

# The Integrated Service Delivery Model Challenges Regarding the Implementation of Social Work Supervision Framework in Mopani District, Limpopo Province

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**Abstract:** The White Paper on Social Welfare expects social workers to address issues of poverty and inequity, and to promote social development services through the Department of Social Development (DSD). In order to be responsive to the needs of the poorest, the marginalised and the most vulnerable groups in society, social workers have to be supported to fulfil the national service delivery mandate. In this regard, DSD developed a supervision framework for the social work profession in 2012, for effective and efficient service delivery, however, supervision of social workers is still burdened by unprecedented challenges at the workplace, like inadequate training and structural support, poor working conditions, unmanageable workloads, problem of power dynamics and uneasy alliances. These prompted the researchers to evaluate the implementation of supervision framework for social work profession. An evaluation research design was adopted for the study which employed a quantitative approach. Stratified systematic random sampling was used to draw a sample of 90 respondents comprising of students on practicals, social auxiliary workers, social workers and their supervisors in the Mopani District. Questionnaires were used to collect data which was analysed descriptively. Findings show that supervision cannot be effectively implemented due to high supervisor-supervisee ratio and that supervisees have negative attitudes towards supervision because of varying reasons and recommended awareness trainings, workshops and road shows as some of the strategies to remedy the situation. It is anticipated that these measures would change the negative attitude of supervisees towards supervision and improve service delivery.

**Keywords:** Social Work, Supervision, Supervision Framework, Service Delivery, Social Welfare

## 1. Introduction

One of the policies effected after South Africa transitioned from apartheid to democracy, in 1994 was the White Paper on Transforming Public Service Delivery (1997) and this was directed at improving the delivery of public services for all South Africans. Studies conducted by Mubangizi and Gray (2011:212) assert that this policy has "proved extremely difficult to implement because of major problems in the public service sector". According to Gray and Mitchell, (2007) and Ruiters (2007) these major problems include, amongst others, a lack of service delivery capacity and resources, inadequate human resources as well as widespread corruption. In addition to the White Paper on Transforming Public Service Delivery (1997), a policy was enacted to provide social welfare services. Both policies, however have implementation challenges; Mubangizi and Gray (2011:212) attest that the "new social service policies required a level of service integration at the national, provincial and local government levels that was extremely

difficult to achieve given the historical legacy under which public services were fragmented under the various homeland systems and self-governing territories of the country". In addition, Lombard (2008) acknowledges that the 'footprints' of apartheid are so intensely rooted that it would take more effort to erase the inequities.

In recent years, the national Department of Social Development has endeavoured to deliver comprehensive social welfare services against vulnerability and poverty as outlined within the constitutional and legislative frameworks. The *Batho Pele* principles as set out in the White Paper for the Transformation of the Public Service (1997) highlights the values and ethos that should be adhered to as the basis for social development service delivery to ensure that people should come first in the delivery of social services, amongst others. The DSD further aims to create an enabling environment for sustainable development through the delivery of integrated, sustainable and quality services, however, the authors argue that sustainable human development

requires building the capacity of social workers and providing them with skills and support through supervision.

In the past, the social welfare delivery system, through the social work profession was neglected because of the historical focus on Social Security. Consequently, the DSD has developed an Integrated Service Delivery Model (ISDM) to deal with the neglected social welfare service delivery (Department of Social Development, 2005). The ISDM was established as a national comprehensive framework to set out the nature, scope and level of social services provision in South Africa. In addition, the ISDM forms the basis for the development of appropriate norms and standards for social service delivery.

The desired outcome of the Integrated Service Delivery Model is the implementation of a comprehensive, efficient, effective, quality service delivery system that contributes to a self-reliant society (Department of Social Development, 2005:9). For this end, the ISDM makes available the resource requirements for effective implementation. Mwansa (2011) espouses that the social work profession should be provided with unlimited opportunities and resources to deal with the human and social needs of all South Africans. Similarly, Shokane, Nmutandani and Budeli (2016:137) affirm that the provision of social services is "essential in restoring the ravaged human dignity of millions of people lost as a result of South Africa's colonial and apartheid history, such as poverty, disease and hopelessness". This restoration includes dealing with the increase social pathologies and problems, such as the high number of street children, sexual exploitation of children, prevalence of HIV and AIDS, increasing incidences of substance abuse and a multitude of other problems (Department of Social Development, 2005).

