Abstract

Employees’ service delivery is fundamental for the achievement of organizational goals, and organizations are curious to identify the factors that positively affect employees’ ability to work. Supportive supervision is a process that uses dialogue and constructive feedback to help staff, and the entire organizations to improve their performance in pursuit of the organization’s goal, for growth and development. It can also be described as a relationship between senior and junior member of a profession that is evaluative, extends over time, serves to enhance the skills of the junior person, and monitors the quality of the services offered by the junior person and acts as gate keeping to the profession. By employing supportive supervision, administrators can not only create a healthy work environment, but also improve and sustain the performance and satisfaction of the employees in their organization. Content analysis technique was adopted as a mode of analysis. The study made some fundamental revelations and recommendations were derived from the findings of the study.

Keywords:
Supportive Supervision, Employee’s Productivity, Civil Service.

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1. Introduction

Employees’ work performance is critical for the achievement of organizational goals, hence, organizations are curious to identify the factors that positively affect employees’ ability to work. Factors such as supportive supervision becomes very imperative. Support from the supervisor plays a crucial role in creating a conducive work environment. The supervisors can provide awareness and training along with other resources to manage a workflow that can enhance employees’ performance (Park et al, 2018). Supervisor support boosts their employees’ encouragement, knowledge, skills, and attributes (Chen and Wu 2020). Supervisors are the key to showing the path to handling haphazard work and running the office activities in a well-chromized order (Dhir and Dutta 2020). The supervisor acts as a coach and their support shapes the employee’s in-role and extra-role performance (Zeb et al. 2022), and it diminishes the employees’ withdrawal behaviors.

Roster and Ferrari (2019) argued that office clutter arises under unstable situations because it causes indecision and hampers employee performance. Roster and Ferrari (2019) highlighted that office clutter is ever-increasing which impedes the performance of employees. They suggested examining the qualities of an individual that affect their work. Supportive supervision is a process of helping staff to improve on their productivity and work performance. It is a process that uses dialogue and constructive feedback to help staff, volunteers or entire organizations improve their performance in pursuit of the organization’s mission, while also setting goals for growth and development (Chae and Park 2020). Marquez and Kean (2012) also defined supportive supervision as a way of strengthening relationships within the system, focusing on the identification and resolution of problems, and helping to optimize the allocation of resources, promoting high standards, teamwork, and better two-way communication.

Supportive supervision is a facilitative approach to supervision that promotes mentorship, joint problem-solving and communication between supervisors and supervisees (Marshal and Fehringer, 2015). It can also be described as a relationship between senior and junior member of a profession that is evaluative, extends over time, serves to enhance the skills of the junior person, monitors the quality of the services offered by the junior person and acts as gatekeeping to the profession (Bernard and Goodyear, 2015). A cornerstone of supportive supervision is working with employees to establish goals, monitor performance, identify and correct problems, and proactively improve the quality of service. It is carried out in a respectful and non-authoritarian way with a focus on using supervisory visits as an opportunity to improve knowledge and skills of civil servants. Supportive supervision encourages open, two-way communication, and building team approaches that facilitate problem-solving and it deals with technical issues, e.g. skills and knowledge (World Health Organization, 2015). It focuses on monitoring performance towards goals, and using data for decision-making, and depends upon regular follow-up with staff to ensure that new tasks are being implemented correctly.

Moving from traditional, hierarchical supervision systems to more supportive ones requires innovative thinking, national buy-in, and time to change attitudes, perceptions, and practices. In a supportive supervision model, supervision happens continuously as part of a team effort implemented by multiple parties, and focuses on problem-solving to assure quality and meet client needs (Marquez & Kean, 2012). Supportive supervision encounters typically include: performance observation and comparison of actual practices with standards; facilitative feedback on performance; provision of guidelines or technical updates; use of client input and data to ascertain opportunities for improvement; problem solving as a team, and; follow-up of
previously noted problems (Marquez & Kean, 2012). In a supportive supervision model, staff typically employs job aids such as checklists and assessment forms to facilitate supportive supervision (Marquez & Kean, 2012). Supportive supervision guidelines () describe supportive supervision as a "process which promotes quality outcomes by strengthening communication, identifying and solving problem, facilitating team work, and providing leadership and support to empower health providers to monitor and improve their own performance." Supportive supervision involves directing and supporting employees in order to enhance their skills, knowledge and abilities with the goal of improving their productivity and performance. Some of the benefits of supportive include: helping service providers to achieve work objectives by improving their performance, ensuring uniformity to set standards, identifying problems and solving them in a timely manner, making a follow-up on decisions reached during previous supervision visit, identifying staff needs and providing opportunities for personal development and reinforcing administrative and technical link between high and lower levels (UK Essays, 2016)

