

THE EXPERIENCES AND PERCEPTIONS OF NEWLY QUALIFIED SOCIAL
WORKERS ON THE SIGNIFICANCE OF SOCIAL WORK SUPERVISION IN CHILD
PROTECTION SERVICES IN CAPE TOWN

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DECLARATION

By submitting this dissertation electronically, I, **Charné Rossouw**, declare that the entirety of the work contained in the thesis entitled “*The experiences and perceptions of newly qualified social workers on the significance of social work supervision in child protection services in Cape Town*” is my own, original work. I declare that I am the sole author thereof, that reproduction and publication thereof by University of the Western Cape (UWC) will not infringe any third-party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.



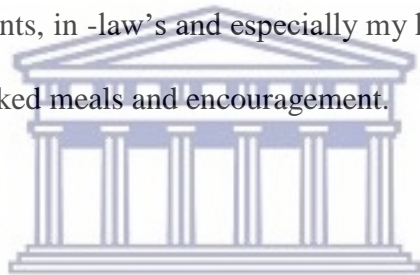
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ABSTRACT

The social work profession has been in existence for over a century and has enhanced many lives in South Africa. Supervision is an essential component of social work practice in South Africa and social work supervisors must be trained in the three functions of supervision, which are support, education, and administration. Research shows that supervision plays a vital role in the development of social workers, and the absence of supervision has been linked to burnout and staff attrition in social work agencies. The aim of this research was to explore and describe the experiences and perceptions of Newly Qualified Social Workers (NQSWS) on the significance of social work supervision in child protection services, in Cape Town. The study applied a qualitative research approach and an explorative research design. Ten NQSWS were selected by means of purposive sampling. The sample consisted of social workers employed by the Department of Social Development within the Cape Metropolitan Region in the Western Cape Province. Data was collected by means of interviews with the aid of an interview schedule, and these were audiotaped and transcribed verbatim. The data was analysed through thematic analysis. Ethics, such as informed consent, confidentiality, anonymity, ensuring quality and integrity, participation in study voluntarily, and avoidance of harm to participants were adhered to. Results indicated that most social workers receive all three types of supervision and very few did not receive supervision. Benefits of supervision that were highlighted include support and improved quality of work. The challenges identified relate to workload, stress, burnout, and lack of time for supervision. Recommendations were made for more staff, supervisor training, and regular supervision.

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LIST OF ABBREVIATIONS

NQSW	Newly Qualified Social Workers
SACSSP	South African Social Services Professions
DSD	Department of Social Development
EST	Ecological Systems Theory
IFSW	International Federation of Social Work

KEY WORDS

Social Worker	describes the social work profession as a professional service rendered to individuals, groups, and communities by registered social workers to enhance, promote, and restore social functioning (SACSSP, 2007).
Supervision	as a process whereby a supervisor performs educational, supportive, and administrative functions to promote efficient and professional rendering of social services (Engelbrecht, 2015).
Child protection	Child protection comes in different forms such as foster care, cluster foster care, Child and Youth Care Centre (CYCC) placement and adoption, which will be discussed (Department of Social Development, 2012).
Newly Qualified Social Worker	The population for this study was newly qualified social workers who have graduated in the past five years and are currently working for child protection services in the Western Cape Province.

CHAPTER 1: INTRODUCTION

1.1. Preliminary Study Rationale

The International Federation of Social Work (IFSW) globally describes the social work profession as a practice-based profession and academic discipline that encourages social change, development, social cohesion, the empowerment, and liberation of people (Hall, 2013). The social work profession encompasses principles of social justice and human rights; collective responsibility and respect for diversities are central. These principles are underpinned by theories in the disciplines of social work, social sciences, humanities, and indigenous knowledge. The purpose of the social work profession is to assist individuals, groups, and communities to address life's challenges and enhance wellbeing (Hall, 2013). Various authors confirm this by describing the social work profession as the application of bounds of knowledge acquired, professional values and specialized skills to assist individual, familial, group, organisational or community systems for positive change (Bogo & Taylor, 1990; Kirst-Ashman & Hull, 2014; Teigiser, 2009). In addition, the SACSSP, describes the social work profession as a professional service rendered to individuals, groups, and communities by registered social workers to enhance, promote, and restore social functioning (SACSSP, 2007). The common elements found within the definitions are that social workers work with individuals, groups, and communities to improve the lives of people seeking assistance. In this regard, the presence of supervision in social work is necessary as it emphasizes client empowerment, working under supervision in an organisational structure, having a wide range of professional roles, following evidence-based practice, and the application of critical thinking skills in planned change processes (Kirst-Ashman, 2015).

The discipline of social work has much to offer in empowering the social worker through supervision as the clients are thus indirectly empowered. This results in clients reaching for better outcomes in their children and family lives (Beddoe, Karvinen -Niinikoski, Ruch & Tsui, 2015). Supervision is therefore seen as an important tool in the social work profession, especially with regards to working well in the helping profession (Riva & Ratiska, 2015). The presence of supervision is important in any organisation for employees to function optimally; as it gives them an opportunity to receive support, grow, and become knowledgeable about what is required of them.

1.2. Problem Statement

According to Wilkins, Forrester and Grant (2017, p.949), “the right system conditions do not exist for good supervision to take place and little empirical evidence regarding the relationship between supervision and practice can be found internationally”. This is especially the case within South Africa where the experiences of NQSW are not a very well researched area. A limited amount of research exists in South Africa on supervision in the child protection field exists (Hunter, 2016). Previous research has primarily focused on the general experiences of social workers in their work environments and identified lack of supervision as one of the factors leading to dissatisfaction within the workplace (Joseph, 2017). According to the SACSSP (2007), social workers should have a caseload of 60 clients, but due to the high demand of services and lack of staff, social workers have higher caseloads, ultimately leading to less or no supervision. This can be dangerous, especially in child protection, as a wrong decision could mean a death of a child (Hunter, 2016). Social work was declared a scarce skill in 2008 under the then minister of Social Welfare, Minister Skwatsa and the Department of Social Development

(DSD) was instructed to recruited social workers due to the huge exodus of experienced social workers leaving South Africa to work abroad (IOL,2008). This left a vacuum in child protection and social work supervision in the country. Due to the increase of skills shortage among social work leadership there appears to be a gap in supervision (Engelbrecht, 2019). The implementation of supervision in social work is comprehended to be the foundation of the profession (Ncube, 2019). The difficulty in retaining experienced social workers at many child protection organizations due to high turnover (Social Work Policy Institute, 2011 & Ncube, 2019). However, there is not much research done on how social workers experience supervision. Thus, a gap currently exists in research on supervision of NQSW within the South African context, specifically relating to the perceptions and experiences within child protection services in Cape Town. SACSSP’s Code of Ethics (SACSSP, 2007) and the Social Work Act (Republic of South Africa, 1996) explicitly state that social workers must be supervised by social workers. The lack of supervision has legal implications; therefore, it is imperative that social workers receive supervision. A person supervising a social worker “must be qualified and registered by the SACSSP to practice as a social worker, with relevant experience in supervision” (National Department of Social Development, 2012, p. 22).

1.3.Research question

What are the experiences and perceptions of NQSW on the significance of social work supervision in child protection services in Cape Town?

1.4.Aim and Objectives

The aim of this research study was to explore the experiences and perceptions of NQSW on the significance of social work supervision in child protection services in Cape Town.

The objectives of the study were:

- To explore and describe social workers' perceptions of supervision in child protection services.
- To explore and describe social workers' experiences of supervision in child protection services

1.5. Brief Methodology

The research approach used was qualitative research. According to Denzil and Lincoln in Creswell (2007, p. 36), qualitative research refers to “a study in which researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them”. The researcher was interested in the experiences and perceptions of NQSW in supervision in child protection services. This methodology was chosen because the aim of the study was to explore in-depth experiences and perceptions of individuals. NQSW were approached to engage in in-depth interviews where the researcher used open-ended questions with probes.

The research design that was used is an exploratory design. Exploratory research designs are used to make initial inquiries into reasonably unknown research areas. Exploratory studies engage in an open, flexible, and inductive approach to research to find new understandings into the phenomena (Creswell, 2013). Resulting in-depth description of the study (Fouché & De Vos,

2011; Kreuger & Neuman, 2006). In this study the researcher explored how NQSW experienced and perceived supervision by asking open ended questions that allowed them to explain and express their feelings about supervision. The findings chapter focused on giving thick and detailed descriptions of the experiences and perceptions of the NQSW.

The population for this study was social workers who have graduated in the past five years and are currently working for child protection services in the Western Cape Province. The study used ten NQSW, as the study followed the principle of data saturation. Creswell (2013) argues that qualitative research has no set sample size, but data was collected to the point of data saturation, which means the point where information shared by NQSW becomes repetitive.

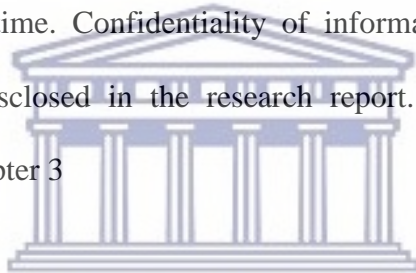
This study used purposive sampling as it aimed to purposefully choose NQSW with specific common characteristics or descriptions that allow the researcher to discover and describe the essential ideas of the phenomenon (D'Cruz & Jones, 2006). Parameters of the population in purposive sampling should clearly be identified and then the case sample may be selected. The method of data collection was done by means of semi-structured interviews with the aid of an interview schedule. De Vos (2002, p. 302) states that “semi-structured interviews can be used to achieve a comprehensive understanding of beliefs, perceptions and accounts of a particular topic whilst giving the interview flexibility”.

The data analysis the researcher used was thematic analysis to analyse the transcribed interviews for the current study. Thematic analysis refers to, “coding of qualitative data, identifying clusters of texts with similar meaning, often searching for concepts appearing to capture the essence of

the phenomenon under investigation and producing mid-range theories” (Madill, Gough, Lawston, & Stratton, 2008, p. 258).

The data verification the researcher used ensures trustworthiness of the study by verifying findings for credibility, transferability, dependability and confirmability through comprehensive documentation of the research design and the providing of detailed information of data collection including information sheets, interviewing schedules and consent forms.

Appropriate ethical consideration steps were taken to obtain informed consent from NQSW. The researcher made the NQSW aware that their participation was to be strictly voluntary as NQSW could have withdrawn at any time. Confidentiality of information was maintained, and the identity of NQSW was not disclosed in the research report. A detailed description of the methodology is presented in chapter 3



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1.6.Theoretical framework

The theoretical framework that the researcher used was Bronfenbrenner’s EST. Bronfenbrenner (2005) supports the view that human beings should be understood in relation to the interaction between the individual and environment. The EST applies at micro, meso, and macro levels of interaction. The focus of the study was on the individual (NQSW), group (supervision), community levels (child protection service) and how these influence the experiences and perceptions of the social workers in supervision. The theory assisted in unpacking how supervision in child protection service influences the NQSW experience and perceptions at micro, meso and macro levels.

1.7.Limitations of the study

Highlighting the limitations of a study is an important element that the researcher needs to be aware of. The limitations of this study are as follows: firstly, the study had a small sample size of ten and this means that no generalization can be made. Secondly, the study was conducted in Cape Town and excluded the experiences of those in other parts of South Africa. Lastly, the researcher only had access to the Department of Social Developments social workers and thus, the experiences of social workers working for Non-Governmental Organisations in the child protection sector were not represented in the responses of the study.

1.8. Structure of the thesis

The following is a brief description of the five chapters:

Chapter one introduces the study and provides background aims and objectives of the study. This chapter is important because it provides the reader with a direction of the project. The research question, aims, and objectives are discussed, including the definition of key concepts and a preliminary literature review.

Chapter two, the literature review, among other things, highlights the key importance of supervision at the child protection organisations with a perspective of social work. This includes discussing key concepts of the social work profession, social work roles, the significance of social work supervision, the function of supervision, and social work in child protection as a basis of understanding the research problem. Lastly, an exploration is done of the theoretical framework employed in the study. A discussion on Bronfenbrenner's EST theoretical lens

through which the study was conducted. This theory presented a baseline and background when considering perceptions and experiences of NQSW in child protection in supervision.

Chapter three, the research methodology discusses and unpacks the qualitative research design and methodology. The chapter also explains the sampling procedure, data collection process, data analysis, and discussion of trustworthiness, reflexivity, and ethical considerations. The chapter ends with a brief summary.

Chapter four, the study findings present the results of the research, analysis, and discussion of the findings. In this chapter, theories used in this project are considered because of the findings. Not only does this chapter reveal results based on the realistic research conducted, but it also makes sense of such results.

Chapter five, concludes the study by providing a comprehensive summary and suggestions. This chapter is linked to the introduction, as it presents the conclusions, makes recommendations and offers suggestions for further research and possible amendments on the supervision implementation policy.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter provides a detailed review of the literature on the importance of social work supervision to NQSW. The structure of the chapter begins by providing the context of the generalist social work profession, followed by an explanation of the roles of the social work profession. Furthermore, a description of the significance of social work supervision is given, followed by an explanation of what social work in child protection involves. The last section of the chapter explains the theoretical framework that applies to the study.

2.2. Social work profession

For the purpose of this study, the definition of generalist social work by Kirst-Ashman (2010) will be adopted. Firstly, generalist practice emphasizes client empowerment. Secondly, it involves working effectively within an organisation and doing so under supervision. Thirdly, it acquires the assumption of a wide range of professional roles. Fourth, it concerns following the principles of evidence-based practice (choosing an intervention plan based on evidence of past effectiveness and evaluating the outcomes of intervention to improve future service provision). Fifth, it involves the application of critical thinking skills to the planned change-process.

Generalist social workers can work at various levels of intervention which are micro, mezzo, and macro. Kirst-Ashman (2015) explains that social workers working at micro level work with individuals in a variety of settings. Some of the examples are helping a homeless person get medical help from a community clinic and find a place to stay at a local shelter, counselling a young woman regarding what type of contraception is best for her, assist an older adult in a

hospice in making his end-of-life decisions and help him rest as comfortable as possible during his final days. Social workers at mezzo level work with groups and some of the examples given by Kirst-Ashman (2015). Kirst-Ashman (2015) further explains that social workers at mezzo systems or group, run a social skills group for the adolescents with cognitive disabilities, lead a support group for parents of children diagnosed with cancer and oversee an agency meeting in which various agency staff discuss a client's progress. Social workers working at macro level work with communities.

2.2.1. Levels of social work intervention

The foundation of generalist social work practice is built on a wide range of knowledge, professional values, and a set of diversified practice skills designed to enable practitioners to target any system (individual, group, organisation, and community) for change (Kirst-Ashman & Hull, 2014). Social workers must engage in diverse intervention modes to achieve desired results. These intervention types are micro, mezzo, and macro where social workers are concerned with achieving social, economic justice and promote the welfare of clients.

The *micro level of intervention* according to Zastrow (2017, p. 42), is aimed at “helping individuals on a one-to-one basis to resolve personal and social problems and may be geared to help clients adjust to their environment or to changing certain social and economic pressures that adversely affect them”. To work with micro level clients, social workers would need to acquire sufficient clinical skills like counselling, questioning/ probing, listening, crisis intervention, mindfulness and so forth (Miley, O’Milia & DeBois, 2011). NQSW are required to do generalist practice and therefore must be able to work with a variety of cases. Social work supervisors need

to be trained at this level to guide NQSW workers in child protection (National Department of Social Development, 2012). As one of the key micro level intentions NQSW are mandated to do crisis intervention, amongst other tasks. Peer supervision or group supervision can happen intermittently in a variety of contexts but will not replace individual supervision (O'Donoghue, 2012). This can be seen when peer supervision is utilized, NQSW can discuss child protection cases that one of their more experienced peers could assist them with.

The *mezzo level of intervention* “seeks to facilitate the intellectual, emotional and social development of individuals through group activities” (Zastrow, 2017, p. 42). The target of the social worker at mezzo level of intervention according to Kirst-Ashman (2015), is to enable people function effectively in groups and derive maximum satisfaction from group participation. Effective mezzo level work requires skills in organisation planning, decision making, and conflict resolution (Miley et al., 2011). Some of the problems faced by clients cannot be handled on a one-on-one basis. Therefore, there is the need to bring people that have similar problems together, so they could share experiences and ideas that would provide and/or impact solutions to their problems.

The *macro level of intervention* included the knowledge and skills related to community organizing, agency/ program management, and policy practice. The macro level of intervention refers, “a type of social work that involves working with organisations and communities or seeking changes in statutes and social policies” (Zastrow, 2017, p. 585). Social workers working at macro level strive to eliminate social problems that affect the optimal social functioning of citizens, erode the quality of life, or weaken the structure of the society (Miley et al, 2011). All

social workers at all levels of interventions have the professional responsibility to fight for social justice and to do so under the guidance of a supervisor.

NQSW should be aware of how mezzo and macro systems can affect the micro clients and work around solutions within the child protection framework (Engelbrecht, 2015). Supervision of NQSW, therefore, becomes a crucial part of performing their duties at all levels of intervention. It is important to note that the generalist social work practice involves client empowerment, working effectively and doing so under supervision (Kirst-Ashman, 2010). Supervision is the process by which a designated supervisor watches over a NQSW performance, directs activities and provides feedback. A good supervisor can be valuable in helping social workers perform effectively within an agency setting (Kirst-Ashman, 2015). The volume of research in South African social work is by no means abreast with the conceptual material published on this topic, with little agreement regarding what good and effective supervision entails (Davys, 2010, Wynne 2020). External supervision is where the supervisor is not part of the organisation and some of the functions of supervision are outsourced (Bradley, Engelbrecht & Höjer, 2010). This type of supervision can be particularly useful in cases where the supervisor does not have the time and knowledge base to take on the role. Assuming a wide range of roles is a key concept in the definition of a generalist practitioner as well as evaluating outcomes of intervention to improve future intervention (Kirst-Ashman, 2010). A detailed description of the roles of social work will be discussed in the following section.

2.2.2. Roles of social workers

Social work is a vibrant and evolving profession, which strives to improve people's quality of life. Social workers play a vital role in the individual, group, and communities within societies globally and in South Africa. They perform different roles at each of these levels in different contexts and at different times. The description of the roles that social workers facilitate will be discussed in the following section as described by Kirst-Ashman (2010, p. 95):

The counsellor provides guidance to clients and assists them in a planned change or problem-solving process. For example, a child protection social worker might provide trauma debriefing counselling with a child that was raped by a family member and therefore had to be removed.

The educator gives information and teaches skills to others. For instance, a child protection social worker might teach child management skills to parents who recently introduced a foster child into the family because their parents neglected their basic needs.

The broker links client's systems to needed resources. For example, a child protection social worker might refer the parent to a substance abuse treatment centre for inpatient treatment while the child is in foster care.

The case manager on behalf of a specific client, coordinates the necessary services provided by any number of agencies, organisations, or facilities. For instance, a child protection social worker might coordinate several services needed by a sexually abused child living in a group home.

The mobilizer identifies and convenes community members and resources to identify unmet community needs and effects changes for the better in their community. For example, a child protection social worker might encourage community residents to band together and start an after-school education program for residents' children.

The mediator resolves arguments or disagreements among micro, mezzo, and macro systems in conflict. For instance, a child protection worker might serve as an intermediary to reach an agreement between an agency that wants to start a group home for behavioural challenged teenagers and neighbourhood residents who oppose having the facility in their neighbourhood.

The facilitator guides a group experience. For instance, a child protection social worker might run a support group for young child survivors of physical abuse.

The advocate speaks out on behalf of clients to promote fair and equitable treatment or gain needed resources. For example, a child protection social worker might meet with an administrator on behalf of a client to change an agency policy to benefit the client.

The social work professional takes on several different roles when interacting with clients on an individual, group, and community. As previously mentioned, one of the key functions of a generalist social work practitioner is to work effectively within an organisational structure and under supervision. It is thus important to explain the significance of social work supervision because supervision shapes the supervisees and gives them guidance on how to implement each

of the different social work roles. The significance of social work supervision will be discussed further in the next section.

