

Award of the SERVICOM Index

Report of

**SERVICOM Compliance Evaluation of
Federal College of Education (FCE)
Technical, Potiskum,
Yobe State.**

January, 2019

EXECUTIVE SUMMARY

SUMMARY OF SERVICOM COMPLIANCE EVALUATION OF FEDERAL COLLEGE OF EDUCATION (FCE TECHNICAL) POTISKUM

Date of Evaluation: 21st – 25th January 2019

Score: 1.4 out of 4; (35%)

Ranking: One Star (*) Service

Description: Poor

Findings

Strengths:

- The establishment of the Academic Board Business Committee (ABBC) to review students' examination and CA scores in bid to identify and eliminate irregularities before they are forwarded to the Academic Board for ratification is commendable and should be sustain. This facilitates speedy release of results
- Staff were observed to be friendly and polite to students who also confirmed during the interviews that they are being treated with sensitivity and courtesy by majority of the staff both academic and non-academic
- The introduction of e-library by Management of the College to enable students access academic books and journals required to carry out research and successfully complete their academic programmes is commendable and should be sustained
- Students confirmed that during registration, the ICT Centre is used to assist them generate Remita code required for them to make payment of statutory fees and charges. This reduces the stress of having to rely on Ciber Cafes to generate Remita

Weaknesses:

- It was observed that some of the hostel blocks (both male and female) were in a state of disrepair and not conducive for residence; walls were observed to be dirty and peeling, ceilings in poor condition as a result of leaking roof during rainfall. This renders the environment unconducive for learning which could affect the academic performance of students
- Some of the students interviewed in the hostels expressed displeasure with the fact that their rooms are not secured and their belongings not safe from unauthorised access as the locks on the doors and windows are damaged. This raises security concern especially for female students who are at risk of being raped
- Students were seen carrying handouts around and further interactions with them revealed that these handouts are produced by some lecturers who make it compulsory for them to successfully complete their course. This is in violation

of the ban on sales of handouts in tertiary institutions and puts additional burden on students/parents financially

- Some of the Academic Schools visited did not have restrooms for students to use during lectures or while waiting for lectures. This subjects students to interruptions and undue stress of having to endure through a lecture or go back to the hostel to use the toilet when the nature calls
- There is no standard time frame for handling petitions from students who do not agree with their exam scores and have cause to apply for re-marking. Lack of a time frame could discourage students from making such petitions as they are not sure if or when urgent action will be taken
- There is no waiting time standard for issuance of certificates for graduating students and processing of transcripts for ex-students. This makes it difficult to monitor how long it takes to process certificates for graduating students as well as transcripts for ex-students, hence no data that shows whether certificates or transcripts are issued at the shortest possible time without delays
- The College has not carried out students' satisfaction surveys as a way of generating feedback from students on their experiences and perception of quality of services delivered by the College. This shows that Management does not accord much importance to students' feedback as a source of insight for service improvements efforts
- The College has no customer care policy and/or service charter, hence, there is no explicit communication on Management position or standards on treatment of students by both academic and non-academic staff. It is difficult to assess or influence staff-student relationship and empower students to challenge service failure without set standards
- There is no evidence to show that complaints received over a period of time are recorded, regularly analysed and reported to Management. This shows that complaints management and publishing which is a globally accepted practice has not been adopted by the College. Those with justified complaints especially students may not feel encouraged to come forward

Recommendations:

- There is need for Management of the College to give the hostels a facelift by re-plastering and repainting walls, replacing ceilings damaged by rain, fixing plumbing problems and leakages on the roof. This will make the hostels more conducive and friendly for students
- The security of students and their belongings is of paramount importance and critical to their overall learning experience, hence the need for Management to urgently fix dysfunctional door and window locks in both male and female hostels. This will also deter burglars and rapist from breaking into the hostels as well as give students a sense of security while in their rooms
- The sales of handouts by some lecturers of the College is a violation of extant policies of the Federal Government that such should not be practiced in tertiary educational institutions. Management of the College should issue a clear warning to lecturers who engage in such and also deploy punitive measures for defaulters
- Restrooms should be provided (constructed where necessary) for students around lecture classrooms to reduce the discomfort experienced by students who have cause to use the toilet during lecture hours. This will minimise

