

**Playwriting as a Medium for Conscientization: A Study of an  
M.A. Thesis Play on Victimization “The Last Resort”**

Eziwho Emenike Azunwo  
Department of Theatre and Film Studies  
Faculty of Humanities  
University of Port Harcourt  
[Eziwho.azunwo@uniport.edu.ng](mailto:Eziwho.azunwo@uniport.edu.ng)  
+2348063733829

**Abstract**

This research is a creative one attached to an M.A. thesis play entitled “The Last Resort”. It x-rays the thematic concern of victimization of helpless students by some unscrupulous and power-drunk dictators in the university system. For the purpose of this research effort, an imaginary academic environment – Dumbarian University is the setting of the play, ‘The Last Resort’-has been created to capture this depravity and its attendant tyrannical cum oppressive absurdity as witnessed in our tertiary institutions. Through the flashback technique, the play presents the character of Nhenome who narrates his first-year ordeal as an undergraduate to his friends Ovunotoi and Omenudo. Dr. Ginigame, the course lecturer motivated by his personal hatred on Nhenome’s academic discipline declares mass failure to the students. This mass failure motivated Nhenome to stage a revolt against Dr. Ginigame and his cohorts. The Senate empaneled him though it was obvious that he was guilty of academic victimization but based on his connection, he was freed of the accusation and later promoted to the rank of a

professor. Using the literary, textual of research, this work through plot, characters, language, and thought, proposes a sanitized method of recruiting academic staff into the university system. A reorientation of staff and students in the university to create a more humane atmosphere that will engender quality learning and development is highly recommended. The university's different governing bodies such as the department, faculty and university disciplinary committees- the Professional Ethics Committee (PEC), as well as students' disciplinary body, the university senate, and above all, the university governing council should continue in delivering their good mandates. The future development and repositioning of tertiary institutions through the institutionalization of systematic checks were considered possible panaceas to the issue of victimization.

### **Background to the Study**

The play "The Last Resort" written by the researcher is rooted on the issue of victimization in the Nigerian university system. Victimization is an unfair treatment meted out to innocent students by some lecturers in the Ivory Tower. This researcher has observed that most students who fail examinations in the Universities do not fail because of laziness, lack of research skills and ability but in most cases, they fail because of the course lecturers' irresponsibility. The legendary Jihadist, Usman Danfodio was not wrong when he posited that conscience is an open wound, and only the truth can heal it. Most students work very hard in the course of examination preparation, but the result of such preparations weakens and sometimes, destroys their zeal towards academic excellence. This particular mental torture contradicts the provisions of the *1999 Constitution of the Federal Republic of Nigeria*; which stipulates that "no person shall be subjected to torture or to inhuman or

degrading treatment” (34.-1(a) LL34). It has been observed that some lecturers in most disciplines have constituted themselves into demigods and have therefore placed barriers against academic excellence. From every indication, these lecturers may have vowed that excellent grades are almost impossible to obtain in their courses no matter how hard the students work. It is imperative for the researcher to invoke an unambiguous postulation of the emperor of Ethiopia and Social Reformer in his advocacy for equality and transparent treatment to all students no matter the class nor the discipline of the individuals involved, His Imperial Majesty, Haile Selassie (1892-1975) who reigned from 1930 to 1974. In his address to the United Nations on October 4<sup>th</sup>, 1963, as the founding Chairman of the Organization of African Unity (O.A.U.), now African Union (A.U.) declares that:

...until the philosophy that holds one race superior and another inferior is finally and permanently discredited and abandoned; that until there are no longer first-class and second- class citizens of any nation; that until the colour of a man’s skin is of no significance than the colour of his eyes; that until the basic human rights are equally guaranteed to all without regards to race; that until that day, the dream of lasting peace and world citizenship and the rule of international morality will remain fleeting illusions to be pursued, but never attained....Until bigotry and prejudice and malice and inhuman self-interest have been replaced by understanding and tolerance and goodwill; until all Africans stand and speak as free beings, equal in the eyes of all men, as they are in the eyes of Heaven; until that day, the African continent

will not know peace. Until... Until... Until... (qtd. in Akpoghomeh,2012).