2.3. The significance of social work supervision

The supervision of social workers is mandated by the SACSSP Code of Ethics (SACSSP, 2007) and the Social Work Act (Republic of South Africa, 1996) explicitly states that social workers must be supervised by social workers. A person supervising a social worker must be qualified, registered by the SACSSP to practice as a social worker, with relevant experience in supervision (National Department of Social Development, 2012, p. 22). Supervision has been defined in various ways at different times (Barker, 2003). Kadushin (2012), describes social work supervision as a process whereby a supervisor performs administrative, educational, and supportive functions whilst interacting with a supervisee in a positive relationship. The objective of this interaction between the supervisor and the supervisee is to deliver the best possible services both quantitatively and qualitatively to service users. The New dictionary of social work describes supervision as a process whereby a supervisor performs educational, supportive, and administrative functions to promote efficient and professional rendering of social services (Engelbrecht, 2015).

The Supervision Framework for social work in South Africa views supervision as an interactive process in a positive and non-discriminatory relationship, that hinges on various models, theories, and perspectives of supervision. A social work supervisor guides a supervisee through performing educational, supportive, and administrative functions to promote effective and reliable social worker services (National Department of Social Development, 2012). It is of the

essence to note that how one defines social work supervision is both context-dependent and context-specific (Engelbrecht, 2015). Hence, there is no universally accepted definition of supervision as this definition would depend on whoever sets the program. Supervision is a formal engagement between a more senior, appropriately qualified, and experienced social worker and a more junior social worker where the latter can review and reflect on their work (Corey, Corey, Corey & Cullanan, 2014; Ford & Jones, 1987; Hawkins, Shohet, Ryde & Wilmot, 2012; Hoffman, 1990; Ingram, 2013; Kadushin, 2012; Mbau, 2005; National Department of Social Development, 2012; Tsui, 2004; Zorga, 2002).

Munro (2010, p. 53) described supervision as a “core mechanism for helping social workers reflect on the understanding they are forming of the family, their emotional response and whether this is adversely affecting their reasoning, and for making decisions”. Supervision within a social work organisation can be defined as an interactional process within the context of a positive, anti-discriminatory relationship (Kadushin, 2012, Harkness, 2014 & O’Donoghue 2012). It is based on distinct theories, models, and perspectives, whereby a supervisor supervises a social work practitioner by performing educational, supportive, and administrative functions to promote efficient and professional rendering of social work services (Kadushin, 2012, Harkness, 2014 & O’Donoghue 2012).

Good supervision helps social workers to acquire enterprising relationships, making professional judgments, and giving a constructive view of work. During the supervision session the social worker analyses the work done and faces the challenges experienced, Hunter (2016). The ideal or ultimate supervision environment for effective supervision would be an understandable

supervision policy in place, trained supervisors, strong leaders that lead by example, adequate performance objectives for supervisors, and regular quality monitoring of supervisees' work.

2.4. Functions of supervision

Supervisors often have a variety of functions and duties that they have to fulfil in their supervisory role. These supervisory functions are namely: the educational, administrative, and supportive function.

2.4.1. Educational function of supervision

Kadushin and Harkness (2014) describe educational supervision as developing the skills, understanding, and capacity of social worker supervisees on a regular basis through reflecting and exploring the supervisor-supervisee work partnership. Hawkins et al., (2012) agree that the educational functions of supervision have an aim of offering control, guidance, and support to the supervisee. The educational function is meant to fulfil the role of knowledge in practice, supervisee development and motivation, and the significance of the partnership.

The *knowledge in practice of learning* to enforce and utilize the knowledge acquired at university and the educational supervision is not an automatic process (Eraut, 2014). In other words, knowledge needs to be applied in practice for it to become part of the supervisee's professional identity. Engelbrecht (2015) agrees that the supervisor is there to aid the supervisee to manage knowledge acquired and new knowledge available into authoritative practice based on commitment, skills, sensitivity, and professional values. Trevithick (2014) developed a way to grow a sturdy professional identity with a three-part base. The three-part base included

theoretical knowledge, theory that encourages understanding of people; factual knowledge, agency policy; and practice knowledge, implementation, and creation of new order. Connecting knowledge to practice has always been a challenge for supervisees but also for supervisors that are in a similar situation, only further along.

The *supervisee development and motivation* they find themselves in will guide the purpose, format, and structure of the supervision process. As the supervisee autonomy develops, so does their educational growth, therefore, allowing the supervisee to continuously develop (Engelbrecht, 2010). Tsui (2004) states that supervision is beneficial to both the supervisor and the supervisee, as the supervisee gains the supervisor's knowledge of the casework, and the supervisor identifies the needs of all staff at a supervisee level. However, recent studies indicate that in Africa, educational supervision takes the back seat as an administrative supervisor is favoured within the organisation (Engelbrecht, 2015). This results in the supervisor telling the supervisee what to do to achieve organisational goals.

The significance of partnership is needed as the supervisee creates and continues building their theoretical knowledge to be more effective and efficient in their environment (Engelbrecht, 2010). A supervisor should be seen as one of the many resources a supervisee has and not the sole resource for everyday work. Shulman (1993) agrees and states that there are three essential requirements social workers need; having a perception of investment in knowledge, actively being involved in creating new ideas, and having an opportunity to implement the product. Respect should be given and received from both the supervisor and the supervisee as both parties are professionals. A supervisee should move away from a reactive approach and lean towards a

reflective approach (Engelbrecht, 2010). This means that supervisees should use the supervision process as a space to reflect and gain a deeper insight into their work, Ruch (2000) states that in doing this learning can take place and the results can be beneficial to parties as well as clients.

2.4.2. The supportive function of supervision

Supportive supervision's main concern is the managing of and the decreasing of stress as it impacts negatively on service delivery (Kadushin & Harkness, 2014). In managing and decreasing stress the social worker can increase self-motivation and be productive at work. The supportive function is meant to fulfil the role of caring for the carer, creating a secure environment for practice, and emotional competence of the supervisee.

In *caring for the carer*, the supervisor is responsible to reduce anxiety, renew faith, enhance adaptation to adversity, and restore emotional equilibrium. Supervisors are given a responsibility to nurture and build the supervisee through continuous support and professional development (Engelbrecht, 2010). A social worker working in child protection needs a safe space to express emotions as they are exposed to stress that might become intolerable. Healy, Meagher and Cullin, (2009) argue that factors such as time limitations, resources scarcity, expectation, and reality do not make the supportive function of supervision possible. This, however, does not make the role of supportive supervision less important but highlights the urgent need for support for social workers.

In *creating a secure environment for practice, emotions* are an important factor as it allows people to identify what is significant, identify values and how they connect understanding to

experience (Fineman, 2003). The human brain cannot distinguish between physical threat or psychological threat and therefore responds to stress in the same flight or fight reactions. To create a safe environment for practice, Mayer, Salovey and Caruso (2004) explain that there are five leading survival emotions namely fear, act to avoid harm; fight against injustice; sadness, ask others for help; disgust, and focus on the unexpected.

Emotional competence is a term that can be explained as thinking and feelings that assist a person in making choices (Engelbrecht, 2015). Morrison (2005) explains the five factors of emotional competence as knowing your own feelings and origin, empathy, managing your own emotions and achieving goals, relating to others in a purposeful manner, and values that shape the end product of how emotional competence is used. This should be well known to the supervisor and the supervisee as in the transference and countertransference relationship, to bring about positive change within the relationship (Engelbrecht, 2015). Howe (2008) states understanding the supervisee's own emotions can predict how they handle unknown territory, analyse consequences, and intervene accordingly. This means that supervisees need to show emotional competence to be able to handle themselves during supervision and in working with their clients. Supervision should provide the supervisees with an opportunity to demonstrate their emotional competence. This serves as a bridge between the known and unknown, as emotional competence is the driving force behind good decision making.

2.4.3. The administrative function

The administrative function of supervision concentrates on accountability amid other factors of the supervisee to the organisation (Engelbrecht, 2014; Lewis, Packard & Lewis, 2011).

Administrative supervision function is meant to fulfil the function of updating supervision policy, preparation of supervision reports, moderation of records, and performance appraisal.

Hawkins et al., (2012) recommend a multi-step process for introducing or updating organisation *supervision policy* which involves creating an appreciative inquiry into why supervision is in place; identifying the benefits of good supervision and cost in not having effective supervision; identifying a section or division that wants to try out new practice; giving workers time to talk about their previous bad experiences of supervision or engaging them in planning the best or most time efficient supervision.

Supervision reports form part of the discussions between the supervisors and supervisee and both the supervisor and supervisee should come prepared to supervise. *Supervision reports* and all matters discussed should be addressed in the next session (Kadushin & Harkness, 2014). An example could be if the supervisee brought a Children's Court Inquiry for the supervisor to read and sign, and where the supervisor made corrections, the supervisee should correct them and bring it to a supervisor to sign in the next supervision session. Engelbrecht (2015) agrees and highlights what should form part of every session, namely, referral, assessment, planning, review, formal meeting, recording, communication, relationship, multi-organisational working, disadvantaged groups, professional development, and accountability. Supervision reports provide a paper trail and record of all issues discussed in supervision which in turn allow both supervisor and supervisee an opportunity to reflect on issues discussed in previous sessions.

In *moderating records* supervision should be a space where supervisors review a supervisee report and supervisees receive an opportunity to ask questions about factors that are unknown but critical to service delivery (Engelbrecht, 2015). The procedure is that all reports from supervisee's need to be scrutinised by the supervisor and those reports need to be signed off before the supervisee goes to court.

The objective *performance appraisal* should be held on a regular basis, measuring attainable goals of the supervisee once per year (Engelbrecht, 2015). Haynes, Wragg, Wragg and Chamberlin (2003) agrees and claims this should serve to motivate the supervisee to reach goals and strive to be better and reach the next goal. The results of the appraisal should be conveyed in a positive manner as to how and where the supervisee needs to improve and where they have done well. The process of completing the appraisal process should be mutually agreed upon by both the supervisor and the supervisee. The standardization of performance appraisal has not been achieved internally, nationally, or locally (Haynes et al, 2003). Each organisation uses their own evaluation to measure the abilities of the supervisee. All the supervision functions differ according to the social work environment and context where they are implemented. To understand these functions better, it is therefore important to describe the context of the social work intervention related to the study, which is child protection service.

2.5. Social work in child protection service

The Children's Act 38 of 2005 and Section 28 of the Constitution states that a child can be defined as any person under the age of 18 years. Child protection can thus be described as public, private, and voluntary procedures put into motion to protect children, especially those at imminent risk. The procedure includes, but is not limited to, foster care, cluster foster care, Child

and Youth Care Centre (CYCC) placement, and adoption. The word risk is utilized in the research as the acts or situations that are dangerous or potentially so (Children's Act 38 of 2005). These acts and situations can include but are not limited to sexual, physical, emotional, and psychological neglect. Social workers are an important part in child protection as they are required to ensure the safety of children that are identified as in need of care and protection through placement in appropriate care. There are certain criteria, prescribed in Section 150 of the Children's Act 38 of 2005, that social workers need to follow in relation to child protection. These criteria assist social workers to identify a child in need of care and the details are provided in the following section.

2.5.1. Criteria for child protection

Social workers protect children by means of statutory interventions as stated in the Children's Act 38 of 2005. These statutory interventions include court proceedings, which lead to foster care, cluster foster care, CYCC placement or adoption. Section 150 of the Children's Act 38 of 2005 provides guidance on the criteria by which a social worker in South Africa assesses if a child is in need of care and protection (Proudlock, Matthews, & Jamieson, 2014). The criteria is as follows:

- abandonment, orphaned, without any support
- displayed uncontrolled behaviour
- begs and lives on the street
- misuse substance and no means for a rehabilitation centre
- child exploitation.
- circumstances that expose the child to serious physically, mentally, or socially wellbeing

- may be at risk for physically, socially, and mentally if returned to the parents
- the child is found physical or mentally neglected
- the child is maltreated, abused or deliberately neglected by parent or caregiver

This is where the educational function of supervision would be useful as the role of the supervisor would be to ensure that the social workers/supervisees are educated on correct information and guidelines regarding the implementation of the Children's Act of 2005 to make proper assessments. Depending on what the social worker has assessed, using the above criteria, a decision will be made about the type of child protection needed.

2.5.2. Types of child protection

Child protection comes in different forms such as foster care, cluster foster care, CYCC placement and adoption, which will be discussed (Department of Social Development, 2012).

The Children's Act 38 of 2005 states that ***foster care and cluster foster care*** is the state in which a Children's Court grants an order in which a child is in the care of an adult that is not the biological parent or legal guardian of the child concerned. According to section 181 of the children's Act 38 of 2005, the purpose of foster care is to; protect and nurture children by providing a safe healthy environment with positive support; promote the goals of permanency planning, first towards family reunification, or by connecting children to other safe and nurturing family relationships intended to last a lifetime; and respect the individual and family by demonstrating a respectful for cultural, ethnic and community diversity. The child would be placed in foster care for a two-year period to give the parents a chance to rehabilitate from whatever reasons which caused the child to be removed in the first place. If the parents have not

rehabilitated in the two-year period, the child is placed in foster care until he or she is 18 years old. In this time the biological parents still have a chance to get the child/ren back but after they prove themselves as fit parents to the social worker. Cluster foster care (CFC) as defined in the Children's Act, is the reception of children in foster care in accordance with a cluster foster care scheme registered by the provincial head of social development. Cluster foster care works on the same principle as foster care, but in group form.

Child and Youth Care Centres (CYCC) is defined by the Children's Act as a setting that provides residential care to more than six (6) children outside the child's family environment in accordance with a residential programme suited for the children in the setting. A child may be placed in a CYCC on the criteria of section 158, subsection (2) and (3) of the Children's Act 38 of 2005. The criteria include determining and order the child to be placed in an appropriate residential care programmed best suited for the child; the developmental, therapeutic, educational and other needs of the child; the permanency plan, implementation thereof and any other instructions of the court; proximity to the family and to ensure the safety of child and others at the Centre.

Children are placed at CYCC's due to no place found at family or foster parents already vetted by the child protection organisations. Now in South Africa there is a real shortage of CYCC due to the large expense to the government (Proudlock et al., 2014). With CYCC's closing due to lack of funding social workers find it more difficult to protect children in need of care and protection. This may leave social workers feeling inadequate, as they are unable to do their job and potentially put the child in need at more risk. In this instance, the supervisor would provide

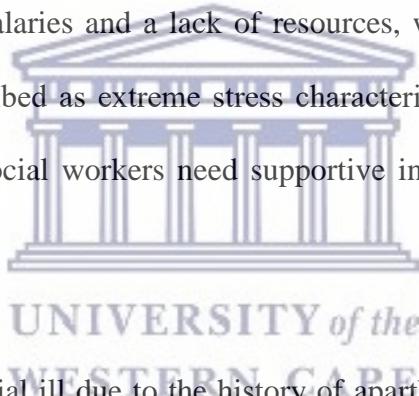
supportive supervision to the social worker to create a secure environment for practice and emotional competence.

The Children's Act states that an *adoption* can be described as a child that is placed in the permanent care of a person in terms of a court order that has the effects contemplated in section 242. The purpose of adoption is to protect and nurture children by providing a safe, healthy environment with positive support and promote the goals of permanency planning by connecting children to other safe and nurturing family relationships intended to last a lifetime. Only social workers that have specialized in adoption and work for adoption agencies can deliver this service. The process of adoption takes a long time due to the permanency of the child's placement within a family. Not all social workers can perform adoption, and this makes it hard, as foster care becomes the only option. Foster care is not permanent, and the child can be returned at any point if the foster parent cannot handle the child's behaviour, causing the social worker to look for another placement. As this child would need protection again. Any job comes with challenges however, the specific challenges that were highlighted in literature for child protection social works will be discussed below.

2.5.3. Social work challenges in child protection services

Previous research has shown that challenges associated with social workers are linked to high levels of stress (Burns, 2011; Chung & Chun, 2015; Dagan, Ben-Porat & Itzhaky, 2016; Lizano & Barak, 2015; Marc, Osvat, & Makai-Deminy, 2014; Wilberforce, Jacobs, Challis, Manthorpe, Stevens, Jasper & Netten, 2014). Wilberforce et al., (2014, p. 825) agree that high and intense caseloads are one of the challenges that social workers face which contribute to stress, burnout,

and illnesses. This leads to future absenteeism, high staff turnover and in this process higher caseloads for staff that remain. Marc et al., (2013, p. 129) states that social workers are predisposed to burnout due to high demands, time constraints, client systems, and a lack of supervision, among other things. Social workers feel afraid and stressed out in their work environment due to the lack of law enforcement, which in turn increases threats to safety (Chung & Chun, 2015). Lizano and Barak (2015) state that the challenges social workers face can lead to job dissatisfaction. Job dissatisfaction impacts on work performance and quality services provided to clients. In South Africa social work has been identified as a scarce skill, which contributes to challenges experienced (Calitz, Roux & Stydom, 2014). According to Kangéthe (2014, p. 424), “other challenges for social workers in South Africa include high staff turnover, poor working conditions, low salaries and a lack of resources, which often leads to stress and burnout”. Burnout can be described as extreme stress characterized by emotional, mental, and physical exhaustion in which social workers need supportive intervention such as supervision (Jacques, 2014).



South Africa is riddled with social ill due to the history of apartheid and consequently, welfare organisations are overwhelmed, overburdened and financially under resourced due to high demand. South Africa continues to battle the lack of basic resources namely, adequate and clean office space, office furniture, stationery, computers, technical assistance, and reliable vehicles (Earle, 2008; Engelbrecht, 2015; Naidoo & Kasiram, 2006). Thousands of social workers even marched to the Union Building in September 2016 due to inadequate resources to hand in a memorandum to the government. Madibogo, (2016a) agreed and stated in the memorandum that the social worker referred to the insufficient and unroadworthy cars, stationery shortages,

inadequate office equipment and office space and lack of basic sanitation at work premises. Social workers also highlighted the fact that they do not just experience a lack of resources, but a lack of safety in the work environment. The issue of threat and safety is not one in South Africa but is a global phenomenon.

A study conducted in the United States reflects those social workers within the child protection realm left their jobs due to feelings of incompetency and heavy caseloads. A third of the social workers from this study claimed that they would have retained their job if the workload were decreased. Heavy workload and administrative expectations among child protection social works may affect the relationship between client and worker in a negative way. As rapport cannot be built and therefore trust not earned, thus resulting feelings of incompetency. Under these conditions eventually social workers experience lowered resilience, increased emotional exhaustion and lowered job satisfaction (Coyle, Edwards, Hannigan, Fothergill & Burnard, 2005; Mcfadden, 2013; Munro, 2010; Trevithick, 2014). Trevithick (2014) agrees and states that in organisations where social workers left, the rest of the staff had to take on extra cases until recruitment of staff or new staff was trained, leaving the remaining staff feeling overwhelmed. Social workers within South Africa have a reality of high caseload that increases daily within the NGO and government sector. Earl (2008) argued that social workers in South Africa are supposed to have caseloads of 60, but Baldauf (2007) disagrees and found that social workers have a caseload of 110 and 400 cases in Roodepoort Child Welfare. High caseloads have legal psycho-legal consequences, but high caseloads may be an obstacle in social workers responding to urgent cases timeously. In the event that the social worker does get to the case, she/he cannot give their full attention to produce a quality intervention (Earl, 2008). This makes social workers

complying with the legal and ethical responsibilities timeously and giving enough time for social workers to with all the cases impossible (Baldauf, 2007; Earle, 2008; Naidoo & Kasiram, 2006).

Research conducted in Sweden on *stress and burnout* by Tham (2007) and Vyas and Luk (2011) explain that among all the professionals interviewed for the research, it was found that social workers recorded the highest levels of stress. On the other hand, Coffey, Samuel, Collins and Morris (2014, p. 744) argue that “stress levels of social workers increase every year, surpassing the stress levels of other professionals”. If stress were managed through interventions such as regular and effective supervision, this would ultimately go a long way in improving retention of social workers. Naidoo and Kasiram (2006) address burnout and states that something needs to be done as more and more social workers in South Africa are showing signs of burnout. This can dangerous especially in child protection as a wrong decision could mean a death of a child (Hunter, 2016). As research indicated that to successfully implement the Children's Act, the country needs at least 16 000 social workers (IOL, 2008). Social work was declared a scarce skills in 2008 under the then minister of Social Welfare, Minister Skwatsa (IOL, 2008). The Department of Social Development was instructed to recruited social worker due to the huge exodus of experienced social workers leaving South Africa to work abroad (IOL, 2008). This left a vacuum in child protection and social work supervision in the country.