- distractions during lectures and enhance learning
- Management should work out a realistic time frame within which examination petition would be considered and acted upon. This agreed timeframe will determine when a student would receive feedback on his/her petition, and further reassure students of the readiness of Management to act on such petitions. The time frame should be published
 - Standard time lines should be set for issuance of certificates to graduating students and processing of transcripts for ex-students. These time lines should be published and monitored by the College to ensure compliance and reduce unnecessary delays and stress encountered by graduating/ex-students
 - The College should aim at delivering student-centred services by using feedback from students to continuously improve service delivery. Students' survey questionnaires is a good tool the College can leverage on to collect such feedback
 - Management should develop a policy on treatment of customers/students by all staff of the College. This policy should be articulated into a document called service charter along with other standards and procedures. This would reassure customers especially students of the commitment of Management to deliver quality services
 - A register should be kept of all complaints received from students, staff and other stakeholders and regular analysis of such data should be carried out to identify trends. This should be reported regularly to Management and a summary should be published. This would reassure potential complainants of the commitment of Management towards resolving justified complaints

Conclusion

The SERVICOM index score awarded to the Federal College of Education (Technical), Potiskum is **1.4 out of 4.0 (35%)** which represents **One Star (*) Service** and indicates '**Poor**' service delivery. Although this is still far from praiseworthy, it is our belief that FCE Potiskum 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 (Technical), Potiskum. 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. FCE Potiskum 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 service windows. The overall Index score for FCE Potiskum 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:

| S/N | NAME | DESIGNATION |
|------------|---------------------------------|--|
| 1. | Mallam Adamu Adamu | Honourable Minister, Federal Ministry of Education |
| 2. | Anthony Gozie Onwuka | Honourable Minister of State, Federal Ministry of Education |
| 3. | Arch. Sunday Echono | Permanent Secretary, Federal Ministry of Education |
| 4. | Professor Bappa-Aliyu Muhammadu | Executive Secretary, NCCE |
| 5. | Mallam Mohammad Madu | Provost, Federal College of Education (Technical), Potiskum |
| 6. | Mallam Mursali M. Jaji | Deputy Provost, Federal College of Education (Technical), Potiskum |
| 7. | Mallam Inuwa Waziri Adamu | College Librarian |
| 8. | Mallam Magaji Yuguda | Registrar |
| 9. | Mallam Muhammad Ahmad Ali | Bursar |
| 10. | Mr. Donatus O. Lawani | Director, Academic Planning |
| 11. | Dr. Silas Ezekiel | Director, Quality Assurance |
| 12. | Dr. Hassan N. Muhammad | Dean, Student Affairs |
| 13. | Mallam Abubakar S. Waziri | Dean, School of Education |
| 14. | Dr. Mohammad M. Yinusa | Dean, School of Vocational Studies |
| 15. | Mallam Ibrahim Bulama | Dean, School of School of Early Education |
| 16. | Dr. Ahmad Baba Sa'idu | Dean, School of Technical Education |
| 17. | Mallam Yusuf K. <u>Dimku</u> | Dean, School of Science Education |
| 18. | Mr. Joseph O. Olorunmolu | Dean, Business Education |
| 19. | Mallam Bawaji M. Yawale | Chief Nursing Officer |
| 20. | Barrister Abdilrasheed | Nodal Officer |

3.0 Terms of Reference

FCE Potiskum 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

The College of Education (Technical), Potiskum was established by virtue of Decree No.4 of 1986 to provide full-time and part-time courses in teaching instruction and training in Technology, Applied Sciences, Commerce, Arts, Social Sciences, Humanities and Management. Specifically, it seeks to train and produce well-informed, mature and responsible middle level manpower in the teaching profession, primarily holder of the Nigeria Certificate in Education (NCE).

