatment, and rehabilitation services. Special programmes are divided into five prerogatives: office of the status of women, office of the rights of the child, office of the status of persons with disability, office on the rights of older persons and poverty alleviation strategy coordination. It is purposed at preserving and upgrading human right of the vulnerable group. Development and research are divided into six imperatives: institutional capacity building and

support for NPOs, community mobilisation, poverty alleviation and sustainable livelihoods, community-based research and planning, women development, and youth development and population policy promotion. Its intention is to capacitate communities aimed at sustaining incomes and forging partnerships.

2.14 THE SCOPE OF SOCIAL WORK PRACTICE

Social work services are rendered by a social worker. A social worker is defined by the National Association of Social Workers as "a graduate of school of social work, who uses their knowledge and skills to provide social services to clients who may be individuals, families, groups, communities, organisations, or society in general" (In Zastrow, 2010:05). In South Africa, a social worker is defined as a duly registered person authorised in terms of social service profession Act no 110 of 1978 to practice the profession of social work and the primary goal of a social worker is to assist individuals, families, groups and communities to address social problems (South African Council for Social Service, 2007:7;66). Social workers help people increase their capacities for problem solving and coping and help them obtain needed resources, facilitate intentions between individuals and people and their environment, make organisations responsible to people and influence social policies" (Zastrow, 2010:05).

Current fields of practice in social work located in the public sector domain includes children and families, ageing, disabilities, health, mental health, substance abuse, schools and corrections and each field of practice involves a medley of typical human problems and services (Kirst-Ashman, 2013:13). Social worker requires information about people who need help in each of these areas and service providers must be knowledgeable about the services available and the major issues related to each area (Kirst-Ashman, 2013:13). Thompson (2015:12) adds that the social work profession involves not only knowledge and skills but also values.

Doel (2010), Department of Social Development (2011) and Thompson (2015:15), lists some of activities that social workers are involved in, which include:
- Assessment of the needs and circumstances of those who ask for help or to other stakeholders for assistance.
- Engage in problem solving, facilitative and supportive activities at the level of the individual, family, group and community.
- Assessing the degree and nature of risk to which vulnerable individual are exposed.
- Establishment, implementing and evaluating protection plans.

- Providing reports for courts in order to assists in determining the most appropriate outcome.
- Contributing to multidisciplinary schemes and the efforts of other professionals.
- Providing or arranging advocacy or mediation.
- Working with community groups, individuals, and families to address social problems on a preventative basis.
- Undertaking statutory duties in accordance with several Acts of parliament.

The preceding discussion illustrates that there are various activities that social workers in the North West Province engage in on a day-to-day basis to enhance people's lives and this in turn implies that supervisors should assist social workers to effectively intervene using the identified activities. The supervision services rendered in an organisation in order to benefit people and the service users are elaborated in the following segment.

2.15 SERVICE USERS IN SOCIAL WORK

Service user describes the people who use social work services (Doel, 2012:63). According to Pierson, John and Thomas (2010:474) service user is a generic term for those who are recipients of social work or social care services. Service users are an important organisational player because without them the organisation cannot exist (Hughes & Wearing, 2017:18). Social work is a universal service and service users have common difficulties such as mental health, disability, and homeless people, dependant on alcohol and drugs, people living with HIV/AIDS, children in need of care, elderly and families (Doel, 2012:64). According to Giese (2007:17) there is widespread poverty and unemployment which impacts families in many ways and, as a result, the services of social workers are required.

Furthermore, historical inequalities in investments in education, health care and basic infrastructure have contributed to poor quality services and persistent backlogs in historically disadvantaged areas, child vulnerability and death associated with HIV/AIDS (Giese, 2007:17). As such, there continues to be persistent need for social work services in previously disadvantaged communities in South Africa. Therefore, an effective workforce is required to ensure that proper and quality services are delivered. This is because communities rely on strong social service systems and quality service delivery from a competent and effective workforce that exhibits the capacity to create a protective healthy environment to ensure the well-being of individuals and families (Akesson & Canavera, 2018:334).

Social work supervision thus plays a critical role in this regard. It generally involves four parties: the agency, the supervisor, the supervisee, and the service users (Neukrug, 2013:188) and supervision guarantees quality services to clients (Neukrug, 2013:188). Hawkins and Shohet (2012:05) adds that supervision is a joint endeavour in which a practitioner (with the help of a supervisor), attends to their clients as part of their wider systemic context. Hawkins and Shohet (2012:60) support this by indicating that supervision always involves clients and provides opportunity for the supervisees to stand back and reflect so as to understand the clients better and provide what might be best help them. Choi (2017:6867) also agrees, stating that the ultimate objective of supervision should be related to the provision of quality services for clients. The service user expects their social workers to be reliable, punctual, and approachable and they want them to stay around long enough to develop a relationship (Doel, 2012:90), hence supervision is required to help regulate the performance of social workers.

It can therefore be deduced from the preceding discussion that supervision can serve as a mechanism to ensure that the needs of clients are met by social workers providing reliable, punctual, and quality services. This is significant because social work services are provided to the marginalised, the poor people and to vulnerable groups. However, there are challenges that South African is experiencing regarding social work services.

2.16 CHALLENGES FACING SERVICE DELIVERY IN SOUTH AFRICA

The South African social work fraternity is engulfed by numerous challenges. The challenges were highlighted in 2015 by social workers during an Indaba, which was organised by the former Minister of the Department of Social Development in South Africa Bathabile Dlamini and social workers from all corners of South Africa attended. News24 (2015) thus reported that the social work practitioners highlighted the following challenges: "uncontrollable workloads, and lack of resources, lack of supervision and/or supervisors lacking time for supervision, and inadequate safety measures for employees." Lack of resources and poor remuneration were also cited as major problems, which impacts social work service delivery. Another major challenge that was identified was the supervisor-supervisee ratio because supervisors were apparently supervising too many social workers. de Groot (2016:04) also attests to the identified challenges in reporting that many practitioners in the social service sector are characterised by challenging systems, organisational and workplace conditions that have potential to negatively impact a worker's perception and experiences of the environment, when considering the apparent loss of enthusiasm, motivation, focus and engagement of many workers in social services. Lombard (2007:314) and Gesie (2007:17) also highlight that although the sector has made progress in promoting social justice for all through social grants,

the challenge remains with regard to addressing the backlog on its social development goals by implementing social development intervention strategies in developmental social service delivery. According to Lombard (2007:299) South Africa struggles to come clear whether the department that provides social services to people is social welfare or social development.

In the North West Province in particular, in 2018 the National Institute Community Development and Management Company (NCDAM) briefed the Department of Social Development on the challenges faced by both supervisors and supervisees. The report indicated that service delivery is hindered by lack of resources, work overload, lack of management consultation and poor planning, and no office space that compromises confidentiality. In the 2015/2020 strategic plan, the North West Provincial Department of Social Development also identified risks that affect service delivery, which included inadequate budget, inadequate supervision of social workers, limited capacity to deliver services, appointment of non-social workers to manage and supervise social workers and inadequate continuous professional development training including professional ethics (Department of Social Development Strategic Plan, 2021:83-84). In its annual performance plan of 2020/2025 the Department of Social Development North West again acknowledged challenges that hinder service delivery throughout the province (District and service points) such as shortage of social workers, shortage of office space that tampers with confidentiality of services rendered by social workers (Department of Social Development North West 2021:83-84) because most offices are shared by officials and are overcrowded.

The preceding discussion evidences the challenges experienced by social workers in delivering services in South Africa inclusive of the North West Province. The challenges include lack of resources and unclear mandates, backlog in achieving strategic goals which makes both social worker and social work supervisors ineffective to deliver service even though they are willing to render quality services to the clients. The researcher is also of the view that if basic work resources such as transport, laptops and printer to do the work are not available it becomes difficult for the supervisor and supervisee to do their job. Furthermore, echoing the South African Council for Social Services (2007:39), it is also paramount to indicate that it is the responsibility of supervisor to advocate for the resources allocation on behalf of supervisees.

2.17 CHAPTER SUMMARY

In summary, the chapter was an overview of the historical background of social work supervision, the purpose of social work supervision, types of social work supervision, the supervisory relationship, the supervision contract, how service users benefit from social work supervision, and the ethical framework that guide social work supervision. It emerged in the discussion that social work supervision is the core of social work practice and that more intervention is required to make supervision effective. Some strategies that need to be adopted include training of supervisors, hiring of more supervisors, and availing resources. There are lot of policies and acts in social services for supervision and service delivery in place, but more is still required in terms of execution and addressing challenges of services delivery and supervision.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology refers to the totality of processes on how the researcher undertakes research (Whittaker, 2012:03). According to Savin-Baden and Major (2013:40), research methodology is also a theoretical analysis of the methods and principles appropriate to a field of study. The discussion of the research methodology herein outlines the research approach and the research design followed in the study, the population for the study, and the methods of data collection.

3.2 Research Approach

The research approach refers to the traditional division between quantitative and qualitative traditions in research (Whittaker, 2012:03 & Creswell, 2014:03). According to Creswell (2014:03), research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. In this study, the qualitative approach was adopted. Qualitative research gives the researcher an opportunity to examine participants' experiences in detail by using specific set research methods (Rubin & Babbie, 2013:10). Qualitative research also refers to "the collection, analysis and interpretation of comprehensive narratives and visuals, that is, non-numerical, data to gain insights into a particular phenomenon of interest" (Gay, Mills & Airasian, and 2011:07). According to McMillan and Schumacher (2014:40), Rubin and Babbie (2013:20) and Lodico, Spaulding and Voegtle (2010:143), some characteristics of qualitative research include:

- Natural setting

Qualitative research focuses on people in their natural settings to identify their experiences and behaviours (Hennink et al., 2020:10). The researcher captures the "lived experiences" from the perspectives of those who live it and create meanings from it (McMillan and Schumacher (2014: 40). A qualitative approach also affords the researcher an opportunity to connect with their research participants and to see the world from their viewpoints (Corbin & Strauss, 2015:05). In relation to this study, the natural setting of the prospective participants was the DSD offices located in the Bojanala District of the North West Province of South Africa. Accordingly, the researcher collected data from the participants where they are stationed, that is, in their area offices for individual interviews and boardroom for focus group discussions at Bojanala District.

- Researchers collect information directly from the source (direct data collection)

Qualitative research includes individual and person-to-person interactions (Gay et al., 2011:16). The researcher asks broad questions designed to explore, interpret, or understand the social context (Lodico et al., 2010:143). According to McMillan and Schumacher (2014: 41), data collection techniques involve methods such as observation and interview that bring the researcher into close contact with participants. This study is qualitative in nature because the researcher collected data from the social workers through individual and focus group interviews who are being supervised to uncover the efficacy of social work supervision. Consequently**,** data collection had a person-to person interaction.

- Rich narrative description

Qualitative data analysis is interpretive (Hennink, Hutter & Bailey. 2020:14). The study reports data in a narrative form, using words rather than numbers (Rubin & Babbie, 2014:42). A qualitative report offers clear and detailed descriptions of the study that include the voices of the participants (Gay et al., 2011:16). As alluded to before, the researcher recorded the interview to capture the lived experiences of the participants word-for-word. This is because there was a need to describe and provide an in-depth understanding on the effectiveness of social work supervision that plays a fundamental role in social work supervisees' lives. By capturing word-for-word the experiences, the researcher was then able to produce a detailed report of social work supervision in the region as encapsulated in the analyses Chapter 4 of this report.

- Generalisations are deduced from synthesising gathering information (inductive data analysis)

Qualitative research is analysed in an inductive form (Gay et al. 2011:16), using words rather than numbers (Hennink et al., 2020:14). The qualitative researcher does not impose an organising structure or make assumptions about the findings before collecting evidence (Lodico et al., 2010:143). The findings of the study are derived from the information provided by the participants and observations made by the researcher. The views of the participants, as can be seen in Chapter 4, were also extrapolated to qualify each finding.

The researcher in fulfilling the objective and answering the question of the study had to follow a plan as detailed below.

3.3 Research Design

Research design refers to the overall approach used by a researcher to bridge theory and concepts in the development of research questions and the design of data collection methods and analysis (Ravitch & Carl, 2016:66). Cooper and Schindler (2014:82) concurs with Berg by defining "research design as the blue-print for fulfilling objectives and answering questions." According to Yin (2018:26), a research design further involves making decisions explicit; spelling out why they have been made; ensuring that they are consistent and allowing for critical evaluation. In the same vein, Babbie and Benaquisto (2010:79) concur that research designs determine what is observed and analysed, why and how.

There are many types of research designs within the qualitative research paradigm. For the purpose of this study a case study design was adopted. According to Macmillan (2012:280) and Beins (2013:99), a case study is a detailed and comprehensive description and breakdown of a phenomenon to gain understanding from the participants. Woodside (2017:01) concurs and describes a case study research as an inquiry that focuses on describing, understanding, predicting, and/or controlling, i.e. methods, creatures, peoples, families, groups, clusters, businesses, beliefs, or populations. Yin (in Woodside, 2017:01) adds that case study design is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clear.

There are various types of case study designs, but for the purpose of this study, multiple case study design was adopted. Multiple case study involves collecting and analysing information from multiple sources, such as interviews, observations, and existing documents and sometimes requires the researcher to spend more time in the environment being investigated than is the case with other types of research (Bailey, 2018:106). According to Baxter and Jack (2008:550), in a multiple case study design several cases may also be examined to understand the similarities and differences between the cases. In this regard, a multiple case study design means that the researcher can collect data from one setting (service point) and across settings (other service point) utilising one or multiple data collection tools.

A multiple case study research design was thus relevant to the study because the researcher involved numerous participants (social work supervisees) from various DSD offices within the Bojanala district to comprehend, as alluded to by Baxter and Jack (2008:550), the efficacy of social work supervision in their service delivery. Since the researcher investigated social work supervisees in four different service points, the design also helped understand supervision more comprehensively.

The researcher employed various data collection methods including individual interview and focus group interviews uncovered the efficacy of social work supervision. A detailed discussion of the data collection methods is presented later in the chapter. Now that the research design has been articulated, it is equally important to discuss the techniques followed in the study, hence the discussion that follows.

3.4 RESEARCH METHODS

Research methods are techniques researchers use to structure the study and gather and analyse relevant information (Polit & Beck, 2014:08). The methods section details the context, the participants, the researcher's role, the participation level, data collection, and data analysis procedures (Tracy, 2013:100). Research methods also encompass procedures used to collect and analyse data, sampling and sampling methods, pilot testing, and method of data verification (McMillan & Schumacher, 2014:06). The section also details the setting, those who are involved, how they participate, the part that the researcher plays and detail pertaining to gathering of information (Tracy, 2013:100). The discussion of the research methods thus commences by explicating the population of the study.

3.4.1 Population

A research population is the theoretically specified aggregation of the elements in a study (Rubin & Babbie, 2013:160). In addition, McMillan and Schumacher (2014:143) view a population as the entire set of individuals or entities to which study findings are to be generalised. Dudley (2011:138) substantiates that a population is all the people of interest to the researcher conducting a study.

From the descriptions of the term population, the population of the study was derived to be all the social workers employed within the North-West Province of South Africa. The North-West Province is divided into four districts, namely, Bojanala, Dr Kenneth Kaunda, Ngaka Modiri Molema, and Dr Ruth Segomotsi Mompati Districts. Overall, the total number of social workers employed within the Provincial DSD is estimated to be 1 000 (Department of Social Development Human Capital Management, 2021). Owing to the number of social workers employed in the province, it would not have been possible for the researcher to include all of districts in the study, however the researcher has focused on social workers in the Bojanala District. Twenty-four social work supervisees were interviewed: seven participants from Kgetleng service point, seven participants from Madibeng service point, six participants from Rustenburg service point and four participants from Moses Kotoane services point. Therefore, a sample was drawn from the population. Two focus groups were held at Kgetleng service point and Madibeng service point. A total of ten participated in the focus group interviews. It is

crucial to note here that the social work supervisees who were individually interviewed formed part of focus group discussions to verify the authenticity of the information obtained during the individual interviews. Only Practitioners from Kgetleng and Madibeng participated since other could not be available citing workload challenges.

3.4.2 Sample and Sampling

A sample is a subset of a population that is used to study the population at large (McMillan & Schumacher, 2014:143). A sample examines a portion of the target population, and the portion must be carefully selected to represent that population (Cooper & Schindler, 2014:84). The targeted population or representative sample of the study in this regard was all the social workers who are employed in the DSD, Bojanala District. Currently, five area offices fall under Bojanala District. The names of area offices and number of social workers attached to them as of 2022 were as follows: Moretele (30), Madibeng (95), Moses Kotane (37), Rustenburg (45), and Kgetleng (13) (Department of Social Development North West Human Capital Management, 2022). Some social workers within the district are also located in the district office and in the care centres and these total 220. Therefore, the overall number of social workers employed by DSD Bojanala District was estimated to be 220. Bojanala District was well suited for the study because it is the biggest district out of the other three and this characteristic would give her a better pool of participants.

Owing to the high number of social workers in the Bojanala District, the researcher again did not include the entire sample of 220 in the study. Instead, she purposively selected participants for inclusion in the study by means of sampling. Sampling refers to the process of selecting the participants or other data sources e.g. documents to be involved in the study (Whittaker, 2012:03). According to Carey (2012:38), sampling remains the potential techniques and strategy used to select and access a portion of a population. Similarly, Leavy (2017:76) describes sampling as a process by which one selects several individual cases from a larger population. Carey (2012:38) indicates that there are two types of sampling which is non-probability and probability sampling. For the purpose of this study, the researcher employed purposive sampling, which is a sub-type of non-probability sampling, in procuring the sample for the study.

Purposive or judgmental sampling is a type of non-probability sampling in which one selects the units to be observed on the basis of one's judgement about which ones will be the most useful or representative (Babbie & Benaquisto, 2010:181). In purposive sampling, each sample element is selected for a purpose because of the unique position of the sample

elements (Rubin & Babbie, 2013:172). Kumar (2014:244) assert that it is the researchers' judgement as to who can provide best information to achieve the objectives of the study.

In this study the researcher was thus guided by a criterion of inclusion during the recruitment process. This is because there should be a criterion for selecting the sample from the overall population. For the aim of this project, the researcher used the following sampling inclusion criteria to select study participants:

- Social worker supervisees who are employed by DSD in the Bojanala District.

- They may be diverse in terms of age, gender, race and ethnic groups.

- They must have at least two years' experience in social work practice.

- They must be able to communicate in English as a language used for the interviews.

For the purposes of the study, English was used as a medium of communication during the interviews, firstly because all social workers are well-versed in English and secondly using English accommodated the diversity of the participants as they spoke different languages. Borrowing from Carey (2012:110), the usage of English also allowed interviewees to convey their views, feelings, and practices articulately and for the researcher to grasp their points of view.

Overall, the purposive sampling helped the researcher to focus on the social work supervisees working for DSD and who worked for two or more years. These participants had long enough experience working in the district to have had adequate exposure to supervision. The researcher, through the help of the supervisors and service point managers in Bojanala District, requested to see supervisees who had two years and more of experience in supervision and were willing to participate in the study. The researcher conducted a briefing in order to explain the purpose of the study and the benefits for participating in the study. The participants then emailed their willingness to the researcher and as such formed part of the study.

Furthermore, the researcher also considered the criterion of exclusion in the study because according to Velasco (2012:01) the exclusion criteria are a set of predefined definitions used to identify elements who excluded from a particular study. The criteria of exclusion for the study were as follows:

- Social work supervisees with less than two-year experience will not be considered.
- Social workers who did not consent to participate in the study.

The exclusion criteria meant that social workers with less than two years' experience were excluded from the study because they may have not been exposed to supervision enough. This is because in the early years of employment, employees or supervisees, are still learning about the work and as such may not be in a position to articulate the efficacy intensively as compared to someone who has been in the field for a couple of years.

3.4.3 Data collection

Qualitative data collection is also referred to as fieldwork (Gay, et al., 2011:396). Collecting information includes dedicating extensive time in the site studied, familiarising, and engaging in the site and gathering appropriate information (Gay, et al., 2011:396). Savin-Baden and Major (2013:41) emphasise that a researcher also faces the choice of what data to collect and how to go about fieldwork while Rubin and Babbie (2013:211) postulate that researchers should choose either to obtain the information through records, interviews, self-report scales, or direct observations of activities. To showcase how data was collected in this study, data collection in this regard is thus discussed in terms of preparation for data collection, the data collection process ensued, pilot testing, method of data analysis, and methods of data verification.

3.4.4 Preparation for data collection

In this study the researcher prepared for gathering of information as advised by Creswell (2014:95). To prepare for data, the researcher considered ethical issues, approval of the study by respective agencies, specifying the area of interest for the study and developing the interview guide. These processes were thus undertaken as follows:

- Code of ethics.

The researcher identified the following ethics issues that governed the study as suggested by Creswell (2014:95-96): confidentiality, anonymity, and informed consent. A detailed discussion on the adherence to these ethical issues is detailed in Chapter 1, sub-heading 1.6.