Supervision is the opportunity for supervisees to discuss how they are feeling and feel supported, in doing so regularly might combat burnout in the workplace. Supervision would assist to give the supervisee ways to cope with job demands by implementing coping mechanisms such as improved use of internal resources, building on good self-image, and valuing their efforts. In

supervision holistically aiding supervisee's, supervision also creates the opportunity to work on the personal by helping them to adapt their personal goals, expectations, and preferences; and provide coping substitutes for the withdrawal that accompanies their state of burnout (Kadushin, 2012). According to Kadushin (2012) and Harkness (2014), all agree that supportive supervision is key in increasing the morale of social workers, managing, and decreasing stress that negatively affects performance, as supportive supervision enhances performance and productivity. Therefore, supportive supervision is necessary to deal with the above discussed challenges faced by child protection social workers.

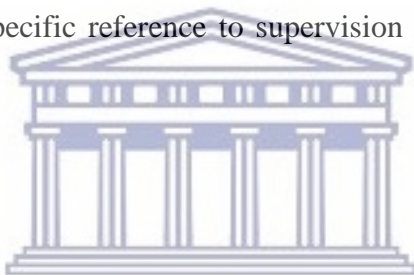
The issues of administrative power in African communities are that the supervisee tends to be highly qualified and supervisors, while they have the experience factor, were less qualified (Engelbrecht, 2015). Kadushin and Harkness (2014) claims this creates a negative power dynamic in the supervision relationship. However, this dynamic can be a positive. As the more academically qualified supervisee can give relevant input into the supervision relationship and the supervisor with years of experience can guide the supervisee through daily challenges. One learns from the other making the supervision relationship grow to equal in good supervision. The perceived power of the supervisor could be gained due to the administrative authority within an organisation, while the supervisee might gain their perceived upper hand from qualification gain. Kadushin and Harkness (2014) call this phenomenon referent power.

Several risk factors for leaving the profession have been identified by many social workers as inclusive of work overload, staff shortages, depression, secondary traumatic stress, compassion fatigue, burnout, and poor supervision (Truter, 2014, p. 6). This indicates the importance of

exploring whether social workers working in the child protection field are receiving supervision or not.

2.6. Theoretical framework

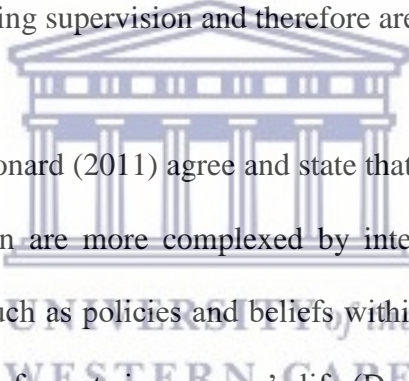
A theoretical framework is present to provide clarification of the study under investigation. Schurink et al., (2011, p. 299–301) agree that “the theoretical framework resembles a map of the study, presenting the finding in an organized fashion and exploring the researcher’s view of the study”. The researcher chose a pre-selected theoretical standing that enlightens the study and against which the data found will be substantiated. The researcher has chosen the Ecological System Theory (EST) for the study. In this section the researcher will be describing EST and elaborating on the suitability of the study, which will be focusing on social work services in the field of child protection, with specific reference to supervision and social workers perceptions and experiences of it.



2.6.1. Ecological System Theory

The EST was first founded in the natural sciences, specifically the bio-ecological science, which analyses an organism in its natural environment/ecology (Bronfenbrenner, 1979a). Within social science the concept of ecology is used symbolically or metaphorically. Founded on the notion that there is reliance between people and their environment. Germain et al., (2013) agrees that EST believes in the principle that people and environment move in a homogenous system within a historical and cultural context (Bronfenbrenner, 2005). EST assumes there is a reciprocal origin between the person and their environment, which generates a person-environment relationship. Social workers working in child protection move between systems daily.

The researcher has selected and used EST as a theoretical framework to clarify the complex phenomena of the experiences and perceptions of social workers during supervision, in response to inner and outer changes in the social worker's ecology. These changes are practically explored as the NQSW can determine how they experience inner and outer effects and what is needed to adapt to changed environments. The environmental relationship in the ecological metaphor refers to the positive, negative, and neutral person; environment relationship (Bronfenbrenner, 2005). The main hypothesis is that persons intermingle with each other and their environments on numerous levels or structures (Germain et al., 2013). Gitterman and Germain (2008) agrees with Bronfenbrenner as a person that does not fit into the environment, can make the person feel left out in the physical and psychological. With regards to NQSW in child protection tend to feel out of place when they are not receiving supervision and therefore are not guided by the supervisor.



Duerden and Witt (2010) and Leonard (2011) agree and state that EST believes that relationships between environment and person are more complexed by interactive reciprocal relationships with family and other systems such as policies and beliefs within a person's ecology as well as social conditions and the timing of events in a person's life (Duerden & Witt, 2010; Germain & Gitterman, 1980; Leonard, 2011). Hence the researcher has selected EST for this study to understand the complexity of the interactive reciprocal relationships of NQSW experiences and perceptions of supervision in child protection settings.

2.6.2 Levels of the EST

The ecological perspective consists of four levels which are called systems, namely the microsystem, mesosystem, exosystem and macrosystem.

The *microsystem* entails relationships that a person has in their environment. This relates to all occurrences in the person's direct environment; an example is family, friends, or neighbourhood and so forth. Kirst-Ashman (2010) states that the micro level of social work intervention is similar to the EST. Relationships are a two-way street, to and from a person (Gitterman & Germain, 2008). For instance, perceptions of supervision have an impact on the young social worker's experience of supervision, and the young social worker also influences the experience and perceptions of the supervisor in supervision (Parker, 2011). Bidirectional influences are strongest at the microsystem level than at the other levels and have a greater impact on the person concerned (Germain, 1976a, 1991). Those in the NQSW direct environment such as one-on-one supervision environment make up the microsystem. These relationships at a micro level are characterised by bidirectional influences. Making sense of the bidirectional influences assists the supervisor working with a NQSW. For a supervisor to grasp this, one must understand people's behaviour endlessly influences other systems and at the same time is influenced by the environmental systems. Therefore, in the supervisor and supervisee relationship within child protection supervision, the supervisor should possess the necessary competencies to guide the NQSW supervisee for a successful fulfilment of supervisory responsibilities (Parker, 2011).

The *mezzo system* is made up of the kinship and informal networks which consists of but not limited to cultural groups, friends and neighbours. In the case that a supervisor and a supervisee enter a supervision relationship this can be seen as a mezzo system and group supervision. The supervisor should within the mesosystem apply essential professional competencies such as the functions within the supervision process and supervisee should benefit from a competent

supervisor (Parker, 2017). Furthermore, the supervisor should utilize relevant theories, functions, models, and perspectives that give supervision its beneficial element to supervise, within the supervision process.

The *exosystem* is the wider social system in which one does not operate directly, but most certainly does affect one's development while intermingling with some of the structures of the microsystem and mesosystem (Bronfenbrenner, 1979; 2005). Germain (1991) agrees that in simpler terms, the exosystem are institutions that people do not always have contact with but impact on the person directly or indirectly. Kirst-Ashman (2010) states that the mezzo and macro levels of social work intervention are like the EST. For example, social systems in the exosystem of NQSW could be, supervision, peer supervision or group work for developing parenting skills to reduce the number of child protection cases.

Cultural values, customs and laws make up the *macrosystem* of the country (Bronfenbrenner, 2005). Germain (1991) agrees and states the EST is interlinked with the macrosystem as it has a reciprocal interactional effect on all levels. Due to public decisions and economic strategies having a direct result on a person and their systems (Germain, 1991). Kirst-Ashman (2010) contends that the macro level of social work intervention is similar to the EST. The macrosystem is the broadest level of the EST and with relevance to this study can include the South African documents and welfare practice. According to the SACSSP (2007), the Department of Social Development (2012), The White Paper, and Non-Profit Organisation Act within the Republic of South Africa (1997) set the guidelines for social work supervision. These relevant documents set a premise for social work supervision. These contexts are shaped by international

trends and research. Thus, the NQSW could be influenced by the budget speech, where less funds were allocated to Social Development, which affects the NQSW directly. Less funds equals less staff and less time put aside for supervision, due to the high workload work that needs to be done with less staff. NQSW in child protection can experience, but not limited to, lack of supervision, lack all three methods of supervision, high case load of NQSW, and high case load of supervisor.

Bronfenbrenner (1973) did not include in his original text two levels, which are namely *techno-subsystems* and the *chronosystem*. The techno-subsystem can be in the microsystem (Johnson & Pupilumpu, 2008). The techno-subsystem speaks to television and the information and communication technology (ICT), namely internet spaces, for example, Facebook, WhatsApp, Twitter, Instagram and YouTube (Mishna et al., 2014). Bronfenbrenner could not include this sub-system in his text in 1973 because ICT was not in existence then. The social work profession has been incorporating ICT since the early 1980s both as an administrative tool and a therapeutic service (Bullock & Colvin, 2015). The sub-system can be linked to current research by looking at the relationship between the supervisor and the NQSW, which is aided through ICT, and the reciprocal nature of this contact.

The *chronosystem* represents the time dimension in relation to one's environment (Bronfenbrenner, 1989). The chronosystem's features may be experienced externally by persons, such as times the NQSW experienced stressful situations. One of the fundamental principles of EST is that people and environments have a reciprocal relationship that has been contextualised in culture and history (Bronfenbrenner, 1989; Pardeck, 2015). For the NQSW, the chronosystem

relates to the period the NQSW started working for a child protection service, accessibility to supervision, and type of supervision rendered to address NQSW perceptions and experience of supervision. The factors mentioned are important when conducting a study from an EST perspective, due to differences that can be seen over time in a particular culture or society.

2.6.3 Relevance of EST to social work services

Numerous literatures have found that EST can be used to explain social problems (Duerden & Witt, 2010; Germain, 1973; Germain & Gitterman, 1980; Leonard, 2011). EST has been frequently used in social work practice to unravel the core nature of problems with use of metaphors to understand and explain clients social functioning (Germain & Gitterman, 1980). Hepworth et al., (2013) and Kirst-Ashman and Hull (2014) all agree that social work practice can rely on EST as a theoretical framework. The goals of EST have been found to be like those of social work intervention. The researcher found EST to be a relevant theoretical framework for her study phenomenon as social work supervision is provided by child protection services to NQSW. Furthermore, the researcher chose EST as a preferred theoretical framework, due to it being holistic and socially sensitive to assessment and intervention. EST aids supervisors during supervision to explore how change in NQSW and their environment affect them. This is particularly helpful in assisting supervisors in discussing what is needed to create hope and assist NQSW to adapt to change (Germain & Gitterman, 1980). Problems in general are because of perceptions and experiences, as a result of various factors in one's ecology.

EST is not much concerned with the root cause of problems, but rather concentrates on the effect of the person and environment relationship. EST looks at how maladaptive communication can

be adapted (Germain, 2005). The researcher has therefore chosen the EST perspective due to its suitability to her study, as the phenomenon is not about the problem of supervision but the experiences and perspectives of NQSW in child protection services. EST provides a platform for social work supervisors to look at NQSW holistically as a person and environments, as they have a reciprocal relationship. Social work supervisors can take actions in implementing necessary steps to reduce stress in NQSW, provide regular supervision, provide appropriate type of supervision as set out in policy such as SACCAP (2007). The SACCAP (2007) states that a social work senior supervisor should regularly provide supervision to social work beginners.



CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction

This chapter provides a comprehensive depiction of the research methodology process followed in this thesis. Firstly, the research setting, research approach and design are discussed thoroughly. It then follows a discussion of the approach, design, population, and sampling that were utilized. This is followed by a comprehensive explanation of the research methods and procedures of the data collection and analysis employed. This chapter continues with the discussion of the data verification, ethical considerations, and limitations to this study. Lastly this chapter ends off with a brief conclusion and summarises the main points achieved.

3.2. Research Setting

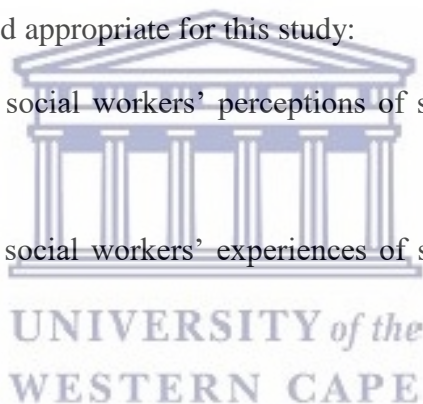
The research was conducted in the Metro North region as permission was granted, which is one of six regions in the Western Cape that are serviced by DSD social workers and this formed the research setting. Permission was granted for research to be conducted only in the Metro North region. Social workers working in the different Service Delivery Areas within the Metro North region formed the research population. The study was initially planned to be conducted at three different child protection organisations within the Cape Metropolitan area which included child protection Non-Governmental Organisations (NGO) and Department of Social Development (DSD), which is where the social workers are employed. The researcher contacted the three different child protection organisations, but only received a positive response from the DSD. Permission was granted to conduct the study within the Metro North region.

The social workers in the Metro North region provide amongst other services, child protection services to children in the Northern Suburbs and Atlantis in Cape Town. The social workers that were interviewed did not specify the exact number of cases that they work with on a monthly basis. Butler, McArthur, Thompson and Winkworth (2012) state that children are prone to child protection investigations when the families' experiences poverty, social disadvantage, problematic drug and alcohol use, mental health issues, as well as domestic violence.

3.3. Aim and Objectives

The aim of the study was to explore and describe the experiences and perceptions of NQSW on the significance of social work supervision in child protection services in Cape Town. The following objectives were deemed appropriate for this study:

- To explore and describe social workers' perceptions of supervision in child protection services.
- To explore and describe social workers' experiences of supervision in child protection services



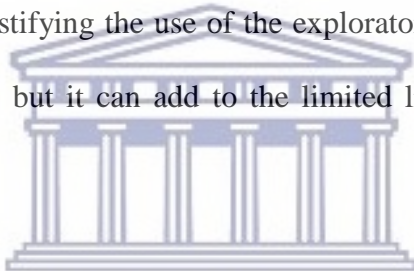
3.4. The Research Approach

This study has used a qualitative approach. According to Denzil and Lincoln as cited in Creswell (2007, p. 36) qualitative research refers to “a study in which researcher’s study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them”. The researcher was interested in the experiences and perceptions of NQSW in supervision in child protection services. A qualitative approach was used in this study to explore and acquire comprehensive descriptions of the research phenomena previously

unknown (Creswell, 2017). The researcher strived to provide a comprehensive and holistic perspective of the experiences and perceptions of NQSW.

3.5. The Research Design

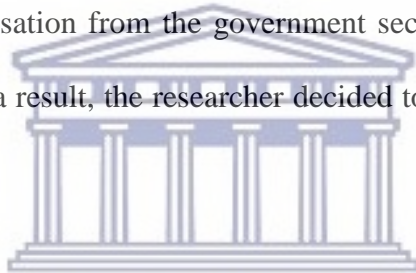
In the research design process, an impression is given of how NQSW have been engaged and how research was compiled (Mouton, 2001). For the research question to be answered, the researcher decided on a combination of exploratory and descriptive research design. Answering the question of what the core of the exploratory design is, as it explores new topics (Schurink et al., 2011, p. 96). Descriptive research is geared towards learning and describing the features of a social phenomenon (Hunter, 2016). The research question of this study is an unknown topic, with limited literature especially in a South African and more specifically Cape Town context as can be seen in chapter 2, thus justifying the use of the exploratory design. Exploratory research cannot answer all the questions, but it can add to the limited literature available to derive an answer (Rubin & Babbie, 2007).



According to Mouton (2001), the exploratory study aims to gain new insights into a phenomenon, to undertake a preliminary investigation before a more structured study of the phenomenon; to explicate the central concepts and constructs; to determine priorities for future research; and to develop new hypotheses about an existing phenomenon. For this study exploratory research design was used where interviews were conducted with NQSW and data collected analysed to reach the findings. The exploratory research design usually makes use of in-depth interviews, the analysis of case studies, and the use of informants. For the explorative study to be assumed the researcher must be willing to explore new ideas, suggestions, and to be open to new stimuli.

3.6. Population and Sampling

Dodgen and Shea (2000) defines population as people and things from which information can be gathered such as individuals, artifacts, events, or organisations. Strydom (2021, p. 228) further describes a population as “the totality of persons, events, organization units, case records or other sampling units with which the research problem is concerned”. The population for the study was initially NQSW who work in child protection and employed in both the government and non-government sector. At the appropriate time when the researcher reached the data collection phase, the individuals responsible for research requests within the NGO and government sector were contacted via email. The child protection NGOs did not respond about conducting research at their organisation even after numerous attempts of contact were made by the researcher and only one child protection organisation from the government sector gave positive feedback and the researcher pursued this. As a result, the researcher decided to use the study population from the government sector.



The research study made use of a non-probability, purposive sampling approach. Qualitative approaches commonly make use of the purposive sampling as it gives room for the researcher to choose NQSW with a specific common characteristic that informed the research (D’Cruz & Jones, 2006). The NQSW were selected according to specific criteria and location. The criteria for inclusion were, social workers who have graduated in the past five years; both male and female NQSW were recruited; social workers were registered with the SACSSP; and provided proof of registration and social workers were working for a child protection service. The researcher premeditated to complete all the interviews face-to-face, therefore the NQSW that

were selected were within driving distance from the researcher. In purposive sampling a particular case is chosen due to exemplifying the process that is of interest (Silverman, 2020).

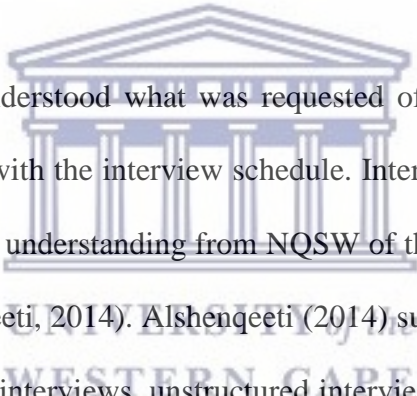
The researcher made contact with the regional manager of the government department who requested some forms to be completed by the researcher. Once the Regional Manager gave permission by completing the documents, he forwarded the documents to the research committee. The research committee assessed the application forms completed by the researcher, along with the ethical clearance letter from the University of the Western Cape and research proposal. The research committee granted permission for the research to take place. The researcher then contacted the manager in the Metro North Region in Cape Town and requested permission to contact the supervisors via email for them to refer all NQSW that meet the selection criteria. The researcher was approved to interview approximately 20 newly appointed social work NQSW and the researcher managed to get 10 NQSW due to them voluntarily participating in the study, as the sample for research. As she could not get access to the other 10 social work NQSW, due to social workers not wanting to participate. The researcher set up interviews with the social workers, mostly via telephone and in person. The researcher explained the purpose of the research to the NQSW telephonically. The researcher followed-up the telephonic contact and hand delivered the proposal, ethical clearance letter (Appendix D), and consent form (Appendix B) to NQSW. The researcher communicated in person and hand delivered the relevant documents and communicated telephonically to explain if NQSW needed more understanding of the request. The researcher noted a limitation as she was informed that the social workers were busy due to high workloads and therefore, the researcher could only gain access to 10 NQSW who were willing to participate in the study.

3.7. Method of Data Collection

The researcher arranged individually with each NQSW to conduct interviews in a setting that accommodates them. The researcher gave options to conduct the interviews where it was convenient for the NQSW, for example at their home, workplace, or arranged with a supervisor for a venue at the University of the Western Cape (UWC) in the Department of Social Work consultation rooms. All the NQSW indicated that they would appreciate and be more inclined to participate in the study if interviews were conducted at their place of work, before work commenced or after work. The researcher requested permission from the regional manager to interview NQSW in their workplace. Permission was granted however, the regional manager requested that the interviews not be done during working hours. The researcher arranged individually with each NQSW to conduct interviews at work in specific areas in the workplace, to accommodate them. For two of the NQSW the interviews were held in the consultation rooms early in the morning, and for eight NQSW the interviews were conducted in the boardroom on their specific floor at the office after work. In qualitative research there is a norm that data is collected at the setting the NQSW works at or has familiarity with the issue (Creswell, 2017). Performing the interviews at the NQSW's office gave the researcher an opportunity to observe first-hand how NQSW handle themselves in a natural setting. This allowed the NQSW to feel comfortable and gave the researcher the opportunity to observe what resources the NQSW had available at each office, what the morale is like between staff, and NQSW working environment

The researcher started the data collection process by reading from the information sheet delivered to the NQSW beforehand. This was done to ensure the NQSW understand the purpose of the research study, how information has been gathered and recorded, and lastly how it was

analysed. The researcher then gave the consent forms to each NQSW and explained that interviews will be audio-recorded and stored in a secure space. The researcher continued to inform the NQSW that the information collected will remain confidential, only the researcher, supervisor co- supervisor would have access to the information. Unless they disclose that they want to hurt themselves, then necessary action would need to take place. The researcher also explained that along with information remaining confidential they were welcome to remain anonymous to give an opportunity to get in-depth information on the topic of research. The researcher reassured the NQSW that no personal information would be presented in the findings, as data will be coded. Thereafter, the NQSW felt comfortable enough to sign the consent form and therein gave permission for the interviews to be audio-recorded.