It can be sternly argued based on facts on ground that the number of failures in some courses, resulting into series of *carry-over*, *extra year* and the eventual *fall-out* could be seen as factors that still engender the upholding of some of these atavistic traditions which, times without number, have unleashed unfairness and high inequality among the various disciplines and the students. From the research, it is believed that some students, who do well in courses taught by these lecturers, hardly do well in courses taught by others.

It is possible that these lecturers in their days of scholarship were in one way or the other victimized by lecturers of their kind and most of them got waiver in the process. It has therefore become a ritualistic activity (revenge mission) that has indirectly come to stay in our academic institutions. In the light of the above, therefore, any academic institution whose lecturers still engage in this lifestyle and culture, institute unfairness and extreme wickedness which bring about maximum underdevelopment to the nation. In order to prevent such retrogressive action, Socrates in his teaching which upholds the Delphic oracle admonishes thus: “man know thyself for an unexamined life is not worth living, but true wisdom begins with the realization of a man’s ignorance” (qtd. in Minimah,444).

Drama as an emblematic learning tool that forms the consciences of the society stands out in challenging the anomalies in such society. “Dumbarian University”, the setting of “The Last Resort” is besieged with such experience; where some lecturers constitute themselves into thin-gods with the basic aim of frustrating bright students. Our nation’s Constitution in defending the rights of the citizens upholds that, “Every person has a right to life, and no one shall be deprived intentionally of his life, save in execution of the sentence of a court in respect of a criminal offense of which he

has been found guilty in Nigeria.” (33. -(1) LL34). Our nation needs to be built and the desired raw materials are the students, consequently, the students need to stand and fight for their rights in order to make a positive impact in nation building.

### **Statement of the problem**

The University as an academic institution admits students on a yearly basis into the various disciplines of her faculties. Semester after semester examinations are written and results published for the students to evaluate their academic standing. If victimization is not checked very quickly and sentiments expelled from the system, there will be multiplied mass failure and the nation might not be given the opportunity to utilize her finest graduates for national productivity. Someday, the students might be tempted to stage a revolution against the university authority because of her lackadaisical manner of handling serious issues that concern them, as in most cases, some students are blindly given wrong results because of personal reasons.

Nigerian Universities need peaceful atmosphere to function and the students, in particular, need peace and parallel results in their scholarship since mass failure have never helped in building any progressive society, therefore, the persistent chaotic academic situation in our contemporary universities now poses great threat to the socio-economic productivity and development of Nigeria, this work is timely and appropriate because it is aimed at discouraging dishonesty. The work is designed to encourage and help students to achieve their desired goal and absolute freedom in order to make their impact felt in our society in the future. It is no gainsaying to state that the above submissions are mere pointers to the fact that those who manage students’ success need to return to the drawing board in order to correct some of these fallacious beliefs, in order to

redefine their positions as ideal University lecturers and intellectuals ever ready to mentor students instead of constituting impediments in the students' academic progress.

**Objectives of the Study:**

- ✚ To expose academic victimization.
- ✚ To create a desirable academic excellence and social productivity within the universities.
- ✚ To use drama and theatre to campaign against lecturers' hostility to students.
- ✚ To urge the University Senate and various academic boards to assume the responsibilities of protecting the interest of the students.
- ✚ To spread the gospel and uphold the doctrine of the Ivory Tower as the centre for learning and dissemination of knowledge.
- ✚ To present the lecturers as prophets with the mandate of academic impartation.
- ✚ To use this medium to contribute to the advocated freedom of students in University environment with emphasis on the freedom of students to be given their real results rather than improvised results because of departmental biases, a sphere in which the researcher has noted with great dismay.

**Significance of the Study:**

This research effort will serve as a source of information on academic victimization to university students. It will equally serve as a corrective measure to the perpetrators of this immoral behaviour or a source of moral rectitude. It will be an imperative instrument for mobilizing and re-engineering the society for the best. This study becomes overriding because it will help in changing the university society from what it is today to a better one devoid of social ills.

