



**SOCIAL WORK SUPERVISION IN THE DIRECTORATE OF
DEVELOPMENTAL WELFARE SERVICES IN NAMIBIA**

BY

ESTHER UTJIUA MUINJANGUE

**A mini-dissertation submitted in partial fulfillment of the
requirements for the degree**

M.A (S.W.) MANAGEMENT

In the Department of Social Work and Criminology at the

UNIVERSITY OF PRETORIA

FACULTY OF HUMANITIES

Supervisor: Professor L. S. Terblanche

OCTOBER 2006

TABLE OF CONTENT	PAGES
<i>Dedication</i>	<i>vi - vi</i>
<i>Acknowledgements</i>	<i>vii - vii</i>
<i>Abstract</i>	<i>viii - ix</i>
<i>List of Chart / Tables / Figures</i>	<i>x -x</i>

CHAPTER 1
ORIENTATION

1. Introduction	1 - 2
2. Motivation for the choice of the Research Topic	2 - 4
3. Problem Formulation	4 - 7
4. Goal and Objectives of the Study	7 - 8
4.1 The goal of the study	7 - 7
4.2 The objectives of the study	7 - 8
5. Hypothesis	8 - 9
6. Research Approach	9 - 9
7. Type of Research	10 - 10
8. Research Design	10 - 11
9. Research Procedures and Strategy	11 - 12
9.1 Empirical study	11 - 11
9.2 Research method	12 - 12
10. Pilot Study	12 - 15
10.1 Literature study	13 - 13
10.2 Consultations with experts	13 - 14
10.3 Feasibility of the study	15 - 15
10.4 Pilot test of the questionnaires	15 - 15
11. Description of the Research population, Delimitation/ Boundary of sample and Sampling method	16 - 16
12. Ethics	16 - 19
13. Definition of Key concepts	19 - 21
13.1 Supervision	20 - 20

13.2	Supervisor	20 - 20
13.3	Supervisee	21 - 21
13.4	Supervisory relationship	21 - 21
14.	Limitations of the Study	21 - 22

CHAPTER TWO

LITERATURE REVIEW ON THE NATURE OF SOCIAL WORK SUPERVISION

1.	Introduction	23 - 23
2.	Social work supervision	23 - 42
2.1	Definition of supervision	23 - 25
2.2	Goals of supervision	25 - 28
2.2.1	<i>Orientation of the new social worker to the practical side of social work</i>	26 - 26
2.2.2	<i>Enhancement of goal formulation and programme planning</i>	26 - 27
2.2.3	<i>Enhancement of professional independence</i>	27 - 27
2.2.4	<i>Identifying the supervisees' needs</i>	27 - 27
2.2.5	<i>Integration of theory into practice</i>	27 - 28
2.2.6	<i>Enhancement of the quality of work</i>	28 - 28
2.3	Importance of social work supervision	28 - 32
2.3.1	<i>Value of supervision to the supervisees</i>	29 - 29
2.3.2	<i>Value of supervision to the supervisor</i>	29 - 30
2.3.3	<i>Value of supervision to the agency</i>	30 - 31
2.3.4	<i>Value of supervision to the clients</i>	31 - 31
2.3.5	<i>Value of supervision to the profession</i>	31 - 32
2.4	Supervision in Namibia	32 - 34
2.5	Social work supervisors	34 - 42
2.5.1	<i>Social work supervisor</i>	34 - 35
2.5.2	<i>Roles of supervisors</i>	35 - 36
2.5.3	<i>Functions of supervision</i>	36 - 41
2.6	Social work supervisee	41 - 42
3.	Conclusion	42 - 42

CHAPTER THREE
AN EMPIRICAL STUDY INTO THE NATURE OF SOCIAL
WORK SUPERVISION IN THE DIRECTORATE OF
DEVELOPMENTAL WELFARE SERVICES

1. Introduction	43 - 43
2. The goal of the study	47 - 47
3 The Research Problem	47 - 47
4. Sampling	47 - 47
5. Test of the Questionnaires	48 - 48
6. Administering the questionnaires	48 - 48
7. Presentation of data	48 - 76
7.1 PART 1: Findings from the questionnaires for the supervisees	49 - 63
7.2 PART 2: Findings from the questionnaires for the supervisors	63 - 76

CHAPTER FOUR
CONCLUSIONS AND RECOMMENDATIONS

1. Introduction	77 - 86
1.1 Region in which most supervisors and supervisees reside	77 - 77
1.1.1 <i>Conclusions</i>	77 - 77
1.1.2 <i>Recommendations</i>	77 - 77
1.2 Higher qualifications of supervisees and supervisors	78 - 78
1.2.1 <i>Conclusions</i>	78- 78
1.2.2 <i>Recommendations</i>	78 - 78
1.3 Total years of experience as social worker and supervisor	78 - 78
1.3.1 <i>Conclusions</i>	78 - 78
1.3.2 <i>Recommendations</i>	78 - 78
1.4 Number of supervisees per supervisor and frequency of supervisory	

sessions	78- 79
1.4.1 <i>Conclusions</i>	78 - 79
1.4.2 <i>Recommendations</i>	79 - 79
1.5 Importance, relevance of supervision in social work practice and benefit from supervision	80 - 80
1.5.1 <i>Conclusions</i>	80 - 80
1.5.2 <i>Recommendations</i>	80 - 80
1.6 Supervisory needs of supervisees and supervisors	80- 81
1.6.1 <i>Conclusions</i>	80 - 81
1.6.2 <i>Recommendations</i>	81- 81
1.7 Criteria for the appointment of supervisors	81- 82
1.7.1 <i>Conclusions</i>	81 - 81
1.7.2 <i>Recommendations</i>	81 - 82
1.8 Supervisory relationship	82 - 82
1.8.1 <i>Conclusions</i>	82 - 82
1.8.2 <i>Recommendations</i>	82 - 83
1.9 Supervisory methods, models functions	83 - 83
1.9.1 <i>Conclusions</i>	83- 83
1.9.2 <i>Recommendations</i>	83 - 83
1.10 Supervisory roles	83 - 83
1.10.1 <i>Conclusions</i>	83 - 83
1.10.2 <i>Recommendations</i>	83 - 83
1.11 Description of the standard of supervision in the directorate of developmental welfare services	83 - 84
1.11.1 <i>Conclusions</i>	83 - 83
1.11.2 <i>Recommendations</i>	83- 84
2.1 Goal of the study	84 - 84
2.1.1 <i>Conclusions</i>	84 - 84
2.1.2 <i>Recommendations</i>	84- 84
2.2 Objectives of the study	86 - 85
2.3 Objective number 1	84 - 84



2.3.1	<i>Conclusions</i>	84 - 84
2.3.2	<i>Recommendations</i>	85- 85
2.4	Objective number 2	85 - 85
2.4.1	<i>Conclusions</i>	85 - 85
2.4.2	<i>Recommendations</i>	85 - 85
2.5	Objective number 3	85 - 85
2.5.1	<i>Conclusions</i>	85- 85
2.5.2	<i>Recommendations</i>	85 - 85
2.6	Hypothesis	85 - 86
2.6.1	<i>Conclusions</i>	86 - 86
2.6.2	<i>Recommendations</i>	86 - 86
3.	Bibliography	87 - 89

ANNEXURES

Annexure A:	Informed Consent Form	90- 91
Annexure B:	Cover letter	92 - 92
Annexure C:	Questionnaire for supervisees	93 - 98
Annexure D:	Questionnaires for supervisors	99- 105
Annexure E:	Consent letter from the Ministry of Health & Social Services 106 - 106



DEDICATION

I dedicate this research paper to my late father, Tjeripo Kambita Ngaringombe and my maternal grandmother, the late Helena Ngaujake.

ACKNOWLEDGEMENTS

I would like to extend a word of thanks and appreciation to the following people who in the one or the other way contributed to my achievement.

God, the Almighty, for being my source of inspiration and for making it possible for me to reach this far.

Professor L. Terblanche, my mentor, for his professional guidance and patience in making this project a success. This could have not been possible without you. Thanks for being the human being you are.

My dear mom, Eerike Tjiharuka, for her motherly love and care.

My three lovely children, Kahitjene, Kati and Okeri to whom I sometimes did not give the necessary attention and care while working on this research project.

Taimi for her professional typing skills and Cony for assisting with coding of data.

Eleanor and Njoko for assisting with editing.

My colleagues in the Department of Social Work and Community Development, University of Namibia, for their encouragement and inspiration.

My dear friend Margreth Mainga with whom I traveled long distances to make this a reality.

ABSTRACT

This paper addresses the nature of Social Work supervision in the Directorate of Developmental Welfare Services. It contains five chapters namely Research Orientation, Literature Review, Social Structure in Namibia, Empirical Study and the last chapter is the Conclusions and Recommendations.

The Research Orientation deals with motivating factors explaining the need for this research as well as pointing out the goal and objectives of the research. The goal of the research is to explore and describe Social Work supervision in the Directorate of Developmental Welfare Services in Namibia.

The Literature Review gives comprehensive explanations of the importance of Social Work supervision in delivering social services. It provides opinions of different authors and their views on the nature of supervision, the supervisory needs of supervisees, and the functions and roles of supervisors.

The Research Methodology chapter looks at how the research was done, how the researcher gathered information and the tools that were used. The research data was examined using the quantitative data analysis approach. Data analysis and interpretation breaks down the data obtained from the questionnaires, which are the instruments that the researcher used to obtain the information. The result consists of graphs and tables that clearly present the data.

This chapter also covers the social structure of Namibia, a brief description of the regions in Namibia in order to help the reader understand the distances between offices.

The Conclusions are a summary of the findings obtained from the respondents on the nature of supervision in the directorate.

Possible solutions to improve supervision in the directorate are addressed in the recommendations. One of the recommendations is that the directorate should develop standardised supervisory guidelines.

LIST OF CHARTS/TABLES/FIGURES

Chart 1: Regions where supervisors are employed	49
Chart 2: Academic qualifications of supervisees	50
Chart 3: Years of experience as supervisees	51
Chart 4: Working under supervision	52
Chart 5: Period without supervision	52
Table 1: Frequency of supervisory sessions	53
Chart 6: Functional appointment	54
Chart 7: Importance and relevance of supervision in social work practice	58
Table 2: Methods preferred and participated in	61
Table 3: Regions in which supervisors reside and work	64
Chart 8: Qualifications of supervisors	65
Chart 9: Years of experience as supervisor	67
Table 4: Number of supervisees per supervisor	67
Table 5: Frequency of supervision	69
Table 6: The nature of supervision in practice	70
Table 7: Should a supervisor have a caseload or not?	73
Table 8: Supervisory methods	76
Table 9: Supervisory models	77
Table 10: Supervisory functions	77
Table 11: Supervisory roles	78

CHAPTER 1: ORIENTATION

SOCIAL WORK SUPERVISION WITHIN THE DIRECTORATE OF DEVELOPMENTAL SOCIAL WELFARE SERVICES IN NAMIBIA

1. INTRODUCTION

In recent years especially after independence, Namibia has undergone enormous changes, politically, economically and socially. The changes have brought along a large amount of uncertainty within people's lives and organisations. The future seems uncertain, and planning for the future has become more traumatic and challenging. Social Work as a profession dealing with human needs and social challenges is tasked with helping people and societies meet these challenges. The researcher is of the opinion that the approaches and methods in social work need to be changed if social workers are to play an integral/catalytic role in addressing the social challenges. Kaseke (1995:20) recommends that "The directorate's orientation in service delivery should shift more into preventative and Development Social Work." This recommendation was well received and testimonial to this reception is the change of name from Directorate of Social Services to the Directorate of Developmental Social Welfare Services.

Supervision is not only needed to enhance professionalism and productivity, but it also seems to be the most appropriate method of ensuring implementation of new policies and procedures. Social Workers can't function in the absence of policies and procedures since they are accountable to the community, which provides them with clientele. Kadushin (1992:23) states that the social work situation brings great pressure from the community for explicit accountability procedures concerning agency activities. This once again leads directly to a need for a supervisory apparatus.

According to the researcher it is clear that Social Workers must be empowered to render effective and goal-oriented services. Supervision has always been regarded as the most important aspect of management, as well as the method whereby social workers are empowered. “Every service delivery system requires effective checks and balances in order to facilitate the realization of objectives. Supervision fulfills this role” (Kaseke, 1995:12). In support of this view, Kadushin (1992:35) asserts that there is a need for examining and correcting the work of the social workers, since many social workers operate in agencies where self-discipline and critical self-evaluation is needed. Furthermore he says, “The setting dictates a greater need for controls, since the practice doesn’t automatically provide such controls”.

In this study the researcher explores and describes Social Work supervision in the Directorate of Developmental Welfare Services in Namibia, covering the following regions; Caprivi, Erongo, Hardap, Karas, Kavango, Khomas, Kunene, Ohangwena, Omaheke, Omusati, Oshana, Oshikoto, and Otjozondjupa.

This chapter will focus on motivation for the study, problem formulation, goals and objectives of the study, research question, research design sampling and sampling methods, definitions of key concepts as well as the outline of the research report.

2. MOTIVATION FOR THE CHOICE OF THE RESEARCH TOPIC

The main motivating factor for choosing this research topic is the researcher’s experience with regard to supervision. Since the researcher started working, she has been unsatisfied with supervision but could never say what was wrong. The MA (SW) Management Course broadened her vision and made her realise that the practice of supervision is far removed from the theory of supervision. Curiosity was stimulated and the desire to explore Social Work supervision in the Directorate of Developmental Welfare Services in Namibia has developed. Curiosity is now being seen as a very important aspect in searching for research topics. De Vos, Strydom, Fouche & Delpont (2005:95) quote Graziano and Raulin

(2000) as stating that satisfying one's own curiosity is one of life's greatest sources of satisfaction. This is the ideal, as a study is more likely to be useful if the topic is selected because it addresses questions that are about information needed to guide practice, and that are of personal interest to the researcher.

During the eight years that the researcher was employed as a Social Worker in the public sector, supervision was and is still neglected. The experience of the researcher was the same as Kaseke's, (1995:3) when he found that "Supervision in the directorate is weak". Dr. Kaseke was a consultant from Zimbabwe who assisted the directorate in the restructuring of its services and programmes after Social Workers from different departments joined the Ministry of Health and Social Services shortly after independence.

Standardisation of supervision in the Directorate of Developmental Welfare Services may result in the improvement of the quality of service, advancement of the profession and a harmonious working climate. Coulshed (1990:131) is of the opinion that "Supervision is an organized activity encompassing support and staff development. It is a method of intervention because its effect benefits the quality of service to others". Supervision has got to do with the provision of a learning climate in which the supervisor is to direct teaching and at the same time help the worker to discover knowledge and skills.

There are two fundamental reasons why the researcher wants to investigate supervision in the Directorate of Developmental Welfare Services namely:

- To satisfy the researcher's curiosity and desire as to what supervision looks like in the said directorate.
- The second motivating factor is the fact that so far as could be determined no research has been done in Namibia on the nature of supervision in the said directorate.

3. **PROBLEM FORMULATION**

There are no specific scheduled times or even guidelines for supervision and it is against this that Kaseke (1995:3) argues that the directorate has no uniform standards for supervision. In most cases, Social Workers rely on their co-workers for advice and guidance because the supervisor is either not available or not capable of giving supervision. The unavailability of supervisors is mainly due to long distances between towns. In Namibia it happens that a junior inexperienced Social Worker who has just completed his/her studies can be placed far from the supervisor where regular supervision sessions are not possible at all. This can be ascribed to two factors, namely:

- The ever-increasing need for social welfare services in the remote areas of Namibia.
- The lack of human resources. There are about 130 registered Social Workers in Namibia, according to Ms. Verwey (22 January, 2002), incumbent Secretary of the Board for Social-and Social Auxiliary Workers.

Kaseke (1995:11) has also found that there is very little contact by way of visits between the Head Office and Regional (district) Offices. “This apparent lack of regular contact has been attributed to the long distances between Head Office and the different offices as well as resource constraints.” Consequently Social Workers in the regions feel neglected and isolated, as they don’t experience any meaningful supervision.

A Strength, Weaknesses, Opportunities and Threats (SWOT) Analysis on the Directorate of Developmental Welfare Services also pointed out that one of the weaknesses is the “supervisors who are not adequately equipped to give guidance” (Draft discussion Paper on Social Welfare Policy in Namibia, 1996:18).

If the nature of supervision remains as is, without being addressed, the result could be an influx of people claiming to be social workers. In some regions one finds community workers such as youth officers and community developers seeing themselves as playing the role of Social Workers. “A threat to Social Workers is all other organisations try to take over responsibilities of the directorate” (Draft discussion Paper on Social Welfare Policy in Namibia, 1996:18).

Even where the supervisors are available, most of them don’t have the necessary training in supervision or Social Work Management. As Ford and Jones (1987:63) state, “Supervision provides the formal context for teaching and learning and demands more of the supervisor than simply being available to discuss the next step on a piece of work”. In this regard Kaseke (1995:22) says “Those in supervisory positions require training/reorientation in order to improve their supervision skills.” This is supported by the view that while Social Work training is useful for Social Work practice, “The mere Social Work skills are not enough for a manager/supervisor” (The Green Paper, Draft 1, 1997:5).

The relationship between supervisors and supervisees is very poor and the “we-feeling” amongst Social Workers is absent. “Professional jealousy amongst Social Workers was indicated as one of the weaknesses of the directorate during a SWOT analysis” (Draft discussion Paper on Social Welfare Policy in Namibia).

