

Award of the SERVICOM Index

Report of

**SERVICOM Compliance Evaluation of
Federal College of Education (FCE)
Obudu, Cross Rivers State.**

March, 2019

EXECUTIVE SUMMARY

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

Date of Evaluation:	4 – 7 March, 2019
Score:	1.3 out of 4 (32.5 %)
Ranking:	One Star (*) Service
Description:	Poor

Findings

Strengths:

- The Governing Council of the College established the SERVICOM Unit in the College and set up the committee that institutionalised service delivery through creation of awareness among staff
- The SERVICOM Unit diligently uses attendance registers to monitor when staff in all the schools and departments resume in order to monitor resumption time and to ascertain staff who come to work early and those staff who resume late to work to ensure timely delivery of services to staff and students
- Newly elected representatives of the students union are taken on excursions and conventions for peer review purposes to equip them with requisite knowledge and prepare them for handling the elected posts
- The Federal College of Education Obudu has an updated and vibrant website www.fceobudu.edu.ng; Visitors and prospective students can visit the website to learn about the programmes offered in the College.
- It was gathered by respondents that there exists a cordial relationship that has been mutually beneficial between the College and Obudu its host community. This has helped to promote harmony between the College and its host community.
- Staff (Teaching and Non-Teaching) of the College were observed to treat customers with sensitivity by being polite and courteous; thus enhancing communication and prompt service delivery
- The College recognizes its dependence on other stakeholders in the College community such as Students Union Body, Colleges of Education Academic Staff Union (COEASU), and Security agencies to ensure effective service delivery and promote a pleasant working environment.

Weaknesses:

- There were complaints from students on the dilapidated state of the hostels which led to the college authorities asking students to vacate the hostels pending when extensive renovation is carried out.
- It was observed that the College premises was unkempt; there were overgrown grasses and the college was littered with broken furniture. An image inappropriate of a College of higher learning; the situation was similar to what was observed in the Bebi campus
- Several offices were lacking furniture and poorly lit. Staff who were observed to be working under such difficult and uncomfortable conditions already had issues with their eyesight which they confirmed were deteriorating further
- The college micro lab though well equipped with state of the art facilities was hot and poorly ventilated as there was inadequate power supply to the building. From interaction with staff and students, it was gathered that the inverter batteries though installed, were not working and the generator servicing the building is hardly switched on. This limits the number of hours the students were required to spend in the lab for practical sessions
- Conveniences around the campus especially for students and junior staff were largely lacking. This had resulted in the unhealthy habit of open defecation in the bush which could lead to outbreak of diseases and infections
- The evaluators observed some level of staff impunity and lack of accountability in the discharge of their duties. Some staff consistently reported to work late and at will, some dress poorly while others loiter outside their offices and their supervisors find it difficult to effect the necessary public service rules on such behaviour to serve as a deterrent to others and reduce the disenchantment felt by those who abided by the rules
- Staff expressed some measure of dissatisfaction with management in the handling of their complaints such as unstructured deduction from staff salaries. This has led to local college strikes and petitions to anti-corruption agencies who have started investigations into the complaints received
- Monetary releases to the college have been irregular and largely insufficient to cover the cost of running the college. This has led to a huge gap in services delivered to customers with regards to the unkempt environment, unmaintained structures, non-payment of casual workers etc.
- Key services of the college as stated in the College's service charter have no service standards and timelines attached to them to let the customers know how long it takes to access services at service windows within the College. An example is how long it takes to process transcript.
- The College Service Charter though published needs to be reviewed because information contained in it is neither current nor suitable and does not conform to SERVICOM guidelines on charter formulation. Thus it does not guide

customers' expectations as to the current quality of services delivered by the College

- Staff and students complained that working tools were grossly inadequate, such as stationaries, photocopy machines, printers; laboratory equipment for students practical sessions and most importantly power. This hinders quick resolution of issues arising from the general College administration thereby causing delay in service delivery process to customers
- There were general complaints on shortage of drugs in the clinic; students particularly lamented that there are no drugs in the Clinic and had to visit other hospitals in town which led to their missing of lectures and incurring of extra unbudgeted costs
- The white board markers in the theatres and classrooms have been permanently marked and cannot be erased. This has led to the inability of lecturers to scribe on the boards to enhance learning.
- Several students complained that they are yet to have practical laboratory session in courses such as computer science and biology. This does not allow for an all rounded learning process and hands on practical experience of the courses
- There were allegations of un-receipted payment for lecture notes in a few courses before a student is passed in the course. This conduct is unprofessional and leads to victimization of students

