



Writing and Performing against Examination Malpractice in Selected Secondary Schools in Pankshin Local Government Area of Plateau State.

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ABSTRACT

Examination malpractice is a huge challenge to formal education at all levels. Students, teachers, parents and examination supervisors have been indicted on several occasions leading to embarrassing headlines on print, radio, television and social media. While there are laid down punishment for Examination Malpractice as prescribed by the Examination Malpractice Act, this worrisome practice is still on the rise. The researcher in an attempt to discourage the act of Examination Malpractice among secondary school students initiated an outreach to twelve (12) secondary schools in Pankshin local government area of Plateau State. This Theatre in Education approach featured dramatized plays written by the researcher and performed by young amateurs trained by him for the project. Selective interviews were carried out among the students to gauge the impact of the play. It was discovered that the consequences of Examination Malpractice revealed in the play- Mr. Malpractice were better appreciated through the play than the warnings read out to them in a formal class. It was recommended that plays with strong moral and social consequences on Examination Malpractice be encouraged for presentation in secondary schools so as to discourage this act among the students. The paper concludes that partnership with faith-based drama organization like the Theatremass Consult Linkages can help to stem the tide of Examination Malpractice in society.

Keywords Examination Malpractice, Students, Play, Secondary Schools, Society.

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AUTHOR'S BIO



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INTRODUCTION

Studies in drama education have continued to push for the utilization of drama as a tool for class room learning. This has proven to be effective in complementing how knowledge is transmitted from teacher to students. Drama have been deployed in teaching many subjects in the sciences, arts, social science and vocational and technological education. Norris (2000) submits that “we, in drama education, have much to offer education research from our wealth of experience in drama as both a process of meaning making and as a presentation/representational form” (40). The educational research landscape has been undergoing changes that is redefining how data is collected, analyzed and disseminated through visual arts, music and drama. These tools are assisting researchers in expanding their repertoire of knowledge transmission in various fields of knowledge. Drama presentation helps to actualize some aspects of curriculum needs. The curriculum is designed in such a way that it cares for not only the academic cum intellectual needs of the student but also for the moral aptitude and uprightness of the students in producing graduates of integrity and honour as they respect other people's cultures, imbibe a sense of civic responsibility and an appreciation for literature, art and music as well (IBE-UNESCO, 2021). When anything impedes this objective, it questions the credibility of the certificates awarded by the institutions because various degrees of malpractice occur in institutions of learning. This explains why Examination Malpractice is frowned at in the society. This paper documents the process of engaging schools through the use of drama for students and teacher orientation on the consequences of Examination Malpractice in Pankshin local government of plateau state. TheatreMass Consult Linkages (TCL) sponsored the outreach to the schools.

Conceptual Clarifications

The TheatreMass Consult Linkages (TCL) is a faith-based organization committed to training youths in the areas of Camera Operations, Playwriting, Stage Directing and Acting. TCL has been involved in School drama outreach and engagement with youths at different events. It has been rendering these services for free since 2005 when it was founded in Jos Plateau State. Its participants are drawn from various Church denomination allowing her to interface with these young talents for a better society. The researcher who is a lead facilitator with the outfit exposed the students to drama presentations performed by the TCL outreach team. These plays cover themes like entrepreneurship, sexuality education, drug abuse and Examination

Malpractice. A total number of seventeen (17) amateur were trained within the TCL facility in Jos the Plateau State capital for a period of six (6) weeks. During these weeks the participants were taught by the researcher and other resources person on stage geography, costumes and property utilization, role interpretation, voice projection, storytelling, directing, biomechanics and group dynamics among other topics. The researcher devised the plays and casted the roles among the team. Rehearsals were rigorous and correspondences to the schools for invitation was meticulously executed. At the end of the pre-planning process twelve schools responded to the request to share the plays with them by inviting the team to Pankshin LGA of Plateau State.