The implication of the above-said state of affairs is an unhealthy and poor supervisor-supervisee relationship, poor services to the clientele and conflict in the work place. Kaseke (1995:4) has found that “The Directorate was experiencing poor interpersonal relationships. The tensions and conflicts were preventing the Social Workers from working together.” The sense of belonging among Social Workers is lacking. Social Workers are criticising each other unnecessarily instead of building each other. “There seems to be a lot of mistrust and suspicion. Supervision and discipline have consequently been eroded.”

Naturally, the delivery of social services is likely to be negatively affected by such a state of affairs.

The global trend is that the value of supervision in managing Social Work services should be highly recognised. “We have noted that, historically, supervision has always been an important element in Social Work.” (Kadushin, 1992:30).

According to De Vos (1998:40) problem formulation involves the identification of the problem by means of a first, tentative formulation. In other words, it entails a discussion on what the researcher wants to investigate and therefore can be described as follows: The researcher was a Social Worker in the public sector from 1982 to 1996 when she joined the University of Namibia. During her employment and involvement in Social Work practice as well as through networking with other colleagues, the researcher made observations relating to the practice of social work supervision, which prompted the need for this study. Rubin and Rabbie (1998:72) are of the opinion that a problem is formulated when difficulty is recognised for which more knowledge is needed.

A question called the research question is posed. The research question and its inherent concepts are progressively sharpened to be made more specific, relevant and meaningful to the field. As this is done the question of feasibility of implementation is always considered. In other words, problem formulation stems from a particular problem or struggle for which answers are required. This problem is stated in a specific way, which is specific, relevant and meaningful to the field, which it is intended for. Except the experience of the researcher, there were some observations made by consultants, which can contribute to the formulating of the research problem. Some of these observations, especially those by Kaseke (1995) were referred to in the previous pages.

On the basis of the above-mentioned, the research problem for this study can thus be formulated as follows:

Supervision in the Directorate of Developmental Welfare Services in Namibia does not fulfill the needs of Social Workers, resulting in low morale amongst Social Workers and poor service delivery.

4. GOAL AND OBJECTIVES OF THE STUDY

4.1 The goal of the study

A goal is a broad term used to describe the object of a person's ambition or effort. It is like a destination. The Concise Oxford Dictionary (1995:580) defines a goal as the "Ambition or effort directed towards an end." Raymond (1981), as quoted by De Vos et al. (2005) uses the terms goal, purpose and aim interchangeably to imply the broader, more abstract conception of "The end towards which effort or ambition is directed."

Against the given definition, the goal of this study is to explore and describe Social Work Supervision in the Directorate of Developmental Welfare Services in Namibia.

4.2 The objectives of the study

An objective becomes more precise and specific and can be seen as the steps one has to take to achieve the goal. It is like the vehicle one uses towards the attainment of a goal. De Vos et al. (2005:104) define objective as "The more concrete, measurable and more speedily attainable conception of such an end toward which effort or ambition is directed."

The objectives of this study are to:

- Explore the supervisory needs of supervisees
- Describe knowledge, attitude and skills of supervisors about supervision
- Develop a guideline for supervision

5. HYPOTHESIS

Bless and Higson-Smith (1995:37) define hypothesis as “Tentative, concrete and stable answers to problems, in other words it is a suggested answer to a problem.” Grinnell (1993:35) describes hypothesis as “a Statement which assumes the relationship between two or more variables in one or more than one population and which is accepted as a basis for discussion or a premise from which a conclusion is drawn.”

A hypothesis consists of dependent and independent variables. “A variable is something which changes, that is, something which can have more than one value”. (Grinnel and Williams, 1990:76). The independent variable is the one, which does the causing and can be manipulated by the researcher. The dependent variable is the variable, which is dependent upon the independent variable.

The hypothesis for this study reads as follows:

If supervisors have limited knowledge and skills in supervision, then:

- Supervision will be unsatisfactory
- Supervisory needs of supervisees will not be met
- The supervisory relationship will be poor

Knowledge and skills in Social Work Supervision are the independent variables, while unmet supervisory needs of supervisees as well as poor supervisory relationships are the dependent variables.

6. RESEARCH APPROACH

There are basically two types of research approaches namely the quantitative and the qualitative approach. The research method used in this study is the quantitative approach.

According to Dawson, Klass, Guy, & Edgley (1991:243), “Quantitative research attempts to make generalization based on precisely measured quantities.”

Quantitative research seeks to discover what kind of things people do, what kind of process is at work, what kinds of purposes and goals inform the participants' acts, what kind of problems, constraints and contingencies they see in the work they occupy" (Dawson, et al. 1991:244).

The qualitative approach tries to describe and comprehend the subjective meaning of events to individuals and groups. According to De Vos (1998:242) quantitative research measures objectives and facts while qualitative constructs social reality and cultural meanings. Quantitative research focuses on variables, and qualitative research emphasises interactive processes and events. In this study the researcher explores and describes Social Work Supervision in the Directorate Developmental Welfare Services in Namibia.

The quantitative research approach has been applied in this research project as the views of a number of respondents namely, Social Workers and supervisors, have been obtained in order to achieve the set goal of exploring and describing Social Work Supervision in the Directorate of Developmental Welfare Services in Namibia.

7. TYPE OF RESEARCH

In this study applied research is applicable in the sense that the researcher wants to investigate a specific phenomenon namely the nature of Social Work Supervision. Hofmeyr (1994:2) states that applied research is "n Oorspronlike ondersoek wat verrig word om tegnologiese kennis te vermeerder, met praktiese benutting as uitsluitlike oogmerk." It is concerned with Social Work practice and stresses the importance of knowledge needed for practice.

Applied research is described by Bailey (1982:21) as research with findings that can be applied to solve social problems of immediate concern. Applied research covers a wide range of social science areas such as alcoholism, crime and delinquency, women in the labour force and problems of aged. Applied research also deals with problems only partially in the area of social science, including the

energy crisis and air, water and noise pollution. In other words, applied research has as its main aim the resolution of a particular social problem.

Collins (1994:44) affirms Bailey's description and posits that research that is focused on solving problems in practice is called applied research. Furthermore, most of modern social research is applied. Applied research is directed towards finding out how behaviour and its social conditions can be assisted or altered.

Rubin and Babbie (1989:79) add that when we say that social work research sets out to solve practical problems in Social Welfare, the connotation of an applied research focus is inescapable. This research project can be described as applied research.

8. RESEARCH DESIGN

A research design is a plan of a research project through which data is collected in order to investigate the hypothesis or the research question. It is meant to verify the hypothesis or answer research question. Research design refers to "Procedures the researcher uses to address a research question and its associated hypothesis" (Wilkinson and McNell, 1996:62).

According to Babbie (1992:89) "A research design is a plan to determine what the researcher is going to observe, analyse, why and how he/she is going to do it." In other words research design is concerned with what the researcher wants to know, find out and or investigate, in this case supervision in the Directorate of Developmental Welfare Services in Namibia.

Research design can be seen as the blueprint, the scheme, the structure and strategies according to which the investigation can be done. The researcher thus came to the conclusion that a research design can be seen as the planning of scientific inquiry or formulating a strategy for finding out a certain phenomenon.

De Vos et al. (2005) describe various quantitative descriptive designs, but the researcher finds the randomised cross-sectional survey as the most suitable and

appropriate design for this study since the goal of this study is to explore and describe Social Work Supervision in the said directorate. “The randomized cross-sectional survey design is one of two designs that are commonly used with surveys as the data collection method” (De Vos et al., 2005:137). The first step of this method is to identify the research population, and whereafter questionnaires are used to collect data.

9. RESEARCH PROCEDURES AND STRATEGY

The research procedure and strategy have two parts, namely:

9.1 Empirical study

The empirical study will consist of the collection of data, analysing and interpreting findings regarding supervision in the above-mentioned regions in Namibia. According to Wilkinson and McNell (1996:3) “Empirical study refers to the data-based, systematic study of some neutral phenomena, such as an aspect of human behaviour”. It is always valid to indicate how the researcher will do the empirical study.

9.2 Research method

The research method to be followed is a survey with questionnaires as the instruments of data collection. The New Dictionary of Social Work (1995:51) defines a questionnaire as a “set of questions in respect of a research project”. In relation to this definition, Bless & Higson-Smith (1995:107) explain that a questionnaire is a set of questions with fixed working and sequence prescription as well as more or less precise indications of how to answer each question.

The researcher utilised two types of self-administered questionnaires, which are:

- Questionnaire to be completed by Social Workers (supervisees) in the Directorate of Developmental Welfare Services in Namibia.
- Questionnaire to be completed by supervisors in the same directorate and regions.

Nampost courier sent them to the supervisors, who distributed them among themselves and the supervisees. A cover letter accompanied the questionnaires explaining the nature and purpose of the research as well as indicating when they could be sent back to the researcher. The researcher was fully aware of the disadvantages of sending questionnaires by a courier but due to the distance, it seemed to be the most appropriate way.

In the case of Khomas Region, where the respondents and the researcher live in the same town, there was no need to use the Nampost courier. The questionnaires for supervisors and supervisees were hand delivered. They were also accompanied by a cover letter with instructions. The researcher collected the completed questionnaires herself.

10. PILOT STUDY

A pilot study was carried out to assess the feasibility of a research project, the practical possibilities to carry out the research, the corrections of some concepts, and the adequacy of the method as well as the instrument of measurement. According to Bless and Higson-Smith (1995:50) a “pilot survey involves testing the actual program on a small sample taken from the community for whom the programme is planned”.

According to the New Dictionary of Social Work (1995:45) a pilot study can be defined as the process whereby the research design for a prospective survey is tested. Furthermore Huysamen in De Vos (1998:179) is of the opinion that the purpose of the pilot study is an investigation of the feasibility of the planned project and to bring possible deficiencies in the measurement procedure to the fore. In other words, according to the researcher a pilot study is a matter of trial. Through the pilot study, it is possible to determine problems in advance.

Following are the components of the pilot study:

10.1 **Literature study**

The researcher did a comprehensive literature study in order to describe the theoretical meaning of social work supervision and its dynamics. The literature study provided knowledge regarding the impact of supervision on supervisees in rendering their services.

The researcher made use of national and international books, journals, articles and the Internet to lay down a theoretical foundation on the research topic. De Vos (1998:179) is of the opinion that the prospective researcher can only hope to undertake meaningful research if he/she is fully up to date with existing knowledge on his/her prospective subject.

10.2 **Consultations with experts**

In every profession there are key or essential people who play an instrumental role in that specific profession. There are people who have been in the profession a long time and who have extensive knowledge and experience, which can contribute to any research topic. The researcher consulted some key persons in the Directorate of Developmental Welfare Services, especially after the researcher enrolled for the MA (SW) Management course in 1999, at the University of Pretoria in South Africa.

Ms H. Hangero was consulted on how she experienced supervision in her work. She is a Senior Welfare Worker with more than ten years experience. She was by then attached to the Family and Childcare Division in the directorate. In Namibia, a welfare worker is seen as an assistant to a social worker. This is because a welfare worker has a three-year certificate for training after completing Grade 10 (Std.8) She was of the opinion that supervision is such an important aspect in social work practice, but it is so neglected. Mrs. R. Feris by then a Medical Social Worker was of the opinion that one can hardly speak of supervision since nothing is happening in this area. “Kan ons van supervisie praat, ons kry dan geen supervisie nie” (Feris, 1999). Dr. H. Rose-Junius, a Senior Lecturer then in the

Department of Social Work and Community Development at the University of Namibia as well as a private practitioner, remarked that “Supervision is vital and one can hardly imagine how some Social Workers can function without being supervised.”

On 22 January 2002 the researcher conducted a telephone interview with Ms. M. Nependa, a Senior Medical Social Worker, on how she experiences supervision in her division. According to Nependa, supervision is important in Social Work even if the person has been working for many years. “It doesn’t matter how experienced one is, there is a need for supervision, because one wants to hear whether you are doing the right thing or not.” She continued to say that in her case the Chief Medical Social Worker was supposed to supervise them but “This is not done. We rely on ourselves or colleagues.” On the basis of the aforementioned, the researcher assumes that Social Workers in the Directorate of Developmental Welfare Services are not satisfied with the supervision they get, if they receive it at all.

10.3 Feasibility of the study

Feasibility of the study has got to do with the practical possibility to carry out the research. This study is feasible in the sense that the population to be included in the study is accessible and reachable. The Professional Board of Social- and Social Auxiliary Workers has a list of all registered Social Workers. The researcher does not foresee any major constraints to manage the study. Although the study will be feasible, some minor constraints may arise. The costs involved, such as mailing the questionnaires will minimise traveling expense. Those to be delivered by hand will also involve little expense since this is a local student and all the respondents are in the same premises.

One possible limitation is the attitude of especially the supervisors who may think that they will be exposed. The aim of this research is not to expose anybody, but merely to see what supervision looks like in the above-mentioned regions.

10.4 **Pilot test of the questionnaires**

According to Monette, Sullivan and De Jons in Makondo (1997:60) “A pilot study is a smaller scale trial “run” of all procedures planned for use in the main study.”

A pilot test of questionnaires was conducted with two Social Workers and two supervisors in the Khomas Region to avoid unnecessary costs. The aim of pilot testing is to determine the validity as well as the feasibility of the study. In the view of Sarankantos (1993:74) “Validity is the ability to produce findings that are in agreement with theoretical or conceptual values.” In other words, to produce accurate results and to measure what is supposed to be measured. Valued measures produce true results that reflect the true situation and condition of the environment under study.

11. **DESCRIPTION OF THE RESEARCH POPULATION, DELIMITATION/ BOUNDARY OF SAMPLE AND SAMPLING METHOD**

“A population is the totality of persons or objects with which a study is concerned” (Stinnell & Williams, 1990:118). The population of this study is all the Social Workers (including Senior, Chief and Principal Social Workers) in the Directorate of Developmental Welfare Services in Namibia

Due to the small size of the population, no sample will be drawn. The total population namely Social Workers and supervisors in the directorate will be used as the elements under study. This means that the population will also serve as the sample.

12. ETHICS

The importance of ethics in Social Work Practice and in research can not be underestimated. Social Work researchers are expected to maintain ethical conduct in their relationship with their respondents. Levy (1993:1) defines ethics as the application of values to human relationships and transactions. According to Banic (1995:3) “Ethics are morals.” In other words the norms or behaviour of people concerning what is right or wrong, good or bad.

“Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.” (De Vos, 1998:25)

De Vos (1998) discusses some ethical issues that need to be considered during any research and these include:

- **Harm to respondents**

Social Work is not a value-free discipline; Social Work is one of the caring professions, which put more emphasis on values. Bernstein & Gray (1997:69) have a full chapter in which they discuss the importance of social work values. In this chapter they explain how people should be treated and that professionals should not impose themselves and their values on their clients. The researcher has no intention to harm subjects in any form, and since the study doesn't involve sensitive issues, there is no possibility that subjects will be exposed to any harm.

- **Informed Consent**

Bailey (1982:431) is of the opinion that informed consent essentially entails making the subjects fully aware of the purpose of the study, it's possible dangers and the credentials of the researcher. De Vos (1998:25) is in agreement when he says that informed consent implies that all possible

information about the goal of the investigation, the procedures which will be followed, the possible advantages, disadvantages and dangers and the credibility of the researcher be reduced to the potential subject.

There are two procedures concerning informed consent, one is the use of the informed consent form to be completed by each and every respondent prior to the completion of the questionnaire. The second issue of permission from the relevant authorities was addressed. Permission had been obtained from the research division of the Ministry of Health and Social Services, under which the subjects fall. See Annexure E in this regard. The research proposal had been submitted to the planning division which in turn provided all the relevant divisions with copies. These relevant divisions include the Permanent Secretary, the Director of Welfare Services and the Chief Social Workers.

The proposal contains adequate information on the purpose, objectives and nature of the research, which is needed for informed consent. When receiving written consent, the researcher will inform the respondents telephonically as well as in writing about the nature of her research.

- **Deception of respondents**

Loewenberg and Dolgoff in De Vos (1998:27) describe deception of respondents as “deliberately misrepresenting facts in order to make another person believe what is not true, violating the respect to which every person is entitled”. The researcher has no intention to deliberately deceive the respondents. Therefore their permission will be secured, and the researcher will not without informing the respondents.

- **Violation of Privacy**

For the purposes of ethical aspects of research the terms “privacy and the right to self-determination and confidentiality” are seen as being synonyms. According to Sieber in De Vos (1998:27) privacy means “that which normally is not intended for others to deserve or analyze.” Bernstein & Gray (1997:76)

define the right to self-determination as the “autonomy and the right all people have to represent their own interests and to speak on their own behalf”.

Sieber in De Vos (1998:28) is of opinion that confidentiality is a continuation of privacy, which refers to agreements between persons that limit other access to private information. The researcher believes that the privacy of subjects will be protected, and confidentiality will be maintained, since the subjects don't need to provide their names when completing questionnaires. This will ensure anonymity.

- **Actions and competence of researcher**

The researcher is of the opinion that her qualifications as a Social Worker as well as currently being a Social Work lecturer put her in a better position to carry out the research. The adequate supervision and guidance the researcher received from her mentor, Professor. L. Terblanche, is worth mentioning. Being a professional Social Worker the researcher is fully aware of maintaining objectivity and a non-judgemental attitude. In relation to this, Loewenberg & Delgoff in De Vos (1998:30) assert, “Professional practitioners who want to base their practice on scientific principles must refrain from value judgements”.