1.2 Statement of the Problem
Supervision provides critical support for the delivery services in public institutions. Despite recognition of the importance of supervision in managing human resources, the aim of supervision is often not achieved in developing country civil and public service systems. This is because; supervision still tends to emphasize inspection and control by external supervisors, who often believe that workers are naturally unmotivated and require strong controls to perform adequately. At the same time, many line supervisors lack the requisite technical and managerial skills or have limited authority to resolve service delivery problems (UK Essays, 2016). There are numerous efforts aimed at improving quality supervision of civil and public service in developing countries. While many supervision interventions have been effective on a pilot basis, sustained improvements on workers’ productivity have been elusive. Too often, the short-term successes of supervision have faded through staff turnover, and failure to make the systemic changes in human resource management necessary to maintain gains in worker performance. This informed the need for a different approach to make supervision more conducive to improvement in worker performance. The search for this human oriented approach gave birth to supportive supervision.

Supportive supervision expands the scope of supervision methods by incorporating self-assessment and peer assessment, as well as community input. Supportive supervision shifts the locus of supervisory activity from a single official to the broader workforce. A key concept in supportive supervision is that it is a process implemented by many parties, including officially designated supervisors, informal supervisors, peers, and health providers themselves. Supportive supervision promotes quality outcomes by strengthening communication, focusing on problem-solving, facilitating teamwork, and providing leadership and support to empower health providers to monitor and improve their own performance. Studies have shown that continuous implementation of supportive supervision generates sustained performance improvement. To Kolawole, (2018) Instead of occurring only when an external supervisor visits a facility, supportive supervision takes place continuously, as ongoing performance monitoring and quality improvement become a routine part of workers’ jobs. Supportive supervision occurs in multiple places: on the job, both formally and informally; in
Experiences from countries in different regions show that supportive supervision offers a powerful alternative to traditional approaches. Research findings in Uganda, has provided compelling evidence for the effectiveness of key elements and tools of supportive supervision, including structured audit and feedback, self-assessment, and peer assessment (Kolawole, 2018).

Supportive supervision requires: new thinking about who does supervision and how and when it occurs; motivation on the part of supervisors and staff alike to adopt new behaviors; locally appropriate and tested tools; time and investment to establish and take root; the commitment of top management and some decentralized decision-making authority; integration into existing human resource management systems rather than creation of a parallel system to “work around” problems (Vann, 2017). More evaluation of the gains of supportive supervision and its impact on employee’s productivity will strengthen the case for Nigeria civil service organizations to adopt supportive supervision approaches. This study will also reveal best practices for motivating, training, and coaching external supervisors to perform supportive supervision, and motivating and enabling workers to effectively conduct self-assessment, peer assessment, and internal supervision (Odulami and Eniola, 2022).

1.3 Objectives of the Study
The study examines the extent to which supportive supervision influences employee’s productivity in Nigeria civil and public service.

Specific Objectives:

a) To investigate how mentorship influences employee’s quality of work in Nigeria civil and public service.

b) To evaluate how performance appraisal influences employee’s job satisfaction

c) To examine the extent to which feedback enhance employees career development

2. Review of Related Literature
Conceptual Review
Supervision in the public sector dates as far back as the early 1900s when it was conceived as an organizational and management process. In the initial stages, a traditional form of supervision based on a top-down authoritarian approach was introduced.

A contemporary method that is more liberal and collaborative are believed to have evolved from USA and the UK is supportive supervision. Supportive supervision has been defined in several ways as provision of guidance and feedback on matters of personal, professional and educational development as an approach that emphasizes mentoring, joint problem solving, two-way communication and as a process that promotes quality at all levels of the health system (UK Essay, 2016).

