CHAPTER ONE

GENERAL INTRODUCTION

1. INTRODUCTION

Research in the field of Social Work has developed considerably in the last decade focusing on the responsibility of social workers to employ available knowledge and skills in continual improvement of their practice. The paradigm shift in social work services towards developmental social work services has increased the responsibilities of the social workers placing more demands on them for effective and efficient service delivery. The direct implication is that social work supervisors as managers of social workers are also exposed to these additional demands due to the paradigm shift. Supervisors are thus subjected to additional work related stress and demands and they need support to be enabled to effectively handle these demands in the same manner that they provide support to the social workers in handling the demands.

The focus of this study is on the management component of Social Work. The aim is to attend to the middle-management level within Social Work, i.e. the supervisors and their needs for support and support systems to enable them to effectively handle work related stress and demands and to implement good supervisory practice.

2. MOTIVATION FOR THE CHOICE OF THE SUBJECT

The distinctive nature of the problems encountered and the tasks performed by social workers lead to identifying the social work profession as an emotional draining and responsible profession. It is evident that the nature of social work practice can be potentially stressful and aspects such as client relationships, workload, work relationships and policies of the organisation are potential stressors. The social worker's exposure to emotional and physical overload contributes to over-burdening of [1]his intellectual and emotional resources. His morale and confidence decreases in the face of anxiety, anger and dependency feelings of clients (Clare, 1988:501 and Collings & Murray, 1996:376).

The availability of social work supervision thus becomes desirable and necessary. Supervision is not only an integral part of the profession but is a necessity for maintaining perspective in the performance of social work responsibilities. Supervision has been identified as another method in social work as it needs to be implemented continually in order to render an effective and sufficient service to clients, families and communities.

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[1] He/his will be representing both male and female social workers and will be used throughout the document. It is no indication of discrimination on gender basis.

Social workers have to be empowered to render effective and sufficient social work services. In the social work profession it is taken for granted that supervision is the method through which this enabling is brought about. Van Staden (1992:15, 20) stresses that social work supervisors have very important and necessary roles to play in the professional development of social workers and the effective functioning of the social services organisations in which they are employed. Additional to the responsibility pertaining to the social workers, supervisors are middle managers and thus have specific management responsibilities as well.

The result is that the duty sheet of the supervisor expects that both management functions and supervision functions be implemented. Due to the expectations that management has of them, supervisors tend to give priority to management functions. It is easier to postpone a supervision session than to explain to management why a certain task was not completed. Supervisors thus function under stress that is enforced by management. The result is neglected supervisory practice that can result in negative and unmotivated social workers.

Being employed as a supervisor in the Department of Welfare, researcher became aware of and experienced the stresses resulting from these multiple roles, responsibilities and expectations. Social work supervisors are exposed to emotional and physical overload in terms of social workers laying claim on them for support and it contributes to over-burdening of their intellectual and emotional resources. Their morale and confidence also decrease in the face of anxiety, anger and dependency feelings from the social workers. Supervisors experience these feelings more intensely as they are exposed to the expectations of the social workers as well as management. Supervisors thus also experience need for support by their immediate superiors.

Unfortunately, supervisors' need for support is seldom met in the same way the social workers' need for support is met. It seems that it is not even expected that supervisors would have such needs. It is however expected that supervisors should provide the necessary support to social workers at all times. It is overlooked that if supervisors are emotionally drained, they cannot provide the expected support to the social workers and do not implement good supervisory practice.

Lawler & Hearn (1997:195) indicate that previous research on social work management was generalised, in other words, it did not deal with specific individuals or organisations but concentrated on general discussions and exploration. No studies of a single group of managers within one organisation with the focus on management roles and how those who occupied such positions experience it could be found. There is very little known about who exactly social work managers are, what kind of people occupy these positions and how their background relates to their present responsibilities. This study, focusing on a specific group of

social work managers i.e. social work supervisors; within one social services organisation namely the Department of Welfare; and focusing on a specific aspect i.e. support systems for the supervisors, would thus be more specific than the above mentioned research. Researcher is also convinced that this study would make knowledge available that would promote a better understanding of support for social work supervisors that could be essential for future research.

