

# **Award of the SERVICOM Index**

**Report of**

**SERVICOM Compliance Evaluation of  
Federal College of Education (FCE)  
Okene, Kogi State**

May , 2019

# **EXECUTIVE SUMMARY**

## **SUMMARY OF SERVICOM COMPLIANCE EVALUATION OF FEDERAL COLLEGE OF EDUCATION (FCE) Okene**

**Date of Evaluation:** May 13 – 17th, 2019

**Score:** 1.8 out of 4; (45%)

**Ranking:** Two Star (\*\*) Service

**Description:** Fair

### **Findings**

#### **Strength:**

- Federal College of Education Okene had a well-structured SERVICOM Unit, with a full complement of staff, which comprises of a Director SERVICOM, Focal Officer and (3) three desk Officers assisting the Focal Officer to champion the Federal Government Service Delivery initiative as directed by the Federal Government of Nigeria. This helps to improve the implementation of Service Delivery Initiative and SERVICOM ideals aimed at providing citizen-focused service delivery
- The college places high priority on ensuring that students feel safe in and around the college centres. The students informed that there is increased presence of security men and regular conduct of required checks on all students and properties including crime record check where appropriate. These officers follow up and resolve reported incidence and concerns of insecurity
- The students spoke positively of the well-established culture of respect and tolerance accorded to them by the Staff of the College. This good relationship has inspired the students to achieve higher standards eg acquisition of degree certificate
- The College pays great attention to improving students' confidence and self-esteem through the provision of guardians' councillor. The care and attention given have enabled students to overcome significant personal and socio- economic difficulties and achieve success, as confirmed by students.
- Students informed that academic staff of the college are of high standard, also attested that they are challenged to work harder, by the nature of assignments and research they are given
- FCE Okene has taken steps to sustain stable electricity and water supply in the college through the provision of water reservoirs and Generating set. This has made the environment conducive for teaching and learning
- The college has productive relationships with wide range of public bodies e.g. the host community, the police, road safety, security outfit etc. this long lasting relationship has contributed to quality service delivery in the college

- The college has used its good partnership to develop flexible provisions to benefit the host community, e.g hospital services, library, gymnasium, employment etc
- The staff and students of the college have applauded the provost for his drive in securing sustained improvements since his assumption of office. The evaluation team were informed that he has worked unstintingly to strengthen quality of teaching and learning in the college

### **Weakness:**

- It was observed that the College hostels are stretched beyond capacity even in this state; they were in a state of disrepair. It was not kept clean, most of the windows were old and broken down, making it uncomfortable and inhabitable for students
- The complaint procedure of the college was not detailed enough to guarantee investigation and resolution. This could limit the students from complaining
- Although there are standards set for the overall achievement of the college goals, the College did not set specific targets for individual (staff) to serve as guide to service delivery performance and ensure the overall achievement of the college mandate. This could create performance gap.
- There is no reward system in place to reorganise staff who have excelled in the delivery of services
- Although the college has a gymnasium to help keep the students and other stake holder fit, other sporting facilities e.g. basketball, table tennis and standard football field were lacking in the college.
- Quality assurance and assessment system have not been sufficiently applied to secure sustained service improvement e.g forms are not designed to assess staff (academic and non-academic). This has made it difficult to appraise the quality of services delivered
- The college has not designed customer survey to determine the level of satisfaction students derive from the services offered by the college
- The college does not have any written document to guide staff treatment of students and other stakeholders.

### **Recommendations**

- The college should come up with ideas to best address the hostel accommodation in the college. It is recommended that all the hostels be given a facelift. The building and its premises should be maintained to make the environment more hygienic to prevent outbreak of diseases
- The college should have a written complaints procedure that will guarantee investigation and resolution. The contacts of the complaint desk officers should be well stated to enable the customers to complain
- Detailed and specific targets should be set for individual staff in order to monitor individual performance, guide the overall achievement of the college's goals and for sustenance of quality service delivery

- The College should put in place a reward system (SERVICOM Award) for recognising and rewarding diligent staff who distinguished themselves in service delivery. This will help to achieve commitment to duty and improve productivity
- Additional games, recreational and sports facilities should be provided to engage and keep the students fit and mentally alert to compete favourably with other students at the college games
- Quality assurance system should be strengthened to be more robust and comprehensive to enable analyses of strengths and area for improvement, to share best practices, promote quality teaching and learning and support further improvement
- Customer satisfaction should be designed and implemented to effectively gauge the students and stakeholders perception of the services provided and identify key areas of improvement for continuous sustenance of service improvement in the college
- A separate document on customers care' should be produced and made available in pamphlet form to guide staff and inform students of the way and manner they ought to be treat by staff. This will help to improve staff sensitivity to the needs of students

### **Conclusion**

The SERVICOM Index awarded to the Federal College of Education (FCE) Okene is **1.8** out of **4 (45%)** which represents **Two star (\*\*)** and indicates 'Fair' service delivery. Although this is still far from praiseworthy, it is our belief that FCE Okene could ensure continuous improvement on the quality of service delivered to its customers if the recommendations contained in this report are faithfully implemented.