Garrison et al defines the concept as a process of guiding, helping, training and encouraging staff to improve their performance continuously in order to provide high-quality health services.

Supportive supervision is a human resource management practice in which superiors provide regular training and assistance to their subordinates in order to improve the quality of their work and widen their knowledge and abilities (Hamzah, Nordin, Dwiyanti, Na’ imah, & Mawi, 2021).

Supportive supervision, according to Deocampo, Danao, and Peria (2018), is the process by which employers appoint and empower senior staff employees to supervise the activities of
younger staff workers in order to achieve the organization's goals and objectives. These senior staff members coordinate the efforts of subordinates under their supervision, evaluate their performance, and propose them for advancement at work. Concepts on supportive supervision reviewed in this study include mentoring, performance appraisal, and performance feedback.

**Mentoring** is the procedure by which higher officials of an organization provide instructions, advice, and guidance to subordinates assigned to them, as well as promotes their professional growth. This activity is intended to assist people in achieving their career objectives while also assisting a firm in gaining a competitive advantage in its industry/market (Ofobruku & Nwakoby, 2015). As stated by Peretomode and Ikoya (2019), qualities of a good mentor include the ability and willingness to clearly communicate his values, skills, knowledge, and expertise, regular preparation for mentoring tasks, demonstration of trust in mentees' willingness to learn and performance, active listening, provision of answers to mentees' questions, provision of solutions to mentees' challenges/problems, guidance and constructive feedback to mentees, objectivity and fairness in mentor-mentee relationship, demonstration of patience and tolerance with mentees, high degree of openness with mentees, demonstration of genuine compassion, applaud and recognition of mentees' success, and high level of commitment in carrying out mentoring exercise.

**Performance appraisal** is a formal procedure that occurs from time to time in which employees are evaluated by a supervisor who assesses their completed activities using a set of metrics, assigns a grade or score to the evaluation, and then informs employees of the results. Periodic performance appraisal allows a company's management to identify areas where employees have excelled, places where they have struggled, and areas where they may improve, and then provide additional training to help them enhance their performance in those areas. One of the human resource management activities that encourages employees to work actively, effectively and efficiently is performance appraisal. An organization's success may necessitate further training, reward, development, motivation, and good interpersonal relationships as a result of a complete examination of workers' performance (Daniel & Ibrahim, 2019). The results of an appraisal exercise supplied by superiors to subordinates in order to advise them of how well they performed and areas where they need to improve are referred to as performance feedback. Employees should be given performance feedback on their overall growth within the company (Caruth & Humphreys, 2008). Such input should not be postponed, but rather given as soon as possible and in detail. Employees have the right to know how they are progressing at work in carrying out the duties, tasks, and obligations that have been given to them (Gupta & Upadhyay, 2012). Regular and adequate performance feedback to employees leads to higher job satisfaction, employee dedication and retention, better service delivery, and a competitive edge in any company that conducts such an exercise (Adedayo, 2017)

**Goals of supportive supervision**
- To receive information and another perspective concerning one’s work
- To receive both content and process feedback
- To be validated and supported both as a person and as a worker
- To ensure that as a person and as a worker one is not left to carry unnecessarily difficulties, problems and projections alone
- To ensure quality of work (Hawkins and Shohet, 2015)

**Need for supportive supervision**
Supervision is an excellent opportunity to provide follow-up training, improve performance, and solve other problems that contribute to poor performance. Health workers often receive little guidance or mentoring on how to improve their performance. The primary goal is to improve morale and job satisfaction by preventing job-related stress (Kadushin, 2015). Supervisors often lack the technical, managerial, or supervisory skills needed to effectively evaluate health facilities across the many sectors for which they are responsible. Supervisors at all levels are expected to monitor services, evaluate management. Managers can play a key role in making their junior staff feel supported and motivated and, as a result, more productive. Particularly in challenging environments where resources are scarce and the needs of clients are vast, making employees feel valued and supported is essential. By employing supportive supervision, managers can not only create a healthy work environment, but can improve and sustain the performance and satisfaction of the people in their organization. Using a few key skills and tools—and with a little practice—managers can create a dynamic relationship with staff to help them grow (NPI Connect, 2011). In a study carried out by Chambesrgn and Long, (2016) they discovered that a facilitative approach to clinical supervision is therapeutic and self-propelling for both supervisor and supervisee.