3. PROBLEM FORMULATION

According to some researchers, the best performing social workers are marked or intercepted to become supervisors. Others indicate that it is uncertain how social workers come into management positions. There is no certain knowledge about whether social workers choose or aspire to become supervisors or managers or whether they are appointed into such positions by force of circumstances (Walsh, 1990:82 and Lawler & Hearn, 1997:197). This relates to the uncertainty supervisors experience due to the fact that career planning is not an aspect receiving specific attention in social services organisations. Lawler & Hearn (1997:197) rightfully ask: *"If the movement into management is pragmatic and unplanned, what implications might this have for the effectiveness of managers, for the planning of management positions in social service departments and for preparation for these positions?"*

This question can also be related to serious criticisms from social workers on the quality and reliability of supervision sessions. In a survey done by Clare (1988), it was found that the focus of the supervision session was set by the social worker. It was indicated that supervisors were clear about their responsibility to provide supervision, but they were unclear about the definition of supervision. The result was that the dominant supervision arrangement was individual supervision, with little or no use of the other methods in supervision (Clare, 1988:501). In this situation it was evident that the supervisors were not prepared and trained for the implementation of the supervision functions and the responsibility of their role as supervisor.

The extent to which managers in social services organisations identify themselves as managers or social work supervisors (professionals), or both, is related to the skills and experience they believe are necessary for them to perform their tasks. Lawler & Hearn (1997:196-197) identified questions for clarification of the problem: *"Are management skills and experience more important than professional skills and experience? Are there significant differences between the two?"* Researcher is of the opinion that a manager cannot be a social work supervisor without the professional social work skills and experience. The management skills can be learned through training and practical implementation. However, management skills training is a necessity and it cannot be taken for granted that management skills will

develop with time. Researcher believes it to be correct for social work supervisors to identify themselves as managers of social workers.

Supervisors, being managers of social workers, have to implement the functions of management, namely planning, organising, staffing, leading and controlling. Unfortunately, a lack of experience and training in both the supervision and the management functions has negative implications for the effective performance of supervisors. According to Lawler & Hearn (1997:196) supervisors experience anxiety and helplessness due to their lack of preparedness for their roles as supervisor and manager of social workers. However, there may be other factors as well, that contribute to such feelings. This relates to the transition process through which the social worker becomes a social work supervisor.

The survey done by Gibson, McGrath & Reid (1989:16) can be seen as proof of the effect supervisors have on social workers and their experience of supervision due to lack of specific training and support. They found that few social workers perceived their organisations as providing assistance of any significant importance. Supervision, the traditional conventional means of providing support, guidance and professional development was not identified and experienced to be fulfilling such functions. Clare (1988:499) refers to the deficiencies in the quality of supervision, specifically the supervisor's role in the process of case planning as well as offering the kind of support which could enable social workers to handle clients professionally until they can help themselves. Supervision did not seem to offer either real support or appropriate control.

Furthermore, supervision, an important source of social work support, also seems to be a potent source of stress for social workers when it is not correctly performed. The implication is that supervisors have to be aware of the climate in which supervision is performed. According to Collings & Murray (1996:385), supervision sessions which reinforce the social worker's value in the organisation and which are not perceived as primarily supervisor oriented, would promote lower levels of stress. The implication is that supervisors need to be trained in the functions of supervision in order to plan and implement supervision as a support system and not as a stressor.

According to studies done by Davis, Savicki, Cooley & Firth (1989:234) and Collings & Murray (1996:385) it was found that there is an important connection between supervisory behaviour and burnout of helping professionals. Because supervisors are responsible for the professional direction of social workers, the importance of a relationship between supervisory behaviour and social worker burnout cannot be overestimated. These aspects indicate a need for social services organisations to ensure that supervisors are adequately trained and receive regular staff development in good supervisory practice. The results can also be related to

supervisors experiencing burnout resulting in social workers not receiving adequate supervisory services. The implication is that immediate superiors should also be constantly aware of the danger of burnout to which the supervisors are exposed. This is a direct reference to the support that immediate superiors are supposed to provide to supervisors.

All of the above mentioned aspects stress that the roles and functions of supervisors as managers of social workers have to be investigated and evaluated. The indication is that supervisors have to be professional at all times and attend to every need of social workers. Supervisors as professional persons are not perfect, but also have the same needs as the social workers, only on a middle-management level. Kadushin (1992:328) indicates whereas the social workers have formal channels of feedback in the supervisors that provide opportunities for commendation, the supervisors have no such formally assigned sources of feedback. Many supervisors experience the stress of not knowing how well they are doing and what, if anything, they should be doing differently.

