

Award of the SERVICOM Index

Report of:

**SERVICOM Compliance Evaluation of
Alvan Ikoku Federal College of Education
(AIFCE), Owerri
Imo State**

February, 2019

EXECUTIVE SUMMARY

**SUMMARY OF SERVICOM COMPLIANCE EVALUATION OF
ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION, (AIFCE),
OWERRI**

Date of Evaluation: February 4-8, 2019

Score: 1.6 out of 4; (40%)

Ranking: Two Star Service

Description: Fair

Findings

Strengths:

- Alvan Ikoru Federal College of Education has worked towards reducing incidences of missing examination scripts by ensuring that when results are being submitted, the attendance sheet must tally with number of scripts.
- The College has taken into consideration those with special needs by providing motorised and manual wheelchairs for the physically challenged, Braille facilities as well as audiology room, interpreters for the visual and hearing impaired.
- The college has provided solar powered boreholes to supply water to the hostels in case of power outage. This serves as an alternative source of power to supply constant water for the College.
- Information about services and how to access them are displayed for the information requirement of the customer
- Access to the College has been made easy for the public through provision signage and extensive labelling of offices
- The college has in place CCTV Camera covering critical locations. This has drastically reduced crime on the campus.

Weaknesses:

- The waiting area around the administrative block is not well ventilated. This is a health hazard as it leaves room for spread of communicable diseases
- Conveniences around the lecture halls are locked and some not well maintained. Most of the toilets are dirty, flooded and neglected as a result students are not able to use them; this reduces customer reception experience
- There are no adequate seats around the college for students to seat while waiting for the next lecture to commence. This gives room for rowdiness and disturbance of those having lectures at the time
- There are no utility vehicles to support monitoring of quality services at the various service centres. This slows down monitoring of services

- Reports of performance monitoring are not recorded. This does not give room for service improvement as it becomes difficult to measure whether or not performance is actually monitored.
- The college does not have a service charter. Customer do not know what to their expect from AIFCE when they come to take service
- The College does not use comments cards nor carry out Customer satisfaction surveys to test and determine the level of customers' satisfaction with the services delivered in order to ensure that services are meeting customers' needs
- Organisational charts are not displayed at all service points so that the hierarchy of the organisation is known to customers to enable them know where to go for service as the need arises
- Alvan Ikoku Federal College of Education, Owerri does not have a customer care policy in place to serve as proper guide for the equal treatment of all customers by staff
- All frontline staff are not trained on customer care; this affects their level of sensitivity to customers
- Update trainings for non-teaching staff of AIFCE Owerri is not regular as most staff complained that they have not attended training over a two-three year period
- Interactions with staff of the College shows that cleaning contractors are not adequate and properly supervised, this makes it difficult for monitoring of those employed to clean the college. This often leads to some staff cleaning their offices or waiting endlessly for the cleaners to clean the offices and the surroundings
- There was no evidence to show that summary of complaints received over a certain period are reviewed, and published for customers to know that their complaints are being resolved
- AIFEC Medical Centre is not up to standard to meet up with the magnitude of the service that is expected to be delivered e.g. Hospital bed, the entire structure of the hospital and in terms of drug availability etc

Recommendations:

- The ventilation around the waiting area in the administrative block should be improved upon. This would reduce cases of spread of communicable diseases
- Conveniences, especially toilets should be maintained, kept clean and open for use by customers when nature calls
- Adequate seats should be provided around the college for students to seat while waiting for the next lecture to commence. This reduces rowdiness and disturbance to those already holding lectures and staff who are working in their offices
- Monitoring quality of services could be improved with increased number of utility vehicles to support monitoring at the various service centres.
- Reports of performance monitoring should be recorded. This will enhance service improvement as it becomes easy to know whether or not performance is actually monitored