At the point that the NQSW understood what was requested of them and signed the consent forms, the researcher embarked with the interview schedule. Interviews create a platform for the researcher to achieve an in-depth understanding from NQSW of their experience and perceptions in relation to the study (Alshenqeeti, 2014). Alshenqeeti (2014) suggests that there are four types of interviews, namely structured interviews, unstructured interviews, semi-structured interviews, and focus group interviewing. The researcher has utilized the semi-structured interview. De Vos (2002, p. 302) states that semi-structured interviews can be used to achieve a comprehensive understanding of beliefs, or perceptions, or accounts of a particular topic whilst giving the interview flexibility. In this study the researcher employed one-on-one, in-depth interviews with NQSW to gather the data. The interviews were conducted face-to-face. In-depth interviews were suitable for the qualitative study as it allowed the researcher to probe into the perception, experience, and challenges of NQSW during supervision in NGO's.

In the qualitative research process, collecting data through the means of interviews and observation was critical to the researcher. The researcher made use of an interview schedule. The first section of the interview concerned itself with collecting identifying information of NQSW, years of experience of supervisor, if the supervisors were social workers, if they received supervision, and the frequency of supervision and so forth. Initiating the interview with these kinds of questions allowed the NQSW and researcher to build rapport. The second section of the interview took an open-ended question route to explore the introductory and function of supervision in relation to child protection social workers. The social work NQSW were unguarded during the interviews about their experiences and perceptions, and the interview schedule was used to guide interviews where required. The interviews were approximately 40 minutes and were with all social work NQSW. The languages that were made available to the NQSW were English and Afrikaans, because the researcher is competent in both languages. All the NQSW requested English as a medium language of communication in which to be interviewed and responses to be given. This did not have a negative effect on the research process as the NQSW could understand the questions that were posed by the researcher, and they could also respond without hesitation. The changing demographics of society makes it imperative that the counsellors address differences between clients and in areas such as gender, social class, language, sexual identity, ability/disability, race and, ethnicity to better understand one another (Lee, 2021). This statement is true for the researcher and the NQSW as well. Saturation of the data collection process was reached after 10 interviews. Data saturation is when the NQSW fail to bring new ideas and themes to the research (Mason, 2012). Consequently, once the data collection phase was completed, the data analysis phase could take place.

3.8. Data Analysis

In conducting data analysis “the analyst's first and foremost responsibility consists of doing justice to each individual's case and all else depends on that” (Patton, 2002, p. 449). Data analysis is a method of organizing, assembling, and endeavouring to make sense of the data collected. Creswell (2018) describes this process as an on-going collaborative development. Furthermore, data analysis is the process of examining the data and starts from the interviewing process. For the current study, the researcher therefore used a thematic data analysis method, which as defined by Creswell (2018) refers to an approach of working with data that involves the formation and application of codes to data. The six phases of thematic analysis as proposed by Braun and Clarke (2006) were followed to analyse the data. These six phases were familiarisation, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report were implemented as follows:

Familiarisation of data and generating codes was done by the researcher as she started the data analysis process by transcribing all the recordings. This section took time as the researcher did the transcribing by herself. This gave the researcher an opportunity once more to interact with the NQSW responses. The researcher listens and relistens to ensure that the NQSW responses were verbatim. The researcher then read and re-read the transcripts as the goal was to ascertain patterns in the NQSW responses (Braun & Clarke, 2006). Doing the transcription process to hear the common patterns in the NQSW responses, and then reading the common responses of the NQSW. The researcher printed all the transcripts and made notes of these common patterns. This phase gave the researcher an opportunity to recognise the patterns that were needed later in the data analysis phases. The researcher continued to highlight common occurrences and things that

were different. The researcher then highlighted these themes and sub-themes in a word document and condensed the common occurrences under a theme and sub-themes. An example can be question one being, what is involved in the supervision process. The common occurrences were the NQSW mentioned supervision not being formal, not being planned not and not receiving supervision at all.

Searching for themes and reviewing commenced after the data were initially transcribed, printed, highlighted, and organised, with the researcher putting the data into possible themes. The researcher then looked at the interview schedule with the questions and put all the NQSW responses under each question on separate documents. This allowed the researcher to see the variety of responses from NQSW to the same question. The researcher did this for each question posed to the NQSW from the interview schedule. The researcher could then see the common responses and the ones that differed from NQSW to NQSW. The researcher then put all the common responses from NQSW in a separate word document and at the bottom, the responses that were different to create themes and sub-themes. The researcher used question one and put the common occurrence into different themes and sub- themes such as the preparation for supervision and the structure of supervision.

Defining, naming themes, and producing the report was done by the researcher through putting the similar themes in word documents. Once the researcher roughly had an idea of the themes and sub-themes, the researcher put them in a table, this allowed the researcher to clearly visualize the themes and sub-themes. The researcher continued to condense them until she reached four themes that stood out. The researcher named these themes as they linked well to the

response of NQSW. The researcher put the information into a table with the themes and sub-themes that changed over time to speak directly to the responses found within each theme. Lastly, the researcher concluded the analysis and presented the findings. The researcher guaranteed that the data analysis process was logical, rational, and comprehensive. The researcher made use of reflexivity and in the phase to aid in answering the research question.

3.9. Data Verification

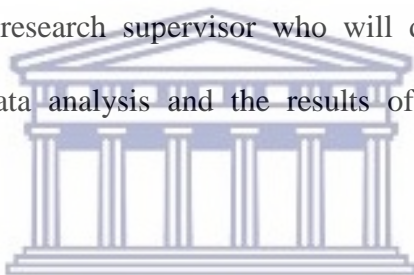
According to Schurink et al., (2011, p. 420), “it is vital that norms must be upheld to warrant validity and reliability of research study”. Norms of trustworthiness in the research have been identified to speak the study through credibility, transferability, dependability and confirmability. Being mindful of the researcher’s role is fundamental and shedding light on the researcher bias is imperative in data validation approach (Creswell & Creswell, 2017).

Credibility pursues to guarantee that what the researcher decides to study is measured and tested. This includes implementing precise research methods and conforming to their steps, principles, objectives, tasks, procedures, and processes. The researcher achieved this by audio-recording, transcribing NQSW’s responses verbatim, and consulting appropriate documents. The researcher ensured credibility by asking the research supervisors to check recordings against transcriptions and asking the same questions to all NQSW. The researcher achieved credibility engaging in peer- debriefing. Peer debriefing involves “locating a person who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher” (Creswell & Creswell, 2018:201). The researcher received peer debriefing through having regular consultations with her supervisor who ensured that the research process is not

biased and is a true reflection of the participants responses. Credibility is usually done through member check, where the researcher gives the data back to the participants, interprets and conclusions to check whether it was collected so that it can be strengthened and confirm their views are captured correctly (Creswell & Creswell, 2018). The researcher went back to NQSW to check if rich data was collected. By checking with the research participants during the research process and asking whether the information captured is a true reflection and interpretation of what was communicated to the researcher.

Transferability refers to whether the findings of the research project can be applied to other situations in the same context with the same participants (Shenton, 2004). The results may not be generalised to the larger population due to the small sample size of the study but may be applied to a similar context. Qualitative research dictates that research cannot be generalised due to different factors of differing settings (Creswell & Creswell, 2017). This research study will not essentially be appropriate to other study settings due to its unique context. Transferability focuses on whether the research data can be transferred to other studies, and this is usually done when the research process and methodology applied is clearly and thoroughly documented so that when it is copied one could expect to find the same findings (Schurink, et al., 2011). The researcher ensured transferability by and producing a comprehensive written account of the research conducted. A thick description of the step-by-step research process was provided which includes descriptive data, such as the research setting, sample, sample size and sampling technique and data collection procedures.

To achieve *dependability* the researcher included information such as specific documentation that was present. This documentation included the NQSW's information, context in which the research is taking place, number of NQSW taking part, data collection methods, specified information about the data collection sessions such as time and place, and the period over which the data was collected. The researcher-maintained dependability by ensuring all data is accurately recorded as well as corresponded with literature to ensure that the researcher's interpretation is correct. Dependability is an important element of trustworthiness because it establishes the research study's findings as consistent and repeatable (Creswell & Creswell, 2017). One of the best ways to establish dependability is to have an outside researcher conduct an inquiry audit on the research study, often referred to as an external audit. An example is when research findings given to the research supervisor who will do an audit by examining the processes of data collection, data analysis and the results of the research study to ensure consistency.



Confirmability refers to the degree that the research finding is a product of research and not the researcher's own characteristics or preference (Babbie & Mouton, 2001; Sinkovics, Penz & Ghauri, 2008). The researcher made use of self-reflection to acknowledge own predispositions within research and avoid bias that may be present within the researcher. The researcher also kept a journal to reflect on possible bias that she may have due to familiarity with the research context and documented this in the thesis. Furthermore, the researcher upheld conformability by maintaining an ethical conduct throughout the research process which includes being transparent to participants about the voluntary nature of the study and their right to withdraw from the study. To combat bias, the researcher reflected thoroughly in the section of limitations later in this

chapter. The researcher also collaborated with her supervisor with regards to checking findings against the research question, objectives, and the interview questions to ensure conformability of the findings. No external influences were present for the study to be repeated or for another researcher to conduct the study and would most likely hold the same results.

3.10. Ethical Considerations

Ethics in the context of research signifies the moral principles which direct the research process, from the commencement to the conclusion, including publication of research results thereafter (Dahlberg & McCaig, 2010; King & Horrocks, 2010). The researcher obtained ethical clearance from the Research Ethics Committee of the University of the Western Cape (Appendix D), Written consent (Appendix B) explained by Kirst-Ashman and Hull (2014) was required to conduct the study and was requested from the 10 social work NQSW. Informed consent is when the prospective NQSW must be fully informed about the procedures and risks involved in research and must give their consent to participate (Schurink et al, 2011; Green & Thorogood, 2004). Informed consent was acquired from the NQSW who participated in the study through issuing of consent forms. The consent forms stipulated that the NQSW could withdraw from the study at any time should they not wish to continue participating. The researcher explained to the NQSW that their participation will be strictly voluntary

NQSW were made aware that arrangements were made with counselling and supportive services outside the organisation and within the organisation if any NQSW would need it, due to partaking in the study. None of the NQSW during or after the data collection requested counselling. The researcher did not anticipate any danger in NQSW participating in the study,

but the precaution was taken. The researcher made use of the ethical principle of beneficence, which focuses on no harm being done to the client or research NQSW (Hepworth et al., 2013). This was important as NQSW could suffer physiological response which would require sensitivity from the researcher. The researcher upheld the social work practice principles of confidentiality, non-judgmental attitude, acceptance, and control of emotional involvement among others. This is important as the researcher hopes to empower the NQSW with the finding of the study and not harm them in any way.

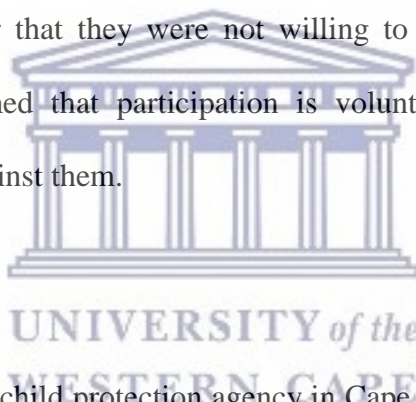
As a social work practitioner, the researcher had an added advantage of being familiar with keeping all things spoken of between the client and social worker confidential. The researcher made the NQSW aware of what the interview will be used for and who will be reading about it. Confidentiality is an important factor and therefore, all information gathered should be kept confidential noting the NQSW's right to privacy. Names or any identifying information of the NQSW would not be mentioned in the study. The audio-recordings are kept in a password protected laptop only accessible by the researcher. The following precautions were taken in maintaining privacy as suggested by Homan (2001): the list of names, transcriptions and notes were kept in a locked safe place; the list of names was kept separate from recordings, transcriptions and notes; and no names were attached to the tapes or transcriptions or notes. Lastly the researcher is a SACSSP registered social worker which includes regulation subscribed in the code of ethics of which accountability when conducting research is included.

3.11. Reflexivity

Reflexivity refers to a type of research that makes clear the researcher's own beliefs, values, experiences, and objectives (Gilbert & Sliep, 2009). The researcher was mindful by expressed personal biases and prejudices in writing through journaling, during the research process. As the researcher is mindful that being bias could have a potential impact on the findings (Creswell & Creswell, 2017). The researcher endeavoured to maintain a non- discriminatory, non- judgmental demeanour in compliance of being objective throughout the research process. Being aware of the researchers own bias's prior to the interview process, aided the researcher to remain unbiased. This was also part of the ethical considerations of the of the researcher and ensured that her findings were authentic. As a newly qualified generic social worker working at the DSD, the researcher has experienced the pros, cons when receiving supervision and dealing with her own frustrations. As the researcher, she had to put aside her personal feelings regarding supervision however still maintaining the ability to show empathy for their situation. Together the NQSW and researcher collaborated and during the interview, in the researcher asking questions from the interview schedule but also providing an explanation of the question, if the NQSW did not understand. This was done to give the NQSW an opportunity to optimally and to the best of their ability give feedback through their answer.

The relationship between the NQSW and researcher improves the credibility of the findings and therefore it stands to reason that the relationship could also impact the findings (Mays & Pope, 2000, p 50). In addition to the above, the researcher must state her position in the research situation, as it may have a theoretical impact on the findings. For example, all the NQSW are

colleagues in different areas around the Western Cape of the researcher. The NQSW were able to give the raw honest views as they felt that their voice was finally heard. One of the NQSW was also supervised by the researcher relative and therefore, during the interviews the researcher sensed respect from the NQSW towards her and the NQSW was careful to give positive views during the interview. To minimize the possible perceived power imbalance, the researcher conducted each interview with NQSW in a warm and friendly manner. The researcher also purposefully developed an interview schedule in an objective and factual manner that respects and the protected dignity of the NQSW. The researcher explained her role as a NQSW and a researcher to potential participants to reassure them that she was not bias. This gave an opportunity for potential NQSW to agree to participate in the study or not. Some of the potential NQSW informed the researcher that they were not willing to participate due to the familial relationship. They were informed that participation is voluntary and if they chose not to participate it will not be held against them.



3.12. Limitations of Study

The study was conducted at one child protection agency in Cape Town, with 10 NQSW and this meant that generalisations could not be made to other child protection agencies. This was due to the small sample size and setting. The researcher in hindsight identified that due to her lack of experience as a researcher fed into the small sample size, even though saturation was achieved during the data collection process. The researcher felt intimidated when applying for sample size, as the application was hinting that social workers have an intense workload and therefore permission would not be given for a large sample. The researcher approached NQSW identified by supervisors, but some social workers were not interested in participating in the study. Very

few of the social workers at the child protection agency were NQSW who fit the criteria for inclusion in this study. The findings of this research produced information on the impact of supervision on NQSW in exploring their perceptions, experiences, and challenges, in one child protection services in Cape Town. The researcher would have appreciated the opportunity to interview NQSW in the NGO sector and the government sector, to get both voices in this study, but unfortunately permission was not granted. The researcher planned to interview NQSW from both the NGO sector and the government sector but was only given permission to conduct interviews with government employed NQSW. The information from the study can be used to help plan and implement appropriate services in the area as well as inform policies for the child protection agency. As much as the research study was planned and obstacles arose such as NGO's initially agreeing to researcher conducting research and then not getting back to grant the written permission.



3.13. Chapter Summary

This chapter provided a comprehensive depiction of the process followed in this thesis. Firstly, the research approach and design were discussed thoroughly, followed by a discussion of the research setting, approach, design, population, and sampling utilised. This was followed by an explanation of the research methods, and procedures of the data collection and analysis employed. This chapter continued with the discussion of the data verification, ethical considerations, and limitations to this study. Lastly, this chapter ended off with a summary of the main points covered in the chapter.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1. Introduction

Chapter 4 presents the findings that emanated from the interviews conducted with the NQSW who are employed by the Department of Social Development in the Western Cape Province. The structure of this chapter is as follows; starting with a demographic profile of the NQSW is presented in a table form (Table 4.1), followed swiftly by an explanation of the table. Subsequently, a demographic synopsis of the background information on supervision discussed similarly provided in the next table (4.2). Thereafter the four main themes that were derived from the interviews with the NQSW are tabled and discussed. Afterwards, the themes, sub-themes, categories, and narratives of the NQSW are compared with literature. Lastly, the chapter is concluded by use of summary.

4.2. Socio- Demographic Information of NQSW

As the table alludes, 7 NQSW of 10 NQSW were female and 3 were male. This is constant with Earle-Mallesson (2009) and Patel's (2009) argument that the profession of social work is a gendered profession with an average of 89.3% females being social workers. The majority of the participants were in their mid-twenties at the time of the interview. The figure below shows the age breakdown of participants. Earle-Mallesson (2009) notes that the majority of social workers active in the labour market are between the ages of 25 and 34 years. The NQSW years of experience is between 1 and 5 years as preselected.

4.2.1 Socio- Demographic Information of NQSW

Table 4.1

Variables	Number
Gender	
Male	3
Female	7
Age	
20-29	6
30-39	1
30-49	2
50 +	1
Years of experience in child protection	
1-2	1
3-4	3
5+	6

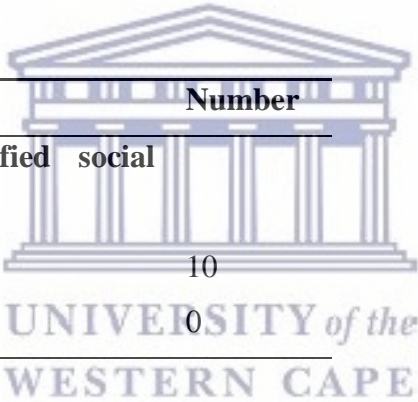
Ten NQSW volunteered to participate in the study, yielding a rich and in-depth response. Table 4.1 illustrates the socio-demographic information of the service providers. Most of the NQSW were female and to a lesser extent NQSW were male. The age range of the NQSW were between 26 years to 50 years. Amongst the NQSW their years of working experience in child protection ranged from less than 1 year to 5 years with a mean of 3.4 years. All NQSW were young, lacking experience (1-5 years) in social work, as they were new in the field of work and were still learning the process of child protection. All NQSW were registered with the SACSSP and employed at the Department of Social Development.

4.2.2 Frequency of Supervision

Table 4.2 illustrates the background information on supervision. All the supervisors are qualified social workers and employed at the Department of Social Development. Five of the NQSW claimed they received supervision and the three claimed they did not. Five of the NQSW claimed they haphazardly received consultation instead of formal supervision, while other NQSW claimed they received supervision on a weekly and/or monthly basis. This confirms earlier findings by Engelbrecht (2013) and Noble (2011) that in practice formal supervision is often replaced by consultation as a result of supervisors being too busy with other demands of their supervisory role.

4.2.3 Background Information on supervision discussion

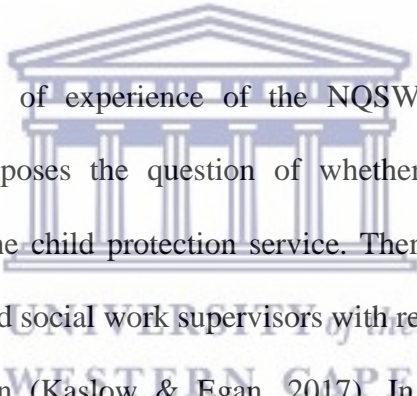
Table 4.2



Variables	Number
Is your supervisor a qualified social worker	
Yes	10
No	0
Do you receive supervision	
Yes	7
No	3
How often do you receive supervision	
No formal supervision but consultation with supervisor when the need arises	5
Weekly	1
Monthly	4

According to the Department of Social Development (2012) and SACSSP (2007), a social worker, irrespective of their rank, as newly qualified or supervisor should receive regular

supervision while in practice. Therefore, social work supervision should be interminable, meaning endless or until the day a social worker leaves the field of practice. Egan and Kaslow (2017) and O'Donoghue (2015) all agree that individual supervision sessions often transpire between weekly and six weekly sessions. The Framework for Supervision in South Africa in the Department of Social Development (2012) and SACSSP (2012, p. 35) states that the supervisee and supervisor control the length and the regularity of supervision, grounding on the supervisee's level of experience, difficulty of work and, the number of hours spent in intervention. It is challenging for supervisors to focus on the education and support of the NQSW when they are buckling under the pressure of their workload and overshadowed by the responsibility of avoiding allegations of malpractice (Bradley et al., 2010).



