

Evaluating Feedback, Resources, and Course Delivery in Postgraduate Programs: Perspectives of Lecturers and Students at Faculty of Education and Extension Services, Usmanu Dan Fodiyo University Sokoto

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Abstract

This study evaluates the feedback, resources, and course delivery in postgraduate programs at the Faculty of Education and Extension Services (FEES), Usmanu Danfodiyo University Sokoto (UDUS), from the perspectives of both lecturers and students. Using a descriptive survey design, data were collected from 332 postgraduate students and 60 lecturers through questionnaires, interviews, and focus group discussions. The study addresses six key objectives: assessing the quality of supervision, examining the availability and adequacy of resources, exploring the nature of course delivery, and evaluating the relevance of academic content to students' learning experiences. Results indicate that while the quality of supervision is generally satisfactory, with supervisors providing constructive feedback and support, challenges such as limited access to funding, inadequate teaching materials, and insufficient technological infrastructure hinder the effectiveness of postgraduate programs. Course delivery methods, particularly online and hybrid formats, face significant obstacles, including poor internet connectivity and a lack of interaction between students and instructors. Despite these challenges, the academic content of postgraduate courses is deemed relevant and beneficial for professional development. The study concludes by recommending targeted interventions to improve resource availability, enhance course delivery methods, and strengthen supervisory support. These findings have important implications for policymakers, university administrators, and educators seeking to elevate the quality of postgraduate education in Nigeria.

Keywords: Course delivery, Feedback, Resources, Postgraduate programme, Students

Introduction

Postgraduate education is a critical phase in the academic journey, fostering independent research, advanced critical thinking, and professional development. However, the effectiveness of postgraduate programs hinges on several factors, including the availability and adequacy of learning materials,

the quality of supervision, the nature of course delivery, and the relevance of academic content. Despite the pivotal role of postgraduate education in national and global development, there remains a paucity of comprehensive research evaluating these components, particularly in Nigerian universities such as Usmanu Danfodiyo University Sokoto (UDUS).

This study aims to bridge this gap by examining the perceptions and experiences of both lecturers and postgraduate students at the Faculty of Education and Extension Services (FEES), UDUS. The research focuses on key areas such as the quality of supervision, the adequacy of resources, the impact of course delivery methods, and the relevance of academic content to students' learning experiences. By incorporating feedback from both stakeholders, this study seeks to provide a holistic understanding of the strengths and weaknesses of the postgraduate programs at FEES, UDUS, and offer actionable recommendations for improvement.

The findings of this study are particularly significant in the context of evolving educational demands and the need for universities to align their programs with global standards. The insights garnered will not only enhance the quality of postgraduate education at UDUS but also contribute to the broader discourse on improving higher education in Nigeria and beyond.

Objectives of the Study

The following objectives have been stated to achieve the success of the study:

- I. To investigate the perception of both lecturers and postgraduate students' experience on the availability and adequacy of learning materials at FEES, UDUS.
- II. To explore the nature of delivery of courses and academic outcome on postgraduate students' feedback at FEES, UDUS.

Methodology

The research designed used in this study was the descriptive survey design. This design described the situational, characteristics or behavior of a particular population or variables in a systematic and accurate pattern. Descriptive design uses questionnaire, interview or focus group discussions (FGDs) to collect information about the people's attitudes, belief, feeling, behaviors and life styles as well as life career among others. The population of the study

comprises of all postgraduates students from the various Departments within the Faculty which form the total of one thousand seven hundred and fifty four (1754), which stood at the population in the table below.

Table 1: Population and Sampling Procedure

Year	PhD	M.Phil	M.Ed	PGD	Total
2016/17	32	13	187	16	245
2017/18	11	19	134	15	179
2018/19	29	23	93	20	168
2019/20	91	46	285	13	435
2020/21	90	43	209	16	358
2021/22	-	-	-	-	-
2022/23	87	43	206	31	369
Total	34	187	1114	111	1754

Source: Field work 2023

Table 1 indicated the population of the individuals with varying qualification from 2016/2017 to 2022/2023 academic sessions. It is obvious that the population comprises of 1,754 respondents with different qualifications.