Recommendations:

- There is need to renovate and construct more hostels in the campus to ensure that students are together in one safe location, and to manage the financial strain that students are subjected to. The College could adopt a Public/Private arrangement to facilitate hostel accommodation in the College.
- The College environment should be kept clean and tidy for the health benefit of staff and students. Modalities to engage students and staff in sanitation could be adopted to improve the aesthetic of the College for better customer experience
- Office furniture and improved lighting in offices especially at the exams and records should be provided to staff for their comfort while they work; this will improve the quality of their output and reduce the health hazard associated with working in a poorly lit office.
- The inverter that was installed should be repaired and power supply to the micro lab should be improved in order to ensure that the lab is put to good use. These will also safe guard the equipment procured and improve practical sessions for students.
- Adequate, accessible toilets, particularly for students in the academic areas, should be provided and kept clean regularly. This will guarantee good hygiene

and promote healthy sanitary habits.

- Supervisors must explain to subordinates where they need to improve, provide expertise, give time for staff to implement suggestions and improve their performance. However, if the staff refuses to improve or correct his conduct, then strict disciplinary action may be taken. This is to serve as a deterrent to others and promote discipline among staff.
- Discussions and resolutions between management and Staff should be cordial to guard against issues that may trigger staff unrest. This will promote mutual respect and a conducive working environment devoid of hostility.
- Monetary releases should be adequate and regularly disbursed by relevant authorities to the College. This will guarantee timely completion of projects and prompt payment of outstanding charges owed, for the benefit of different customer groups
- Core services provided in the College's service charter should have service standards and timelines attached to them to let the customers know how long it takes to access services at service windows within the College; this helps guide customers (Students, Guardian/parents of students) expectation of services
- The service charter (Integrated & Local) of the College should be reviewed for the benefit of customers and other stakeholders. The charter is an operational tool that communicates service standards and benefits to customers and stakeholders. The sections of the charter should be properly arranged in the following order:
 - Foreword
 - Introduction/Background
 - Vision
 - Mission
 - Services Rendered
 - List of customers (inter, intra and public)
 - Performance targets
 - Obligations of customers, Staff, Management, etc
 - Grievance Redress Mechanism
 - Stakeholders participation in service provision
 - Special needs provision
 - Existing limitations
 - Review of Charter
- Sufficient working tools, for instruction and students practical sessions should be available to enhance the teaching and learning experience which translates to improved service delivery.
- The College Clinic should be equipped with drugs to manage the ailments presented by patients this will reduce costs to the students, improve patronage and instill confidence in the College clinic

- There is need to replace unusable white boards marred in the theatres and classrooms to improve the quality of lectures delivered to students by the lecturers.
- To promote wholesome learning, the time table, number of students and number of times a student should receive practical laboratory sessions should be stated and adhered to; This will improve the quality of teachers graduated by the College
- Unprofessional conduct of victimizing students who do not buy lecture notes should be discouraged; as this hinders learning and does not promote best practice in service delivery.

Conclusion

The SERVICOM index awarded to the Federal College of Education (FCE) Obudu, is **1.3 out of 4 (32.5%)** which represents **One Star (*) Service** and indicates **'Poor' service**. Although this is still far from praiseworthy, it is our belief that Federal College of Education (FCE) Obudu, would aim at 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 Federal College of Education (FCE) Obudu. 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, Parastatals and Agencies.