In the light of the above mentioned views, it is therefore, essential for social workers to provide social services to all South Africans as part of their service delivery mandate. Mubangizi and Gray (2011:212) acclaim that South African "needs a public service delivery system that is responsive to the needs of the population". There is, therefore, an overwhelming need for social workers to provide a public service delivery and a social service system that are responsive to the needs of all South Africans, whether rich or poor.

## **2. Rationale for this Research**

The rationale for this research originates from the desire to address some of these challenges faced by social workers in the Mopani District. The interest arose from the fact that the main researcher is a social work supervisor in Mopani District and the co-researchers are social work field work supervisors at the universities of Limpopo and Venda; these researchers place their social work students at the Department of Social Development, Mopani District, to conduct field work practicals. The researchers have observed that supervision of social workers and students is still burdened by unprecedented challenges at the workplace, like inadequate training and structural support, poor working conditions, unmanageable workloads, problem of power dynamics and uneasy alliances. This state of affairs motivated the researchers to evaluate the implementation of supervision framework for social work profession in Mopani District, Limpopo Province, in order to identify the challenges, within the ISDM, which hinder the implementation of the Social Work Supervision Framework.

## **3. Contextual Argument**

The central idea of this paper is on social work supervision as it determines the quality of services rendered by social development professionals under the auspices of the Department of Social Development (Shokane, 2016). The main argument raised in this paper, is that it is increasingly difficult for the social work service profession to render effective service delivery to the communities they serve as the profession is still experiencing various service delivery challenges as these are still manifested through protests in various communities. Maserumule (2016:3) posits that the "violent behaviour in society mirrors the conduct of state leadership in government". Masoga (2016:228) notes that communities still display discontent with the public service system which is evident through "the spate of violence and protests by communities across the country against sluggish government's delivery of public service".

Amongst others, the challenges faced by the social welfare service delivery includes poorly developed protection services, inadequate number of social service practitioners to deal with high caseloads, deepening poverty, large number of children who have to stay in prison while awaiting trial because of

inadequate numbers of probation workers and lack of infrastructure such as places of safety and secure care facilities in communities. This is exacerbated by an almost non-existent information management system which greatly hampers planning, very poorly developed prevention and early intervention services, loss of skilled personnel due to poor salaries and working conditions (Shokane, 2016).

The White Paper on Social Welfare expects social workers to address issues of poverty and inequity, and to promote social development services through the Department of Social Development (DSD). Supervision in the context of the study refers to a process through which a supervisor developmentally helps social workers to accomplish their professional tasks as efficiently as possible (Vaktaalkomitee vir Maatskaplike Werk 1971 as cited by Engelbrecht 2014). In order to promote social development services, supervision has to be conducted as it determines the quality of services rendered, professional development and job satisfaction of the social workers (Harkness, 1995; Munson, 2002; Shulman, 2008). Accordingly, the Social Services Professions Act 110 of 1978 a social worker may only be supervised on social work matters by another competent and registered social worker (SACSSP, 1978). As a result, the National Department of Social Development developed the supervision framework for social work profession and it was finalised during 2011-2012 financial year. The supervision framework is applicable to social workers, social auxiliary workers and student social workers (Department of Social Development & SACSSP, 2012). Social work supervision is a fundamental aspect of social work practice and the professional development of supervisees. Supervision can be applied in different settings and with supervisees with different work experiences. During supervision, the difference in organisation structure, staffing of social workers, social auxiliary workers, student social workers and learner social auxiliary workers should all be considered. Supervision in social work is carried out in many forms with emphasis on the important functions of supervision which are administrative, educational, supportive and mediating. The amount of time the supervisor spends on these functions should reflect the agency or the organisation's mission, vision and human resource practice (DSD & SACSSP, 2012).

