Periscoping Supportive Supervision and Employee Service Delivery in Public Organisations in Nigeria: The Nexus

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Abstract

Employees' service delivery isfundamental 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 developmentIt 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 adopt4ed as a mode of analysis. The study made some fundamental revelations and recommendations were derived from the findings of the study.

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. Factosr such as supportive supervisionbecomes very imperative.Support from the supervisor plays a crucial role in creating a conducive work environment. The supervisors can provideawareness and training along with other resources to manage a workflow that can enhanceemployees' performance (Park et al, 2018). Supervisor support boosts their employees' encouragement, knowledge, skills, and attributes (Chen and Wu 2020). Supervisors are thekey to showing the path to handling haphazard work and running the office activities ina well-chromized order (Dhir and Dutta 2020). The supervisor acts as a coach and theirsupport shapes the employee's in-role and extra-role performance (Zeb et al. 2022), and itdiminishes the employees' withdrawal behaviors.

Roster and Ferrari (2019) argued that office clutter arises under unstable situationsbecause it causes indecision and hampers employee performance. Roster and Ferrari(2019) highlighted that office clutter is ever-increasing which impedes the performance ofemployees. 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 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 developmentChae 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 gate keeping 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 Statementof theProblem

Supervision provides critical support for the delivery services in public institutions. Despiterecognition of the importance of supervision in managing human resources, the aim of supervision is often not achieved in developingcountry civil and public service systems. This is because; supervision still tends to emphasize inspection and controlby external supervisors, who often believe that workers are naturally unmotivatedand require strong controls to perform adequately. At the same time, many linesupervisors lack the requisite technical and managerial skills or have limited authorityto resolve service delivery problems (UK Essays, 2016).There are numerous efforts aimed at improvingquality supervisionof civil and public service in developing countries.While many supervision interventions have been effective on a pilot basis, sustainedimprovements on workers' productivity have been elusive. Too often, the short-term successes of supervision have fadedthrough staff turnover, and failure to make the systemicchanges in human resource management necessary to maintain gains inworker 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 tosupportive supervision.

Supportivesupervision expands the scope of supervision methods by incorporatingself-assessment and peer assessment, as well as community input.Supportive supervision shifts the locus of supervisory activity from asingle official to the broader workforce.A key concept in supportive supervisionis that it is a process implemented by many parties, including officially designatedsupervisors, informal supervisors, peers, and health providers themselves.
Supportive supervision promotes quality outcomes by strengthening communication,focusing on problem-solving, facilitating teamwork, and providing leadershipand support to empower health providers to monitor and improve their ownperformance.
Studies have shown that continuous implementation of supportive supervision generates sustainedperformance improvement.ToKolawole, (2018)Instead of occurring only when an externalsupervisor visits a facility, supportive supervision takes place continuously, asongoing performance monitoring and quality improvement become a routine part ofworkers' jobs. Supportive supervision occurs in multiple places: on the job,both formally and informally; in

one-on-one meetings; in peer discussions; inmeetings outside the work site; and when workers review their own performanceagainst standards.

Experiences from countries in different regions showthat supportive supervision offers a powerful alternativeto traditional approaches. Research findings in Uganda, has provide a compelling evidence for the effectiveness ofkey elements and tools of supportive supervision,including structured audit and feedback, self-assessment,and peer assessment(Kolawole, 2018).

Supportive supervisionrequires:new thinking about who does supervision and howand when it occurs;motivation on the part of supervisors and staff aliketo adopt new behaviors;locally appropriate and tested tools;time and investment to establish and take root;the commitment of top management and somedecentralized decision-making authority;integration into existing human resource managementsystems rather than creation of a parallelsystem 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 adoptsupportive supervision approaches. This study will also reveal best practices for motivating, training, and coachingexternal supervisors to perform supportive supervision, and motivating and enabling workersto effectively conduct self-assessment, peer assessment,and internal supervision (Odulami and Eniola, 2022)

1.3 Objectives of the Study
The studyexaminesthe extent to which supportive supervision influencesemployee's productivity in Nigeria civil and public service.

Specific Objectives;
a) To investigate how mentorship influences employee's quality of workin Nigeria civil and public service.
b) To evaluate howperformance appraisal influences employee's job satisfaction
c) To examine the extent to which feedback enhance employees career development

2. Review of Related Literature
ConceptualReview

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

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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)

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

Sources;Marquez & Kean (2012)

Challenges in Implementing SupportiveSupervision
It is also important to consider the risks of supportive supervision. Having too many actors with diffuseresponsibilities can make supervision a non-systemwith no one in charge—no one ultimately responsiblefor ensuring that supervisory tasks take place.
Overrelianceon self-directed teams can place unreasonableor unrealistic performance expectations on the workforce.Part of the challenge of the transition to a morefacilitative approach to supervision is that change canbe threatening and daunting

It requires motivation and behavior change on the part of supervisors; hence some may believe that it is notachievable in developing-country settings.Although supportivesupervision,

especially when implemented in a largercontext of quality improvement, has been shown toincrease the productivity of employees and the hurdle of effecting change at various(and sometimes all) levels of an organization can becleared, sustaining such improvements over time caneven be a greater challenge.