Examination Malpractice according to Smith, is a serious problem that undermines the integrity of the educational system (12). It is not only dishonest, but it also deprives students of the opportunity to learn and grow. (Jones 17). This work does not treat the case of plagiarism since it focusses on secondary schools where such offences as plagiarism are almost nonexistence however cheating, impersonation and collusion are included (Green, 2019 and White, 2020).

Secondary school is the level of education in Nigeria that comes after primary school and before tertiary education. It is typically divided into two levels: Junior Secondary School (JSS) and Senior Secondary School (SSS). JSS runs for the first three years of secondary school, and it is typically for students aged 11 to 14 years old while SSS is the last three years of secondary school, and it is typically for students aged 15 to 16 years old. When students get to this stage after seating for a common entrance examination they are introduced to a wider range of subjects, including science, mathematics, English, and social studies. They also begin to specialize in certain subjects, such as science, commerce, or the arts. It is a “critical stage in a child's education, as it lays the foundation for their future studies and career” (Adedokun, 109). During this period, Ogunsanya (2020) opines that it allows the “students to explore their interests and talents, and to prepare for the challenges of tertiary education and the world of work.”(12). Students at this level of education in Nigeria are at their most formative phase where values and worldviews are cast with little modification in the future. This is why Olayinka (2022) sees it as “an important step on the road to adulthood” (6).

Dramatic interventions or outreaches targeted at people in communities in order to address their challenges have been known by different names such as Theatre for Development (TfD), Theatre for Social Change (TfSC), Community-based Theatre (CBT), Participatory Theatre (PT) which are forms of applied theatre that uses theatre to address social issues and promote social change and

justice while empowering the communities. Educational Theatre (ET) is a form of applied theatre that uses theatre to teach and educate people just as drama in education (DIE) does the same but employs scripted plays as well as improvisation and other dramatics (Boal 1979; Neelands 1992; Rebillet 2002). The features of Educational Theatre (ET) and Drama in Education (DIE) were employed in reaching out to the earmarked schools, since students are the main audience.

Examination Malpractice in Nigeria

Why are examinations part of the formal school system? Schools conduct examination at the end of a learning period as a way of measuring knowledge acquisition and retention. It is a feedback mechanism on both the student and the teacher. While there are other approaches to continuous assessment, the terminal examination has proven to be the most respected for a number of reasons. These types of examinations are prerequisites to promotion to the next class as well as standards for acquiring school leaving, national and regional certifications of education. Examination Malpractice is a fraudulent act aimed at giving an unfair advantage to the perpetrator(s) over other law-abiding students in an examination. It also includes the abuse of office by the administrators of such examination to sell the questions or answers of such an examination. Nigeria is battling with the monster of Examination Malpractice manifesting in different forms as Onyibe et al (2015) outlined to include: "Collusion among candidates, Impersonation, Giraffine, Inscription, Use of mobile device, Bribery, Intimidation, Leakage of question paper and so on" (13-14). Udim et al (2018) are of the view that:

There is a decline in the quality of graduates from secondary schools in Nigeria. A situation where some secondary school graduates cannot write a very good letter is a cause of concern. Secondary school teachers, parents and society have always complained about the quality of school products. All these are alarming signals which portends danger for the country (p. 204).

The sentence raises a critical issue plaguing Nigeria's education system: the perceived decline in the quality of graduates emerging from secondary schools. The inability of some graduates to write "a very good letter" serves as a tangible indicator of the problem. This suggests a potential lack of basic literacy skills, essential not just for academic success but also for effective communication in various life spheres. Beyond isolated individual observations, the statement highlights that "secondary school teachers, parents and society" have consistently voiced concerns about the quality of graduates. This widespread recognition signals a systemic issue demanding collective attention. This emphasizes the potential future consequences of ignoring this decline, impacting not just individual prospects but also the social and economic well-being of

the nation

The punishment for Examination Malpractice has always been clear from as far back as the military era to the present civilian administrations. The federal executive council in 2004 empowered the West African Examination Council (WAEC) to introduce a penalty of Two hundred thousand Naira (N200,000) fine or five (5) years imprisonment for any candidate caught in Examination Malpractice in the five countries under its body. The facts still remain that implementation of these laws are slow and weak in most cases convictions are difficult to obtain. Statistics on Examination Malpractice according to Adebumiti (2021) reveal that:

