Bridging Theory into Practice: Master of Social Work Field Practicum at St. Mary's University

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Abstract

A field practicum is an integral part of social work education. The purpose of this study was to assess the effectiveness of the supervision of social work field practicums at St. Mary's University. Field practicum is the key means of providing the supervisees with the opportunity to apply classroom conceptual knowledge into an agency-based work environment at the micro, mezzo, and macro levels. A descriptive and exploratory research design and a mixed research approach were employed in the study. A sample of 96 supervisees participated in the study out of the entire population of 157. A simple random sampling method was used in the selection of the participants for quantitative data collection. From the given sample of participants, 12 were purposefully selected for qualitative data collection based on their knowledge and experience. The general outcome of the assessment was modest in terms of equipping the supervisees with the required knowledge and skills. The findings for the 25 items used to gauge the effectiveness of the social work field practicum supervision at St. Mary's University were at a moderate level.

Key Words: Social work, Field practicum, Supervision, Supervisee, Placement agency

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Introduction

Social work as a profession is designed to promote social change by fostering human relationships, empowerment, and the liberation of people to enhance their well-being. By utilizing theories of human behavior and social systems, social work intervenes at the point where people interact with their environments. Principles of human rights and social justice are fundamental to social work (Australian Association of Social Work, 2010; 2021).

St. Mary's University (SMU), in partnership with Indira Gandhi National Open University (IGNOU), initiated a Master's program in Social Work in July 2008. The program comprises both theoretical and practical courses. The social work field practicum of the SMU-IGNOU program is guided by well-prepared field work journals. This well-structured learning process is unique in that it addresses day-to-day social work practice. The supervision of supervisees in field practicum mainly focuses on advising, consulting, counseling, mentoring, educating, advocating, monitoring, evaluating, and enabling supervisees. It is mandatory for the program to use field work journals and assign qualified supervisors to translate theoretical classroom knowledge into practice in real social service settings.

The program is expertly designed, planned, and structured to provide supervisees with the knowledge, skills, techniques and methods as well as procedures of social work. It is a theory and practice driven powerful profession that solves interwoven social problems at individual, family, group, community and organizational settings. Social work is a profession of social engineers and it is a globally competitive field.

According to Thomas (2013), a social work practicum uses theoretical knowledge of human behavior, social development, environmental effects

on individuals, and the impact of individual behavior on society. Social work professionals apply skills, values, techniques, and principles to help individuals, groups, and communities overcome personal and social problems. A practicum gives an opportunity to work with supervision, intake, and case recording and reporting. In a complex network of social, economic, political, cultural, and geographical factors, social workers perform various roles to promote social development. Rambally (1999) indicated that field training requires extensive advance planning, thoughtful and sophisticated engagement with local communities, and careful recruitment of institutions and individuals with the right set of opportunities and skills.

The National Association of Social Workers (NASW, 2013) articulated that professional supervision is defined as the relationship between supervisor and supervisee in which responsibility and accountability for the development of competence, demeanor, and ethical practice are shared. The supervisor is responsible for providing direction to the supervisee, who applies social work theory, standardized knowledge, skills, competency, and applicable ethical content in the practice setting. The supervisor and the supervisee both share responsibility for carrying out their roles in this collaborative process.

Thomas (2013) also described supervision as a form of teaching by social work professionals who impart training and education with some level of authority. The mentoring relationship would include advising, consulting, understanding, and helping. Practicum takes place with individuals and families in microsocial work; this requires systems theory knowledge and the development of skills and techniques. The practicum in groups or mezzo social work intervention using groups can be a cost-effective and efficient

use of time, energy, and skills. Some problems of practicum in the community or at the macrosocial work level cannot be solved at the microsocial work and mezzo social work levels. They need a broader approach to social policy and methods of community organization.

Supervision is a crucial part of reflective practice and an integral part of social work (Fook, 1996). Over the years, supervision has provided social workers with the opportunity to reflect on their practice and afforded them the necessary forum to reflect, evaluate, discuss, and develop these innovative solutions (Kadushin, 1992; 2014).

The social work field practicum supervisors are responsible for effectively supervising their supervisees' development of knowledge, skills, techniques, and methods as well as their understanding of social work values, principles, and practice through social work field practicum (SWFP) in real human service agency settings. This process provides a safe place for supervisees to reflect on their practice, observations, decisions, and interventions. Hence, if these professional assistances are not provided to the supervisees, it will have an ineffective implication on the supervisees' knowledge development, skill building, and smooth client-social worker relationship. The supervision of FP requires constructive assessment, reflective comments, structured feedback, and supportive action in a timely manner.