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) Obudu has been evaluated for each of these drivers through customer interviews, discussions with staff, discussions with partners, review of key documents and observations. The Index score for Federal College of Education (FCE) Obudu 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:

- | | |
|--------------------------------|--|
| 1. Mallam Adamu Adamu | - Minister of Education |
| 2. Prof. Anthony G. Awnukah | - Minister of State Education |
| 3. Arc Sunday Echono | - Perm. Sec. Ministry of Education |
| 4. Prof. Bappa-Aliyu Muhammadu | - Executive Secretary NCCE |
| 5. Dr. Bassey James Ejue | - Provost FCE Obudu |
| 6. Ladan Chado | - Deputy Provost FCE Obudu |
| 7. Magdalene Adie | - Registrar FCE Obudu |
| 8. Sixtus U. Iklaki | - Bursar FCE Obudu |
| 9. Godwin Ashib Angiating | - Librarian FCE Obudu |
| 10. Edmund Obi | - Deputy Registrar FCE Obudu |
| 11. Goddy Ogar | - Director Academic Planning FCE Obudu |
| 12. Theresa. A. Iklaki | - Deputy Registrar SERVICOM FCE Obudu |
| 13. Alh. Abubakar Yahuza | - Head SERVICOM Unit NCCE |
| 14. E. A. Ugbe | - SERVICOM FCE Obudu |
| 15. Prince C. Ugbe | - SERVICOM FCE Obudu |

3.0 Terms of Reference

Federal College of Education (FCE) Obudu was selected for SERVICOM Index Compliance evaluation following a Presidential directive that all Government Departments and Agencies be evaluated for SERVICOM Index Compliance.

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

4.0 Methodology

(Background of Federal College of Education (FCE) Obudu)

The Federal College of Education, Obudu was established as a regular College on November 30, 1982 by the first Executive President of Nigeria, His Excellency, Alhaji Shehu Usman Aliyu Shagari. At inception, the College operated in a temporary site within the premises of Government Secondary School, Obudu. Today, however, that initial temporary site is now the permanent site while the then proposed permanent site of the College at the Bebi village in Obanliku Local Government Area, eighteen kilometres on the Obudu- Cattle Ranch Resort road has become a satellite campus.

At the initial period, the College was controlled by the Federal Ministry of Education. As a result, only the Ministry's staff were appointed to head the institution. The pioneer Provost, Late Mr. G.O Talabi was therefore a Staff of the Federal Ministry of

Education, and he held sway until 1985 when he was re-deployed back to Lagos, the then capital of Nigeria.

Academic activities in the college started on the 10th January, 1983 with a population of just 140 students. The initial staff strength comprised of just six personnel. On 12th February, 1983 however, the formal opening ceremony of the institution was performed by the then Honorable Minister of Education, Dr. Sylvester Ugoh. He was assisted by Dr. E.J. Usuah, then Cross River State Commissioner of Education and the Right Honorable Dr. Joseph Wayas, the then President of the Senate of the Federal Republic. Since then, there has been a steady rise in both staff and student population.

Federal College of Education Obudu provides the services through the following service windows:

- Provost's Office
- Registry Department
- Bursary Department
- Works
- Library
- School of Adult, Non-Formal and Special Education
- School of Early Childhood Care and Primary Education
- School of General Education
- School of Secondary Education - Arts and Social Science Programmes
- School of Secondary Education - Language Programmes
- school of Secondary Education – Science
- School of Secondary Education - Vocational Education

FCE Obudu is responsible for ensuring the following services amongst others:

- Teaching
- Research
- Community Service

The service windows of the College 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 service or limited range of services)

Therefore the following service windows were selected for evaluation:

- Schools (Academics)
- Registrar's Office (Admissions)
- Library Services
- Student Affairs
- Exams and Records
- Hostel Accommodation
- College Clinic

The SERVICOM team for this evaluation consisted of two (2) SERVICOM Officers, and Nodal Officer NCCE Headquarters

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

Given the peculiar nature of the services provided by FCE Obudu, it was also important to evaluate further evidence by administering questionnaires, and conducting interviews. The websites of SERVICOM Office www.servicom.gov.ng and the College website www.fceobudu.edu.ng was also used for research.

The key documents reviewed include:

- FCE Obudu Service Charter
- Scheme of Service For Colleges of Education 2015
- Conditions of Service for Colleges of Education 2015
- SERVICOM Customers Relations Activity Register (SCRAR)
- Journals
- Organogram of FCE Obudu
- Minutes of meetings of dean with heads of departments, academic board etc.
- Audited financial report for the year 2016

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 the service windows.