WAEC recently released results of candidates for 2020 November/December examination for private candidates and some results were withheld over cases of malpractice. In the same year, NECO and JAMB also withheld some results over the same malfeasance. Statistics showed that in 2018, out of 1,572,396 candidates that sat for WAEC, 102,058 results were withheld over exam malpractice, while in 2019, out of 1,590,173 candidates, 180, 205 results were seized; while 215,149 results out of 1,538,445 were withheld from candidates that sat for 2020 examination. For candidates that sat for Unified Tertiary Matriculation Examination (UTME), of the 1.7million candidates in 2017, 79,123 results were withheld; also 111,981 out of 1,652,825 candidates that sat for the examination in 2018 had their result seized. In 2019, more than 1, 826, 839 sat for the exam, but reports of malpractices, including an allegation that a particular candidate registered more than 60 times to do mercenary examination for different candidates caused the body to delay the release of the results. Also, about 75 centres were pencilled down for punishment for compromising the examination. 34,120 results were withheld for malpractices, including 15,145 for further clarification (par, 4-6).

This paints a very grim picture on the future of credible examination process in the country. While there are many school authorities committed to a clean and transparent examination process and a number of students who will not cheat in any examination because of their strong moral upbringing, the sad reality is that one corrupt student bent on carrying out examination malpractice will bring the integrity of the whole student body to question. It is the same too when a school management implicated in encouraging examination malpractice smears the credibility of school management to fight against this monster of examination malpractice. The figures therefore from the table below show how this negative trend is infiltrating regions of the country at an alarming rate.

Table 1. States with high Examination Malpractice (EM) from 2016-to 2020

S/N	2016	2017	2018	2019	2020
	High level of EM	Prominently in high level EM	More in volved in EM	High level of EM	High level of EM
1	Bauchi (8.17%)	Bauchi (10.79%)	Kano (12.45%)	Borno (13.08%)	Adamawa (18.51%)
2	Kaduna (6.20%)	Kebbi (16.06%)	Kebbi (10.71%)	Kano (11.70%)	Bauchi (7.88%)
3	Kano (5.51%)	Borno (7.87%)	Gombe (5.40%)	Kebbi (8.6%)	Kaduna (6.87%)
4	Plateau (5.31%)	Kano (7.29%)	Zamfara (5.14%)	Taraba (5.04%)	Kano (7.88%)
5	Sokoto (8.87%)	-	-	Yobe (6.56%)	Katsina (18.01%)

Source: EDUCALEB (2021)

Examination Malpractice in Plateau State

Plateau state was indicted in 2016 as the fifth most Examination Malpractice state in the country. Even though it ranked fifth on the table it still posed a source of concern to stakeholders. Plateau has seventeen local government areas with three senatorial districts (northern, central and southern senatorial districts). Pankshin local government area falls under the central senatorial district with Bokkos, Mangu, Kanke and Kanam making the five LGAs. Pankshin is home to the premier teacher training institution in the state – the Federal College of Education Pankshin. Mangu hosts the State College of Education in Gindiri while the state university resides in Bokkos. It became imperative to reorientate the students in the surrounding secondary schools of Pankshin so as to help discourage Examination Malpractice tendencies in students who will soon secure admission into institute of higher learning in the senatorial districts and beyond. Examination malpractice is already a growing concern in higher institution within the senatorial district and the state as a whole (Ajijah, 2016; Dusu et al,2016; Nandes 2018).