The general objective of this study was to assess the role of supervision in social work field practicum and whether the supervision has a positive effect on supervisees' interactive learning with clients and professionals in the placement agency.

Morrison (2003) proposes that the purpose of supervision is to enhance the social worker's professional skills, knowledge, and attitudes in order to

achieve competency in providing quality services. It aids in professional growth and development and improves outcomes. According to Brearer (1995), 'One of the major functions of supervision involves containing or managing anxiety and helping to cope with the demands that the work entails.' The other authors, Hawkins and Shohet (2006), reflected that supervision is very important in a profession where the role is to pay attention to someone else's needs where stress, feelings of inadequacy, and being emotionally drained are commonplace. Moreover, NASW (2013) shows that supervision protects clients, supports practitioners, and ensures that professional standards and quality services are delivered by competent social workers.

Thomas (2010) indicted that the supervisor is the supervisees' primary teacher in the field. Supervision aims to teach the core skills of social work like interviewing, listening, observation, recording, and administration tasks like planning, drafting, budgeting, etc. Professional attitudes like accountability, responsibility, punctuality, and commitment to the work have to be imbibed by the learner.

Supervision provides an opportunity to seek guidance from a more experienced supervisor, to inform the supervisees about caseload progress, to obtain emotional support, and to assess training needs. Quality supervision is an investment in knowledge and the social capital of supervisees. It is the means of empowering the supervisees with knowledge, skills, and techniques in human services.

 Bromberg (1982) defines supervision as a relationship between two people, one of whom has the purpose of using it to improve his work with someone in his or her life and the other who has the purpose of helping him or her

equip with the required knowledge and skills. Supervision has interpersonal interaction that has a general goal whereby the supervisor meets with the supervisee in an effort to make the field work of the supervisees more effective.

Morrison (2003) elucidates that supervision is a safe, confidential relationship whereby an opportunity is provided to reflect, question, and seek guidance on a regular basis. It is seen as a supportive environment. (Munson, 2002) also offers a clinical definition of supervision similar to that of Morrison, in that supervision may have a definite process for being an interactional process in which a supervisor has been assigned or designated to assist in and direct the practice of supervisees in the areas of teaching, administration, and helping.

Functions of Supervision

Supervision activities are captured by three primary domains that may overlap: administrative, educational, and supportive (NASW, 2013). In supervision, a supervisor is seen as manager, administrator, trainer, enabler, mediator, consultant, and therapist. A social work field work supervisor is the university- assigned qualified professional to whom authority is delegated to supervise, direct, coordinate, enhance and evaluate the agency-based practice of the supervisees for whose work he / she is held accountable. In implementing this responsibility, the supervisor performs administrative, educational and supportive functions in the context of positive relationships.

1. Administrative Function

The administrative function's primary focus is on the correct, effective and appropriate implementation of agency policies and procedures. The primary goal is to ensure adherence to policy and procedure (Kadushin, 1992;2014). The supervisor carries the responsibility to ensure that organization/institution's policy is implemented. Administrative role is central to interactions with the placement of social service agency's supervisees, staff, clients and supervisors. Administrative supervision is the implementation of administrative methods that enable supervisees to provide effective services to clients. Actually, this is the center of learning in any human service agencies. Administrative supervision is oriented toward agency policy or organizational demands and focuses on a supervisee's level of functioning of the practice and work assignment. During field work practice, frequent absenteeism, non-cooperation with the agency, causing strains between the agency personnel and the agency beneficiaries are problems which demand immediate resolution through administrative function.

2. Educative Function

The field work supervisors have a multifaceted academic role (Thomas, 2010). Academic supervision focuses on professional concerns and relates to specific cases. It helps supervisees better understand social work philosophy, become more self-aware, and refine their knowledge and skills. Academic supervision focuses on supervisees' development and the training needs of social work practitioners to a particular caseload. It includes activities in which the supervisee is guided to learn about assessment, treatment and intervention, identification and resolution of ethical issues,

and evaluation and termination of services. The roles of the supervisor include improving supervisees' knowledge and skills, establishing priorities among practice tasks, and develop increased self-awareness. Supervisors also orient learners to social work values and how to use social work knowledge while dealing with clients during field work process (Thomas, 2010).