- Obtaining required approval

The researcher requested ethical approval to conduct the study from the College of Human Science Ethics Review Committee at the University of South Africa (UNISA). The request was through submission of a complete research proposal for ethical review. Following ethical clearance by the University, the researcher requested to conduct the study at the North West Provincial DSD. The request letter to the Provincial Department articulated the following: the reasons why the researcher wished to undertake the study, the benefits of participation, the identification of the required participants, clarification of dangers involved, and guarantee of

confidentiality to the participants. This study guaranteed that the participants could withdraw at any time and provided the names of persons for contact should questions arise (Creswell, 2014:95). Following approval to conduct the study in Bojanala District, the gatekeepers for the study were also consulted to gain access to sites and to interview the participants as advised by Creswell (2014:95).

The gatekeepers for the study included the Provincial Social Work Managers, the District Manager, and the service point managers of DSD, Bojanala District. The researcher sought audience at the district extended management meetings consisting of the identified gate keepers. The researcher presented the study to Managers to get their buy in. Thereafter, the managers provided the researcher with the list of social work supervisees with two years of experience and more. The gatekeepers thus assisted in giving access to all the social work supervisees. The researcher thereafter contacted the prospective participants, that is, social workers and arranged individual meetings with them in their offices and oriented them about the study.

- Choosing an area without interest in the outcome

Choosing an area without interest in the outcome means the researcher has chosen an area for inclusion in the study wherein she/he has no vested interest. The advice in scholarship is that researchers identify an area in which they have no vested interests in order to allow for openness and multiple voices (Creswell, 2014:96). The researcher in this study was focused on social work supervisees in Bojanala District, a place where the researcher is unfamiliar. The aim of the study is to contribute to the improved practice in DSD, Bojanala District

- Prepare the interview guide(s).

The researcher, prior to data collection, prepared the interview guide. In preparing the interview guide, the researcher included a brief script clarifying the intention of the investigation, a statement on confidentiality and questions used during interview (Creswell, 2014:94).

After the preparation for data collection, the researcher conducted a pilot test to recalibrate some of the data collection procedures.

3.5   Pilot testing

In this study, pilot testing was conducted to test the interview instrument and the applicability of the informed consent form. The researcher recruited two social work supervisees for the pilot test and these participants were excluded from the main study. The researcher asked them questions in the data collection instrument and elicited comments on the suitability and appropriateness of each question in the interview. Based on their responses, the researcher determined the suitability of each question. The pilot testing was undertaken to spot the faults in the main project and for recalibrating such instrumentation (Cooper & Schindler, 2014:85). In the same vein, Kumar (2011:11) avers that pilot testing is conducted when there is a need to determine the feasibility of the study. Ravitch and Carl (2016:90) concur that pilot testing is a central aspect of designing and refining research studies. Likewise, in this study pilot testing helped refine the interview guide and the informed consent form.

3.6   Methods of data collection

There are four qualitative methods of data collection according to Creswell (2013:160) namely, documents, audio-visual material, interviews and observations. Yin (2014:121) concurs that there are different information gathering methods that can be used in qualitative studies and she proceeds to name the same methods as Creswell. For the purpose of this study interviews were adopted. An interview in qualitative research is a dialogue among two-fold people where the researcher asks questions and the participant answers (Savin-Baden & Major, 2013:40). According to McMillan and Schaumber (2014:369), there are four types of interviews, namely, structured, semi-structured, unstructured and focus group interview. In this study, the researcher used semi-structured and focus group interviews. Semi-structured interviews are a set of questions for each interview and may introduce questions in different ways as appropriate for each interview (Bailey, 2018:107).

In this study, the researcher conducted face to face, one-on-one with social work supervisees' in their offices, which was considered a natural setting of the interviewees. The researcher used one-on–one semi-structured interview as they afforded her an opportunity to probe the participants to get in-depth information regarding their experiences and perceptions.

Furthermore, the researcher employed focus group interviews. Focus group is a qualitative data collection method which is an adaptation of the interview technique (Mathews & Ross, 2010:235). Focus group interview are formed for variety of purposes: to identify needs or issues, to generate proposal to solve an identified issue, and to test reactions to alternative approach to an issue (Zastrow, 2013:173). The researcher also used focus groups to verify

the authenticity of data collected during individual interviews and equally to engage participants in the discussion to explore how the supervision challenges could be solved.

In collecting data from the participants, the interview schedule was developed (see addendum A). It contains two sets of questions, the biographical questions as advised by Mathews and Ross (2010:228) and structured interviews, open ended questions as advised by Stacey (2013:139) specific to social work supervision.

After all the individual interviews were completed and the data had been preliminary analysed (NB: the analyses will be discussed in subheading 3.9 of this chapter), the researcher conducted the focus groups interviews. In qualitative research, focus groups are used to collect the information over discussions of groups (Morgan, 2019:04). More importantly about focus groups is that they unveil forms of connections and consistencies between the participants (Morgan, 2019:18). Below are the focus group prompts that were used to facilitate the discussion:

- If I mention "lack of interest or lack of moral' in relation to social work practice, what comes in your mind?
- Can we compare the old model utilised and the ward base model by means of advantages and disadvantages?
- What are your recommendations for improving the ward base model?
- Different challenges regarding supervision were expressed during individual interviews, can we explore in detail the challenges? Some of the follow-up questions posed included the following:
  — There is a concern that supervisors are not involved to day-to-day work while you are working with the client.
  — There was also mentioning of time, in the sense that the supervisors don't have time to supervise. What can help supervisors to create time for supervision?
  — You also mentioned the issue of supervisor not trained, what kind of training do you recommend for supervisors.
- Let us make recommendations on how supervisors and managers can improve supervision in the district.
- Even though we have discussed the challenges of supervision, are there any supervision best practices that you have observed?

Research questions are key in any study as they serve as a guide as to how the researcher answered the broad question. Consequently, the researcher adopted interviewing techniques to conduct both interviews. The researcher used listening, probing, and summarising as the

interviewing techniques with the participants. According to Lodico et al. (2010:125), a probe is follow-up question that is asked to get clarification about a response or to seek elaboration and additional detail. During probing, that is, she observed the non-verbal communication displayed during the interview in order interpret the meaning. The researcher also listened and summarised the responses of the participants following the advice of Babbie and Benaquisto (2010:343), who recommend that the researcher needs to ask questions, listen carefully to the answer and interpret its meaning to the general inquiry.

It is also worth noting in this regard that the researcher used an audio-recorder to capture the responses from participants that was supplemented by her smartphone in order to avoid losing the information. An audio-recorder and smartphone helped the researcher to record all information in order to not omit any information when analysing and presenting the data in a research report. According to Carey (2012:117) recording remains one of the most common approaches that permits all of the conversation to be captured whilst allowing the interviewer to concentrate on the interview without too many distractions.

The researcher kept a journal throughout the interviews to document non-verbal cues of participants. Keeping the journal also helped the researcher to verify data for the study ensuring that this updated the information generated from both lived and expressed information tallies.

Further to the above, it is also critical to note that in this study, the researcher did not have a prearranged sample size for both data collection instruments but that during the data gathering stage, she relied on the principle of data saturation as advised by Kumar (2014:229). Polit and Beck (2014:286) explain data saturation as a point at which the researcher instinctively chooses not to interview more people because they no longer offer different insights to the theme or information gets repetitive. Carey (2012:40) agrees that in most qualitative research projects size is not the priority, rather the quality of data collected, and the analyses remain the core objective. Consequently, the researcher interviewed twenty-four participants and then decided not to add more participants since there was no newer information. With regard to the focus group interviews, for both sessions, the researcher received similar data and as such she decided not to convene more group sessions. Following data collection, the collected data was analysed.

3.7   Method of data analysis

 Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Cooper & Schindler's 2014:86). Whittaker (2012:93) also asserts that data analysis is the process of making sense

of the information you have collected and searching for what lies below the surface of the content. According to Flick, Scott and Metzler (2014:05), qualitative data analysis is also the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it.

When analysing the data from the individual interviews and the focus group interviews, the data was broken down into manageable size by categorising it in order make meaning of the participants' contributions.

Dudley (2011:258) provides twelve steps of thematic data analysis, adopted in the study. Not all the steps of data analysis were used by researcher, however, only those steps applicable at the juncture of data analyses were adopted. Consequently, during data analyses, the researcher:

- Prepared the narratives. The narratives are stories and voices of participants. The researcher organised the data and made it available in narrative form making it easy to read. The processes involved transcribing each voice record of each participant and align it with noted notes of that participants.

- Then the researcher acquainted herself with the entire narrative. The researcher here carefully read the narrated data several times in order to acquaint herself with it. At this stage the researcher was reading and listening to the recording to thoroughly familiarise herself with the information. As the researcher was acquainting with narratives, she was able to identify prominent themes.

- The researcher identified and verified the themes. Thirteen themes were thus identified including the following: social work programmes rendered in Bojanala District, perceptions of supervisees regarding service delivery, understanding social work supervision, and perception of participants on efficacy of social work supervision in DSD Bojanala District.

- The researcher assigned a code to each theme. The researcher at this stage set up a coding system consisting of a code for every theme. Each theme identified by the researcher was placed to the appropriate code. The codes are the information provided by participant that sounded or interlinked to each other and the researcher finding the one sentence that describes all of them.

- The researcher recorded her impressions separately. The researcher during the interviews recorded her personal impression and non-verbal cues on her note

- book which later included in the recording of the findings.

- The researcher grouped the comments together by themes electronically using copy and paste commands of a word processing program.

- Thereafter she clearly assigned a label for each theme. The researcher articulated a label from other grouping for each theme that captures the content of the comments. The labelling allowed the researcher to differentiate between themes and subthemes. Comments and impressions that did not fit into the themes were discarded.

- Following that, the variation in each theme were identified. The researcher sought the differences and contrasted the responses of participants in each theme in order to get an in-depth understanding of each theme.

- Thereafter, the researcher reviewed the narratives several times to ensure that all the supporting evidence for each theme has been located.

- After the specified process, the findings were presented. The researcher at this stage presented the findings organised into themes and subthemes with each theme supported by numerous narratives. The findings come through in detailed format in Chapter 4 of this report.

The collected and analysed data was thereafter verified and the discussion about the methods of data verification follows next.

3.8 Methods of data verification

Data verification is a twofold consideration (Berg, 2009:56). Firstly, it involves confirming or verifying that the closing remarks taken in the form of information are genuine and not forged. Secondly, data verification makes sure that the processes employed to reach the conclusions are plainly undertaken. According to Polit and Beck (2017:570), commitments to verification entail confidence in collected information, in analysis and interpretation of those collected information. Polit and Beck (2017:570) continue to say data verification is possible only when researchers are to institute verification and self-correcting procedures throughout the study.

During qualitative data verification the researcher should look for a model that is suitable to the qualitative design that ensured quality not undermining the importance of data or its role (Krefting, 1991:215) and in this study the researcher strived for rigour. Rigour refers to the quality of qualitative enquiry and is used as a way of evaluating qualitative research (Liamputtong, 2009:20). According to Lincoln and Guba (1985:288), trustworthiness or rigour of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. To ensure trustworthiness in data collection, four methods namely, credibility, transferability, dependability, and confirmability are suggested by Lincoln and Guba (1985:290) were adopted. For the purpose of the study are detailed as follows:

Firstly, credibility/truth-value refers to confidence in the truth-value of the data and interpretation of data (Pilot & Beck, 2014:323). Credibility is the term used to address activities that make it more credible that the findings were derived from the data (Wagner et al., 2012:243). Furthermore, credibility is the degree of fit between participant's views and the researcher's description and interpretations (Padgett, 2008:181). Furthermore, credibility refers to whether the participants' perceptions of the settings or event match up with the researcher's portrayal of them in research report (Ladico et al., 2010:169).

In this study, triangulation was used to ensure the credibility of data. Case study research allows for triangulation. This is because according to Rubin and Babbie (2013:109) and McMillan and Schaumber (2014:407) triangulation involve usage of various techniques of information gathering to measure one's thought. In the study, the researcher thus triangulated by using interview and focus group interviews. Through this method the researcher had an opportunity to gather rich information and source out deep understanding of the efficacy of social work supervision from the participants. Using multiple sources such as interviews and focus group interviews also assisted the researcher to develop comprehensive understanding of social work supervision from the perspective of social work supervisee. Keeping the journal throughout the interview process and documentation of other non -verbal communication will aid the research verify data for the study each day the researcher went through the audio and journal to update the information to make sure that both lived and expressed information is recorded.

Flexibility was also employed to ensure the credibility of the study. According Yin (2009:69) flexibility entails identifying the change of design through data collection and subsequently notifying the supervisor and research committee for modification. Remenyi (2014:35) adds that flexibility in the selection and use of analytical tools is important as it becomes central to focus on how the research question may be better understood and answered. The researcher in the study was flexible in the best interest of the research topic and its objectives. She was willing to make changes whenever new tools identified to be benefit the study.

Secondly, confirmability was also assured. According to Wagner et al. (2012:243), confirmability is ensuring that the findings are grounded in the data and gauging the degree of biases present to demonstrate that the data and findings were derived from events rather than being solely from the researcher construction. Confirmability is also achieved by demonstrating that the study's findings were not imagined or concocted but, rather, firmly linked to the data (Padgett, 2008:181). Confirmability further involves objectivity, that is, the potential for congruence between two or more independent people about the data's accuracy,

relevance, or meaning. (Pilot & Beck, 2014:323). In this study, confirmability was ensured by adapting the following steps suggested by Gibbs (in Creswell 2014:203):

- The researcher checked transcripts to make sure that they do not contain obvious mistakes made during transcription.
- The researcher also made sure that there is no drift in the definition of codes, a shift in meaning of codes during the process of coding. This was accomplished by comparing data with codes and by writing memos about the codes and their definitions.
- The researcher further coded the data regularly to make sure that data does not mix up.

Third, dependability was also ensured. Dependability means that the study's procedures are documented and traceable and that they need not lead to the same conclusions but should have a logic that makes sense to others (Padgett, 2008:181). Dependability also refers to the stability of the data over time and over the conditions of the study (Pilot & Beck, 2014:323). Moreover, dependability refers to whether one can track the procedures and processes used to collect and interpret data (Ladico et al., 2010:172). For the purpose of this study, the usage of two data collection methods (interview and focus group) were also ensuring dependability. The usage of two data collection methods was ensuring the authenticity of the collected information from the participants. According to Shenton (2004:71), this can be obtained by using the overlapping methods such as the focus group and individual interview. Furthermore, the following the research methodology as a guide helped the researcher to achieve dependability as argued by Padgett (2008:181) and Ladico et al., (2010:172) above. However, the researcher planned to use of an independent coder to check the consistence of recorded data and the results. The coder was to be used in order to verify the information recorded to make sure the researcher does not miss out any information. Unfortunately the researcher could not find available one at the time of data analysis and she ended up coding herself. The voice recorder that the researcher used help out with the process because the researcher could go back to listen to the recorded data to ensure that she is transcribing what the participants were saying.

Lastly, transferability was ensured in this study. Transferability refers to generalisability, not of the sample (as in quantitative terms) but of the study's findings (Padgett, 2008:181). The nature of transferability is the extent to which qualitative findings can be transferred to or have applicability in other settings or groups (Pilot & Beck, 2014:323). Transferability also refers to the degree of similarities between the research site and other sites as judged by the reader

(Ladico et al., 2010:173). In order to accomplish transferability in this proposed study, the researcher applied a detailed description of research methodology to be employed during the data collection, which is contained in this chapter 3, as advised (Polit &and Beck, (2017:164). The researcher employed the transferability during research methodology by following the available plan in detailed in data collection. The researcher followed the plan in order to give each participant chance state their view without copying others as their view.

3.9 DISSEMINATION OF RESEARCH RESULTS

Dissemination of results of the study should be a prerequisite for claiming that a study has been successfully completed and having a study published in a professional journal (Dudley 2011:281). Similarly, Berg (2009:55) posits that research dissemination is accomplished through submitting to suitable places, funders and publishing journals. The researcher contemplates disseminating the results through the dissertation and also by publishing an article in a professional journal. Another platform would be presenting the research study in a conference and in Bojanala district extended management meeting in which managers and supervisors will be present.

3.10   CHAPTER SUMMARY

The chapter discussed the research methodology followed in the execution of this study. Some of the procedures explicated range from the research design, data collection, data analysis, pilot study to data verification. It is through the research methodology that the researcher was able to conduct the study successfully. The processes of research methodology are seminal in ensuring the credibility of the study. Again, following "blue-print" assisted the researcher towards achieving the goal and objectives of the study in establishing the efficacy of social work supervision.

CHAPTER 4
DATA ANALISYS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents and interprets data obtained from the research process. The data was generated from participants using interviews and focus groups. For both data generation methods, the participants were interviewed in their offices where they are employed. The researcher analysed the data through the challenging process of moving back and forth through the scripts of information, descriptions and interpretations as advised by Merriam (2019:176).

According to Maxwell and Chmiel (2015:05), data should also be arranged and interpreted to make statements about unspoken and unambiguous dimensions and structures of meaning-making in the material and what is embodied. The researcher thus engaged in the rigorous process to bring the meaning and insight on the efficacy of social work supervision. The multiple case study design was used to compare the similarities and discrepancies of the information to make meaning out of data and further strengthen the authenticity of the findings. As indicated earlier, data was analysed by means of thematic data analyses process as recommended by Dudley (2011:258). To commence with the presentation of data, the profile on participants is presented first to help contextualise the discussion.

4.2 DESCRIPTION OF RESEARCH SITE

The study was conducted in the North West Province of South Africa, Bojanala District. The Bojanala district comprises of five municipalities. The municipalities in Bojanala district are Moretele, Madibeng, Rustenburg, Kgetleng Riviera, and Moses Kotane, (Department of Social Development North West Strategic Plan, 2020:53). According to StatsSA community survey in 2016, North West population distribution by district is as follows: Bojanala (1 657 148), Ngaka Modiri Molema (889 108), Dr Ruth Segomotsi Mompati (459 357), and Dr Kenneth Kaunda (742 821) (Department of Social Development North West Strategic Plan, 2020:19). Within Bojanala District there are five service points for smooth delivery of services to the communities. The Municipalities are divided into one hundred and twenty-two wards. The overall population of Bojanala district is 1 657 148 and each ward has approximately 135 831 residents (Department of Social Development North West Strategic Plan, 2020:32).

4.3 THE PROFILE OF STUDY PARTICIPANTS

The population of the study was all social work supervisees employed by the Department of Social Development North West, Bojanala District. Purposive sampling technique was used to determine the ultimate number of participants for the study. Bojanala District social services points comprise five service points and offices formed part of the study are Rustenburg, Kgetleng, Moses Kotoane, and Madibeng. All the social work supervisees with two years or more practice experience from the said districts were invited to participate in the study. It was understood that participants with two years and above have been exposed significantly to their work environment and as such have rich information that would benefit the study.

In the table below the researcher provides details on the profile of participants who were involved in individual interviews. The profile is derived from the biographical questions; hence the participants are distinguished in terms of their age, gender, years of experience in DSD Bojanala District, years of supervision under current supervisor and number of supervisees under the same supervisor.

Table 4.1 Biographical profile of the participants in the individual interview

Participants	Age	Gender	Years of experience working in DSD Bojanala District	Qualification	Years under supervision by current supervisor	Number of supervisees supervised by current supervisor
Participant 1	31	Female	6 years	BA in Social work	7 months	3 supervisees
Participant 2	38	Female	4 years	BA in Social work	3 years	1 supervisee
Participant 3	45	Female	5 years	BA in Social work	1 year	5 supervisees
Participant 4	43	Female	5 years	BA in Social work	9 months	5 Supervisees
Participant 5	35	Female	3 years	BA in Social work	1 year	3 supervisees
Participant 6	33	Male	7 years	BA in Social work	1 year	4 supervisees
Participant 7	35	Female	7 Years	BA in Social work	6 months	3 supervisees
Participant 8	49	Female	3 years	BA in Social work	1year	6 supervisees
Participant 9	33	Male	6 years	BA in Social work	3 years	3 supervisees
Participant 10	44	Female	13 years	BA in Social work	9 months	6 supervisees
Participant 11	36	Female	8 years	BA in Social work	6 Months	6 supervisees
Participant 12	36	Female	9 years	BA in Social work	2 years	8 supervisees
Participant 13	30	Female	3 years	BA in Social work	3 years	12 supervisees
Participant 14	30	Female	6 years	BA in Social work	6 years	2 supervisees
Participant 15	28	Female	4 fours	BA in Social work	2 years	8 supervisees
Participant 16	28	Female	4 fours	BA in Social work	4 years	6 supervisees
Participant 17	48	Female	14 years	BA in Social work	10 years	2 supervisees
Participant 18	45	Female	12 years	BA in Social work	8 months	9 supervisees
Participant 19	48	Female	11 years	BA in Social work	1 year	9 supervisees
Participant 20	34	Female	9 years	BA in Social work	9 months	1 supervisee

Participant 21	46	Female	3 years	BA in Social work	1 year	10 supervisees
Participant 22	27	Female	3 years	BA in Social work	2 years	6 supervisees
Participant 23	34	Female	3 years	BA in Social work	3 years	7 supervisees
Participant 24	33	Male	3 years	BA in Social work	1 year	7 supervisees

Twenty-four social work supervisees were interviewed: seven participants from Kgetleng service point, seven participants from Madibeng service point, six participants from Rustenburg service point and four participants from Moses Kotoane services point. From the table, it is evident that all participants are in possession of a social work degree. According to the Department of Social Development (2012:57) in South Africa, a social worker must be in possession of a four-year social work degree and all practising social workers should be registered with the SACSSP to practice as a social worker as per section 15 of the Social Service Profession Act No 17 of 1978.