Considering the age and years of experience of the NQSW in child protection and the significance of supervision, it poses the question of whether NQSW were clear on how supervision is implemented at the child protection service. There is a growing global concern among social work supervisee and social work supervisors with regards to fading availability and decreased quality of supervision (Kaslow & Egan, 2017). In addition, if the NQSW lack experience in child protection and do not receive supervision, the impact on the client will mean that the outcomes of child protection services will be poor.

4.2.4 Types of Social Work Supervision Received

Table 4.2

Variables	Number
Is your supervisor a qualified social worker	
Yes	10
No	0
Do you receive supervision	
Yes	7
No	3
How often do you receive supervision	
No formal supervision but consultation with supervisor when the need arises	5
Weekly	1
Monthly	4

When NQSW were asked questions to reflect on their perceptions of supervision, the background information on supervision mentioned in table 4.2 encompassed their responses. The responses of NQSW to questions on how they perceived supervision. It also showed that it linked to objective 1, perceptions of supervision. This study found that most of the social workers receive supervision. However, looking closer the study found that half of the social workers reported that they only got consultation and the other half informed they receive supervision regularly. The Department of Social Development (2012) and SACSSP (2007) contend that a social worker regardless of their position must receive regular supervision while in practice.

The educational function of social work supervision was confirmed as highlighted being received by most of the social workers. According to Engelbrecht (2014, p. 163), the educational function

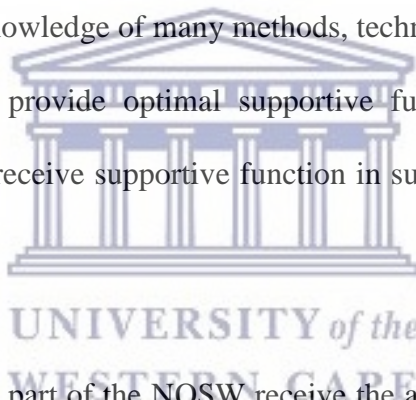
of supervision as an opportunity for continuum professional development for both parties involved, which is a supervision basic theme for best supervision practices. The educational function in supervision can also be an opportunity for the supervisors to train the supervisee in work requirements and an opportunity to train the supervisor on the latest techniques acquired at university. The educational function of supervision is linked to social workers acquiring knowledge, skills, and attitude from the social work supervisor, required for operational service delivery (Carroll, 2014). When these opportunities for growth points are highlighted, the supervisor and supervisee can highlight training available within the organisation for supervisee and supervisor to attend.

The rest of the NQSW that do not receive the educational function of supervision highlighted that this affects their perceptions. The educational function within supervision is not available as the administrative function is top priority for supervisors during supervision. The inflexibility of the system is characterised by intending to be supervisor-driven with little input from supervisees and that it principally fixated on administrative matters (Mokoele & Weyers, 2021). This confirms previous findings by Engelbrecht (2014) and Bradley et al., (2010) that in an African context educational supervision takes a back seat and administrative supervision is what fulfills the mission of the organisation. According to Bradley et al., (2010), supervisors fail to implement supportive and educational supervision as the pressure of workload, responsibility, and avoiding takes preference.

This study found that the bulk of NQSW receive the supportive function of supervision. Support in supervision according to NQSW referred to a real emotional connection between supervisor

and supervisee. Some NQSW mentioned that they would avoid this, but most indicated that they would embrace this component. The supportive function in supervision makes use of a range of components such as emotional competence, which is essential in successful practice (Engelbrecht, 2014, p. 165). Emotional competence can be described by Trevithick (2014) as accurate assessment, helping people experiencing difficulties, relating intuitively to self and others, advocating in cases of discrimination, achieving containment of anxiety in times of crisis and transition, and creating a solid foundation for capacity building. In contrast, this study found that 10 percent of NQSW do not receive the supportive function in supervision.

According to Integrated Service Delivery Model (DSD, 2006b), the social work supervisors are required to procure training in knowledge of many methods, techniques, and strategies for micro- and macro-interventions, as to provide optimal supportive function to supervisees. NQSW reflected that when they do not receive supportive function in supervision, they are left stressed and burned out.



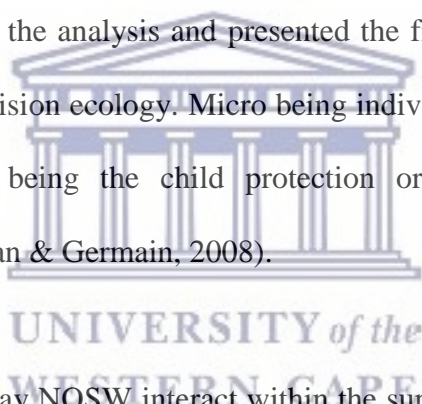
This study found that the greater part of the NQSW receive the administrative function of social work supervision. The administrative component of supervision is important as it gives the supervisee an opportunity to bring files that they need advice on and inform the supervisor on the latest files. According to Lewis et al., (2011), the administrative function of supervision concentrates on accountability amid other factors of supervisee to the organisation. NQSW recalled that they do not receive the administrative function of supervision. There is a growing global concern among social work supervisee and social work supervisors with regards to fading availability and decreased quality of supervision (Egan & Kaslow, 2017). While this study found

that some of NQSW do not receive the administrative function of supervision, Engelbrecht (2012) argues that administrative supervision has become a practice of closing cases and reaching targets of the organisation.

4.2.5. Presentation of Themes

Social workers were asked questions on their experiences of supervision and the following information is based on their responses. The responses of NQSW to questions on how they experience supervision are highlighted under four main themes: description of the supervision process, functions of supervision, NQSW immersion in supervision and recommendations for change in supervision. The six phases of thematic analysis as proposed by Braun and Clarke (2006) were followed to analyse the data. These six phases were familiarisation, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report where implemented. The familiarisation of data and generating codes, the researcher printed all the transcripts and grouped them. For example, you looked at question 1 and looked at each NQSW response to question 1 etc. Searching for themes and reviewing, the researcher made notes of these common patterns. This phase gave the researcher an opportunity to recognise the patterns and put them into columns that were needed later in the data analysis phases. The researcher then highlighted these themes and sub-themes in a word document and condensed the common occurrences under a theme and sub-themes. Searching for themes and reviewing, the researcher commenced after the data were initially transcribed, printed, highlighted, and organised, with the researcher putting the data into possible themes. The researcher then looked at the interview schedule with the questions and put all the NQSW responses under each question on separate documents. coding different topics into segments and

with suitable codes, and these will be added back into the summarised responses of the NQSW. The researcher then put all the common responses with codes from NQSW in a separate word document and at the bottom, the responses that were different to create themes and sub-themes. Defining, naming themes, and producing the report was done by the researcher through putting the similar themes in word documents. Once the researcher roughly had an idea of the themes and sub-themes, the researcher put them in a table, this allowed the researcher to clearly visualize the themes and sub-themes. The researcher continued to condense them until she reached four themes that stood out. The researcher named these themes as they linked well to the response of NQSW. The researcher put the information into a table with the themes and sub-themes that changed over time to speak directly to the responses found within each theme. Lastly, the researcher concluded the analysis and presented the findings. This finding relates to information systems with supervision ecology. Micro being individual supervision, mezzo being group supervision and macro being the child protection organisation and client system conceptualized by EST (Gitterman & Germain, 2008).



These four themes explain the way NQSW interact within the supervision process and how they experience the process of supervision. A summary of the main themes, sub-themes and categories relating to the experiences of the social workers is highlighted in Table 4.3 below, followed by a detailed description.

4.2.6 Themes, Sub-Themes and Categories Identified

Table 4.3

Theme	Sub-theme	Categories
1. Description of the supervision process	1.1 Preparation for supervision session	
	1.2 Structure of supervision	
2. Functions of supervision	2.1 Educational function of supervision	
	2.2 Supportive function of supervision	
	2.3 Administrative function of supervision	
3. Pros and cons of supervision	3.1 Benefits of supervision	3.1.1 Improve work quality, De- stress and prevent burnout
		3.1. Educational support was reported as one of the benefits of supervision by the NQSW
	3.2 Challenges of supervision	3.2.1 Lack of resources
		3.2.2 Lack of safety
		3.2.3 Gender roles in supervision
4. Recommendations for change in supervision	4.1 Frequency of supervision	
	4.2 Training of supervisor	
	4.3 Induction training	
	4.4 Increased workforce	

4.2.7. Theme 1: Description of The Supervision Process

The researcher prepared an interview guide that was led by the predetermined themes. When NQSW were asked to describe the supervision process there were two outstanding sub themes that were identified. These sub-themes relate to preparation and structure of supervision. The sub-themes will be presented and linked with the quotes that were identified during analysis.

4.2.7.1 Preparation for supervision session

When NQSW were asked to describe the supervision process a little over half of the NQSW expressed concern for the lack of structure and preparation for supervision while a few NQSW appeared content with the preparation of the supervision sessions. This is how they expressed their views regarding the process of preparation of supervision.

According to NQSW 1, *“In the supervision process, there’s no formal structure”*. NQSW 5 stated, *“It’s basically a discussion, if you need some guidance on a case or something”*. Lastly, NQSW 8 stated the following, *“Well, currently, I do not receive supervision, so I cannot really answer the question.”*

The NQSW were disgruntled with the process of preparation regarding supervision. In terms of EST, the lack of supervision led to an imbalance in the person: environment fit. They shared frustration of how sessions are prepared as they mentioned that they received informal supervision and consultation sessions instead of formal supervision. Although a supervisor is

allocated for each NQSW, some NQSW highlighted that supervision is not always formal; this caused strain on the process of supervision itself.

Fook (2017) concur that supervision is comprehended as an experience from the perspectives of both supervisee and supervisors during consultation sessions. Both the supervisor and the supervisee should schedule a time and place that is appropriate and fits both parties' schedules (Engelbrecht, 2014). An agenda needs to be set from both parties, discussed and the supervisor or supervisee should complete the minutes. If a cancellation should occur, it is the responsibility of both parties to let one another know in ample time and reschedule. This part of the NQSW mentioned that the preparation for supervision is always done as they receive supervision sporadically. The supervision process is not always formal where minutes are being taken and signed off by both parties. Kadushin, (2012) and O'Donoghue, (2015) describes the supervision as a formal process that is guided by the social work as a helping process. The helping process is defined as changeable and enlightening development of social worker and client functioning directed toward problems solving and independence (Kirst- Ashman, 2015). Preparation for supervision links to the process of supervision, as according to NQSW's responses there should be certain components present in supervision. Henderson (1994), O'Donoghue (2015) and Shulman (1993) all refer to a preparation stage wherein supervisors devise agenda points or repetitive subjects and all matters they would like to discuss in the scheduled supervision session. Looking at what NQSW expressed and what other studies viewed supervision, there is still a gap in how supervision is prepared for the NQSW in the Western Cape Province. Processes need to be clear for both supervisors and supervisees. Frustrations will continue if the planning is not appropriate, hence it is important to plan appropriately for supervision sessions.

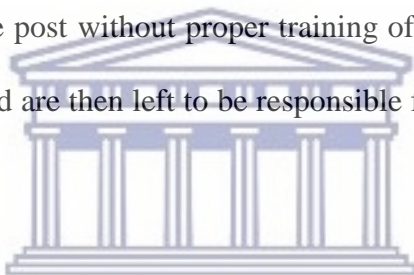
4.2.7.2. Structure of supervision

When NQSW were asked to describe the supervision process, widely held opinions of the NQSW relate to the structure of supervision and a lack thereof. However, few NQSW highlighted the formality of supervision. This is how they expressed their views regarding process of the formality of supervision:

NQSW 3 expressed, *“I didn’t really get in depth supervision yet because my supervisor to stand in for intake office as well.”* and NQSW 1 stated, *“I just wait until there’s no one in her office and then I go in and then ask my question”*. NQSW 5 noted: *“Both of us need to bring an agenda to the supervision. So my supervisor will obviously have certain things she wants to discuss.”*

The NQSW shared weariness of how there is no structure in their supervision sessions. Although a supervisor is allocated for each NQSW, some NQSW highlighted that there is no agenda that determines the structure of supervision. Even though NQSW reported receiving consultation sessions, NQSW were concerned with the lack of formal supervision sessions. This was a challenge for NQSW especially when their supervisor was busy with other official matters. The lack of supervision sessions could be associated with supervisors having too many supervisees to manage amongst other roles. Such as supervisors being requested to supervise supervisees from other areas. The NQSW reported a lack of commitment to schedule time for supervision, as appointments would be postponed, cancelled, or just on an open-door policy, leaving little room for in-depth supervision. It is inescapable that different NQSW will have different experiences of

supervision. According to Engelbrecht (2014) consultation is a feature of supervision but should not replace formal supervision, as it is a part of the supervision process. It is challenging for supervisors to focus on the education and support of the supervisee when they are buckling under the pressure of their workload and overshadowed by the responsibility of avoiding allegations of malpractice (Bradley et al., 2010). Egan (2012) and O'Donoghue (2015) all agree that individual supervision sessions often transpire between weekly and six weekly sessions. The Framework for Supervision in South Africa in the Department of Social Development and SACSSP (2012, p. 35) states that the supervisee and supervisor control the length and the regularity of supervision, grounding on the supervisee's level of experience, difficulty of work and the number of hours spent in intervention. Some NQSW indicated that they do not prepare for supervision as it is informal. Supervisors receive the post without proper training of sufficient training, knowledge, experience, and competencies and are then left to be responsible for the next generation of social workers (Bradley et al., 2010).



4.2.8. Theme 2: Functions of Supervision

According to the Terminology Committee for Social Work (1995) in Payne (1995), supervision in a South African context is described as a practice in which a supervisee receives the educational, supportive, and administrative functions from a supervisor, thereby encouraging efficient and professional rendering of social services. The NQSW were asked questions on specific topics such as if their supervisors incorporated the three functions of supervision, which are administrative, educational, and supportive. The NQSW' responses to this closed ended question with most of the NQSW said no, their supervisors do not incorporate these functions. Supervision has three main functions which are educational, administrative, and supportive.

According to Engelbrecht (2014), it is very important that supervision touches on each of these functions to holistically assist the supervisee. NQSW gave different accounts of their experiences of different types of supervision. The NQSW were secondly asked if they answered yes in the previous question, how do their supervisors incorporate these three functions. The NQSW ' responses to this open-ended question led to these findings about functions in the following section.

4.2.8.1. Educational function of supervision.

When NQSW were asked to describe the educational function of supervision received, NQSW were opinionated of education supervision received. Preponderance of the NQSW confirmed that they receive the educational supervision while some NQSW reported a lack of educational function within supervision sessions.

NQSW 4 stated the following about the supervisor, *“She was able to educate us because as a new social worker you are referred to a lot of things that you are not knowledgeable about. And also, new developments in department and in child protection or in social work.”*. NQSW 3 noted: *“The education part will be especially towards the training needs, then she will address it and then she will book me for training”* Lastly, NQSW 1 stated, (No) *“I don’t think education, (it) would refer to bringing in your theoretical knowledge and so on.”*

The NQSW shared positive responses regarding how the education function of supervision was incorporated in supervision as they learned of new developments within child protection social work. In explaining further, the educational function, NQSW claimed that it serves as an

opportunity for both parties' part-taking in supervision, to identify training needs of the supervisee. The educational function of supervision is linked to social workers acquiring knowledge, skills, and attitude from the social work supervisor, required for operational service delivery (Botha, 2000; Carroll, 2014). When these opportunities for growth points are highlighted the supervisee and supervisor can highlight training available within the organisation for supervisee and supervisor to attend. The educational function in supervision can also be an opportunity for the supervisors to train the supervisee in stoical requirements and the supervisee an opportunity to train the supervisor on latest techniques acquired at university. According to Engelbrecht (2014, p. 163), the educational function of supervision is an opportunity for continuum professional development for both parties involved, which is a basic supervision theme for best supervision practices. NQSW have the same opinion with the literature as they revealed that the educational function within supervision is available but administrative function is top priority for supervisors in supervision. The findings agree with Engelbrecht (2014) and Bradley et al., (2010) as they note that in an African context, educational supervision takes a back seat and administrative supervision is what fulfils the mission of the organisation. According to Bradley et al., (2010), supervisors fail to implement supportive and educational supervision as the pressure of workload, responsibility and avoiding takes preference.

4.2.8.2. Supportive function of supervision

When NQSW were asked to describe the supportive function of supervision, NQSW were opinionated of how the supportive function of supervision was incorporated within supervision. The greater part of the NQSW expressed approval with how support supervision was incorporated, and few NQSW were un annoyed with how and if supportive supervision was

incorporated. This is how they expressed their views regarding the function of supportive supervision:

NQSW 2 noted: *“Supervision basically starts off with support like, how am I doing what I need and if there is anything she can do from her side to make my load lighter.”*. NQSW 6 stated, *“He always tries by all means to give aid or support in terms of when maybe I am having a difficult time with clients or dealing with personal problems as well, he is always trying to be supportive.”*. NQSW 1 made the following statement: *“Most of the time, you are left with your own resources. You have to address the situation as it comes up because sometime your supervisor is not available. But other than that, you have to do most of the stuff yourself, you know, support yourself, because your workload is so high and operations take preference over everything”*.



The NQSW were content with the process of supportive supervision. They shared approval of the support received within supervision and a few NQSW experienced displeasure with lack of support in supervision. Although a supervisor is allocated for each NQSW, some NQSW highlighted that they do not get supervision and therefore there is no support in supervision as well.

Support function of supervision in social work supervision is not only about the results but also about the process and everyone involved. NQSW stated the support function in supervision that gives them an opportunity to discuss personal problems and work-related issues so that they do not take it home and at the end become burned out. Botha (2000), Kadushin (2012), and

Kadushin and Harkness (2014), all agree that supportive supervision is key in increasing the morale of social workers, managing, and decreasing stress that negatively affects performance, as supportive supervision enhances performance and productivity. In terms of EST (Germain,1991; Germain & Gitterman, 1980) links to stressors, internalised stress and adaption to manage with circumstances. Most of the NQSW received the supportive function of supervision, while in contrast the marginal did not receive the supportive function in supervision. The NQSW ' responses negate the literature as the supportive function of supervision that they do receive does not encompass what Kadushin and Harkness (2014) describes supportive supervision to be caring for the carer, creating a secure environment for practice and emotional competence. A NQSW indicated that they did not receive supportive supervision as once again administrative supervision took top priority. According to Integrated Service Delivery Model (DSD, 2006b), the social work supervisors are required to procure training in knowledge of many methods, techniques, and strategies for micro- and macro-interventions, as to provide optimal supportive function to supervisees. NQSW reflected that when they do not receive supportive function in supervision, they are left stressed and burned out. Stress in social work can be caused by many factors, not limited to the following: high workload, not being rewarded or recognized for work done, lack of control over work circumstances, being treated unfairly, burnout, and personal circumstances that inevitably affect one's work. All these factors can be dealt with if the social work supervisee receives the supportive function of supervision, as matters can be discussed and solutions can be found (Jacques, 2014).

4.2.8.3. Administrative function of supervision

When NQSW were asked to describe the administrative function of supervision received, NQSW were opinionated of how and if the administrative function of supervision was employed. The mass of the NQSW expressed gratification with how the administrative function of supervision was employed and a few were displeased that the administrative function of supervision was not being employed in supervision. This is how they expressed their views regarding process of employing the administrative function within supervision:

NQSW 5 noted: *“Supervision is administration. I think basically, we speak a lot about our monthly reports, NFD (None Financial Data) stats and those type of things, You know, when somebody plan weekly planners monthly planners, things like that.”*. NQSW 9 made the following statement:

“Print out my case management list and then I will then have it here so that we can go through each and every case and just know what is the progress, what is the plan of action, and by when we're supposed to know move on with the cases and in terms of other administrative tasks”.