Otherchallenges 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)

TheoreticalFramework

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 promotesquality at all levels of the system by strengtheningrelationships within the system, focusing on theidentification and resolution of problems, and helpingto optimize the allocation of resources. Supportivesupervision promotes continuous improvements in thequality of care by providing the necessary leadershipand support for quality improvement processes and bypromoting high standards, teamwork, and better twowaycommunication.Supportive supervision is facilitative, fosteringrelationships that help improve individuals' skills andperformance. Supervisors are intermediaries whoimplement institutional goals, solve problems at lowerlevels, and serve as a link to higher levels of authority to resolve lingering problems. The supportivesupervisor brings people and resources together

topursue clear objectives, assess results, and identifyand solve problems, and develops relationships basedon trust and responsiveness.

Supportive supervision focuses on the results ofprocesses as well as individual performance. It encouragesopen communication and building team approachesthat facilitate problem-solving. It focuses onmonitoring performance against expectations andusing data for decision-making. Measuring performancealso allows supervisors to be held accountablefor results and helps foster continuous improvementsin quality at all levels of the health system. In this paper, supportive supervision is synonymouswith "facilitative supervision." Engender Health. (formerly AVSC) has defined facilitative supervision as"an approach to supervision that emphasizesmentoring, joint problem-solving, and two-waycommunication between the supervisor and thosebeing supervised."24 Although Engender Health definesfacilitative supervision in the context of a broaderquality improvement approach that includes the use ofits client-oriented, provider-efficient (COPE) technique,the principles and methods of supportivesupervision are the same. Supportive supervision alsoembraces the concepts articulated in ManagementSciences for Health's work on *team supervision*, inwhich joint problem-solving is the focus of thesupervisory interaction, and supervisors act as on-thejobteachers who support their staff rather than asinspectors.

Another key aspect of supportive supervision is anexplicit concern for meeting the needs of clients, bothexternal and internal (staff members). Experience withusing COPE for supportive supervision shows thatemphasizing the needs of the client helps focus theentire facility on solving problems as they arise. Thisfocus, in turn, improves staff performance and thequality of services. Supportive supervision also addressesthe human needs and aspirations ofworkers themselves, recognizing that they need clearexpectations, feedback, skills, and materials to effectivelyperform their jobs, and a safe working environment,recognition, and opportunities for professionaldevelopment and advancement.Supportive supervision makes continuous improvementsin the quality of care possible by providing thenecessary leadership and support for quality improvementprocesses, in the form of high standards, teamwork, and good communication. Finally, a key concept in supportive supervision isthat it is implemented by multiple parties, includingofficially 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.

Uwuigiaren 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 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.

EmpiricalEvidence of the Effectiveness of Supportive Supervision in Enhancing Employees'service delivery

While there are limits to how farthe effectiveness of individual elements of supportivesupervision can be generalized to the approach as awhole, several studies do provide evidence for theeffectiveness of key elements of supportivesupervision such as;

Structured audit and Feedback. In Nepal, arandomized controlled trial of the effects of audit andfeedback by district health officers using a structuredchecklist that focused on prescribing practices inprimary health care facilities resulted in statisticallysignificant differences in adherence to standardtreatment schedules (22.2% in the control versus40.5% in the intervention districts).Zeitz et al.found in an uncontrolled trial that supervisors' use ofa checklist for diarrhea case management duringmonthly visits to rural health facilities in Nigeriaresulted in improvements in history-taking, physicalexamination, disease classification, treatment, andcounseling.   In Mexico, Kim et al. found that structuredobservation and focused performance feedbackby supervisors, accompanied by joint identification ofopportunities for improvement, increased facilitativecommunication and provision of information to clientsby rural doctors. The supervisor feedback, two-waydiscussion of how the provider could improve, and identification of skills to develop through assignmentsto be recorded in a homework log served to add aneducational dimension to supervision that resulted inmeasurable improvements in provider performance.

Self-assessment and Peer Review. There is ampleevidence in the health field that self-assessment is auseful method for self-instruction and some evidencethat self-assessment can be effective in causing desirablebehavior change.The study by Kim et al. of theeffectiveness of self-assessment and peer review asinterventions to reinforce training in interpersonalskills in Indonesia provides convincing evidence of theeffectiveness of these two mechanisms of supervisionin maintaining and, in some cases, increasing improvementsin health worker performance after training.

Interestingly, in the Indonesia study, self-assessmentand peer review had a greater impact among providerswith more than 10 years of experience, suggesting thatexperienced providers were better able to use andapply lessons from self-assessment and peer discussionsthan were their less experienced colleagues.

Intheir Mexico work, Kim et al. found that askingdoctors to audiotape their own consultations and listento the tapes to critique their own communicationperformance increased the power of self-assessmentand proved to be a strong source of motivation toimprove. They concluded that self-criticism (from theself-assessment exercises, including the audiotaping)was a far more compelling motivator than outsidecriticism (from the supervisors).38 However, Kilminsterand Jolly concluded in their review that self-supervisionalone was not effective and that some input froman external supervisor or colleague was needed forimprovements to be achieved in performance.

3. Revelations from the Study

Supportive supervision requires motivation on the part of supervisors and staff alike, to adoptnew 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 tosustain 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 investmentto 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 accountabilityfor 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 supportivesupervision, 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 inpublic sector. Most of the experiences described in the literature onimplementing 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 pubic
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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