- **Co-operation with collaborators**

Cooperation with collaborators has to do with a sponsor who is financially sponsoring the research as well as the involvement of colleagues. The researcher feels this ethical aspect is not applicable in her case. Her employer, the University of Namibia, through its Staff Development Programme, is sponsoring the researcher. There is a formal contract between the researcher and the University of Namibia.

The researcher carries out the research as a requirement for her MA studies, and therefore there are no other colleagues involved.

- **Publication of the findings**

The researcher will not publish her dissertation, but a final product namely a report will be compiled. However subjects will be informed about the findings. Huysamen in De Vos (1998:33) says that it is desirable to present the findings to subjects as a form of recognition and to maintain good relationships with the community concerned, for the future.

In conclusion, the researcher has never realised the meaning of ethical conduct during research. Ethical issues are relevant since we use human beings as subjects in any caring profession.

13. DEFINITION OF KEY CONCEPTS

Different disciplines have their own terminology. The aim with the definition of key concepts is to describe/define the concepts that are related to the study.

13.1 Supervision

Coulshed (1990:131) sees supervision as “an organised activity encompassing support and staff development”. Skidmore (1994:110) is of the opinion that supervision means “oversight, control and surveillance”. According to Kadushin (1992) supervision is the process for getting the work done and maintaining organisational control and accountability. To summarise what supervision is, in this study supervision is perceived as a performance measure and a process by which staff members are helped to use their knowledge and skills to do their job efficiently and effectively..

13.2 Supervisor

According to Robbins & De Cenzo (1998:7) a supervisor is defined as part of an organisation’s management team, who oversees the work of operative employees and is the only manager who doesn’t manage other managers.

According to Kadushin (1992:22) a supervisor is an agency administrative staff member to whom authority is delegated to direct, co-ordinate, enhance and evaluate the on-the-job performance of the supervisee, for whose work he/she is held accountable.

The new Dictionary of Social Work (1995:64) defines a supervisor as a Social Worker to whom authority has been delegated to coordinate, promote and evaluate the professional service rendering of Social Workers through the process of supervision. The supervisor functions at different levels, making assignments, resolving disputes, taking disciplinary hearings and establishing priorities. For the purpose of this study a supervisor is a Chief Social Worker in the Directorate of Developmental Welfare Services. Currently chief Social Workers are responsible for supervision in the directorate. From the foregoing definitions, the researcher concludes that the supervisor is the Social Worker who has more years of experience, knowledge and skills. He or/she has the responsibility to guide new Social Workers who are just beginning in their field of practice.

13.3 **Supervisee**

A supervisee is a graduate of any accredited School of Social Work and has the incentive, capacity and opportunity to become a competent professional (Skidmore, 1990:209). A supervisee can also be considered as a Social Worker who has not yet reached the level of being a supervisor due to his/her limited years of experience, knowledge and skills. The New Dictionary of Social Work (1998:8) defines a Social Worker as a person registered and authorised in accordance with the Social Work Act, 1998 (Act No. 110 of 1978) to practice Social Work.

The researcher can conclude that a supervisee is a Social Worker with less experience and who is accountable to his/her supervisor. In other words a supervisee is a person who is not yet ready to practice independently. For the purpose of this study, a supervisee is any Social Worker under the rank of Chief Social Worker; that is junior and senior Social Workers.

13.4 **Supervisory relationship**

The supervisory relationship refers to the “purposeful, professional and functional interpersonal relationship between a supervisor and supervisee (Social Worker)” (Rothmund & Botha, 1991:10).

According to Kadushin (1992:202) the supervisory relationship “Is an educational exemplification of what needs to be taught in developing clinical competency.” It is a “partnership relationship in which parties are committed to the relationship. The commitment is an aspect of professionalism which forces them to address difficulties in the relationship” (Dryden & Thorne, 1991:117). This relationship is of utmost importance since meaningful supervision can’t take place if the relationship between supervisor and supervisee is poor or non-existent.

14. **LIMITATIONS OF THE STUDY**

- The small number of Social Workers in Namibia could have been a serious limitation in this study, especially when the researcher initially wanted to cover three regions only. The researcher realised this as a possible limitation and has therefore expanded from the three regions to other regions and questionnaires were sent to all 13 regions in Namibia.
- The attitude of some respondents could also be seen as a limitation. There were some respondents who were not comfortable with the research topic since they thought this was going to expose the directorate. The aim of this research is only to explore and describe supervision in the directorate and to come up with a guideline to enhance supervision.
- Another limitation was with the self-administered questionnaires for both groups namely supervisees and supervisors. Since the researcher was not present when respondents completed the questionnaires, respondents left some questions unanswered especially those questions on supervisory functions, methods and models. This is because respondents are not familiar with many supervisory terms.

CHAPTER TWO

LITERATURE REVIEW ON THE NATURE OF SOCIAL WORK SUPERVISION

1. INTRODUCTION

This paper will attempt to explain what supervision is, why it is used and those systems influenced by supervision. Focus will also be given to the functions of supervision and role of supervisors, as well as supervisory needs.

This chapter summarises what experts have written about Social Work supervision. There is not much written about supervision in Namibia, so the researcher will make use of South African materials as well as international books and journals.

Supervision is an important aspect of Social Work, but it seems not to be getting the attention that it deserves in some welfare agencies in Namibia. During this study the Namibian situation is brought in as a way of explaining how supervision is currently applied in this country.

2. SOCIAL WORK SUPERVISION

2.1 Definition of supervision

Supervision had its origin from as far back as the nineteenth century when welfare services were mostly known as the Charity Organisation Movement. The Social Work profession continues to develop and change and the definitions of supervision have changed over the years. There are several authors who describe and define Social Work supervision. For interest sake a wide range of resources are used in this chapter to indicate how the definition has undergone changes as well as how it differs from one author to another.

Robinson (1936: 53) defines supervision as “An educational process in which a person with certain equipment of knowledge and skills takes responsibility training a person with less equipment”. Again the supervision in the Directorate looks different. On several occasions observations were made that many of these supervisors are not fully equipped to watch over the work of others.

According to Pettes (1979: 3) supervision is a process by which “One Social Work practitioner enables another Social Work practitioner who is accountable to him/her to practice to the best of his/her ability”. The implication here is that the supervisor is not only responsible for holding the worker accountable for doing his/her job, but also enabling and ensuring that skills are improved so that the supervisee can do his/her work very well.

Slastonbury, Bradley and Orme (1987: 13) state that “Senior staff provides supervision to Social Workers who in turn provide it to their clients.” According to them supervision is a complex concept in Social Service Departments because it carries two processes, which are managerial and consultative.

In practice the observation is that Senior Social Workers are promoted into managerial positions where they are expected to give supervision. In most cases these are people with good experience especially in the field but not necessarily in management and administration. This might hinder the supervisor’s ability to enable the supervisee to improve his/her productivity as stated by Peters.

Another author who defines supervision is Coulshed (1991: 131) who perceive it “As an organised activity encompassing support and staff development”. It is described as “a method of intervention” since it benefits the quality of service delivery.

A pioneer of Social Work supervision, Kadushin (1991: 18), explains that the word supervision derives from the Latin word “super”, which means “over” and

“videre” meaning to “watch” or “to see”. Therefore supervision can be seen as overseeing or watching over something.

The definitions on Social Work supervision are countless and only a few have been mentioned. Referring to all the above-mentioned definitions the conclusion is that supervision is:

- A positive two-way; the supervisor gives while the supervisee receives.
- A process; a series of activities takes place.
- Supervisor enhances the supervisee tasks by educating him/her to a more skillful performance, supporting the supervisee to an improved and motivated performance.
- And Coordination of work integrating and ensuring more effective and efficient delivery of services.
- Ensuring the appropriate implementation of agency policy and procedure.

2.2 **Goals of supervision**

It is the opinion of the researcher that the goals of supervision form the foundation on which functions and roles of supervision are based. The focal point of supervision is that at the end of the day the clientele who should receive effective and satisfactory services. Many authors have written what the goals of supervision are. A summary of these explanations follows and then looks at this in the Namibian context.

Looking at the description and definition of supervision, one can come up with as many goals of supervision. The following are some of the primary goals of supervision.

2.2.1 Orientation of the new social worker to the practical side of social work

In most schools of Social Work the training consists of a unique educational programme, which involves class work as well as practical work. However, the practical side of it is not enough to enable a graduate to move into the field with confidence. There is a great need for organisational orientation, which should be regarded as very important.

Congress (1992:157) says that the practical side of Social Work should be regarded as very important, if not the most important part of supervision goals. Skidmore (1995:249) also emphasises the importance of supervision in the orientation of Social Workers when he says, “Supervision in the field, or practicum, has been recognized as essential from the beginning of formal Social Work education till the graduate enters the field of practice.”

The extent to which this goal is achieved in Namibia can only be questionable as there are cases where new graduates are sent to work alone in remote areas where there are no supervisors or even other Social Workers. One can imagine how difficult that could be to inexperienced social workers. The four-year training is never enough. One still needs preparation.

2.2.2 Enhancement of goal formulation and programme planning

Through the supervisory process welfare agencies reach their goals and objectives since supervision enables Social Workers to deliver efficient and effective services. The implication of effectiveness and efficiency in service rendering is the enhancement of productivity, which also results in job satisfaction among supervisees. In this regard Tallen and Schindler (1993) say that concrete, direct and specific supervision strategies help the workers to meet their goals very quickly.

In this regard Robinson (1936) as quoted by Skidmore (1995:245) observes that “Most practitioners reaffirm that adequate supervision is an essential part of sound administration and planning of any agency’s goals.”

2.2.3 *Enhancement of professional independence*

Professional independence will lead to Social Workers taking more responsibilities, which can result in professional maturity. Coulshed, (1990) mentions that Social Workers should be seen as managers in their own rights. The researcher feels that Social Workers should be treated like independent managers more often. This can promote the Social Workers’ self esteem and self-actualisation.

Wax (1979) as quoted by Kadushin (1974:289-291) exemplifies the promotion of autonomy and professional independence when he states that Social Workers do come of age, and he recommends that supervision be terminated after two years.

2.2.4 *Identifying the supervisees’ needs*

The researcher is of the opinion that this goal of supervision is not fully fulfilled in the directorate and this is one of the variables to be determined by the study. To attain this goal, supervisors should monitor the supervisees’ needs at all times and strive towards satisfying their needs. Satisfying the needs of supervisees will not only lead to a better supervisory relationship but also to job satisfaction.

“Supervision especially educational supervision, provides a good opportunity for the supervisor to identify the needs of the supervisee” (Pettes, 1973: 164).

2.2.5 *Integration of theory into practice*

Another goal of supervision is to help supervisees integrate theory into practice. Supervision should be seen as a learning process and an opportunity for the supervisee to translate what he/she has learned in the classroom into reality.

According to the Social Work Dictionary (1995:5) “Supervision is the process whereby the supervisor assists the Social Worker to integrate theory and practice, to heighten self perception and handle and control his/her feelings with a view to

render effective professional services.” Tallen and Schindler (1993:187) state that one of the basic aims of supervision is to assist the social worker to use the knowledge he/she has learned during training, to carry out his/her work in the field.

2.2.6 *Enhancement of the quality of work*

Good and satisfactory supervision enhances the quality of work, which goes along with effectiveness and efficiency in service delivery. Good quality of work will of course enhance productivity.

The goals of supervision according to Kadushin do not differ from what has been discussed above. Kadushin (1992:20) divides the goals into long and short-term objectives. He states that the short-term objective of educational supervision for example is to “improve worker’s capacity to do his/her job more effectively, help the worker grow and develop professionally, maximize his/her clinical knowledge and skills to the point where he/she can perform autonomously and independently of supervision”. The long-term objective is to effectively and efficiently provide clients with the service the agency is mandated to offer.

It is clear from this discussion that the goals of supervision involve the cultivation of the worker’s professional personality, enabling him/her to render an effective and efficient client service.

2.3 **Importance of Social Work supervision**

Supervision has been an important component of both the educational process and Social Work practice. According to Skidmore (1995:245) supervision has been recognised as one of the unique characteristics of Social Work and is generally regarded positively.

Although supervision is regarded as a two-way process involving the supervisor and supervisee, the researcher is of the opinion that many other systems are affected by and benefit from supervision.

The importance and meaning of supervision will be discussed in terms of the value of supervision for the different systems involved in supervision.

2.3.1 *Value of supervision to the supervisees*

The supervisee is the party who receives supervision and support to benefit from it. Supervision is a learning process, which helps with the betterment of the supervisee, enabling him/her to become more competent, effective and efficient. When the agency exposes the supervisee to education programmes, supervision exposes him/her to a “structured application in the treatment setting” (Munson, 1993:22).

According to Weinbach (1998: 123) supervisees can benefit from supervision in the following ways:

Supervision contributes to the supervisee by giving

- Motivation
- Direction and
- Integration of the learning process.

Supervision also shows the supervisee

- How much he/she has learnt
- His/her progress
- The points and/or areas he/she should improve on or where he/she still needs instruction.

2.3.2 *Value of supervision to the supervisor*

The supervisor as the person who provides supervision should be fully equipped to deal with the dynamics of the supervisory process. The supervisor benefits from supervision in the sense that through the supervisory process he/she becomes aware of his/her own strengths and limitations. He /she develops self-awareness and determines areas that need improvement. In other words supervision influences supervisors to develop themselves further in order to be

able to assist supervisees. An example is supervisors in the Directorate who have decided to further their studies as well as organising on the job training on supervision. Supervision contributes to expanding the supervisor's knowledge. For example, a supervisor who supervises students learns new approaches and intervention methods being trained in social work. Through supervision, the supervisor identifies learning needs for supervisees.

Glickman, Gordon & Ross-Gordon (1995) state that supervision enables the supervisor to obtain a clear picture of:

- The abilities, and
- Shortcomings of the supervisee in his/her department.

This leads to a more rational allocation of work and provides guidelines for in-service training programs.

2.3.3 *Value of supervision to the agency*

Supervision is meaningful to the agency in the sense that the agency's policy and procedures are adhered to. Social Workers and supervisors who get job satisfaction resulting from meaningful supervision enjoy high morale and a sense of belonging. This in turn boosts the image, stability and survival of the agency. The Directorate at the moment doesn't have a good image, the morale of Social Workers is low and the newly established Ministry of Gender Equality and Child Welfare threaten their survival. For any agency to survive, a coordinated, cooperative and communication relationship between the agency and the community it serves is a must. If these aspects are observed within supervision, then the agency will receive the support and attitudes it deserves for survival from the community, in terms of funding and legitimacy. In this regard, Kadushin (1992:26) says, "The general community provides the legitimating and funding that determines the organisation's operation." This helps the agency to grow.

Weinbach (1995:125) expresses himself as follows with regard to the importance of supervision to the organisation:

- Supervision, which is concerned about the supervisee's performance, should be seen as part of the organisation's responsibility regarding accountability.
- Supervision can highlight the need for essential changes in the organisational administration.
- Supervision shows common weaknesses in supervisee's performance, and this can serve as a guideline for in-service training programs and procedures for staff development.
- Supervision leads and enhances communication not only between the supervisor and supervisee but also between supervisor and managers.
- Supervision can control the behaviour of the supervisee, in other words his/her professional attitude, which is important for the image of the organisation.

2.3.4 Value of supervision to the clients

Clients in Social Work practice refer to individuals, groups and communities. The clients being beneficiaries or consumers can be negatively or positively influenced by supervision. Satisfactory supervision will enhance productivity, and supervisees can render more effective and efficient services to their clients. Poor supervision affects clients indirectly because supervisors are not productive or don't render effective services.

“Supervision assures the client of effective service and protects him/her against continued inadequate service” (Glickman, Gordon & Ross-Gordon ,1995: 25).

2.3.5 Value of supervision to the profession

One of the aims of supervision is to enhance professional independence and maturity, which of course will mean a lot to the profession as such. Through supervision supervisees and supervisors can enjoy job satisfaction, develop a

sense of belonging and experience cohesion among them. These can enhance their morale, and positive self-image, which in turn contributes to high morale in the profession. Currently, Social Workers often seem to be jealous of one another, have poor interpersonal relationships among themselves and cohesion is lacking. This affects the profession negatively. But on the other hand it looks as if more and more companies are becoming aware of the importance of the Social Work profession. Today you find Social Workers in corporate companies, NGO's and different ministries.

In conclusion, supervision is of vital importance in Social Work practice. The following conclusions can be drawn from the literature review about supervision:

- Promotes professional and personal development
- Provides learning opportunities so as to enhance quality of work
- Builds professional confidence, creativity and new ways of thinking
- Encourages motivation for work

2.4 **Supervision in Namibia**

There is a great need to stress the importance of Social Work supervision in the Directorate of Developmental Welfare Services. The lack of proper guidelines and standards of supervision in the Directorate could be seen as a concern. Kaseke (1995) states that the Directorate lacks standard for supervision and there is no universal way of applying supervision. Currently, every supervisor has his/her own way of carrying out supervision. The main important reason why supervision is so vital in Namibia is for professional survival. If Social Workers want to survive professionally, then much attention should be paid to supervision.

In the previous discussion on the goals of supervision, it was pointed out that these goals help Social Workers develop new ways of thinking. This is currently happening in the Directorate, where a new way of practicing Social Work is developing. For example a Professional Board for Social and Auxiliary Workers is well established and functional, something which was not in place ten years ago. This has resulted in the registration of all practicing Social Workers whether

in the public or private sector. The registration enhances the professional image and prevents every “Piet and Paul” from claiming to do Social Work. More Social Workers are moving into private practice.