This is where the problem lies, as supervisors are rarely expected to be accountable for their performance. The discussion of the lack of support for supervisors by Munson (1993:37) is most appropriate of the present situation in social services organisations: Supervisors do not have to account for their performance in a regular and controlled manner. There is little recognition for their accomplishments and little or no support when they encounter problems. When support is not provided from within the organisation, supervisors will experience problems but will fail to acknowledge the difficulty that they are in and can perhaps seek support from the social workers. This is not acceptable or appropriate, since it will only cause additional problems. When supervisors turn to social workers for their support, they are open to manipulation. This does not mean that supervisors cannot be supported by the social workers they are responsible for, only that they should not be put in a position of having to depend on the social workers for support.

The problem is that the lack or absence of support and support systems for social work supervisors has a negative influence on their supervisory and managerial services to social workers.

4. AIM AND OBJECTIVES OF THE STUDY

4.1 Aim of the study

The terms aim, goal and purpose are often used interchangeably or as synonyms for each other (De Vos, Schurink & Strydom, 1998:7). The meaning of these concepts is the broad and abstract understanding of the end result or destination or deliberate intention towards which efforts are directed. The aim of this study is to establish which support systems are available

for social work supervisors that could provide in their need for support. Guidelines will then be developed for the application of these identified support systems.

4.2 Objectives of the study

Objectives refer to the more concrete, measurable, specific and faster achievable steps towards the accomplishment of the aim. In order to accomplish the above indicated aim of this study the following objectives are identified:

- To identify and describe the available support systems for social work supervisors based on existing literature and empirical research;
- To identify and describe a few management strategies as possible support systems for social work supervisors based on theoretical and empirical research;
- To determine which support systems are available to social work supervisors;
- To determine which available support systems could provide in their need for support; and
- To develop guidelines for the application of the available support systems for supervisors.

5. RESEARCH STATEMENTS FOR THE STUDY

A statement is the presentation of a fact or problem in specific words with implied correctness. The research statements for this study are formulated in such a way that it can be proved or disproved by the theoretical study and the empirical research. The formulated statements thus have to be tested meaning that it has to be established if the statements are supported or rejected, whether they are "true" or "false".

The research statements for this study are formulated as follows:

- Insufficient support systems are available to supervisors in the social work profession.
- The available support systems for social work supervisors are inadequately administered and utilised.
- Due to the inadequate utilisation of support systems, supervisors experience lack of support resulting in neglected supervisory and managerial practice.

6. RESEARCH APPROACH

"Research is the method by which, very carefully, very diligently, we obtain new findings or confirm previous findings." Grinnel & Williams (1990:43) described traditional research in this manner, yet they also referred to the reluctance amongst social workers to engage in research (1990:21) due to them finding research difficult to understand. De Vos, Schurink & Strydom (1998:9) indicated that research in social work had traditionally been focusing on knowledge development. Research in social work is thus a scientific process according to which social work theory and practice are investigated.

The research process and the research methodology are determined by the research approach the researcher follows: either a quantitative or a qualitative approach. According to Fouché & De Vos (1998:71) the main characteristics of the two approaches are the following:

Quantitative approach:
- highly formalised and more explicitly controlled
- its range is more exactly defined
- relatively close to the physical sciences
- deals with data that are principally numerical.

Qualitative approach:
- procedures are not strictly formalised
- scope is more undefined
- a more philosophical mode of operation is adopted
- deals with data that are mainly verbal.

As statistical analysis is to be used to test the formulated statements the approach selected for this study is the quantitative approach. Further motivation (Neuman, 1991:323; Marlow, 1993:176,213 and Fouché & De Vos, 1998:71) for the choice of this approach are stated as follows:

- Researcher is to be objective during the whole research process.
- Literature review is done for question generation and question formulation as the structure of questions can influence the way in which the gathered data are ultimately organised.
- Statements are formulated and are to be tested during the research process and through the research methodology.
- The statements remain constant during the whole research process.
- Data gathering is done through survey research using the mailed questionnaire as data gathering method.
- Data analysis is to be attained through rating scales and frequency counts and data is to be organised into charts and tables.

7. TYPE OF RESEARCH

Over the last decade, research methods have evolved to the extent that research in social work can now be used for the development of services and intervention methods. The implication is that more practical approaches to social work research are presently possible and should contribute to a more positive attitude of social workers to research. The developmental research model (Thomas, 1987:382; Van Rooyen, 1994a:17 and De Vos, Schurink & Strydom, 1998:9-10) is one of the new research approaches.