The main objective of supervision is to monitor the job performance of supervisees to ensure that

assignments are done in set time and in line with the organisation's policies. Monitoring the performance of the supervisees involves reading verbal reports and recordings as well as reviewing statistical reports (Kadushin & Harkness, 2002). Job performance evaluation, as a task in administrative functions provides important measurement for the achievement of the supervisees, which help to attain their future professional development. For the supervisor, job evaluation is an opportunity to examine what the supervisee does; for the organisation, job evaluation is a mechanism for monitoring output and quality of service in order to be accountable to the community (Tsui, 2005). Bernard and Goodyear (2004) indicate that supervisors, in their positions of authority, are given the power to evaluate the performance of their subordinates and monitor the quality of services rendered to the clients. The supervisor not only has to ensure the assignment is accomplished and that it is in accordance with organisation's policies and procedures, but he or she has to make some judgement as to whether the task is being accomplished at minimally acceptable level. Formal evaluation of the supervisee is an administrative act and the supervisor has the responsibility to do objective evaluation (Kadushin & Harkness, 2002). According to Kadushin and Harkness (2002) monitoring, reviewing and evaluating are inspectional aspects of administrative supervision which further implies the supervisor's responsibility to take disciplinary action if the work is clearly unsatisfactory.

#### **4. Social Work in Addressing Issues of Poverty and Inequality**

The previous policies of social work, in South Africa disadvantaged the black population and left them enduring poverty due to discriminatory native laws (Nicholas, Rautenbach & Maistry, 2010). However, after the dawn of the new democracy all the discriminatory native laws were abolished as noted by Shokane, Nemitandani and Budeli (2016) "legislations that promote human rights and equality for all the people" were enacted. This has realised the establishment of the White Paper for Social Welfare (Department of Welfare, 1997) to address issues of poverty and inequity, and promote social development. The developed social development programmes are argued as being beneficial to people of various social groups; the programmes are pro-poor as they are channelled to focus on the most vulnerable as well as those who are socially

and economically excluded (Engelbrecht, 2014). Targeting specific groups for social and economic betterment can also raise questions of inequality however, Engelbrecht (2014) and Sen (2009) assert that the ultimate social goal of any nation is to bring about tangible social and economic development in the lives of the people; this is in order to enhance their human capabilities, opportunities and choices.

High global food prices have increased the number of poor households in developing countries and although the extent is not the same in all countries, the increase has also affected service delivery in nations (Badolo & Traoré, 2015). The higher prices have a negative impact on income and poverty in the regions with large households; poverty rate have increased by 2.2 to 2.9 percentage points with, the increase being higher in urban areas than in rural areas (Badolo & Traoré, 2015). This, according to Cameron (2009:913) can also contribute to "the worsening economic crisis in the developing world, and the impact of IMF/ World Bank structural adjustment programmes". Poverty is largely a rural phenomenon in sub-Saharan Africa and arises from low mean per capita income and its inequitable distributions (Obayelu, 2014). Rising prices create the income inequality, which increases particularly in urban areas and in relatively rich regions, but decreases in poor regions with a large proportion of rice producers (Badolo & Traoré, 2015). South Africa is caught in a cycle of modest growth, unacceptable poverty levels and record unemployment which has led to renewed interest in the relationship between macro (growth) and micro (poverty and distribution) issues (Mabugu & Mabugu, 2014). This cycle of poverty and inequality in South Africa, as well as the contemporary political landscape has direct impact on the supervision framework and the service delivery model meant to speed up the process of providing services to clients.

## **5. The Provision of Department of Social Development Services**

The South African Constitution, the Republic of South Africa, 1996, obliges the government to meet fundamental basic human rights, through its mandate to alleviate poverty. In order to be responsive to the needs of the most disadvantaged, the marginalised and the most vulnerable groups in society, social workers have to be supported to fulfil the service delivery mandate. The Department of Social Development in Limpopo Province renders

social welfare services under three specialised programmes, namely, social welfare, child and family and restorative. The Department of Social Development in Limpopo Province is operating under five districts and Mopani District is one of them. Mopani District comprises of five local municipalities, namely, Greater Tzaneen, Greater Letaba, Greater Giyani, Maruleng and Ba-Phalaborwa and development services are rendered under the jurisdiction of these municipalities. Limpopo Department of Social Development's annual performance plan indicates that social welfare services are provided to achieve one strategic objective, which is to expand and accelerate developmental social welfare service delivery to the poor, vulnerable and special focus groups (Limpopo Department of Social Development, 2016).