Supervision in the Directorate can influence professional autonomy, something lacking in Namibia. We have not reached a state where we can claim that Social Workers are autonomous. The establishment of the Women’s Affairs and Child Welfare is even confusing, and there is at the moment a struggle as to whether Social Workers belong to Developmental Welfare Services or with this ministry. Developmental Welfare Services operate as a Directorate under the Ministry of Health. It is the Health section which dominates, and a great portion of the budget is allocated to health. Social Workers are cousins of the medical staff, as Kaseke (1995) once observed.

In a SWOT Analysis of the Directorate, the National Planning Commission enumerates the following weaknesses and threats:

- All other organisations try to take over responsibilities of the Directorate of Developmental Welfare Services.
- The place of the Directorate is marginal at the Ministry of Health and Social services.
- The Social Workers see the Health sector as a competitor.
- Not enough marketing and image building is being done. (The National Development Plan 1 (NDP1), 1995).

Meaningful supervision is difficult as Social Workers perform their duties under difficult conditions. In this era of technology there are still Social Workers functioning without telephones or even fax machines, and computers are dreams to some. “Equipment and administrative support is not always in place when

needed (typists, photocopy machines, computers etcetera)” (Draft Discussion Paper on Social Welfare Policy in Namibia, 1996:18).

To conclude, supervisory practices can help to ensure the worker’s professional growth into effective and efficient practitioners, which eventually will lead to a relatively independent consultee.

2.5 Social Work supervisors

In this section the researcher will define **supervisors**, describe **their roles, functions** and **knowledge**, as well as **skills**.

2.5.1 Social Work supervisor

Who is the Social Work supervisor? An experienced Social Worker who has acquired a reputation for professionalism and competence may find that he/she is asked to supervise others. The selection is most likely to be made from direct service staff as they have the knowledge of direct practice. The researcher believes that educational credentials must be a requirement, but currently years of experience often substitute educational credentials.

A supervisor goes through a transitional period, which is from a therapist to the supervisor. The Oxford Dictionary defines transition as the passing or change from one state or condition to another. Motives for change differ from worker to worker. Some workers are attracted to managerial position, like one worker who said, “*I moved to the position of Chief Social Worker because of more benefits and status*”. Others stated the reason of *being burned out as a direct service provider*. Generally most of them are older people who have been employed in the agency in which they have been working longer than the supervisees.

Skidmore (1995:145) lists factors that appear to motivate Social Workers to move into managerial positions such as prestige and status, and higher salaries.

A supervisor is the one who gives supervision and should be equipped to deal with all the dynamics of the supervisory process. This person should integrate and coordinate services because a supervisor is a middleperson between social workers on the bottom and management at the top. The supervisor carries responsibilities for agency functioning and for staff and/or students within the organisation. “A supervisor is a member of an agency who strives to achieve the goals of the agency. She/he is furthermore internally oriented and focusing on the work environment” (Kadushin, 1992:72). Furthermore “A Social Work supervisor is an agency administrative staff member to whom authority is delegated to direct, coordinate, enhance and evaluate on the job performance of the supervisees for whose work he/she is held accountable” (School of Social Work Journal, Volume 21, 1997:41).

In conclusion, a Social Work supervisor is someone with experience who helps other Social Workers and watches over the work of others (supervisees). However, experience should go together with training in Social Work Management.

2.5.2 *Roles of supervisors*

Mintzberg as quoted by Botes (1994:31-32) states that supervisors should be under careful surveillance to determine what they are doing in order to identify which role they play in the organisation. What follows are different roles as played by supervisors.

1. *Interpersonal roles which include the following:*

Leadership role: The supervisor leads and guides the supervisee in the right direction.

Public relations role: The supervisor communicates internally and externally.

Advisory role: The supervisor gives advice.

The receiving role: She receives information on operations from higher authority.

Disseminator: She passes information to subordinates.

2. *Adjudicating roles*

The entrepreneurial role is creative thinking on the part of the supervisor. He/she is also regarded as an initiator and risk taker.

The role of arbitrator. The supervisor is expected to manage conflict and dispute.

The resource management role. This involves budgeting, capacity building and effective utilisation of resources.

The role of negotiator. This involves negotiating with different people and groups relating to functions of the institutions and also on behalf of supervisees.

Supervisors, being managers, need to carry out certain management roles. Specific skills are necessary to do this. Being an experienced Social Worker with many years in practice does not qualify one to be a supervisor. Training in management and supervision should be considered to be a prerequisite for appointment to a supervisory position.

2.5.3 *Functions of supervision*

The supervisory roles are being carried out together with the functions of supervision. Kadushin (1992) mentions five functions of supervision while in practice it is difficult to find supervisors carrying out all these functions. The general impression is that most supervisors pay much attention to the administrative function of supervision. . Another aim of this study is to find out

what type of functions are preferred and carried out by supervisors in the Directorate. The five functions of supervision are:

1. *Educational function of supervision*

The supervisor is supposed to assist the supervisee to learn, grow and develop professionally. The supervisor's role is to teach supervisees relevant knowledge, skills and attitudes to enable them to serve their clients.

The Encyclopedia of Social Work as quoted by Kadushin (1985:20), refers to educational supervision as the traditional method of transmitting knowledge of Social Work skills in practice from the trained to the untrained, from the experienced to the inexperienced student and worker. The supervisor being an experienced worker transmits social work knowledge and skills through teaching the worker. The worker is supposed to integrate theory and practice to enable her to become effective when working with clients.

Austin, as quoted by McKendrick (1990:213), refers to educational supervision as the management of change. This definition explains the importance of educational supervision in the sense that the supervisor enables the worker to grow and develop by teaching him/her to do his/her work, thus changing him/her from knowing to doing. This definition describes educational supervision as being directed to an inexperienced worker to help him/her gain knowledge of Social Work skills through learning to be able to grow and develop. When one grows and develops professionally, change takes place. This concerns the professional maturation of the worker in order for him/her to function independently.

Educational supervision can be referred to as a supervisory function of teaching the worker knowledge, skills and attitudes to become effective in

their work and to enhance their professional growth. The supervisor's role is to teach the worker to become competent in his work.

2. Administrative function of a supervisor

According to Munson (1979:84) the supervisor assists the supervisee to create and fill the link between the organisation and the community. This implies that during supervision sessions the supervisor looks in two directions i.e. towards the supervisee as well as in the direction of the organisation.

As specified by Kadushin (1985:46) supervision is a special aspect of organisational administration. The supervisor's position is the one of administrative control centres for gathering, processing and disseminating information coming from above and below in the chain of command. The supervisor faces towards the administrators above him/her in the hierarchy and towards the worker below him/her. In her position again, he/she is faced with the responsibility of discharging certain specific tasks to achieve the objectives of the organisation.

The researcher is of the opinion that this in-between position of the supervisor poses many challenges for human service supervisors, and many aspects of the authority and responsibilities are affected by those dual loyalties.

Kadushin (1992:46) cited several tasks the supervisor is called upon to perform, discarding his/her responsibilities and implementing his administrative functions to achieve organisational goals:

- Staff recruitment and selection
- Inducting and placing the new Social Worker
- Work planning
- Work assignment
- Work delegation

- Monitoring and evaluation of work

Although the researcher acknowledges that most supervisors in Namibia focus on administrative supervision, the way it is carried out is far from what theory says. The supervisors see their role more in relation to the organisation than relating it to the supervisees.

One supervisee observed *“If the supervisors are really good administrators, then I don’t think that we would work under such conditions, no telephone, no typist”*.

Another made this remark: *“All they (supervisors) do is give due dates and check on these due dates”*

3. *Modeling as a supervisory function*

Generally modeling is when a person becomes exemplary to the people who are watching and observing him/her. Supervisors play roles in organisations. They engage in behaviour patterns that go with their positions they occupy in the organization. Their positions for instance come with role identity.

Ford and Jones (1987:101) maintain that it’s difficult to separate role play from modeling as in many instances there is also the opportunity to learn through colleague’s performance. They describe role play as being used when the participants attempt to portray a situation as if it were real, using their knowledge and experience to convey how they think the person they are role playing/modeling would behave, think and feel.

The great value in using role-play in placement is that it enables students to practice their Social Work skills in a simulated situation.

4. *Personality enrichment as a supervisory function*

Social Work practice is very demanding. It is therefore very important for every unique individual to obtain an enriched personality that would help him/her cope with daily demands.

To carry out supervision functions, demands a supervisor must have a very strong and good personality.. It is however the researcher's belief, that good supervisors are not born but made. The requirements for a good supervisor consist of constant enrichment programmes that need to be offered by the organisation for both the supervisor and the supervisees which will ensure that supervisors want to develop and gain personality enrichment, but also render enriched services to their communities/organisations.

It is clear that personality enrichment should form an important part of the total supervision process. The enrichment/development of the supervisee by his/her supervisor is essential, but can only take place once the supervisee is acknowledged and the different personalities are taken into consideration within the supervision process.

5. *Supportive function of a supervisor*

Supervisors and supervisees face a variety of job-related stresses. Resources are needed to help them deal with the stress. The supervisor is responsible for helping the supervisees adjust to job-related stress. The ultimate objective of supportive supervision is the same as the objective of all the above-mentioned functions, namely to enable the supervisees and the agency through its workers to offer the client the most effective and efficient service.

For supervisees to do their job effectively they need to feel good about themselves and about the jobs they are doing. The reality is, however, they often feel discouraged, disaffected, frustrated, devalued, burned-out and

alienated. Disillusionment is a common feeling among Namibian Social Workers. Many of them are leaving the profession and enter into other areas like human resources and directors of Non Governmental organisations (NGO's).

A Senior Social Worker expressed this disillusionment before he left for the UK to do his Masters. *“Is what we do really social work, listening to the same clients, same problems year in and year out. Everyone can do that, what’s professional about it?”* A supervisee, who was working with HIV/AIDS patients, said this to the researcher last year *“I am so discourage. All my patients are dying. I will meet the patient today, next week I will do another home visit just to find people making the funeral arrangements.”*

Supportive supervision is about caring for the caregivers who experience all these negative feelings. Kaseke (1995) once observed that the morale of Social Workers in the directorate was very low.

The need for supportive supervision has been recognised in Social Work supervision. A supportive supervisor provides recognition and positive reinforcement. She/he is sensitive to work stresses and concerned about the well being of his/her supervisees. In addition she/he is available for support and uses positive feedback.

All the mentioned functions overlap and interrelate with one another. One cannot be really carried out on its own.

2.6 The Social Work Supervisee

A Supervisee is a graduate of any accredited School of Social Work and has the incentive, capacity and opportunity to become a competent professional (Skidmore, 1990; 20). A Supervisee is a Social Worker who receives supervision from an experienced Social Worker (Supervisor) because he/she is not yet ready

to practice independently. In other words this is someone who has not yet reached the level of being a supervisor due to his/her limited years of experience, knowledge and skills. According to the New Dictionary of Social Work (1998:8) a Social Worker is a person registered and authorised in accordance with the Social Work Act, 1998, to practice Social Work. A supervisee is a Social Worker with less experience and who accounts to his/her supervisor.

3. CONCLUSION

Implicit in the definition of supervision is an ongoing relationship between the supervisor and supervisee, the supervisee's acquisition of professional role identity and the supervisor's evaluation of the supervisee's performance.

Furthermore, supervision can be seen as a dyadic relationship whereby the supervisor must always attend to the need for balance between the counseling of clients and the training needs of the counselor who is the supervisee.

CHAPTER THREE
AN EMPIRICAL STUDY INTO THE NATURE OF
SOCIAL WORK SUPERVISION IN THE DIRECTORATE OF
DEVELOPMENTAL WELFARE SERVICES

1. INTRODUCTION

The primary aim of this chapter is to present data which have been obtained through an empirical study. The empirical study was completed after a literature review had been carried out on the phenomenon of Social Work supervision in the Directorate of Developmental Welfare Services.

In order to be able to contextualise the data produced in this study a few prominent features of Namibia will be briefly addressed in this chapter. Features which may be necessary to promote an understanding of the social structure of the country at present will include: aspects of geography and population, the different regions in Namibia as well as the number of Social Workers per region.

GEOGRAPHY AND POPULATION

Namibia is situated in the southwestern part of Africa and comprises a landmass of 824,269 square kilometers. The country is divided into 13 political regions and every region and its constituencies will be discussed indicating the population in each region as well as the total number of Social Workers per region.

According to the 2001 Population and Housing Census Namibia has a total population of 1,830 330.

THE DIFFERENT REGIONS IN NAMIBIA

- 1) The Caprivi Region has a total population of 1 830 330 and there is only one Social Worker while three positions are vacant. This Social Worker is 1211 kilometers away from the head office in Windhoek.

- 2) The Erongo Region has a population of 107 663, and it has one chief social worker who is responsible for four Social Workers. The longest traveling distance between the supervisor and the supervisee is 268 kilometers. This region has three vacancies.
- 3) The population of the Hardap Region is 68 249, and the Chief Social Worker position is vacant. The two Principal Social Workers are responsible for the supervision of four Social Workers. There are four vacancies including the position of the Chief Social Worker. The total number of Social Workers in this region is six.
- 4) The Karas Region has a population of 69 329 with four Social Workers (one Chief Social Worker and three Social Workers). Two positions are vacant.
- 5) The Kavango Region, has a population of 202 694, served by three Social Workers and one Chief Social Worker. Seven positions are vacant.
- 6) In the Khomas Region the population is 250 262 and there are eighteen (18) Social Workers in this region, namely six Principal Social Workers, two Chief Social Workers and ten Social Workers. This means that ten Social Workers are serving a population of 250,262. There are four vacant positions.
- 7) The Kunene Region has a population of 68 735 and it is served by one Social Worker only, who is assisted by an international Social Worker on a voluntary basis. There are three vacancies and the distance between this Social Worker and head office is 900kilometers.
- 8) In the Ohangwena Region the population is 228 384, and there are only two Social Workers to serve this large population. Nine positions are vacant. The traveling distance between these Social Workers and head office is 780 kilometers.

- 9) The Omaheke Region has a population of 68 039 with one supervisor and one supervisee. These two are at least in the same town and office.
- 10) The Omusati Region's population is 228 842, and it has one Chief Social Worker and one Social Worker. Seven positions are vacant.
- 11) The population in the Oshana Region is 161 916 and it has three Social Workers (one Chief Social Worker and two Social Workers).
- 12) The Oshikoto Region's population is 161 007, and it has three Social Workers (one Chief Social Worker and two Social Workers). There are five vacancies.
- 13) The Otjozondjupa Region has eight Social Workers serving a population of 135 384. There are two vacant positions.

In conclusion, the Directorate has a serious lack of human resources and the total number of forty-nine vacancies must be filled. As a result of the limited number of Social Workers, Chief- and Principal Social Workers in some of the regions have to carry a caseload instead of performing administrative functions such as supervision.

The Social Workers in the Directorate are working under pressure, and they are at high risk of getting burnout. The working conditions are also not conducive since many have to share offices with medical staff and they depend on the health division for resources like vehicles, fax machine, computers and telephones.

Coming back to the empirical study, it was carried out according to the details provided in chapter 1 of this document but can be summarised as follows:

A quantitative study was carried out through a survey amongst social work supervisees and supervisors during August – September 2005. The target group can be described as all the supervisees and supervisors employed by the Directorate of Developmental Welfare Services in the Ministry of Health and Social Services.

Due to the small size of the population, the researcher did not make use of any specific sampling method. The whole population was included in the survey, which resulted in a total of 35 questionnaires being sent by Nampost courier, or hand delivered in case of Khomas Region, to the supervisees, while 13 questionnaires were sent to the supervisors. Thirty-one (89%) completed questionnaires from the supervisees were returned while twelve (92%) completed questionnaires were received back from the supervisors. These returned questionnaires were used in the analysis of data.

Data were analysed with the assistance of an SPSS expert and will be presented in the remainder of this chapter.

The research methodology describes the participants, the research design, the sampling plan, data collection procedures, and also the apparatus used to obtain the data. Following is an explanation on how the empirical investigation was carried out.

2. THE GOAL OF THE STUDY

The goal of the study was to explore and describe social work supervision in the Directorate Developmental Welfare Services in Namibia.

3. THE RESEARCH PROBLEM

The problem that was investigated in this study was: “Social work supervision in the Directorate of Developmental Welfare Services in Namibia.

This topic was chosen to answer questions such as:

- What knowledge do supervisors have about supervision?
- Are the supervisors provided with training and guidance in their role transition from Social Worker to supervisor?
- How are the supervisory needs of supervisees met?
- What is the nature of Social Work supervision in the Directorate?

4. SAMPLING

In this study no sampling was used. The population for this study consisted of all the Social Workers in the Directorate of Developmental Welfare Services. Initially, the study was supposed to be carried out in three regions only, namely, Khomas-, Otjozondjupa and Erongo Regions but due to the limited number of Social Workers in the Directorate, other regions as mentioned earlier were included in this study. The population was comprised of 13 supervisors and 35 supervisees, whilst the response rate was 89% (supervisees) and 92% (supervisors) respectively.

5. TEST OF THE QUESTIONNAIRES

In order to determine whether the respondents would understand the questionnaire, it was first given to two respondents (one supervisor and one supervisee) in order to see whether the language was clear and precise. The necessary changes were made to accommodate the feedback, which was received.