Table 2: Distribution Sample Size of the Students for the Study

Year	Total Population	Sample Size
2016/17	245	46
2017/18	179	34
2018/19	168	32
2019/20	435	82
2020/21	358s	63
2021/22	-	-
2022/23	369	70
Total	1752	332

Source: Field work 2023

Table 2 represented the sample size of the respondents used in the study. A total of 332 respondents were selected from the population of 1,745 distributed across the seven academic sessions.

Table 3: Lecturers' Population and Sample Size

Departments	Total Population	Sample Size
Educational foundations	34	21
Science and vocational	20	12
Adult and primary	30	18
Curriculum & language	14	9
Information & library		
Total	98	60

Source: Field Work 2024

In conducting the quantitative data collection, interview and focus group (IDI and FGDs) for students and interview for the lecturers. The interview guide was used for both the lecturers and the students that contains questions on the following variables: the effect of students' feedback on postgraduates programs, the supervisory context, the pedagogical approaches, and the nature of course delivery, the environmental factors, the availability and adequacy of learning materials. The interview guide was used to gather the data, and the interviewer used a smartphone to record each interview, which lasted not longer than 12 to 15 minutes. Swanepoel, & Erasmus, (2000) make it clear that the choice of data gathering method and sources depends on the nature of the problem and the study goal. Despite the fact that the study was qualitative and quantitative in nature the researcher employed the following technique in gathering the data.

Step1: The introduction and familiarization of the subject method in data collection is a foundational step in qualitative research. By clearly explaining the purpose, methods, ethical considerations, and providing thorough training, researchers can ensure participants are comfortable and informed. This leads to richer, more accurate data, and ultimately, a deeper understanding of the research subject. Effective familiarization also builds trust and rapport, which is essential for gaining genuine and insightful responses from participants

Step2: Use of Smart phone: Using a smart phone to record and capture the participants' answers, the researcher asked the participant the interview question. In order to reduce researcher bias and enable first-hand knowledge, the primary purpose of employing a smart phone in qualitative research is to prevent needless disruption of row data collection. The interview and the focus group discussion were occasionally being performed in Hausa and during analysis it was transcribed into English.

Two methods were employed in analyzing the data collected from the field work. They are the descriptive methods that are the quantitative and qualitative methods of data analysis. In other words a triangulation method was employed in analyzing the data.

- I. Descriptive statistic: the appropriated method as it involves in the collection of data for the purpose of describing and interpreting the existing situation under study. The data was presented in a tabular form. The responses were recorded accordingly using a sample a simple frequency table and simple percentage.

- II.** Qualitative Method of Data Analysis: the data collected from the respondents in Focus Group Discussion that was recorded and analyzed in details and explained in a descriptive form. All what is recorded during the discussion were described under the use of themes and sub-themes.

Results

The data collected was used for answering the research questions for the study. Descriptive statistics of frequency counts, percentages and tables were used to analyzed and interpret the data.

The analysis was done using frequency counts and percentage distribution. The presentation was done by taking each question and presenting the data that affects it as follows.

Table 4: Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	220	66.0
Female	112	34.0
Total	332	100.0

Source: Field Work (2023)

Result presented in table 4 reveals that 220 (66%) of the respondent of the study were male while 112 (34%) of the participants were female.

Table 5: Age Range of the Respondents

Age	Frequency	Percentage
25-30	27	8.0
31-35	84	25.0
36 – 40	145	43.0
41- above	76	22.0
Total	332	100.0

Source: Field Work (2023)

Table 5 highlights that the age group 36-40years has the highest number of respondents 145 (43%), those within the range of 31-35years has 84 (25%) of the respondents. 25-30 also has 27 (8%) while those between the age range of 41 and above has 76 (22%) of the respondents.