**Table 2.1. Comparison between supervision approaches (WHO, 2015b)**

<table>
<thead>
<tr>
<th>Control approach</th>
<th>Supporting approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on finding faults with individuals</td>
<td>Focus on improving performance and building relationships</td>
</tr>
<tr>
<td>Supervisor is like a policeman</td>
<td>More like a teacher, coach, mentor</td>
</tr>
<tr>
<td>Episodic problem-solving.</td>
<td>Use local data to monitor performance and solve problems.</td>
</tr>
<tr>
<td>Little or no follow-up.</td>
<td>Follow up regularly</td>
</tr>
<tr>
<td>Punitive actions intended</td>
<td>Only support provided</td>
</tr>
</tbody>
</table>

Sources: Marquez & Kean (2012)

**Challenges in Implementing Supportive Supervision**

It is also important to consider the risks of supportive supervision. Having too many actors with diffuseresponsibilities can make supervision a non-system with no one in charge—no one ultimately responsible for ensuring that supervisory tasks take place. Overreliance on self-directed teams can place unreasonable or unrealistic performance expectations on the workforce. Part of the challenge of the transition to a more facilitative approach to supervision is that change can be threatening and daunting.

It requires motivation and behavior change on the part of supervisors; hence some may believe that it is not achievable in developing-country settings. Although supportivesupervision,
especially when implemented in a larger context of quality improvement, has been shown to increase the productivity of employees and the hurdle of effecting change at various (and sometimes all) levels of an organization can be cleared, sustaining such improvements over time can even be a greater challenge.

Other challenges included:

- Lack of a standardized approach to supportive supervision and mentoring,
- Lack of adequate and reliable financial resources,
- Lack of guidelines on mentoring,
- Shortage of human, financial and time resources,
- Lack of technical skills and work overload among Health Care Workers, and
- Vertical, uncoordinated intervention-specific supervisory activities

**Attributes of a Supervisor (UK Essays, 2016)**

**Theoretical Framework**

This study was anchored on social learning theory. Workers who get advanced knowledge and skills through sufficient mentoring and tutelage from superiors who they feel have more experience in knowledge and skills than they do will assist their firm achieve a swift edge over their competitors, according to social learning theory (McKenna & Supyk, 2006; Bratton, 2007). People's self-efficacy and ability to successfully learn new skills are influenced by the idea, which can be realized through encouragement, oral persuasion, logical confirmation, and observation of others. Organizations that allow employees to learn from their peers and superiors through proper observation, imitation, and mentoring will improve employee performance and help the company meet its goals and objectives more quickly (Falola, Osibanjo, & Ojo, 2014). Managerial and supervisory actions that allow for social contacts and information sharing among employees create a climate in which employees are driven to collaborate, resulting in enhanced individual performance and, most importantly, improved company performance. When newly hired workers are paired with highly experienced workers, a pathway opens up for completing incredibly difficult tasks and responsibilities in the workplace. Matching newly hired workers with highly skilled workers will also motivate, remind, and reinforce new workers' learning objectives and behaviors (Liu & Batt, 2010). This study was anchored on social learning theory because firms that create an avenue for junior staff workers to continually learn from senior staff workers who are highly skilled and knowledgeable than them will bring about the continuous improvement of workers' performance. Companies that encourage superiors to build and maintain cordial relationship with their subordinates will provide opportunities for rapid mentoring of subordinates as well as render better services to customers, generate more revenue, and increase the level of customer satisfaction and loyalty.

Supportive supervision is a process that promotes equality at all levels of the system by strengthening relationships within the system, focusing on the identification and resolution of problems, and helping to optimize the allocation of resources. Supportive supervision promotes continuous improvements in the quality of care by providing the necessary leadership and support for quality improvement processes and by promoting high standards, teamwork, and better two-way communication. Supportive supervision is facilitative, fostering relationships that help improve individuals' skills and performance. Supervisors are intermediaries who implement institutional goals, solve problems at lower levels, and serve as a link to higher levels of authority to resolve lingering problems. The supportive supervisor brings people and resources together
to pursue clear objectives, assess results, and identify and solve problems, and develops relationships based on trust and responsiveness.