The majority of participants in the study were females compared to males. Participants in studies by Sokhela (2007:55) and Veftuti (2017:53) were also largely females, which clearly confirms that there are more female social workers in South Africa as compared to their male counterparts. These findings thus evidence that social work is a female dominated profession. In terms of age, the participants ranged from twenty-seven to forty-nine years and they were also appointed permanently by the North West Provincial Department of Social Development. The age of participants in the studies by Mokoka (2016:72) and Mbau (2005:53) ranged from twenty-seven to forty-nine and from twenty-six to fifty years old, respectively. The age of the supervisee participants in the studies by Dlangamandla (2010:69) also ranged from twenty-one to fifty years old. It can therefore be deduced in this regard that there are young and possibly inexperienced social work workforce in South African who desperately require systematic supervision.

From the table, the participants have been supervised by their current supervisors for a varying number of years. The number of years that supervisees have been supervised by their current supervisor ranges from less than a year to ten years. In fact, almost all the participants, except for two, reported that their supervisors have more than one supervisee. Of the participants who reported that their supervisors had more than one supervisee, some reported that their supervisors have six supervisees, others reported seven, and others mentioned that they got eight while others reported that their supervisors had as many as twelve supervisees. It is clear in the table that there is no uniformity in the number of supervisees per supervisor in the region as these range from one to twelve supervisees. The study by Deonarain (2012:69) also verified inconsistencies in the allocation of supervisees to the supervisors.

Furthermore, focus group discussions were also conducted in the study. The focus groups were conducted to verify the authenticity of the data gathered from the semi-structured interviews. The following profile of participants that formed part of the focus groups is organised by areas and the number of participants.

Table 4.2 Profile of focus group

Area	Number of participants Male/Female	Total number of focus groups participants
Kgetleng service Point	*07*	*10*
Madibeng service Point	03	
Total		

Two focus groups were held at Kgetleng service point and Madibeng service point. A total of ten participated in the focus group interviews. It is crucial to note here that the social work supervisees who were individually interviewed formed part of focus group discussions to verify the authenticity of the information obtained during the individual interviews. The gender of the participants that took part in the focus groups is concealed in this report to protect their identity because as stipulated earlier, there are less male social workers in the South African social services sector as compared to their female counterparts and therefore publishing gender might reveal the identity of focus group participants.

Overall, comparing the profile of participants who took part in the one-on-one interviews and those who were part of the focus groups, the profile shows that a majority of social work supervisee participated in the study were females and that minimum number of males took part. This finding confirms the fact that most social workers employed by the Department of Social Development, Bojanala District mostly are women (Human Capital Management, 2020:01). The South African Council for Social Service Profession (in Earle, 2008:46) also indicates that 85% registered social workers in South Africa are women, confirming that women are in majority in social work profession than men.

4.4 DATA ANALYSIS AND INTERPRETATION

Data analysis involves reducing accumulated data to a manageable size, developing summaries, and looking for patterns Cooper and Schindler (2014:86). Consequently, in this study, for both the individual interviews and the focus groups, data was analysed by means of Dudley's (2011:258) twelve steps of data analysis. The data has been categorised into themes and subthemes derived from ten open-ended questions that were posed to the participants and are contained in the table below:

Table 4.3 Themes and subthemes

No	Theme	Subtheme(s)
1	Social work programmes rendered in Bojanala District	Ward based model
2	Perceptions of supervisees regarding service delivery	
3	Understanding social work supervision	Educational supervision Supportive supervision Administrative supervision
4	Structure of social work supervision	Contract Duration and frequency Scope of supervision
5	Supervision methods prevalent in DSD Bojanala District	Individual Supervision Group supervision Consultation
6	Challenges faced by supervisees regarding supervision	Lack of supervision Lack of support High supervisor-supervisee ratio Favouritism Poor Supervisor-supervisee relationship Lack of confidentiality by supervisors Lack of advocacy by supervisors
7	Service delivery challenges	Resource constrains Lack of office space Lake of tools of trade Lack of induction Political interference
8	Effects of service delivery challenges on supervisees	
9	Coping mechanisms for dealing with challenges	Request a meeting with a supervisor I do what I can Consultation with other available supervisors Peer supervision
10	The knowledge of supervisors regarding social work supervision	
11	The perception of participants on value of social work supervision in DSD Bojanala District	
12	The significance of supervision in service delivery	

13	The expectations of supervisees regarding supervision	Expectations for supervisors Expectations for managers Expectations for Department of Social Development

The process of data interpretation can be achieved through making connections between different components of the data in order to increase an understanding of emerging patterns (Willig, 2014:136). Furthermore, data interpretations involve acquiring knowledge about people's experiences, their thoughts, feelings, and social practices (Willig, 2014:136). The advice by Cooper and Schindler (2014:86) has been heeded in this study for both data collection methods because the researcher has made connections between the different aspects of the data. To be precise, the exact words of participants are quoted during the presentation of findings to showcase their perceptions, experiences and day to day challenges regarding social work supervision. Literature sources are also cited to corroborate the findings.

4.5 Theme 1: Social work programmes rendered in Bojanala District

The National Department of Social Development is the custodian of social work services and the majority employer of social workers in South Africa (Social Development, 2017:15). The Department provides various services to the community especially to the poor for free. The participants were asked about the programmes they are rendering to the community. Some participants in this study thus reported that Bojanala District is using a ward base model to render services to clients and that as a result of the model they offer generic social work practice, which in turn means that they render all programmes. The participants reported that their services include crime prevention, older persons, early childhood development, disability, victim empowerment, family preservation, childcare, substance abuse, gender based violence, non-profit organisation support, social relief of destress, HIV/AIDS and monitoring and evaluation as contained in the generic intervention process model for social welfare services outlined by the Department of Social Development (2009:04). There were, however, also some participants who reported offering specialised services within the ward base model.

4.5.1. Subtheme 1: Ward Base Model

Ward base model is an approach used to render integrated services to the people in the areas, i.e. in the wards they reside (Department of Health, 2018:06). In this study, the participants appeared overwhelmed by the ward base model because the model denotes that only one social worker is responsible for both the coordination of the nine programmes and for service delivery in the ward. In one of their coordination role, for instance, the

participants reported that they are expected to negotiate with either ward counsellors, schools, religious leaders, or traditional leaders to offer them office accommodation for certain days so that they can provide services to people. These are their views:

"We render services using the ward base model. Ward base means our areas are divided into wards. Every social worker has his or her own ward. So, we deal with everything within the ward whether it is disability or school social work or foster care, we do everything"

"It is a new model. It was introduced in 2016 but implemented in 2017. When I arrived, each social worker was allocated his/her own ward. It means you have your own community where you render services to. You are responsible for each and every case that comes from that area."

"We render all the programmes, all the ten social work programmes in our wards. Should I mention them? These are services to children, older persons, people with disability, support on substance abuse, services to early childhood development and others."

"A ward social worker is a social worker that is allocated a ward where you work with community. You work within the boundaries of the municipality. For instance, in Rustenburg local municipality there are forty-four wards. So, it means that each social worker should be appointed in each ward. And in those wards, you can find a township, a squatter camp, a suburb, and/or villages."

It is worth noting here that the integrated service delivery model policy of the Department of Social Development in South Africa does not clearly speak about ward base model, but they do state the provision of a basket of services to the community. In the provision of basket of services, the policies proposed an integration of social welfare with community development and social security (Department of social Development, 2005:32). It would therefore seem that in trying to abide by the policy DSD Bojanala, they introduced the ward base model in their province. According to the participants, the model was introduced in 2016 and implemented in 2017 and each social worker is responsible for all the cases and programmes of the allocated ward. Even though the model is not stated clearly in the Department of Social Development, however Department of Health is utilising the same model in which they believe that equal distribution of resources regarding health care contributes to the improvement of health and well-being of people being served (Department of Health, 2018:15).The model also assists in collaboration with other stakeholders of the community and making the work easier for service delivery. This is because it is believed that community leaders know community very well the individual cases and are therefore instrumental in connecting people with services (Department of Health, 2018:15).

Of the participants that reported rendering generic services, some were of the view that the ward base model was a stark contrast to how services were rendered previously. Apparently, in the past, the social workers were allocated tasks according to the programmes and these were coordinated by the supervisor. For instance, previously a supervisor would coordinate substance abuse and if a social worker comes across a substance abuse case, then the social worker would consult with the substance abuse coordinator, which was a specific supervisor, and the supervisor would then advise and monitor how the social worker intervenes in that particular case. One participant reported the following in this regard:

"When supervisors were still responsible for coordination of services at least there was equal distribution of caseload because if a case came in the supervisor would look at her register to say last time, I gave Jeaneth a difficult case, and this time let me give this case to another one. Unlike in your ward, if you are still dealing with a difficult case, another case can come in, and another one can come in, yoh! It is difficult."

It also emerged in the responses of the participants that they do not seem to be coping with the ward base model. Their responses on how they cope with the model were flooded with mixed feelings. The majority of participants felt that they were not coping due to the dynamics of work such as lots of social ills in communities. They have to deal with a lot of foster care cases and complicated short-term cases, and this was especially challenging for participants who work in squatter camps. According to the participants, they are expected to attend to individual cases (casework), group work and community work (advocacies) that all in all require lot of time. As a result, some participants felt that they were not providing quality services in their communities and that if they failed to focus on one area and neglected another area, such practice is viewed as underperformance. Of these participants, some further reported that they have tried to complain about the model and its challenges to their managers, but they feel as though their pleas fall on deaf ears. Some of the responses of the participants regarding these issues are provided in the following vignettes:

"I'm trying but there are lot of things that I'm responsible for and you know sometimes you just wish if it was possible then maybe you focus on one thing at a time but it is impossible to focus on one thing at a time. The problem is that the ward that I am working has a lot of social ills, it's challenging."

"No, we are not actually, we are just pushing through. We are not coping, and we are complaining about it but then they will tell you compliance and complain later. There is too much work, it is just too much. You are doing foster care, you are doing advocacies, and you are doing group work. The case numbers are ridiculous.

"No, I am not coping. Honestly, I am not because there are lot of squatter camps, they are a lot of cases like child neglect. Yoo! I am not coping".

Furthermore, the participants were of the view that the model is not working. The participants reasoned that while other workers might be overburdened with work, others might have few workloads in their wards, or other areas have more social problems compared to others, i.e. urban area versus informal settlement. The participants further shared that their dilemma was further exacerbated by complicated cases that take time to be completed and that as a result of prolonged engagement required some complicated cases are left unattended because some social workers lose focus. The following statements represents how participants expressed themselves.

"We find most social workers are overworked. For instance, for me, there is a lot of crisis cases or short-term cases I deal with."

"Sometimes you will find that I take long to finalise short term cases that have been referred by the school. This is because while you are still trying to focus on this case, there will be another case that will need your attention and you will leave that one and attend to this one. So, I do not think I am doing justice to my client."

During the focus group discussions, the participants also complained about the model. The participants reiterated the challenges they experience with the model. The participants in the focus group cited lack of resources as a major challenge that hinders the ward base model. The following response represents the views expressed by focus group participants:

"The ward base model could have been nice if we were fully resourced. If each one had a car... I think maybe we could render better services but because we share cars, we cannot. If they say we are supposed to bring portfolio of evidence for all nine programmes and that time you do not have a car to go to that meeting, you are forced to cancel the meeting and your performance goes down as if you did not do any work, your performance goes down."

The findings established that there were also other participants who were specialising. These individuals mentioned that they were only doing crime prevention, working for a non-profit organisation (NGO) and conducting monitoring and evaluation (M&E). Crime prevention is a specialised programme that deals with people in conflict with the law. Crime prevention practitioners work with individuals of all ages, from children to older persons. The primary services in crime prevention include negotiating lighter sentences for both young and older offenders. NPO support activities include assessment, registration, and monitoring compliance of the NPOs. On the other hand, those practitioners who work with NGOs facilitate funding from DSD to the deserving non-profit organisations while those in monitoring and evaluation provide an oversight to the Department of Social Development

by monitoring and evaluating the performance of service points. They also assess the quality and compliance of services that are provided to communities. The participants' views were short and brief in this regard:

"Crime Prevention"

"NPOs"

"Monitoring and evaluation".

Programmes such as non-profit organisation support, monitoring, and evaluation and crime prevention are distinguished from the mainstream of ward base model. These programmes are not characterised by wards and social workers rendering theses services. The social workers attached to a specialised programme are focused on one program that allows them to learn, reflect and perfect their skills in that area and supervision can help them to activate their strength in providing the best services to the client because they are focused on one thing unlike those responsible for ten programmes. On the contrary, social workers who offer generic services are overworked, lack resources, and invariably have high caseloads as observed by Gunda (2018:160) and Wynne (2020:60). The generic social workers thus need to be supervised more frequently and closely because they need support to help them deal with strain that comes with the nature of the work such as dealing with abused and abandoned children and youth (Vetfuti, 2017:57).

Overall, the participants reported several challenges regarding the ward-based model. It is evident from the discussion that the participants are not coping with the model. The participants, who are social workers on the frontline stated that the ward base model distorts and disrupts the idea of specialisation in the sector, scatters the resources, and creates more challenges that leave them confused. Moreover, it was pointed out that supervisors lack responsibility in the wards in terms of accounting for the areas that they serve because everything is placed upon social workers. Consequently, the model is perceived as ineffective because it brings along more work as they are required to tackle all the social ills in their respective wards. Participants in studies by Mboniswa (2005:68) and Mokoka (2006:96) also reported that supervisees had high workloads. Their findings indicated that social work supervisees suffer from burnout and work-stress due to high caseloads and performing the same duties for long. From the discussion, it can therefore be deduced that social workers in Bojanala District are on the brink of burnout emanating from work.

The issues such as scarce resources, unmanageable workloads and counterproductive working conditions of supervisors and supervisees may also hinder the execution of supervision (Engelbrecht, 2012a:13). Ideally, echoing Davys and Beddoe (2010:48), there should be development of a safe environment, which justifies an approach to errors and

vulnerability as learning opportunities rather than disciplinary occasions. The researcher is of the view that some of the challenges of supervision in Bojanala District could be handled better if practitioners were given a platform to voice their challenges and if these were immediately addressed. According to Engelbrecht (2014:132), in strength-based approach, the supervisor should operate at the level of facilitation and partnership. The author is also convinced that it is through such a platform that supervisees can voice their challenges, thereby generating a true sense of ownership since both the supervisor and supervisee have a say in the supervision process.

4.6 Theme 2: Perceptions of supervisees regarding service delivery

The participants reported that the Department of Social Development in Bojanala District is target-oriented rather than being concerned about the quality of work rendered. Apparently, they have set high targets, which compromises the quality of work because practitioners become fixated on achieving targets instead of following social work processes in their intervention so as to make meaningful impact in people's lives. According to the participants, because most of services that social work is providing are expressed needs, it becomes difficult to have targets because one cannot know how many people need a particular service. Here are some of their views:

"I feel that now Department of Social Development is mostly chasing numbers, numbers, numbers, targets, targets and a ridiculous number of 300 people in a month. You are expected to see 300 people in a month and also to do advocacy for substance abuse. I love advocacy but the numbers are impossible, you end up producing fake results because now they are seven programmes in each program, I must give some sort of statistics of people I saw in each programme and also, each program has its own targets".

"We are working ten programmes and each program has its own targets. Indicators in each program also have targets. You find that one program, for example older persons, has got maybe five indicators that has to be performed and I have to perform those targets. In my quest to achieve the targets I end up providing sub-standard work which does not have any impact on the clients' lives.

The following view of one of the participants in the focus group corroborates the views above:

"You have ten programmes to run, and each program has its own targets. For instance, older persons have about five or six indicators that we have to perform and each indicator has its own targets and at the same time you have other programmes, which also have targets and as long as you have reached targets no one cares how you reached it or

whether you intervened appropriately, the important thing is to reach the targets. It is sad because in my heart I would know that I did not do justice to the beneficiaries."

It is clear that in Bojanala District targets are used to measure the performance of social workers and the participants found this troublesome. This fixation with targets may also have implications for supervision because it means supervisors also concentrate on how many targets have been achieved rather than helping practitioners to achieve the targets. Chibaya (2018:102) states that the focus of supervision has shifted in a way that more attention is given to targets and that there are no longer attempts to develop the limitations of the supervisees in supervision. The study by Cock (2008:111) attests to the fact that there is an increase in the caseloads of social workers and as such social workers no longer provide satisfactory services to the clients. Based on the findings, it can therefore be deduced that supervisors may be challenged in their quest to empower the supervisees because supervisees are bogged down by targets.

4.7 Theme 3: Understanding Social work supervision

Social work supervision is essentially a relationship between two people, with the aim of improving social work practice and outcomes of service users (Wannacott, 2012:14). The reciprocal relationship affords the supervisor and supervisee an opportunity to exchange information, knowledge, and skills. Participants expressed different understandings of social work supervision. According to the participants, supervision can be defined as a relationship between an experienced worker with the less experienced worker and that a supervisor is someone conversant with different areas of service delivery because they will need to advise on different challenges. The participants also described supervision in relation to the functions of social work supervision and as such their discussion is categorised into the subthemes detailed below.

4.7.1 Subtheme 1: Educational Supervision

The participants who described their understanding of social work supervision as educational reported that social work supervisors are mentors, educators, and guides. Educational supervision was viewed by some participants as a platform to share information, update, and consult regarding complex cases and provide quality assurance, and create opportunity for the supervisee for workshops and training. Moreover, the participants also reported that educational supervision entailed them receiving guidance especially on legislative frameworks relating to their work. The views of the participants are affirmed by Davys and Beddoe (2010:19) who state that educational supervision provides a platform for both the supervisor and supervisee to learn and grow because it is a

specialised field wherein practitioners are engaged throughout the course of their careers, irrespective of experience or qualifications. Below are remarks of some of the participants:

"What I understand by social work supervision is that a supervisor should provide guidance to supervisees on issues that maybe they have not come across and they are not sure how to engage with those unfamiliar issues that they have come across"

"I'm expecting my supervisor to mentor me, to give me opportunities to attend workshops and training to increase the knowledge because times are changing, I need to be up-to-date with what is going on in terms of policies."

"Social work supervision involves having educational sessions. During educational sessions we revisit the acts or regulations that we are using like the Child Justice Act, supervision manual or guideline and all those things when you are having a challenging case. You can go to the supervisor and consult with her and you can share the ideas."

The cohort of participants in the focus group also explained their understanding of supervision by citing what educational supervision entails. One of the focus group members reported the following:

"In a situation where a supervisor needs to, for example, assess my work, she needs to offer me educational support."

This vignette confirms the view of various authors including those of the Department of Social Development (2012:25) and Potter and Brittain (2009:26) who report that educational supervision is about teaching supervisees the knowledge, skills, and attitudes required to execute the daily duties and assisting supervisees to assimilate these features into everyday practice. Participants in one study by Mokoka (2016:93) also indicated that educational supervision empowers, supports and guides. It is therefore verified in this study that educational supervision is critical because knowledge, skills and attitudes contribute significantly to the performance of social work duties.

The educational function of social work supervision fits within the strength-based approach in which both supervisor and supervisee are involved in education and they learn from each other (Engelbrecht, 2014b:133). The researcher is convinced that social work supervision should be a learning platform where new skills are realised and when that platform is created it becomes easy for them to learn from each other. When supervisors offer educational supervision to subordinates, it can be said that they are collaboratively supported.

4.7.2 Subtheme 2: Supportive supervision

The participants viewed supportive supervision as a way of safeguarding practitioners from violent clients, supporting them to reach their work objectives, ensuring that they are coping with their workloads, offering moral support, giving support when experiencing personal issues and even referring them to Employee Assistance Programme (EAP) when a need arise. Jacques' (2014:164-5) assertion that supportive supervision reinforces ego defences and enables the worker to manage job and life related stress and tension confirms the views of the participants whose views are presented verbatim below:

"I think social work supervision is when the supervisor ensues that his or her supervisees are coping with the work that they are doing and assisting them to do their work properly by providing them with support in everything that they are doing in their work."

"Supervision entails providing support because sometimes I get challenges regarding my clients who are maybe violent or angry. Then I discuss some cases that seems to be difficult or critical or complicated with my supervisor to get clarity or discuss the route I should follow when rendering services to the clients."