Table 6: Programme of the Respondents

Programme	Frequency	Percentage
Master	147	44.0
M.Phil	57	17.0
PhD	103	31.0
PGDE	25	8.0
Total	332	100.0

Source: Field Work (2023)

Table 6 highlights the program of the students that master has the highest number of students 147 (44%), those within the MPhil has 57 (17%) students. PhD also has 103 (31%) while PGDE has 25 (8%) of the respondents.

Research Question One: What is the quality of supervision in postgraduate students on learning experience at UDUS

The data for answering this research question are presented in Table 7:

Table 7: Quality of Supervision in Postgraduate Students on Learning Experience

S/N	Items Statement	Yes		No	
		Freq.	%	Freq.	%
1	Are you satisfied with quality of supervision provided to you during your postgraduate studies?	229	68%	103	32%
	Did your supervisors provide constructive feedback on your work that helped you improve your skills?	205	62%	127	38%
3	Did your supervisors provide enough support and resources to help you complete your program and achieve your learning goals?	233	70%	99	30%
4	Did your supervisors have expertise in your area of research which helped you in your understanding of the subject?	295	88%	37	12%
5	Have your supervisors encouraged you to attend academic conferences and present your work?	330	99%	2	1%
6	Did your supervisors involve you in collaborative research projects?	178	54%	154	46%
7	Did your supervisors provide opportunities for you to gain teaching experiences and mentorship?	118	36%	214	64%
8	Did the supervision you received during your postgraduate studies have an overall positive outcome on your learning outcomes?	233	70%	99	30%
9	Do you believe something could be done to improve the quality of supervision you received during your postgraduate studies?	215	65%	117	35%
10	Would you recommend your supervisor to another postgraduate student?	190	57%	142	43%

Source: Field Survey, 2023

Table 7 indicates quality of supervision in postgraduate students on learning experience. Item 1 shows that 68% of the respondents says that they are satisfied with quality of supervision provided to them during their postgraduate studies, 32% of the respondents totally No with the opinion. Items 2 indicated that 62% of the participants says yes that supervisors provide constructive feedback on your work that helped you improve your skills while 38% of the participants says No. Item 3 indicated that 70% of the participants says yes that their supervisors provide enough support and resources to help you complete your program and achieve your learning goals while 30% of the participants says No. Item 4 indicated that 88% of the participants indicated yes that their supervisors have expertise in your area of research which helped you in your understanding of the subject, 12% of the participants indicated No. Item 5 indicated that 99% of the participants says yes that their supervisors encouraged them to attend academic conferences and present their works, 1% of the participants say No. Item 6 indicated that 54% of the participants says yes that their supervisors involve you in collaborative research projects, 46% of the participants says No. Item 7 indicated that 36% of the participants says yes that their supervisors provide opportunities to gain teaching experiences and mentorship, while 64% of the participants says No. Item 8 indicated that 70% of the participants indicated yes that supervision received during postgraduate studies have an overall positive outcome on their learning outcomes, 30% of the participants indicated No. Item 9 indicated that 65% of the participants says yes that something could be done to improve the quality of supervision received during postgraduate studies, 35% of the participants say No. Item 10 indicated that 54% of the participants says yes that can recommend their supervisor's to another postgraduate student, 46% of the participants says No.

The findings above show that Quality of Supervisions of Postgraduate Students on Learning Experience was encouraging, because most of the supervisors provide support and resources to help postgraduate students to complete their program.

Research Question Two: What are the availability and adequacy of resources and their impact on postgraduate students' academic experience at UDUS?