The primary goal of supervision is to assist the supervisees to improve their knowledge, attitude and skills so that they can perform to their optimal level when executing their duties. Supervisees must be empowered to intervene in various situations on different levels. This function should be distinguished from staff development programs and in-service training. It maintains an individualized focus in that it is directed at the educational needs of the supervisee within the context of a prescribed workload. The content of educational supervision shifts in focus depending on the education, competencies and experience of each supervisee.

3. Supportive Function

In the supportive function, the primary focus is on supervisees morale and job satisfaction. The goal is to improve morale, satisfaction and the quality of practice (Kadushin, 1992; 2014). An enabling environment is created to enhance competencies; this is seen more specifically as a resource to help the supervisor and supervisee to deal with practice-related tensions and stressors which may, if unattended, impair on the work to the detriment of service delivery.

Thomas (2010) revealed that supportive supervision decreases practice stress that interferes with supervisee performance and provides the supervisee with nurturing conditions that complement their success and

encourage self-efficacy. Supervisees are faced with increasing challenges that contribute to field practice stress, including the growing complexity of client problems, unfavorable physical work environments, heavy workloads, and emotionally draining environments such as vicarious trauma. Supportive supervision is underscored by a climate of safety and trust, where supervisees can develop their sense of professional identity. The combination of educational, administrative, and supportive supervision is necessary for the development of competent, ethical, and professional social workers. In social work, supervision serves many purposes. The purposes of supervision are as follows:

Assessing the supervisee's level of knowledge and skills; assuming the responsibility for working out a plan that will provide the supervisee with an array of appropriate and challenging learning opportunities during the practicum; assisting the supervisee in understanding and adapting to the community or environment where the practicum takes place; assisting interaction between the student's and clients' background and experiences and their implications for interactions.

The supervisor generally uses a number of techniques to assist in facilitating a supervisee's practices, such as engaging in discussion of case material and asking why a certain intervention was used. Didactic teaching, such as providing information directly and experiential teaching, like role playing in which the supervisor demonstrates particular skills or techniques.

Social Work Primary Models of Supervision

There are two primary models of supervision that are generally used in preparing new practitioners to work in various human service professions:

the developmental and task models of supervision (Thomas, 2013). The following is brief elucidations of both models.

1. Developmental Model of Supervision

The developmental model of social work supervision is more of a process – oriented model that follows the various stages of learning that a new social worker generally experiences during his or her development of professional knowledge and skills for practice (Thomas, 2010). The primary focus of a developmental model of supervision in the field of practice is based on a shift in identity from supervisee to social worker and the skills that develop with the experiences gained. In the developmental model of supervision, supervisors primarily attempt to match their behaviour and teaching techniques to the developmental needs of the supervisees. Processes of developmental models are those which focus on processes in the supervisee's work which 'occur within a fairly limited, discrete period (Bernard& Goodyear, 2009).

According to Bernard & Goodyear (2009), the developmental model generally consists of four stages of development that supervisees follow as they gain experience in the field of social work.

The stage of developmental as follows:

In the first stage the supervisees are very dependent on the supervisor and they lack the competence needed for independent work. Supervisees also generally lack self-awareness and have little experience in working with clients. Learning takes place by shadowing the supervisor and observing his or her style of practice.

The second stage is generally characterized by a dependency-autonomy conflict. As the supervisee's knowledge increases, he or she strives for independence but is not ready for complete autonomy. At this stage the supervisee needs more independence and less restrictiveness than the first stage.

The third is the stage of conditional dependency in which the supervisee is generally more differentiated, motivated and insightful and emphatic. He or she is more comfortable with a perception of professional self and is able to formulate assessments well and develop appropriate interventions for clients with minimum input from the supervisor.

At fourth stage, the supervisee has developed a high level of competence and is able to independently formulate accurate assessments with appropriate interventions. Supervisees at this stage are able to take responsibility for their own learning.

In general, the developmental approach to supervision is very appealing as it follows the predominant view of most social work practitioners that social workers become better practitioners with more experience and intensive training.