6. ADMINISTERING THE QUESTIONNAIRES

There were two questionnaires, with two respondent groups, namely 13 supervisors and 35 supervisees. The researcher applied the quantitative research approach and made use of open-ended questions.

This was done in order to get in depth information from the respondents so as to enable the researcher to have a wider picture of the research topic. The analysis of both questionnaires was linked to the conclusions drawn from the literature discussed in Chapter 2.

These were self-administered questionnaires. The researcher sent them by means of a Nampost courier to the respondents, who in turn sent them back after completion. In the case of Khomas Region, questionnaires were hand delivered by the researcher herself who also collected the completed questionnaires.

7. PRESENTATION OF DATA

Data is presented according to the different sections/questions, which were included in the questionnaires. The presentation of data consists of two parts: namely part 1, which focuses on data collected from supervisees, and part two paying attention to data collected from the supervisors.

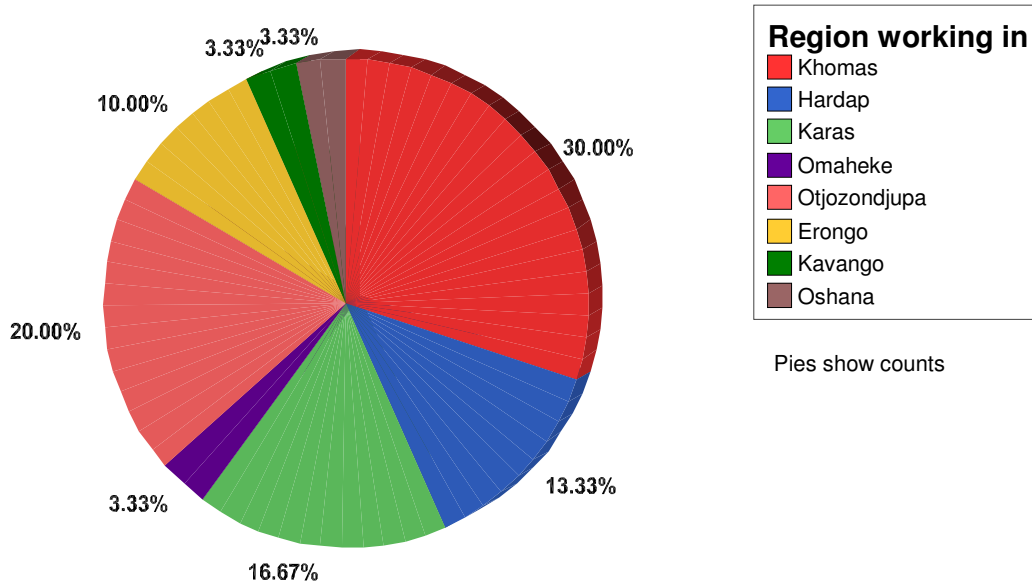
7.1 PART 1: FINDINGS FROM THE QUESTIONNAIRES FOR THE SUPERVISEES

SECTION A: BIOGRAPHICAL INFORMATION

2.4.1 Question 1: Region in which Supervisees Reside

Thirty percent (30%) of the respondents reside in Khomas Region, while 20% and 16,6% live in Otjozondjupa and Karas Regions respectively. The table below indicates in which regions the rest of the respondents reside.

Chart 1: Regions where supervisees are employed



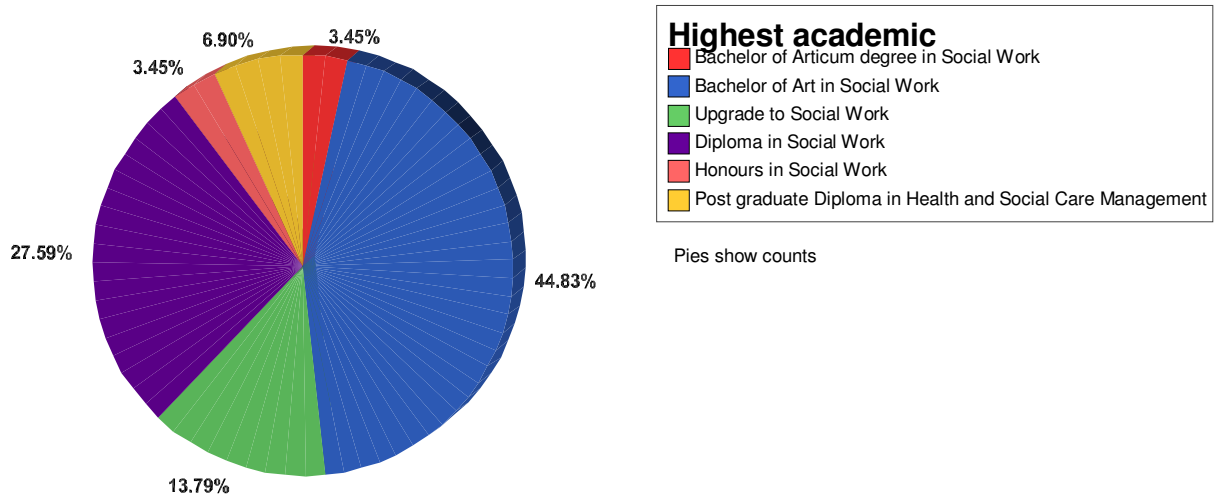
From this finding it is clear that a high number of respondents (Social Workers) reside in Khomas while regions such as Oshana, Kavango and Omaheke have few Social Workers. The remote areas are neglected and the Social Workers in those regions are over-worked. They are not productive in rendering social services and have a sort of “fire brigade approach” where they only deal with reported cases. Kavango Region for example, has an estimated population of 226, 036 and four Social Workers to serve it. The conclusion that one can draw is that it is hardly possible to expect the Social Workers to be productive in service delivery. It is difficult to apply the integrated model and perform all the methods in Social Work.

These are some of the factors that contribute to low morale among Social Workers in the directorate.

2.4.2 Question 2: Academic Qualifications

The majority of respondents in the Directorate hold a Diploma in Social Work as the highest qualification, followed by those with BA Social Work.

Chart 2: Qualifications of Supervisees



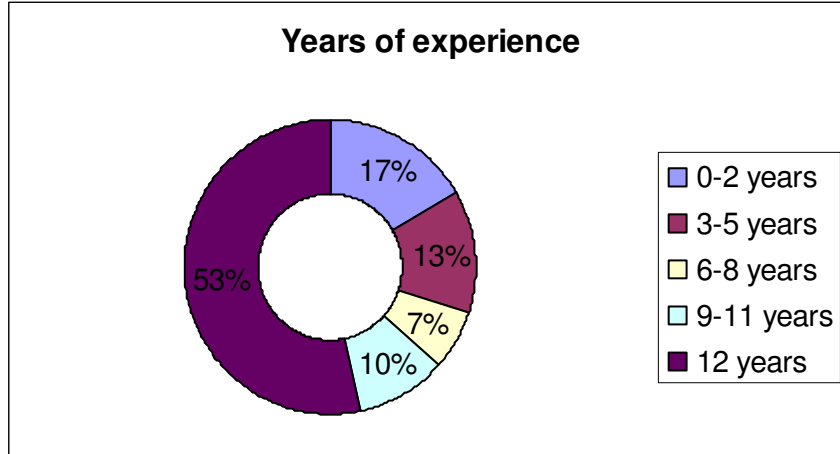
The majority of respondents have very low qualifications, which is a Diploma in Social Work and they received their training more than 15 years ago. It means that their education is outdated and doesn't equip them any longer to cope with new social challenges such as HIV/AIDS, orphans, substance abuse and domestic violence.

Respondents are either reluctant or not motivated to further their studies. The high number of Supervisees with low education should be seen as a strong indicator of the need for structured and regular educational supervision.

Contemporary social problems are different from the problems that social workers dealt with 15 years ago. The constant change in social problems should force social workers to continue upgrading their knowledge through continuous studies.

2.4.3 Question 3: Years of Experience as Supervisees

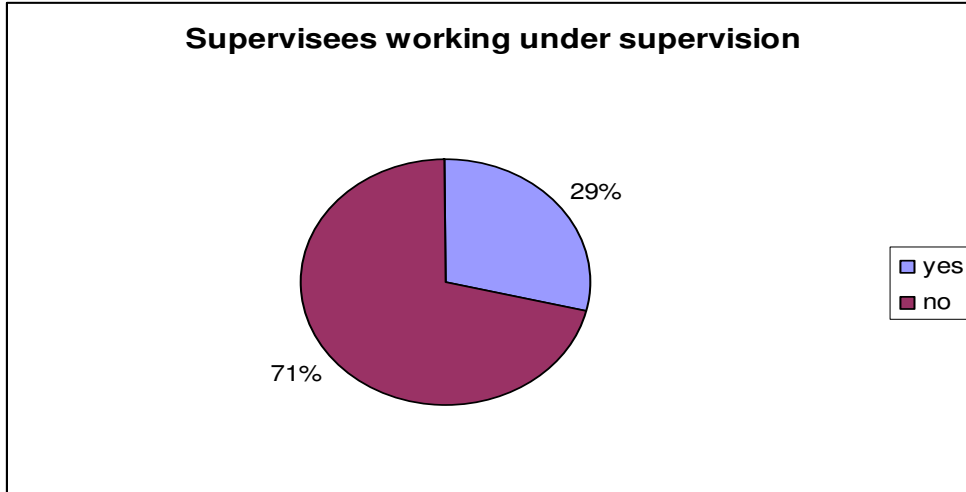
Chart 3: Years of Experience as Supervisees



The majority of respondents have good years of working experience as Social Workers, which could be used positively in service delivery. The good working experience would be more meaningful if that can be complemented with effective supervision. But since Supervisees do not always receive effective supervision, their years of experience seem not to be fully utilised in rendering services. From this study the researcher has concluded that supervision has always been regarded as the most important aspect of management and the method whereby Social Workers are empowered. Kadushin (1992:30) supports this when he states that “supervision has always been an important element in Social Work.” Therefore many years of experience are an asset, but it could be meaningless without goal-oriented supervision.

2.4.4 Question 4: Working under Supervision

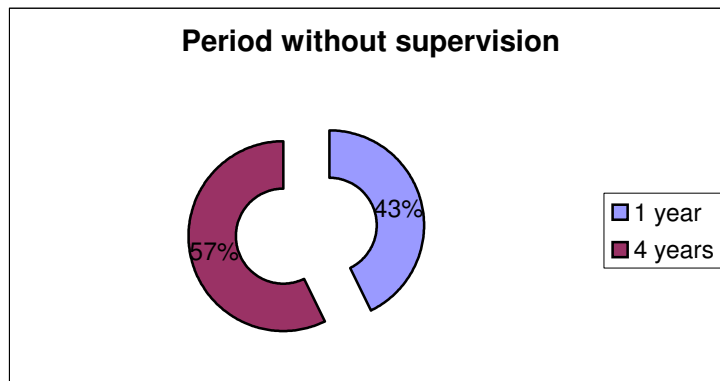
Chart 4: Respondents working with supervision



The majority (71%) of the respondents indicated that they are working without supervision, while only a small percentage (29%) receives supervision. This is an indication of how the lack of clear supervisory policy in the Directorate impacts on the nature of supervision.

2.4.5 Question 5: Period without supervision

Chart 5: Period without supervision



In general the longest period respondents have worked without supervision is four years. This is the case because even if a supervisor has been allocated to a supervisee, the long traveling distance between supervisors and supervisees, as well as the limited knowledge supervisors have to do supervision, explain why respondents say they have been working without supervision for a period of one year or even four years without receiving supervision.

This is exactly what Kaseke (1995) means when he says that in most cases supervisors are not available due to long distances between towns, and also that supervisors are not capable of doing supervision.

2.4.6 Question 6: Frequency of supervisory sessions

Table 1: Frequency of formal supervision sessions

Responses	Frequency	Percentages
Weekly	2	6%
Bi Weekly	7	20%
Quarterly	0	0%
Monthly	1	3%
Bi Annually	12	34%
Annually	0	0%
When needed	13	37%
Total	35	100%

The above data portray that the majority (37%) of the respondents received supervision when needed whilst only 6% received supervision weekly.

This corresponds with previous data on lack of availability of Chief Social Workers in the regions. The limited frequency of supervision is far from what theorists advocate.

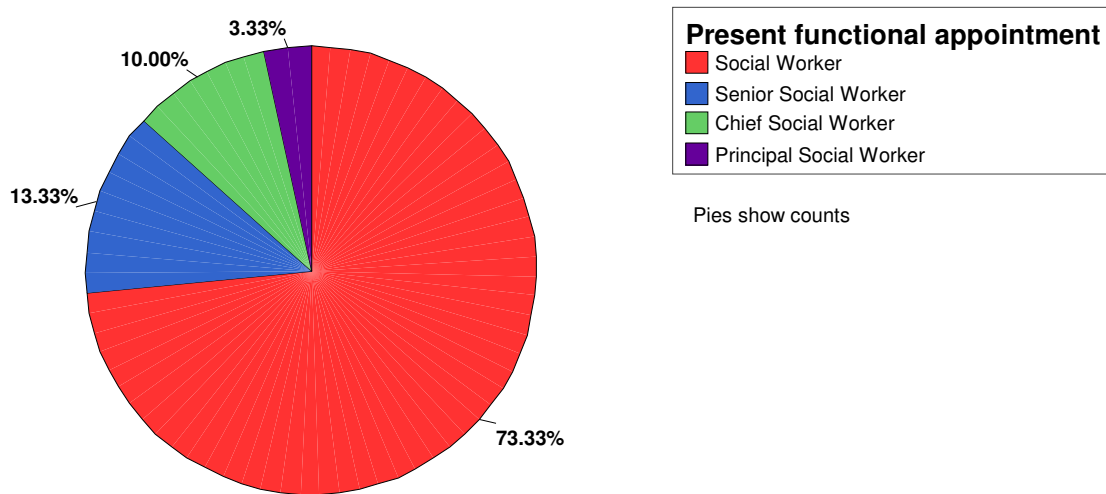
Glickman, (1995) states that the beginning social worker requires regular case consultation supervision. For the first two years of professional experience, at least one hour of supervision should be provided for every fifteen hours of face-to-face contact with clients.

Therefore, the above data raise a major concern if supervisees are to carry out their work to their fullest potential as it may have a very negative impact on the productivity of Social Workers.

2.4.7 Question 7: Functional appointment

The following graph indicates the current functional appointment of supervisees.

Chart 6: Functional appointment



The majority (73, 3%) of respondents are appointed as Social Workers. Respondents are appointed in higher positions such as Senior-; Chief-; and/or even Principal Social Workers, but despite having a senior position some have to do the work of a Social Worker. This can be ascribed to a lack of human resources, forcing Senior Social Workers to do the work of a Social Worker.

Respondents are promoted to senior positions for the benefits such as high salary and status, as well as due to the fact that they have been working for many years. Consequently a Chief Social Worker who is supposed to be doing managerial functions such as supervision remains doing Social Work. This leads to no job satisfaction and burnout of Social Workers.

2.4.8 Question 8: Benefit from supervision

Seventy-five percent (75%) of respondents from Khomas indicated that they do not benefit from supervision although they are indicated to be the region working under supervision. But it is understandable if one takes into account that this is also the region without formal and regular supervision. The respondents have supervisors who do not to carry out their supervisory functions.

It is obvious for a respondent from Oshana to say that he/she does not benefit from supervision because he/she works without any supervision at all. Even if most of the regions work without supervision, the respondents seem to have knowledge about supervision could promote their work productivity. In their motivation the respondents clearly pointed out the meaning of supervision to service delivery. One respondent for example pointed out that *“If we can receive effective supervision, it would provide us with the necessary support and that would lead to efficient service to the clients.”*

Another respondent remarked *“Supervision can be the platform for supervisees to share information not only with one another but also with their supervisor.”*

2.4.9 Question 9: Constraints experienced by Supervisees in receiving supervision

Respondents in all the regions except Erongo indicated the long traveling distance between Supervisees and supervisors as the main constraint in receiving supervision. Another constraint which came out strongly is supervisors having little knowledge to provide effective supervision. Kaseke (1995) supports this

when he observes, “Supervisors are either not available or not skilled to do supervision.” A SWOT Analysis also indicates, “Supervisors are not adequately equipped to give guidance”. (Draft discussion paper on Social Welfare Policy in Namibia, 1996:18)

2.4.10 Question 10: Supervisory needs

A lot of needs have been identified and it is so evident that all the regions have common needs. The needs that came out are not only with regard to supervision, but relate to facilities as well as emotional needs.

One hundred percent (100%) of the respondents in all the regions indicated that need number one is clear guidelines on supervision. There is also a need for regular feedback on job progress. In other words evaluation, which is another important managerial function, is lacking. Other needs identified were the lack of transport and office equipments like computers.

The respondents feel neglected because their emotional needs are also not taken care of. They don't get much motivation and support from their supervisors and these impacts negatively on respondents.

