

Award of the SERVICOM Index

Report of

**SERVICOM Compliance Evaluation of
Federal College of Education
Technical (FCET) Asaba
Delta State**

February 4, 2019

EXECUTIVE SUMMARY

SUMMARY OF SERVICOM COMPLIANCE EVALUATION
OF FEDERAL COLLEGE OF EDUCATION TECHNICAL (FCET)
ASABA

Date of Evaluation: February 4 - 9, 2019

Score: 1.6 out of 4; (40%)

Ranking: Two Star (**) Service

Description: Fair

Findings

Strength:

- Federal College of Education Technical Asaba has a well-structured SERVICOM Unit, with a full complement of staff, which comprises of a 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 has put in place a reward system (SERVICOM Award) for recognising and rewarding diligent staff who distinguished themselves in service delivery. This has helped to achieve commitment to duty and improved productivity.
- Quality assurance and assessment system have been sufficiently applied to secure sustained service improvement. The college has designed forms for assessing staff academic and non-academic) and the overall performance of the College. This has made performance/standard management achievable
- The college has established an ATM Machine to help students and staff for their financial transactions. This has reduced stress of going to town for same purpose.
- The students spoke positively of the well-established culture of respect and tolerance accorded to them by the Academic Staff of the College.
- 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 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
- FCET Asaba has taken steps to sustain stable electricity and water supply in the college through the provision of water reservoirs and Generating set.
- Being a technical college, the laboratories are well equipped, this has helped the students to acquire the required technical skills in their profession

Weakness:

- The students informed the evaluation team that facilities to aid learning in the college are inadequate such as computers in the library as well as internet facilities this affects learning process, research and impedes Service Delivery
- It was observed that most hostels were in a state of disrepair. It was not kept clean, most of the windows are old and broken down, making it uncomfortable and inhabitable for students
- The college environment is porous, and as a result, the college surroundings are exposed to security threats e.g. (Fulani headsmen) and other social vices as observed and confirmed by students.
- There are no varieties of standard and modern recreational facilities to engage and keep the students mentally and physically alert e.g. gymnasium, football pitch, basketball and tennis court etc.
- 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
- The college has not designed customer survey to determine the level of satisfaction students derive from the services offered by the college
- As at the time of the evaluation, most of the students did not wear identity cards this made it difficult to differentiate visitor and bonafide students as was observed in one of the female hostels
- Although the laboratories are well equipped, the students informed that practical aspect of the courses are not given sufficient attention. This could create competency gap in their profession.
- The college does not have any written document to guide staff treatment of students and other stakeholders. This explain the reason for the shabby treatment given to students by the Non- academic staff of the college as was informed by students

Recommendations

- Facilities that could aid learning should be provided e.g. Internet facilities, sufficient functioning computers. Chairs etc. to ensure quality service delivery to students and other stakeholders.
- 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 management should provide perimeter fence for the college to make the college environment secured. Trained security men should be employed to guard the college premises and also to defend in case of emergency
- 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
- The College should work out modalities to best address the situation in the release of result to promote prompt and reliable service as well as boost customers confidence in FCET Asaba service delivery process
- 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
- 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
- The college should produce and enforce the use of identity card by students this will reduce incidence of imposters found around the hostel areas of the college
- More attention should be given to the practical aspect of courses offered in the college. Updated technology should be involved for the college to produce quality graduate who can fit in the present day technology
- 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 staff sensitivity to the needs of students

Conclusion

The SERVICOM Index awarded to the Federal College of Education Technical (FCET) Asaba is **1.6** out of **4 (40%)** which represents **Two star (**)** and indicates 'Fair' service delivery. Although this is still far from praiseworthy, it is our belief that FCET Asaba 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

1.0 Introduction

This is a report on the findings of a SERVICOM Compliance Evaluation of the Federal college of Education Technical Asaba. 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.