The three social welfare programmes are operationalised through ten sub-programmes or focus areas, namely, services to older persons, services to people with disabilities, on-institutional HIV and AIDS, care and services to families, child care and protection services, ECD and partial care, child and youth care centres, community based services for children, social crime prevention and support, victim empowerment programme and substance abuse prevention, treatment and rehabilitation (Limpopo Department of Social Development, 2016). Service beneficiaries include children, youth, women, older person and people with disabilities who are specific target groups and are more vulnerable than others in South Africa (Department of Social Development, 2013).

## **6. Theoretical Framing**

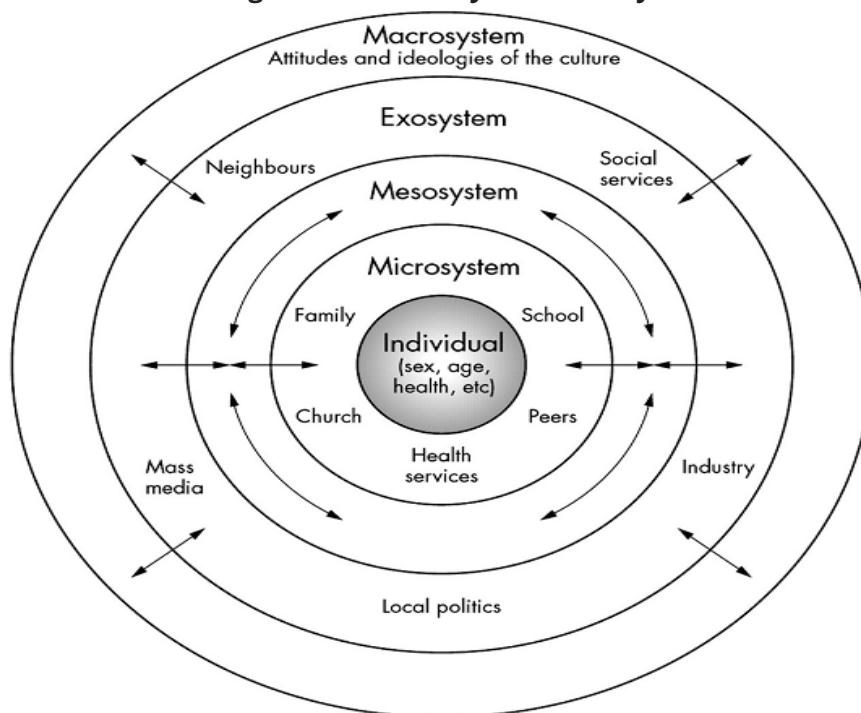
There are various theories applicable to social work supervision but in the context of this paper, the ecosystems theory and the Supervisory Functional Model have been adopted as the theoretical frameworks to guide the study.

### **6.1 Ecosystems Theory**

The ecosystem theory is comprised of ecological theory and the systems theory, also known as person-in-environment approach. Ecosystems theory focuses on the context in which individuals live and their interpretations of that context and how cultural context influences an individual's behaviour. The Ecosystems theory is concerned with how individuals and the environment achieve an



Figure 1: The Eco-System Theory



Source: Bronfenbrenner(1994)

adaptive balance and also why they sometimes fail to achieve the balance (Zastrow, 2006). A system is a combination of elements with mutual reciprocity and identifiable boundaries that form a complex or unitary whole. There is a transaction or reciprocity of person-in-environment relationship in which each influences the other over time (Young & Smith, 2000). Patterns of communication, individual coping behaviours, interpersonal networks, and characteristics of the physical and social environment which either support or impede human developments are examined in the context of the complex reciprocal interactions between the person and the environment.