Synopsis of the play- Mr. Malpractice

A woman is crying at the hospital waiting space praying that God spares her only daughter who is currently being operated upon by a team of doctors in the theatre. Her husband rushes in enquiring from his wife about what really happened. His wife narrates an eyewitness report confirming that their daughter fell from a flyover pedestal bridge. The husband breaks down confessing that though the bridge was built in record time and commissioned by the governor he had used substandard materials and cheap labour to execute the contract. The wife quizzes him the more about the authenticity of his qualification as a builder and he opens up to the various times he had participated in Examination Malpractice at secondary and university levels. Finally, the doctor comes out of the

theatre assuring them that he did all he could but their daughter did not make it. The woman faints instantly and while they tried to resuscitate her the husband noticed the doctors name tag and wanted to know if the name was the same family name, he knew to which the doctor responded in the affirmative. The man could not hide his disbelief on how he turned out a doctor because he had collaborated in faking his regional examination results on hearing this the doctor runs for his life knowing he has been exposed. The woman eventually wakes up and is led out by her husband who is visibly remorseful for his actions. He makes up his mind to report himself and the quark doctor to the appropriate authorities

Excerpts from Mr. Malpractice – the play text

Playwrights write to mirror society to itself; the perpetrators of examination malpractice are human beings and not ghost or spirits. What these individuals fail to realize is the fact that they are their own worst enemies. Most times when they are eventually caught by the criminal justice or the laws of karma it becomes too late to reverse the consequence. The reality of the consequences of the act of Examination Malpractice is captured graphically by Iweha (2019) in the conversation between the husband and his wife (woman):

Woman: She was walking on it, to cross the road

Husband:Yes, that is what a pedestal fly over bridge is meant for please my dear go straight to the point

Woman: Then she fell

Husband:What do you mean she fell? Who pushed her? That student, his or parents and indeed their whole village will pay for any injury my beloved daughter has sustained!

Woman: Nobody pushed her

Husband:When did human beings start falling on their own? I said who did this to my daughter?

Woman: The bridge, the bridge did his to her. The slab underneath her suddenly broke and she fell from that height to the roof of a moving bus before hitting her head on the motorcycle that was coming from the opposite direction.

Husband:No this cannot be true!

Woman: That was what an eye witness told me that is the truth my husband

Husband:No I killed my daughter!?

Woman: You did what?

Husband:With my own hands I killed my

flesh and blood, oh!

Woman: My dear our enemies are at it again
not you

Husband: I am the enemy of myself

Woman: I hope this news is not causing you
to say things you don't mean (p. 24-
25)

Students involved in the act of examination malpractice are most times willing to indulge in other vices like lying, stealing and cheating. One sin leads to another as the play reveals the extent to which examination malpractice can sabotage one's career as it is also documented in the play:

Husband: I was not honest in handling
the fly over contract

Woman: What do you mean but the project was
completed in record time?

Husband: Yes but with substandard
material

Woman: You can't be serious you mean the
rods where...

Husband: Sub-standard

Woman: Cement

Husband: Sub-standard

Woman: Sand and gravel

Husband: Sub-standard

Woman: Labourers

Husband: Cheap and very sub standard

Woman: How would you, an engineer for that
matter allow this to happen?

Husband: Even my degree certificate

Woman: Is sub-standard?

Husband: Yes, someone wrote the
exam for me

Woman: Oh God we are finish! Tell me at least
you wrote your WAEC AND
NECO

Husband: My school helped in giving
us some "expos", I even paid
to have one Youth Corp to
write my physics and further
maths while my friends
assisted me to cheat to pass.
(p. 25-26)

Many persons have gone ahead to use fake certificates to acquire jobs they obviously are not qualified or trained for. The doctor's forgery of certificates was also exposed by his accomplice who now reaps from his works:

Husband: How did you
become a Doctor?

Doctor: Excuse me?

Husband: Your brother and I forged
your certificate from arts to science
that I know very well but how did

you make it to become a doctor? You
also cheated. And now my only
daughter is dead and my wife is about
to join her...

Doctor: But I can help sir...