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. The selected service windows of the Federal College of Education Technical (FCET), Asaba 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 FCET Asaba 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%

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. | Prof. Adamu Adamu | Hon. Minister Federal Ministry of Education |
| 2. | Prof. Anthony Gozie Onwuka | Hon. Minister of state |
| 3. | Arch. Sunday Echenu | Permanent Secretary Federal Ministry of Education |
| 4. | Prof. Bappa Aliyu Muhammed | Executive Secretary, NCCE |
| 5. | Dr. Nwanze Ignatius Ezoem | Provost, Federal College of Education Technical Asaba |
| 6. | Mrs Magdalene U Okobah | Deputy Provost, Federal College of Education Technical Asaba |
| 7. | Alhaji Rotimi Moruf Adepoju | Registrar Federal College of Education |

8.	Chief Joseph O. Osakwe	Technical Asaba Bursar Federal College of Education Technical Asaba
9.	Mr. David Kanayo Maduagwu	College Librarian Federal College of Education Technical Asaba
10.	Mr. Ogunkunle	SERVICOM Federal Ministry Of Education
11.	Mrs. Chiejila	Focal Officer SERVICOM Unit Federal College of Education Technical Asaba
12.	Mrs. Mary Wabekwa	Federal College of Education Technical Asaba

3.0 Terms of Reference

The Federal College of Education Technical Asaba 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 Technical Asaba, located in the capital city of Delta state was one of the Colleges of Education Technical, established as a specialised College of Education Technical to give effect to nation's drive for the much needed self-reliance in science, Engineering and especially Technology. The College received the mandate through Degree No: 4 of February 1, 1986 to train, groom and develop young men and women in technologically and scientifically sound mind. The Institution has five schools these schools reflect related discipline in Education, Business, Vocational, Technical and science Education

Other responsibilities as specified in their Law include;

- Impart into students the science and practice of teaching so that they can function well when they go to the primary and Junior Secondary Schools as teachers
- Give the students general management knowledge, providing a thorough knowledge of business and government operations and developing an understanding of internal and external influences in the commercial industrial and public service environment
- Teach the students problem solving techniques and impact in them knowledge of fact finding and decision making through the study of analytical tools of qualification, accounting and economics
- Provide campus based and supervised field experiences to ensure that the theoretical foundations of teaching thus learnt, can be translated effectively in classroom instruction
- Help the students to have working knowledge of statistical and research methods sufficient to understand and apply the to the improvement

- professional practice
- Help the students understand the cycles of human growth development, the major theories of cognitive, affective and psychomotor development, and how these affect learning

The Federal College of Education Technical Asaba 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

FCET Asaba is responsible for ensuring the following Services amongst others:

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

The service windows of FCET Asaba 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 and the Focal Officer of Federal College

of Education Technical Asaba 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 Technical Asaba, it was also important to evaluate further evidence by administering questionnaires and conducting interviews with its partners including, TEDFUND Representative of the College and Members of Asaba Ruling Council. The website of SERVICOM office: www.servenigeria.com and FCET Asaba www.fcetasaba.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
- Strategic plan of the College (2009- 2013)
- College newsletter September, 2012
- Complaints Register
- SERVICOM Unit Service Improvement Plan
- Performance Assessment Form
- Provost's report
- College Work ethics
- 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 FCET, Asaba

5.1 Charter Evaluation

The Service Charter of the Federal College of Education Technical Asaba 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 Technical Asaba

- 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
 - The contact details of the present focal officer are not contained in the grievance redress mechanism. It still contains the name of the old focal officer
- Special needs provision
 - The charter did not state any provision made for student with special need eg provision of Ramp, hostels
- Charter review
 - The charter is obsolete it has expired since 2018
- 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 FCET Asaba 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 updated to contain the details of the present focal officer and other members of the SERVICOM unit as this will ensure prompt resolution of complaints
- 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 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 FCET Asaba

The overall Index score awarded to FCET Asaba is: **1.6 out of 4 (40%)**

Description: Fair

	Score for the Federal College of Education Technical Asaba
Overall Index score	1.6
Service Delivery	1.7
1 - Standards & practices / performance	1.8
2 – Reception experience	1.9
3 – Complaints & grievance redress	1.5
Timeliness	1.8
1 – Standards & practice/performance	1.7
2 – Customer friendliness	1.8
Information	1.3
1 – Information	1.9
2 - Customer feedback	0.8
Professionalism	1.7
1 – Transparency	1.5
2 – Efficiency	1.8
Staff Attitude	1.6