Lastly, NQSW 10 explained: *“No she doesn't do administration in supervision.”*

Most of the NQSW were pleased with the process of how the administrative function of supervision was employed in supervision. Although a supervisor is allocated for each NQSW, some NQSW highlighted that they do not receive the administrative function of supervision.

The administrative function of supervision is important as it gives the supervisee an opportunity to bring files that they need advice on and can update the supervisor on the latest information available on files. According to Engelbrecht (2014) and Lewis et al., (2011), the administrative function of supervision concentrates on accountability amid other factors of the supervisee to the organisation. A few of the NQSW ' responses negate this as they indicated that they do not

receive the administrative function of supervision. There is a growing global concern among social work supervisee and social work supervisors with regards to fading availability and decreased quality of supervision (Hair, 2013). Most of the NQSW, however, do receive the administrative function of social work supervision while some few NQSW do not receive the administrative function of supervision. Supervision for the NQSW in this study revolved around the administrative function of supervision. In this function of supervision, NQSW reported that they discuss leave, court appearances, get advice, work on writing skills of reports and discuss stats. Some NQSW have reported that supervision just evolves around admin and none of the other components of supervision. The findings confirm that administrative supervision has become a practice of closing cases and reaching targets of the organisation (Franklin, 2011).

4.2.9. Theme 3: Pros and Cons of Supervision

The NQSW were asked the question of what they experience and perceive are benefits and challenges of supervision. The NQSW ' responses to the above stated question were reflected below. NQSW all experience supervision differently and all have ideas of whether they benefit from supervision or not. Many researchers have established that supervision is assumed and personally assembled around the experiences of supervisors and supervisee's (Fook, 2017). The responses of the questions posed to the NQSW on experiences, and perception of the pros and cons of supervision were discussed below.

4.2.9.1 Benefits of Supervision

In this section NQSW speak to the benefits of supervision, things they take away from supervision that are helpful, and can assist them with their current caseloads. The NQSW

claimed that supervision has a positive impact on practice of NQSW as they mentioned that it helps them in improving their quality of work, dealing with work related stress and them to grow as a professional in the field. Supervision assists supervisees to look at a case differently and the years of experience of a supervisor can be beneficial. Supervision enhances the work quality of some NQSW as supervisors give good guidance, making NQSW more productive.

When NQSW were asked to describe the benefits of supervision, NQSW shared different perspectives of what they viewed as the benefits of supervision and these relate to improving work quality, de-stressing and preventing burnout. All the NQSW expressed the fact that one of the benefits is improvement in work quality. This is how they expressed their views regarding supervision improving the NQSW quality of work:

NQSW 3 stated; *“Supervisor will give you interventions and different approaches how to approach certain difficult cases then that will actually prompt you to do some research. We want to do research and, and then read more about theory, and then you incorporate that into your practice”*. Whereas NQSW 5 noted; *“It obviously improves my practice, because obviously, my needs are identified my challenges. And then also my strengths are identified. So, I think taking that into the practice, obviously, makes my practice more productive, more sufficient, I won't say accurate, but it helps a lot”*. Lastly, NQSW 2 expressed *“It enhances my work quality, because we are able to discuss cases.”*

All the NQSW shared that supervision gives the supervisor an opportunity to highlight what is good and what needs to improve. All the NQSW in this study stated that supervision improves work quality, and it is beneficial even if they do not currently receive supervision or if their

supervision is limited. Kadushin and Harkness (2014) and Tsui (2004) all agree that a competent supervisor is an enormous benefit to the supervisee and clients. Most of the NQSW informed that they experience supervision to play an important role. However, the alternative NQSW have informed that they perceived that supervision might play an important role. Supervision plays a key role in the supervisee's job performance, satisfaction, and motivation (Kadushin & Harkness, 2014; Tsui, 2004). Most of the NQSW see the impact of supervision on practice as positive as when they receive supervision, they are more confident in the quality of their work. However, other's experience a lack of confidence in their work quality due to not receiving supervision. The SACSSP (2007) states that a supervisee receiving all three functions of supervision namely, administrative, educational, and emotional support from a competent supervisor, is motivated to develop his/her competencies and thus also pursue continuous professional development. He or she will be fully equipped and competent to work efficiently and effectively (Department of Social Development, 2006a). Kaslow and Egan (2017) agree and state that supervisees should be guided by a competent supervisor, for supervisees' to adequately address cases on a professional training level within the educational function of supervision. Newman (2010) agrees and adds that a competent supervisor can identify supervisee's strengths, motivate them to utilize their capabilities in practice, and address weaknesses tastefully. In other words, a supervisee could benefit enormously from a competent supervisor and be encouraged to develop professionally, so when it is their turn to take on the supervisory role, they would be amply prepared to lead the next generation.

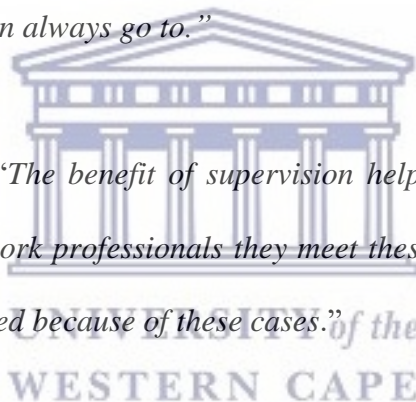
A widely held opinion by the NQSW about the benefit of supervision was that supervision is a platform to de-stress and prevent burnout and few NQSW highlighted that they were not

receiving supervision. This is how they expressed their views regarding supervision being a platform for de-stress and preventing burnout.

NQSW 10 stated, *“I think when you get enough supervision. You get less stressed, and you can offload because it really gets difficult at times. It impacts positively because you know what you're supposed to do with the guidance of a good supervisor”*. Whereas NQSW 9 noted the following:

“There are such traumatic experiences we go through, you know, and unfortunately. It's (supervision) beneficial. It has a positive, a very positive impact on me because it makes you feel at ease. I have someone who I can always go to.”

NQSW 6 noted the following, *“The benefit of supervision helps in terms of burnout because some social workers or social work professionals they meet these difficult cases that you might end up being stressed or depressed because of these cases.”*



The NQSW shared their experiences of supervision being a platform for de-stressing and preventing burnout. They also reflected that supervision gives them an opportunity to talk about matters that cause stress and burnout. Although a supervisor is allocated for each NQSW, some NQSW highlighted that they do not get supervision and therefore no opportunity to de-stress and prevent burnout.

Botha (2000), Kadushin (2012), and Kadushin and Harkness (2014) all agree that supportive supervision is key in increasing the morale of social workers, managing and decreasing stress that negatively affects performance, as supportive supervision enhances performance and productivity. It is apparent that most of the NQSW experience the de-stressing and are less likely to burnout in contrast to those NQSW who do not receive these components of supervision. Epstein and Hundert (2002), and Falender and Shafranske (2004) all agree that the supervisory competencies can be described as customary use of knowledge, communication, emotions, values and reflections in daily practice, for the benefit of the supervisee and the clients. Alternatively, NQSW' responses refute this literature and claim that not having supervision is a disadvantage to the NQSW and the client. Gibbs (2001) conducted a study on child protection workers which found that the lack of emotional processing regarding pressure of the child protection field lead to the externalizing of blame to clients, high burn-out rates, and low job satisfaction. Jacques (2014) and Tsui (2004) both agree that stress can be a direct result of high workloads, not being rewarded or recognized for work done, lack of control over work circumstances, being treated unfairly, burnout, and personal circumstances that inevitably affect one's work. In other words, burnout can be avoided if supervisee and supervisors discuss matters in supervision before conflict arises, as this ideally is part of the supervisor's supportive role.

Educational Support was reported as one of the benefits of supervision by the NQSW, this is how they expressed their views regarding the educational support of supervision:

NQSW 8 made the following statement:

“The benefits are firstly educational if he or she, the employee now was not clear about something, they should make use of supervision to clarify things firstly because obviously the

supervisor is more experienced. And then also, for debriefing”. Whereas NQSW 4 noted: “Sometimes at the moment you feel overwhelmed like what do I do, but if they give you those experiences, it can help you open your mind”. Finally, NQSW 9 stated, “Benefits for me, I think then I can go back to education support, you know, you learn. So, it's beneficial because you grow not only as a person, but you grow as a professional.”

NQSW claimed that the educational support serves as an opportunity for the supervisor to identify training needs of the supervisee and provide the needed support. The Supervision Framework in the Department of Social Development and SACSSP (2012, p. 21) categorises the educational function of supervision as to, “ensure correct interpretation of policies and legislation”. A supervisor should be competent in policies and legislation for his/her own practice but also for the benefit of the supervisee and consequently for the clients. The Code of Conduct agrees and states that, “in order to curb incompetence by practitioners it is recommended that the supervisors and managers of practitioners identify training needs and implement a development plan” (SACSSP, 2007, p. 13). Engelbrecht (2014) agree and states that the educational function within supervision is responsible for ensuring that supervisees understand and prevent overstepping the ethical and legal conflicts that might arise in supervisees’ practice. On the contrary some NQSW contradict this literature that states the ideal of what should take place in supervision as some of the NQSW do not experience this in practice. Engelbrecht et al., (2014) all agree and state that the supervisor should holistically observe the wider context of the personal, professional, political, and educational aspects that can affect the working relationship of the supervisee. In other words, the supervisor should be mindful of differences and be considerate when working within a supervision relationship

without highlighting differences or making it an issue. O'Donoghue (2015) found that the clients will benefit from having a competent social worker assigned to their case, who knows what to do and how to do it. Guttman, Eisikovits and Maluccio (1988) posits that a competent social worker gives an advantage to the client, thus leading to client satisfaction.

4.2.9.2 Challenges of Supervision

There was an array of challenges of supervision identified by the NQSW. The NQSW highlighted that there is no time, high caseloads, feelings of burnout, no support, not receiving supervision, supervisors lack of understanding of supervision, supervisors not being accessible, lack of resources such venues and human resources such as supervisors, lack of funds for training and no confidentiality in supervision.

Lack of Resources

When NQSW were asked the question of what they experience and perceive are the challengers of supervision. Most of the NQSW expressed discontent with the lack of resources at their child protection organisation. This is how they expressed their views regarding lack of resources:

NQSW 8 made the following statement; *“That is the major challenge is the resources. Also sometimes, such as venues Yeah. I wouldn't say stationary right now but you do have some officers who requires things, maybe a laptop, I, myself, have been working here for over six months now, and I still don't have my own laptop”*. Next, NQSW 6 noted: *“Challenges of supervision I think they always arise because it might be that you set maybe a date then maybe*

some emergency cases that arise.” Lastly, NQSW 4 stated, “*Challenges are (supervision) not always accessible in terms of time, because sometimes your supervisor is busy.*”

The NQSW commented on not having access to enough resources, most mentioning the lack of time. The NQSW shared exasperation as they shared that they do not have access to resources, and these include time, venues, and physical resources such as laptops. Although resources are allocated to each NQSW, it takes time for them to receive these resources.

According to Hope and Van Wyk (2018), additional challenges for social workers in South Africa include high staff turnover, poor working conditions, low salaries, and a lack of resources, which often leads to stress and burnout. Hunter states that the lack of resources such as funding, vehicles or private offices combined with high caseloads creates stress (Hunter, 2020). Numerous writers highlight the fact that South Africa continues to battle the lack of basic resources namely, adequate, and clean office space, office furniture, stationery, computers, technical assistance, and reliable vehicles (Earle, 2008; Engelbrecht, 2015; Naidoo & Kasiram, 2006). Thousands of social workers even marched to the Union Building in September 2016 due to inadequate resources to hand in a memorandum to the government. Madibogo, (2016b) agrees and states in the memorandum that the social worker referred to the insufficient and unroadworthy cars, stationery shortages, inadequate office equipment and office space, and lack of basic sanitation at work premises. It is apparent that marginally NQSW do not receive supervision due to supervisors not having the time for supervision. Weiss-Gal and Welbourne (2008) both state that if social workers are not receiving supervision, they are encouraged to seek clinical supervision from other organisations or make use of peer supervision. There is a growing global concern among social work supervisees and social work supervisors with regards to

fading availability and decreased quality of supervision (Hair, 2013). Supervisors are given a responsibility to nurture and build the supervisee through continuous support and professional development (Engelbrecht, 2015). However, sections of the NQSW contravene this literature and state that supervisors are not taking up their responsibility. Healy et al., (2009) claim that there are factors such as time limitations, resources scarcity, expectation, and reality does not make the supportive function of supervision possible. Supervisees have an opportunity within supervision to grow personally and supervisors to create an emotional safety to address practice achievements and disappointments (Chanyandura, 2016). A social worker working in child protection needs a safe space to express emotions as they are exposed to stress that might become intolerable. This may lead the social work supervisee to work in a defensive routine and not in the best interest of the client (Healy, et al., 2009).

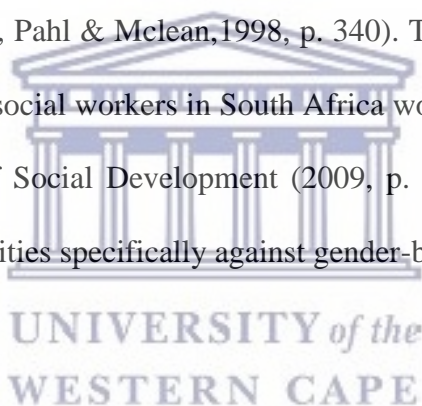
Lack of Safety

When NQSW were asked the question of what they experience and perceive are the challengers of supervision. Fewer of the NQSW identified a lack of safety working in the field. This is how they expressed their views regarding lack of safety while working in the field:

NQSW 3 made the following statement; *“Sometimes we frightened or scared but she addressed this by always suggesting that we must go out in pairs in which she knows that at least we are not alone in in the car, because of the dangerous and the high crime rate in Delft area where we work”*. NQSW 9 noted: *“There's such traumatic experiences we go through”*

The NQSW shared hindrance and expressed that they do not feel safe and that it can be traumatising working in the field. Social Workers face unique obstacles with occupational health

and safety when venturing put for home visits (Joseph. 2017). NQSW claimed that the lack of safety is a major concern, as they work in dangerous environments. Social workers face several risk factors which include but are not limited to staff shortage, overload, depression, secondary trauma stress, compassion fatigue, burnout and poor supervision (Truter, 2014:6). Additionally resources are not the only lack social works face but the real fear of lack of safety (Joseph, 2017). Social workers also illuminated the fact that they do not just experience a lack of resources but a lack of safety in the work environment. The issue of threat and safety is not one in South Africa but is a global phenomenon. Globally, social workers work in harmful working conditions, this can be seen in the BBC episode documentary of 1998, where more social workers had been murdered in England and Wales than police had been murdered in active duty in a span of three years (Balloch, Pahl & Mclean, 1998, p. 340). This is one of the more extreme violent cases recorded. Locally, social workers in South Africa work in harmful conditions daily. Additionally, the Department of Social Development (2009, p. 40) agrees as this is prevalent within the marginalised communities specifically against gender-based violence.



Gender roles in Supervision

When NQSW were asked the question of what they experience and perceive are the challenges of supervision. Most NQSW shared that having a supervisor of a different gender proved to be a challenge at times. This is how they expressed their views regarding gender roles in supervision:

NQSW 5 noted: *“I’ve never had a male (meaning female) supervisor, So, I think sometimes it’s can’t say difficult for a female to understand a male but sometimes there can be a barrier between the two not relating on the same level.”* While NQSW 9 noted: *“Obviously if you feel*

comfortable sitting down and speaking about personnel issues with your supervisor but yeah she's an open and, and supportive person". NQSW 4 noted: "say you went through a traumatic experience, then she will be able to give you that support".

The NQSW shared objection as they expressed that they do not want to share personal experiences and the supervisor would like to provide the supportive function to the NQSW. A healthy professional supervision relationship is crucial to the supervision process include interaction and, respect (Wynne, 2020). Engelbrecht (2019) and Kadushin and Harkness (2014) both agree and state that social work supervisors need to be competent in working with both genders, possess awareness of how gender is socially constructed, and how this influences supervisory styles. It is apparent that fewer NQSW experienced the gender of their supervisor as a challenge. Furthermore, generational differences play a role when it comes to supervision as it amalgamates different personality, era, gender and nationality (Wynne, 2020). The NQSW highlighted that talking about feelings was not something he wanted to do although his supervisor was willing to. The fact that the supervisor was willing to address the supportive part of supervision is ideal but also that the supervisor respected their boundaries. Bradley et al., (2010) state that in the supervision relationship gender differences are becoming less of an issue in terms of diversity, as women take up most social work supervisory positions.

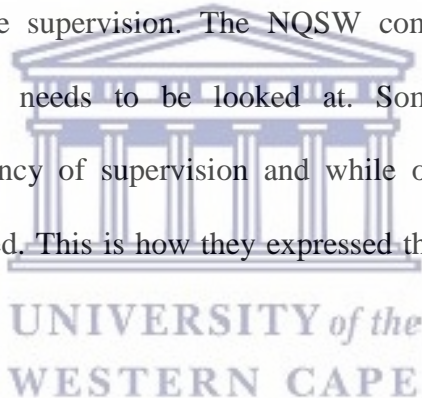
4.2.10. Recommendations for Change in Supervision

The NQSW were asked questions such as what they would recommend changing and how they think supervision should be done. The NQSW ' responses to the above-mentioned questions were

the bases for recommendations for change in supervision. NQSW spoke from their past experiences and responded on what they would like to see in terms of administrative, educational, and supportive supervision. All the NQSW gave recommendations for changes to take place in supervision at the child protection they were placed. Some NQSW had small changes to recommend, and others had bigger changes. The recommendations that were provided by the social workers regarding supervision relate to frequency of supervision and supervisor training.

4.5.4.1 Frequency of Supervision

When NQSW were asked to describe the recommendations for supervision, NQSW were opinionated of how to improve supervision. The NQSW commented on the frequency of supervision as something that needs to be looked at. Some of the NQSW expressed disappointment with the frequency of supervision and while others were content with their frequency of supervision received. This is how they expressed their views regarding process of preparation of supervision:



NQSW 2 noted: *“That it happens on a more regular basis. More group supervision because we have very similar cases.”* Whereas NQSW 10 stated, *“I think, since we don't have a lot of time on our hands maybe if we can do it (supervision) twice a month”* Lastly, NQSW 9 made the following statement, *“For newly qualified, at least have them (supervision) twice a month.”*

The NQSW were perplexed with the lack of time a month they receive supervision. In terms of EST the lack of supervision led to disequilibrium in the NQSW: environment fit. The NQSW

shared opinions as they conveyed that they would benefit from more frequent supervision. Most NQSW recommended frequent supervision because of the vast amounts of benefits it has for supervisees especially for NQSW. NQSW highlighted the fact that having no supervision can be dangerous to clients as no guidance was given. This can dangerous especially in child protection as a wrong decision could mean a death of a child (Hunter, 2016). NQSW continued to inform that group supervision can be beneficial and should be utilised with more experienced peers as it can assist and benefit practice. NQSW in this study have said that they would like the following from supervision; supervision once a month, for at least an hour, in a venue with no interruptions, with all three functions of supervision incorporated, on a regular basis; the supervision agenda should come from both parties and be a democracy and not a dictatorship; supervision needs to be formal with a physical contact; and supervisors should be kept updated with the latest laws on child protection and visit courts with officials if new amendments are requested. According to the Department of Social Development and SACSSP (2012), a social worker nevertheless of their level as beginner or expert should receive regular supervision while in practice. Therefore, social work supervision should be interminable, meaning endless or until the day a social worker leaves the field of practice. Egan (2012), Hair (2013), Nguyen (2003), and O'Donoghue (2012) all agree that individual supervision sessions often transpire between weekly and six weekly sessions. However, Engelbrecht (2013) and Noble (2011) found that in practice consultation often takes the place instead of formal supervision as the supervisor becomes too busy with other demands of their supervisory role. The Framework for Supervision in South Africa in the Department of Social Development and SACSSP (2012, p. 35) states that the supervisee and supervisor control the length and the regularity of supervision, grounding on the supervisee's level of experience, difficulty of work, and the number of hours spent in

intervention. Though it is challenging for supervisors to focus on the education and support of the supervisee when they are buckling under the pressure of their workload and overshadowed by the responsibility of avoiding allegations of malpractice (Bradley et al., 2010).