# **MAIN REPORT**

## Introduction

This is a report on the findings of SERVICOM Compliance Evaluation of the Federal college of Education Okene. 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. Federal College of Education (FCE), Okene have been evaluated for each of these drivers through customer interviews, discussions with staff, discussions with partners, review of key documents and observations. The overall Index score of FCE Okene has been calculated as a weighted average of the composite 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%

### 1.0 Acknowledgement

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

1. Arch. Sunday Echono  
Permanent Secretary Federal Ministry of Education
3. Prof. Bappa Aliyu Muhammed  
Executive Secretary, NCCE
4. Dr. Umar Hassan  
Provost, Federal College of Education Okene
5. Mr. Ovansa Otohonorhi Peter  
Registrar Federal College of Education Okene

|                           |  |
|---------------------------|--|
| 6. Oluwale Olusegun Jacob | Bursar Federal College of Education Okene                      |
| 9. Mamud N. Usman         | College Librarian Federal College of Education Technical Okene |
| 10. Tomisin Ojemuyiwa     | MSU Staff Federal Ministry Of Education                        |
| 11. Mrs. Ojepah O.J       | Focal Officer SERVICOM Unit Federal college of Education Okene |
| 12. Dr.. Agali P.O        | Director SERVICOM Federal College of Education Okene           |

### **3.0 Terms of Reference**

The Federal College of Education Okene was selected for evaluation following a Presidential directive that all Government Ministries, Departments and Agencies be evaluated for SERVICOM Compliance.

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

### **4.0 Methodology**

The Federal College of Education Okene, located in Okene Kogi state was one of twenty seven Colleges of Education. The College was established in 1974 as Federal Advanced Teachers College (FATC), Okene. It assumed autonomous status in 1987 with Decree No: 4 of the Federal Republic of Nigeria Gazette No. 16, vol. 73 of 21<sup>st</sup> march 1986.

The Federal College of Education Okene provides three year full time and five year sandwich courses respectively leading to the award of the Nigerian certificate of Education (NCE)

The college was established as a response to the pressing need for well qualified middle-level manpower for teaching in the primary and lower forms of post-primary institutions in Nigeria. The college is primarily charged with the responsibility of effective Teaching, Research and Community service. The college provides services through the following schools:

- a) School of Education
- b) School of art and social sciences
- c) School of languages
- d) School of sciences
- e) School of vocational education



FCE Okene is responsible for ensuring the following Services amongst others:

- a. Teaching
- b. Research
- c. Community Service

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

1. Sizes (Large or Small)
2. Volume of customers (High or low)
3. Range of services Provided (full range of services or limited range of services)

Therefore, the following service windows (Departments) were selected for evaluation:

1. Academics:
  - Exams and records
  - Library
  - Teaching Practice
  - Basic school
2. Registry (Admissions, Registrar's office)
3. Students Affairs (Hostels , Sports and recreational Centre, College Clinic, Counselling Unit)
4. Bursary (Finance and Account)

The SERVICOM team for this evaluation consisted of two SERVICOM Officers, one MSU Staff of Federal Ministry of Education, MSU of NCCE and the Focal Officer of Federal College of Education Okene 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 the Federal College of Education Okene, it was also important to evaluate further evidence by administering questionnaires and conducting interviews with its partners including, Security out fit (ACE KONSULT) and Members of Okene Ruling Council. The website of SERVICOM office: [www.servicom.gov.ng](http://www.servicom.gov.ng) and FCE Okene [www.fce-okene.edu.ng](http://www.fce-okene.edu.ng) were also used for the research.