Venturing into a realistic research of this magnitude offers the researcher a sort of opportunity of documenting one of the ills of the society; hence, the concern is being expressed through a medium that can address this unfairness to students, the University in particular and the society in general.

### **The Synopsis of the Play**

“The Last Resort” volunteers that as you go into the theatre, you must put on your thinking cap and realize that the theatre must be used as a matter of urgency as a medium for instruction, correction, and relaxation of minds. The play deals with the ordeal of both Nhenome, the hero character, a student of Theatre Arts Department in the University of Dumbaria and the course lecturer, Dr. Ginigame on whose table lies the initial success of the students whom he taught.

The play dwells on the subject matter of academic victimization; an act wilfully perpetuated by Dr. Ginigame the course lecturer against a group of students (academic disciplines) in a flagrant display of discrimination and excess cerebral impunity. The student-victims who find themselves in this prejudicial setting are unduly marginalized and erroneously tagged academically deficient without a fair hearing. In addition, they are pressed to give sexual and monetary gratifications for the very benefits due them by the boys of Ginigame. Led by Nhenome they are moved to rise in the agitation against the culprit(s) whom it had seemed only sought the failure of the marginalized. The protests did not yield completely positive results as both the victims and culprits are respectively redressed and admonished as necessary. By the repeated failures of some notably bright students, the sardonic

lecturer(s) arbitrarily awards poor grades to students, deriving joy perhaps in intentionally failing students especially of other disciplines. Upon resolution, the Senate impanels, almost found him guilty of academic victimization but later upheld the position of the course lecturer, leaving the victimized much more victimized.

### **Motivation for the idea**

Milly S. Barranger opines that:

The playwright writes a play to express some aspects of reality, some emotions, some feelings connected with all humanities, some measure of experience, some visions or convictions about the world. Like any artiste, the playwright shapes a personal vision into an organized meaningful whole.

(77).

From the above, it is an obvious that playwriting is the search for the truth of human experience, as the playwright perceives it. The playwright creates on paper an image or sense of life being lived before us. The playwright's script is of major significance because it is the usual starting point to note for any theatrical production. The playwright starts with an idea, theme, dream, image, notes and works out an action; it begins with an unusual character or starts with a situation based on a personal experience. The sparkling from Barranger's *Theatre: A way of seeing* propelled the researcher to develop the idea of this thesis and an idea which emanated from the writer's personal experience he had as an undergraduate.

The "Last Resort" as a drama challenges, interrogates and sanitizes the society of its ills. It is, therefore, the thrust of this research is to highlight the realities on ground that are latent in the eyes of those in charge of our nation's citadel of learning. Perhaps Angrey is right when he answered that:

A writer who writes about his passion in poetry, novel or tragedy, shares his experience with his readers and indeed, the whole of mankind. This lightens his burden and frees his mind from oppressive weight under which he groans and scamper for breath (47).

It is no doubt that a university is a place of learning, as such, the researcher is of the opinion that such unbeneficial evil, which neither advances learning nor protects our society for the interest of posterity, be completely abolished. It is this concern and the passion for academic freedom and sincerity among lecturers and students that informed the concept of this writing.

### **The Plot of “The Last Resort”**

The play opens with Nhenome, Ovunotoi and Omenudo reminiscing their experiences as students of the University after writing their final examination a few minutes earlier. Nhenome recalls his history in a flashback. First is the **exposition**, the first movement of the play establishes the university environment and Nhenome and his friends just finishing their examination in the university. Nhenome stops his friends from joining the already staged final examination party. He explains to them that the time has not yet come for celebration, narrates his personal experience to them using a flashback technique. **Point of attack**, Moses, a student, volunteers ‘information that the result of the most dreaded course among the students of the university known as GEN. 100.2 - Communication Skills in Greek is released and Nwonchekwa another student corroborates the story by telling them that almost all the students failed the examination based on the published result. Everybody becomes more anxious as they move straight to the office that synchronizes all the GEN. courses.