2. Task Model of Supervision

Carroll (2007) and Stoltenberg (1981) indicate that task model is a breakdown of supervision into a series of manageable tasks. The task model of supervision is very similar to the developmental model; however, it relies heavily on the assignment of tasks that help supervisees develop to a more advanced level of practice. This model includes a focus on both functions and tasks within supervision which are, respectively, the *how* and *what* of

supervision. This integrative supervision model includes the integration of specific skills and techniques, knowledge of theories and how to apply them, and general awareness of self and others for supervisees.

In Carroll's integrative task model of supervision, there are seven central tasks of supervision that are included in the model: monitoring, evaluating**,** instructing, advising, modeling, consulting, supporting, sharing, counseling, and case conceptualization.

Regardless of the particular model of supervision used, it is expected from supervisors to employ direct observation in accompanying the supervisees at the practice settings. Didactic supervision focuses on what supervisors and supervisees do in the academic classes, and case discussion implies the situation when a supervisee describes the case to a supervisor and the two discuss what is going on. The varying modes of supervision include live or direct, didactic supervision, role plays, video and audio tapes.

Supervisor and Supervisee Relationship & Supervisory Styles

The supervisor – supervisee relationship is typically implemented through an individualized, one-on-one teaching arrangement based in a community / agency (Thomas, 2013). A positive supervisory relationship based on a style of supervision that facilitates learning is an important component of the practicum experience.

The supervisory relationship is crucial to the overall experience of positive supervision. A good open relationship between a supervisor and a supervisee will lead to a more effective session and more honest and helpful feedback. The previously conducted research findings showed that qualities such as trust, honesty, positive attitude, openness and listening are central to

a good relationship. It was also clear that most of the social workers did not want to become too complacent in their supervisory relationship as this may lead to biased opinions and feedback.

According to Munson (2002), under the categories of supervision, there are Philosopher – philosophical style, theoreticians – theoretical, and technical – technical styles of supervision as follows:

1. Philosopher-philosophical Style

Supervisors launch into philosophical abstractions that have little or no applications from the student's point of view. They often use either lengthy explanations or brief global statements, which frequently make the new learner extremely frustrated as important case material is not dealt with directly.

2. Theoretician-theoretical style

Supervisors use theory as the primary focus and believe that mastery of theory leads to good practice. They are logical and orderly in their approach to supervision, but the only time they are viewed negatively is when they talk about theory in the abstract, thus not relating it directly to case material and learning.

3. Technician-technical Style

It is very different from the other two styles. Instead of being philosophical or theoretical in orientation, the supervisor deals almost exclusively with details of case problems and relates them to technical skills. It is a problem focused and internationally oriented style of supervision in which questions are asked in highly specific and emphatic ways. The technician has patience

with new learners and responds in ways that encourage them to find their own answers. They are respected by their supervisees and viewed as demanding, having a no – nonsense response approach to supervision. This is the preferred style for supervisees just entering the social work field, although a combination of the three styles at the appropriate time can also be effective. NASW (2013) detailed that supervisory relationship is built on trust, confidentiality, support, and empathic experiences. Other qualities inherent in the supervisory relationship include constructive feedback, safety, respect, and self-care.

Expectations of the supervisees are generally related to dependability and follow-through on assigned work; attention to details and proper procedures; initiative in work –related assignments; a cooperative attitude toward the practicum supervisor and other stakeholders; willingness to learn from whatever tasks are assigned; and openness to supervision including asking for ,and learning from constructive criticism.

Evaluation of Field Work Supervision

Evaluation of fieldwork in social work education means the summary evaluation which takes place at the end of the academic term. The main objectives of the evaluation are to assess the supervisees' knowledge and understanding of the field, the ability of the supervisees to apply scientific methods of social work, the ability of the supervisees to integrate theory and practice; and the personal and professional growth of the supervisees and the supervisory inputs and contribution as well as   the ability of supervisees to write, think and act.

According to Thomas (2010), continuous feedback enables the supervisees to know their weaknesses and strengths and encourages them to alleviate the

problems and improve on their strengths. Evaluation removes the fear and anxiety regarding their performance in the field. Evaluation helps to plan the future course of action and final evaluation becomes more meaningful and systematic. The parameters of final evaluation are divided into four sections such as knowledge, skills, attitude, and development of the professional self. Thus, the supervisor monitors and evaluates the supervisees' development of responsibility, skills, knowledge, attitudes, and ethical standards in the practice of social work.