4.5.4.2 Training of the Supervisor

Another recommendation that was given by NQSW for supervision relates to the training of supervisors. Some of the NQSW expressed a concern with the lack of training provided to the supervisors while other NQSW were pleased with their supervisors' training. This is how they expressed their views regarding the process of preparation of supervision:

NQSW 6 made the following statement, *“Supervisors need to be more equipped more than the social worker because It doesn't help for you to go to your supervisor with a challenging case and she also doesn't know what to do.”* NQSW 7 noted the following: *“I think that each the child protection supervisor needs to be aware of the new, new acts that come out the new policies that come out.”* Lastly, NQSW 10 stated, *“Supervisor not being more knowledgeable can also impact because now you're not gaining anything feels like you're just wasting your time, you lose hope in supervision”*.

The NQSW was discontented with the lack of training received provided for the supervisor. The NQSW shared exasperation as they shared that they would benefit from supervision if their supervisor was trained. Social work supervisors of child protection social worker supervisee's need the specific skills to adequately provide and support their supervisees who have little experience (Chanyandura, 2016). The NQSW claimed that the training of the supervisor serves

as an opportunity for the supervisor to be competent in giving advice to NQSW. Supervision plays a key role in the supervisees job performance, satisfaction, and motivation (Kadushin & Harkness, 2014; Tsui, 2004). Newman (2010) agrees and states that a competent supervisor can identify a supervisees' strength and motivate them to utilise their capabilities in practice and address weaknesses tastefully. In other words, a supervisee could benefit enormously from a competent supervisor and be encouraged to develop professionally, so when it is their turn to take on the supervisory role, they would be amply prepared to lead the next generation. NQSW have noted that supervisors should be trained in all the latest child protection laws and regulations to guide them. Supervision has embraced the function of administration as it establishes accountability and control, this is known as the case work model founded in England (Bradley et al., 2010). Social work supervisors in South Africa have adopted this notion of supervision (Bradley et al., 2010). The case work model or the administrative function of supervision sets a limit towards the educational and supportive aspect of supervision, as the main goal is to reach organisational targets. NQSW have noted that being solely target-based creates a disadvantage to the supervisee, as they experience a lack of competence within the supervision relationship and this in turn affects the clients negatively. Through a good relationship between the supervisor and the supervisee they can meet the needs of the organisation and their own in for supervision by utilizing resources in an effective way (Chanyandura, 2016). Kaslow and Egan (2017) agree and state that supervisees should be guided by a competent supervisor, in order for supervisees to demonstrate the ability to adequately address cases on a professional training level within the educational function of supervision. Cloete (2012) states that social work supervisors in South Africa are promoted to social work supervisors without training, which in turn leads to lack of knowledge, experience, and competencies. In agreement, Cousins

(2004) states that internationally, supervisors do not receive sufficient training before and during their supervisory position and this results in inadequate supervision. In other words, the lack of training is an issue within organisations globally and locally as supervisors are not sufficiently trained and therefore supervisees are not sufficiently trained, resulting in negatively impacting the clients. Bradley et al., (2010) and Beddoe et al., (2015) agree and state that to correct this incompetence and lack of skills in a social work supervisor, a postgraduate qualification should be available and should be a requirement for a supervisory position, however this is not yet a requirement.

4.5.4.3. Induction Training

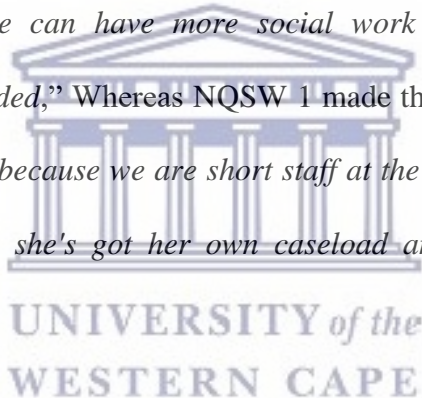
Induction training was mentioned as one of the recommendations for improving supervision. A NQSW expressed a concern with the lack of induction training. NQSW 4 explained that *“As a new social worker I feel that when you come in, they should first sit you down and give me some sort of training. New social workers don’t want to do social work anymore, because of that one bad experience. So, in that way they can improve supervision”*. Although other NQSW did not mention the lack of induction training. To a lesser extent, NQSW claimed that the induction training is very important to adequately prepare NQSW for fieldwork. Supervisors are responsible for the induction of new social workers (Engelbrecht, 2010). Orton (2007) agrees and states that NQSW are not given enough pedagogic preparation for dealing with amongst others violence. A NQSW informed that when they came into an organization they are thrown in the deep end, have a bad experience wanted to leave the profession. The lack of induction training is worrisome and therefore there is a need for an induction process. The role of supervision can be part of this induction production. Unfortunately, government departments

have an expectation that one should be training coming from varsity. As much as literature attempts to prepare one, the result shows a different picture. Tully, Kropf and Prince (1993) agree and state that social workers that are not adequately trained are left vulnerable. The South African Supervision Framework for the Social Work Profession (Department of Social Development, 2012 & SACSSP, 2007) highlights the significance of social work supervision and provides guidelines for effective and efficient supervision practices.

4.5.4.4 Increased workforce

The NQSW also recommended that more social work supervisors need to be employed. NQSW pointed out that there were not enough supervisors employed at the child protection organisation.

NQSW 3 noted: *“Maybe if we can have more social work supervisors, the social work supervisors are actually overloaded,”* Whereas NQSW 1 made the following statement: *“I don't know if it's going to come later, because we are short staff at the moment. So, the supervisors is also a stand in supervisor. So, she's got her own caseload and then she also has to be a supervisor”*.



The NQSW was disgruntled with the lack of social work supervisors available at their child protection organisation. The NQSW expressed understanding as they shared, they did not receive supervision because of barriers. Although a supervisor is allocated to each NQSW, some NQSW are informed that supervisors are not always available for supervision. A reduced amount of NQSW claimed that more social work supervisors need to be employed. The RSA (1996) states that a social work supervisor is very important as they are responsible for overseeing resources and how they were utilised, all clients and social workers in their team, the success of projects,

the monitoring and evaluation of services, and their sustainability. With all these social work supervisory responsibilities, the ratio of supervisor to social worker supervisee should decrease. The smaller group of NQSW stated that the key to improved supervision is the employment of more supervisors. As time is one of the constraints when it comes to supervision. If more supervisors are employed there would be more time for supervisors to provide adequate supervision speaking to all three functions of supervision. Department of Social Development (2012) indicated that although the guidelines are there the Recruitment and Retention Strategy directs our attention to the fact that there is a decline in the efficiency and quality of social work services which can be attributed to the lack of formal supervision. As well as incompetent social supervisors who lack the capacity and formal training to conduct professional supervision.



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4.3. Chapter summary

The findings in this chapter emanates from the interviews conducted with the NQSW who are employed by the Department of Social Development at a range of offices in Cape Town. The structure of this chapter was as follows; starting with a demographical synopsis of the NQSW is presented in table form, detailed swiftly by an explanation of the table. Subsequently, a demographic synopsis of the Social Work Supervisors is similarly provided in the next table, followed by an explanation of the table. Thereafter the four main themes that were derived from the interviews with the NQSW are tabled and discussed. Afterwards, the themes, subthemes and

categories and narratives of the NQSW were compared with literature. Lastly, the chapter was concluded by use of summary. The findings were founded on the EST which aided as the theoretical framework for the study and were compared to relevant research on social work child protection in the field of supervision.

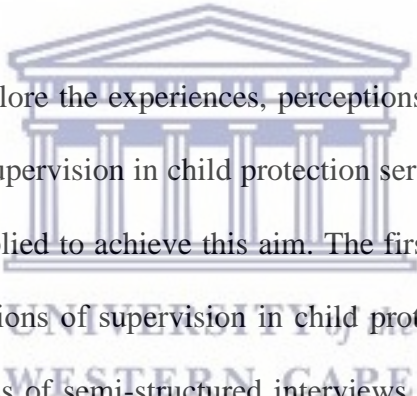


CHAPTER 5: SUMMARY AND RECOMMENDATIONS

5.1. Introduction

This chapter will demonstrate a summary of this research study and recommendations for studies in the future. The researcher completed a literature review on the experience and perceptions of NQSW to validate or contrast the findings of this study. In this chapter the aim, objectives and four main themes that emerged will be summarized. The consultations and recommendations from the finding chapter will lastly be presented for future studies.

5.2. Summary of The Aims and Objectives of the Study



The aim of the study was to explore the experiences, perceptions, and challenges of NQSW on the significance of social work supervision in child protection services in Cape Town. The study had two objectives that were applied to achieve this aim. The first objective was to explore and describe social workers' perceptions of supervision in child protection services. This objective was achieved through the process of semi-structured interviews where the social workers were required to give their opinions on what they think supervision is and to describe their experiences of supervision in their places of employment. Social workers were able to give detailed accounts of how they perceive the supervision process and gave recommendations on the changes that need to take place in the supervision process. The second objective focused on exploring and describing social workers' experiences of supervision in child protection services. This objective was achieved through exploring the functions of supervision and discussing the pros and cons of supervision.

5.3. Overview of The Main Themes

The study attempted to answer the research question “What are the experiences, perceptions and challenges of NQSW on the significance of social work supervision in child protection services in Cape Town?”. Following the analysis of the responses from the NQSW, four main themes and seven sub-themes emerged from this study. The main themes that came out from the findings of the study are: 1) Description of the supervision process; 2) Functions of supervision; 3) The pros and cons of supervision; 4) Recommendations for change in supervision. A detailed explanation of these themes is provided in the following section below.

5.3.1. Theme 1: Description of The Supervision Process

This theme reflects on the perceptions of supervision in child protection services in the Cape Metropole, suggesting that each social work NQSW has a different perception of how the supervision process is perceived. Fewer of the NQSW informed that they have a formal process of setting time, having a venue, and agenda. A smaller number of NQSW informed that they do not have anything in place as the supervisor is busy and so are they. Although each NQSW has been allocated a supervisor, vacancies exist for social workers and supervisors. Therefore, putting strain on the social worker and supervisor with an increased workload not affording time for in-depth supervision. At times the NQSW would be ready for supervision, but the supervisor would be busy with their supervisory tasks or another supervisee. The other times the supervisor would be ready, but the social work NQSW would have a crisis or court appointment which ultimately leads to supervision being postponed but no rescheduled date and time is given.

5.3.2. Theme 2: Functions of Supervision

The functions of supervision are very clearly stated in the supervision framework provided by the SACSSP. The mainstream verdict of the NQSW informed that they knew what the functions of supervision was. Popular opinion from NQSW was that they were not receiving all functions of supervision which are administrative, supportive, and educational. Most of the NQSW were informed that they were receiving administrative functions within supervision. All NQSW informed that if they were to receive all functions of supervision, they would be less stressed and reclaim the passion for social work. A lesser number of NQSW informed that they are supported within supervision and even referred to Employee Wellness services if they experienced trauma. Some of the NQSW also reported that they receive educational support through referrals for training, however, do not directly receive the educational function from their supervisor. Many of the NQSW reported time as the common factor for not receiving supervision.

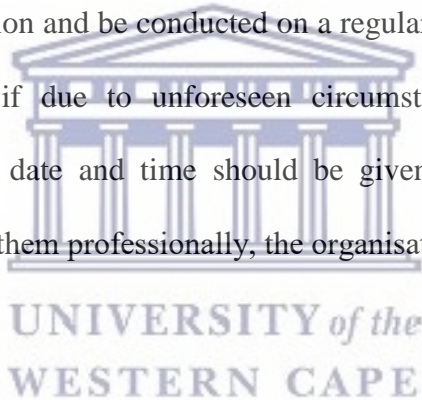
5.3.3. Theme 3: The Pros and Cons of Supervision

All NQSW expressed that supervision can be an advantage when received along with all the functions of supervision. All NQSW also pointed out that supervision can be a constraint even if receiving the minimal function of supervision improved the NQSW work and professional development. Most of the NQSW informed that the pros received for supervision are less stress, deeper understanding of what is required of them, and in turn a better service delivery to the clients. Fewer NQSW informed that they do not receive supervision only consultation and this is con. As they end up discussing clients with other more experienced social workers which give advice. This is not always ideal as other social workers also have their own workload and are not

always available to assist. Some of the social work NQSW who are not receiving supervision reported that they are stressed, feel unsafe, and report a lack of resources.

5.3.4. Theme 4: Recommendations for Change in Supervision

All NQSW expressed that more social workers need to be employed at their organisation. As this work provides time for supervision as NQSW will not be doing more than one social worker's work. The NQSW also recommended employing more supervisors as they too are buckling under pressure due to other supervisees work when there is a vacancy. The NQSW recommended that supervisors be trained on the functions of supervision and the latest child protection policy developments. Lastly, the NQSW recommended that supervision should consist of all three functions of supervision and be conducted on a regular basis. Specific time should be allocated for supervision and if due to unforeseen circumstances, supervision should be rescheduled, and an alternative date and time should be given. As NQSW highlighted that regular supervision would assist them professionally, the organisation, and the clients' systems.



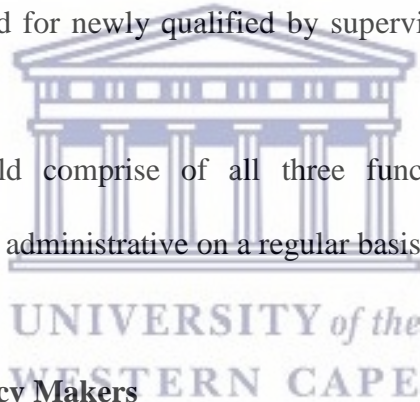
5.4. Limitations of the Study

The researcher utilised a qualitative exploratory and descriptive study conducted at one child protection agency in Cape Town, with 10 NQSW. In the research setting being so specific, generalisations could not be made. This was due to the small sample size and setting. The researcher in hindsight identified that due to her lack of experience as a researcher fed into the small sample size. The researcher could have asked for a bigger sample size and not felt intimidated when applying for sample size, as the application was hinting that social workers

have an intense workload and therefore permission would not be given for a large sample. The researcher should have requested a larger sample and if permission was not granted asked for a smaller size. The researcher approached NQSW identified by supervisors, but some social workers were not interested in participating in the study. Very few of the social workers at the child protection agency were NQSW who fit the criteria for inclusion in this study. The findings of this research produced information on the impact of supervision on NQSW in exploring their perceptions and experiences in one child protection services organisation in Cape Town. The researcher would have appreciated the opportunity to interview NQSW in the NGO sector and the government sector, to get both voices in this study but unfortunately permission was not granted. The researcher planned to interview NQSW from both the NGO sector and the government sector but was only given permission to conduct interviews with government employed NQSW. The information from the study can be used to help plan and implement appropriate services in the area as well as inform policies for the child protection agency. As much as the research study was planned and obstacles arose such as NGOs initially agreeing to the researcher conducting research and then not getting back to grant the written permission. Another limitation was that the candidate should have included a question on the number of cases that each NQSW has. Additionally, since the first interview went well the researcher proceeded with the rest of the interviews. However, the researcher acknowledges that the pilot study is necessary because they assist the researcher to “assess the feasibility of the research and the data collection methods so that necessary changes can be made before engaging in the bigger research project” (Fouché, et al., 2021 p 236).

5.5. Recommendations and Suggestions

- Social workers are thought of as the anchors to society therefore this study recommends that more social workers be employed at child protection organisations to assist children and families. The government should devote funding to child protection organisations for these posts and organisations need to vigorously engage in sourcing funding.
- Each child protection organisations should have a social worker for every 60 cases as per stands given by the SACSSP.
- Training should be provided by the child protection organisation employer for NQSW specifically on child protection
- Training should be provided for newly qualified by supervisors to social workers through supervision
- Supervision sessions should comprise of all three functions of supervision namely, educational, supportive, and administrative on a regular basis




5.6. Recommendations for Policy Makers

- To enforce the Children's Act 38 of 2005 with not only the removal process but other early intervention to children and families
- To enforce the SACSSP guidelines for social work supervision
- To develop a policy that social work supervisor has post-graduate training on supervision

5.7. Suggestions for Further Research

- Research should be conducted on supervisors and how they experience their perception on supervision received and given
- Research should be conducted on social work supervisors and their training received to be a supervisor besides the years of experience
- Research should be conducted on postgraduate training for social work supervisors within supervision
- Further research on the experiences and perception of supervision should be conducted in South Africa due to lack of local research.

5.8. Summary



This chapter demonstrated a summary of this research study, and recommendations for studies in the future. The researcher completed a literature review on the experience and perceptions of NQSW to validate or contrast the findings of this study. In this chapter the aim, objectives and four main themes that emerged were summarised. The consultations and recommendations from the findings in this chapter were presented lastly for future studies

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Appendices

Appendix A: Information Sheet



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Project Title: Experiences and perceptions of newly qualified social workers (NQSW) on the significance of social work supervision in child protection services in Cape Town

What is this study about?

The research project will be conducted by Charne Marshall a Masters' social work student at the University of the Western Cape. We are inviting you to participate in this research project because you have been identified to fit as a relevant information source on the topic of NQSW. The purpose of this research project is to gain an understanding of this topic by asking you about the impact of supervision on your perceptions and experiences of being a NQSW in child protection services in the Western Cape Province. The study will help to create knowledge on this topic that can be used when planning and implementing appropriate interventions or policies

What will I be asked to do if I agree to participate?

The researcher will conduct at least a 1 hour interview with you on the topic. The interview can take place at the office of the child protection service the NQSW is based, in a consultation room for confidentiality and privacy purposes. You will be asked to answer a few questions from your own perceptions and experiences. There are no right or wrong answers; we just want your professional views on the topic. The interview will be audio-recorded only so that we do not lose all that you have discussed.

Would my participation in this study be kept confidential?

Information will be handled in a professional and confidential manner. The information obtained in the audio recording will be stored securely. Information will only be accessible to the researcher and supervisor of this study, and you if you want to see it. Your names or identifying details will not be used; we will only use identification codes, such as male or female. All information will be stored on a computer and will be password protected. When writing up a report, your identity will be protected at all times.

There are however limits of confidentiality which is in accordance with legal requirements and professional standards, where information must be made available to appropriate individuals and/or authorities for example, when it comes to information about ethical behaviour, child abuse or neglect or potential harm to you or others.

What are the risks of this research?

There may not be physical risks but some risks can include emotional discomfort during our discussion about your professional perceptions and experiences. If need be, arrangements will be made should you need debriefing by seeing a counsellor which can be arranged for this purpose.

What are the benefits of this research?

The benefits to you may include a deeper understanding on the given topic specifically in your area. The research study will also help produce information on the impact of supervision on NQSW in exploring their perceptions and experiences, in child protection services in the Western Cape Province. The information from the study can also be used to help plan and implement appropriate services in the area as well as inform policies

Do I have to be in this research and may I stop participating at any time?

Participation in the research is completely voluntary. This means that no one can force you and you can decide if you want to take part in the study. If you take part in the study and wish not to continue anymore, you may stop participating at any time. You will not be penalized

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

If you experience emotional distress during or after participating in the study, you will be referred to a counsellor for counselling if you feel the need for it.

What if I have questions?

This research study will be conducted by Charne Marshall of the Social Work Department at the University of the Western Cape. Should you have further questions about the research study itself contact Charne Marshall at: 021 9037962 or email at

3273249@myuwc.ac.za. If you have any questions regarding this research study or your rights as a NQSW or want to report any problems, please contact:

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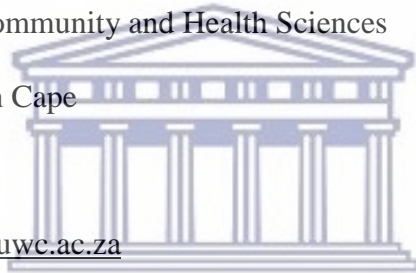
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DEELNEMER INLIGTINGSBRIEF – MAATSKAPLIKE WERKER

Projek Titel: Persepsies en ervarings van pasgekwalfiseerde maatskaplike werkers van toesig in kinderbeskermingsdienste.

Waaroor gaan hierdie studie?

Die navorsingsprojek sal deur Charne Marshall 'n Meestersgraadstudent aan die Universiteit van Wes-Kaapland aangebied word. Ons nooi u uit om aan hierdie navorsingsprojek deel te neem, aangesien u geïdentifiseer is as toepaslike inligtingsbron oor die onderwerp van nuut gekwalfiseerde maatskaplike werkers. Die doel van hierdie navorsingsprojek is om hierdie onderwerp te verstaan deur u te vra oor die impak van toesig op u persepsies, ervarings en uitdagings om 'n nuut gekwalfiseerde maatskaplike werker in kinderbeskermingsdienste in die Wes-Kaap Provinsie te wees. Die studie sal help om kennis oor hierdie onderwerp te skep wat gebruik kan word by die beplanning en implementering van toepaslike intervensies of beleide

Wat sal ek gevra word om te doen as ek meedoen om deel te neem?