- The college should produce its service charter. This would enable customers know what to expect when they come to AIFCE to take service
- Comment cards and Customer satisfaction surveys should be used and conducted regularly to determine the level of customer satisfaction and enable service improvement based on the results obtained
- Organisational charts should be displayed at all service points so that the hierarchy of the College is known at a glance and all customers would know where to go when services fail
- A robust customer care policy for the College should be designed and published to enhance standard treatment of all customers
- Frontline staff should be trained on customer care; this will improve customer sensitivity of staff
- Regular update and skills trainings and retraining's of non-teaching staff should be provided as at when due. This will enhance their skills and competencies to enable them operate in line with global best practices
- The College should ensure that the cleaning contractors are adequate and properly supervised, as this would enhance cleanliness of offices and surrounding and staff would not have to clean their offices themselves or waiting endlessly for the cleaners to their jobs thereby delaying other service delivery processes
- Records of analysis of complaints received should be kept; this gives the College and customers' information on patterns of complaints received and areas that need urgent attention.
- AIFEC Medical Centre needs to be restructure and standardised to meet up with the magnitude of the service that is expected to be delivered. This will lead to a befitting medical centre by TETFUND e.g. provision of bed space, renovation of the hospital building and provision of drugs for the students.

Conclusion

The SERVICOM Index score awarded to the Alvan Ikoku Federal College of Education, Owerri is **1.6 out of 4 (40%)** which represents **Two star** and indicates **'Fair' service**. Although this is still far from praiseworthy, it is our belief that Alvan Ikoku Federal College of Education, Owerri would achieve continuous improvement on the quality of service delivered to its customers if the recommendations contained in this report are faithfully implemented.

MAIN REPORT

1.0 Introduction

This is a report on the findings of a SERVICOM Compliance Evaluation of the Alvan Ikoku Federal College of Education, (AIFCE) Owerri. Compliance has been measured against the SERVICOM Index, a yardstick for measuring the quality of service as delivered by Government through its various Ministries, Departments and Agencies (MDAs).

The SERVICOM Index is predicated on the facts that:

- the ultimate purpose of governance is to serve citizens;
- citizens have the right to be served right;
- service is well delivered only when citizens are satisfied; and
- the Federal Government is committed to the provisions of SERVICOM (Service Compact with All Nigerians) as a programme to improve service delivery throughout the country.

Customer satisfaction is the overriding consideration of service delivery. Extensive research, consultations and surveys have shown that customer satisfaction is broadly driven by several drivers, listed below. AIFCE, Owerri has been evaluated for each of these drivers through customer interviews, discussions with staff, discussions with partners, review of key documents and observations made at AIFCE Owerri. The overall Index score for AIFCE, Owerri has been calculated as a weighted average of the scores evaluated for each driver. The weight of importance attached to each driver is as follows:

- Service Delivery - 30%
- Timeliness - 24%
- Information - 18%
- Professionalism - 16%
- Staff Attitude - 12%

2.0 Acknowledgement

We acknowledge the co-operation of the following for their contributions in the course of the evaluation exercise.

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|-----|-------------------------------|----------------------------------|
| 1. | Mallam Adamu Adamu | Minister, Fed. Min. of Education |
| 2. | Prof Anthony G. Anwukah | Hon Minister of State, FME |
| 3. | Arc. Sunday S.T. Echono | Permanent Secretary, FME |
| 4. | Prof. Bappa Aliyu Muhammadu | Executive Secretary, NCCE |
| 5. | Dr. Dan Anyawu | Provost, AIFCE, Owerri |
| 6. | Ada Aguta (Mrs) | Registrar, AIFCE |
| 7. | Mr. Ihebom K T | Bursar, AIFCE |
| 8. | Mr Nzelum A O | College Librarian |
| 9. | Rev. Fr. (Dr) Gilbert Alaribe | Dean, Student Affairs |
| 10. | Dr. Jude | Focal Officer, SERVICOM |
| 10. | Victor Ogwo | Charter Desk Officer |
| 11. | Samuel Efughi | Customer Service Department |
| 12. | John Offor | Customer Service Department |
| 13. | Samuel Etu | Charter Desk Officer, FME |

3.0 Terms of Reference

The National Commission for Colleges of Education (Alvan Ikoku Federal College of Education, Owerri) was selected for evaluation following a Presidential directive that all Government Departments and Agencies be evaluated for SERVICOM Compliance.