5.1 Charter Evaluation

The evaluated score for the Service Charter of the Federal College of Education, Obudu is **one (1)** out of **three (3)**. **Description: Unsuitable**

5.1.1 Findings on Service Charter

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

Foreword

- There is no foreword by the Provost of the College to indicate ownership and commitment from the top on implementation of the Charter,

Introduction/Background

- The purpose of the service charter is not state.

Service Provision & Delivery

- Standards for services provided by some department are not clearly stated in the Charter
- Performance Monitoring and publishing standards have no specified timelines attached. e.g. timelines and frequencies of activities
- Customers' expectations and obligation is not detailed.

Obligations of the Agency

- The obligations of the College to its customers is not clearly stated

Grievance Redress Mechanism

- The contact details (Room Numbers and e-mail addresses or phone numbers) of complaints Desk officers are not provided.
- There is no list of available redress to complaints for the benefit of the service takers.
- The Charter did not state time frame for response to complaints

Stakeholder Participation

- The Charter does not stipulate frequency of meetings and consultation with stakeholders
 - No essential element in providing services

Special Needs Provision

- The Federal College of Education Obudu Charter did not itemize specific provision for people with special needs e.g. the physically challenged

Existing Limitation

- Existing limitations that may impinge service delivery are not stated

Review of Charter

- The probable date of next review of the Service Charter and the intended frequency of review is not stated

Others

- Contents of the Charter are not properly arranged

5.1.2 Recommendations for improving Service Charter

Based on the findings, the following recommendations are provided to assist the Federal College of Education Obudu to come up with a more realistic and customer-focused Service Charter:

Foreword

- The charter should start with a foreword written by the Provost to show commitment to the implementation of the charter.

Introduction/Background

- The purpose of the Charter should be stated. This will better inform the service

takers of the objectives of the Service.

- Charter should be produced in pamphlet form for easy access to customers

Service Provision & Delivery

- Service standards which are Specific, Measurable, Achievable, Realistic and Time-bound should be set for services provided by the College. Where timeframe is involved, specify timeframe within which service is expected to be delivered, if service involves charges, state cost of service etc.
- The system for monitoring performance against service standards of the College and subsequent publishing of results of such monitoring should be stated in the Service Charter: state timelines and frequencies of such activities for measurability e.g., stakeholders meetings holding monthly or quarterly basis, monthly or quarterly publication of same etc.

Obligations of the College

- The obligations of the College should be clearly stated as this would tell the customers what to expect from staff of the College when they come to take service.

Grievance Redress Mechanism

The complaints/ Grievance Redress Mechanism should be comprehensive with the following details:

- Contact details of complaints desk officer and Focal Officer e.g. phone number, Room numbers and e-mail addresses
- The complaint procedure should be detailed stating who to complain to, how to complain and the channel of complaint (e.g. through writing by post or e-mail and the person to address it to. This would inform complainants on the options available for lodging complaints
- The Service Charter should clearly state time of acknowledging complaints and time for its resolution so that customers are aware of timeframe for the circle of complaints handling
- There should be a list of available redress to guide service takers on expected resolutions e.g. apology, compensation, repeat of service, restitution etc

Stakeholder Participation

- The method to be used in engaging stakeholders (e.g. stakeholders fora) should be explained as well as the frequency of engagement e. g. monthly, quarterly, annually etc. This will indicate that the Management is not oblivious of the strategic importance of collaborating with its various stakeholders for effective and efficient service delivery

Special Needs Provision

- The charter should state specific provision for people with special needs e.g. the physically challenged

Existing Limitations

- Limitations that may hinder effective service delivery of the College should be stated so that customers are aware of the College's constraint in rendering services

Review of Charter

The Charter is an evolving document and should be reviewed regularly to reflect the current state of the Organization's services. In recognition of this, there should be a statement on the date of next review and the frequency of review to show that the College is committed to maintaining an up-to-date Service Charter at all times for example every two (2) years.