"My supervisor sometimes gives me support in terms of my personal problem that affects my work performance, especially if I am unable to cope with work"

The findings of this study confirm those of Howe and Gray (2013:05) who concluded that supportive supervision involves working with the supervisee to unpack the personal and emotional impact of engaging professionally in highly complex and distressing situations. Davys and Beddoe (2010:29) also endorse the logic that supervision assists supervisees to bring about awareness and assurance when they encounter difficulties in their work environments. Against this backdrop, it is deduced in this study that social workers need to be supported through supportive supervision that encourages and relieves practitioners from pressures of their day-to-day work. Furthermore, the researcher is of the view that when one executes work knowing that they have the backing of their supervisors, the knowledge reinforces their strength and attitude in a positive way and consequently they perform better. The supportive function of supervision is also crucial because it is strength based. According to Engelbrecht (2014b:133), in a supportive supervision context, the supervisor and supervisee strive to meet each other's needs instead of maintaining a system of control. The supervisor and supervisee in turn establish a meaningful relationship, which ultimately benefits the service users. Furthermore, supervisors can support social work supervisees by offering administrative supervision to them.

4.7.3 Subtheme 3: Administrative supervision

There were participants who attributed social work supervision to administrative chores in the study. These participants reported that supervision is an administrative undertaking wherein the supervisor oversees, monitors, evaluates, and canalises their work files. Kadushin and Harkness (2014:25) and Howe and Gray (2013:05) concur that administrative supervision is a managerial function wherein supervisors are concerned with principles, quality of work and accountability, checking the progress of assigned jobs and managing of social workers within the workplace procedures. The participants in the study shared the following responses:

"Supervision involves administration. In administration she or he (supervisor) will be monitoring everything that you do, everyday activities. When it comes to administration we usually submit the POEs (portfolios of evidence). For instance, after doing a campaign one submits the POE to the supervisor who goes through the files and checks if everything is ok"

"My understanding about social work supervision is that it provides professional oversight so that the social worker can render services in line with the policies of the Department and that the social worker adheres to the norms and values of the social work profession. Oversight means to ensure that you are doing your work and the work is up to date, that you are doing your cases, you are actually doing home visits. It ensures that you are actually doing all work that is related to the ten programmes."

The participants in the group discussion concurred with the above sentiments and pointed out the following:

"I think social work supervision is a form of structuring work in the sense that the supervisor checks whether the work is done and properly. It is formalised so that there is an overseer that will oversee what the social worker is doing."

Participants in a study by Wynne (2020:75) also made reference to administrative supervision. They reported that supervisors spent most of their time canalising reports rather than performing other duties such as checking quality and assessing completed tasks. Parker and Doel (2013:154) affirm such a position when they state that administrative supervision ensures that the organisation's mandate is achieved and that the clients benefit from service. From the discussion, it seems as if administrative supervision is important to ensure that work is orderly and that there is quality in the work rendered to clients.

From the preceding discussion on administrative, educational, and supportive supervision, it can therefore be deduced that participants have a clear understanding of what social work

supervision means. The participants described in detail what each function contributes to the end goal of social work supervision. This discussion was particularly important because, echoing the Department of Social Development (2012:24), for the supervisor to successfully promote effective service delivery and professionalism in the social services sector, a supervisor should have the ability to execute administrative, educational, and supportive functions.

To further determine the comprehension of participants regarding social work supervision, participants were also asked to explicate their understanding of the structure of social work supervision as detailed in the theme below.

4.8 Theme 4: Structure of social work supervision

The participants reported that supervision in Bojanala District was structured. According to the Oxford Advanced Learners' Dictionary (2010:1582) a structure is a complete element that is composed by different forms. The factors that shape the structure of social work supervision in Bojanala District, from the viewpoint of participants, include the contract, duration and frequency, and scope. The participants were also of the view that even though supervision in Bojanala District is structured, agreed upon and scope provided, supervision is not carried out as planned. The participants attributed the deficiencies to supervisors being too busy to supervise and to supervisors having too many subordinates (supervisees). The discussion of the structure is thus explicated by discussing the three factors, that is, contracting, duration and frequency, and scope in detail underneath.

4.8.1 Subtheme 1: Contract

Some of the participants reported that they sign a formal contract with their supervisors at the beginning of each financial year. In such contracts, the duo apparently meet to discuss what include in their contract, and they also develop a work plan. In the same vein, some of the participants reported that they did not follow the contract during the course of the year. The contract is apparently valid for a year. The participants shared the following views with regard to contracting:

"With my supervisor we do the planning annually and then we sign the contract for a year."

"We actually agree regarding the meetings. At the beginning of every year we sit and discuss how often we will meet."

"We usually sit and we have agreements or supervision contract…we also draw the supervision plan"

Participants in the focus group interviews shared similar sentiments regarding the supervision contract that is signed between practitioners and their supervisors.

"Supervision is planned at the beginning of a financial year. The supervisor and supervisee sit together and have a plan as to how are they going to have supervision sessions."

As alluded to earlier, there were participants that also reported that the supervision contract was not followed during the course of the year. This category of participants reported that the signing of the contract is completed to comply with statutory requirements, and not because it is a plan that would be followed through. Two participants shared the following in this regard:

"Yes we sit and do the contract but we do not follow it afterwards."

"We do make a schedule for supervision, but we don't follow through on those schedules. Supervision takes place haphazardly. You will be busy with something and then you see your supervisor comes. For instance, maybe there is a report that is delayed, that you were supposed to submit a day before, the supervisor would come. Sometimes the supervisor comes to give you an instruction of an urgent case and then you have to leave what you are doing and then you have to focus on what the supervisor has asked you to do… so, I will say supervision is not satisfying actually."

The focus groups' sentiments in relation to the above are as follows:

"I will not say that I am being supervised honestly, the only time is when I see supervisor is when I am having a challenging case, which we have to discuss. That is supervision. We never have a day where we discuss may be other things but when I have a case or maybe I did not handle a case accordingly that is when I am been called and corrected… that is supervision for us. We do not have supervision unless may be if they get a correspondent from the district that we must submit supervision contract that is when they call us to sign the contract. It happens once a year."

The significance of a contract in social work supervision is also emphasised by Field and Brown (2016: 69,136) who contend that a contract should recognise that a supervisor and a supervisee have rights and responsibility in order for supervision to be operational and real and that the contract can be verbally revisited on each session. Tsui (2005:136) concurs and emphasises that the contract is pivotal and that without a contract expectation, boundaries and objectives of the supervisor will differ from those of the supervisee. Howe and Gray (2013:08) add that a contract cannot be presented as a form of compliance over which a supervisee has no control as such would be a bad start to the supervisory relationship.

Unfortunately, even with this overwhelming evidence of the significance of the supervision contract, the narratives by participants above indicate that the supervision contract is rarely

followed. Participants in one study by Wynne (2020:70) also reported that their supervisors do not follow through on the supervision contract because participants sign a contract as a form of compliance.

It can therefore be deduced from this discussion that that a supervision contract is imperative and a prerequisite for social work supervision and that what is agreed on the contract must be given attention by practitioners and their supervisors. This means that supervision cannot be one-sided nor selective where supervisor is only concerned with completed files. The contract is basically intended to ensure that all the work of the practitioner should be assessed, monitored, and given the attention it deserves so that clients receive satisfactory services. It is therefore pivotal that the supervisee and supervisor make time for supervision and become consistent in their engagement.

4.8.2 Subtheme 2: Duration and frequency

Duration for supervision refers to the timeframe spent on the actual task of supervision. Frequency also means the interval planned to conduct supervision. Duration and frequency are pivotal for social work supervision as this affords the supervisee and supervisor the opportunity to learn and grow. In this study, some participants stated that their session takes an hour while others reported that their supervision sessions may take more than that. With regard to the frequency of supervision, there were participants who reported that they have supervision session once a month while others said once in three months. It was thus apparent from the views of the participants that the frequency and the duration of supervision varied from one supervisor to the next. Below are the views of the participants on the issue:

"We have formal supervision sessions monthly. During the session we usually discuss my challenges and come up with a developmental plan to address them. However, if at any time during the month I come across difficult cases I do call her for assistance."

"We meet quarterly. However, whenever you encounter a case that is difficult you can knock on her door …."

"Sometimes the session takes hours and as a result you know it is your supervision day you do not make appointments."

Participants in the focus group discussions shared the following concerning duration and frequency of supervision:

"We plan it. We sit together and agree as to how many sessions we will have a quarter."

"We usually take an hour depending on what we are discussing"

Data provided by participants above suggest that there is no consistent period in terms of the frequency and the duration of social work supervision. Some of the participants voiced out that they attend supervision weekly, others reported monthly while others reported quarterly and the duration of the sessions varied according to the need. Furthermore, it is also evident in the discussion that oftentimes even though there are pre-arranged supervision sessions between the supervisor and supervisee, supervisees still consult with their supervisors when a need arises. In terms of duration, it is estimated to be an hour or so.

It is thus resolved in this study that consistency on duration and frequency is important because it will help supervisees address their challenges whilst at the same time assisting supervisors to achieve organisational goals, which will in turn result in effective supervision. Findings in studies by Wynne (2020:60) also emphasised that there should be a formal structured supervision in which duration and frequency are clearly stated and observed all the time. Engelbrecht (2019:180) affirms the significance of the duration and the frequency of supervision and warns that supervision sessions should exhibit some flexibility because they often affect the development and quality of supervisory relationship. Tsui (2005:133), similar to what has been established in this study, states that the duration and frequency of the supervision is determined by the supervisor in consultation with the supervisee and the Department of Social Development (2012:27) adds that the level of experience of the supervisee, the complexity of the work being supervised, the number of hours worked should also determine the frequency supervision and the duration of sessions.

4.8.3 Subtheme 3: Scope of supervision

In this study the participant's experiences with regard to the scope of supervision varied. There were those supervisees whose supervision sessions have an agenda, they discus work plans, discuss challenging cases and are elaborately guided on how to deal with the challenges, discuss policies and legislations, and minutes are kept while others reported that their supervision sessions only focused on the performance or monitoring of court orders. Some of the participants shared the following regarding the scope of supervision:

"My supervisor often says that I should note some of my caseload, my short-term cases and that we discuss problems I have encountered with each case. We also discuss how far I am with each case. She often asks me the following: are you coping, where do I need help? Can we involve another social worker?"

"Mostly when we meet the purpose is to help me with how to write a good report for group whilst regarding individual work it's all about support to check whether my work is in line with the work plan so that I am not left behind."

"We discuss my work plan in terms of how far we are with regard to my different key areas. Also, we discuss challenges, that is, if I am encountering challenges in terms of implementing my work plan. We then discuss with the supervisor how we are going to overcome those challenges."

The focus group discussion consolidated the views shared by the participants above:

"We mostly talk about my client workload. We focus on my coping strategies, what I am lacking behind and how best she can assist me. We also discuss the difficult cases, she will also ask me how I am going to handle them, and what kind of help or support I need from her."

From the discussion, it is evident that some supervisees and their supervisors do indeed set up the agenda for supervision sessions. Davys and Beddoe (2010:94) supports this approach and emphasise that the setting of an agenda is important during supervision as it allows learning and reflection by the supervisee. Engelbrecht (2019:1180) concurs in stating that the agenda provides opportunities for the development of strengths and competencies of the supervisee and subsequently promotes the worker's work-related knowledge, skills, and values. Engelbrecht (2019:180) further stresses the importance of setting a supervision goal and defined outcomes based on the supervisee's personal development plan.

Overall, it can be deduced herein that there is a need for structure in social work supervision. Participants in studies by Vetfuti (2017:87) and Mokoka (2016:88) also attest to the importance of structure in supervision. Participants in the study by Vetfuti (2017:87) shared that it is imperative to have consistency, frequency in the structured supervision. According to Carpenter et al. (2015:02) supervisee learn through consistent, structured supervision with a supervisor. To add, the researcher is of the view that structure in supervision is important for organisations to avoid interruptions and chaos and needs to be followed and that failure to follow through the structure may cause frustrations for practitioners, may hinder supervision and adversely affect services provided to the clients.

4.9 Theme: 5 Supervision methods prevalent in DSD Bojanala District

The supervision framework for the social work profession dictates that a variety of supervisory methods should be adopted by supervisors to meet different needs of social workers (Social Development, 2012:28). This was found to be the case in the Bojanala District because participants reported being subjected to different types of supervision. The information provided by participants, shows that supervisors render individual supervision, group supervision, and consultation. The methods identified during data collection are discussed as subthemes below:

4.9.1 Subtheme 1: Individual Supervision

The participants in Bojanala District reported that one of the methods used to supervise them is individual supervision. Individual supervision is a formal and prearranged one-on-one session according to Wannacott (2012:650) and Tsui (2005:23). Below are words of participants on their exposure to individual supervision:

"*We do individual supervision***"**

"It is face-to-face supervision, individual supervision".

Majority of participants in the study by Silence (2017:83) also reported that the supervision commonest method is individual supervision. According to the participants in Silence (2017:83) the benefits of individual supervision promote work and personal growth. According to Wannacott (2012:65) individual supervision provides consistency, predictability and regularity and is also most likely to facilitate a development of a positive working relationship. Individual supervision also promotes personal growth of the supervisee because it is comprehensive according to the Department of Social Development (2012:28). On contrary, most participants in Muinjangue (2006:54)'s findings could not benefit from individual supervision as they were not regularly and formally supervised. This is because their supervision sessions were few and far between. The researcher believes that individual supervision enables the supervisor and supervisees to know each other's strength and weakness. When the supervisor knows the strength of the supervisee, they often know what to assume in their interaction with the supervisee. The supervisor also has a good inclination on how to help the supervisee improve on their weaknesses. Lack of supervision is becoming a crisis because participants in the studies by Mokoka (2016:91), Wynne (2020:60); Deonarain (2012:74); Silence (2017:83), Monosi (2017:26) and Vetfuti (2017:66) also voiced that they are not either not receiving supervision or that supervision is compromised.

Individual supervision, however, is not the only method employed by supervisors in Bojanala District. According to participants, group supervision is also employed by supervisors. This is because group supervision is usually deployed to complement individual supervision (Department of Social Development, 2012:28)

4.9.2 Subtheme 2: Group Supervision

Group supervision entails comprehensive actions which include scheduling seminars, group gatherings and case discussions (Tsui, 2005:118). Wannacott (2012:64) concurs that group supervision can be regarded as group case discussion. The participants thus reported the following with regard to their exposure to group supervision:

"I am exposed to a group supervision ……."

"Sometimes my supervisor conducts group supervision with us. He calls the whole cluster to come together for supervision."

Group supervision is very important because it encourages critical thinking and is an important support mechanism (Wannacott, 2012:64), which affords supervisees an opportunity to share relevant learning experiences and provides access to more knowledge than supervisor alone could provide according to Weinhback and Taylor (2011:219). Group supervision is a necessity because according to Kirst-Ashman (2013:109) in an environment of work a good supervisor can be valuable in assisting the supervisees do their work effectively. There are also disadvantages to utilising group supervision. This is because in some instances, group supervision might exclude or leave group members in the group discussion as other members might be shy to raise their concerns in group meetings (Wannacott, 2012:64). It can thus be construed from the discussion that there is value in the utilisation of group supervision in social work such as encouraging critical thinking, learning and complementing individual supervision. It can also be inferred from the preceding discussion that group supervision allows workers to share good practice and is useful for exposing supervisees to new trends. In the same token, it is vital that supervisors are mindful of the fact that group supervision may also create a gap wherein individual matters may be overlooked in the interest of the group.

These findings are thus contrary to the findings by Mokoka (2016:91) because the social work supervisee participants in Mokoka (2016:91) did not understand what group supervision focused upon. This was because they were not exposed to group supervision by their supervisors; instead they reported having been exposed to consultation or peer supervision. In this study the participants also reported exposure to consultation.

4.9.3 Subtheme: 3 Consultation

There were participants in this study that reported exposure to consultation. The supervision framework for social work profession in South Africa describes consultation as an act of supervision that is determined by arrangement and review between supervisor and supervisee on an advisory basis conducted on request by the social worker (Department of social Development, 2012:19). The participants thus shared the following regarding their exposure to consultation:

"I am exposed to consultation and group supervision".

"I have been supervised by means of consultative supervision and individual supervision"

"It can be consultative supervision"

The views above confirm that other participants in Bojanala District are placed on consultation by their supervisors. The findings in the studies by Wynne (2020:91) and Mokoka (2016:91) verify that some of the participants in their studies were also consulting to their supervisors for supervision. Ironically, in this study, some of the participants placed on consultation are still new in the profession and this is against the consultation requirements prescribed in the supervision Framework for Social Work Profession by the Department of Social Development (2012:44), which states that a social worker can be placed on consultation basis when the social worker has been supervised three years on a by fortnightly basis and completed three years assessment done by the supervisor. The researcher noted that other participants are new and would therefore not have qualified for consultative supervision as prescribed (see Table 3.1).   Against this backdrop, one therefore wonders if supervisors are aware of the requirements for supervision through the consultative route.

4.10 Theme 6: Challenges faced by supervisees regarding supervision

Supervision of all social workers is mandatory, and it is the responsibility of the employer of a social worker to appoint a supervisor who takes primary responsibility for the supervision (Department of Social Development, 2012:42). de Groot (2016:39) declares that supervision in social services is in a serious state of crisis. As per de Groot's proclamation, supervision in Bojanala District is also not without challenges. According to the participants the challenges they face include lack of supervision, lack of support, high supervisor-supervisee ratio, favouritism, poor supervisor-supervisee relationship, lack of confidentiality by supervisors and lack of advocacy by supervisors. The challenges are categorised and presented as subthemes below.

4.10.1 Subtheme 1: Lack of supervision

Participants in the study observed that supervision of social workers is compromised. There were participants who reported that supervisors do not have proper time for supervision and that supervisors fail to honour or forget supervision appointments and supervisors do not want to get involved in the day-to-day social work activities to help supervisees. Apparently, other supervisors do not conduct supervision but only conduct performance assessments with employees as a tactic of compliance. The replies of some of the participant word-for-word are as follows:

"Supervision is not done accordingly. There is a supervision framework that stipulates how supervision needs to be carried out by the supervisor but we do not follow it. We meet only when there is a need, for instance, if there is report that is needed that's when we meet."

"Time is a challenge. We hardly have time to discuss. If there is a case that I am having difficulties with, we communicate. Sometimes, if we are due for a supervision session you find that she is needed somewhere else and I'm also held up somewhere and as a result we hardly communicate."

In agreement with above responses in the focus group discussion one of the participant stated the following:

"Supervisors do not want to do anything. They claim to have a lot on their plate. So, we cannot really rely on them with many things because we know we are not going to get assistance from them."

The views of the participants above confirm that there is lack of social work supervision in Bojanala District. From the views, it seems as though supervisors claim to have too much to do and as a result proclaim not to have time for supervision. Participants in the study by Monosi (2017:26), Muinjangue (2017:26) and Vetfuti (2017:66) also reported lack of supervision by their supervisors. They attributed the lack of supervision to the following reasons: distance between supervisor and supervisee, lack of supervisory knowledge and training, work overload of supervisors, and lack of supervisors. This is the case even though "supervision is significant in social work practice and it is mandatory for social work practice" (Social Development, 2012:42).

It is concluded in this study that that the challenges that social workers are experiencing relating to supervision will become a stumbling block to receiving supervision if left unresolved. Consequently, echoing Calder and Archer (2016:53), one mechanism that can be used to respond to poor and inconsistent supervision is to ensure that social work supervisors are trained on how to offer effective supervision.

4.10.2 Subtheme 2: Lack of support

The participants cited lack of support as one of the major issues that they experience in Bojanala District. There were participants that reported feeling neglected by their supervisors because when they report challenges to supervisors they rarely give solutions or suggest advice while of those who do receive advice reported receiving unsatisfactory feedback from supervisors. The following reactions confirm their views:

"I think lack of support brings a problem to our supervision sessions because I share my problems and frustrations with her expecting her to guide me or solve them, but she doesn't. She escalates my problem to her manager, but it seems the manager is always failing her also because she never recommends anything. So, I do not know between my supervisor and her manager who is failing who. The department is failing us."

"Lack of support to assist me with my cases. For instance, I was once sick for two weeks and I came back from sick leave to find my work waiting for me. I think if the supervisor were providing me with support, she would ensure that even though I am not at work, work would continue. For instance, she can ask a colleague that does not have a lot of cases to assist me with my files. I'm talking of foster care files because the foster care orders have set date for lapsing and if they are not renewed, they will lapse."

The reaction of one of the participants in the focus group discussion regarding lack of support is as follows:

"When my supervisor accompanies me to handle a difficult case, she waits in the car… yes that's her support. I end up facing that case alone; I end up doing everything alone while she is waiting in the car, seriously!"

Reflecting on the views of the participants above it can be deduced that some of participants in Bojanala District are offered inadequate support by their supervisors. It seems supervisors do not provide the concrete help that participants anticipate. It is therefore critical that supervisors and supervisee should specify their expectations of each other in the supervision relationship. It is also recommended that supervisors should offer planned supportive supervision to the participants. This is because supportive supervision can be used as an instrument that protects the supervisees from the harmful effect of the working challenges (de Groot, 2016:39). The supervisor during the supportive supervision session will also help the supervisee to clarify their personal and emotional impediments, because social workers are engaging professionally in highly complex and distressing situations (Howe & Gray, 2013:05) daily.