The Mandate of the SERVICOM Compliance Evaluation team is to identify those areas of action that can bring immediate or urgent improvement in services to citizens.

3.1. Background of AIFCE

The Alvan Ikoku Federal College of Education is located in Owerri, the Imo State Capital. The College was established as an Advanced Teachers Training College, Owerri in 1963. At its inception, the College enjoyed UNESCO Technical Assistance in keeping with its Ashby Report on Higher Education in Nigeria that led to its establishment.

The institution became a College of Education through the Edict No. 11 of May 31, 1973 promulgated by His Excellency, the Administrator of East Central State of Nigeria, Ukpabi Asika. It was named Alvan Ikoku College of Education in honour of Alvan Ikoku, a great educationist, who was the founder of the first indigenous (African Owned) Secondary School in the Eastern Nigeria.

The establishment of Alvan Ikoku Federal College of Education can be described as a milestone in the history of teacher education the country. Since 1984, the College has been affiliated with the University of Nigeria, Nsukka for the production of graduate teachers leading to the award of a Bachelor's Degree in their teaching subject areas in combination with education.

4.0 Methodology

The Alvan Ikoku Federal College of Education is located in Owerri, the Imo State Capital. The college was established and charged with the responsibility of producing teachers for intermediate manpower level. The College is primarily charged with the responsibility of effective teaching research and community service.

AIFCE is a service organization statutorily charged to produce basic and higher level teachers. It provides services through several Schools as follows:

- a. School of Arts and Social Science
- b. School of Early Child Education
- c. School of General Education
- d. School of Languages
- e. School of Vocational and Technical Education
- f. School of Science

AIFCE, through its Schools and Departments provides the following services to students:

- Teaching
- Research
- Community service

The service windows of AIFCE vary significantly. To get a good representation, we considered that we should inspect service windows that vary in:

- Sizes (large or small)
- Volume of customers (High or low)
- Range of services provided (Provide full or limited range of services or limited range)

Therefore the following departments were selected for evaluation:

- Schools
- Library
- Student Affairs
- Exams and Records
- Hostel Accommodation
- College Clinic

The SERVICOM team for this evaluation consisted of two SERVICOM Officers, One MSU staff of the SERVICOM Unit in the Federal Ministry of Education and staff of AIFCE, Owerri as observers.

Evidence was gathered at the service windows through customer interviews, discussions with staff and partners, review of key documents and general observations.

Given the peculiar nature of the services provided by AIFCE, Owerri, it was also important to evaluate further evidence by administering questionnaires and conducting interviews with its partners including Alvana Microfinance Bank and Alvana Model Demonstration Secondary School etc. The website of SERVICOM office: www.servicom.gov.ng and that of AIFCE, Owerri: www.aifceedu.org.ng were also used for the research.

The key documents reviewed include:

- AIFCE Approved Budget for 2018
- AIFCE Financial Statements for the year ended 31st December, 2017
- AIFCE Students Handbook

5.0 Findings

The findings in this section comprise of an index score, observations on the service charter and on the quality of service delivery found at the service window.

5.1 Charter Evaluation

The evaluated score for the service charter of Alvan Ikoku College of Education is: **Unsuitable.**

5.1.1 Findings on Service Charter

The following observations been made on the service charter of Alvan Ikoku College of Education:

- Alvan Ikoku Federal College of Education Owerri has not produced a service charter as at the time of evaluation.

5.1.2 Recommendations for improving service charter

Based on the findings, the following recommendations are provided to assist the College come up with a more realistic and customer focused service charter.