As an academic Institution, founded by the Federal Government to train effective teachers, and in pursuance of the objective for which it was founded, the College seeks to shape its policies and practices in consonance with laws prescribed by statutory regulatory bodies namely, the National Commission for the Colleges of Education (NCCE) and the Academic Board

The College offers academic programmes through the following schools:

- a. School of Education
- b. School of Business Education
- c. School of Science Education
- d. School of Technical Education
- e. School of Vocational Education
- f. Scholl of Early Childhood Care and Primary Education

FCE (T) Potiskum is responsible for ensuring the following services amongst others:

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

The service windows of FCE (Technical) Potiskum 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 (Departments) of the Federal College of Education (Technical) Potiskum were selected for evaluation:

- a) Registrar's Office (Admissions)
- b) Schools (Academics)
- c) Examinations and Records
- d) Library services
- e) Hostel Accommodation
- f) College Clinic
- g) Student Affairs

The SERVICOM team for this evaluation consisted of two (2) SERVICOM Officers, a staff of Federal Ministry of Education SERVICOM Unit and the Focal Officer Federal College of Education, Potiskum.

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 FCE Potiskum, it was also important to evaluate further evidence by administering questionnaires, and conducting interviews with partners including (Divisional Police headquarters, Union Bank etc). The websites of SERVICOM Office www.servicom.gov.ng and FCE Potiskum www.fcetpotiskum.edu.ng were also used for research.

The key documents reviewed include:

- Students Handbook
- Minutes of staff Meetings
- Minutes of College Community Forum
- Provisional Academic Calendar for 2018/2019 session
- Minutes of Meetings of the Academic Committee
- Revised conditions of service for Colleges of Education

5.0 Findings

5.1 Charter Evaluation

5.1.1 Findings on Service Charter

The College of Education (Technical) Potiskum had not produced a service charter as at the time of evaluation.

5.1.2 Recommendations for Charter Development

- 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 evaluation of FCE (T) Potiskum. Based on the evaluation of the service windows, we have calculated a score of FCE Potiskum. The overall Index score for FCE (T) Potiskum is: **1.4 out of 4 (35%) Description: 'poor'**

| | Score for FCE (T) Potiskum |
|---|----------------------------|
| Overall Index Score | 1.4 |
| Service Delivery | 1.5 |
| 1 – Standards & practices / performance | 1.7 |
| 2 - Reception experience | 1.8 |
| 3 – Complaints & grievance redress | 1.0 |
| Timeliness | 1.5 |
| 1–Standards& practice/performance | 1.2 |
| 2 – Customer friendliness | 1.8 |
| Information | 1.1 |
| 1 – Information | 1.4 |
| 2 - Customer feedback | 0.8 |
| Professionalism | 1.3 |
| 1 – Transparency | 0.9 |
| 2 – Efficiency | 1.6 |
| Staff Attitude | 1.4 |

5.3 Key findings

The following observations have been made on the quality of services delivered by the College of Education (Technical), Potiskum which we feel need to be addressed as a

matter of urgency:

5.3.1 Service Delivery

- It was observed that some of the hostel blocks (both male and female) were in a state of disrepair and not conducive for residence; walls were observed to be dirty and peeling, ceilings in poor condition as a result of leaking roof during rainfall. This renders the environment unconducive for learning which could affect the academic performance of students
- Some of the students interviewed in the hostels expressed displeasure with the fact that their rooms are not secured and their belongings not safe from unauthorised access as the locks on the doors and windows are damaged. This raises security concern especially for female students who are at risk of being raped
- Students were seen carrying handouts around and further interactions with them revealed that these handouts are produced by some lecturers who have made it compulsory for them to successfully complete their course. This is in violation of the ban on sales of handouts in tertiary institutions and puts additional burden on students/parents financially
- Some of the Academic Schools visited did not have restrooms for students to use during lectures or while waiting for lectures. This subjects students to interruptions and undue stress of having to endure through a lecture or go back to the hostel to use the toilet when the nature calls
- The largest lecture/exam hall built by the College with 1,500 seating capacity is not furnished with teaching aid like projector and public address system. Students complained that when they have to sit at the back, it is difficult to see what is written on the board because of its size and hardly hear instructions clearly. This affects the quality of teaching and learning
- The minimum standards issued by NCCE and other College-specific standards contained in the students' handbook are not regularly reviewed and updated. As a result, some students especially new students are not aware of the standards of service
- Directional signs provided around the College campus are not adequate to guide students and visitors especially for first time visitors to the College to different sections of the College. This subjects them to some difficulty finding their way around

5.3.2 Timeliness

- There is no standard time frame for handling petitions from students who do not agree with their exam scores and have cause to apply for re-marking. Lack of a time frame could discourage students from making such petitions as they are not sure if or when urgent action will be taken
- Standard waiting time has not been set for issuance of statement of results and certificates for graduating students and processing of transcripts for ex-students. This makes it difficult to monitor how long it takes to process certificates for graduating students as well as transcripts for ex-students, hence no data that shows whether certificates or transcripts are issued at the shortest possible time without delays
- There is no system to monitor lecturers' punctuality in attending to lectures and time management. The absence of such a system makes it difficult to

objectively assess lecturers and reward those who are consistently early to lectures

5.3.3 Information

- The College has not carried out students' satisfaction surveys as a way of generating feedback from students on their experiences and perception of quality of services delivered by the College. This shows that Management does not accord much importance to students feedback as a source of insight for service improvements efforts
- Summary of budget, expenditure and audit reports are not published for the benefit of customers and the general public. This undermines the perception of transparency and creates suspicion in the minds of stakeholders
- There is no officer nominated to collect and collate feedback from customers and stakeholders during consultations or from alternative feedback methods. It is difficult to demand accountability for managing feedback where no one has been assigned this role

5.3.4 Professionalism

- The College has no customer care policy and/or service charter, hence, there is no explicit communication on Management position or standards on treatment of students by both academic and non-academic staff. It is difficult to assess or influence staff-student relationship and empower students to challenge service failure without set standards
- There is no evidence to show that complaints received over a period of time are recorded, regularly analysed and reported to Management. This shows that complaints management and publishing which is a globally accepted practice has not been adopted by the College. Those with justified complaints especially students may not feel encouraged to come forward
- There is low SERVICOM awareness in the College especially amongst students. This is due to the fact the SERVICOM Unit prior to the evaluation visit was not active and there was no SERVICOM Committee. This undermines the overall service improvement efforts of the College

5.3.5 Staff Attitude

- Some of the staff interviewed especially frontline staff (Lecturers, hostel staff and clinic staff) said they have not received any training on customer care and complaints handling. This could affect the level professionalism displayed when dealing with students

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 Information

- Consideration has not been given to the most suitable ways of obtaining feedback from students such as use of comment cards, complaints boxes and survey forms

5.4.4 Professionalism

- Organizational chart of the College was not displayed at strategic locations for the public especially visitors, prospective and new students to know the administrative hierarchy at a glance and who to meet when the need arises

6.0 Recommendations

The following recommendations are made in order to suggest remedial 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