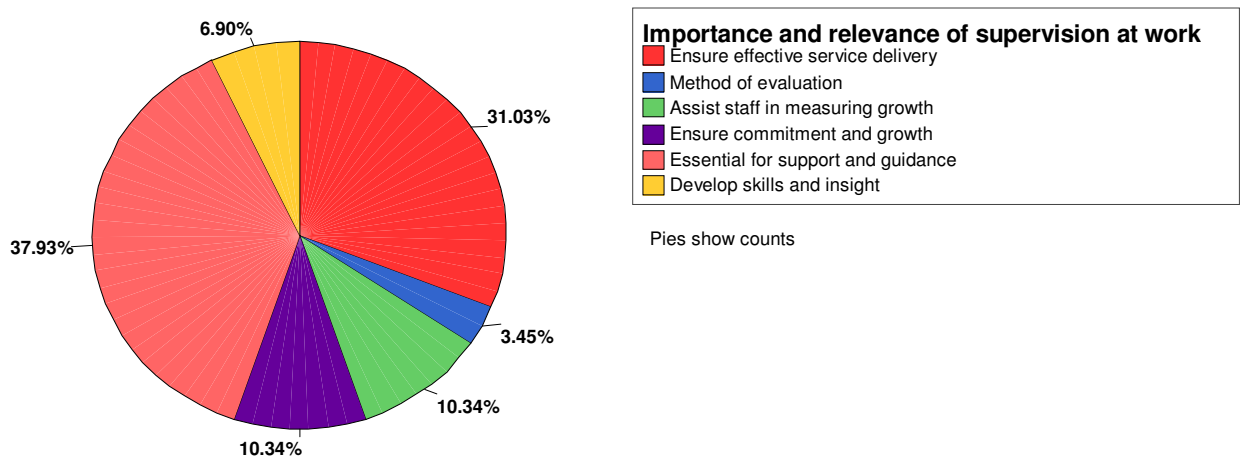
All these needs are needs that could easily be addressed by administrative, supportive and educational supervision. But since supervision is non-existent, the morale of Social Workers is low and service delivery could easily be affected negatively. This perception has developed over the years and Kaseke (1995) remarks that the morale of Social Workers in the Directorate is very low.

The supervisees also express frustration on this matter. One Senior Worker expressed this disillusionment before he left for the United Kingdom to do his Masters. *“Is what we do really social work, listening to the same clients, same problems year in and year out? Every one can do that. What is professional about it?”* The respondents do not have a platform to address all these needs and they are frustrated.

SECTION B: EXPECTATIONS OF SUPERVISEES

2.4.11 Question 11: Importance and relevance of supervision in Social Work practice

Chart 7: Importance and relevance of supervision in Social Work practice



The importance and relevance of supervision in social work practice is first of all linked to the “I”, the person who is the supervisee. They want support and guidance (37,93%) before they can ensure effective service to their clients (31,03%).

This is a very interesting point to take note of; respondents realise how important it is for them to be empowered through supervision in order for them to carry out their work well. It is a fact that the type of supervision a supervisee receives has direct influence on the quality of service provided to clients. In this regard Coulshed (1991:131) states “Supervision is an organised activity encompassing support and staff development. It is a method of intervention since it is effected to benefit the quality of service delivery”.

4.2.12 Question 12: The ideal supervisor in the directorate

a) Knowledge

Respondents from all regions describe the ideal supervisor as someone with knowledge about:

- Social Work aspects and techniques
- Management and leadership
- The latest methods in Social Work
- Policies and guidelines

b) Skills

The respondents expect the ideal supervisor to have the following skills:

- Leadership skills
- Communication skills
- Management skills
- Negotiating skills

c) Attitude

The ideal supervisor should display the following attitude according to respondents:

- Flexible
- Open mindedness (open to suggestions)
- Inspirational and supportive

The knowledge, skills and attitudes linked to the ideal supervisor relate to the needs identified earlier. The supervisors in the directorate are mostly lacking these. They don't have strong communication skills for example, and that is why no regular supervision takes place.

Supervisors do not communicate with their sub-ordinates because of long distances between them, and also because they are not confident in their roles as supervisors. Either the supervisors don't have negotiating skills or that is

why the respondents don't have the necessary office equipment and facilities, or not confident enough to argue and advocate on behalf of their subordinates when it comes to the needs of supervisees. This could be seen as the reason why Social Workers who share the ministry with medical staff come second in meeting their needs. The Directorate of Developmental Welfare Services operates under the Ministry of Health and Social Services. The health section dominates and a great portion of the budget goes to health. "Social workers are cousins of the medical staff" (Kaseke, 1995).

A Draft paper on Social Welfare Policy in Namibia (1996) reports that the directorate doesn't have the ideal supervisor respondents are looking for. Supervisors happen to find themselves in supervisory positions not necessarily to do supervision but to enjoy status, high salary and to be in leadership positions.

4.2.13 Question 13: Supervisory relationship

Most respondents indicated that there is a good relationship between them and their supervisors, but could not motivate their answers.

The researcher could conclude two things here. Either the respondents were very careful in answering this question, or because of no regular contact with the supervisor, it was not easy to determine the nature of the relationship. Does a supervisory relationship exist at all in the directorate with the long distances between supervisors and supervisees? It is understandable that respondents could not give any indication as to whether the nature of the supervisory relationship is a constraint or not, because regular contact between supervisors and supervisees is non-existent.

According to Kaseke (1995:4) "The Directorates experiences poor interpersonal relationships. The tensions and conflicts prevent the Social Workers from working together". However this study fails to determine the nature of supervisory relationships in the directorate.

4.2.14 Question 14: Differences in qualifications

Only a few respondents indicated that there is a difference in qualifications between them and their supervisors, but they don't know what the difference is. This difference also does not seem to have any effect on the respondents, again because of no regular contact with the supervisor.

4.2.15 Supervisory method preferred and participated by in supervisees

Table 2 *Methods preferred and participated*

Method	Preferred	Participated in	Total
Individual	22 (62,8 %)	13 (37,1 %)	100 %
Dyadic	35 (100 %)	0 (0 %)	100 %
Triadic	35 (100 %)	0 (0 %)	100 %
Group	35 (100 %)	0 (0 %)	100 %
Consultation	19 (54,2 %)	16 (45,7 %)	100 %
Peer	28 (80 %)	7 (20 %)	100 %

The majority of respondents prefer individual supervision as a method, and it is also the method many participate in. The possible explanation for this is because this is the most well known method of supervision. In a directorate without supervisory guidelines, and where supervision in most cases is provided when needed, it explains why individual supervision is the most preferred and applied method. This method is less threatening for supervisors who are not skilled in doing supervision. The limited knowledge that supervisors have about supervision could be a contributing factor to why other supervisory methods were never introduced to supervisees.

Respondents rely more on one another (consultation) because of the unavailability of supervisors and also because of the limited knowledge supervisors have about supervision. The method they know is individual supervision because they are not exposed to other methods.

In a Directorate with limited human resources one would advocate the application of methods such as dyadic and group supervision in order to save time as well as to enhance the “we feeling” among social workers.

4.2.16 & 4.2.17 Questions 16 and 17: Criteria and qualifications for the appointment of supervisors

The majority of respondents (93%) indicated that experience is the most important criteria, and then of course qualifications, in appointing supervisors. The highest qualification one should have to be appointed as a supervisor is only a BA (SW) according to this study.

Years of work experience is the number one qualification and one should understand it against the background of lack of further studies amongst the respondents, as it came out earlier in this report. This would not motivate a Social Worker in the Directorate to aim for an MA and PhD. in Social Work.

The respondents don't see gender and ethnicity as criteria that need to be considered in appointing supervisors, although only one respondent indicated ethnicity as a criterion to be considered. In general, Social Work is a female-dominated profession, and due to cultural realities, it may be difficult for an African man to be supervised by a female. Currently Whites and Coloureds in the Directorate occupy senior positions and this could also have a specific influence on the supervisory relationship. However these two factors seem to be of no concern to respondents in this study.

The lack of supervisory guidelines in the Directorate influences the Social Workers negatively, and they are reluctant when it comes to supervision in

general. Since supervision in the directorate is not valued, less attention is given to such aspects as criteria for the appointment of supervisors.

4.2.18 Question 18: Description of supervision in the directorate

The study shows that the level of supervision in the directorate is a short coming, weak, unsatisfactory and not up to standard. This very same view was already voiced by Kaseke (1995:3) as he pointed out that “Supervision in the directorate is weak and the supervisors need training in management and supervision.” The fact that “supervision on wheels” is the only method many rely on, contributes to unsatisfactory supervision in the directorate.

This impacts negatively on the morale of Social Workers as well as on the services they deliver. Current supervision in the directorate is far from what theorists say supervision should be, namely that supervision is a **positive two-way** (supervisor gives and supervisee receives) **process** (a series of activities) whereby the supervisor enhances the supervisee tasks by **educating** him/her to a mere skillful performance, **supporting** the supervisee to an improved and motivated performance. It is an activity to coordinate work and ensure more **effective and efficient delivery of services**.

SECTION C: RECOMMENDATIONS BY RESPONDENTS

4.2.19 Question 19: Recommendations by supervisees

Recommendations made by respondents regarding supervision in the directorate fall within all the points discussed in these findings. The respondents made the following recommendations, which they think will cater for their supervisory needs:

- Develop clear guidelines and formal policy on supervision.
- Have ongoing training and workshops in management and problem solving/conflict resolution for supervisors.

- Selection criteria for supervisors must be reviewed.
- Supervision should be more constructive by being goal-oriented having supervision periodically, and that each district/region should employ at least one supervisor.
- The directorate should develop evaluation measures to evaluate growth and performance of supervisees and provide them with regular feedback.
- Supervisors should provide support and guidance to supervisees.

These recommendations highlight the need for proper and effective supervision in the directorate. The directorate must pay attention to this in order to improve the standard of supervision and eventually the quality of service.

7.2 PART 2: FINDINGS FROM THE QUESTIONNAIRES FOR SUPERVISORS

SECTION A: BIOGRAPHICAL INFORMATION

4.3.1 Question 1: Region in which supervisors reside and work

Table 3 Region in which supervisors reside and work

Region	Number of Supervisors N = 13	Percentage
Omusati	1	8 %
Caprivi	1	8 %
Omaheke	2	15 %
Erongo	2	15 %
Hardap	2	15 %
Khomas	5	39 %
Total	13	100 %

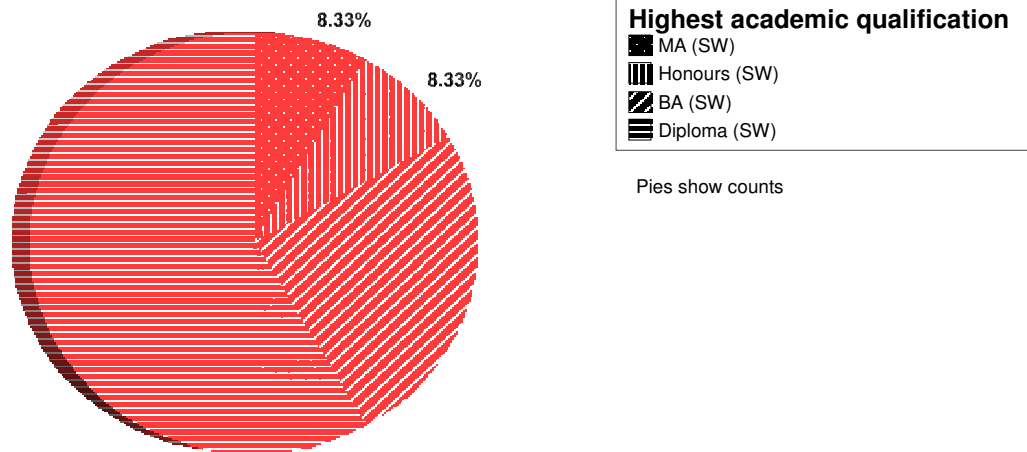
Out of 13 respondents, 39% reside in Khomas Region while 15% reside in the Hardap Region. Like in the case of the supervisees, again Khomas Region is the region with the highest number of supervisors.

It means a high concentration of supervisors at the Head Office while the rest of the regional offices have to cope with one or without any supervisors. The increasing need for Social Welfare Services in the remote areas should be an indicator for the Directorate to send more and more supervisors to these areas.

4.3.2 Question 2: Qualifications of supervisors

Chart 8: Qualifications of supervisors

CC



The majority of respondents have low academic qualifications. Again this indicates the lack of motivation to upgrade knowledge through further studies. It has become a culture in the directorate for the Social Workers to work with minimum qualifications.

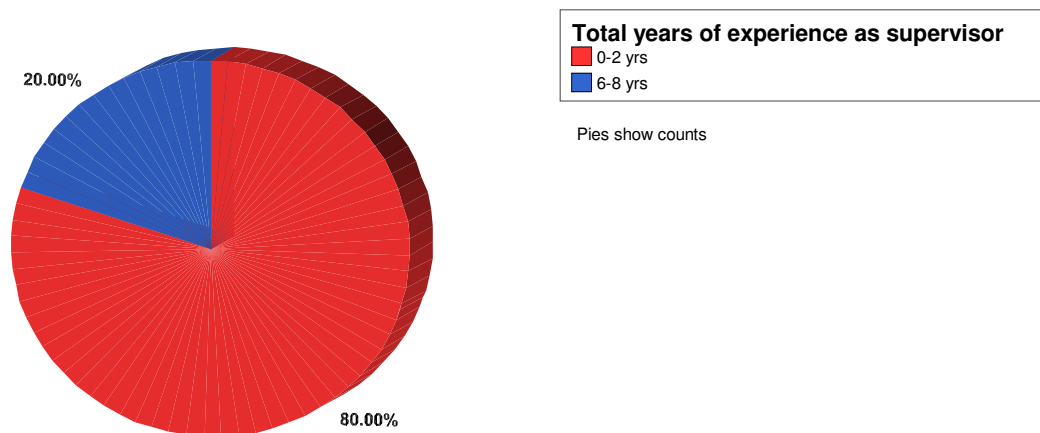
The low qualification of respondents could result in difficulties rendering effective supervisory services.

4.3.3 Questions 3 and 4: Years of experience as social worker and supervisor

Hundred percent (100%) of the respondents have good experience as Social Workers. They have been working for more than ten years as Social Workers before they became supervisors. They have gained good experience in the field, which can serve as an asset in guiding newly appointed and inexperienced Social Workers. Unfortunately this is not the case because supervisors don't often have fixed supervision with their supervisees to share their expertise and knowledge. One expects that this experience could be useful in assisting supervisees in service delivery.

The majority of respondents have less than three years' experience as supervisors and they are not capable of doing supervision because they don't have knowledge about supervision. Kaseke (1995:3) supports the findings of the study when he says, "Supervisors are not capable to give supervision."

Chart 9: Years of experience as supervisor



These findings suggest that respondents are experienced as Social Workers but not as supervisors, supervisees are not empowered, and poor service is rendered to the clientele system.

4.3.5 Question 5: Number of supervisees per supervisor

Table 4 Number of supervisees per supervisor

Responses	Number of supervisees	Percentage
2 supervisors	2 supervisees each	15 %
3 supervisors	2 supervisees each	23 %
1 supervisors	4 supervisees.	8 %
2 supervisors	Omitted answer	15 %
5 supervisors	No supervisees	39 %
Total 13		100 %

According to this study the majority of supervisors don't have supervisees under their supervision, if the number who omitted an answer is categorised as having no supervisees. This is a concern and unhealthy practice if one takes into account that some regions have to cope without supervision.

This situation confirms the fact that people are promoted to supervisory positions because they have been working for too many years as Social Workers. They are not necessarily promoted because the need for supervisors in the directorate is being realised, but merely to enjoy the benefits of being in a senior position.

This again emphasises how supervision in the directorate is neglected, and there is no practice of formal supervision in this directorate. This is a serious concern and the directorate needs to pay attention to this need and develop supervisory guidelines.

4.3.6 Question 6: Frequency of supervision

Table 5: Frequency of supervision

In Khomas Region only one respondent (8%) has indicated that weekly supervision takes place, while two respondents (17%) say supervision is carried out on a monthly basis. For the rest of the regions there is no supervision on a weekly basis.

Two respondents, from Omaheke and Hardap respectively, indicated that supervision sessions are monthly, while three respondents (23%) each from Omaheke, Khomas and Erongo have indicated that supervision takes place only when it is needed. Six out of thirteen (39%) don't do supervision because they don't have supervisees at all. Supervisors are not placed in regions where they are needed.

The Directorate has a serious shortage of human resources, yet the few it has are not used to the fullest. Again lack of proper guidelines is a contributing factor. Kaseke (1995) is of the opinion that "There are no specific scheduled times or even guidelines for supervision and the Directorate has no uniform standard for supervision."

Table 5: Frequency of supervision

Responses	Frequency	Percentage
Weekly supervision	2	15,3 %
Monthly supervision	2	15,3 %
When needed	3	23 %
No supervision at all	6	46,1 %
Total	13	100 %

4.3.7 Question 7: Present functional appointment with regard to supervisors

Khomas has three senior social workers, one chief social worker and three principal social workers. Hardap has one Senior Social Worker and one Principal Social Worker, while Erongo and Omaheke have one Chief Social Worker respectively. Again Khomas is the only region with respondents appointed in higher positions and with a high concentration of supervisors, yet this is the region where supervision is non-existent.

Khomas Region (Head Office) is the region supposed to provide guidance and control the regional offices, but the regional offices are neglected. In this regard Kaseke (1995:11) states, “There is little contact by way of visits between head office and regional (district) offices.”

4.3.8 Question 8: Importance and relevance of Social Work Supervision in Social Work Practice

Respondents seem to realise the importance and relevance of supervision and provided the following reasons to motivate their answers.

- Provides support in integrating theory into practice
- Motivates workers and provide guidance
- Enhances social work professional abilities and promotes social work standards
- Helps in managing and controlling functions at the office

Respondents have the basic theoretical knowledge on the importance of supervision, but are not equipped to apply it. This is exactly what Ford and Jones (1987:63) mean when they state that “Supervision provides the formal context for teaching and learning and demands more of the supervisor than simply being available to discuss the next step on a piece of work.”