- Management of the College should ensure that a service charter is produced for the benefit of all staff and students. This would guarantee quality service delivery to all students and stakeholders
- In line with best practices, all stakeholders should be engaged during the development of the charter. This will ensure that service standards are realistic and achievable
- The contents of the Charter should be properly arranged with specific details in the following order:
 - Introduction/Background
 - Vision
 - Mission
 - Services Rendered
 - List of customers (intra, inter and public)
 - Performance target/customers expectations

- Obligations of customers
- Complaints/Grievance Redress Mechanism
- Stakeholders participation in service provision
- Special needs provision
- Existing limitations

5.2 Index Score

The table below summarises the result of the evaluation of Alvan Ikoku College of Education. Based on the evaluation, we have calculated a score for Alvan Ikoku Federal College of Education, Owerri.

The overall Index score awarded for Alvan Ikoku Federal College of Education, Owerri is: **1.6 out of 4 (40 %)**

Two Star Service

Description: Fair

	Score for the Alvan Ikoku Federal College of Education , Owerri
Overall Index score	1.6
Service Delivery	1.6
1 - Standards & practices / performance	1.3
2 – Reception experience	2.1
3 – Complaints & grievance redress	1.3
Timeliness	2.0
1 – Standards & practice/performance	2.0
2 – Customer friendliness	2.0
Information	1.5
1 – Information	2.0
2 - Customer feedback	1.0
Professionalism	1.6
1 – Transparency	1.6
2 – Efficiency	1.6
Staff Attitude	1.4

* Scores are rounded to one decimal point

5.3 Key Findings

The following observations have been made on the quality of service delivery provided by Alvan Ikoku Federal College of Education, Owerri which we feel need to be addressed as a matter of urgency.

5.3.1 Service Delivery

- The waiting area around the administrative block is not well ventilated. This is a health hazard as it leaves room for spread of communicable diseases
- Conveniences around the lecture halls are locked and some not well maintained. Most of the toilets are dirty, flooded and neglected as a result students are not able to use them; this reduces customer reception experience
- It was observed at the time of evaluation that the some lecture halls were too crowded for students as there were no public address systems used. This leads to inability of those sitting at the back to hear the lecturers clearly.
- It was observed that once there is no electricity supply, the students would have lectures under harsh conditions as the cooling systems would not be in use during such periods; this makes learning under such conditions difficult as the weather is not friendly at this time of year
- There are no adequate seats around the college for students to seat while waiting for the next lecture to commence. This gives room for rowdiness and disturbance of those having lectures at the time
- All frontline staff are not trained on complaints handling; this affects the level of their professionalism in the resolution and investigation of all customer complaints
- Interactions with staff of the College shows that cleaning contractors are not adequate and properly supervised, this makes it difficult for monitoring of those employed to clean the college. This often leads to some staff cleaning their offices or waiting endlessly for the cleaners to clean the offices and the surroundings
- Reports of performance monitoring are not recorded. This does not give room for service improvement as it becomes difficult to measure whether or not performance is actually monitored.
- The college does have a written complaints procedure. This makes it difficult for customers to know who or where to complain when services fail.
- Records of analysis of complaints received are not kept, this denies the College and customers information on patterns of complaints received and may lead to reoccurrence of such complaints

5.3.2 Timeliness

- There is no system in place to monitor how long it takes for students to complete the registration process; this makes students anxious as they don't know exactly how long it will take them to complete the process
- Customers complained that most non-teaching staff are not punctual to work, this causes anxiety and delay in service delivery as the students have to wait long hours before they are attended to.

5.3.3 Information

- The college does not have a service charter. Customer do not know what to expect from AIFCE when they come to take service
- The College does not use comments cards nor carry out Customer satisfaction surveys to test and determine the level of customers' satisfaction with the services delivered in order to ensure that services are meeting customers' needs

5.3.4 Professionalism

- Organisational charts are not displayed at all service points so that the hierarchy of the organisation is known to customers to enable them know where to go for service as the need arises
- Staff do not wear name tags or identity tags. This makes it difficult to differentiate between staff, students and visitors.
- There was no evidence to show that summary of complaints received over a certain period are reviewed, and published for customers to know that their complaints are being resolved
- Training for non-teaching staff of AIFCE Owerri is not regular as most staff complained that they have not attended training over a two-three year period

5.3.5 Staff Attitude

- Alvan Ikoku Federal College of Education, Owerri does not have a customer care policy in place to serve as proper guide for the equal treatment of all customers by staff
- All frontline staff are not trained on customer care; this affects their level of sensitivity to customers
- As at the time of evaluation, some students interacted with perceived staff to be inattentive and unfriendly

6.0 Recommendations

The following recommendations are therefore provided in order to suggest actions that can be taken which could directly lead to improvements in service delivery. In this report, we are unable to comment on general constraints relating to physical or human resources, or structural and systemic issues, which may impinge on effective delivery of services to the public.