4.10.3 Subtheme 3: High supervisor-supervisee ratio

Most of the participants indicated that there is high number of social workers attached to one supervisor and that makes it difficult for efficient supervision. The workload of the supervisors is apparently compounded by the fact that there are some supervisees with two wards wherein one of the ward can comprise of one or four areas depending on the demarcation of the municipality and by the fact that some areas are quite complex as they are characterised by squatter camps where social ills are predominant. As a result, supervisors are unable to afford supervisees the attention they need to deal with day-to-day tasks associated with their work. Supervisors are thus reported to be overwhelmed by their responsibilities. The participants' expressions on the ratio is as follows:

"I think the ratio is too high. I mean honestly, they must relook at the ratio of the supervisor-supervisees because supervisors also have administrative duties. The Department needs

to relook the administrative tasks and where possible they should give some tasks to admin assistants so supervisors can be able to have more time to assist us with work challenges."

"Imagine, she is supervising eight of us. Sometimes all eight of us want her and she is all alone. You know sometimes it is like survival of the fittest, whoever can be audible enough or maybe quick enough would be the one receiving assistance. So, I think the ratio should be revised"

The Department of Social Development (2012:43) promulgated a ratio of 1:13 supervisor-supervisee ratio where a supervisor's key performance is supervision and a ratio of 1:10 if the supervisors' key responsibility is supervision of supervisees located in a different office from the supervisor. In this study, except for two supervisors who are supervising twelve supervisees, most of the other supervisors are supervising supervisees below the recommended number and yet they are apparently overwhelmed. From the study, it also seems as though due to varying social ills in communities the 1:13 or 1:10 ratios are burdensome for supervisor to handle. According to the participants in one ward a supervisee could be responsible for more than one area and that in some instances some supervisees are working in more than one ward hence supervisors get extremely overwhelmed. The findings by Monosi (2017:29) and Vetfuti (2017:68) also confirm this matter where the supervisor-supervisees ratio is too high, making it difficult for supervisors to conduct formal and structured supervision. Therefore, against this backdrop it is recommended that a review of the supervisor-supervisee ratio is essential to assess its relevance and applicability in the sector.

4.10.4 Subtheme 4: Favouritism

Some of the practitioners mentioned favouritism as a menacing challenge. They reported that supervisors do not treat them the same, they apparently prefer and protect some supervisees over others. Participants in the group discussion also confirmed the favouritism challenge. The following is the response of one of the participants:

"My supervisor does not treat us the same. She is little bit biased in terms of workload distribution. Some people get more work and others are shielded. So, yes, there is some sort of favouritism".

One of the participants in the focus group discussion indicated the following:

"We are not treated fairly. I will make an example that there was someone in our cluster who went on maternity leave and then we sat in a meeting and discussed who was going to help with the files. We could not ignore the files because clients will still require assistance. There was complaints from the cluster that the social worker's files are not up

to date and why did she not complete everything because she knows that she is going for maternity, but because we all know that you cannot do everything, some of us decided to help, I think it was three of us who helped with the files. Our supervisor did not reprimand the colleagues who refused to assist. Currently there is another colleague due to go on maternity leave. When we discussed the workload distribution those of us who helped last time should back down and let those who did not assist should step-up and assist but our supervisor said we should all assist. We felt like she favours them over us."

From the responses, it emerged some of the social work supervisees feel side-lined by their supervisors. Shaw and Keeler (2019:30) indicates that supervisors should treat all employees fairly and equally and be as neutral as possible. It is the view of the researcher that treating subordinates equally makes them feel valued.

4.10.5 Subtheme 5: Poor supervisor-supervisee relationship

The reaction of supervisees regarding their relationships with their supervisors was flooded with mixed reactions. Some of the participants indicated that they have good relationships with their supervisors. They reported that they can exchange knowledge and that where there are misunderstandings they are able to address them. These participants responded as follows:

"It is a professional relationship. It is good, we are able to engage on the phone depending where I am at that time. So, our relationship is good honestly. There are no challenges"

"Our working relationship is a work-based relationship. If there is no a problem between us that is work-related, we address it".

There were also participants who reported having a poor relationship with their supervisors. According to the participants, the poor relationship is caused by their closed-minded supervisors who bully and threaten them. The supervisees are apparently also intimidated when they are not able to reach targets. Other supervisees believe that the threats that supervisors make do not come from them but from senior managers and that this has become a culture where everyone threatens the employees. The following are the responses of the participants:

"Sometimes when we do not agree on something, she would be like no it's not me, they have told me to give you guys, so it is an instruction from above there is nothing I can do. Sometimes she will be like it is what it is, I cannot do anything about it and says do it, you will complain later."

"If I do not submit my weekly plan to my supervisor she would say, so and so at the district wants you to do this. For me it is like she is subjecting me to bullying."

"The threats that supervisors make are actually not from them. When they go to management meeting the language that is used there is the language of threats. The supervisors are told that they are going to be charged if they do not do what is required. This is similar to the issue of High Court orders, if you miss the date you are charged. We have seriously been threatened, they tell us that they are going to charge us if we do not] comply …"

The participants in the group discussion concurred on the prevalence of poor supervisor-supervisee relationships in Bojanala District as captured in the following statement from one of the research participants:

"Just to add on what my colleagues have said it also comes to a point of intimidation when you don't reach your targets. They threaten us by saying that you are not going to go on leave because you have not reached your targets. So, we are no longer being supervised it's like we are bullied because we want to reach numbers, we no longer care about the people that need our services. We do not have time for clients, but we are pushing numbers so we can be able to reach our targets because they must get numbers at all costs."

There were other participants who also reported that the poor supervisors-supervisee relationship is perpetuated by the emotional outbursts of the supervisors. Apparently, supervisors sometimes scream at supervisees in the corridors. The participant described the supervisor's behaviours as emotionally abusive supervision. According to participants, emotionally abusive supervision is frequent when supervisors explode with anger over something without having facts over it. One of the participants in the group discussion shared the following:

"There was a time I nearly fought with my supervisor. This was during performance assessment and my supervisors informed us that her supervisor (manager) instructed her on how to score us. Her manager apparently told her not to give us a certain score because we did not submit our weekly plans. Remember I don't submit to the manager but submit directly to my supervisor. So, I told her that she cannot say somebody is saying something because I am not going to take it, especially if it does not come from her. I told her that we should deliberate on my score and that she cannot be told how much to score me".

To further showcase their poor relationships with their supervisors, some participants pointed out that supervisors do know their strength and weakness, which they could use or counteract for their benefit. For instance, apparently, their weaknesses are critiqued, and this is extremely discouraging. Supervisors also apparently do not know how to channel their strengths, for instance, by allocating them tasks according to their capabilities. The sentiments of the participants are as follows:

"Supervisors have a tendency of using our weakness and strength against us. For instance, when they want to credit someone, they can use a colleague's strength to discredit the other and for me that cannot be supervision. They need to have a way of addressing challenges. They must also praise supervisees who are doing well".

"I think if as a supervisor you want your component to achieve, you must know the best attributes of each of your subordinates. Remember I said there were eight of us, so if she knows that two are best at advocacy, two are best at running with short term cases, two are good at foster care, two are best with school social work, she should allocate work according to our strengths so that at the end of the day is not the matter of reaching targets but also ensuring that the annual performance plan is reached."

The researcher is of the view that a good supervision relationship is fundamental to the entire supervision process. To foster a good supervision relationship, the supervision should be strength based according to Engelbrecht (2014b:133); in the sense that supervision sessions should be a comfortable platform for supervisor and supervisee to exchange views; and it should be a collective effort and contribution by both parties who are willing to learn from each other (Beddoe & Egan, 2013:374 & Engelbrecht, 2014b:133). A relationship that encourages honesty, openness and trust can help members to break barriers. Communicating policies and procedures that exist in the work environment without any ambiguity may further aid the supervisor and supervisee in their supervisory relationship. Davys and Beddoe (2010:50) also emphasise the need for proper communication between a supervisor and a practitioner because their relationship has a bearing on delivery of effective social work services and because there is direct connection between the quality of supervision and outcomes for the service users.

For the researcher, bullying in any form, verbal and non-verbal, is a type of harassment and should not be tolerated. All employees deserve a workplace environment free of bullying (Shaw & Keeler, 2019:30). There should be no one that is victimised in their workplace for this disrupts the entire physical, social, mental wellbeing and productivity of the victim (Rydell, 2016:04). Therefore, supervisors and supervisees should communicate professionally, no matter the challenges. Conflict management is an important skill for colleagues in a working environment. Conflict management workshops and procedures are recommended in Bojanala District in order to resolve unsettled issues among the employees because failure to establish and nurture work-based relationship may result in occupational hazards such as work-stress or anxiety (de Groot, 2016:08), which in turn may affect service delivery. Indeed, the supervisor in conjunction with the supervisee should come up with strategies of conflict management to solve problems that might arise in supervision as advised by Kadushin and Harkness (2014:88) and Wannacott (2012:14).

4.10.6 Subtheme 6: Lack of confidentiality among supervisors

Confidentiality is a core value of social work practice and supervision. Confidentiality is described by Tsui (2005:125) as a satisfactory way of keeping a privacy. Some of the participants raised concern that some supervisors seem not abide to the confidentiality principle. Apparently when they discuss their private or personal issues with their supervisors, they sometimes hear others taking about those very same personal issues. The views of participants in the group discussion with regard to confidentiality are as follows:

"*I think my supervisor does not adhere to the confidentiality principle because sometimes when I talk to her about something, later or after a few days I overhear someone talking about it around the passage. This happens especially during our performance reviews*".

"*In our contract we talked about confidentiality and it happened that we were in the boardroom I think someone from the province was there. My supervisor then brought this letter it was talking about my caseload and that I am slacking or something like that. So, she just threw the letter on the table and everybody (my colleagues) were there. So, I felt like, but this is bridge of confidentiality because she could have called me in the office and gave me the letter and not give it to me in front of everyone because everyone was like what is that, what is that.*"

From the responses it is evident that some of the participants feel that their supervisors breach the supervision contracts they have signed with them because they divulge the sensitive and personal information of social work supervisees to other people. It is therefore important, according to the researcher, that supervisors and supervisees state that they should discuss limitations of confidentiality in their supervision relationship so to avoid misunderstandings. Hawkins and Shohet (2012:69) also advises supervisors to be clear with supervisees as to what kind of information would be kept confidential and which will not kept confidential because, echoing Tsui (2005:126), confidentiality ensures respect, privacy and protects the worker from humiliation. Consequently, supervisors should strive to keep information confidential when such is shared by supervisees in the course of their social work relationship, interactions, and transactions.

4.10.7 Subtheme: 7 Lack of advocacy by supervisors

The participants reported that supervisors lack a voice; they are not protecting them and the profession. Apparently, practitioners are often allocated work that is not in line with social work practice and supervisors receive that work and delegate those tasks to the supervisees. According to the participants, supervisors also do not stand up for them during management meetings on issues that concern their work. The following represent some of the misgivings raised by participants.

"It seems as if supervisors do not have a voice when they are in management meetings. In fact, some supervisors have confirmed that they do not have a voice when they meet with senior management in meetings. So, any system that is like that can never work because we are professionals who should be able to express themselves, people should be allowed to think for themselves and to reason. At the moment though it seems as though voices and ideas are suppressed, and this will just render the system useless."

"No, no, they can't even stand up for us…I've been complaining that if I have planned to do something, very important for a client my supervisor will be like you have to do this now, there is nothing I can do, and you will just have to disappoint the client. My supervisor will be saying someone on top management wants you to do this."

Supervisors are required to perceive themselves and be acknowledged by others as front runners in practice taking the role to promote best service for the client in a working environment (Wannacott, 2012:15). The supervisor should also show responsibility because they are held accountable in the event when a complaint of unprofessional conduct is lodged against their subordinates (SACSSP, 2007:37). The challenge is that, echoing on Egan, et al. (2016:1632,) supervisors are expected to advocate for the team resources, while at the same time feeling incapable to do so within an organisational hierarchy and this is the case at the Bojanala District according to the participants. Supervisors are viewed by participants as people who are unable to voice their issues during management meetings and it becomes difficult for participants since management is unaware of the challenges of the supervisees. The supervisor as a middle manager should exude sufficient confidence to share with management what is happening with social work issues on the ground, whether positive or negative in order to find solutions. Lack of voice in the supervisors raises a concern because the guidelines in service delivery regarding supervisees are not addressed when they should.

As a result of lack of advocacy of supervisors, the study demonstrates that participants are unable to cope with their work because they feel hopeless, demoralised and overwhelmed since their work concerns are hardly addressed at the appropriate fora.

4.11 Theme 7: Service delivery challenges

Participants in the study were also employed to discuss about their experiences of services that they deliver. The participants then reported that services are engulfed by challenges. The participant's views were sombre as they indicated that they are challenged by lack of resources, lack of transportation, lack of induction, lack of office space and political interference. The challenges are explicated as subthemes hereunder.

4.11.1 Subtheme 1: Resources constrains

The Department of Social Development offers thirteen social work programmes in South Africa as alluded to earlier. The challenge with the provision of the identified services according to the participants are inadequate resources in societies. For instance, participants have to conduct advocacy programmes such as substance abuse but there are not enough rehabilitation centres to accommodate those who might require such services. Also, the Department's mandate is to provide places of safety for children in need of care and protection, however there are limited places of safety in the Bojanala District and nationwide. The following response from one of the participants encapsulates the extent of the problem.

"It is very difficult because the resources do not speak to the needs of the community. For example, since Boikakgong place of safety was shut down we are having challenges as social workers, we are not sleeping. We have sleepless nights because we have to find alternative accommodation for children in need of care. We also have challenges with regard to the rehabilitation centres. We do a lot of advocacy pertaining to substance abuse however, when we have people requiring placement in treatment centres, there are too few centres to accommodate all people. Also, aftercare services for those who've just come out of treatment centres are few. Furthermore, with regard to the social relief of distress program (SRD), we need to provide clients with food parcels, but we constantly have shortage of food parcels".

The findings by Vetfuti (2017:70) confirm that there were shortages of alternative places to place children in alternative care. Ritter, Vakalahi, Kiernan-Stern (2009:53) confirms that it is frustrating to deal with shortage of foster homes in the society. The Department of Social Development in South Africa also acknowledges that services provided are sometimes incongruent to reality and that social service practitioners have been forced to adopt a "make do" approach, dictated by resource limitations rather than need, priority, or statutory and internationally ratified obligations (Department of Social Development, 2005:12). Giese (2007:19) and de Groot (2016:06) argue that the pressure on the workers is perpetuated by an increase in demand of services, with higher quality expectations, greater scrutiny and decrease resources all of which are perpetuated by restricted resources have added to the stress that is consistently asked to do more with less. Engelbrecht (2012a:13) agrees with the preceding arguments and contends that such issues, such as scarce resources, unmanageable workloads and counterproductive working conditions of supervisors and supervisees may also hinder to the execution of supervision. These kinds of challenges may also pose a strain to the supervisor- supervisee relationship because, as evidenced earlier, communities have a high expectation on receiving every services promised to them

and where they have challenges with resources, social workers look to supervisors for assistance and sometimes supervisors are unable to assist.

4.11.2 Subtheme 2: Lack of office space

There were participants in the study who felt unappreciated by their employer (DSD Bojanala District) because of the issue of office space, which they content that it has been a longstanding issue. According to the participants, social workers share offices amongst eight or even ten and they are forced to conduct interviews with clients in the same office with other colleagues listening. Apparently, the participants have communicated the impact of lack of office space on the quality of their work and their service delivery to their seniors and no matter how much they have communicated to them the challenge has been left unattended. The participants reported that by sharing offices, confidentiality, which is one of the key principles of social work practice, is compromised. Confidentiality is also compromised because social workers do not have lockable cabinets to store files and the situation is so dire that sometimes they leave files on the floor. The participants further reported that it is also normal for supervisees to attend supervision sessions while others listen in. This is what they said:

"You can get eight social workers in one office, which is not good at all."

"Office space. We are dealing with a situation whereby we have many social workers in one room while social workers are dealing with confidential issues."

"My supervisor is sharing an office with some other supervisors. Sometimes it becomes very difficult for me as a supervisee to go and talk to her. Most of the time even if she wants to give me support it is very difficult because we do not have privacy to talk about our issues."

From the findings it can be deduced that the social workers conduct their work in unconducive environments where meaningful dialogue, intervention and reflection is impossible. Participants in the study by Gunda (2018:160) also reported lack of office space in their working environment where social workers are compelled by situation to share offices. It has also been established in this study that some supervisors in the Bojanala District share offices and this study resolves that lack office space also has implication for social work supervision.

For instance, lack of office space impedes the establishment of a relationship between supervisor and supervisee, proper implementation of supervision, and affects discussions that lead to supervisor failing to understand an individual supervisee in terms of strengths based approach to further empower them. This is because, ideally, supervision should at

very least allow, albeit briefly, the doors to be shut, the noise to be reduced and a quiet space for conducive professional conversation (Davys and Beddoe, 2010:87). According to Davys and Beddoe (2010:95) unless a suitable space and context is available, the work of supervision is at risk of being underrated or destroyed. Tsui (2005:51) shares the sentiment and adds that supervision should have privacy, confidentiality, convenience, and comfort at all times. This environment directly affects employees' attitudes, behaviours and how they perform (de Groot, 2016:39).

4.11.3 Subtheme 3: Lack of tools of the trade

Social workers, in the course of their service delivery, need stationery, office equipment and transportation. They need stationery for administrative purposes and transportation to travel to the wards for intake and to conduct home visits, engage with various stakeholders such as the courts and rehabilitation centres. Their major challenge with regard to transportation is that there are insufficient vehicles in most of the offices in Bojanala District while in some instances where the cars are available, they are not properly serviced. Needless to say, using poorly maintained cars is a hazard. One could observe tears in the eyes of the participants as they voiced frustrations on how the lack of tools compromises services to their clients. The following represents the views of participants:

"There are so many things we don't have in this office. We don't have transport and stationery. We do not even have a landline in the office. There is no fax but there is an internet, which does not work most of the time, it comes and goes."

"In this service point the most challenging part is transportation. Remember we are expected to work in wards, so usually we do administration once a week in the offices and the other days we are in the communities. If I do not have a transport to go to the wards, it means I cannot do home visits, I cannot conduct awareness campaigns. This is also dangerous because it also means I cannot render emergency services."

From the preceding discussion, the lack of transport has become a huge hindrance for social workers in performing their day to day duties. This is critical because they are expected to spend most of their work time in the wards with their clients. de Groot (2016:08) postulates that the impact of organisational and workplace conditions on frontline workers is alarming. de Groot (2016:08) is also of the view that lack of tools of the trade leaves employees experiencing alienation, a sense of powerlessness, frustration, and hopelessness. It is therefore important that tools of trade must be availed for the professional execution of mandatory social services provision.

4.11.4 Subtheme: 4 Lack of induction

Induction is a way of training a newly appointed employees to become familiar with the new position, what is anticipated and how they contribute to the goal of the workplace (Department of Social Development, 2012:09). Induction introduces the practitioners on how to do the work in the field. Most of the participants in the focus group discussion reported that they were not inducted to their posts. They apparently were allocated work without any knowledge on how to execute it. The participants also indicated that when they start work in a new ward, they are never introduced to the community and the stakeholders in that community. The participants thus voiced that this was frustrating for them because if they refuse to do certain things because they lack certain skills, they are threatened with disciplinary charges. The following are verbatim submissions of the participants:

"When I started working, they gave me foster care files that I knew nothing about. I had never dealt with foster care before, and they said here are foster care cases for you and there was no one to guide me. I then had to turn to my fellow colleagues for assistance. They showed me how to handle the cases, my supervisor did not show me how to handle the cases".

"I feel like I am not well trained when it comes to certain cases especially when it comes to some court proceedings and if I refuse to do the cases, they say I will go for disciplinary."

"The supervisor has to introduce you to the wards, but they don't know our wards. They have not been there; they know nothing about the wards."

According to Egan (2012:172) supervisors should introduce practitioners into the profession. The supervision framework for the social service profession in South Africa also adds that it is mandatory for newly appointed practitioners to be oriented into the work for three years on a fortnight basis (Development of Social Development, 2012:44). This was not the case in Bojanala District because the participants reported that they were not inducted, and the lack of induction frustrates the social workers because even months and years after employment, practitioners lack confidence in the work that they are doing.

4.11.5 Subtheme 5: Political interference

Some of the participants stated that there is a lot of political interference in the Bojanala District. According to the participants, the profession of social work is not valued because other people impose themselves on social work services by dictating the kinds of services that must be rendered by social workers. They also feel that there are many discrepancies within the Department that are politically motivated and not in line with social work practice such as providing food parcels during the elections and when elections pass there are no

longer food parcels. The situation is apparently worsened by the fact that sometimes they are threatened by ward councillors and there is absolutely no support from their seniors. The following response represent the views of the participants in this regard:

"Okay our managers call us and say the MEC or Minister is coming to a certain place on Saturday, so we want you to go to that place to find hundred poor families and profile them and write reports about their circumstance because the Minister wants to give them blankets on that day. This means that you run around with programmes you don't actually work with; you are actually addressing the needs of the politicians. For example, last year it was election year and before April, before the election we received a lot of food parcels, the clients were happy to see that things were finally happening. They thought things were becoming better. They were sending about hundred food parcels a week and we were under pressure to find clients to give the food parcels. After April, after the elections were over, we never received any food parcels again. The clients come to us and they are struggling. We see they're struggling but we cannot help them because there are no food parcels."