Die navorser sal ten minste 'n 1 uur-onderhoud met u oor die onderwerp uitvoer. Die onderhoud kan plaasvind op die werkplek waar die deelnemer is, of in enige plek voel die

deelnemer gemaklik en waar privaathed en vertroulikheid verseker kan word. U sal gevra word om 'n paar vrae uit u eie persepsies en ervarings te beantwoord. Daar is geen regte of verkeerde antwoorde nie; Ons wil net jou professionele sienings oor die onderwerp hê. As u toestemming neem om deel te neem, sal toestemming aangevra word vir die onderhoud om slegs op die hoogte te wees sodat ons nie alles verloor wat u bespreek het nie.

Sal my deelname aan hierdie studie vertroulik gehou word?

Inligting sal op 'n professionele en vertroulike wyse hanteer word. Die inligting wat in die klankopname verkry word, sal veilig gestoor word. Inligting sal slegs toeganklik wees vir die navorser en studieleier van hierdie studie, en jy as jy dit wil sien. Jou name of identifikasiebesonderhede sal nie gebruik word nie; Ons gebruik slegs identifikasiekodes, soos manlik of vroulik. Alle inligting sal op 'n rekenaar gestoor word en sal beskerm word deur wagwoorde. Wanneer u 'n verslag opstel, sal u identiteit te alle tye beskerm word.

Daar is egter vertroulikheidsperke wat in ooreenstemming is met wetlike vereistes en professionele standaarde, waar inligting byvoorbeeld aan toepaslike individue en / of owerhede beskikbaar moet wees, wanneer dit kom by inligting oor etiese gedrag, kindermishandeling of verwaarlosing of moontlike skade aan jy of ander.

Wat is die risiko's van hierdie navorsing?

Daar mag nie fisiese risiko's wees nie, maar sommige risiko's kan emosionele ongemak insluit tydens ons bespreking van u professionele persepsies, ervarings en uitdagings. Indien nodig, sal reëlins getref word indien u debriefing benodig deur 'n berader wat vir hierdie doel gereël is, te sien.

Wat is die voordele van hierdie navorsing?

Die voordele vir u kan 'n dieper begrip van die gegewe onderwerp spesifiek in u area insluit. Die navorsingsstudie sal ook help om inligting te verskaf oor die impak van toesig op nuut gekwalifiseerde maatskaplike werkers om hul persepsies, ervarings en uitdagings in kinderbeskermingsdienste in die Wes-Kaap Provinsie te verken. Die inligting uit die studie kan ook gebruik word om gepaste dienste in die area te help beplan en te implementeer, sowel as inligtingsbeleid

Moet ek in hierdie navorsing wees en mag ek op enige stadium ophou deelneem?

Deelname aan die navorsing is heeltemal vrywillig. Dit beteken dat niemand jou kan dwing nie en jy kan besluit of jy deel wil neem aan die studie. As u deelneem aan die studie en nie meer wil voortgaan nie, kan u op enige stadium ophou deelneem. U sal nie geenaliseer word nie

U deelname aan hierdie navorsing is heeltemal vrywillig. U mag kies om glad nie deel te neem nie. As u besluit om aan hierdie navorsing deel te neem, kan u enige tyd ophou deelneem. As u besluit om nie aan hierdie studie deel te neem nie, of as u op enige stadium ophou deelneem, sal u nie enige voordele wat u andersins kwalifiseer, geenaliseer of verloor word nie.

Is daar enige hulp beskikbaar as ek negatief geraak word deur deelname aan hierdie studie?

As jy emosionele nood ervaar tydens of na deelname aan die studie, sal jy na 'n berader verwys word vir berading as jy die behoefte daaraan voel.

Etiese oorwegings

Die navorser is geregistreer by die Suid-Afrikaanse Raad vir Maatskaplike Diensberoepe (SACSSP) en is daar dus algemene etiese (SACSSP, 2007). Daar is geen presiese etiese instellings vir maatskaplikewerk-navorsing nie en daarom moet die waardes en beginsels van

maatskaplikewerk-praktyk altyd toegepas word wanneer dit met deelnemers saamwerk (De Vos et al., 2012). Die volgende etiese prosedures sal geïmplementeer word:

- Toepaslike stappe sal gedoen word vir ingeligte toestemming van deelnemers. Hierdie toestemmingsvorms is aangeheg as aanhangsels.

- Deelnemers sal afskrifte van ondertekende ingeligte toestemmingsdokumente ontvang. Die oorspronklike ingeligte toestemmingsvorms sal in 'n veilige navorsingslêer gehou word.

- Deelnemers sal onder meer ingelig word dat hulle die reg het om te weier om vrae te beantwoord en om enige tyd van deelname te onttrek.

- Stappe sal gedoen word om te verseker dat persoonlike data van deelnemers verseker word van die publiek se toegang.

- Vertroulikheid van inligting sal gehandhaaf word en die identiteit van deelnemers sal nie bekend gemaak word nie.

Kwesbare groepe soos deelnemers aan navorsing sal binne die grense van bogenoemde etiese prosedures gehou word om te voldoen aan maatskaplikewerkpraktyk en -beleid. Die Departement Maatskaplike Werk Etiese Komitee moet etiese goedkeuring vir die studie verleen voordat die empiriese studie uitgevoer word.

Wat as ek vrae het?

Hierdie navorsingstudie sal deur Charne Marshall van die Departement Maatskaplike Werk aan die Universiteit van Wes-Kaapland gedoen word. Indien u verdere vrae het oor die navorsingstudie self, kontak Charne Marshall by: 021 9037962 of e-pos by 3273249@myuwc.ac.za. As u enige vrae het oor hierdie navorsingsstudie of u regte as deelnemer of wil enige probleme rapporteer, kontak asseblief:

Dr Marcel Londt

Hoof: Departement van Maatskaplike Werk
Fakulteit van Gemeenskaplike en Gesondsheids weetskappe
Universiteit van Wes-Kaap
Tel: 021 9592277
Epos: mlondt@uwc.ac.za

Professor Anthea Rhoda
Dekaan: Fakulteit van Gemeenskaplike en Gesondsheids weetskappe
Universiteit van Wes- Kaap
Tel: 021 959 2631/2746
Epos: chs-deansoffice@uwc.ac.za

Gemeenskaplike en Gesondsheids Navorsingsetiekkomitee
Navorsingskantoor
New Arts Building,
C-Blok, Boonste Vloer, Kamer 28



Universiteit van die Wes-Kaap
Privaatsak X17
Bellville 7535
E-pos: research-ethics@uwc.ac.za
Tel: 021 959 2988

Appendix B: Consent Form**UNIVERSITY OF THE WESTERN CAPE**

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21 9037962

E-mail: 3273249@myuwc.ac.za

Title of Research Project: Experiences and perceptions of newly qualified social workers (NQSW) on the significance of social work supervision in child protection services in Cape Town



The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

_____ I agree that the interview may be audio recorded.

_____ I do not agree for the interviews to be audio recorded.

NQSW's name.....

NQSW's signature.....

Date.....



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UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21 9037962

E-mail: 3273249@myuwc.ac.za

TOESTEMMING BRIEF – MAATSKAPLIKE WERKER

Titel van navorsingsstudie: Persepsies en ervarings van pasgekwalifiseerde maatskaplike werkers van toesig in kinderbeskermingsdienste.

Die studie is aan my beskryf in taal wat ek verstaan. My vrae oor die studie is beantwoord. Ek verstaan wat my deelname sal behels en ek stem in om deel te neem van my eie keuse en vrye wil. Ek verstaan dat my identiteit nie aan enigiemand bekend gemaak sal word nie. Ek verstaan dat ek enige tyd van die studie kan onttrek sonder om 'n rede en sonder vrees vir negatiewe gevolge of verlies aan voordele te gee.

_____ Ek stem saam dat die onderhoud met 'n klankopnamer openeem mag word.

_____ Ek stem nie in dat die onderhoud om met 'n klankopnamer openeem mag word nie.

Deelnemer se naam

Deelnemer se handtekening.....

Datum.....



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Appendix C: Interview Schedule



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21 9037962

E-mail: 3273249@myuwc.ac.za

Newly Graduated Social Work (NQSWS)

This interview schedule is to address the following research question: What are newly qualified social workers' (NQSWS) perceptions and experiences of supervision in child protection services in Cape Town?

The following study objectives have emerged from the main research question:

1. To explore social workers' perceptions of supervision in child protection services and
2. To explore social workers' experiences of supervision in child protection services;

Before you take part in the study please make sure that you have given your written consent. All information shared during this interview will be used for the research project and pseudonyms will be used to insure anonymity.

Date of interview: Pseudonym: Age:

DEMOGRAPHIC PROFILE: NEWLY QUALIFIED SOCIAL WORKER (NQSWS)

NQSW number:.....

1. Gender

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

1. Racial classification

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

1. Are you employed?

Yes		No		N/A	
-----	--	----	--	-----	--

1. Are you registered with the South African Council for Social Service Professions (SACSSP)?

Yes		No		In process	
-----	--	----	--	------------	--

1. Years of experience in child protection services

0-1		2-3		4-5	
-----	--	-----	--	-----	--

1. Which child protection service are you currently employed at?

FAMSA		ACVV		Child Welfare		Other	
-------	--	------	--	---------------	--	-------	--

1. **Do you receive supervision?**

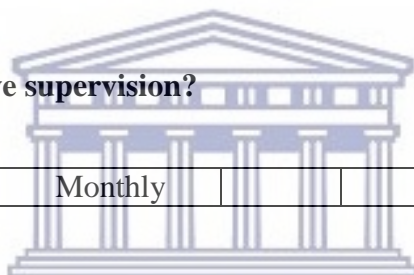
Yes		No	
-----	--	----	--

1. **Is your supervisor a qualified social worker?**

Yes		No	
-----	--	----	--

1. **How often do you receive supervision?**

Weekly		Monthly		Other	
--------	--	---------	--	-------	--



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1. **How many years of experience does your supervisor have?**

0-5		6-10		Other	
-----	--	------	--	-------	--

1. **How many years of experience in child protection does your supervisor have?**

0-5		6-10		Other	
-----	--	------	--	-------	--

Questions

Questions on the supervision newly qualified experience:

1. Explain what is involved in your supervision process?
2. What is the preparation process for supervision from both parties?
3. Does the supervisor incorporate the three levels of supervision namely
Education

Yes		No	
-----	--	----	--

Supportive

Yes		No	
-----	--	----	--

Administrative

Yes		No	
-----	--	----	--

1. If yes what does your supervisor do to incorporate education in supervision?
1. If yes what does your supervisor do to incorporate support in supervision?
1. If yes what does your supervisor do to incorporate administration in supervision?

1. How do you think supervision should be done?
1. What are the benefits of supervision?
1. What are the challenges of supervision?
1. How does supervision impact on your practice?
1. What would you recommend change at the child protection service with regards to supervision?

Conclusion

1. Is there anything that you would like to ask or tell me?
Thanks and appreciation.



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UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa *Tel:* +27 21 9037962

E-mail: 3273249@myuwc.ac.za

ONDERHOUDSKEDULE - Nuwediplomeerde Maatskaplike Werkdeelnemer

Hierdie onderhoudskedule is om die volgende navorsingsvraag aan te spreek: Wat is nuut gekwalifiseerde maatskaplike werkers se persepsies en ervarings van toesig in kinderbeskermingsdienste in Kaapstad?

Die volgende studie-doelwitte het uit die hoofnavorsingsvraag gekom:

1. Om maatskaplike werkers se persepsies van toesig in kinderbeskermingsdienste en
2. Om sosiale werkers se ervarings van toesig in kinderbeskermingsdienste te ondersoek;

Voordat u aan die studie deelneem, maak asseblief seker dat u u skriftelike toestemming gegee het. Alle inligting wat tydens hierdie onderhoud gedeel word, sal gebruik word vir die navorsingsprojek en pseudonieme sal gebruik word om anonimiteit te verseker.

Datum van onderhoud: Pseudoniem: Ouderdom:

DEMOGRAFIESE PROFIEL: NUWE GEKWALIFISEERDE MAATSKAPLIKE WERK DEELNEMER

Deelnemersnommer:

1. Geslag

Man		Vroulik	
-----	--	---------	--

1. **Rasseklassifikasie**

Swart		Kleurling		Indiese		Wit		Ander	
-------	--	-----------	--	---------	--	-----	--	-------	--

1. **Is jy tans in diens?**

Ja		Nee		N/A	
----	--	-----	--	-----	--

1. **Is u by die Suid-Afrikaanse Raad vir Maatskaplike Diensberoepe geregistreer?**

Ja		Nee		In proses	
----	--	-----	--	-----------	--

1. **Jaar ondervinding in kinderbeskermingsdienste?**

0-1		2-3		4-5	
-----	--	-----	--	-----	--

1. **Watter kinderbeskermingsdiens is u in diens by?**

FAMSA		ACVV		Kinderwelsyn		Ander	
-------	--	------	--	--------------	--	-------	--

1. **Het u toesig ontvang?**

Ja		Nee	
----	--	-----	--

1. **Behoort u toesig van 'n maatskaplike werk toesighouer?**

Ja		Nee	
----	--	-----	--

1. **Hoe gereeld kry jy toesig**

Weekliks		Maandeliks		Ander	
-----------------	--	-------------------	--	--------------	--

1. **Hoeveel jaar ondervinding het u toesighouer?**

0-5		6-10		Ander	
-----	--	------	--	-------	--

11. Hoeveel jaar ondervinding in kinderbeskerming het u toesighouer?

0-5		6-10		Ander	
-----	--	------	--	-------	--

Vrae

Vrae oor die toesig nuwe gekwalifiseerde ervaring:

1. Verduidelik wat betrokke is by u toesighoudingsproses?
2. Wat is die voorbereidingsproses vir toesig van albei partye?
3. Sluit die studieleier die drie vlakke van toesig in, naamlik
Onderwys

Ja		Nee	
----	--	-----	--

Ondersteunend

Ja		Nee	
----	--	-----	--

Administratief

Ja		Nee	
----	--	-----	--


4. Indien wel, wat doen u studieleier om opleiding in toesig op te neem?

5. Indien wel, wat doen u toesighouer om ondersteuning in toesig op te neem?

<p>6. Indien wel, wat doen u toesighouer om administrasie in toesig op te neem?</p> <p>7. Wat dink jy behoort by toesig betrokke te wees? Hoe dink jy moet toesig gedoen word?</p> <p>8. Wat is die voordele van toesig?</p> <p>9. Wat is die uitdagings van toesig?</p> <p>10. Hoe beïnvloed toesig op u praktyk?</p> <p>11. Wat sal u aanbeveel om by die kinderbeskermingsdiens ten opsigte van toesig aan te beveel?</p>
<p>Afsluiting</p> <p>1. Is daar enigiets wat jy graag wil vra of vir my sê? Dankie en waardering.</p>



Appendix D: Ethics Approval Letter



**OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION**

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 4111/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

10 June 2019

Ms C Marshall
Social Work
Faculty of Community and Health Sciences

Ethics Reference Number: HS18/10/41

Project Title: Experiences and perceptions of newly qualified social workers on the significance of social work supervision in child protection services in Cape Town.

Approval Period: 5 June 2019 – 5 June 2020

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

Patricia Josias

**Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape**

HSSREC REGISTRATION NUMBER - 130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.

Appendix E: Permission Letter



Research, Population and Knowledge Management

tel: +27 21 483 4512

48 Queen Victoria Street, Cape Town, 8000

Reference: 12/1/2/4

Enquiries: Clinton Daniels

Tel: 021 483 8658/483 4512

Ms C. Marshall

36 Clivia Road

Brandwood

Kuils River

7580

Dear Ms Marshall

RE: APPROVAL TO UNDERTAKE RESEARCH IN THE WESTERN CAPE DEPARTMENT OF SOCIAL DEVELOPMENT

1. Your request for ethical approval to undertake research in respect of *'Experiences and perceptions of newly qualified social workers on the significance of social work supervision in child protection services in Cape Town'* refers.
2. It is a pleasure to inform you that your request has been approved by the Research Ethics Committee (REC) of the Department, subject to the following conditions:

- That the Secretariat of the Research Ethics Committee be informed in writing of any changes made to your proposal after approval has been granted and be given the opportunity to respond to these changes.
- That ethical standards and practices as contained in the Department's Research Ethics Policy be maintained throughout the research study, in particular that written informed consent be obtained from participants.
- The confidentiality and anonymity of participants, who agree to participate in the research, should be maintained throughout the research process and should not be named in your research dissertation or any other publications that may emanate from your research.
- The Department should have the opportunity to respond to the findings of the research. In view of this, the final draft of your research dissertation should be sent to the Secretariat of the REC for comment before further dissemination.

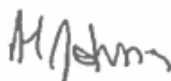
REC Approval: C. Marshall: Experiences and perceptions of newly qualified social workers on the significance of social work supervision in child protection services in Cape Town. Period of Approval: 18 July 2019 to 17 July 2020.

- That the Department be informed of any publications and presentations (at conferences and otherwise) of the research findings. This should be done in writing to the Secretariat of the REC.
- Please note that the Department supports the undertaking of research in order to contribute to the development of the body of knowledge as well as the publication and dissemination of the results of research. However, the manner in which research is undertaken and the findings of research reported should not result in the stigmatisation, labelling and/or victimisation of beneficiaries of its services.
- The Department should receive a copy of the final research report and any subsequent publications resulting from the research.
- The Department should be acknowledged in all research reports and products that result from the data collected in the Department.
- Please note that the Department cannot guarantee that the intended sample size as described in your proposal will be realised.
- Logistical arrangements for the research must be made through the office of the relevant Regional Manager, subject to the operational requirements and service delivery priorities of the Department.
- **This approval is valid for a period of 12 months starting on 18 July 2019 and expiring on 17 July 2020.** A progress report regarding the status of your research must be submitted to the REC Secretariat one month prior to the date on which the REC approval expires. If data collection has not been completed within this period, it is your responsibility to timeously submit a request for an extension of this approval.
- **The Secretariat must be notified once you have completed data collection in the Department.**
- Failure to comply with these conditions can result in this approval being revoked.
- Please provide written acceptance of these conditions and recommendations within 5 working days of the receipt of this letter.



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Yours sincerely



Ms M. Johnson

Chairperson: Research Ethics Committee

Date: 26/7/19

REC Approval: C. Marshall: Experiences and perceptions of newly qualified social workers on the significance of social work supervision in child protection services in Cape Town. Period of Approval: 18 July 2019 to 17 July 2020.

I hereby acknowledge receipt and accept the conditions set out in this letter of approval.

Name: *Chaine Marshall*

Signature: *C Marshall*

Date: *1 August 2019*

Place: *Atlantis*



UNIVERSITY *of the*
WESTERN CAPE

Appendix F: Editing Certificate



CONFIRMATION OF EDITING ARTICLE: **Charne Rossouw**

12 January 2022

To whom it may concern

This letter serves to indicate that we at the Student Development Centre, reviewed and edited the thesis: **THE EXPERIENCES AND PERCEPTIONS OF NEWLY QUALIFIED SOCIAL WORKERS ON THE SIGNIFICANCE OF SOCIAL WORK SUPERVISION IN CHILD PROTECTION SERVICES IN CAPE TOWN.**

We completed a language, format and referencing edit of the abovementioned students thesis.

The nature of the editorial review was to provide feedback on:

- Sentence construction as it relates to the clarity of expression and style;
- Accuracy of grammar, tense related editing and punctuation;
- Referencing (both in-text and full-citations) and format;

Utilising the review functionality tools ('track-changes and comments') in Microsoft Word, the author was requested to review and attend to changes that were deemed appropriate for the improvement of the text. The overall accuracy and quality of the document remain the author's responsibility.

Please do not hesitate to contact me should you have any further questions.

Warm Regards

Jill Masters

Director of Student Development Centre

admin@studentdevelopmentcentre.com

Unit 102, First Floor, Big Bay Park, Beach Estate Boulevard.



Appendix G: Turnitin report

Turnitin Originality Report

3273249:Chapter_1_-5_Charme_Rossouw.docx by Marshall C

From Thesis Submission for Tii (0ff68a17-3a55-43e7-88af-5645283596bd)



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