- 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 Technical Asaba, 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 affect the level of their professionalism in the investigation and resolution of customer complaints
- The students informed the evaluation team that facilities to aid learning in the college are inadequate such as computers in the library as well as internet facilities this affects learning process, research and impedes Service Delivery
- It was observed that most hostels were in a state of disrepair. It is not kept clean, most of the windows are old and broken down, making it uncomfortable and inhabitable for students

- The college did not provide direction signage to ease movement around the college and to guide visitors of the college
- Because the college does not document complaints received, this has limited analysis of complaints by management
- The college environment is porous, and as a result of this porosity, the college surroundings are exposed to security threats e.g. (Fulani headsmen) and other social vices.
- Conveniences for student use is lacking around the academic area of the college and where they exist, requires maintenance. This is hygienically unhealthy.
- There are no varieties of standard and modern recreational facilities to engage and keep the students mentally and physically alert e.g. gymnasium, football pitch, basketball and tennis court etc.
- It was observed that the College hostels are stretched beyond capacity and majority of students' source for accommodation outside the Campus because the hostels are inadequate. This is an extra cost and exposure to social vices for students.

5.3.2 Timeliness

- There is no defined system in place to monitor time standard this could affect timely delivery service to students

5.3.3 Information

- Information on Performance against standards is not published to keep the staff and students informed as a result, the performance of the college is not known
- 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 of comments this makes the customers feel their views are not considered in the delivery of services
- The college does not hold consultation with students and stakeholder regularly. This limits ideas that could improve service in the college
- SERVICOM awareness is low among the students as most students interviewed informed that they do not have any knowledge SERVICOM principle and ideal
- 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

- The College has not set specific targets for individual (staff) to serve as guide to service delivery and ensure the overall achievement of the college mandate. This is has created performance gap.
- It was observed that the college at the time of the evaluation did not have annual report. This implies that the college does not have document informing the public about the overall performance, and planned activities of the college
- As at the time of the evaluation, most of the students did not wear identity cards this made it difficult to differentiate visitor and bonafide students as was observed in one of the female hostels
- Although the laboratories are well equipped, the students informed that practical aspect of the courses are not given sufficient attention. This could create competency gap in their profession.

5.3.5 Staff Attitude

- There is no customer care document to guide specific staff treatment of students and other customers this accounted for the shabby treatment given to students by the non- academic staff of the college

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. The College should partner with the SERVICOM Institute to achieve this
- Facilities that could aid learning should be provided e.g. Internet facilities, sufficient functioning computers. Chairs etc. to ensure quality service delivery to students and other stakeholders.
- 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
- Adequate directional signage should be provided to properly guide visitors and newly admitted students to various service points. This makes easy it for customers to locate the various service points
- All complaints received by the college should be documented for proper analysis, investigation, resolution and also to prevent future occurrence of such complaints
- The management should provide perimeter fence for the college to make the college environment secured. Trained security men should be employed to guard the college premises and also to defend in case of emergency

- 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
- Private organisations could be consulted on the best form of partnership in order to address the accommodation situation in the college

6.1.2 Timeliness

- The College should work out modalities to best address the situation in the release of result to promote prompt and reliable service as well as boost customers confidence in FCET Asaba service delivery process
- There should be well designed and articulated system to monitor waiting times. This will help to determine the time taken to deliver service and to for continuous improvement of time standard

6.1.3 Information

- The College should regularly publish the performance status of the College to inform customers and the staff on progress being made towards achieving its goals
- 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
- Regular consultation should be carried out to ensure detailed participation of all stake holders and also to harvest ideas for sustenance of service improvement in the college
- 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
- The college should produce annual report to the stakeholder on the progress made, performance as well as planned activities of the college
- The college should produce and enforce the use of identity card by students this will reduce incidence of imposters found around the hostel areas of the college

- More attention should be given the practical aspect of courses offered in the college. Updated technology should be involved for the college to produce quality graduate who can fit in the present day technology

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 be 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 Technical Asaba. The SERVICOM Office through the SERVICOM Institute will work with the Management of FCET Asaba 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 Technical Asaba 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 the Federal College of Education Technical, Asaba would aim at continuous improvement on the quality of service delivered to its customers if the recommendations contained are adhered to.