6.1 Key Recommendations

6.1.1 Service Delivery

- The ventilation around the waiting area in the administrative block should be improved upon. This would reduce cases of spread of communicable diseases
- Conveniences, especially toilets should be maintained, kept clean and open for use by customers when nature calls
- More lecture halls should be provided to avoid overcrowding of students and public address systems should also be used. This will enable those sitting at the back to hear the lecturers clearly.

- Alternative source of power should be provided to cater for the needs of the students when they converge for lectures and there is power outage. This will make learning experience more conducive
- Adequate seats should be provided around the college for students to seat while waiting for the next lecture to commence. This will reduce rowdiness and disturbance to those already holding lectures and staff who are working in their offices
- All frontline staff should be trained on complaints handling; this will improve customer sensitivity when staff treat complaints
- The College should ensure that the cleaning contractors are adequate and properly supervised, as this would enhance cleanliness of offices and surrounding and staff would not have to clean their offices themselves or waiting endlessly for the cleaners to do their jobs thereby delaying other service delivery processes
- Reports of performance monitoring should be recorded. This will enhance service improvement as it becomes easy to know whether or not performance is actually monitored.
- The college should put in place a written complaints procedure customers can easily identify who or where to go when services fail or when they are aggrieved.
- Records of analysis of complaints received should be kept; this gives the College and customer's information on patterns of complaints received and areas that need urgent attention.

6.1.2 Timeliness

- Standards should be set for waiting times. It should state how long a customer spends at each service point. This would promote prompt service, ensure efficiency and reduce delay at service points
- Non-teaching staff e.g. in Early Childhood Education Department should be punctual at work , this will reduce anxiety and enhance service delivery

6.1.3 Information

- The college should produce its service charter. This would enable customers know what to expect when they come to AIFCE to take service
- Comment cards and Customer satisfaction surveys should be used and conducted regularly to determine the level of customer satisfaction and enable service improvement based on the results obtained

6.1.4 Professionalism

- Organisational charts should be displayed at all service points so that the hierarchy of the College is known at a glance and all customers would know where to go when services fail
- Summary of complaints received and actions taken on justified complaints should be documented, periodically analyzed and the reports submitted to Management to help identify areas and trends of service failure and what to do to mitigate those failures towards citizen-focused service delivery
- Regular training and retraining of non-teaching staff should be carried out as at when due. This will enhance their skills and competencies to enable them

- operate in line with global best practices
- All frontline staff should wear name tags. This will enable customers easily differentiate and identify staff, students and visitors to the college

6.1.5 Staff Attitude

- A robust customer care policy for the College should be designed and published to enhance standard treatment of all customers
- Frontline staff should be trained on customer care; this will improve customer sensitivity

6.2 Service Improvement Planning

Although the question of how these recommendations might best be implemented is a management issue for AIFCE, SERVICOM Office through the SERVICOM Institute will work with the management of Alvan Ikoku Federal College of Education, Owerri and its SERVICOM Unit to develop and guide the implementation of appropriate Service Improvement Plans.

6.3 Conclusion

The SERVICOM Index score awarded to Alvan Ikoku Federal College of Education, Owerri is: **1.6 out of 4 (40 %)** which represent **Two Star Service** and indicates **'Fair' service**. Although this is still far from praiseworthy, it is our belief that AIFCE, Owerri would aim at continuous improvement on the quality of service delivered to the citizen if the foregoing suggestions are faithfully implemented.