The data for answering this research question are presented in Table 10:

Table 8: Availability and Adequacy of Resources and Their Impact on Postgraduate Students' Academic Experience

S/N	Items Statement	Yes		No	
		Freq.	%	Freq.	%
1	There is availability of funding opportunities for postgraduate studies at Usmanu Danfodiyo University Sokoto.	76	23%	256	77%
2	Have you ever experience any difficulties in accessing any equipment and resources to support your studies?	240	72%	92	28%
3	The quality of infrastructures such as library, information technology and research laboratory are available to postgraduate students.	292	88%	40	12%
4	Have you face any restriction or limitations in terms of access to resources due to limited availability or high demand?	103	31%	229	69%
5	There is availability and adequacy of resources to the satisfactory level of postgraduate students at UDUS.	92	28%	240	72%
6	Have you ever south additional funding such as grant or scholarship to support your academic pursuit?	132	40%	200	60%
7	Are you satisfied with the resources provided by the institution for postgraduates' students in your area of study?	73	30%	259	70%

Source: Field Survey, 2023

Table 8 presents the availability and adequacy of resources and their impact on postgraduate students' academic experience at UDUS. Item 1 on the table shows that 23% of the participants selected yes to the statement that availability of funding opportunities for postgraduate studies at Usmanu Danfodiyo University Sokoto, 77% of the participants selected No with this claim. Item 2 shows that 72% of the participants says yes that they have experience any difficulties in accessing any equipment and resources to support your studies, while 28% of them were on a No ground. Item 3 shows that 88% of the participants says yes that the quality of infrastructures such as library, information technology and research laboratory are available to postgraduate students while 12% of them were on No option to the statement. Item 4 shows that 31% of the participants says yes that they have face any restriction or limitations in terms of access to resources due to limited availability or high demand however, majority of the participants, i.e. 69% says No to the statement.

Contrary to the above claims, item 5 indicated that 28% of the participants says yes to the statement that the availability and adequacy of resources to the

satisfactory level of postgraduate students at UDUS, 72% of the participants chooses No over the statement. Item 6 indicated that 40% of the participants says yes that they have ever south additional funding such as grant or scholarship to support your academic pursuit, 60% of the participants choose No with this claim. Item 7 shows that 30% of the participants choose yes that they are you satisfied with the resources provided by the institution for postgraduates' students in your area of study, 70% of the participants says No to the statement.

It is clear from the data analyzed in table 9, that availability and adequacy of resources are not enough to facilitate teaching and learning among postgraduate students in Usmanu Danfodiyo University, Sokoto.

Research Question Three: How is the nature of delivery of courses and their impact on post graduate students learning experience at UDUS?

The data for answering this research question are presented in Table 11:

Table 9: Delivery of Courses and Their Impact on Post Graduate Students Learning Experience

S/N	Items Statement	Yes		No	
		Freq.	%	Freq.	%
1	Do you describe the kind of experience you have in receiving	240	72%	92	28%
2	Have you taken any courses in online or hybrid format?	99	30%	233	70%
3	Do you have an interacting with your instructors and classmates in online courses?	222	67%	110	33%
4	Do you think online /hybrid courses differ from traditional in-person courses in terms of the way information is presented?	285	86%	47	14%
5	Is there any challenges you have encountered in taking courses online compared to traditional in-person course?	296	89%	36	11%
6	Are you satisfied with your experience on taking online/hybrid courses?	44	13%	288	87%
7	Your academic performance is impacted relatively to traditional in-person than on line/hybrid courses?	286	86%	46	14%

Source: Field Survey, 2023

Results presented in table 9 on the nature of delivery of courses and their impact on post graduate students learning experience at UDUS. Item 1 on the table indicates that 72% of the participants selected yes on the kind of

experience they have in term of learning experience, 28% of the participants selected No with the statement. Item 2 revealed that 70% of the participants have not taken any courses in online or hybrid format, 30% of the participants responded yes. Item 3 revealed that 67% of the participants says they have ever has an interacting with their instructors and classmates in online courses, 33% of the participants says No with the opinion. Item 4 revealed that 86% of the participants says yes that online /hybrid courses differ from traditional in-person courses in terms of the way information is presented, 14% of the participants selected No.