The supervisors in the directorate are there but not available to perform supervisory functions because they are not equipped and don't know how to play their role as supervisors.

4.3.9 The nature of supervision in practice

Questions 9, 19 and 20

Table 6: The nature of supervision in practice

Have you been provided with?	Yes	No	Omitted answer	Total
Training in social work management	5 (38,4 %)	6 (46,1%)	2 (15,3%)	13 (100 %)
Training in supervision	4 (30,7 %)	6 (46,1%)	3 (23%)	13 (100 %)
Formal policy on supervision	0 (0 %)	10 (76,9%)	3(23%)	100 %
Standard guidelines on supervision	10 (76,9 %)	0 (0%)	3 (23%)	100 %
Self development by reading text books on social work supervision	1 (7,6 %)	0 (0%)	12 (92,3%)	100 %
Post-graduate certificate in Health and Social Welfare Management	1 (7,6 %)	0 (0%)	12 (92,3 %)	100 %
Automatic promotion from social worker to supervisor without training	6 (46,1 %)	0 (0%)	7 (53,8 %)	100 %
Training in role transition	1 (7,6 %)	5 (38,4%)	7 (53,8 %)	100 %
Guidance in role transition	2 (15,3 %)	4 (30,7%)	7 (53,8 %)	100 %

The majority of the respondents have never received training in either Social Work Management or supervision. Consequently supervisors are not capable of doing meaningful supervision. A SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) on the Directorate pointed out that one of the weaknesses is the “supervisors who are not adequately equipped to give guidance “(Draft discussion paper on Social work Policy in Namibia, 1996:18). Kaseke (1995:22) supports this statement when he says “Those in supervisory positions require training/re-orientation in order to improve their supervisory skills.”

However the Directorate seems to be starting to realise the importance of training in supervision and management as one respondent indicated that “*The directorate has started to provide in-service training to supervisors, they had such training this year (2005) in July*”. The respondents themselves also realise the need for upgrading themselves by reading books on social work supervision, as one respondent indicated.

4.3.10 Question 10: Supervisory needs experienced by supervisors

The respondents were very honest in answering this question and they were very clear about what their needs are. Their needs correlate with the needs experienced by the supervisees. Supervisors experience the following needs:

- In depth training in supervision, managerial skills such as communication, report writing, as well as conflict resolution skills to help them deal with unmotivated subordinates.
- Supervisors need to be provided with standard guidelines and policy on supervision.
- They need to upgrade their knowledge on new models and methods of social work.
- They need transport to enable them to visit regions.
- There is an urgent need for the directorate to fill vacant positions.
- Experienced supervisors should share their knowledge and support inexperienced supervisors.

The supervisors don't know how to do supervision because their training didn't cover management and supervision. They also don't have basic skills such as communication and report writing. These gaps affect negatively on service delivery because those who are supposed to provide guidance and support have

unmet needs themselves. Consequently they can't meet the needs of supervisees, which leads to clients receiving poor service.

SECTION B: EXPECTATIONS OF SUPERVISORS

4.3.11: Question 11

Table 7: Should a supervisor have a caseload or not?

Responses	Number	Percentage
Yes	5	38 %
No	7	54 %
Omitted answer	1	8 %
Total	13	100 %

The majority of supervisors are not in favor of having a caseload themselves. The following motivation was provided:

- Allocation of cases depends on the workload and span of control (number of supervisees). Respondents feel it is preferable not to have a caseload, but due to limited human resources the reality is that supervisors find themselves in situations where they have to handle cases.
- Supervisors should only be involved in group- and community work.
- Primary focus should be on supervision and administration.
- Should have caseload to upgrade knowledge on Social Work methods.
- Cases will hamper the supervisor in performing his/her supervisory duties.

Looking at this motivation, respondents are not clear on the roles and functions of supervisors.

Skidmore (1995) is very clear that a supervisor is an administrative buffer, responsible for administration in the office and not directly involved with cases. According to Robbins and De Cenzo (1998:7) a supervisor is defined as part of an organisation's management team, who oversees the work of operative employees and is the only manager who doesn't manage other managers.

According to the aforementioned theory, it is clear that a supervisor should not have a caseload at all. However, the reality is that the directorate has a serious lack of human resources and in some regions such as Caprivi and Oshana, supervisors have no choice than to get involved in delivering social services.

4.3.12 Questions 12 and 13: Criteria for a Social Worker to be appointed as supervisor and minimum qualifications for the appointment of a supervisor in the directorate

Just like in the case of supervisees, the majority of supervisors (83%) feel that experience and qualifications should be the main criteria for appointing supervisors. Only 17% have indicated that ethnicity and gender should be considered in the appointment of supervisors.

Supervisors should have higher qualifications than supervisees, such as at least a Masters in social work with training in management supervision, in order for them to be effective supervisors. It is clear from this study that experience alone doesn't equip Social Workers to perform as supervisors.

With regard to minimum qualifications to appoint a Social Worker as a supervisor, fifty three percent (53%) of the respondents don't know what minimum qualification a supervisor should have, while sixteen percent (17%) indicated a minimum of four years and a maximum of ten years.

Another sixteen point six percent (17%) indicate that a Degree or Diploma in Social Work should be the minimum qualification, while thirteen point five percent (13%) combine a Degree in Social Work plus experience as minimum qualifications for a Social Worker to be appointed as supervisor.

There is a lack of motivation amongst respondents to further their education. Training in Social Work Management and Supervision were earlier identified as major supervisory needs, yet years of experience seem to weigh higher than qualifications in appointing supervisors.

The Directorate lacks guidelines and policy on supervision, and that confuse respondents as to what minimum qualifications one needs to become a supervisor. Currently Social Workers with many years of experience are appointed as supervisors, but they are not capable at all of doing supervision.

4.3.14 Question 14: Importance of supervisory relationship

A supervisory relationship is the purposeful, professional and functional interpersonal relationship between a supervisor and supervisee (Rothmund and Botha, 1991:10).

Ninety two percent (92%) of the respondents have indicated that a good supervisory relationship is important to promote productivity and effective service delivery. In support of their views, respondents provided the following motivation:

- Promotes productivity
- Provides support and guidance to supervisees
- Provides emotional support
- Encourages and motivates supervisees

However this study could not assess the nature of the supervisory relationship in the Directorate.

One can hardly say that such a relationship exists in the Directorate since there is limited or no contact between supervisors and supervisees, the supervisory relationship is very poor, and the “we feeling” amongst social workers is absent. “Professional jealousy amongst Social Workers was indicated as one of the weaknesses of the Directorate during a SWOT analysis” (Draft discussion Paper on Social Welfare Policy in Namibia).

The relationship between supervisees and supervisors is unhealthy and poor, services to clients are poor and there is conflict in the workplace. According to Kaseke (1995:4) “the Directorate is experiencing poor interpersonal relationships. The tensions and conflicts were preventing the Social Workers from working together.”

4.3.15 Question 15: Supervisory methods

Table 8: Supervisory Methods

Method	Preferred	Applied	Omitted answer	Total
Individual	58,3 %	None	42 %	100%
Dyadic	75 %	None	25 %	100%
Triadic	50 %	None	50 %	100%
Group	17 %	None	83 %	100%
Consultation	100 %	None	None	100%

It is understandable why hundred percent (100%) of the respondents prefer consultation because of the lack of transport and the long traveling distance between supervisors and supervisees. The lack of standardised supervisory policy/guidelines contributes to consultation being the preferred method.

Respondents are more comfortable with consultation because it places less responsibility on them and it is less threatening. The supervisors don’t apply any supervisory method because they don’t have knowledge of these methods.

4.3.16 Question 16: Supervisory models

Table 9: Supervisory Models

Responses	Number	Percentage
Spiral Ecological	3	23%
Direct observation	3	23%
Omitted answer	7	54%
Total	13	100%

Respondents were never trained on supervisory models, have little or no knowledge and don't apply supervisory models.

4.3.17 Question 17: Supervisory functions

Table 10: Supervisory Functions

Responses	Number	Percentage
Administrative & supportive	4	31 %
All the functions	3	23 %
Omitted answer	6	46 %
Total	13	100 %

Percentage-wise more than half of the respondents were reluctant to answer this question because they don't have knowledge on supervisory functions. Consequently they do not perform these functions and supervisee's needs are not met.

4.3.18 Question 18: Supervisory roles

Table 11: Supervisory Roles

Role	Yes	No	Omitted answer	Total
Public relations	33 %	0	67 %	100%
Advise	25 %	0	75 %	100%
Disseminator	17 %	0	83 %	100%
Entrepreneur	8 %	8 %	84 %	100%
Arbitrator	8%	84%	8%	100%
Research	25%	0	75%	100%
Negotiator	25%	0	75%	100%

Respondents don't carry out their supervisory roles and lack clear understanding of their roles.

Supervision is not considered as the most important level of management, while it is the only method whereby Social Workers are empowered. According to Kadushin (1992:35) "There is a continuous need for examining and correcting the work of Social Workers, since many operate in agencies where self-discipline and critical self-evaluation is needed."

SECTION C: RECOMMENDATIONS BY SUPERVISORS

Respondents made the following recommendations with regard to supervision in the directorate:

- Create a forum of information sharing amongst supervisors.
- Provide supervisory training and guidelines.
- Chief Social Worker must provide support when needed.
- Develop a uniformed guideline for supervision.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

1. INTRODUCTION

Conclusions and recommendations result from the data obtained from the literature and empirical study carried out in this study. All the data were covered in Chapter 4 and the focus in Chapter 5 will be on the most important findings. This chapter consists of two parts. Part 1 focuses on the findings regarding supervisors and supervisees, while part 2 pays attention to the findings regarding the goal, objectives and the research question.

PART 1: SUPERVISORS AND SUPERVISEES

1.1 Region in which most supervisors and supervisees reside

1.1.1 *Conclusions*

- The conclusion is that the majority of supervisees and supervisors reside in the Khomas Region, in the capital city.

- Another conclusion is that the remote areas have a limited number of supervisees as well as supervisors.

1.1.2 *Recommendations*

It is recommended that the Directorate find incentives such as relocation allowances, to encourage equal employment and deployment of supervisees and more supervisors in all the regions.

1.2 **Higher qualifications of supervisees and supervisors**

1.2.1 *Conclusions*

The researcher concludes that in general, the majority of supervisees as well as supervisors have low academic qualifications.

1.2.2 *Recommendations*

It is recommended that the directorate should develop clear staff development programmes, such as in-service training, workshops and lectures. This would encourage staff members to appreciate the value of continuous education.

1.3. **Total years of experience as Social Worker and supervisor**

1.3.1 *Conclusions*

- It is concluded that supervisees have enough years of experience as Social Workers and are able to do Social Work.
- Another conclusion is that supervisors have many years of experience as Social Workers, but do not have enough managerial experience as supervisors.

1.3.2 *Recommendations*

It is recommended that supervisors should use their years of experience to motivate and support their supervisees by providing them with guidance and training.

1.4. **Number of supervisees per supervisor and frequency of supervisory sessions**

1.4.1 *Conclusions*

The researcher could draw the following conclusions:

- The Directorate doesn't have any rules or regulations as to how many supervisees a supervisor should have.

- Senior Social Workers are appointed as supervisors for the sake of promotions so that they enjoy the benefits such as a high salary, and not really to carry out supervisory functions. Some supervisors don't even have supervisees under their supervision, especially those residing in Windhoek at the Head Office (Khomas Region).
- The supervisees don't work under supervision. Even those to whom supervisors were allocated, don't receive regular supervision.
- The frequency of supervisory sessions differs from region to region, as well as from supervisor to supervisor because there are no guidelines as mentioned earlier. There are cases in regions like Omaheke and Oshana where supervisees have been working without supervision for a period of three to four years.

1.4.2 Recommendations

It is recommended that:

- The Directorate formulates rules and policy on supervision to force/encourage regular supervision, to ensure a unified and standard supervisory programme and to guide the number of supervisees per supervisor.
- Those supervisors who don't have supervisees under their supervision should be transferred to other regions where there are no supervisors.
- It is recommended that the supervisors develop a year calendar together with their supervisees so that they have fixed dates when supervision is taking place. This work programme will force the supervisors to travel to the regions.

1.5 **Importance, relevance of supervision in Social Work practice and benefit from supervision**

1.5.1 *Conclusions*

- The researcher concludes that the theoretical knowledge of respondents about the importance of supervision in social work practice is very high but they don't have the skills to put it into practice.
- It is further concluded that supervisees don't benefit from supervision because they don't receive effective supervision.
- Another conclusion is that the morale of supervisees is very low, and they don't have job satisfaction.

1.5.2 *Recommendations*

- The recommendation the researcher would like to make in this regard is that the directorate should prepare Social Workers who are promoted to the post of supervisor by means of guidance and continuous training in Social Work management and supervision in order to sharpen their supervisory skills and also to equip them to do supervision.
- The directorate should develop clear supervision programmes, in order to enhance the morale of staff, as well as to empower them through supervision to be more productive. This should enhance their job satisfaction.

1.6 **Supervisory needs of supervisees and supervisors**

1.6.1 *Conclusions*

- The conclusion the researcher could draw is that the supervisory needs of supervisees, such as the need for support and resources, are not taken care of because they don't have regular sessions to express their needs.

- The important conclusion here is that the supervisors need continuous training in social work management and supervision as well as regular exposure to doing supervision.
- They also need, as concluded, clear policy and guidelines on how to do supervision.

1.6.2 Recommendations

- The researcher recommends that the directorate should develop clear policy and guidelines on supervision so that the directorate could have one unified way of doing supervision. This would also motivate and encourage supervisors to value supervision.
- Once again the researcher would like to recommend that the supervisors should be equipped with knowledge and develop skills to do supervision; it is only then that supervisees' needs could be met.

1.7 Criteria for the appointment of supervisors

1.7.1 Conclusions

- It is concluded that the directorate doesn't have a clear policy to guide them in appointing supervisors. They mostly consider the years of experience as social worker without considering qualifications such as education and capabilities to do supervision.
- Another conclusion the researcher could draw is that supervisors were not prepared for their role transition.

1.7.2 Recommendations

- Again the researcher would like to recommend that a clear supervisory policy and rules would minimise this problem.

- The policy should indicate the criteria for the appointment of supervisors, such how many years of experience as well as what type of qualifications one should have. In this way supervisors would be motivated to appreciate the value of continuous education.

1.8 **Supervisory relationship**

1.8.1 *Conclusions*

- The conclusion the researcher could draw from this study is that there is no relationship between supervisors and supervisees because there are no frequent supervision sessions.
- In other words there is no platform for supervisees and supervisors to develop a supervisory relationship.

1.8.2 *Recommendations*

It is recommended that supervisors should have regular and fixed supervisory sessions so that they can build relationships with their supervisees.

1.9 **Supervisory methods, models functions.**

1.9.1 *Conclusions*

The conclusion is that the supervisors don't apply the various methods, models and functions of supervision because they are not familiar with them.

1.9.2 *Recommendations*

- Again it is recommended that in-depth in-service training of supervisors in Social Work supervision should take place on a regular basis.
- Another recommendation is that after every training supervisors should draw up a plan of action to apply the models, methods and functions.

- The Directorate should develop a measurement mechanism to determine and evaluate progress and growth of supervisors.

1.10 Supervisory roles

1.10.1 Conclusions

The conclusion is that supervisors don't perform the various supervisory roles, such as public relations, advisory, arbitrator and role of negotiator, because they have never received training in this.

1.10.2 Recommendations

Again continuous training for supervisors in the above-mentioned supervisory role is recommended.

1.11 Description of the standard of supervision in the Directorate of Developmental Welfare Services

1.11.1 Conclusions

- The conclusion the researcher could draw is that supervision in the Directorate could be described as a shortcoming, weak, unsatisfactory and not up to standard.
- The supervision is far from what theorists describe as Social Work supervision.
- There is no unified supervisory policy to guide supervisors.

1.11.2 Recommendations

- It is recommended that the Directorate develop a clear definition of supervision in the directorate.
- Supervisory policy and guidelines should be developed.

- Develop clear staff development programmes for supervisors to equip them with knowledge and skills to do supervision.

PART 2: CONCLUSIONS AND RECOMMENDATIONS REGARDING THE GOAL, OBJECTIVES AND THE RESEARCH QUESTION/ HYPOTHESIS OF THE STUDY

Goal of the Study

The goal of the study was to explore and describe Social Work supervision in the Directorate of Developmental Welfare Services.

2.1.1 Conclusions

- The researcher concludes that the study could provide a picture about the nature of Social Work supervision in the directorate.
- The goal of the study, namely, to explore and describe Social Work supervision in the directorate, has been achieved.

2.1.2 Recommendations

It is recommended that the current nature of supervision needs serious attention and the directorate should come up with strategies such as a policy and guidelines on supervision to improve on this.

Objectives of the study

2.3 Objective number 1

To explore the supervisory needs of supervisees

2.3.1 Conclusions

The researcher concludes that the study could attain this objective since the supervisory needs of supervisees could be identified.

2.3.2 *Recommendations*

It is thus recommended that the directorate list and prioritise the supervisees' needs and address them.

2.4 **Objective number 2**

To describe the knowledge, attitude and skills of supervisors about supervision.