Most of the supervisees felt that in order for supervision to be effective, you need firstly the right environment: a quiet room allowing both the supervisor and the supervisee the opportunity to reflect honestly and openly on their work with no interruptions; and a good supervisor- one that has specific training and knowledge in the field of supervision, thus being adequately prepared to offer structured supervision. Hawkins and Shohet (2006) noted that the need for skilled supervisors, good training within supervision and theory and research in the area of social work has increased.

The findings of the research conducted by Hawkins & Shohet (2006) clearly indicated that all supervisors were qualified and trained in supervision. The findings also showed that preparation on both parts was essential for productive supervision. Both the supervisor and the supervisee should come to the session with a plan of what they would like to achieve. Individual conference in social work supervision is a one-to-one discussion of supervisor and supervisee. The supervisor and the supervisees come together and discuss the progress and challenges of the supervisees in the field, and exchange feedback. Willingness to learn and accept criticism would also be beneficial to a positive outcome and the supervisee learns

better from constructive comments as the process would be an educational one.

Conceptual Framework of Supervision Interaction and Outcomes
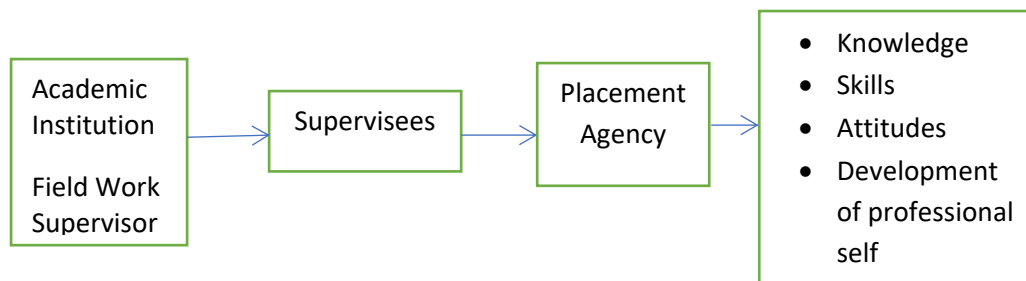
The above conceptual framework shows that the academic institution, supervisor and placement agency interactions with supervisees lead to the development of knowledge, skills, attitude and development of professional – self of the social worker. The placement agencies of the field practicum of the university are diverse and included GOs and NGOs like social, medical, psychiatry and child care, women centered development, educational, correctional services, corporate sector and donor agencies.

 Research Design of the Study

The research approach adopted in this piece of research was based upon mixed, which included qualitative and qualitative data collection. Descriptive and explorative design was applied; questions were used when and where there was a need to clarify vague or in adequate replies by respondents. A series of questions were prepared in order to guide the interview.

The summary of descriptive statistics of all variables that are assessed based on a 5- point Likert scale ("1" "strongly disagreed "to "5" "strongly agreed

"). According to Zaidaton & Bagheri (2009), the mean score below 3.39 was considered as low; the mean score from 3.40 up to 3.79 was considered as moderate; and mean score above 3.80 was considered as high as illustrated by comparison bases of mean of score of five-point Likert scale instrument.

The Research Population, Sampling and Same Size

The population of this study consists of 157 (48 Female & 109 Male) supervisees who have already passed through the supervision process in Master of Arts in Social Work at St. Mary's University.

Sampling and Sample Size

In this study, a simple random sampling was employed. Simple random sampling method provides the respondents opportunity, in which each unit included in the sample has equal chance of inclusion in the sample. This technique provides the unbiased and better estimate of the parameters if the population is homogeneous. In addition, the study has employed purposive sampling for qualitative data collection of the study.

In order to improve the study's quality and cut down wastage of time, money, and human resources, 96 respondents—30 women and 66 men—were proportionally chosen from the overall population. Because the study's population is homogeneous, the chosen sample is sufficient and representative to produce results that are either meaningful or acceptable. The age range of the participants is 25 to 55. In the study, ethical principles such informed consent, anonymity, confidentiality, no-harm, and data management were used.

Tools of Data Collection

Questionnaires for rating perceptions of respondents, interview and document analysis are the major tools that were employed in this study. The study employed SPSS for quantitative, and textual analysis for qualitative data collected.

Data Interpretation and Analysis

In addition to document analysis, the study used a numerical scale to measure the supervisees' opinions of the supervision of social work field practice and interview for textual analysis. The respondents used five levels to rate the level of supervision offered from high to low. The surveys were carefully written, edited, reviewed, and modified before being given to respondents. Detailed inspection, coding, and analysis of the raw data were performed utilizing descriptive statistical techniques such frequency, percentage, and mean score.