Supportive supervision focuses on the results of processes as well as individual performance. It encourages open communication and building team approaches that facilitate problem-solving. It focuses on monitoring performance against expectations and using data for decision-making. Measuring performance also allows supervisors to be held accountable for results and helps foster continuous improvements in quality at all levels of the health system. In this paper, supportive supervision is synonymous with “facilitative supervision.” Engender Health, (formerly AVSC) has defined facilitative supervision as “an approach to supervision that emphasizes mentoring, joint problem-solving, and two-way communication between the supervisor and those being supervised.”

Although Engender Health defines facilitative supervision in the context of a broader quality improvement approach that includes the use of its client-oriented, provider-efficient (COPE) technique, the principles and methods of supportive supervision are the same. Supportive supervision also embraces the concepts articulated in Management Sciences for Health’s work on team supervision, in which joint problem-solving is the focus of the supervisory interaction, and supervisors act as on-the-job teachers who support their staff rather than inspectors.

Another key aspect of supportive supervision is an explicit concern for meeting the needs of clients, both external and internal (staff members). Experience with using COPE for supportive supervision shows that emphasizing the needs of the client helps focus the entire facility on solving problems as they arise. This focus, in turn, improves staff performance and the quality of services. Supportive supervision also addresses the human needs and aspirations of workers themselves, recognizing that they need clear expectations, feedback, skills, and materials to effectively perform their jobs, and a safe working environment, recognition, and opportunities for professional development and advancement. Supportive supervision makes continuous improvements in the quality of care possible by providing the necessary leadership and support for quality improvement processes, in the form of high standards, teamwork, and good communication. Finally, a key concept in supportive supervision is that it is implemented by multiple parties, including officially designated supervisors, informal supervisors, peers, workers themselves.

**Review of empirical literature**

Min, Iqbal, Khan, Akhtar, Anwar, and Qalati (2020) investigated the relationship between supervisory behavior, conflict management strategies, and sustainable employee performance using conflict management strategies as the mediator between supervisory behavior and sustainable employee performance in small and medium scale enterprises (SMEs) in Punjab Province of Pakistan. Primary data was collected through the use of survey questionnaire. Sample size comprised of 150 SMEs in Punjab Province. Partial least square and structural equation modelling were used to analyze the data collected from the respondents. The study confirmed that supervisory behavior has positive and significant effect on sustainable employee performance. Supervisory behavior has positive and significant effect on conflict management strategies. Conflict management strategies have positive and significant effect on sustainable employee performance. Conflict management strategies positively and significantly mediates between the relationship of supervisory behavior and sustainable employee performance.
Uwuigarien and Umemezia (2020) ascertained if perceived employer support, perceived supervisor support and perceived fellow employees’ support have any influence on the level of job involvement in selected universities in Edo State, Nigeria. Cross-sectional survey research design was used for the study. The population of the study comprised of all employees (academic and non-academic staff) of approved universities in Edo State, Nigeria that have successfully gone through the NUC accreditation process. Among the universities in Edo State, this study focused on University of Benin, Ambrose Alli University, Benson Idahosa University, and Igbinedion University. Sample size comprised of 384 workers in these universities. Multi-stage sampling technique (purposive and convenience sampling techniques) was used for the study. Questionnaire was used to collect primary data for the study. Regression analysis was used to test the hypotheses formulated. The study discovered that perceived employer support had significant influence on job involvement of workers in selected universities in Edo State. Perceived supervisor support had significant influence on job involvement. Finally, perceived fellow employees’ support had significant influence on job involvement in selected universities in Edo State.