2.4.1 *Conclusions*

- It can also be concluded that this objective was achieved and supervisors have little knowledge and skills to do supervision.
- The researcher further concludes that due to limited knowledge and few skills, the supervisors don't have positive attitudes about supervision.

2.4.2 *Recommendations*

The recommendation is that supervisors should upgrade their knowledge and skills for supervision.

2.5 **Objective number 3**

Develop a guideline for supervision

2.5.1 *Conclusion*

The conclusion the researcher could draw from this study is that the directorate doesn't have any guideline as to how supervision should be carried out.

2.5.2 *Recommendation*

It is therefore recommended that guidelines for supervision should be developed.

2.6 **Hypothesis**

The hypothesis for this study reads as follow: If supervisors have limited knowledge and skills for supervision, then:

- Supervision will be unsatisfactory.
- Supervisory needs of supervisees will not be met.
- The supervisory relationship will be poor.

2.6.1 Conclusions

It is concluded that the findings of the study support the hypothesis of the study.

2.6.2 Recommendations

It is recommended that the independent variables (knowledge and skills) should be addressed through continuous training for the dependent variables (supervisory needs and relationship) to improve.

BIBLIOGRAPHY

- Babbie, E.1992. *The Practice of Social Research*. California: Wadsworth Publishing Company.
- Bailey, K.D.1982. *Methods of Social Research*. New York: Free Press.
- Banic, S.1995. *Ethics and Values in Social Work*. London Macmillan: Press.
- Bernstein, A & Gray, M. 1997. *Social Work: A Beginner Text*. R.S.A.: Juta & Co. Ltd.
- Bless, C. & Higson-Smith, C. 1995. *Fundamentals of Social Research Methods: An African Perspective*. R. S. A.: Juta & Co. Ltd.
- Botes, P. 1994. *Aspects of Supervision: A Guide for the Contemporary Public Manager*. Halfway house: Southern Book Publishers.
- Collins, K.1994. *Participatory Research. A Primer*. R.S.A: Prentice Hall.
- Congress, E. P. 1992. *Ethical Decision Making of Social Work Supervisors, the Clinical Supervisor*, Vol. 10 (1).
- Couldshed, V. 1990. *Management in Social Work*. London: MacMillan.
- Dawson, B. G. Klass, M. D., Guy, R. F. & Edgley, C. K. 1991. *Understanding Social Work Research*. U. S. A.: Free Press.
- De Vos, A. S. 1998. *Research at Grassroots. A Premier for Coming Professions*. Pretoria:J. L. Van Schalk Publishers.

- De Vos, A, Srydom, H. Fouche, CB. & Delpont, CSL. 2005. ***Research at Grass Roots: For the Social Sciences and Human Service Professions***. Pretoria: J.L Van Schaik Publishers.
- Ford, K. & Jones, A. 1987. ***Student Supervision***. London: McMillan Education.
- Glickman, C.D, Gordon, S.P, & Ross-Gordon, J.M. 1995. ***Supervision and Instructional Leadership: A Developmental Approach***. R.S.A: J.L. Van Schaik Publishers.
- Grinnell, R. M. & Williams, M. 1990. ***Research in Social Work: A Primer*** U.S.A.: Peacock.
- Grinnell, R. M. 1993. ***Social Work Research and Evaluation***. U.S. A.: Peacock.
- Hofmeyr, L. 1994. ***Die Prosedures van Wetenskaplike Navorsing***. Study Guide; Course: M-W- IV (Research). Pretoria. R. S. A.
- Kadushin, A. 1992. ***Supervision in Social Work***. New York: Columbia Press.
- Kaseke, E. 1995. ***A Situation Analysis of the Delivery System of Professional Social Services in Namibia: A Consultancy Report***. Namibia.
- Levy, C.S.1993. ***Social Work Ethics on the line***. New York: The Harworth Press.
- Makondo, G.M.1997. ***Learning Needs in Supervision***: Unpublished Dissertation. University of Pretoria.
- McKendrick, B. W. 1990. ***Introduction to Social Work in South Africa***. Pretoria: Haum.
- Munson, C.E. 1993. ***Clinical Social Work Supervision***. New York: Haworth Press

Pettes, D. E. 1979. *Staff and Student Supervision: A Task Centered Approach*. London: Allen and Unwin.

Robinson, V. 1936. *Supervision in Social Casework*. Chapel Hill, N.C:University of North Carolina Press.

Robbins, S. P. & De Cenzo, D. A. 1998. *Supervision Today*. U. S. A.: Prentice Hall.

Rothmund, S. H. *Supervision in Community Social Work: A Background Study*. Vol. 2, July 1992.

Rubin, A. & Babbie, E.1989. **Research Methods of Social Work**. California: Wadsworth Publishing Company.

Sarankantos, S. 1993. *Social Research*. Basingstoke: MacMillan.

Situation analysis of Social Welfare Policies in Namibia, 1996.

The Concise Oxford Dictionary. 1995. U.S.A: Oxford University Press.

The Draft Discussion Paper on Social Welfare Policy in Namibia: The Green Paper, 1997

The National Development Plan One (NDPI). 1995. Government of the republic of Namibia.

Skidmore, R. A. 1990. *Social Work Administration*. New Jersey: Prentice Hall.

Social Work Dictionary. 1995. Cape Town: CPT Books Printers.

Social Work Journal, Volume 21, 1997.

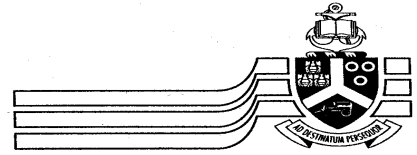
Verwey, A. 2002. Secretary. *The Board for Social and Social Auxiliary Workers*.

Weinbach, R. 1998. *The Social Worker as a Manager: A Practical Guide to Success*.
N.Y.: Allyn & Bacon.

Wilkinson, W. K. & McNell, K. 1996. *Research for the Helping Professions*. New
York: Brooks/Cole Publishing.



ANNEXTURE A INFORMED CONSENT FORM



University of Pretoria

Informed Consent Form

Department of Social Work and Criminology
Tel. +27 12 420-2325
Fax. +27 12 420-2093

SUPERVISORS AND SUPERVISEES OF THE DIRECTORATE DEVELOPMENTAL WELFARE SERVICES IN NAMIBIA

Date.....

PARTICIPANT's' NAME:.....

PRINCIPAL INVESTIGATOR: ESTHER UTJIUA MUINJANGUE
UNIVERSITY OF PRETORIA
PRETORIA

SOCIAL WORK SUPERVISION IN THE DIRECTORATE OF DEVELOPMENTAL WELFARE SERVICES IN NAMIBIA

Purpose of the study

The purpose of the study is to explore and describe supervision in the Directorate Developmental Welfare Services in Namibia.

Procedures: I will be asked to complete a Questionnaire related to questions concerning Social Work supervision in Namibia.

Risk and Discomforts

The are no medical risks or discomforts associated with this project.

Benefits

I understand there are no known direct medical benefits for me for participating in this study. However, the results of the study may help the researcher to develop supervision guidelines which will benefit both the supervisors and the supervisees.

Participant Rights

I may withdraw from participating in this study at any time.

Financial Compensation

I will not be reimbursed for taking part in this study.



Confidentiality

I understand that the answers to the questions will be kept confidential and will only be used to analyse all the findings, without names being mentioned. The result of the entire questionnaire may be published in the desertion of the study, and will only be presented to the University of Pretoria and the Directorate of Developmental Welfare Services.

If I have any questions or concerns I can call 061 2063947 or 0812553348 at any time during the day.

I understand my rights as a research subject and I voluntary consent to participate in the study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

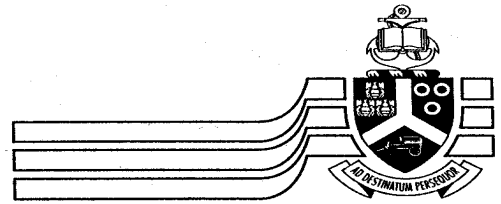
Subject Signature

Date.....

Signature of Investigator



ANNEXURE B COVER LETTER



University of Pretoria

Department of Social Work and Criminology
Tel. +27 12 420-2325
Fax. +27 12 420-2093
July 2005

Ref Prof L S Terblanche/Muinjangue
Tel. 27-12-4203292
Fax. 27-12-4202093
Email: lourie.terblanche@up.ac.za

Dear Respondent

**RESEARCH PROJECT BY MRS E U MUINJANGUE:
SOCIAL WORK SUPERVISION IN THE DIRECTORATE OF DEVELOPMENTAL WELFARE
SERVICES IN NAMIBIA**

Mrs. Muinjangue is currently registered for the MA (SW) Management programme at the University of Pretoria in South Africa. This investigation is used for research purposes and is supported by Mr. Kalumbi Shangula, Permanent Secretary of the Ministry of Health and Social Services, Namibia.

The aim of the investigation is to explore and describe Social Work supervision in the Directorate of Development Welfare Services in Namibia.

The instructions to complete the questionnaire are explained at the top of the questionnaire. It should take approximately thirty (30) minutes to complete your answers. It will be appreciated if you can return the completed questionnaire by 31 July 2005 with NamPost Courier (researcher will pay the costs) to: Mrs E U Muinjangue, Department of Social Work and Community Development, University of Namibia, Mandume Ndemufayo Street, PIONIERSPARK, WINDHOEK.

In case of any questions or unclarities you can reach Mrs. Muinjangue at the following telephone numbers: 2063947 during office hours or on her mobile phone: 0812553348. There are separate questionnaires for supervisors and supervisees. Please ensure that you complete the correct one according to your current job title.

Thank you for your willingness to take part in the research. Please give your spontaneous response to the questions. Your answers will be regarded as confidential and anonymous. Your co-operation is highly appreciated.

Thanking you in anticipation.

Yours Sincerely,

PROF L S TERBLANCHE
SUPERVISOR

ANNEXUTURE C

**SOCIAL WORK SUPERVISION IN THE DIRECTORATE OF
DEVELOPMENT WELFARE SERVICES IN NAMIBIA**

Questionnaire for Supervisees

The following procedures apply when completing the questionnaire:

- (a) Mark the correct answer with an X in the appropriate block unless otherwise stated.
- (b) Please complete the questionnaire using a black pen.

SECTION A: BIOGRAPHICAL INFORMATION

1. Indicate the region in which you work.

2. Indicate your highest academic qualifications.

3. Indicate your total years of experience as a Social Worker.

0-2 years	
3-5 years	
6-8 years	
9-11 years	
12 years and more	

4. Are you working under supervision?



Yes	
No	

5. If your answer to question 4 is “yes”, proceed to question 6. If your answer to question 4 is “no”, please indicate period without supervision and explain reasons for no supervision.

6. Indicate the frequency of formal supervision sessions.

Weekly	
Biweekly	
Monthly	
Other (specify)	

7. Specify your present functional appointment.

Social Worker	
Senior Social Worker	
Chief Social Worker	
Other	

8. Do you benefit from supervision?

Yes	
No	

Motivate your answer.

9. What constraints do you experience in receiving supervision?

Supervisors having little or no knowledge to do supervision effectively	
Poor relationship with supervisor	
Little or no support from my supervisor	
Long traveling distance between me and my supervisor	
Supervisor favoring some supervisees	
Other (specify)	
None	

10. List needs that you might have for supervision in the Directorate.

SECTION B: EXPECTATIONS OF SUPERVISEES

11. In your opinion, explain the importance and relevance of supervision in Social Work practice.

12. Describe the ideal supervisor within the Directorate according to:

Knowledge: _____

Skills: _____



Attitude:

13. Describe the relationship between you and your supervisor.

Explain your answer:

14. Are there any differences in qualifications between you and your supervisor?

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

If yes, do those differences influence your supervisory relationship?

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

Motivate your answer:

15. Indicate which supervisory methods you prefer and participate in.



	Prefer	Participate
Individual		
Group		
Peer		
Dyadic (supervision with 2 supervisees simultaneously)		
Triadic (supervision with 3 supervisees simultaneously)		
Consultation		

Motivate your choice.

16. Indicate which of the following criteria for a social worker to be appointed as a supervisor, should be considered:

Criteria	Yes	No
Years of experience as a social worker		
Qualifications		
Ethnicity		
Gender		

Motivate your opinion.

17. What qualifications do you expect supervisors to have in the Directorate?



18. Describe the standard of supervision within the Directorate.

Motivate your answer:

SECTION C: RECOMMENDATIONS

19. Please formulate any recommendations that you would like to make about supervision in the Directorate:
(Please motivate your answer)

THANKING YOU IN ANTICIPATION

27 July 2005

ANNEXURE D

**SOCIAL WORK SUPERVISION IN THE DIRECTORATE OF
DEVELOPMENTAL WELFARE SERVICES IN NAMIBIA**

Questionnaire for Supervisors

The following procedure apply when completing the questionnaire:

- (a) Mark the correct answer with an X in the appropriate block unless otherwise stated.
- (b) Please complete the questionnaire using a black pen.

SECTION A: BIOGRAPHICAL INFORMATION

- 1. Indicate the region in which you reside.

- 2. State highest qualifications.

Ph.D. (SW)	
MA (SW)	
Honours (SW)	
BA (SW)	
Other (specify)	

- 3. Your total years of experience as a Social Worker

0-2	
3-5	
6-8	
9-11	
12 years and more	



4. Your total years of experience as a supervisor

0-2	
3-5	
6-8	
9-11	
12 years and more	

5. Indicate the number of supervisees under your supervision.

6. State average frequency of supervision sessions.

Weekly	
Biweekly	
Monthly	
Other (specify)	

7. Specify your present functional appointment.

Social Worker	
Senior Social Worker	
Chief Social Worker	
Other (specify)	

8. Explain in your opinion the importance and relevance of supervision in Social Work practice.



9. Have you been provided with

	Yes	No
Training in social work management		
Training in supervision		
Standardised guidelines to do supervision		
Formal policy on supervision		

Motivate your answer.

10. List needs that you might have about supervision in the Directorate.

SECTION B: EXPECTATIONS OF SUPERVISORS

11. In your opinion should a supervisor have a caseload?

Yes	NO

Motivate your answer

12. Indicate which of the following criteria for a Social Worker to be appointed as a supervisor, should be considered:

Criteria	Yes	No
Years of experience as a Social Worker		
Qualifications		
Ethnicity		
Gender		

Motivate your opinion.

13. What do you consider as the minimum qualification for the appointment of supervisors in the Directorate?

14. In your opinion what is the importance of the supervisory relationship?



15. Indicate whether you prefer and apply the following methods.

	Prefer	Apply
Individual		
Dyadic (supervision to 2 supervisees simultaneously)		
Triadic (supervision to 3 supervisees simultaneously)		
Group supervision		
Consultation		

Motivate your preference

16.(a) Do you apply the following models in supervision?

	Yes	No
P-programme		
Micro-training		
Spiral ecological		
Direct observation		
Other (specify)		

Motivate your choice

(b) Indicate which model you apply most frequently.

Motivate your answer.

17. Indicate the supervision functions you perform.

	Yes	No
Administrative		
Support		
Educational		
Personality enrichment		
Modeling		
Motivational		

If any of the above-mentioned functions are not performed, please explain.

18. Indicate the supervisory roles you perform.

	YES	NO
(i) Interpersonal roles like:		
Public relations role		
Advisory role		
Disseminator		
(ii) Adjudicating roles like:		
Entrepreneurial role		
Arbitrator role		
Resource management role		
Role of negotiator		

If any of the above-mentioned roles are not performed, please explain.

19. Have you been provided with any training in the role transition process? (Transition from Social Work position to that of supervisor).

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

20. Have you been provided with any guidance (i.e. after being trained) in this role transition process?

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

SECTION C: RECOMMENDATIONS

21. Please formulate any recommendations that you would like to make about supervision in the Directorate:
(Please motivate your answer)



THANKING YOU IN ANTICIPATION

27 July 2005



ANNEXTURE E CONSENT LETTER FROM THE MINISTRY OF HEALTH AND SOCIAL SERVICES

9-0/0001



REPUBLIC OF NAMIBIA

Private Bag 13198	<i>Ministry of Health and Social Services</i>	
Windhoek	Ministerial Building	Tel: (061) 2032542
Namibia	Harvey Street	Fax: (061) 227607
	Windhoek	E-mail: sowoses@mhss.gov.na
Enquiries: Ms. S. Owoses		Date: 30 July 2002

OFFICE OF THE PERMANENT SECRETARY

Ms. E. U. Muinjangué
P. O. Box 22860
Windhoek


Dear Ms. Muinjangué,

THE NATURE OF SOCIAL WORK SUPERVISION IN THE DIRECTORATE OF DEVELOPMENTAL WELFARE SERVICES IN KHOMAS AND ERONGO PROVINCES

1. Reference is made to your application to conduct the above-mentioned study.
2. The proposal has been evaluated and found to have merit.
3. Kindly be informed that approval has been granted under the following conditions:
 - 3.1. The data collected is only to be used for your Masters degree in Social Work;
 - 3.2. A quarterly progress report is to be submitted to the Ministry's Research Unit;
 - 3.3. Preliminary findings are to be submitted to the Ministry before the final report;
 - 3.4. Final report to be submitted upon completion of the study;
 - 3.5. Separate permission to be sought from the Ministry for the publication of the findings.

Wishing you success with your project.

Yours sincerely,


DR. K. SHANGULA
 PERMANENT SECRETARY



Directorate: Policy, Planning and HRD
Subdivision: Management Information and Research

Forward with Health for all Namibians by the Year 2000 and Beyond!