Table 1. Field Practicum Supervision

Items	Response	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	Total	Mean
Structured supervision	F	24	18	12	24	18	96	2.99
	%	25.00	18.75	12.50	25.00	18.75	100	
Educative supervision	F	6	24	12	30	24	96	3.44
	%	6.25	25.00	12.50	31.25	25.00	100	
Administrative supervision	F	6	24	18	24	24	96	3.38
	%	6.25	25.00	18.75	25.00	25.00	100	
Supportive supervision	F	12	12	18	30	24	96	3.44
	%	12.50	12.50	18.75	31.25	25.00	100	

Source: Own Survey 2021

Findings of the Study

Induction meetings, orientation visits, concurrent visits, individual and group conferences, and structured supervision were not scheduled in a timely or suitable manner, according to the respondents' perceptions. Given the mean score of 2.94, or 43.75%, it shows that supervisees have not received special attention from organized supervision, as indicated by the low degree of application. As to the interview result for the supervisees to be led, advised, and informed from the very beginning of the field practicum, structured supervision is crucial."

Regarding educative supervision, a mixed reaction was obtained from the respondents. With a mean score of 3.44 or a positive response of 56.25 %, which is moderate, a gap has been created and it needs more efforts to improve educational supervision in terms of designing and planning activities, giving theoretical content in tune with field practice, focusing on identifying professional skills, socialization, recording processes, dealing with ethical issues, facilitating reflection, providing guidance on research and project formulation, and teaching tools and techniques of field practice.

As to the respondents' interviews result, for the field practicum to be operationalized smoothly and effectively, in addition to educational supervision, administrative supervision activities are vital. This allows supervisees to engage in professional learning. The interviews outcome reveled that field practicum administrative supervision include choosing the placement agency, delivering orientation, maintaining supervisees'' attendance, maintaining supervisees' discipline in placements, visiting field placements, coordinating, and resolving field work-related issues. With a

mean response rate of 3.38, or 50%, the respondents' responses in this regard demonstrate a low degree of administrative supervision.

The supervisor's detailed instructions on the field practicum activity encompass how to foster an open environment for supervision, encourage learning, assist supervisees' personal and professional development, instill confidence, aid in self-awareness development, and offer career guidance. With a mean score of 3.44 and a response rate of 56.25 percent, the respondents' level of agreement was only moderate. As to the interviews result "it is necessary to focus on more organized, supportive supervision.

Educational supervision plays a role in the creation of knowledge; administrative supervision plays a role in resolving issues linked to the field; and supportive supervision plays a significant role in choosing the best agency for the field practicum, which may be governmental, non-governmental, or private. To gain the necessary information and abilities and to bring about an attitude shift in order to meet the clients' perceived needs and learn from interactions, it requires the supervisor to provide tangible help, clear guidelines, and facilitation for placement.

Table 2. Field Practices at Various Settings

Items	Response	SD	D	N	A	SA	Total	Mean
Micro Level	F	12	6	12	36	30	96	3.69
Practice	%	12.5	6.25	12.50	37.50	31.25	32	
Mezzo Level	F	12	12	6	30	36	96	3.69
Practice	%	12.50	12.50	6.25	31.25	37.50	100	
Macro Level	F	6	18	24	24	24	96	3.38
Practice	%	6.25	18.75	25.00	25.00	25.00	100	

Source: Own Survey, 2021

The supervisor is expected to advise the supervisees to engage with individuals at grass-root level or micro level in field practicum. In this regard, a large number of supervisees have a mean score of 3.69 or response rate of 68.75%   indicating that they have received guidance from their supervisors along this line, indicating a positive implication. At mezzo or group level,3.69 or response rate of 68.75%   of the respondents indicated that they have been given guidance. The response of the respondents shows that there was focused supervision at micro and mezzo levels practice.