The key documents reviewed include:

- Service Charter of the College
- Staff information hand book
- Students information hand book
- Minutes of Meetings with stake holders
- Minutes of meeting with staff
- Training Record
- College newsletter January to June, 2019
- Complaints Register
- SERVICOM Monitoring reports
- Financial Report

## **5.0 Findings**

The findings presented in this section comprise of an Index score, observations on the Service Charter and on the quality of service delivery found at FCE, Okene

### **5.1 Charter Evaluation**

The evaluated Service Charter of the Federal College of Education Okene is **unsuitable**

#### **5.1.1 Findings on Service Charter**

The following observations have been made on the Service Charter of the Federal College of Education Okene

- Forward
  - There is no forward by the provost of the college to indicate ownership of the charter.
- . Service Provision and Delivery
  - The standards set for services of the college are not clearly stated in the service charter eg time frame for release of results, processing of transcripts and issuance of certificate.
  - The mechanism for monitoring performance of services delivered is not stated in the charter
- Grievance Redress Mechanism
  - There are no detailed complaint and grievance redress procedure in the charter
- Special needs provision
  - The charter did not state any provision made for student with special need e.g provision of Ramp, hostels

- Charter review
  - The date for charter review is not stated
- Charter arrangement
  - The charter is not arranged in line with SERVICOM guidelines on charter formulation

### **5.1.2 Recommendations for Improving Service Charter**

Based on the findings, the following recommendations are provided to assist FCE Okene to come up with a more realistic and citizen - focused Service Charter:

- Forward
  - The charter should indicate forward written by the provost to show ownership as well as willingness to implement the standards in the charter
- Service Provision and Delivery
  - The standards set for all the services provided by the college should be clearly stated in the service Charter to guide service delivery and customer expectation.
  - Mechanism for measuring performance of services delivered should be put in place in the college and also stated in the service charter to ensure performances are measured and monitored
- Grievance Redress Mechanism
  - The information in the redress mechanism should be clearly stated to contain time frame for acknowledgment and resolution of complaints, redress available and contacts of complaint officers
- Special needs provision
  - Provision made for students with special needs should be stated in the service charter eg accessible and convenient hostel accommodation and Ramp to aid movement of those on wheelchair
- Charter review
  - The service charter should be reviewed and updated periodically to reflect the present status of the college. All the information contained in the service charter should be able to guide the decision of the customers
- Charter arrangement
  - The service charter should be arranged in line with SERVICOM guideline on charter formulation. The arrangement of the service Charter should be in this order;

#### **1. Forward**

2. Introduction
3. Purpose of the charter
4. Vision statement
5. Mission statement
6. Services provided (Standards, performance monitoring mechanism)
7. list of customers
8. Obligations and expectations of the Management, Customers and staff
9. Indication of Stake holders participation
10. Grievance redress mechanism
11. Existing limitation
12. Charter review

## 5.2 Index Score

The table below summarises the result of the evaluation of the service window. Based on the evaluation, we have calculated a score for FCE Okene

The overall Index score awarded to FCE Okene is: **1.8 out of 4 (45%)**

**Description:** Fair

|   | <b>Score for the Federal College of Education Technical Okene</b> |
|---|---|
| <b>Overall Index score</b>              | <b>1.8</b>  |
| <b>Service Delivery</b>                 | <b>1.8</b>  |
| 1 - Standards & practices / performance | 2.0   |
| 2 – Reception experience                | 2.0   |
| 3 – Complaints & grievance redress      | 1.5   |
| <b>Timeliness</b>                       | <b>1.9</b>  |
| 1 – Standards & practice/performance    | 1.8   |
| 2 – Customer friendliness               | 2.0   |
| <b>Information</b>                      | <b>1.7</b>  |
| 1 – Information                         | 2.0   |
| 2 - Customer feedback                   | 1.4   |
| <b>Professionalism</b>                  | <b>2.0</b>  |
| 1 – Transparency                        | 1.9   |
| 2 – Efficiency                          | 2.2   |
| <b>Staff Attitude</b>                   | <b>1.6</b>  |

- Scores are rounded up to one (1) decimal place

## **5.3 Key Findings**

The following observations have been made on the quality of service delivery provided by the Federal College of Education Okene, which we think need to be addressed as a matter of urgency:

### **5.3.1 Service Delivery**

- All frontline staff are not professionally trained on complaints handling; this could affect the level of their professionalism in the investigation and resolution of customer complaints
- The complaint procedure of the college was not detailed enough to guarantee investigation and resolution. This will limit the students from complaining
- It was observed that the College hostels are stretched beyond capacity even in this state; they were in a state of disrepair. It was not kept clean, most of the windows were old and broken down, making it uncomfortable and inhabitable for students
- Because the college does not document complaints received, this has limited analysis of complaints by management
- Conveniences for students and staff use were lacking around the academic and administrative area of the college and where they exist, requires maintenance. This is hygienically unhealthy.
- Although the college has a gymnasium to help keep the students and other stake holder fit, other sporting facilities e.g. basketball, table tennis and standard football field were lacking in the college.