The ecosystems theory is equally concerned with issue of power and oppression and how these affect the human condition. For example, social power may be withheld from a group on the basis of such characteristics as age, race, ethnicity, gender, religion, sexual orientation, social class, and or variety of physical traits and conditions. The abuse of power by dominant groups related to such societal discourse such as poverty and unemployment and inadequate social support in education, health care and housing (Germain & Gitterman, 1991; Lesser & Pope, 2007). This theory focuses on the social and cultural factors with regard to behaviour change and learning about the historical traditions, beliefs

and values in a particular environment, and how social and cultural factors influence an individual's behaviour (Bronfenbrenner, 1994). The diagram below represents the eco-system theory.

Figure 1 presents the eco-system theory showing that every system has boundaries within which there are interactions between the members and the people outside of the boundary. The ecosystems theory is a holistic, dynamic interactional systems approach, based on ecology, which in general entail looking at people in relation to their environment and how they interact with them. This theory emphasises the dynamic interactions between individuals, families and communities as well as social systems. The ecosystem theorists maintain the view that integrated social service delivery should not be viewed in isolation from the individuals' family and environment as the influence of the homes teaches them how to fit in the world (Steinglass, 1987). The theory also gives an assessment of the negative interactions between people and their physical as well as social environments.

German and Gitterman (1980) point out that with the adaptive processes, the people and the environment shape each other. This is supported by Tshiwula (1998) who notes that the basic premise of the ecosystems theory is that all members of

the family participate in the system and therefore carry part of the responsibility for survival, and sometimes their failure results in family dysfunction; in the context of this study, work environment becomes the family.

## **6.2 Supervisory Functional Model**

The supervisory functional model was also adopted as the theoretical framework for the research. This is because the supervisory functional model puts emphasis on the administrative, educational and supportive functions of supervision (Kadushin & Harkness, 2002). In terms of this model each supervision function has its own problems and goals (Tsui, 2005). The administrative function's priorities are to adhere to the agency or organisation's policies and procedures and to implement them, effectively. The educational function addresses the supervisees' level of professional knowledge and skills; it therefore aims to improve the competency of the professional staff. The supportive function is achieved by supervisors taking care of the workload, stress and morale of supervisees with the aim of humanizing job satisfaction and motivating of supervisees (Shulmans, 1995; Kadushin & Harkness, 2002).

The supervisory functional model provides social work supervisors with clear boundaries and directions (Tsui, 2005). In addition, it comprises of social development approach to supervision that advocates a rights-based approach to service delivery and places people at the center of any intervention to enhance service delivery (Engelbrecht, 2014). Engelbrecht (2014) also asserts that the social development approach uses strengths and the empowerment of clients to address their needs in a holistic way by integrating social and economic interventions Batho Pele (People First) principles. The administrative functions' priorities are to adhere to the agency or organisation's policies and procedures and to implement them effectively. According to this model, the educational function addresses the supervisees' level of professional knowledge and skills. It aims to improve the competency of the professional staff. The supportive function is achieved by supervisor taking care of the workload, stress and morale of supervisees with the aim of harmonising job satisfaction and motivation of supervisees (Shulmans, 1995; Kadushin & Harkness, 2002). The supervisory functional model provides social work supervisors with clear boundaries and directions (Tsui, 2005).

Finally, the researchers chose the supervisory functional model because of its emphasis on the functions of supervision. The supervision framework for social work profession (DSD & SACSSP, 2012) puts an emphasis on the operationalisation of supervision functions. In terms of this framework, the operationalisation of the supervision functions should be blended so it is normative, formative and restorative. Normative refers to ensuring that the supervisee's work is professional in accordance with organisational policies and statutory norms; formative refers to developing the supervisee to become more competent and restorative refers to enabling the supervisee to mobilise emotional energy needed for effective job performance (Kadushin & Harkness, 2002; DSD & SACSSP, 2012). Through the supervisory functional model, the researchers were able to evaluation the supervision functions of social work supervisors as part of the implementation of the supervision framework for the social work profession in Mopani District.