Ndembo-Mwasawa and Wainaina (2021) ascertained the effect of performance supervision on employees’ productivity in the Ministry of Lands, Environment, and Natural Resources in Taita Taveta County, Kenya. Sample size comprised of workers in the studied organization. Questionnaire was used to collect primary data for the study. Descriptive statistics was used to analyze the respondents’ bio-data and responses on each item of the research instrument while correlation analysis and regression analysis were used to test the hypotheses formulated. Results from correlation analysis showed that performance supervision had significant relationship with employees’ productivity. Results from regression analysis showed that performance supervision had significant effect on employees’ productivity in the Ministry of Lands, Environment, and Natural Resources in Taita Taveta County, Kenya. Haidome (2020) investigated the relationship between supervisor support and corporate performance of manufacturing firms in Port Harcourt, Rivers State, Nigeria. Population of the study consist of 120 workers in 7 selected manufacturing firms in Port Harcourt. Questionnaire was used to collect primary data for the study. Spearman’s rank Order correlation statistics was used to test the formulated hypotheses. The study affirmed that supervisor support had significant relationship with growth of manufacturing firms. Supervisor support had significant relationship with service quality of manufacturing firms. Finally, supervisor support had significant relationship with timeliness of manufacturing firms in Port Harcourt, Rivers State, Nigeria. Ikegbusi and Eziamaka (2016) examined the impact of instructional supervision on teachers’ effectiveness in Nigeria. T-test was used to test the hypotheses formulated. The study showed that there is no significant difference between the influence of internal supervision and external supervision on teachers’ effectiveness in public secondary schools. This implies that internal supervision and external supervision have significant influence on teachers’ effectiveness in public secondary schools in Enugu South Local Government Area, Enugu State. Sule (2013) investigated the influence of principals’ supervisory demonstration strategy on teachers’ job performance in Cross River State, Nigeria. Analysis of variance was used to analyze the hypothesis formulated. The study discovered that principals’ supervisory demonstration strategy had no significant influence on teachers’ job performance in terms of classroom management, instructional ability and student evaluation in selected public secondary schools in Cross River State, Nigeria.

**Empirical Evidence of the Effectiveness of Supportive Supervision in Enhancing Employees’ Service Delivery**
While there are limits to how far the effectiveness of individual elements of supportive supervision can be generalized to the approach as a whole, several studies do provide evidence for the effectiveness of key elements of supportive supervision such as:

**Structured audit and Feedback.** In Nepal, a randomized controlled trial of the effects of audit and feedback by district health officers using a structured checklist that focused on prescribing practices in primary health care facilities resulted in statistically significant differences in adherence to standard treatment schedules (22.2% in the control versus 40.5% in the intervention districts). Zeitz et al. found in an uncontrolled trial that supervisors’ use of a checklist for diarrhea case management during monthly visits to rural health facilities in Nigeria resulted in improvements in history-taking, physical examination, disease classification, treatment, and counseling. In Mexico, Kim et al. found that structured observation and focused performance feedback by supervisors, accompanied by joint identification of opportunities for improvement, increased facilitative communication and provision of information to clients by rural doctors. The supervisor feedback, two-way discussion of how the provider could improve, and identification of skills to develop through assignments to be recorded in a homework log served to add an educational dimension to supervision that resulted in measurable improvements in provider performance.

**Self-assessment and Peer Review.** There is ample evidence in the health field that self-assessment is a useful method for self-instruction and some evidence that self-assessment can be effective in causing desirable behavior change. The study by Kim et al. of the effectiveness of self-assessment and peer review as interventions to reinforce training in interpersonal skills in Indonesia provides convincing evidence of the effectiveness of these two mechanisms of supervision in maintaining and, in some cases, increasing improvements in health worker performance after training. Interestingly, in the Indonesia study, self-assessment and peer review had a greater impact among providers with more than 10 years of experience, suggesting that experienced providers were better able to use and apply lessons from self-assessment and peer discussion than were their less experienced colleagues.

In their Mexico work, Kim et al. found that asking doctors to audiotape their own consultations and listen to the tapes to critique their own communication performance increased the power of self-assessment and proved to be a strong source of motivation to improve. They concluded that self-criticism (from the self-assessment exercises, including the audiotaping) was a far more compelling motivator than outside criticism (from the supervisors). However, Kilminster and Jolly concluded in their review that self-supervision alone was not effective and that some input from an external supervisor or colleague was needed for improvements to be achieved in performance.