Husband: Did you say you can help?
Just the way you helped my daughter?
This must end here. I will report
myself to the police because I can no
longer bear this guilt and I will do you
a favour by telling them how you
became a doctor. (p. 29-30)

Staging the Plays

The outreach held from Monday the 7th to Friday the 11th February, 2022 and since it was the season of love the school drama outreach was tagged "Valentine outreach". This made both the staff and students eager to watch and participate in our package. The general reception accorded the team in each school was very encouraging. Most of the School Principals were on seat when we arrived and they called the teacher responsible for the schools' extra-curricular activities like the clubs, games and fellowships to give us a quick orientation of the school covering the history, the location of the hall and the place the team can use to change into their costume. Arriving on time helped a lot to deal with rushing to present the plays in fact in most cases the team had access to the hall for a dry run rehearsal before the students came to the hall. The team presented monologues, plays and songs using the acoustic guitar. The students were invited to participate in crowd breakers to help set the environment and condition the hall for the presentations. Ground rules were given to help with noise control and school staff were on ground to assist in these areas. At the end of each presentation questions were asked and the very impressive answers were rewarded with gifts of colourful literatures, this again helped to raise the attention level of the students.

Outreaches of this nature amongst young people in secondary schools serve two purposes- to Educate and to Entertain. Mattison (2021) agrees that: "Performing in a Theatre for Young Audience (TYA) touring production alongside the responsibility of crafting educational outreach opportunities provides the students with a unique chance to comprehend the art they have chosen to devote their lives to" 18). The power of drama to influence attitudinal change has been proven in field studies in Theatre for Transformative Change (Ledwith & Springett, 2022; Okpadah, 2017; van Bruggen et al, 2019).

Table 2. Drama outreach to Schools in Pankshin LGA

SN	DATE	VENUE OF OUTREACH	NUMBER OF PERFORMANCE	PLAY STAGED	APPROX. AUDIENCE
1	08-02-2022	Holy Cross Day Secondary School	1	Mr. Malpractice,	230
2	08-02-2022	St Benedict college	1	Mr. Malpractice,	268
3	09-02-2022	Trinity Missionary College	1	Mr. Malpractice	262
4	09-02-2022	GSS Tambes	1	Mr. Malpractice	509
5	09-02-2022	Good Shepherd College	1	Malpractice	600
6	09-02-2022	GSS Bet	1	Mr. Malpractice	965
7	09-02-2022	City of Refuge school	1	Mr. Malpractice,	350
8	10-02-2022	Government college (Boys)	1	Mr. Malpractice,	410
9	11-02-2022	Government model secondary school	1	Mr. Malpractice,	343
10	11-02-2022	COCIN women secondary school	1	Mr. Malpractice,	308
11	11-02-2022	Jowen comprehensive college	1	Mr Malpractice,	160
12	11-02-2022	Langkuk memorial secondary school	1	Mr Malpractice,	170
TOTALS			12		4575

Source: TTM Drama Field Outreach to Pankshin, 2022
 From this table the school outreach project in Pankshin lasted four (4) days covering twelve (12) schools comprising of mission and public schools. It also reveals that the play in focus- Mr. Malpractice featuring twelve (12) times. The cumulative number of students exposed to this play were four thousand five hundred and seventy-five (4575).



Play presentation picture gallery of Mr. Malpractice in the City of Refuge Special School.

Plate 1. Engineer rushes to hospital on the news that his only daughter fell off the pedestal bridge. His wife is in distress especially when he confessed to building the bridge with a fake certificate and sub-standard materials



Plate 2. Doctor announces to both parents that their daughter did not make it through the surgery



Plate 3. Wife collapse on hearing the news of the death of her only child. Husband recalls how he helped forge this doctors A-Levels papers and regrets his various actions on examination malpractice. His only daughter is dead and his wife is in shock.



Plate 4. Cross section of students of City of Refuge watching the play Mr. Malpractice with rapt attention in their school hall.



Plate 5. Researcher engaging the students on the lessons they have picked from the play Mr. malpractice and asking questions to confirm if the main objective has been achieved.

Anecdotal Responses from audience research

Henderson (2010) posits that "Audience response can be a valuable tool for evaluating theatre productions, as it can provide insights into how audiences are responding to the work " (p. 237). Our decision to engage the students after the presentations was predicated upon the fact that we did not want them to feel they were under any test or evaluation instead we made it as informal as possible while still asking key questions on the subject matter. Griffiths (2003) observes that:

The types of questions that can be asked in audience interviews will vary depending on the specific goals of the research, but may include questions about the audience's overall experience of the production, their understanding of the play, and their reactions to specific aspects of the production (p. 269).