## **7. The Supervision Framework for Social Work Profession**

In response to the challenges faced by social workers, in Department of Social Development in connection with service delivery, the supervision framework for social work profession was developed in 2012. The main reason for the framework was the apparent need for effective supervision to expand or improve the quality of social work services rendered to service users (Department of Social Development & South African Council for Social Service Professions, 2012). In addition, the framework was developed to meet the service delivery mandate and for effective and efficient service delivery. The supervision framework for the social work profession aims to provide a basis for effective supervision of social workers, student social workers, social auxiliary workers and learner social auxiliary workers, hence to conceptualize, contextualise and provide norms and standards guiding the implementation of supervision (DSD & SACSSP, 2012). In addition, the framework also provides a contextual framework which clearly outlines the roles and responsibilities of supervisors and supervisees, functions of supervision, phases of supervision and methods of supervision for effective application of supervision (DSD & SACSSP, 2012). Social work supervision is expected to take place in various social contexts with different historic cultural backgrounds which affects supervision

and implementation of service delivery. Supervisors of social workers need to bear in mind that social workers and clients are from different socio-cultural backgrounds which needs sensitivity to enhance service delivery. This is to improve supervision by taking account of the local contexts of the social workers, clients and agency by accommodating human diversity (Engelbrecht, 2014; Khoza, 2015).

In the context of this study, the implementation phase is much more activity-driven where people as subjects in the organisation execute their work to fulfil goals. There are subjective supervision issues involved when social workers are executing their work. There are objects such as manufactured resources (computers, cars...) used by social workers under supervision to execute their work properly to enhance service delivery to the client system. The supervisors need to motivate supervisees to have passion for their work to improve the service delivery system.

## 8. Research Design and Methodology

The aim of this research was to evaluate the implementation of the supervision framework for social work profession, as prescribed by the National Department of Social Development. The research design adopted was an evaluative employing a quantitative approach. The quantitative research approach was selected for its ability to explain the phenomena through collecting numerical data that is descriptively analysed. According to De Vos *et al.* (2011) evaluation research is suitable to test the efficacy of social work interventions.

Stratified random sampling technique was used to draw a sample of 90 respondents comprising of students on practical's, social auxiliary workers, social workers and social work supervisors in the service of DSD, Mopani District, and Limpopo provincial government. The sample of 90 respondents comprised of 20 students from University of Venda and 10 from University of Limpopo who were in the block placements in Mopani District, 10 social auxiliary workers, 30 social workers and 20 social work supervisors in Mopani District.

Questionnaires were used to collect data. The questionnaire was in a form of a Likert scale as this type is easier to administer than any others on attitudes scale (Welman & Kruger, 2005). The Likert scale was suitable for this research as it allowed

the respondents to express attitudes and other responses in terms of ordinal-level categories (for example, *agree* or *disagree*) that were ranked along a continuum (Neuman, 2006:207). The respondents were expected to indicate the degree to which they *agree* or *disagree* with a question on a five-point scale (*strongly disagree*, *disagree*, *uncertain*, *agree*, and *strongly agree*). The questionnaire measured three variables, namely, implementation of the supervision framework by social work supervisors and supervisees, attitudes of supervisees towards supervision and challenges faced by social work supervisors in implementing the supervision framework. The collected data was analysed descriptively to answer the original questions. This was done through converting data to a numerical form and subjecting it to statistical analysis (Welman & Kruger, 2005).