### 3. Revelations from the Study

**Supportive supervision requires motivation on the part of supervisors and staff alike, to adopt new behaviors.**

Supportive supervision requires changes in human behavior. Supervisors are the critical catalysts for change and must themselves be convinced of the need for and value of the supportive supervision approach. Supervisors need to model appropriate behaviors, and supervisors’ commitment is needed to sustain the approach. Such change is not easy to obtain and will require multifaceted intervention strategies based on overcoming individuals’ resistance to change,
building on readiness to change, developing new skills needed to effect the change, and adapting
the work environment to reinforce the change. Ben Salem and Beattie cited several personal
characteristics of supervisors as contributing to effective supportive supervision, including the
ability to delegate and complete work through others, the desire to achieve at high levels,
confidence in one’s own ability and the ability of staff, and the ability to instill a sense of value
about the organization’s goals in others.

Supportive supervision offers a wide range of mechanisms to accomplish supervisory tasks.
It is important to explore the alternatives for implementing supportive supervision to determine
what is workable in a given situation. Sometimes there are no internal supervisors, or external
supervisors may have inadequate time and resources to provide the support required for good
performance. In such situations, peer support may be a feasible and effective alternative to
external supervision.

Supportive supervision requires locally appropriate and tested tools.
The tools and techniques of supportive supervision, such as structured guidelines for external
supervision and self-assessment instruments, have shown to be readily usable by workers and
supervisors in a wide range of settings.

Supportive supervision takes time and investment to establish. Because supportive
supervision involves behavior change, it is not a “quick fix” that can be implemented through
one manual or training course. It requires relatively more of frontline supervisors than traditional
supervision.

Engender Health has articulated a three-stage process for introducing supportive supervision in a
developing-country institution,

■ developing in the supervisors, the skills needed for supportive supervision (such as facilitation,
interpersonal, problem-solving, and analytical skills);
■ orienting the staff to its tools and methods (peer review, performance assessment tools);
■ upgrading the technical or clinical skills of those assigned to provide external supervision.

Top management must be committed to supportive supervision.
Support from senior officials is vital to introduce and sustain supportive supervision and quality
improvement processes in general. Senior managers must become involved in and visibly
support new initiatives to improve supervision. Investing in supportive supervision should be
linked to accountability for results, and rewards or recognition for making supervision more
supportive. Moreover, this top management support must be nurtured, in light of the high
potential for turnover at this level, especially in the public sector. This lesson also suggests that
where top management does not fully embrace supportive supervision, it is not appropriate to try
to instigate the approach from the bottom up.

Supportive supervision should be integrated into the existing human resource management
system, rather than introduced as an isolated intervention or parallel system.
The key to improving sustainability is to build capacity for improved supervision into existing
systems and processes, rather than imposing entirely new systems from the outside, since
changes and improvements that “work around” current systems and processes are generally less
sustainable.

Long-term sustainability depends on publicsector institutions embracing supportive
supervision.
For supportive supervision to take hold in a country, it requires the legitimacy that acceptance by the ministries and agencies in the public sector. Most of the experiences described in the literature on implementing aspects of supportive supervision have taken place in private sector organizations.

4. Findings

1. Mentorship influences employees’ quality of work in Nigeria public service.
2. Performance appraisal influences employees’ job satisfaction
3. Feedback enhances employees’ career development

Conclusion
The central focus of supervision is on the quality of service offered by the supervisee to clients. Integrating supportive supervision into organization’s structure will result in a stronger organization, with more efficient and satisfied people working to achieve organization’s mission. Good supervision can contribute to job satisfaction and reflective practice, which in turn improves employees’ productivity. Supportive supervision fosters a collaborative approach to strengthen worker performance. It has been an effective tool for improving performance. Creating a culture of supportive supervision will help staff, volunteers and the organization flourish (Kolawole, 2018).

Recommendations
1. Adequate mentoring of workers in Nigeria Public Sector to improve quality of work and services provided for the public
2. Unbiased assessment and grading of workers performance as this will increase morality of workers and thus increase their performance outputs
3. Proper communication and feedback between Supervisor and supervisees in order to be in the same page in the attainment of the objectives of Nigeria Public sectors.

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