Flinders and Edmund (2003), in describing how this audience engagement is done and to strengthen the legitimacy of this methodology opined that:

The interview as a method of qualitative data collection involves two people discussing a specific human or social issue. Using interview techniques, the researcher commonly aims to obtain the perspective of the interviewee by interpreting the meaning of the described phenomena (p. 102).

This statement is in alignment with Kelleher (2018) who alluded that "Another benefit of audience research is that it can help to identify the strengths and weaknesses of a production. This information can then be used to improve future productions" (p. 245). Our team members were able to interact with the students after each presentation to gauge the new knowledge they have received and how this has changed or is changing their perception of Examination Malpractice. The most impressive response from the selected schools representing government, individual and mission schools are discussed beginning with the first respondent from Government Secondary School Tambes whose reaction to seeing the actors in her school uniform described her experience thus:

Seeing the actors in our school uniforms helped push the reality of the play theme to me and some of my friends and made us pay close attention to the play. This thing can happen to me or my friends. I do not want to bring shame to my school so I will not get involved in examination

malpractice. (M. Goar, Interview, February 8, 2022). The respondent and her friends watched a play performed by actors in their school uniforms. The play's theme likely dealt with issues relevant to students, potentially including academic integrity or cheating. Seeing the actors in familiar uniforms made the play's theme feel more relatable and real for the student and her friends. This increased their engagement and attention to the play's message. The respondent realizes that the situation depicted in the play could be relevant to them or their friends in real life. She expresses a strong stance against participating in "examination malpractice," which presumably refers to cheating or academic dishonesty. Her motivation seems twofold: she believes cheating is wrong and she would not want to bring shame upon her school. Another respondent from Langkuk Memorial Secondary School had this to say:

Seeing Mr. Malpractice was a wake-up call! Instead of resorting to shortcuts, I am doubling down on effort and studying smarter. My goals might take longer, but achieving them honestly will be ten times sweeter. Witnessing the consequences of cheating in this play changed my perspective (B. Wuyep, Interview, February 9, 2022).

This student, deeply affected by the character Mr. Malpractice, admitted that the play served as a stark awakening. He acknowledged how the portrayal of cheating's alluring yet ruinous consequences shattered his previous acceptance of shortcuts. Recognizing the hefty personal and external costs of academic dishonesty, the student expressed a newfound resolve. He declared a commitment to a different path, emphasizing increased effort and smarter study techniques. While acknowledging the potentially longer and more demanding journey, the student stated his firm belief that achieving goals through honest means would yield far greater satisfaction. He concluded by highlighting the lasting impact of the play, emphasizing how it instilled within them a deep appreciation for integrity and perseverance as the cornerstones of true success.

The City of Refuge is an interesting school due to its benevolence to the less privilege, the response from a student from this school is phenomenal: exam malpractice is not only cheating in an exam but extending that dishonest character onto your work and profession. it corrupts the system and puts all of us at risk. it was so sad that his daughter paid the ultimate price of death for using his product. (H. Binuwai, Interview, February 10, 2022)

The statement delves into the far-reaching consequences of exam malpractice, extending beyond the immediate act of cheating in an exam. It argues that such dishonesty

cultivates a dishonest character that can permeate various aspects of one's life and profession, posing a risk to not only the individual but also society as a whole. It also emphasizes that exam malpractice is not simply confined to tests. It breeds a mindset of dishonesty that can carry over into professional conduct. This raises a crucial point: our actions in academic settings shape not just our grades but also our ethical compass, impacting how we approach integrity and responsibility in future careers. By normalizing cheating, we risk fostering a generation of professionals who prioritize shortcuts over ethical practices, potentially compromising the quality and safety of their work.