They see the results on the notice board. Nhenome becomes agitated as he discovers that his two bosom friends were successful in the examination while he is unsuccessful. He queries the rationale behind his inability to pass the said examination, shares his predicament with his friends: lecturers and students respectively, tries all efforts in his disposal, it appears he was far behind success. He equally explains his plight to one Mr. Akujuru, a lecturer who encourages him to be bold and calm, promises he will create a meeting opportunity with the course lecturer, assuring him that the course lecturer would listen to him; after all, he (Akujuru) is the moderator of the course. **Conflict**, every successful expectation crashes neck-deep as Mr. Akujuru takes Nhenome to Dr. Ginigame. Ginigame dismisses Nhenome's argument on discovering his academic discipline, saying "they only dance, play, and sing in that department, in fact, your discipline is for never do well", Akujuru persuades him that Nhenome is an outstanding student, he checks through the answers booklet and discovers that Nhenome initially passed the course with distinction, he concludes that Nhenome was involved in an examination malpractice.

After a brief discussion, he regrets his deeds and tells Nhenome the university Senate has approved his failure grade, promising that he would only change his mind by the order of the Senate. Angrily, he tells Nhenome to flex his intellectual muscles by challenging the result. **The complication**, Nhenome leaves the office more confused than ever, consults his friends on both divides, and sees conflicting positions.

His Head of Department encourages him to take his petition to Senate if he was sure; the Dean of faculty intervenes but all to no avail as Ginigame insists that the only voice to reason is the order of

the Senate. **Climax**, Nhenome goes to the university Senate, the Senate mandates the Dean of his Faculty to investigate the case and return with his findings. The Dean constitutes a partial panel to investigate the petition. **Recognition**, during the investigation, the committee discovers that Nhenome could not have been involved in an examination malpractice owing to the fact that the student's hand writing differs with his examination handwriting. There is no concrete evidence that Nhenome was caught with any material during the examination. The committee discovers that Dr. Ginigame usually victimizes some disciplines to suit his usual egotistic lifestyle. **Dénouement**, Nhenome's result upgrades but not completely.

It was obvious before all that Dr. Ginigame was guilty of academic victimization though his guilt was covered because the majority of the committee members are his corrupt friends. The students staged a demonstration against the decision, but the majority of them were arrested by the school security to cover the mess. The decision of the Senate was favourable to Dr. Ginigame because he was promoted to the rank of a professor thereafter. In other words, we can observe the plot as a simple narrative line which is fleshed out by taking into cognizance: characters, character description, tone, mood and pattern of arrangement.

### **Character Delineation:**

**NHENOME:** He is the friend of Ovunotoi and Omenudo.

He is thinking student whose name Nhenome means "things are actually happening" throughout the literary work, he was always seeing things and his decision was rewarded casually. He is a good

and gentle student. Nice to be with; helps people around him to attain their best grades in his academic works. He is studious and his ability to reject absolutely an approved result by the Senate, and challenges the course of that magnitude shows him as being studious.

He is always resolute. As the conflict builds in the play, we see him as a firm character, doctrinaire and unbending in all his decisions. He upholds his principles from the beginning of the play down to the end of the literary work. He is very charismatic, takes decisive decisions and sticks to them accordingly. His actions and ideas, of course, are not very static as he consults his friends and parents to guide his actions making him quite dynamic in nature. Nhenome is very sensitive to issues that concern people, especially those that affect the lives of the struggling students. He is intelligent and indeed has developed critical thinking as the play unfolds. He is submissive to lawfully constituted authorities, submits completely to his family values, etc. He is patient and has the ability to listen attentively for a very long time. His struggles yield little success as his jaunt to the senate. His activities, behaviour, challenges and final movement to the university Senate saw the activist in him manifesting.