The responses of the members in the focus groups were congruent with the above response. In the focus group discussion, the participants stated the following:

"We had to go to this one area to issue out food parcels but when we got there we were chased by community members and they were holding pangas (broad double blade knife). They chased us because they did not want the food parcels we were supposed to issue out. This is because communities know that we are giving them food parcels because it is during elections and they know politicians use us, use the Department to give community food parcels to get the votes. We reported the incidents to the office, but nothing happened, we did not get any counselling."

"You know if you are threatened by a councillor my supervisor will support the councillor. When responding to the councillor she will say I do not know what that person is doing in the ward, I do not know if they are doing their work or not. You see, she can deny you. We do not have backup. The culture of the organisation is not good and if the culture is not good, it means things will not be good".

Participants in studies by Cook (2008:100) also reported political interference in social work service delivery. They shared that politicians recommend how clients ought to be referred to social workers and also how they should be assisted even though what they recommend does not fall within the ambit of social work. According to the participants they are forced by their supervisors to compromise their social work values and ethics. SACSSP (2007:06) ethics stipulate that all people receiving services should be afforded suitable human rights, respect and worth. The North West Department of Social Development (2017:15) also

emphasises that all citizens should have equal access to the services that they are entitled. Social workers should not be given work that does not fall within social work; there must be clear lines between what social workers do and what they do not. Furthermore, practitioners must not be coerced to perform duties which do not fall within the scope of social work. Moreover, it eminent for the Department of Social Development to educate politicians on the scope of social work to avoid such pressure and misunderstanding.

4.12 Theme: 8 Effects of service delivery challenges

It has been found in this study that supervision and the service delivery challenges have adverse effects on the social work supervisees. Social workers encounter challenges at work which in turn also affect their health and wellbeing; they experience stress when mediating organisational demands with the needs of the clients (Hafford-Letchfield and Huss, 2018:441). Again, lack of supervision can contribute to feelings of staleness, rigidity and defensiveness which can easily occur in professions that require social workers to give so much, it may lead to burnout (Hawkins and Shohet, 2012:06). The apparent loss of enthusiasm, motivation, focus and engagement of most employees in social services, it is therefore a sign that workers are working in a challenging environment (de Groot, 2016:04). The participants thus reported several effects caused by the identified challenges. In this study, the participants reported that they were unable to cope with their work situation and that they felt hopeless and overwhelmed, especially because they have tried to raise their concerns on several occasions, and in different platforms but they are not considered. Some participants were visibly frustrated and as a result no longer actively participate in staff meetings while others have lost interest in working for the Department of Social Development, Bojanala District. The following are responses by some of the participants:

"I am exhausted. It is either I am neglecting my cases, or I am neglecting supervision, or I am neglecting the targets. One thing is for sure, one of my duties is going to be neglected because I am exhausted. I do not know what to do, I do not know if I should leave or not, what to do or not to do, it's a chaos."

"*You know, I have been trying for so long, I have reached a stage whereby even when I go to meetings I just sit and keep quiet. When we go to meetings, we just want the meetings to finish so it is like everyone is just here for the sake of receiving a salary. You just do what you are told, you do what you're supposed to do, and you try to assist the clients where you can but there is no joy in our profession, there is no joy in our work, we want a way out. Although we love the Department of Social Development, we feel overwhelmed."*

Participants in a focus group concurred with the narratives and some of the individual participants shared the following:

"Even when you bring something from the field to say this is what I have encountered she (My supervisor) does not show any interest, she does not want to know. She does not even advice you. She is unavailable; I feel many things and it is very frustrating."

"We tried to make it work. We hold meetings with our supervisor and during those meetings we do tell her that when we need to see her during individual supervision or consultation she should avail herself. This is because sometimes if you go to her, wanting to see her about an urgent matter you will find her busy attending to somebody else. So, such challenges lead us feeling frustrated, feeling burnout. You end up coming to work dragging yourself because you know that you are failing your clients especially if you are unable to service them because the department is not able to provide us with the resources we need".

In Gunda (2018:160) and Vetfuti (2017:70) social work service delivery challenges that were discussed also left the participants frustrated and exhausted. In the same token, challenges such as lack of supervision contribute to uncertainty in taking professional decisions, which in turn intensify tension and exhaustion (Silence, 2017:89). It can thus be concluded herein that the challenges, echoing de Groot (2016:08), leave supervisees feeling alienation, a sense of powerlessness, frustration, and hopelessness.

4.13 Theme 9: Coping mechanism for dealing with challenges.

Following their discussion of challenges that they faced with regard to supervision and services delivery, the participants were also engaged on how they dealt with the challenges on a daily routine. The participants stated the following: that they requested a meeting with their supervisors, they consulted with other peers, any available supervisor and "do what they can." The participants' coping mechanisms are thus treated under the following subthemes:

4.13.1 Subtheme 1: Request a meeting with a supervisor

There were participants who pointed out that they often request a meeting with their supervisor to resolve issues that hamper supervision and service delivery. The frustrating part for the supervisees is that there are other issues that remain unsettled even after such a meeting occurred such as resources and office space because supervisors are not able to do anything about them. The view of the participant is as follows:

"Last year as a team we realised that we were facing challenges that we need a supervisor to assist with, but our supervisor is not really available to us. We then called a meeting with him to express our dissatisfactions regarding the way that he is doing supervision. Unfortunately, there hasn't been any change after that meeting."

Similar sentiments were shared in the group:

"I sat down with her (Supervisor) several times. I explained to her how I work and my expectation of her. I then asked her to try to meet my level of speed of work. Even after we have spoken she has not changed, she is just not interested"

"We try to make it work. We have held meetings with our supervisor and during those meetings we tell her that when we need to see her, she should avail herself to all of us, privately. This was because when we go to see her because we want to talk to her immediately, she always says that she has another urgent matter to attend to or you find that she is busy attending to somebody else. She then dismisses us".

The fact that the participants initiate meetings with their supervisors to discuss the challenges they are experiencing could bring positive results. The meeting with the supervisor appears to be a good solution because the supervisor has an opportunity to hear about the challenges slowing down performance and they can engage and agree on possible solutions for the sake of the supervision process. It is thus the view of the researcher that commitment and accessibility in supervision by both the supervisor and supervisee is the key to supervision and provision of services. This is because in strength based approach the supervisor and supervisee make shared decisions, that are meaningful to both and go all-out to meet each other's needs (Engelbrecht, 2014b:133).

4.13.2 Subtheme 2: "I do what I can"

The participants also reported that another mechanism that they utilise to cope with the identified challenges is that they "they do what they can". The participants implied that they carry out those tasks that they are able to manage and that they try to maintain a balance in every part of their work. The following are the participants' responses in verbatim:

"Yoo! Honestly, there is no other way to survive so I'm just doing what I can do. I do what I can do best and when I have challenges, I seek assistance from other colleagues."

"Honestly speaking there is no time to say I am dealing with this issue because as you are handling one issue another one pops up and as you are still attending to that another problem arises. So, I do what I can. If there are some interventions strategies that I could not do or could not complete then there is nothing I can do, I will have to face the consequences later if any".

The participants in the group discussion concurred with the statements above and their views are as follows:

"You just take it upon yourself to do whatever it is required, and you tell yourself I am going to do a little bit of everything. Honestly, I do what I can."

"You do what you can. If you only have time for only one visit, you do that one visit. If you cannot do that visit because of transport, then you do not do it and when it is time to produce the portfolio of evidence (POE) of work done during performance review then you indicate what you did not or couldn't do it. Sometimes you don't submit the POE and the omission implies that it (what you needed to do) was not done for that quarter."

It can thus be deduced in this regard that the participants in realising that there are various challenges they face that are not resolved, they have resorted to performing the duties that they are able to achieve at a given time. This mechanism seems to be working for them because perhaps it helps to reduce their stress and frustrations. This is because according to Nahavandi et al. (2015:183), stress can be caused by large amount of work allocated or more accurately tension associated with it for people in the workplace.

4.13.3 Subtheme: 3 consulting with other available supervisors

Some of the participants stated that to cope with the challenges, in the absence of their own supervisor, they reach out to any available supervisor for help, especially when they have an urgent matter to attend to while others reported that their supervisors have arranged for them available supervisors if they (their supervisors) are not available. These are some of their views:

"Well there is always a supervisor available in the office so if I see that my supervisor is not in or if I cannot get hold of her for some reason I will ask any other supervisor for assistant provided they are not busy in their wards as well"

"I contact the other supervisors so that I can get help, so I don't get stuck with one case for a long time"

"My supervisor has delegated other supervisors to assist me if she is not around. But sometimes when I need to consult with those supervisors, they themselves are busy with their own workloads and cannot assist me. As a result, most of the time I end up having to wait for her to come back and that time my work lacks behind."

Participants are very innovative in consulting other supervisors available for assistance each time their own supervisors are not. This means that while some participants have formal consultation planned, which "is an action of supervision that is agreed upon by supervisor and supervisee" (Department of Social Development, 2012:19) some are involved in informal consultation wherein they take the initiative to seek assistance from alternative supervisors.

Seeking help from available supervisor can be helpful to the supervisee because it can help deal with bottlenecks in their work, which in turn can help reduce work overload. However,

although the consultation (formal or informal) seems to be working for supervisee, it is also important to remember that it cannot be recommended to the newly appointed employees because they need direct guidance from their supervisors, on a daily basis to ensure consistency, accountability and monitoring the quality of work.

4.13.4 Subtheme 4: Peer supervision

The participants have apparently also resulted in consulting each other when there is a need for professional help. The following are the responses of the participants concerning in this regard:

"When we have challenges and if the supervisors are not around most of the time we discuss the cases among ourselves. This is our way of trying to speed intervention time through helping each other"

"When we have problems, especially with service delivery, we confide to each other so that whatever situation we are going through it does not hamper our service delivery."

The participant's views in the focus group discussion tally with the preceding ones. The participants stated the following:

"We as the level seven employees support each other. We confide in each other. When we have time, we sit down and talk to each other and even end up making jokes about the challenges we are facing. Making jokes it's like debriefing for us because at the end of the day you smile and say I have managed to overcome whatever challenge I was facing

"I think we survive by borrowing each other work tools. Say for instance my laptop is broken, I go to a colleague and borrow their laptop so I can be able to do my administration. Also, if I do not have transportation to go to the community, I ask a lift from my colleague to go to my area. That is how we are surviving."

In this regard, social workers in Bojanala District have each other's backs because participants meet informally to give each other support in terms of difficult cases, by sharing resources, by guiding each on how to deal with different challenges and use the sessions to debrief each other. It was also interesting to discover that the participants do not only share knowledge but that they also share resources.

With regard to the coping mechanisms, it can be construed that utilising coping mechanisms such as consulting the available supervisor, doing what they can, and peer supervision relieves supervisees from pressures of work. More importantly supervisees after the consultations are able to help their clients.

4.14 Theme: 10 The knowledge of supervisors regarding social work supervision

The participants in the study were requested to indicate whether supervisors are knowledgeable regarding social work supervision and to check whether the supervisors meet the needs of supervisees during supervision in terms of guidance. In the responses there were those participants who believed that their supervisors are knowledgeable about social work supervision while others reported that supervisors lacked supervision knowledge. According to the latter, supervisors can support them in work related and personal matters, because they regarded them as being knowledgeable about policies, they are able to deal with issues brought to them, they had supervised before and that they are able to share information. Although these participants shared that their supervisors were knowledgeable about supervision, they also indicated that the supervision they receive is challenged by the fact that their supervisors do not have enough time due to high workloads. The following are the views of these participants:

"Looking at my supervisor I think she is knowledgeable. She does want to supervise but her current work situation does not allow her to render supervision adequately. But I think if her supervisor-supervisee ratio is minimised, I think she would excel."

"Yes, she is knowledgeable because when she does supervision, she is able to apply the ethics and she applies all the supervision methods. She is also able to read your body language and pick up if you are not okay and would ask what is wrong with you. She is attentive."

On the contrary, as alluded to earlier, there were other participants who view supervisors as lacking in knowledge on what social work supervision entails. These participants pointed out that their supervisors rarely conduct formal supervision sessions with them, that they lacked information on critical cases like child neglect, lacks relationship with internal and external stakeholders, they were unable to connect practitioners with resources, did not implement all the processes of supervision and that they are emotional thus frustrating their planning. The replies of social work supervisees are as follows:

"Let me give you an example, when it comes to cases such as child abuse or child neglect it becomes evident that my supervisor does not have much information, she is unable to advise you on how to handle the cases in order to give quality services to client. I then have to liaise with other supervisors for advice just to check whose is going to give you that quality advice".

I think they lack understanding of supervision. They also lack confidence. This is because they do not know much about policies, not only about the policy on supervision but about operational policies. The expectation is that they must be knowledgeable about all policies

especially policies of the Department, they should also be knowledgeable about different resources and they must have relationships with stakeholders so they can be able to refer us accordingly when we are stuck".

The participants thus attributed the lack of knowledge of supervision to the promotion of social workers into supervisory positions. A concern raised by the participants in this regard was that some supervisors are promoted even though they lack supervision knowledge and skills because supervisors are promoted based on number of years in the field not because of the knowledge they bring to the sector. One of the participants shared the following:

"I wish our district office or national or our provincial office will not just promote supervisors because they have a certain number of years working in the Department or because they produced certain number of targets. They promote them and yet they did not take them to school to be supervisors. My supervisor is therefore a qualified social worker not qualified in supervision; she does not have intense training on supervision so I feel the Department should train supervisors before promoting them."

The following response represents the views shared by participants in the focus group in support of the need for training for social work supervisors:

"At DSD you get promoted on experience and this is not helping us. I think the social work profession does not promote studying further because you can have a master's degree and be supervised by someone who has a degree just because the person has got more practice experience than yours. I think having a postgraduate qualification should also serve as a criterion for moving into management level".

Form the findings it can be deduced that while some supervisors are knowledgeable about supervision, some are not. The participants thus attributed the lack of supervision knowledge to supervisors having been promoted to the supervision role based on their years of practice only. These findings are however in contradiction with the views by the Department of Social Development (2012:24) and Howe & Gray (2013:10) who assert that the appointment of supervisors should be based on the knowledge and skills of a supervisor.

It is also clearly articulated by the participants that there is a need for supervisors to be trained on how to supervise before they assume supervision roles. Mathonsi (2016:52) also emphasises that supervisors need to be trained on how to implement effective supervision. Katz (in Potter & Brittain, 2009:62) thus propose that there are three levels of skills needed in supervisory position to properly implement supervision, which are technical skills, human relations skills, and conceptual skills. Technical skills include knowledge on supervision models, functions and roles, documentation requirements and ability to plan a purposeful

interaction with the supervisee; human relations skills include good communication skills, conflict management, leadership, critical thinking, problem solving skills; and conceptual skills includes understanding organisation goals and missions and apply them accordingly (Katz in Potter, and Brittain, 2009:62). It is thus the view of the researcher that lack of identified skills on the part of the supervisors can therefore distort the good intentions of the supervisor to be viewed as people who are reluctant and absent to help their supervisees.

It is thus resolved in this study that it is important that supervisees are exposed to the right kind of supervision because lack of supervision may add to feelings of staleness, rigidity, high worker turnover, intention to leave, and defensiveness which can verily easily occur in professions and in extreme cases it may lead to burnout as proclaimed by Hawkins and Shohet (2012:06) and de Groot (2016:39). This is because if supervisors a knowledgeable and can operationalise the knowledge.

4.15 Theme: 11 The perception of participants on the value of social work supervision in DSD Bojanala District.

A value is the quality of something being beneficial or significant (Cambridge dictionary, 2008:1648). Therefore, in relation to social work supervision, in this study the term value or efficacy implies that there is expectation that supervision should produce positive results such as helping practitioners to grow, learn, and be productive as they endeavour to render effective and efficient services. The views by Carpenter et al. (2015:01) that proper supervision is linked to the value of social work supervisees supports the notion. On the other hand, Jacques (2014:160), Hawkins and Shohet (2012:06), and Carpenter et. al (2015:13) are of the view that there is not much empirical evidence to confirm the value of social work supervision hence this study sought to uncover the efficacy of supervision and its effect on service delivery. Consequently, participants in the study were asked to share their opinion regarding the value of social work supervision in Bojanala District.

The participants thus believed that supervision is valuable. They were of the view that supervision ensures success of services provided by the supervisees, ensures quality, ensures that supervisee keep abreast with any professional developments, matures professionals in the profession, affirms confident, addresses weaknesses, is used as a platform to deal with challenges and empowers supervisees and brings meaning to the profession. The following are some of the responses of the participants:

"There is value in social work supervision because through supervision we are able to keep abreast of developments in the Department. We can, through the supervisor, address challenges, especially crisis cases. We can even get knowledge of social work how social

work duties are done from supervisors. They check your work, so you don't become a laughing-stock out there"

"It does add value to the services we are rendering to our clients; imagine what would happen to the community, our clients if we did not have support or guidance, we would not be able to assist them accordingly".

The replies of participant in group discussion tally with the views above:

"I think social work supervision has a value because social work deals with complex issues that are not clear cut and as such supervision helps to tackle challenges, we may be unsure with. In social work you need somebody who has gone through what you are going through to guide you through the muddy waters because there are things that you really think are impossible to attain and a supervisor can assist with them. Also, most of the things you meet in the field we were not taught during social work training and supervision becomes a buffer between training and practice."

"There should be an element of assertiveness when you want to see value in supervision. Supervisors should be assertive. When assertive, supervisors will be able to protect what they know to be true social work practice".

The participants in the study contended that social work supervision is efficacious. This is because the participants perceived supervision as significant and meaningful to social work practice in Bojanala District. Participants in the studies by Pooly (2011:52) also indicated that supervision is vital because it contribute to the quality of work and services they provide. In addition, participants in Vetfuti (2017:89) perceived supervision as crucial because it helps to empower and develop practitioners, provide support, oversight, and ensures consistency. This study deduces that supervisors should adopt the strength-based approach in their supervision endeavour because it can assist supervisors emphasise on helping supervisee in becoming courageous and optimistic in their work amidst the day to day obstacles (Kondrat, 2014:39). Supervision is also important because it may assist to halt the sequence of feeling that leads to poor performance and quality from the supervisees which produces guilt and inadequate (Hawkins & Shohet, 2006:06). Furthermore, there is a continuous need for best and ethical service for the client and supervision serve as a relentless reminder to the practitioner's responsibility to rely on evidence based (Weinbach & Taylor, 2011:218).

4.16 Theme: 12 The significance of supervision in service delivery

Social work supervision is a process that introduces a practitioner into the profession (Egan, 2012:172). According to Kirst-Ashman (2013:109) in an environment of work a good

supervisor can also assist the supervisees do their work effectively. Overall, in the study the participants were of the view that supervision is significant to service delivery because it affords professional induction of newly appointed practitioners to the profession; through supervision workers are connected with internal and external resources; meticulous execution of the supervisory responsibility assists with the monitoring of work to ensure that services are rendered appropriately without any negligence, bringing about knowledge and skills to educate and guide the supervisees in order to provide best services to the communities. In essence, supervision brings about confidence to the frontline workers and maintains their sense of integrity. The views of the participants are in their own words below:

"With regard to the significance of supervision to service delivery I will say my supervisor gives me confidence when I render services because I know that if there is something that I don't understand I can go back and enquire. To me, supervision also ensures the integrity of my service delivery because it gives me an opportunity to say this is beyond my knowledge and affords me an opportunity to ask."

"Yes, supervision adds value to service delivery because when I get stuck, I go to my supervisor and she gives me guidance and I take the feedback to the client."

"I believe supervision is significant to service delivery. I believe that if we are properly supervised, we can render proper services to the community because we will be knowledgeable about the different services to offer to clients."

In the focus group discussion, the participants shared similar views as follows:

"Yes, I think it does. Remember when you have someone knowledgeable someone who has been there before you, you draw strength from that person you draw perspective from that person to say this is what we have to do to reach and assist the community"

"I think it has a lot to do with level of confidence. When supervisors are on board it assists to boost our confidence regarding our abilities to render services"

It is apparent from the sentiments of participants that supervision contributes positively to services provided to the client. Jacques (2014:160) also asserts social work supervision is significant to social work practice and to service delivery and offers social workers an opportunity to review their practice and counteract the inherent challenges. Hughes (2010:72) concurs that effective and balanced supervision is essential to best practice and the service offered to clients. Choi (2017:6872) also maintains that supervision contains a regular system to eradicate possible errors that may occur while offering services to the service user. In all submissions, supervision practice is necessary, and it helps engineer

efficient service delivery resulting in a positive effect on the client's lives. More importantly, it must be done accurately and consistently to ensure positive results.

4.17 Theme: 13 The expectations of supervisees regarding supervision

The participants in individual and focus group interviews were asked to cite their overall expectations of social work supervision. In their responses, the participants compartmentalised their expectations by discussing expectations they had for their supervisors, their managers, and for their employer, which in this case is the North West Provincial Department of Social Development. The discussion of the expectations is thus presented according to subthemes below.