## 9. Results and Discussions

Findings showed service delivery challenges that are related to the social work profession, such as supervision. The findings revealed that supervision cannot be effectively implemented due to high supervisor-supervisee ratio and that supervisees have negative attitudes towards supervision due to varying reasons. The following are the major challenges faced by social work supervisors in implementing supervision framework:

- The majority of participants (90%) indicated that the annual intake of new social workers adds to the escalating unfavourable ratio of supervisor-supervisee. In addition, over half of the respondents (77%) reported that an increasing intake of new social work professionals has brought more challenges to supervision. The findings indicated that this burden of supervisor-supervisee ratio is further exacerbated by the social work students who are placed on practical in the Mopani District and who according to policy have to be supervised by a qualified social worker.
- The research results indicated that 85% of the participant's regard shortage of social work supervisors as hindering effective implementation of the supervision framework and thus affecting service delivery. This finding was corroborated by the spread sheet of filled and vacant posts of the Department of Social Development, Mopani District, (2015) which

confirmed that there were only 17 appointed social work supervisors who have the responsibility to render supervision to 265 social workers and 43 social auxiliary workers employed in Mopani District. Furthermore, the majority of the participants (62%) concur with the fact that the supervision structure is not aligned to the department's staff establishment structure.

- The majority of the participants (74%) indicated that there is no uniform understanding on the implementation of supervision framework thus creating problems and challenges for the social service professionals. The findings indicate that training of supervisors can help to bring a common understanding on the implementation of the supervision framework. The training should be facilitated by accredited service providers who are recognised by the South African Council for Social Services Professions (DSD & SACSSP, 2012).
- The research findings show that 68% participants indicated that the supervision framework is interpreted differently by social work professionals. This finding is similar to the views raised by the South African Council for Social Services Professions (DSD & SACSSP, 2012) that social work supervisors should be trained on how to use the framework.
- The majority of the participants (84%) stated that resource limitations hinder the effective implementation of the supervision framework. The findings are similar to Engelbrecht's (2013:8) that the supervision framework's visualised aim is hardly attainable within the prevailing neo-liberal discourse, when the improvement of structural issues such as scarce resources, unmanageable workload and counter-productive work conditions are outstanding.
- Over half of the participants (53%) agreed that the application of the supervision framework is weak and faulty. The findings are corroborated by Botha (2000) who indicated that the problem with supervision does not lie with the practice but with the application of supervision which is faulty and weak. In another research conducted by Mathebula and Mudau, as cited in Deonarain (2012) it was revealed that there are social workers who are in supervisory positions without any special training for the responsibility.
- As much as 87% of the responses indicated that lack of adequate training; structural support and unmanageable workload hinder effective implementation of the supervision framework. This finding is in line with Engelbrecht's (2012) finding that supervisors are faced with challenges of formal supervision training and continuing education in terms of current theories and exit level outcomes of social work graduates.
- Most of the respondents, 74%, indicated that an enabling environment is not provided for supervision sessions to take place. In a similar research conducted by Botha (2000) it was found that the workplace and the working conditions under which social workers work should always be adequate, inspiring and professional.
- A majority of the respondents (75%) indicated that insufficient administrative, educational and developmental support given to supervisors hinder effective implementation of the supervision framework. Additionally, 74%, responded that knowledge gaps in supervision procedures negatively affected the quality of supervision. This could be because some supervisors rely on their experiences in social work practices instead of formal education and training in supervision.

## **10. Conclusions and Recommendations**

Public service delivery is under scrutiny as the South African citizens are up in arms fighting for their rights for quality and efficient services. This is evident in various protests in the country. The Department of Social Development offers social services to the vulnerable communities in South Africa and is also the main employer of social workers and main sponsor of student social workers who are pursuing their qualification in various universities. The Department of Social Development has identified a critical area in its recruitment and retention strategy, namely, the management and supervision of social workers and other social work professionals. Disappointedly, the strategy was never evaluated and thus is characterised by deterioration of productivity and quality of social services provided by social workers due to lack of supervision. The aim of the paper, hence, was to identify challenges with the Integrated Service Delivery Model regarding the Implementation of Social Work Supervision Framework in the Mopani District, Limpopo Province.



The findings identified a number of factors that hinders quality service delivery of social workers, such as high supervisor-supervisee ratio and supervisees not always being enthusiastic to attend supervision sessions. The researchers therefore conclude that supervisees have negative attitudes towards supervision due to varying reasons. It is thus recommended that awareness trainings, workshops and road shows on supervision should be launched to change the negative attitude of supervisees towards supervision, in order for social workers to render effective services to the communities.

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