- There is need for Management of the College to give the hostels a facelift by re-plastering and repainting walls, replacing ceilings damaged by rain, fixing plumbing problems and leakages on the roof. This will make the hostels more conducive and friendly for students
- The security of students and their belongings is of paramount importance and critical to their overall learning experience, hence the need for Management to urgently fix dysfunctional door and window locks in both male and female hostels. This will also deter burglars and rapist from breaking into the hostels as well as give students a sense of security while in their rooms
- The sales of handouts by some lecturers of the College is a violation of extant policies of the Federal Government that such should not be practiced in tertiary educational institutions. Management of the College should issue a clear warning to lecturers who engage in such and also deploy punitive measures for defaulters
- Restrooms should be provided (constructed where necessary) for students around lecture classrooms to reduce the discomfort experienced by students who have cause to use the toilet during lecture hours. This will minimise distractions during lectures and enhance learning
- Management should provide projector and public address system for the 1,500 capacity exam/lecture theatre. This will enable projection of lecture content on the wall taking advantage of wide dimensions that could be visible from all corners of the hall. Instructions will also be audible enough for everyone to hear, therefore facilitate learning
- The service standards of the College, contained in the students' handbook and other relevant documents should be reviewed and updated regularly. Copies should be produced and circulated to all students (especially new students) and all stakeholders. This would ensure that all stakeholders are conversant with the standards of the College
- More directional signs should be provided along walkways, intersection of roads, front of buildings, along corridors within the facilities to make it easy for students and stakeholders to navigate to different parts of the college campus

6.1.2 Timeliness

- Management should workout a realistic time frame within which examination petition would be considered and acted upon. This agreed timeframe will determine when a student would receive feedback on his/her petition, and further reassure students of the readiness of Management to act on such petitions. The time frame should be published
- Standard timelines should be set for issuance of certificates to graduating students and processing of transcripts for ex-students. These timelines should be published and monitored by the College to ensure compliance and reduce unnecessary delays and stress encountered by graduating/ex-students
- A mechanism for monitoring punctuality of lecturers to lectures and whether they manage their lecture period properly should be introduced. This would check habitual lateness to lectures and prevent unnecessary shifting of lectures

6.1.3 Information

- The College should aim at delivering student-centred services by using feedback from students to continuously improve service delivery. Students' survey questionnaires is a good tool the College can leverage on to collect such feedback
- Transparency in the use of College funds is critical to creating an atmosphere of trust and confidence amongst stakeholders. This can be achieved through publishing of summary of budget and expenditure as well as external audit report
- An officer should be nominated to collect and collate feedback from stakeholders during consultations as well as using other channels like complaints/suggestion boxes etc

6.1.4 Professionalism

- Management should develop a policy on treatment of customers/students by all staff of the College. This policy should be articulated into a document called service charter along with other standards and procedures. This would reassure customers especially students of the commitment of Management to deliver quality services
- A register should be kept of all complaints received from students, staff and other stakeholders and regular analysis of such data should be carried out to identify trends. This should be reported regularly to Management and a summary should be published. This would reassure potential complainants of the commitment of Management towards resolving justified complaints
- Management should boost support for the SERVICOM Unit to enable it plan and carry out service improvement activities and create more awareness of SERVICOM amongst staff and students. The SERVICOM Committee should be reconstituted and empowered to drive change and service excellence in the College. This would ensure coordination and harmonisation of all service improvement efforts of the College

6.1.5 Staff Attitude

- Management should ensure that all staff receive training on customer care. This will enable them demonstrate politeness, courtesy and empathy towards customers and enhance their relationship with other stakeholders

6.2 Additional Recommendations

6.2.1 Information

- Management of the College should employ the most suitable ways of obtaining feedback from customers; e.g. suggestion boxes, comment cards, contact numbers of complaints officers that students can use when the need arises

6.2.2 Professionalism

- Organizational chart of the College should be displayed at strategic points for the public to know the administrative hierarchy at a glance and who to contact when the need arises

6.3 Service Improvement Planning

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

6.4 Conclusion

The SERVICOM index awarded Federal College of Education (Technical), Potiskum is **1.4** out of **4.0 (35%)** which represents **one star (*)** and indicates **'Poor' service delivery**. Although this is still far from praiseworthy, it is our belief that the College would aim at continuous improvement on the quality of service delivered to its customers if the recommendations contained in this report are faithfully implemented.