Van Rooyen (1994a:17) refers to Reid (1987) as providing clarity on the purpose of the developmental research model when he states that *"the primary goal of the developmental approach is not the generation of knowledge, as in the conventional application of research, but rather the building of intervention technology."* Videka-Sherman & Reid (1990:202) and Van Rooyen (1994b:277) confirm this statement by indicating that developmental research investigates methods of enhancing the social work profession's response to its challenges through practical "technology". The final product of developmental research is improved "technology" such as assessment methods, intervention methods, service programs, organisational structures for delivering service and policy guidelines. Without this technology social work would not be in a position to achieve its goals. Thus, in essence, developmental research responds to the belief that knowledge of an issue alone is not sufficient to create an appropriate response. The focus is on the development of technology and not on the development of knowledge.

The developmental research model as proposed by Thomas (1987:382-387) is selected for implementation in this study. The developmental research model was developed as part of a broader model referred to as the Developmental Research and Utilisation Model (Van Rooyen, 1994b:276). Developmental research is thus a sub-model of this model and consists of the early essential phases that come before the phases involving utilisation (Thomas, 1987:383). It has four basic phases, each with certain operational steps. The phases of the developmental research model are explained in Table 1.1. Van Rooyen (1994b:279) has adapted the four phases into three phases, including the design phase in the development phase.

Table 1.1: Developmental research - phases 1, 2 and 3

Phases	Material conditions	Operational steps
1. Analysis	Problematic condition State of existing technology Technological info and resources	1. Problem identification and analysis 2. Review 3. Feasibility study 4. Selection of objectives 5. Selection of info sources
2. Development	Relevant data Design New product	6. Gathering and evaluation of technological resources 7. Design of social technology 8. Technological realisation
3. Evaluation	Trail and field Implementations Outcome of use	9. Trail use 10. Collection of evaluative data 11. Evaluation of social technology 12. Redesign if necessary

(Van Rooyen, 1994b:279.)

Thomas (1987:383) pointed out that *"the developmental effort of any particular individual or team may pertain to only one limited aspect of this process, may embrace several related phases or steps, or, in unusual cases, may embrace all phases, progressing subsequently*

from one to the next from beginning to end". The first two phases of the developmental research model were implemented in this study. The trail application of the guidelines during the evaluation phase (phase 3) was not implemented due to the extent of the research population (Department of Welfare within 3 provinces). The guidelines have an implication for policy and could result in the application process to be extended over a period of time which is beyond the scope of the present study. The collection of evaluative data could be time consuming, tedious and work intensive and would be difficult to be accomplished by one researcher. It is recommended that the research population attends to the application of the guidelines and evaluates the effect thereof within their provinces.

8. RESEARCH DESIGN

For the purposes of this study the descriptive research design is selected. De Vos & Fouché (1998:78) also refer to the descriptive design as survey designs. These designs are of a more quantitative nature and require questionnaires as data gathering methods. The cross-sectional survey method was used as the data was gathered at one point in time from the total research population.

Three basic research designs are applicable in social research (Grinnel & Williams, 1990:149-168 and Marlow, 1993:24-26) and are presented in Table 1.2.

Table 1.2: Basic research designs

Exploratory design	Descriptive design	Explanatory design
Purpose is to gather data or facts.	Purpose is to describe and provide a higher level of knowledge.	Purpose is to explain in both a directional and cause-and-effect manner.
At lowest end of the research continuum.	In the middle of the research continuum.	At the top of the research continuum.
Little is known of the research area; want to build a foundation of general ideas and tentative theories which can be explored more intensively later on.	Describes, records and reports phenomena as objectively as possible.	Try to explain things that have previously been discovered.

9. RESEARCH PROCEDURE AND STRATEGY

As indicated under point 7, the first two phases of the developmental research model of Thomas were selected for implementation in this study. The research procedure and strategy are briefly discussed in terms of the operational steps within the first two phases:

Phase 1: Analysis

Step 1: Problem identification and analysis

The problem was identified as the lack or absence of support and support systems for social work supervisors having negative influences on the supervisory and managerial services to social workers. The problem was verified through literature and research studies. Discussions with and amongst social work supervisors presently in supervisory positions as well as management within social services organisations were also valuable.

Step 2: Review

The review entailed in-depth literature study of the concepts of social work supervision, management and existing possible support systems. During this step the research design and type of research were selected namely the quantitative descriptive survey design and the developmental research model of Thomas.