4.17:1 Subtheme1: Expectations for supervisors

Social work supervision connects supervisors with supervisees. Because of this link, the participants have expectations for supervisors. The participants' expectations of their supervisors reiterated, again, the need for better working relationship between them. The expectations cited included the participation of supervisors with critical cases, refraining from favouritism. In short, the participants expected supervisors to be supportive, and provide advocacy for resources on behalf of the supervisees; they must offer protection of the profession, consultation with supervisees on matters concerning supervisees, involvement of supervisees in decision making, and supervisors' adherence to confidentiality.

The following are some of the views of the participants:

"Supervisors and supervisees should identify common issues, which negatively impact service delivery. Also, together with supervisor we should develop a memorandum stating our concerns and desires to the Department for them to address such issues. The supervisors should then take a stand against the system and advocate for us."

"I need supervisors to involve us. You know they cannot plan without us the people they are expecting work from. They cannot just come down to us and say we are expecting this, or we need you to do this without involving us in their planning. If they involve us I think it will bring better results and effective service delivery"

The following are some of expectations and recommendations that were suggested in the group discussion:

"I think they should be involved more, when the supervisors say I am giving you support he or she should really mean it. They can support us in many ways. For instance, they can gather information of a matter we are dealing with on our behalf. They should give tips on

how to handle challenging case or how to tackle whatever issues I am having a problem with".

"They should not be biased, no favours, no shielding, nothing. Supervisors should just do the job that they are hired to do, provide support to all the team members, equally".

"I think the issue of confidentiality is very important. They should stop sharing our private information. For instance, if someone maybe was ventilating to the supervisors, the supervisor should hold confidential information, they should stop sharing those kinds of information with other supervisors because the people they shared to will eventually share the information to others."

It is clear that participants have expectations of their supervisors and they believe that change in behaviour by supervisors on the issues they pointed out would improve supervision and service delivery drastically. In many submissions here, supervisors can only attain this if they become assertive, especially to the managers.

4.17.2 Subtheme: 2 Expectations for Managers

In the North West Department of Social Development, Bojanala District social work supervisors report to social work managers who report to the service point manager. The service point manager and supervisor play a very critical role in management oversight of the social work services. Participants in group discussions had recommendation for the managers of social work services. This is because the participants felt that decisions were taken by managers without consultation with social workers on the grass roots level. The participants shared the following:

"They should not take decisions without us, without consulting us because we are implementers and we know day-to-day challenges."

"In most cases managers take decisions based on what supervisors are saying but supervisors are not the people rendering services on the ground. Honestly, I think managers should not only listen to supervisors, but they should also come down and consult with us in some instances so we can also understand why we need to do what they say needs to be done."

Consultation of employees at all levels is important and it can help management to take right decisions. Consultation can also help reduce misunderstandings and conflicts at work. Patel (2019:04) thus recommends that managers in the organisations should rely on reviewing the whole system, its policies, and procedures to bring transformation at all levels. Furthermore, managers should adopt strength-based approach in which everyone

(managers and employees) find expression of their challenges in the day to day running of the organisation and that expressions should be valid and valued

4.17.3 Subtheme: 3 Expectations for Department of Social Development

The participants, lastly, made suggestions to the Department of Social Development. The following responses represent the views of the participants:

"I think they must really relook at the supervisor-supervisee ratio because the current ratio is high for supervisors to manage."

"I think they must increase the sessions because we attend twice a month. If we attend supervision at least thrice in a month it will be more effective"

"They should hire more supervisors. The hiring of more social work supervisors would relieve the current supervisors of the high workload because, as I said there is too many of us supervised by one supervisor. When she canalises files for me, she must also canalise for other eleven subordinates. So, if more supervisors are employed the number of supervisors to subordinates would be lower and this would allow her to give us educational supervision that we so desperately need."

In the group discussions, the participants shared, amongst others, the following expectations for the Department of Social Development:

"I think they should reduce the number of targets because I feel that they put the numbers way too high and then if you put numbers very high and I cannot reach them it means I am underperforming".

"Can they not use us to push their political agendas because towards elections time they will bring blankets and food parcels. Can they do that throughout the year and not just during or towards elections because people need those services continuously. Currently we are facing a problem because when clients come during the year and looking for food parcel, we don't have but towards the elections the food parcels are abundant."

From the above suggestions, it is evident that the participants are eager to see supervision working effectively. Most of the participants' expectations were based on the challenges they face in practice. It has thus been clarified by the preceding discussion that there is a need for increased human resources for supervisors so that the ratio to supervisor-supervisee would be lower. The participants were convinced that a lower ratio would have a great impact on service delivery because it would unburden the supervisors who would then be able to adequately support and educate them. The participants also voiced that increased supervision sessions, reducing targets and reframe from using social workers for political agendas would also enhance their work environment.

The need to be involved in pertinent decisions that involve direct service delivery was also ubiquitous in the discussion. It was reverberated by the participants in their expectations of supervisors, of managers and of the employer. Patel (2019:03) concurs with the findings and is of the view that policy implementation and incapacity management in the organisational level exacerbate the plight of the poor; the very vulnerability of the people is exploited and the vulnerable population remain at risk ironically under the watchful eyes of a department that is established to alleviate such ills. Gumede (2016:37) also states that often there is gap between the announcement of policies and actual implementation because the policy is oft announced as a form of compliance even though is not followed through. Another point was that the gap is caused by the fact that practitioners, as found in this study, are sometimes not involved in policy development. Consequently, through the review of procedures and process and acknowledging gaps identified by social workers who are at frontline and therefore the direct links to the communities could bring solutions to challenges that they face. The above suggestions should thus be heeded by managers of social services entities if supervision and service delivery are to be effective.

3.16 CHAPTER SUMMARY

The chapter was aimed at presenting data collected from study participants. The data was collected from social work supervisees through individual interviews and focus groups. The data collected was also analysed and interpreted. Participants' submissions were confirmed by comparing the findings to existing literature. The participants expressed their knowledge, understanding, perceptions and experiences of social work supervision. At this stage, the knowledge obtained is used to construct the summaries, conclusions and recommendation for this study, which is discussed in the next chapter.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 INTRODUCTION

The study was intended to establish and clarify the efficacy of social work supervision in Bojanala District, located in the North West Province of South Africa. The study was also intended to proffer recommendations and conclusions derived from the study and designed to help improve supervision practice and service delivery. According to Leedy and Ormrod (2016:378), somewhat research report contains summary, conclusion and recommendations at the end as a separate chapter bringing closure to the interpretations of data. In addition, Bell and Waters (2014:263) postulates that the chapter should make the readers understand what the research was all about through the conclusion and summary drawn from the evidence. Therefore, in this chapter, a summary of the study, the conclusions and recommendations suggest an impact (negative or positive) on supervision and service delivery and these are presented to assist practitioners and policy makers improve how supervision is provided in a bid to enhance service delivery.

5.2 SUMMARY OF THE STUDY

This summary provides an overall understanding of the research project through an overview in terms of the objectives, methodology and results (Bairagi & Munot, 2019:48).The searcher will be presenting the summary of each chapter of the study below:

5.2.1 The study chapters

The dissertation is divided into five chapters:

Chapter 1: General overview and Introduction

This chapter consists of a general introduction to the study. It includes the background to the study, the rationale, the statement of the conundrum, the theoretical framework, ethical considerations, limitations, and clarification of key concepts. The chapter also articulates the research question, goal and objectives of the study.

Chapter 2: Literature review

This chapter focused on a literature review on social work supervision. Some of the issues interrogated in the chapter include social work supervision, the historical background of supervision, methods, and types of supervision, the cyclical processes of supervision, value of social work supervision, and the legal framework pertaining to social work supervision in South Africa. The chapter ends of with zooming in on the overview of the social services sector in the Bojanala District.

Chapter 3: Research methodology

The chapter explicated the research methodology and how this was applied in the study.

Chapter 4: Data analysis and interpretation

The chapter presents the empirical findings of the study. Through the data analysis process, the researcher elicited the participants' day to day life experiences of social work supervision and how supervision is conducted, their perceptions on its value and how they thought it contributes to service delivery, the supervision challenges and how they counteract supervision challenges. The findings were thus presented in a narrative form and interrogated against the archive in related literature.

Chapter 5: Summary, conclusions, and recommendations

The chapter crystallises a brief description of the study followed by the conclusions derived from the findings. Recommendations made are generated for policy makers, social work service delivery and future research projects on related studies.

5.2.2 The goals and objectives of the study

The investigator pursued the study guided by the goal of establishing and clarifying the efficacy of social work supervision for the supervisees within Bojanala District.

The goal of the study was achieved. In reaching the goal, the researcher constructed and subsequently implemented the following objectives, designed to:

- Theoretically conceptualise the phenomenon of supervision in social work.
- Describe the efficacy of social work supervision according to the supervisees.
- Draw conclusions regarding the efficacy of social work supervision and proffer recommendations to improve practice and policies.

The objectives assisted the researcher in attaining the specified goal of the study through sustained investigations.

5.2.3 The research question

The study was purposed to respond to the following question:

- What is the efficacy of social work supervision for the supervisees within the Bojanala District?

The question has been answered in the study through data elicited from social work supervisees and presented in Chapter Four. For instance, the participants responded to questions such as, "What do you understand by social work supervision?", "Tell me more about how supervision is structured?", "What is the efficacy of social work supervision in DSD Bojanala District?" and "Do you think supervision is significant to service delivery?" These questions elicited responses that speak to the nature of social work supervision offered in the district. From this data, the researcher was also able to establish how social work supervision in Bojanala District is efficacious or not.

5.3 Conclusions

Conclusions according to Bairagi and Munot (2019:21/24) should be added as the last part of the dissertation and should be consistent with the data generated in the study. In the same vein MacMillan (2012:369) states that conclusions are the final parts of the research report that contains answers to the big question of the study and interpretation of the results. The conclusions are based on the main outcome from each theme of the study. Through data analysis eleven themes were captured and discussed using both literature and the verbatim vignettes of the participants of the study. The themes were derived from some of the seven biographical questions and ten main questions that the participants responded to during the data collection process. These are outlined in succinct form in the following segments.

5.3.1 Conclusions on social work programmes rendered in Bojanala District.

Social workers in Bojanala District render generic social work services. The findings show that there are thirteen programmes administered in the Department of Social Development in Bojanala District. Participants in the study attest to this fact and mentioned the following programmes: crime prevention, gender based violence, older persons, early childhood development, disability, victim empowerment, family preservation, childcare, substance abuse, non-profit organisation support, social relief of distress, HIV/Aids and monitoring and evaluation. From these programmes there are three platforms that are regarded as specialised, namely crime prevention, non-profit organisation support and monitoring and evaluation. Social workers allocated to the specialised programmes only focus on these specialisations while other social workers are exposed to ten programmes.

There is also a ward base model introduced to Bojanala District. In the ward base model one social worker is allocated to one or more wards to render all the nine programmes while those specialising concentrate on their specific speciality. With regard to social work supervision, the participants indicated that supervisors are allocated one or more wards that they supervise social workers on all the nine programmes.

5.3.2 Conclusions on service delivery challenges

Participants in the study also shared challenges that they encountered concerning provision of social work services in the community. The major issue is that participants are overworked and they have high workloads. According to the participants, this is because there is unequal work distribution amongst the social workers because some people are responsible for more than one ward. Social workers on the frontline further stated that the focus of the model is on meeting the targets instead of encouraging quality.

Social workers are also confronted by lack of community resources, lack of transportation, lack of induction, lack of office space and political interference. The participants reported that there are insufficient resources to provide essential services. For instance, participants must conduct advocacy programmes on substance abuse or domestic violence but facilities such as rehabilitation centres and shelters for the abused are scarce.

According to the participants, apparently, they also share offices with eight or even ten other colleagues and when they conduct client interviews in the presence of other social workers, this practice breaches the confidentiality clauses. In most offices' confidentiality is also compromised because social workers do not have lockable cabinets to store files, which at times are left on the floor. Apparently, no matter how much practitioners communicate with their seniors about the impact of the lack of space, this challenge remains unattended.

Social workers in the course of their service delivery also need stationery, office equipment and transportation. They need stationery for administrative purposes such as recording process notes and updating files and transportation to travel to the wards to conduct intakes and home visits and to engage with various stakeholders such as the courts. Such resources are either insufficient or unavailable for use.

The study participants also highlighted lack of induction as another service delivery challenge. Apparently, lack of induction for social workers creates a skill gap because new social workers in practice are left to handle cases without an idea what is expected from them or how to intervene. It is frustrating for practitioners as they reach out for help that they never get because supervisors report overwhelming responsibilities most of the time. The participants further shared that if they refuse to perform certain duties due to lack of knowledge, they are threatened with disciplinary measures that are essentially meant to be intimidating tactics that finally silence the queries.

Participants also feel that there are many discrepancies within the Department that are motivated by politics such as providing food parcels during the elections and when elections pass there are no longer food parcels. Politicians also expect immediate interventions for clients referred by them, i.e. they want them to jump the cue and be assisted without

considering those on the waiting list. The situation becomes worse when they are threatened by ward counsellors and there is absolutely no support from their seniors.

The pressure on the social workers is also exacerbated by the fact that social workers are also expected to coordinate special programmes in their wards. According to the participants, the fact that practitioners are expected to coordinate special programmes while simultaneously rendering services to other clients creates communication breakdown between province and service points because the province communicates only through supervisors on matters concerning service delivery even though the supervisors are not responsible for either coordinating and/or rendering services. As such, the provincial management may have distorted information as to what transpires on the ground.

Consequently, it is concluded in this regard that whilst thirteen social work programmes are delivered in Bojanala District, the programmes are engulfed by challenges. As a result of the afore-mentioned challenges, the quality of social work services is compromised.

5.3.3 Conclusions on the understanding of social work supervision

The participants defined supervision as an activity that should be conducted by an experienced social worker who is registered with the SACSSP and who is knowledgeable about the different types of cases and understands challenges that social workers face. According to the participants, social work supervision is also a relationship between the experienced workers with less experienced worker. The practitioners also described social work supervision in terms of the three functions of social work supervision namely educational, supportive, and administrative supervision.

Firstly, they regarded educational supervision as referring to mentoring, educating, advocating, guiding, and empowerment. Educational supervision was also viewed as a platform to share information, update, and provide guidance on unfamiliar or difficult assignments. These assignments entail maintaining quality assurance and creating opportunity for the supervisee for professional development in terms of training on the job. Secondly, supportive supervision safeguards practitioners from violent clients, ensuring that they are coping with workload, offering moral support when experiencing personal issues or even making referrals of supervisee for further therapeutic support to divisions such as the Employee Assistance Programme (EAP) when a need arises. Lastly, the participants understood an administrative role in which the supervisor oversees, monitors, and evaluates the work of the supervisees, canalising the files, and initiating the newly appointed employees to the practice.

From the preceding discussion, it can thus be deduced that social workers in Bojanala District have picture clear understanding of social work supervision because participants were also able to describe each function and articulate what it means operationally.

5.3.4 Conclusions on the structure of social work supervision

In the Bojanala District a contract is understood to be a written and signed agreement between the social worker and the supervisor about the work assigned and that the contract is signed annually by both the supervisor and supervisee. It is also understood that the structure of the contract distinguishes how supervision ought to be conducted, which includes the duration, the frequency, and scope of the supervision process as whole and the supervision sessions. The minimum duration for supervision must be an hour and above for both individual and group supervision. It has also been established in this study that there is no prescribed period in terms of the frequency of attending supervision as it differs from individual to individual. It is also evidenced in this study that supervisees are placed in consultation in the region even though they are newly employed in the sector.

As stated earlier, the participant are working within the ward base model, which has challenges as established in this study. According to the participants, the challenges are that the social workers sign a contract with their supervisors, but the contract is rarely executed as per agreement. The participants attributed the inability to follow through the contract is due to the high workloads of the participants and the supervisors.

Furthermore, it has been verified in this study that in Bojanala District there are supervisees who received good supervision while others received poor supervision. In the same token, there were also those who apparently did not receive any supervision from their supervisor because supervisors were reportedly too busy to assist them.

The participants that received proper supervision reported that they sign the annual supervision contracts, hold discussions on challenges they face and how to counteract such, and that each session has an agenda. These participants also shared that they discussed policy implications on their cases, wrote supervision minutes and went through the previous minutes before each session and discussed key performance areas. On the other hand, those that received poor supervision reported that their supervision was solely focused on the monitoring of court orders. Apparently, even when they submit files to their supervisors for review and signing, there are often no corrections or suggestions made but instead the supervisor peruses their reports and signs and returns these to the supervisees without any professional engagement.

Against this backdrop, even though it has been correctly demonstrated that the structure of social work supervision is labelled in terms of the contract, duration, frequency, there are inconsistencies in the manner that supervision is conducted within the Bojanala District.

5.3.5 Conclusions on methods of supervision most prevalent in DSD Bojanala District

According to the participants, they are mostly exposed to three methods of supervision which are individual supervision, group supervision, and consultation. Among the methods of supervision mentioned by participants, consultation was the most prevalent in the Bojanala District specifically because when experiencing challenges, the participants reported that they consult their supervisors regarding the pressing issue. Also, although according to supervision policy for social work profession framework in South Africa consultation should be considered for social workers who have been supervised for over three years, in Bojanala District consultation is used by both professionally matured social workers and the newly qualified workers due to the same reasons stated above about supervisors.

With regard to the individual and group supervision, the participants confirmed that their exposure to the methods was minimal. Apparently, this was because the supervisors do not supervise them frequently, if at all. The supervisors consistently attribute to work overload.

5.3.6 Conclusions on challenges faced by supervisees on supervision

It is concluded in this study that social work supervision, in Bojanala District, similar to social work services elsewhere in the country, is also compromised. This is because in Bojanala District social work supervision is challenged in many ways. The participants reported the following challenges regarding supervision: lack of supervision, lack of support, high supervisor-supervisee ratio, favouritism, poor supervisor-supervisee relationship, lack of confidentiality by supervisors and lack of advocacy by supervisors.

Participants in the study spoke about supervisors who rarely engage them in formal supervision sessions. This challenge is apparently perpetuated by the ward base model. In extreme cases, apparently, other supervisors do not supervise at all as they only complete the performance assessment, which they use as a tactic for compliance. According to the participants, because it is virtually impossible for supervisors to have skills in all the nine programmes, supervising social workers in nine programmes in wards is also not easy for the supervisors. Supervisors are apparently unable to master the skills in all nine programmes and as result appear unskilled in the face of their juniors. Some participants also attributed the lack of supervision to the fact that supervisors do not honour supervision appointments.

The participants cited lack of support as another major issue in Bojanala District, consequent to which there is a feeling of neglect amongst the practitioners because their supervisors are not involved in the day-to-day work such as offering advice or generating solutions to their challenges. On the other hand, there are also those supervisors offer unsatisfactory feedback to supervisees on how to deal with work challenges.

There is also inconsistency in the ratio of supervisor-supervisee amongst supervisors. This is because some supervisors supervise ten subordinates while others supervise twelve social workers bearing in mind that in some instances social workers are responsible for more than one ward. One ward can comprise of one or four areas depending on the demarcation of the municipality. Other areas are very complex as they are characterised by squatter camps where social ills are predominant. As a result, supervisors are unable to afford the supervisees the attention they need to deal with day-to-day tasks associated with their work. Supervisors are thus reported as overwhelmed with their responsibilities.

There is also a culture of favouritism, bullying, threats, intimidation from supervisors as alluded by participants. It is believed that the threats that supervisors make are not coming from them but from senior managers and that this has become a culture where everyone (especially management) threatens the employees. The situation has apparently resulted in supervisors not giving an ear to the supervisees because they are often told to "comply and complain later" instead of coming up with solutions.

Furthermore, apparently, when they discuss their private issues with their supervisors, they sometimes hear others talking about those issues, which means that supervisors are unable to uphold the principle of confidentiality in supervision. Moreover, the participants reported that supervisors were unable to defend supervisees and the profession. Apparently, practitioners are often allocated work that is not in line with social work practice such as distributing food parcels or blankets during elections. Supervisors receive such work and delegate it to them. According to the participants, this was because supervisors are not assertive and as such do not stand up for them during management meetings and they are cowed into doing what the management instructs them to do.

5.3.7 Conclusions on effects of the challenges

It has been established in this study that the challenges experienced by social workers with regard to supervision and service delivery has an effect on their day-to day work. The challenges contribute to feelings of hopelessness, frustration, loss of hope, loss of enthusiasm and withdrawal from participating in office meetings. Participants felt that their voices are suppressed because their concerns are not considered. Furthermore, participants reported that they are coming to work because of the salary and that their drive,

passion and commitment towards the profession is slowly fading away. This is thus a course for concern because it means that the quality of services, they offer clients is also becoming sluggish.

5.3.8 Conclusions on coping mechanisms for dealing with challenges.

Supervisees mentioned an array of coping mechanisms in dealing with both the supervision and the service delivery challenges they are confronted with. They stated that they request a meeting with their supervisors that they consult each other, that they consult any available supervisors and that they do what they can.