Item 5 revealed that 89% of the participants selected yes in term of the challenges encountered in taking courses online compared to traditional in-person course, 11% of the participants selected No. Item 6 disclosed that 44% of the participants were satisfied with experience on taking online/hybrid courses, 89% of the participants were not. Item 7 disclosed that 86% of the participants were also believed that their academic performance is impacted relatively to traditional in-person than on line/hybrid courses, 14% of the participants disagreed with the opinion.

From the data analyzed above, it is evident that there is a lot of challenges in term of courses delivery and impact on post graduate students learning experience at Usmanu Danfodiyo University Sokoto.

Research Question Four: How does the academic content of postgraduate courses is relevance to students learning experience at UDUS?

The data for answering this research question are presented in Table 12:

Table 10: Academic Content of Postgraduate Courses is Relevance to Students Learning Experience

S/N	Items Statement	Yes		No	
		Freq.	%	Freq.	%
1	The rate of the academic content of the postgraduate courses in terms of relevance to your professional development is satisfactory?	240	72%	92	28%
2	The postgraduate course adequately prepares you for career path.	242	73%	90	27%
3	There are areas of postgraduate courses that could be improved to better align with professional development and career aspirations.	275	83%	57	17%
4	Have you use the skills acquired from this postgraduate course in your current industry trends?	200	60%	132	40%

5	Would you recommend this postgraduate to other students seeking to advance their professional skills and knowledge?	228	69%	104	31%
6	There are gaps in the curriculum that could benefit from additional areas of study.	223	67%	109	33%
7	The course material covered in this postgraduate course is up-to-date and reflective of current industry trends?	104	31%	228	69%

Source: Field Survey, 2023

Table 10 presents the result obtained to academic content of postgraduate courses is relevance to students learning experience at UDUS. Item 1 on the table shows that 72% of the participants says yes that the academic content of the postgraduate courses in terms of relevance to their professional development is satisfactory, 28% of the participants selected No. Item 2 shows that 73% of the participants selected yes that postgraduate course adequately prepares you for career path while 27% of the participants selected No on the statement. Item 3 reveals that 83% of the participants says yes that some areas of postgraduate courses need to be improve to better align with professional development and career aspirations, 17% of the participants disagreed with the claim whereas 3% of them were on a neutral ground.

Item 4 reveals that 60% of the participants says they have ever use the skills acquired from this postgraduate course in their current industry trends, 40% of the participants says No to the statement. Item 5 reveals that 69% of the participants agreed that they we recommend this postgraduate to other students seeking to advance their professional skills and knowledge, 31% of the participants says No. Item 6 indicated that 67% of the participants submitted their yes to the claim that there are gaps in the curriculum that could benefit from additional areas of study, while 33% of the participants were on No. Item 7 shows that 31% of the participants selected yes that course material covered in this postgraduate course is up-to-date and reflective of current industry trends, while 69% of the participants selected No on the statement.

The data above reveals that academic content of postgraduate courses is relevant with students learning experience at Usmanu Danfodiyo University, Sokoto.

Research Question Five: What are the level of availability and adequacy of resources that influence postgraduate students' feedback at FEES, UDUS?

The data for answering this research question are presented in Table 17:

Table 11: Availability and Adequacy of Resources That Influence Postgraduate

S/N	Items Statement	Agreed		Disagreed	
		Freq.	%	Freq.	%
1	I have access to sufficient academic journals and research articles for your postgraduate students?	34	57%	26	43%
2	There are adequate teaching materials (books, software, etc.) available for your postgraduate courses?	20	33%	40	67%
3	I have access to well-equipped classrooms or teaching spaces for postgraduate-level instruction?	10	16%	50	84%
4	There is sufficient availability of computers or digital devices for use in postgraduate courses?	10	16%	50	84%
5	The library facilities at the university are sufficient for your postgraduate teaching and research needs?	50	84%	10	16%
6	I have access to adequate research funding for your postgraduate students and projects?	5	8%	55	92%
7	The technological infrastructure (e.g., internet speed, online platforms) are sufficient for conducting postgraduate programs effectively.	25	42%	35	58%
8	Postgraduate students are provided with adequate resources for their thesis or dissertation work (e.g., data analysis tools, software, lab equipment).	20	33%	40	67%
9	I have sufficient administrative support to manage postgraduate programs effectively.	20	33%	40	67%
10	Professional development resources are (e.g., workshops, conferences) available to postgraduate lecturers for improving teaching quality.	60	100%	0	0%