OMENUDO: A young student, tall and thin but fair in complexion and a close friend. He is Nhenome's friend and he is a dynamic friend, we see him as a dynamic personality with his ability to adapt to the culture and ideas of Nhenome. He is very friendly to everybody around him especially his friends, students, and lecturer. He is a good friend who understands the psychology of his friends, students and manages them to their own advantage. He is a supporter of good things and the backbone of Nhenome.

ERGOSUM: Nhenome's friend and a graduating student. He is inquisitive, very curious and wants explanations to every comment made by anybody. He is very careful and does not want the fate of his friend to equally befall him, hence, does all he could to avoid all those setbacks. He is scholarly, industrious and desirous to learn every new academic and domestic technique that could build his life and shape his immediate society. He has a relaxed and lenient disposition in all he does. He is patient in extracting information from any source.

GINIGAME: he is lecturer with a Ph. D degree and the highest opponent of Nhenome and the University Senate. He is about 5. 10ft tall, reasonably fat and does not look directly at the faces of people. He is the odium of students and has an intense dislike, repugnance, and contempt for everybody especially the students of other disciplines. He is extremely stubborn and does not like changing his decisions no matter who is involved and how wrong he is. He is indeed stubborn to a fault. He is very proud and believes his decisions are final and does not need to be questioned. He sees everybody as a suspect especially the students. He equally believes students of certain academic disciplines do have anything to offer as it affects his field where he claims to be an authority. His mind is much more hardened than a rock, congealed and coagulated as he upholds his views to the end.

### **Research Design**

The research technique used was across-sectional survey. The cross-sectional survey involves generating questions, collecting responses from every point that is required, personal questionnaire was sent to a random sample of students in the University of Port Harcourt (UNIPORT), Rivers State University of Science and Technology

(RSUST) and Ignatius Ajuru University of Education (IAUE), all in Port Harcourt, Rivers State. The sample of 2600 was selected using equal probability sampling design. The survey was carried out between June 2010 and January 2013. Respondents were sent various reminders via email, Facebook, telephone calls, text messages, etc. The original sampling was reduced to 2489, as 288 left the universities. 1187 (48%) completed the questionnaire, 75 (3%) refused to complete theirs and 1227 (49%) did not reply.

### **Data Presentation and Analysis**

For the purpose of this research effort, a total number of two hundred and twelve students responded to the questionnaire administered by the researcher in the University of Port Harcourt, Rivers State, of Nigeria among the following faculties: Social Sciences, Sciences, Humanities, Education, Engineering, and College of Health Sciences. The distribution is as follows:

#### **A. UNIVERSITY OF PORT HARCOURT**

<b>S/ N O</b>	<b>FACULTY</b>	<b>MALE STUDEN TS</b>	<b>FEMALE STUDEN TS</b>	<b>TOTAL</b>
1.	College of Health Science	20	30	55
2.	Natural & Applied Sciences	25	30	55

3.	Humanities	25	35	60
4.	Education	25	35	60
5.	Engineering	25	30	55
6.	Social Sciences	25	30	55
7.	Management Sciences	25	35	60
	<b>Total</b>	170	235	395

### **Rivers State University of Science and Technology**

<b>S/NO</b>	<b>FACULTY</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1.	Faculty Of Tech & Sci. Edu.	55	90	145
2.	Management Sci.	25	25	50
3.	Law	25	25	50
4.	Sciences	25	25	50
5.	Environ. Sci.	25	25	50
6.	Engineering	25	25	50
	Total	180	215	395

### **Ignatius Ajuru University of Education**

<b>S/NO</b>	<b>FACULTY</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1.	Languages	25	25	50
2.	Social Sciences	25	25	50
3.	Arts	25	25	50
4.	Humanities	25	25	50
5.	Education	55	90	145