Others

The contents of the Charter should be properly arranged in the following order:

- Foreword by Provost
- Introduction/ Background
- Vision
- Mission
- Services Rendered
- List of customers (inter, intra and public)
- Performance targets
- Obligations of customers, Staff, Management, etc
- Complaints/Grievance Redress Mechanism
- Stakeholders participation in service provision
- Special needs provision
- Existing limitations
- Review of Charter

5.2 Index score

The table below summarises the result of evaluation of the service window. Based on the evaluation of the service windows, we have calculated a score for Federal College of Education (FCE) Obudu. The overall Index score for FCE Obudu is: **1.3 out of 4 (32.5%) Description: 'Poor'**

	Score for Federal College of Education (FCE), Obudu
Overall Index Score	1.3
Service Delivery	1.2
1 – Standards & practices / performance	1.4
2 - Reception experience	1.1
3 – Complaints & grievance redress	1.1
Timeliness	1.3
1–Standards& practice/performance	1.2
2 – Customer friendliness	1.3
Information	1.4
1 – Information	1.9
2 - Customer feedback	0.9
Professionalism	1.2
1 – Transparency	1.4
2 – Efficiency	1.1
Staff Attitude	1.4

- Scores are rounded to one (1) decimal place

5.3 Key findings

The following observations have been made on the quality of service delivery provided by the service window evaluated, which we feel need to be addressed as a matter of urgency:

5.3.1 Service Delivery

- Customers and members of Staff of the College complained that FCE Obudu does not compare well with other Colleges of Education due to the infrastructural and power deficit which has greatly hampered the service delivery process in the College particularly at the Bebi campus. This has caused difficulty to customers and put pressure on staff working at the College.
- The absence of hostel accommodation for students increases the cost of living for the students, a burden that is ultimately borne by the Guardian/ Parent of the student; this deters students from taking up admission in the College
- It was observed that the College premises was unkempt; there were overgrown grasses, and the college was littered with broken furniture an image inappropriate of a College of higher learning; the situation was similar to what was observed in the Bebi campus
- Conveniences around the campus especially for students and junior staff were largely lacking. This had resulted in the unhealthy habit of open defecation in the bush which could lead to outbreak of diseases and infections
- Directional signs provided on doors and service points are not adequate for customers to access service especially for first time visitors who are not familiar with the College; this makes it difficult to locate offices and navigate the campus

5.3.2 Timeliness

- The Federal College of Education Obudu does not meet waiting time standards for instance the stoppage of the use of the Pavilion for lectures and other activities has disrupted the time table of students and lecturers dependent on the facility; which means that there are time table clashes regarding use of lecture rooms.
- Some foreseen and unforeseen interruption to service are not explained to customers; this does not give customers required information on why they are not attended to in a timely manner while waiting for services to be delivered. For instance, taking practical's in some of the laboratories visited is laborious for students because equipment to be used is not sufficient and in some instances not available.

5.3.3 Information

- Customer satisfaction surveys are not carried out by the SERVICOM Unit to test and determine customers' satisfaction level or what the customers perceive about the services of the College
- There was no evidence to show that complaints records are analysed. This makes it difficult to identify trends and recurrent issues that could point to the existence of systemic problems in the College

5.3.4 Professionalism

- The Federal College of Education Obudu is not able to demonstrate that its services have improved over time. For example, the absence of hostel accommodation for male and female students and the absence of power has made way for some miscreants to take undue advantage of students by way of robbing them while they are shuttling between the campuses. In effect this has discouraged enrolment.
- 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 when service fails
- Staff and students complained that working tools were grossly inadequate, such as stationaries, photocopy machines, printers; laboratory equipment for students practical sessions and most importantly power. This hinders quick resolution of issues arising from the general College administration thereby causing delay in service delivery process to customers
- It was observed that most staff and students do not wear their identity cards/ name tags making it difficult to distinguish staff, students and visitors. This does not promote professional conduct in the College

5.3.5 Staff Attitude

- Not all staff have received training on customer care and complaints handling and as such, complaints are not resolved at point of contact. Complaints which are made by students on the inadequacy of materials for practical sessions have remained untreated. This is worsened by the seeming indifference on the part of the College management. This does not promote best practice.
- The Federal College of Education Obudu does not have a customer care policy in place to serve as proper guide for the equal treatment of all customers by the staff
- The evaluators observed some level of staff impunity and lack of accountability in the discharge of their duties. Some staff report to work late and at will, some dress poorly while others loiter outside their offices and their supervisors find it difficult to effect the necessary public service rules to serve as a deterrent to others

5.4 Additional findings

The following additional observations were also made on the quality of services delivered, which may also need attention:

5.4.1 Professionalism

- There were general complaints on shortage of drugs in college clinic. This affects patronage to the Clinic and retards the morale of staff working in the clinic
- Training of Staff especially refresher and update training was a common complain amongst various cadre of staff Senior and junior (especially administrative staff). This affects staff productivity in efficient delivery of services.