Source: Field Survey, 2025

Table 11 presents the availability and adequacy of resources that influence postgraduate students' feedback. Item 1 on the table shows that 57% of the participants agreed that I have access to sufficient academic journals and research articles for your postgraduate students, 43% of the participants disagreed with this claim. Item 2 shows that 33% of the participants agreed that there are adequate teaching materials (books, software, etc.) available for your postgraduate courses, 67% of the participants disagreed with the opinion. Item 3 shows that 16% of the participants agreed that I have access to well-equipped classrooms or teaching spaces for postgraduate-level instruction, 84% of the participants disagreed with the opinion. Item 4 shows that 16% of

the participants agreed that there is sufficient availability of computers or digital devices for use in postgraduate courses 84% disagreed with the claim.

Item 5 indicated that 84% of the participants agreed that the library facilities at the university are sufficient for your postgraduate teaching and research needs, 16% of the participants disagreed with the opinion. Item 6 indicated that 8% of the participants agreed that I have access to adequate research funding for your postgraduate students and projects, while 92% of the participants disagreed with this claim. Item 7 shows that 42% of the participants agreed that The technological infrastructure (e.g., internet speed, online platforms) are sufficient for conducting postgraduate programs effectively and 58% of the participants disagreed with the view. Item 8 shows that 33% of the participants agreed that Postgraduate students are provided with adequate resources for their thesis or dissertation work (e.g., data analysis tools, software, lab equipment) and 67% of the participants disagreed with the view.

It is clear from the data above that availability and adequacy of resources that influence postgraduate students' feedback at FEES, UDUS were not adequate for postgraduate students.

Qualitative results

Availability and adequacy of resources on postgraduate students' sustaining the argument during the in-depth and key informant interviews a respondent submitted that

“The quality of infrastructures such as e-library, information technology center, laboratories are not enough and not fully available ones by the postgraduate students it means therefore, that a separate laboratory, halls and strictly for postgraduate students only and other learning facilities should be made available for postgraduate students.”

The statement above shows that there are some learning facilities but not assign to postgraduate students only, to those that are available lack of awareness on its availability of such facilities contributed to accessing them.

A respondent from in-depth interview narrated that

“Lack of funding either from our working places or our employees contributed and has a negative impact on our studies including those at Usmanu Danfodiyo University Sokoto and another problem is the problem of assessing sponsorship and grant from the university source which was due to limited and high demand of the scholarship.

A respondent from key informant interview (KII) responds and says:

“Look, I was unable to graduate during my master’s program due to lack of financial assistance from the university I work, the tertiary educational trust fund (TETFUND) was not given to me because of that I have to sale all I have to pursue the program but due to the time frame given to me by my employer I just have to drop out and that was how it ends.”

It can be seen from the above statement that limitations in assessing resources because of the high demand of scholarship and grants for further studies has a negative impact on postgraduate students of UDUS. in responding to question that asked whether the respondent is satisfy with the resources provided by the institution for postgraduates’ students in their area of study, a respondent was in a view that

“The resources provided by the school for PG studies in my area is highly recommended because the PG lecture hall is always available for our lectures and the lecturers used electrical device for lectures.”

But to another respondent reverse is the case because he made mention of

“We always have restriction and limitations in assessing the limited resources available and high demand.

Research question 5 Delivery of courses and the students’ learning experiences. Through the Focus Group Discussion and IDI with the

respondents a respondent narrated and described the kind of experience he has in receiving the lecture that affects her studies.