Step 3: Feasibility study

No previous research could be found on the lack of support for social work supervisors. The main aim of this study is to establish which support systems are available for social work supervisors that could provide in their need for support. Guidelines will then be developed for the application of these identified support systems. The research has a reasonable chance of producing the intended guidelines for application. Management as well as the supervisors acknowledged the lack of support for social work supervisors and would thus allow the implementation of the guidelines. No previous research could be found on the identified research problem and this study can provide essential knowledge for future research pertaining to social work supervisors.

Step 4: Selection of objectives

This step involved the formulation of the aim of the study i.e. " to establish which support systems are available for social work supervisors that could provide in their need for support. Guidelines will then be developed for the application of the identified support systems". It also entailed the identification of the objectives for the study. Research statements for the study were formulated and had to be tested implying that it had to be established if the statements were supported or rejected by the literature study and the empirical research.

Step 5: Selection of information sources

This step entailed further literature studies but also the identification of the research population. The social work supervisors of the Department of Welfare were identified as the research population. Initially the supervisors of the Department of Welfare of only one province (Mpumalanga Province) were identified as the research population but due to the small number of supervisors, it was recommended that supervisors of two additional provinces

be accommodated in the empirical research. Due to the extent of the Department of Welfare throughout South Africa demarcation of the research population was necessary. During this step three provinces were requested to participate as part of the research population in the empirical research for this study.

Phase 2: Development

Step 6: Gathering and evaluation of data

Researcher was of the opinion that most time would be spent in the execution of this step. The quantitative descriptive survey design was selected. A mailed questionnaire was used as the data gathering method. During this step, the questionnaire was compiled and a pilot test was done to establish the suitability of the questionnaire. The result was that the wording of some questions had to be refined and a few changes had to be made to the layout of the questionnaire. Thereafter the questionnaire was distributed to the research respondents in order to gather empirical data. The analysis and evaluation of the data were done after receiving the questionnaires from the respondents. Relevant data gathered from respondents and the literature formed the basis of the development of the guidelines in the next step.

Step 7: Design of new social technology

This step entailed the process of interpreting the data received from respondents in terms of conclusions, recommendations and the development of guidelines. It implied the utilisation of knowledge - suggestions, opinions and trends from the gathered data were used to direct the developmental process.

Step 8: Technological realisation

The end product i.e. the developed guidelines would be part of the research report that would be available for application by social work supervisors and their superiors.

10. PILOT STUDY

The pilot study is the pre-testing of the measuring instrument and consists of testing the instrument on a small number of persons with similar characteristics as those of the target group of respondents (Strydom, 1998:179). The purpose of the pilot study is to improve the success and effectiveness of the research process and the measuring instrument in particular. Criticism and comments on the measuring instrument should be requested during the pilot study and should be taken into consideration for the main research process.

10.1 Literature study

Though the purpose of the study of literature during the pilot study was for the researcher to be oriented on the availability of literature on the subject, it was also important for the planning and compiling of the measuring instrument to be used in the gathering of data. Researcher

thus agreed with Grinnel & Williams (1990:80) and Marlow (1993:34-36) when they indicated that doing an extensive literature study had specific advantages. The advantages were identified as the following:

- Question generation - often research articles included suggestions for future research.
- Connecting the research question to theory - theoretical base was sought in the existing literature.
- Contributing to a clearer understanding of the nature and meaning of the research question.
- Identifying previous research.
- Giving direction to the research project.
- Learning more about the concepts identified and defined in the problem formulation phase.

Literature on social research methods had been studied to ensure the study satisfies the standards as set in the recent developments in the field of social work research. An extensive literature study had been done to ensure that all relevant and recent information on all aspects concerning the subject were covered. A comprehensive and systematic literature study was done on social work supervision. Sufficient literature on the subject was available within the social work field of study. To gather recent and relevant information on management and available support systems, the field of study of Human Resource Management had to be studied. Since literature on management dates back to the previous century, it was important to ensure that the most recent literature on the subject was studied. Information on support systems had to be specifically searched as it was mingled with management and confusion had to be prevented.

10.2 Feasibility of the study

No previous research could be found on the lack of support for social work supervisors. As the aim of this study is the development of guidelines for the application of support systems that were identified as providing in the supervisors' need for support, the research has a reasonable chance of producing the intended application guidelines. The literature study provided enough support to indicate that supervisors tend to neglect their supervisory and management services to the social workers due to lack of support (see referrals under point 3). Management as well as the supervisors acknowledged the lack of support for social work supervisors and would thus allow the application of the guidelines. The study could provide essential knowledge for future research pertaining to social work supervisors.