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 delivery of services to the public.

6.1 Key recommendations

6.1.1 Service Delivery

- Provision of standard infrastructure and conducive learning/working environment should be prioritised by the college. This is to nurture students and ensure a good educational foundation.
- Hostel accommodation for students should be considered as vital in the retention of students at the college. The provision of which will to a large extent ensure students safety and security.
- The College environment should be always kept clean, the grasses well-mowed and the broken furniture repaired; this will improve the aesthetics of the College provide more seating in offices and classrooms and enhance reception experience for visitors.
- Adequate, accessible toilets, particularly for students in the academic areas, should be provided and kept clean regularly. This will guarantee good hygiene and promote healthy sanitary habits.
- Adequate directional signs should be provided at strategic locations in the College to guide customers and visitors to locate offices and service points with ease

6.1.2 Timeliness

- The Federal College of Education Obudu should strive to meet waiting time standards by ensuring that activities/issues that impact the college calendar and academic timetable are prioritised. This way there is synergy and seamless service delivery.
- The students are key stakeholders in the college and should be informed of foreseen and unforeseen interruption to service; For instance, the time table, number of students and number of times a student should receive practical education in the laboratories should be stated and adhered to; this assures students that their needs are considered in the scheme of affairs and will reduce delays associated with disruptions to their instruction.

6.1.3 Information

- Customer satisfaction survey should be conducted periodically on all customer groups. This will enable the College gauge the perception of the different customer groups on the quality of service provided and highlight areas for improvement.
- Complaints records should be analysed to enable the College easily identify and rectify negative trends and recurring problems. This would enhance proactive problem-solving and improve overall performance
- Summary of complaints received from customers e.g. student feedback and comments over a certain period should be published in reports or newsletters for the customers to know that their complaints are being acted upon

6.1.4 Professionalism

- The Federal College of Education Obudu should improve upon the quality of its service delivery in line with global best i.e. professional staff, computerisation of .This is to ensure that the college is in line with global best practice
- Organisational chart should be produced and displayed at key service windows e.g. library, health service centre, students affairs, etc. this will guide and enable students and other stakeholders know the hierarchy of staff and who has the last order on matters
- Modern tools and equipment for training and research in the laboratories should be installed to boost quality of research and instruction
- All staff should wear their name tags/identification cards once within the College premises; this would make it easier to distinguish staff from non-staff and would enhance professional conduct within the College

6.1.5 Staff Attitude

- All staff should be trained on customer care and complaints handling in order to enhance speedy resolution of complaints associated with services to students.

- There should be a robust customer care policy for the Federal College of Education Obudu. It should be designed, published and widely distributed to enhance efficiency in the treatment of all customers
- The public service rules should be used to sanction erring staff; and if this is applied, it will serve as a deterrent to other staff that may breach the rules.

6.2 Additional Recommendations

6.2.1 Professionalism

- The College Clinic should be equipped with drugs and consumables to help the Clinic function optimally. This will increase patronage by student and guarantee improved healthcare to the College community
- Staff training is an asset to the College community and staff; staff should availed trainings to update and upgrade their skills; this will improve staff productivity in delivering efficient service delivery

6.3 Service Improvement Planning

Although the question of how these recommendations might best be implemented is a management issue for FCE Obudu. SERVICOM Office through the SERVICOM Institute will work with the management of FCE Obudu and its SERVICOM Unit to develop and guide the implementation of appropriate Service Improvement Plans.

6.4 Conclusion

The SERVICOM index awarded to the Federal College of Education (FCE) Obudu, is **1.3 out of 4 (32.5%)** which represents **One Star (*) Service** and indicates **'Poor' service**. Although this is still far from praiseworthy, it is our belief that Federal College of Education (FCE) Obudu, would aim at continuous improvement on the quality of service delivered to its customers if the recommendations contained in this report are faithfully implemented.