The respondent revealed that

“The number of courses taken during the course work are too much for postgraduate students especially PhD students, I was only able to passed only seven out of thirteen and I have a very good and researchable topic being discussed with my supervisor but unfortunately for me I was not able to meet the PG requirement of having meet the certain sittings of examination and passes therefore, I was asked to withdraw from the program”.

Here the respondent is trying to show that the numbers of courses registered by the PG students are much especially the PhD students who mostly need only the research methodology, information technology and advanced statistics only as a course for their write up and all other courses are assumed to be taken by masters’ programs only.

Similarly, another respondent is in a view that

“The PhD students should if possible be asked to register only those courses where they scored “C” grade for more and better grade.”

A question of whether an interaction online or hybrid format, a respondent says,

“We never have an online interaction with our instructors because the resources were not available. There was a time when our lecturer of ICT wants to try online lectures but does not materialize due to number of problems, that is why we are saying that there is need to have a standard device of having twenty four hours power or stand bye.”

Having an interview with a student that graduated in 2013 /2014 academic session, he revealed that

“I never had any online interaction with my lecturer and even the regular traditional lectures or interaction there are time when we will be waiting for our lecturers for lectures but will not be there will not border to call and explain of his or her reason of not coming and or no compensation for that lectures in the next period.”

Another respondent from 2015/2016 academic session explain to the researcher *that*

“During my masters in my departmental courses it was only one lecturer that teaches us all the departmental courses and examine us, to me I feel there is element of sentiment in grading the students. By using online lectures it will be easier and simple to students and is said to improve the learning activities of the postgraduate students”.

Another respondent was in the view that

“If the lectures, seminars and defense of both proposals, internal and external could be in a power point format or even online could make things easy and work past and will improve the postgraduate program.”

Substantiating further on challenges encountered in the course of delivery of the postgraduate students is a participant in an interview who delivered that

“If the faculty can employ the habits or principles of delivering the lectures or courses online and using power point, zoom and other in all the activities of presentations of the faculty.”

Similarly, during an interview another respondent says,

“Academic content of postgraduate courses in terms of its relevance to our profession is satisfactory and depends on how serious the students is and with the current situation the

graduation of students from faculty is moving well and the skills acquired helped in learning experiences”

.In this regard, the gap in the curriculum could benefit from additional areas of study and the courses are not up-to-date and reflect negatively to PG students’ learning outcome.

Research question 3. The students learning experience from the responses of the respondents, one of the respondents narrated that

“I most testify and satisfied with the postgraduate learning experiences in the faculty of education and extension services of Danfodiyo University Sokoto compared to where I did my master’s degree. On the other hand there is need for available resources and reduction of some courses for the PhD students’ it will reduce the burden and make the program very easy.”

Another respondent of KII responds and stated that

“There are knowledgeable instructors; challenging course-work; collaborative group work and access to resources is among the factors that enhance our learning experience in the faculty and the university at large.”

Another respondent testified to the researcher during an interview that

“Although the courses offered were much yet, it has helped me a lot in acquiring new skills and knowledge for further career especially during my master’s program to further for PhD.” The data above revealed that higher number of respondents of both the graduates and the graduating students are not satisfied with the number of courses that are much in pursuing of the Degree compared to other institutions.

Discussions

The findings from research question 4, shows that the availability and adequacy of resources are not enough among postgraduate students in Usmanu Danfodiyo University, Sokoto. The findings of the study agree with Al-Zubaidi (2012) on academic writing of Arab postgraduate students: discussing the main language issues. This discussion paper will report on an inquiry conducted with large cohorts of Arab postgraduate students undertaking study and research at Universiti Teknologi Malaysia (UTM) International Campus Kuala Lumpur. It will identify and address the main language problems faced by Arab postgraduate students in their academic writing in English. Such students need assistance with developing their understanding and application of the links between language skills and academic knowledge building. The paper will therefore discuss ways in which language teachers might more effectively assist Arab postgraduate students to adjust to and be more successful in an academic context writing and language-use. On the other hand, the study identified the level of the adequacy of the resources used in academic writing.