6.	Sciences	25	25	50
	Total	180	215	395

The sex distribution of respondents is divided equally among the faculties that constitute the universities in focus. All respondents from the three universities gave their views on academic victimization and what they believe constitute academic victimization, it was gathered by the researcher that “one man’s meat is another man’s poison”, as some students run from every appearance of victimization; others are neck deep into the invitation of the act. From UNIPORT and IAUE, it was gathered by some respondents that the term victimization is unduly imposing wrong act on a person or treating an individual or a group of people differently and on what constitutes academic victimization, the students believe that likeness, lusting after female students, hatred of brilliant students, jealousy and sharp disagreement between the students and the lecturers, especially on fundamental ideas as it affects the course being taught by the lecturer. The respondents were in great variance as touching which sex of students receive more victimization, whether it is the male or the female and whether the course lecturers intentionally fail the students or not. The majority of the respondents claimed that the female students receive more victimization owing to their desirable and more attractive nature while the male students only experience it because of brilliancy and stubbornness to a lecturer towards the female students. On intentional failing of students, some respondents are of the view that some lecturers use the students to settle the quarrels that have lingered within their circles.

The issue is not very different with the students of RSUST as most of them disparaged what they call the position already taken by lecturers of various departments and how the innocent students

have become prey in the hands of angry lecturers. Their views on the meaning of victimization are the same with the sentiments expressed by the students of sciences, but on what constitutes academic victimization, their opinions differ to an extent as some said that cultism, academic government, discipline, and unwillingness to listen to the plight of the students. However, in his opinion, a 300 level student of the Law faculty volunteered that academic victimization is an unjust and undeserved punishment meted out to one who is innocent of an allegation mostly by a superior and to him, unmerited result (failure), refusal of adequate attention to the victim constitute academic victimization. He is of the opinion that lack of seriousness amongst the students, lecturers' quest for the satisfaction of personal interest and the students' shy display of courage and confidence are some causes of academic victimization in the Nigerian tertiary institutions. Collaborating with him, a female student in his class who supplicated for inscrutability said victimization is the deliberate subjection of an individual or an object to the point of nothingness due to reasons best known to the victimizer. On the causes of victimization, she explains that distraction from the primary purpose of coming to school, indecent dressing, and capitalization on the relationship that exists between the students and lecturers, negligence on the part of students and many more she submitted are the basis.

Conversely, the predicament is the same in UNIPORT as students in College of Health Sciences, Engineering, Social Sciences, and etcetera gave their views. A 500 level Medicine student submits that academic victimization arises when a particular student or pupil is deprived of his or her academic grade or award of which he or she is qualified to. A penultimate Engineering student volunteered that irregular class fixing and lack of discharge of duty by lecturers constitute academic victimization, calling it unfair

suffering meted out to innocent students. From a final year student of Political Science and Administrative Studies, extortion of money from students by most lecturers in order to sell their grades constitutes academic victimization.

### **Findings**

This research is carefully embarked upon to probe into the problems of academic victimization in Nigerian tertiary institutions occasioned by a tiny fraction of the university lecturers, focusing on a story bound university named the University of Dumbaria in the play “The Last Resort”. If we are conversant with the happenings in the labour market, and our ears are ground, we would have heard news about sex trade everywhere. It is the trite knowledge that this is not common to our tertiary institutions alone; as a matter of facts, this is a practice unconsciously accepted by the majority of us. The questions to include the following:

- 1) Why is it that the practice is left unchecked?
- 2) Who would check it, given the fact that virtually every institution in our national life is culpable of the act?
- 3) Why is it difficult to find the genuine victims reporting their victimization?

The first question has its answer in the second, and in the second question lays its answer. Now we are left with the third question: why is it difficult to find the genuine victims reporting their victimization?

The data findings are centred on the mechanism of the study, the respondents are sourced from the social network; Facebook via this address: [https://M.facebook.com/Azunwo\\_e.emenike/messages](https://M.facebook.com/Azunwo_e.emenike/messages). The findings are as follows:

- A. That if an individual is not sound in his /her chosen area of study, there is an instinctive inclination to cut corners.

For the students, primarily because they cannot defend their studies, they are left with no option than to accept the ill treatment meted on them. As a matter of fact, there are instances where the students (females) are the antagonists, as they make themselves available for victimization through the indecent dressing. And a worst case scenario, the students seek to seduce the lecturers for grades.