### **5.3.2 Timeliness**

- The system employed to monitor waiting time did not inform the actual total time taken to deliver services e.g. the precise time take to process a transcript. This will affect the review of time standard

### **5.3.3 Information**

- Information on library services of the College is not reviewed regularly e.g. the library guide, this has denied students' knowledge of updated information on library usage as well as the standard of research services delivered to students and other stakeholders
- No arrangement has been made for publishing of result this makes the customers feel their views are not considered in the delivery of services
- Most of the consultation and meeting held with students and stakeholder were not documented
- SERVICOM awareness is low among the students as most students interviewed informed that they do not have any knowledge of SERVICOM principles

- The college has not designed customer survey to determine the level of satisfaction students derive from services offered by the college

#### **5.3.4 Professionalism**

- Although there was standard set for the overall achievement of the college goals, the College did not set specific targets for individual (staff) to serve as guide to service delivery and ensure the overall achievement of the college mandate. This could create performance gap.
- The college does not evaluate the quality of its performance with sufficient accuracy and details. Performance monitoring processes have not identified clearly enough issues relating to improvement
- There is no reward system in place to recognise staff who have excelled in the delivery of services
- The evaluation team were informed that some of the Departments lack working tools e.g. computer (audio/visual) and mobility vehicle for teaching practise department, computers and office space for exams and records. This will enhance prompt and efficient delivery of service

#### **5.3.5 Staff Attitude**

- There is no customer care document to guide specific staff treatment of students and other customers

### **6.0 Recommendations**

The following recommendations are 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 service delivery of services to the public

#### **6.1 Key Recommendations**

##### **6.1.1 Service Delivery**

- All frontline staff should be trained on complaints handling to improve investigation and quick resolution of complaints, to promote and enhance staff understanding of students as well as close the gap between staff and students. The College could partner with the SERVICOM Institute to achieve this
- The college should have a written complaints procedure that will guarantee investigation and resolution. The contacts of the complaint desk officers should be well stated to enable the customers to complain
- The college should come up ideas to best address the hostel accommodation in the college. It is recommended that all the hostels be given a facelift. The building and its premises should be maintained to make the environment more hygienic to prevent outbreak of diseases

- All complaints received by the college should be documented for proper analysis, investigation, resolution and also to prevent future occurrence of such complaints
- The conveniences in the academics blocks and hostels should be repaired, properly maintained and inspected occasionally to ensure that it is always clean for use
- Additional games, recreational and sports facilities should be provided to engage and keep the students fit and mentally alert to compete favourably with other students at the college games

#### **6.1.2 Timeliness**

- There should be well designed and articulated system to monitor waiting times. This will help to determine the time taken to deliver service and for continuous improvement of time standard

#### **6.1.3 Information**

- The Organisation should review and raise standards regularly to adapt services to meet citizens' needs and expectation. For example, the library guide should be reviewed and updated to keep the students informed of changes and to ensure continuous improvement in services rendered.
- Arrangement should be made for publishing of result of comments this would demonstrate that the views of customers are considered and to encouraged comments on the services provided by the College
- Reports of meetings held with students and stake holders should be documented to guide implementation of issue raised and also for reference purposes
- The students should be enlightened on the SERVICOM principles and ideals to inculcate positive attitude towards service delivery
- Customer satisfaction should be designed and implemented to gauge the students and stakeholders perception of the services provided and the result used for continuous sustenance of service improvement in the college

#### **6.1.4 Professionalism.**

- Detailed and specific targets should be set for individual staff in order to monitor individual performance, to guide the overall achievement of the college's goals and for sustenance of quality service delivery
- Performance monitoring system should align to or relate to improvement issues
- The college should institute a reward system this will encourage healthy competition among staff
- Departments should be provided with adequate working tools to promote prompt and efficient delivery of service

#### **6.1.5 Staff Attitude**

- A separate document on customers care' should be produced and made available in pamphlet form to guide staff and inform students of the way and manner they ought to treated by staff



## **6.2 Service Improvement Planning**

Although, the question of how these recommendations might best be implemented is a Management issue for the Federal College of Education Okene. The SERVICOM Office through the SERVICOM Institute will work with the Management of FCE Okene and the SERVICOM Unit to develop and guide the implementation of appropriate Service Improvement Plans.

## **6.3 Conclusion**

The SERVICOM Index awarded to the Federal College of Education Okene is **1.8 out of 4 (45%)** which represents **Two star (\*\*)** and indicates **'Fair Service'**. Although this is still far from praiseworthy, it is our belief that the Federal College of Education, Okene would aim at continuous improvement on the quality of service delivered to its customers if the recommendations contained are adhered to.