There were participants who pointed out that they request a meeting with their supervisor to resolve the issues that hamper supervision and service delivery. The frustrating part for the supervisees is that there are other issues that remain unsettled even after such a meeting occurred such as resources and office space. Another coping mechanism that frontline workers utilise is that they say they do what they can. This means carrying out duties that they can manage and try to maintain a balance in every part of the work when facing difficult work conditions. Further to that, the participants reported that another coping strategy they use is consulting each other when there is need for professional help. By consulting each other practitioners can aid each other with information, advice on how to handle cases, provide each other moral support and are able to debrief. Moreover, they also shared that they also consulting available supervisor if they require urgent supervision and their own supervisors are unavailable. This would be in the event that they are really stuck, and when their peers also have no idea on how to resolve the hurdle.

5.3.9 Conclusions regarding the knowledge of supervisors' regarding social work supervision.

The participant's views were split into two. Some of the participants believe that their supervisors are knowledgeable about social work supervision because their supervisors can support them in work related matters and on personal matters. Apparently, some supervisors are knowledgeable about policies, able to deal with issues that are brought to them, they had supervised before, and are able to conduct supervision sessions. On the contrary, there were other participants who were of the view that their supervisors lack knowledge regarding social work supervision, pointing out that supervisors do not conduct supervision sessions, lack information on how to handle critical cases like child neglect, cannot foster relationships with internal and external stakeholders thus unable to connect practitioners with resources, do not implement all the processes of supervision, and that their supervisors frustrate their plans. The participants attributed the lack of knowledge to the fact that some supervisors are promoted even though they lack skills and knowledge or

current information in the field of social work and social work supervision. The assumption is that supervisors are promoted based on number of years in the field not because of the knowledge they contribute to the sector.

5.3.10 Conclusion regarding the significance of supervision to service delivery.

The value of social work supervision to service delivery within Bojanala District has been evidenced in this study. The frontline workers alluded to several issues about how supervision is significant to service delivery. They shared that supervision can help resolve many of their service delivery challenges such as ensuring the induction of newly appointed practitioners in order to perform better in the communities that they serve; that through supervision supervisors can negotiate for internal and external resources that would aid service delivery; it would be useful in monitoring the work of frontline workers to ensure that they render effective services without any negligence, that it could bring about knowledge and skills to educate, monitor and guide the supervisees in order to provide best services to the communities; and that it would contribute to increased worker moral and confidence amongst frontline workers who would then uphold the integrity of the profession.

5.3.11 Conclusions on the perceptions of social work supervisees regarding the efficacy of social work supervision in DSD Bojanala District.

The participants in the study voiced that, although social work supervision is challenged in many ways, social work supervision in Bojanala District is efficacious. The participants believe that supervision is used as a platform to deal with challenges and to empower supervisees because it updates supervisees with new trends, addresses weaknesses and affirms confidence. In turn, apparently, supervision also enhances the image of the profession and that it contributes to efficient service delivery.

5.4 The recommendations

The researcher presents recommendations that are derived from the conclusion presented above. The researcher also identified the gap and translated the gaps into recommendations. According to MacMillan (2012:369) gaps identified research report should also communicated to assist policy makers and future researchers in decision making and planning. The recommendations are thus compartmentalised into three, recommendations for social work supervision, recommendations for social work service delivery, and recommendations for the policy makers.

5.4.1 Recommendations for social work service delivery.

This study established that social work services are engulfed by many challenges. The participants attributed most of the identified challenges to the ward base model. It is

therefore recommended that the ward base model needs to be reviewed, to test its efficacy and to assess its effect on service delivery and supervision.

Alongside the review of the model, it is also recommended that the North West Provincial Department of Social Development should consider appointing social workers in specialised fields to allow social workers to focus on programmes. This should cascade into assisting practitioners to master intervention skills in the fields of specialisation and that in turn it would avert over burdening social workers. In addition, the phenomenon of targets should also be reviewed because the North West Provincial Department of Social Development should focus on quality of the work rather on chasing the numbers at the expense of quality of intervention.

Moreover, the North West Provincial Department of Social Development is also called upon to spearhead the establishment of additional rehabilitation centres and shelters to cater for various social ills such as places of safety, shelters for abused victims and many others. Having additional resources will aid practitioners in their service delivery endeavours.

5.4.2 Recommendations for social work supervision.

The supervisees in the study were firm that supervisors lack supervision knowledge on service delivery, including not understanding the implementation of various departmental policies. The training is significant because there are thirteen programmes that supervisors are handling, and as such relevant and updated information and techniques are required to manage such programmes. It is thus recommended that it should be compulsory for all supervisors to be trained on policies of the Department. Supervisors should also attend courses periodically to sharpen their intervention skills on various social ills. This is important because if supervisors are knowledgeable about various policies and intervention strategies, then they can competently guide and train supervisees.

It is also recommended in this study that all supervisors should undergo extensive training on supervision knowledge and skills, necessitated by the continually changing work environments. The training of supervisors should boost the knowledge base of supervisors and in turn elevate their confidence to supervise frequently and efficiently.

Furthermore, it is recommended in this regard that during the recommended review of the ward base model, the role of the supervisor should also be reviewed. This is because according to study participants, supervisors are no longer actively involved in their day to day work. It seems having supervisor coordinate services in the wards could be an alternative to this dilemma. Moreover, it is also advised in this study that the Department of Social Development should hire additional social work supervisors to supplement the

current cohort because currently supervisors are said to be few and as such cannot manage all their work. Hiring supervisors, will also assist supervisors to conduct quality supervision.

5.4.3 Recommendation for the policy makers.

It is also recommended that the social work supervisor-supervisee ratio of 1:13 or 1:10, which according to the current norms and standards of social work practice in South Africa must be revised. Notably, if supervisors are overwhelmed by their tasks because of increasing social challenges in communities, then it means they cannot adequately cater to the needs of supervisees. The ward base model that is implemented in Bojanala District also challenged the set ratio because supervisors are faced with a lot wards to supervise.

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ADDENDA

ADDENDUM A –PARTICIPANT INFORMATION SHEET

PARTICIPANT INFORMATION SHEET

Ethics clearance reference number: 50858092

Research permission reference number:

09 January 2020

Title: The efficacy of social work supervision: A case study in Bojanala District.

Dear Prospective Participant

My name is Dibuseng Suzan Matshwi and I am conducting a research study with Gladys Bathabile Bhuda, a lecturer in the Department of Social Work towards an MA in Social Work Degree at the University of South Africa. We are inviting you to participate in a study entitled the efficacy of social work supervision towards social work supervisees within Bojanala District.

THE PURPOSE OF THE STUDY/BENEFITS

The purpose of the study is to describe and explore the nature of social work supervision within Department of Social Development, Bojanala District. The researcher is of the view that the study will contribute to social work by setting up best standard for social work practice and improving service delivery that benefit the service user.

WHY AM I BEING INVITED TO PARTICIPATE?

I choose you to participate in the study because you are social worker who is employed by the Department of Social Development in the Bojanala District; you have two years or more

of experience as a social worker and you are being supervised. I have obtained your personal information from your District Manager Ms M. Legana in conjunction with your supervisor (will include supervisor names here)…………………………………………….. as I was also granted permission by research committee in the University of South Africa and research committee of the Department of Social Development.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Should you agree to participate, you would be requested to participate in a one face-to-face semi-structured interview–that will be conducted at your most convenient location in the Bojanala District and group interview. It is estimated that the interview(s) will last approximately 1 hour. During the interview(s) you will be requested to answer the following questions. Following the biographical question, the researcher will delve into questions regarding supervision. The questions on supervision will be subdivided into three; they include the exploration of the nature of social work supervision, those pertaining to the supervisory relationship between the supervisee and his/her supervisor and those which will explicate the meaning participants attribute to social work supervision. The questions range from Biographical information to general ones that require the participants to share their subjective experiences with regard to supervision and will include the following:

1) Can you tell a bit about yourself with regard to the following?

- Your age?

- What is your highest social work qualification?

- How long have you been employed as a social worker in DSD, Bojanala District?

- In which sub-program (s) are you rendering social work services?

- Which client category do you mostly offer services to?

- How long have you been supervised by your current supervisor?

- Does your supervisor have any other subordinates?

- What do you understand by social work supervision?

- Tell me more about how supervision is structured within the Bojanala District?

- Mention at least two methods of supervision you are subjected to by your supervisor.

- Of the mentioned sub-programmes, which does your supervisor assist you with mostly and why?

- In your opinion, do you get assistance from your supervisor in terms of the problems/issues you present to him/her during supervision?

- Describe challenges you encounter regarding supervision.

- How do you counteract the identified challenges?

- What is the efficacy of social work supervision?

- Do you think supervision is significance to service delivery and how?
- Do you think your supervisor is knowledgeable about social work supervision? if yes why? And if no why not?

- Give an overall impression regarding social work supervision. Is social work supervision effective in your view? If yes give reasons why, if no why not?

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw from the study at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The benefits of this study will contribute to social work practice in improving how supervision is conducted, help policy making on inputs that are so relevant to social work supervision and improving service delivery that will benefit service users.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

Potential risks might be psychological harm that might be caused by interviewing participant who have experienced unhealthy supervision however those who requests or identified to be needing counselling or debriefing will be referred to Employee Assistant Practitioner in the Department of Health in Bojanala District who agreed to assist.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

In order to ensure the anonymity of participants in the study the researcher is going to use pseudonym during interview instead of the participants' real names in order to protect them

from being identifiable. By being anonymous participants will be protected from criticism or discrimination that may come as a result of being part of the study. Any diary or note book used during data collection that may lead to anonymity will be destroyed by shredder.

The researcher is also committed in keeping the information about the participant confidential. The information of the participants will not be given to anyone without the participant's written consent. With your permission, the interview will be audio-taped. The recorded interviews will be transcribed word-for-word. Your responses in the interview (both the taped and transcribed versions) will be kept strictly confidential. The audiotape will be coded to disguise any identifying information. The tapes will be stored in a locked office in the safe at her home in Rustenburg and only I will have access to them. The transcripts (without any identifying information) will be made available to my research supervisor, a translator (if they need to be translated into English), and an independent coder with the sole purpose of assisting and guiding me with this research undertaking. My research supervisor, the translator and the independent coder will each sign an undertaking to treat the information shared by you in a confidential manner. The information without your name mentioned will used publishing the thesis, journals articles, and conference proceedings.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a minimum period of five years in a locked filing cabinet *her home in Rustenburg]* for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no remuneration or reward for all participants in the study. This is because you will not incur any financial costs, i.e. transportation, for participating in the study because the researcher will interview you in your local offices.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of School of Social Science *[school of social science ERC],* Unisa. I can furnish you a copy of the approval letter if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

The researcher in the study aimed at disseminating the results through the compilation of a dissertation; by publishing an article in a professional Journal and by presenting of the research study in a Conference. If you would like to be informed of the final research findings, you can also contact me, Dibuseng Suzan Matshwi on 076 509 4448 or dibusengmatshwi@gmail.com. Should you require any further information or want to contact the researcher about any aspect of this study, please contact 076 509 4448 or dibusengmatshwi@gmail.com

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor Dr GB Bhuda contact details 012 429 4807 or Email bhudag@unisa.ac.za. You may also contact the research ethics chairperson of the Department of Social Work at Unisa at: Prof AH (Nicky) Alpaslan, telephone number: 012 429 6739, or email alpasah@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

--   --------------------------------

    Signature   Date

ADDENDUM B: ETHICAL CONCERNED FORM

CONSENT TO PARTICIPATE IN THE STUDY TITLED THE EFFICACY OF SOCIAL WORK SUPERVISION: A CASE STUDY IN BOJANALA DISTRICT

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.

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.

I agree to the recording of the semi structured interview.

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

Participant Name & Surname………………………………………… (please print)

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

Researcher's Name & Surname…………………………………………(please print)

Researcher's signature…………………………………………..Date…………………

ADDENDUM C DEBRIEFING OF PARTICIPANTS LETTER

health

Department of
Health
North West Province
REPUBLIC OF SOUTH AFRICA

44 Boom Street
Absa Building
Rustenburg
Private Bag x 82090
Rustenburg 0300

Tel: (014) 5928906
Fax: (014)592 8918
EPhillips@nwpg.goc.za

BOJANALA DISTRICT: EHWP

TO : UNISA

FROM : EHWP COORDINATOR
: MR. E.T. PHILLIPS

DATE : 08 FEBRUARY 2018

SUBJECT : DEBRIEFING OF EMPLOYEE

This correspondence is for the use of the person to whom it is ADDRESSED ONLY. Unauthorised copying, distribution, dissemination and the use of this is prohibited and may expose any person contravening this notice liability

I Mr. Ephraim Thabo Phillips registered social worker **(Practice no: 10-27809)** attached to Department of Health, Bojanala District. I therefore agree to participate in conducting debriefing sessions of sampled employees who might need Debriefing during or after interview at the Department of Social Development.

....
Mr. E T Phillips
Employee Health and Wellness

ADDENDUM D- TURNITIN REPORT.

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THE EFFICACY OF SOCIAL WORK SUPERVISION: A CASE STUDY IN BOJANALA DISTRICT DIBUSENG SUZAN MATSHWI

Submitted in accordance with the requirements for the degree of MASTER OF SOCIAL WORK UNIVERSITY OF SOUTH AFRICA SUPERVISOR: DR   18

. GLADYS BATHABILE BHUDA 2022

DECLARATION STUDENT NUMBER: 50858092 **I declare that this** study report, **entitled**   65

"The efficacy of social work supervision: A case study in Bojanala District",

is my original work and all sources utilised **in**   171

the study project are fully referenced and acknowledged. Ms. Dibuseng Suzan Matshwi Date: ACKNOWLEDGEMENTS It

has been a long journey to complete **this** research **project. I** therefore acknowledge **the**   176

following people: ? The Lord Jesus Christ for his love, wisdom, provision and knowledge. To God be the glory. ? I thank the Department of Social Work, UNISA, for providing leadership and mentoring me in this study. ? I am grateful to the

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ADDENDUM E –CERTIFICATE OF EDITING

FACULTY OF EDUCATION

Office: 0183892451

Cell: 0729116600

Date: 25th May, 2022

TO WHOM IT MAY CONCERN

CERTIFICATE OF EDITING

I, **Muchativugwa Liberty Hove**, confirm and certify that I have read and edited the entire thesis, **THE EFFICACY OF SOCIAL WORK SUPERVISION: A CASE STUDY IN BOJANALA DISTRICT**, submitted by **DIBUSENG SUZAN MATSHWI**, in accordance with the requirements for the degree of **MASTER OF SOCIAL WORK, UNIVERSITY OF SOUTH AFRICA.**

DIBUSENG SUZAN MATSHWI was supervised by **DR. GLADYS BATHABILE BHUDA.**

I hold a PhD in English Language and Literature in English and am qualified to edit such a thesis for cohesion and coherence. The views expressed herein, however, remain those of the researcher/s.

Yours sincerely

Professor M.L. Hove (PhD, MA, PGDE, PGCE, BA Honours – English)

ADDENDUM F-SOCIAL WORK RESEARCH ETHICS COMMITTTEE APPROVAL LETTER

UNISA | university of south africa

SOCIAL WORK RESEARCH ETHICS COMMITTEE (SWREC)

Date: 01 April 2019

Dear Ms DS Matshwi

DECISION:	SWREC Reference #: 2019-SWREC-50858092
Ethics approval from 01 April 2019 to 31 March 2020	Name: Ms DS Matshwi
	Student #: 50858092
	Staff #: NA

Researcher(s): Name: Ms DS Matshwi
Contact details: dibusengmatshwi@gmail.com; 0765094448

Supervisor(s): Name: Ms GB Bhuda
Contact details: bhudag@unisa.ac.za; (012)4294807

Title of research:
The efficacy of social work supervision: A case study of Bojanala District

Qualification: Master of Social Work (MSW)

Thank you for the application for research ethics clearance by the Social Work Research Ethics Committee (SWREC) for the above mentioned research. Ethics approval has been granted effective from 01 April 2019.

The following are standards requirements attached to all approval of all studies:

1. Approval will be for a period of twelve months. At the end of this period, if the study has been completed, abandoned, discontinued or not completed for any reason you are required to submit a report on the project. If you complete the work earlier that you had planned, you must submit a report as soon as the work is completed. Reporting template can be requested from the SWREC administrator on radebn1@unisa.ac.za
2. However, at the end of 12 months' period if the study is still current, you should instead submit an application for renewal of the approval.
3. Please remember that you must notify the committee in writing regarding any amendments to the study.
4. You must notify the committee immediately in the event of any adverse effects on participants or any unforeseen event that might affect continued ethical acceptability of the study.
5. At all times you are responsible for the ethical conduct of your research in accordance with the SWREC standard operating procedures, terms of references, National Health Research Council (NHREC) and university guidelines.

Yours sincerely

Dr KJ Malesa
Chairperson of SWREC
Email: maleskj@unisa.ac.za
Tel No.: (012) 429 4780

Prof MPJSB Madise
College Higher Degree Office
Email: madismjs@unisa.ac.za
Tel No.: (012) 429 4706

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone +27 12 429 3111 Facsimile +27 12 429 4150
www.unisa.ac.za

ADDENDUM G: LETTER OF APPROVAL FROM DSD NW TO CONDUCT RESEARCH

social development

Department:
Social Development
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

2030 NDP

CHIEF DIRECTORATE: CORPORATE SERVICES

Private Bag X 6 ▪ Mmabatho, 2735 ▪ Provident House Building, University Drive ▪ MMABATHO
Tel: +27 (18) 388 – 2989/2293 ▪ Fax: +27 (18) 384 – 5967 ▪ E-mail:

DEPT. OF SOCIAL DEVELOPMENT
2 5 APR 2019
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DDG'S OFFICE

TO : **Mr. I.S. MOGOROSI**
ACTING HEAD OF DEPARTMENT

FROM : **Mr. C. SEOME**
ACTING CHIEF DIRECTOR: CORPORATE SERVICES

DATE : **24 APRIL 2019**

SUBJECT : **REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITHIN THE DEPARTMENT IN RESPECT OF MS. DIBUSENG SUSAN MATSHWI.**

PURPOSE

The purpose of this submission is to request Acting Head of Department to grant approval for **Dibuseng Susan Matshwi** to conduct research in the Department for academic development purposes.

BACKGROUND

The Research Sub-Directorate received a request from Ms. Dibuseng Susan Matshwi to conduct research to officials based in Bojanala District. Ms. Dibuseng Susan Matshwi is a researcher at the University of South Africa. The aim **of the study is to describe the efficacy of social work supervision** within Department of Social Development, Bojanala District. The Department of Social Development in the

Lefapha la Tihabololo Loago ✤ Department van Maatskaplike Ontwikkeling

Bojanala District has been selected for inclusion in the study because there never been a study conducted on the efficacy of social work supervision.

The study will employ a qualitative research approach which is confined to explorative, contextual and descriptive research designs. A sample will be drawn from social work supervisees who are employed by Department of Social Development at the Bojanala District. Data from participants will be collected through interviews, particularly semi-structured interviews using open ended questions of qualitative data analysis. The period of the research study in request will imprecisely take 12 months to be completed.

The benefits of the study will contribute to social work practice in improving how supervision is provided, help policy making on inputs that are so relevant to social work supervision and improving service delivery that will benefit service users.

DISCUSSION

The Department has in place the Guidelines for Research Proposal submission which administer the processing and preparing approvals of submissions made by external stakeholders to conduct research in the Department. In this stance, the applicant (Ms. Dibuseng Susan Matshwi) has followed all review process of the research proposal. The Research Sub: Directorate has furtherly assessed the request of the applicant in ensuring that all the professional research standards are satisfied. In the light of that, the research candidate is strongly urged to consider all ethical considerations during the course of this research project. Failure to comply with these requirements may lead to this permission being withdrawn or suspended. Strict measures will also be undertaken to ensure the security of the Departmental classified and confidential information.

Upon completion of the research study, it will be appreciated that a copy of the research report should be shared with the Acting Head of Department. The research unit will further provide technical research support to the researcher once approval by the Acting Head of Department has been granted.

It is on the basis of the afore-mentioned background that the Research Sub-Directorate recommend that approval be granted for Ms. Dibuseng Susan Matshwi, to conduct the study as proposed.

RECOMMENDATIONS

It is recommended that the Acting Head of Department approves the request made by the applicant to undertake research study under the auspices of the Department.

24/04/2019

Dr. M. MOTSHEDI
DEPUTY DIRECTOR: RESEARCH

DATE

SUPPORTED/NOT SUPPORTED

_____

_____

_____

24/04/2019

Ms. DG. MAKOE
ACTING DIRECTOR: STRATEGIC PLANNING, POLICY, RESEARCH, MONITORING AND EVALUATION

DATE

RECOMMENDED/NOT RECOMMENDED

_____

_____

_____

27/04/2019

Mr. C. SEOME
ACTING CHIEF DIRECTOR: CORPORATE SERVICES

DATE

APPROVED/~~NOT APPROVED~~

Permision to Conduct research granted,
to Ms Susan Motshwi.

Mr. I.S. MOGOROSI
ACTING HEAD OF DEPARTMENT

25 / 4 / 2019
DATE