10.3 Pilot test of questionnaire

A pilot test was done on the questionnaire and respondents were requested to comment on the wording and the sequence of the questions, possible unnecessary questions and

questions that were confusing to them. The questionnaire was sent to two respondents within one province, selected according to the non-probability sampling method. (Initially only one province was to participate in the research.) The processing and interpretation of the data collected during the pilot test of the questionnaire resulted in the refinement of the wording of some questions, the adding of scales to some questions to provide for alternative responses and a few changes had to be made to the layout of the questionnaire.

11. DESCRIPTION OF RESEARCH POPULATION

Strydom & De Vos (1998:190) defined a population as the totality of persons, events, organisation units and other sampling units with which the research problem is concerned. The research population for this study was the social work supervisors of one social services organisation, namely the Department of Welfare. The Department of Welfare, being functional in the whole of South Africa, was found to be too large for this study. The Department of Welfare was thus "divided" according to the nine provinces in South Africa and the supervisors of each province identified as the research population.

The number of supervisors in all nine provinces was found to be too high while the number of supervisors of one province was found to be too small and thus not sufficient for the purposes of this study. Demarcation of the research population was necessary. As the number three was dividend of nine, it was decided in terms of the principles of random sampling that the social work supervisors of three provinces should be representative of the research population.

The Department of Welfare of Mpumalanga Province was identified as one participating province as researcher was employed by the Department and the respondents were nearest and most easily available. Researcher also had the support of management in using the social work supervisors of Mpumalanga Province as research population. The random sampling method was implemented for identifying the other two participating provinces: the provinces were alphabetically listed and the first two provinces on the list (Province of the Eastern Cape and the Free State Province) were requested to participate in the research. As they agreed, it was not necessary to continue down on the list. The Chief Directors of the Free State Province and the Province of the Eastern Cape were first contacted telephonically where after the request for participation was explained in writing and sent to each province. Agreements to participate were received from the provinces indicating contact persons and number of social work supervisors.

The number of social work supervisors within the three provinces was 27 in Mpumalanga Province, 40 in the Free State Province and 70 in the Province of the Eastern Cape, a total of 137 respondents. A covering letter explaining the motivation for the study and the extent of the participating research population as well as a franked envelope accompanied each

questionnaire. The questionnaires were sent to the provinces with the request to reply within a specified time frame. Within Mpumalanga Province 27 questionnaires were sent to three different distributing points, within the Free State Province 40 questionnaires were sent to one distributing point and in the Province of the Eastern Cape 70 questionnaires were sent to five distributing points.

12. DEFINITIONS OF KEY CONCEPTS

The description and defining of relevant key concepts were not done separately, but were discussed as part of the specific information within each chapter covering specific aspects of the study.

13. LIMITATIONS AND PROBLEMS ENCOUNTERED IN THE STUDY

Limitations and problems encountered in this study can be indicated as follows:

13.1 The lack of specific support systems for social work supervisors resulted in a more extensive literature study specifically in the Human Resource Management field of study. Possible support systems thus had to be determined on grounds of the information from the literature and the interpretations of the literature.

13.2 The pilot study was done before the decision was made to change the research population due to the fact that the initial number of research elements was too small. Strydom (1998:184) suggested that the pilot study be repeated in situations where any changes were made. Unfortunately this could not be done due to the demographic extent of the research population.

13.3 Mailed questionnaires were used as data gathering method. Even though a franked envelope was included with each questionnaire in an effort to increase the response rate, the response rate of the empirical research was 23% for the Province of the Eastern Cape, 63% for Mpumalanga Province and 45% for the Free State Province. A total response rate of 37,2%.

13.4 The lack of the trail application of the guidelines in the evaluation phase of the developmental research model was experienced as a limitation. The effectiveness of the guidelines was not tested.

14. SUMMARY

In this chapter a general introduction was done on the study in terms of the motivation for the choice of the subject and the problem formulation. The aim and objectives of the study were identified and research statements to be tested through the study were formulated. Motivation for the research approach and procedure were provided. It was also explained in a practical manner. Activities performed during the pilot study were identified and described. The research population was described and the limitations and problems experienced during the study were identified.