In contrast, respondents reported that supervisor support at the macro level was lower, at 3.38, or a response rate of 50%, indicating that supervisors should encourage supervisees to concentrate more on the macro or community level. The supervisees become acquainted with community-driven development and service-receiving institutions through macro-level experience. The supervisees are expected to process knowledge while actively participating in community development in value-based community groups. For the purpose of honing their analytical and problem-solving abilities, the supervisees can learn planning and program creation at the community level. The other area of macro-level practice that focuses on basic administrative and management knowledge and abilities, regardless of primary work, includes human service management. This includes assessment, proposal writing, budgeting, supervising, conducting evaluation research, developing programs, and financial management and planning

Table 3. Supervision Models and Styles

Items	Response	SD	D	N	A	SA	Total	Mean
Developmental Model Supervision	F	6	12	12	30	30	96	3.50
	%	6.25	12.50	12.50	31.25	31.25	100	
Task model supervision	F	18	18	12	30	18	96	3.13
	%	18.75	18.75	12.50	31.25	18.75	100	
Philosophical style	F	18	24	6	30	18	96	3.06
	%	18.75	25.00	6.25	31.25	18.75	100	
Theoretical style	F	18	18	12	24	24	96	3.13
	%	18.75	18.75	12.50	25.00	25.00	100	
Technical style	F	18	18	6	30	24	96	3.25
	%	18.75	18.75	6.25	31.25	25.00	100	

Source: Own Survey, 2021

The above table indicates that supervisors employ a developmental model of supervision. It has a mean of 3.5 or 62.50%, which implies that the developmental model of supervision was inclusive in the process of practice at a moderate level. This model of supervision is a progressive stage in the supervisee's development from novice to expert. It has three stages that include limited skills and lack of confidence at the initial stage; at the middle stage, supervisees have more skills and confidence; they have conflicting feelings, and are dependent on their supervisor; and at the expert end of developmental supervision, supervisees utilize good problem-solving skills and are reflective about the counseling and supervisory processes.

Concerning the task model of supervision, task-centered practice is a social work technology designed to help clients and practitioners collaborate on specific, measurable, and achievable goals (Kelly, 2013). Task-Centered Practice (TCP) is now well into its fourth decade as a social work practice model and has matured as a social work generalist practice tool that can

empower clients to solve a wide variety of problems. The responses of the respondents constituted a mean of 3.13 or 48%, which implies that there was low-level planned and guided practice in employing a task-centered model of social work supervision.

The data collected from the respondents also specified a percentage of 48%, 50% and 54% or a mean of 3.06, 3.13, and 3.25 for philosophical, theoretical, and technical styles of supervision, respectively. The supervisors employed these styles during the practicum to develop the supervisees' knowledge, skills, and techniques, which were found to be at a low level of application. The matter requires due attention to realize the same and employ different perspectives to enhance the supervisee's fund of knowledge.

Table 4. Supervisor and Supervisee Relationship

Items	Response	SD	D	N	A	SA	Total	Mean
Follow-up	F	12	6	18	36	24	96	3.56
	%	12.50	6.25	18.75	37.50	25.00	100	
Feedback Provision	F	12	18	18	24	24	96	3.31
	%	12.50	18.75	18.75	25.00	25.00	100	
Supervisee self-evaluation	F	12	18	12	42	12	96	3.56
	%	12.50	18.75	12.50	43.75	1250	100	
Supervisor evaluation	F	12	18	18	24	24	96	3.31
	%	12.5	18.75	18.75	25.0	25.0	100	

Source: Own Survey, 2021

A social work supervisor should maintain proper boundaries in healthy relationships with supervisees. It is expected from the supervisor to avoid relationships that have the potential to interfere with the quality and objectivity of the supervision. The supervisor's accessibility to supervisees

was measured at a mean of 3.56 or 62.25% that implies a moderate level of agreement.

It is anticipated of the supervisor to continue giving feedback to supervisees on their strengths, areas for improvement, as well as their deficiencies so that they can get better in a timely and consistent manner, as indicated by the issue of providing feedback, which has a mean of 3.31 or a response rate of 50%. Half of the supervisees gave unfavorable responses about timing, accuracy, and dependability, as well as the regularity of obtaining feedback for their report.

It is expected of supervisees to evaluate themselves on the basis of the evaluation's indicators, which include knowledge, skills, attitudes, and professional self-development. It is expected that the knowledge gained, the skills developed, the attitude shift and professional development, the difficulties faced, the solutions found, and the areas needing improvement will all be critically assessed. Overall, the analysis shows that their supervisors encouraged them at a moderate degree. The result reveals a mean of 3.56, or 56.25% response, which has a moderate effect on the program's completion within a specified five-year period.