- B. That the corrupt lecturers often time show great comradeship amongst themselves such that any attempt to resist one results in a chain of victimization in the courses taught by the other lecturers
- C. That the insensitivity of some of the university committees contribute to academic victimization.
- D. That failure to deploy technology in our educational processes has created "a conducive" atmosphere for the lectures to victimize the students freely. Furthermore, that the failure of using forensic tools has made the victimized not to get judgment in their favour as most times the cases are dismissed due to lack of sufficient evidence.
- E. That the issue of academic victimization in Nigerian tertiary institutions is ubiquitous in our schools. It is an offshoot of the corrupt tendencies in the society since lecturers are students of the society, then I dare say academic victimization is an offshoot of the corrupt tendencies in the society.
- F. That the university's busy schedules in most cases encourage academic victimization.

- G. That often times, the panels set up to investigate incidents of victimizations are constituted by lecturers who are themselves chronic "victimizers". Therefore, a student who reports any such incidents to the committee is not given justice and not protected from further victimization.
- H. That the students because of fear of the unknown decide to remain victimized academically.
- I. That the investigative process to uncover such incidents, often times are too energy sapping and time-consuming, therefore, a student would rather stay quiet than put himself or herself through such stressful procedure in an already stressed environment.
- J. That academic victimization is not peculiar to Dumbarian University alone, but it is a national experience.
- K. That academic victimization has much negative impacts or effects on the society
- L. That academic victimization affects the psychological dispositions of the students negatively and that the students would rather give in to such victimization than put themselves in such spotlight.
- M. That the theatre as a propagandist tool for orientation and re-orientation of the human mind, ideas and capacities can play a very positive role in curbing this anomaly in our society.
- N. That our culture of assuming the teacher or an elder is always right often times affect the judgment or perception on these cases.

- O. That some female students lure male lecturers to victimize them via their indecent dressing and excessive sexual harassment.
- P. That some lecturers have agents among the students who feed them with information and gather money from students for them.
- Q. That the students, through their elaborate lifestyle, laziness and indecency put themselves forward for harmful victimization.
- R. That a few lecturers have gone scientific by making available their bank account numbers to students and only receive bank tellers from students.
- S. That some male lecturers compel female students to book hotel rooms in any three or two-star hotel for them to meet, all expenses in the process to be offset by the students and make the information available to them.
- T. That if a lecturer is dating a female student, he announces her to his bad colleagues so that she will be favoured without any academic commitment.
- U. That all the above-named points are common knowledge on our campuses, it is so much a dominant tradition that it is difficult for any sane person to believe that any Nigerian student would go through our universities without being victimized or taking advantage of the "pay your way through syndrome".
- V. That some male lecturers trace and victimize male students simply because they refuse to release their girlfriends to them on request.

- W. That some lecturers see intelligent students as threat to their job.
- X. That some lecturers force their books on students and award special grades for the purchase of this books.
- Y. That some lecturers approach wealthy students to write their final project and extort money from them unduly.
- Z. That corrupt lecturers shamelessly write answers for their friends and student lovers in the exam halls.

### **Summary**

This research work has been able to establish and defend dramaturgy as one of the fundamental keys to sanitizing the society of its ills and anomalies as it affects academic victimization that has lingered in the institutions for a countless number of years. The Theatre could be taken as an alternative means of conflict resolution no matter how it is viewed today; it is no longer an optical illusion in this context as was perceived by many. “The Last Resort” has graphically demonstrated efficient and effective ways of attaining peaceful agreement between the school authority, lecturers, and students without any blood bath.

The play does this by circumspectly dramatizing the inherent conflict and the horrifying consequences of the deed and the people involved. “The Last Resort” is an enactment of the true students’ experience; consequently, it is a dramatic documentation of an experience. Being a Thesis play, it has argued for a way forward for Nigerian students and the universities in general. Such methods comprise lawfully agitation of one’s right, taking responsibilities, owning up to one’s fault, the pursuit of peace with determination, justice for the deserved, equity and fair play, without which no

meaningful development can flourish. For these are the secret keys of sustainable development in any nation building.