The statement further highlights how exam malpractice undermines the entire system. Imagine a doctor who cheated his way through medical school; his lack of genuine knowledge could put patients' lives at risk. Similarly, an engineer who fabricated data may be responsible for faulty designs with dangerous consequences. When individuals prioritize dishonest means for personal gain, the repercussions can affect everyone, eroding trust and jeopardizing safety within various sectors.

The story of the engineer's daughter tragically illustrates the potential consequences of dishonesty. It serves as a stark reminder that our actions, even seemingly isolated ones, can have ripple effects beyond ourselves. The statement uses this emotional example to underscore the gravity of the issue and its potential impact on innocent lives.

In conclusion, the statement urges us to view exam malpractice not just as a personal act of cheating but as a gateway to a culture of dishonesty with widespread and potentially devastating consequences. It reminds us that integrity and ethical conduct are essential not only for individual success but also for the safety and well-being of society as a whole.

The last school on this feedback drive- the Church Of Christ In Nations (COCIN) Women Secondary School, had a unique respondent whose concern went beyond him, he said:

I will make sure I tell my brothers and sisters at home who are in primary school to stop cheating because it can destroy their lives. This examination malpractice does not end in school; it can end my life if I am not careful. I pray somebody's malpractice does not affect me. (K. Yusuf, Interview, February 11, 2022)

This statement by a student reveals a complex understanding of the dangers of exam malpractice and its far-reaching effects. Further dissection of these

statement shows commendable initiative by taking responsibility to influence their younger siblings against cheating. This suggests their own experience with exams or witnessing its consequences has driven them to act. It highlights a potential domino effect of dishonesty within families, where older siblings' behavior can normalize malpractice for younger ones.

The statement also goes beyond the immediate consequences of cheating in exams. The student recognizes that such dishonesty can "destroy their lives," implying broader impacts on future opportunities, self-worth, and ethical development. This demonstrates a mature understanding of the long-term effects of shortcuts. There is also a personal fear of being negatively affected by others' cheating. This suggests the student operates in an environment not necessarily his own school where exam malpractice is prevalent, creating anxiety and a sense of vulnerability. Praying for protection from others' dishonesty highlights the helplessness one might feel within such a system.

While focusing on personal action towards siblings, the statement also implicitly suggests a need for broader change. The student's hope that "somebody's malpractice does not affect me" implies a desire for a more honest and fair examination system, free from the anxieties and risks associated with cheating. Finally, the statement paints a picture of an individual caught in a complex web of academic dishonesty. While taking personal responsibility to break the cycle within their family, the student also expresses anxieties and desires for a wider cultural shift towards integrity and fair examinations.

The summary of the feedback from the students are itemized as follows:

1. They never thought the consequences of Examination Malpractice was life threatening
2. They did not foresee the chain reaction or ripple effect of Examination Malpractice
3. They promise to resist the temptation of Examination Malpractice
4. They committed to sharing the lessons learnt to their siblings and friends

Conclusion

While the law on Examination Malpractice may be on paper and obtainable from lawyers and law bookshops, plays seeking to address its spread are in short supply. It is even more worrisome that the performance of such plays has been hindered by the cost implications they pose. It is however possible to stage these plays when individuals, groups and institutions see themselves as partners in progress, fighting this monster called

Examination Malpractice. Our schools can be excellent centers of knowledge and character when we fully incorporate theatrical interventions as part of our existing curriculum to instill ethical values in our students. This, perhaps may aid in winning the war against examination malpractice.

Recommendations

What we have learnt from this project has driven us to further interrogate the laws around Examination Malpractice with the aim of breaking down the law to understandable forms that students can appreciate the weight and implications of engaging in such acts. The team is considering developing another examination malpractice skit that will focus on interpreting the sections of the law against examination malpractice. It is also recommended that the following be considered:

1. Producing the Examination Malpractice act as a pamphlet for easy comprehension by students.
2. Device more play skits to expose the monster of Examination Malpractice.
3. Encourage collaborations between Faith-based drama groups and college theatres for wholistic outreach.
4. Train teachers on how to use drama for teaching and emphasizing curriculum objectives.

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