The findings from research question 5, reveals that there is a lot of challenges in term of courses delivery and impact on post graduate students learning experience at Usmanu Danfodiyo University Sokoto. The findings was in consistent with the work of Asogwa, Wombo, and Ugwuoke (2014) investigated challenges encountered and the coping strategies adopted by postgraduate students of agricultural education in writing theses in Nigerian Universities. They discovered that students are challenged by inability to select researchable topics for thesis writing, inability to understand as well as cope with the relationship of concepts in the approved research topics. The study is also in line with the study of Ekpoh (2016) on postgraduate students' challenges on research and thesis writing in the University of Calabar. it was found out among others that, postgraduate students experienced a variety of challenges in research and thesis writing aspects of their training. From the review so far conducted, the scholars attributed the postgraduate students' poor performance in research writing to supervisors' variables and school factors, without recourse to students' teach ability traits during the supervision process. Most of the works that have been done in this area are not on teach ability treats, specifically on self-evaluation and this has created a gap in knowledge and information. Therefore, this study was triggered by the gap in knowledge on postgraduate students' teach ability traits of self-evaluation as a predictor of

students' acquisition of research writing skills in federal universities in Nigeria.

The findings from research question 6, evidently shows that the academic content of postgraduate courses is relevant with students learning experience at Usmanu Danfodiyo University, Sokoto. The findings were consistent with the findings made by Joseph, Keong, and Ermawati (2020) for supporting postgraduate research writing: insights from students' writing experiences. At postgraduate level, success often depends on the ability to produce quality academic writing. From these insights, they now proposed a framework containing three dimensions and have argued for pedagogically driven writing support; pedagogically informed supervisory support; and targeted and systematic peripheral support. As this framework is driven by the experiences and needs of postgraduate students, we believe it could lead to a more enriching learning experience and also greater student satisfaction. The study is also in agreement with the work of Kaufhold (2019) on studied transnational postgraduate students' experience of voice and participation. The examined the transnational students' experiences of participation in European higher education by applying the notion of voice that encompasses the capacity to communicate and to be heard. *Ethnography, linguistics, narrative inequality: Toward an understanding of voice*. London: Taylor & Francis). Relating voice to access and participation, the article has moved forward debates around incorporating students' multilingual knowledge resources in diverse writing practices in academia. The results of his study demonstrated how trans languaging is mainly connected to writing for personal use and limited or regulated in assignment writing. He revealed multiple and contrasting ideological views on language use and knowledge, and have highlighted some possibilities and obstacles for appropriating and re-contextualizing knowledge across languages, educational contexts and disciplines. The article thus has connected translanguaging to questions of participation and access more broadly.

Conclusion

This study provides a comprehensive evaluation of postgraduate programs at the Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto, highlighting both achievements and areas needing improvement. The findings reveal that while the quality of supervision is commendable, with supervisors playing a pivotal role in guiding students,

systemic challenges such as inadequate funding, limited access to resources, and infrastructural deficits significantly impede the overall learning experience. The transition to online and hybrid course delivery, though beneficial in theory, is hampered by practical constraints, including technological limitations and students' preferences for traditional in-person instruction.

Despite these challenges, the relevance of the academic content to students' professional and career aspirations is a notable strength of the programs. The study underscores the need for institutional reforms, including increased investment in learning materials, improved technological infrastructure, and professional development for lecturers to enhance their pedagogical approaches. Additionally, fostering a more collaborative and supportive environment between supervisors and students could further enrich the postgraduate experience.

By addressing these issues, UDUS can strengthen its postgraduate programs, ensuring they meet both local and international standards. This study not only contributes to the ongoing discourse on higher education in Nigeria but also serves as a model for similar evaluations in other institutions, ultimately promoting excellence in postgraduate education.

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