Supervisor evaluation is critically important to nurture the supervisees from the very start of the field practice throughout the program. It is a continuous process to evaluate the supervisees from diverse perspectives, which include transformation of conceptual knowledge into practice, application of social work methods, skills development, social work values and principles applicable in the real agency settings as well as competencies of the supervisees. In this regard, the respondents' response result of a mean of 3.31 or a response rate of 50% shows loose evaluation.

Table 5. Knowledge, Skills, Attitude & Development of Professional–Self

Items	Response	SD	D	N	A	SA	Total	Mean
Knowledge	F	12	18	6	36	24	96	3.44
	%	12.50	18.75	6.25	37.50	25.00	100	
Skills	F	6	6	12	36	36	96	3.94
	%	6.25	6.25	12.50	37.50	37.50	100	
Attitudes	F	12	18	12	36	18	96	3.31
	%	12.50	18.75	12.50	37.50	18.75	100	
Development of professional - Self	F	18	12	12	36	30	96	3.81
	%	18.75	12.5		12.5	31.25	100	

Source: Own Survey, 2021

A field practicum is intended to provide the supervisees with knowledge of the community's power structure, the interests of various groups, negotiation and reaching a common understanding, group dynamics and how they affect group function, communication of feelings and ideas, various cultural characteristics of the population, various programs run by governments and non-governmental organizations, various policies affecting the public, and social justice in particular situations. 60% of those questioned about obtaining information in this area gave a favorable response, suggesting that practical knowledge development is generally at a moderate level. The analysis's mean score of 3.44 demonstrates a moderate level of field practice-based acquisition.

Social work skills development comprises the ability to use social work methods, improving and modifying common organizational skills, communicating ideas in a purposeful manner, gaining acceptance, mobilizing and motivating people to participate, performing the role of community organizers, mobilizing resources from within and outside the

community, formulating a simple research proposal, applying basic sampling techniques, formulating interview schedules and administering them, and finally analyzing them, observing and learning from others, and developing one's own leadership style and ability to write reports. In this instance, a high level of skill development was scored as the response was significant by 72%, or a mean of 3.94.

The attitudinal development of the supervisees mainly focuses on openness in dealing with individuals, groups, and the community at large; readiness to acquire new learning experiences and to benefit from them; a non-judgmental attitude towards non-confirming individuals; and willingness to cooperate with others and achieve common goals. With regard to the development of supervisees' attitudes, mixed responses were given, indicating that a large portion of supervisees had not benefited from such intervention by supervisors. The data analysis shows that 54%, or a mean of 3.31, a low level of attitudinal change, was observed.

Self-development professionally entails building self-confidence in one's profession, accepting weaknesses and sharing strengths with others, understanding one's feelings, controlling frustration when things don't go one's way, and developing the ability to control negative feelings towards individuals and groups when they do not match up to one's expectations. Accordingly, in this study, 66% of the respondents thought such subject matter was well addressed by supervision. A mean of 3.81 resulted from the overall study, showing that the supervisees were able to develop high level professional self-development.

Conclusions

It is clear that a key component of efficient social work practice is supervision. For efficient social work field practicum supervision, qualified supervisors, supervisees, placement agencies, and universities are the essential partners.

The study's findings show that there is a need for prompt organization of orientation programs, advice, and feedback. This analysis demonstrates that the university's supervision procedures are judged to be at a moderate level, requiring significant improvement across a number of supervision-related areas. Diverse supervision models and styles are vital to building the knowledge and skills of social workers. It entails due attention to improving the supervision of the field practicum.

A reasonable degree of knowledge, abilities, attitudes, and professional development were generally reflected in the study. In order to produce knowledgeable and skilled social workers who are productive, innovative, and creative social engineers at all settings of governmental organizations (GOs), non-governmental organizations (NGOs), community-based organizations (CBOs), faith-based organizations (FBOs), and private institutions (PIOs), it is expected of the university to set up a consistent follow-up program and site supervision to conduct frequent assessments and fill the gap through regular orientation and training.

In order to lessen the current difficulties in finding placement, which depends on the agency's willingness, the researcher also suggests facilitating welcoming policies for social work supervisees' field experience. Due to its conceptual and applied knowledge, values, and principle-based approach, social work is a respected profession in industrialized nations. Casework,

group work, community organizing, social welfare administration, social action, and research are all examples of social work practices. As a field of problem-solving at micro, mezzo and macro levels diverse interventions a shift in perspective and increased employment options are needed.

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