Conclusively, the research identifies the adverse effects of academic victimizations in any nation - the shock hazard, emotional trauma, psychological breakdown, etcetera, which culminate too much into the lives of thoroughly bred students. To this end, this research finds academic victimization condemnable and unacceptable in the enlightened world like ours.

### **Recommendation**

The researcher recommends very strongly that during various University Board meetings, issues on academic victimization be discussed extensively, the habit be frowned against and those involved be discouraged and those responsible be disciplined accordingly. The creative work through plot, characters, language, and thought, recommends that there is need for proper and sanitized method of recruiting academic staff into the university system. The researcher equally recommends that since academic victimization is an act wilfully perpetuated by a tiny fraction of University Lecturers against students in a flagrant display of discrimination and the student-victims who find themselves in this prejudicial setting are unduly marginalized and erroneously tagged academically deficient without fair hearing, henceforth, a re-orientation of staff and students in the university to create a more humane atmosphere that will engender quality learning and development. Students should be represented in various central committees where decisions are taken on their behalf.

The researcher recommends that the educational system needs to have a special autonomous court other than the school authorities which can entertain, hear and investigate the complaints of victimized students, staff members. The researcher further

recommends that students should be encouraged to boost their academic confidence, measures should be put in place to checkmate the excesses of lecturers, academic rights of the students should be protected and above all, the punishment for defaulters should be clearly spelled out. Lecturers should see their female students as students and not as sexual objects. The researcher recommends that while the lecturers love their students, students should have deep regard and respect for their lecturers. The researcher further recommends that affected students should not be mute, but should speak out. Students should be assiduous in their studies in order to merit good grades because this commitment to studies makes one less vulnerable to such an act. School, faculty, and departmental dialogues should always hold as the dangers of the act (victimization) will be re-enforced. The institutions have to evolve an effective system of monitoring and inspections to ensure those grades for examinations and other forms of assessment are commensurate with the actual performance of the students. The situation is further compounded by the discrepancy incompetency of the lecturers to deliver instructional content and guide research. They then dispense marks based on nocturnal parameters. Thus, the qualification of lecturers for their lectureship must be probed and streamlined.

The researcher recommends and reminds all the students to utilize all available means of academic settlement in their institutions such as the office of the dean of students' affairs, professional ethics committee (PEC), the university senate and if they are not satisfied, they should appeal to the university governing council for justice.

## **Conclusion**

In conclusion, therefore, the researcher challenges all responsible academia in the university to wake up to their responsibilities and the need for the various governing bodies of the university such as the departments, faculty, and the university disciplinary committees as well as the students' disciplinary body and above all, the senate should continue in delivering their good mandates. The researcher is of the opinion that such unbeneficial evil, which do not advance learning in our society and protect the interest for posterity, be completely abolished. Academic victimization is like terrorist attack on innocent and harmless students, it is an unethical, unscrupulous and barbaric act that dehumanizes mankind, reducing them to the status of animals, with its attendant reproach to the person carrying out the act to the victims. Every effort should be geared towards eradicating this ill in our academic circle by enthroning sanity and educating our younger generations of the gains of good morals. Consequently, if this unjust and dastardly act is allowed in the educational sector, what hope should we have for the larger society and the future?

Victimization of all sorts, whether academically, financially, sexually, etcetera, should not be wished to anybody because it is indeed an obnoxious act. The act is seriously getting out of hand in our higher institutions today and it is mostly affecting the students in our society as some of them end up spending five, six, seven or more years studying in the university, as some end up dropping out of the system and if the heavens favour some, they might graduate with a result that is worse than a nightmare. Victimization is evil. It dehumanizes and subjects one to agony and emotional torture since everyone might be patient enough to understand the basis of students' poor performances and what the victims go through. It makes the learning atmosphere less conducive as the right of the perpetrators is in most cases protected.

It is at this point that the researchers admonish the society to stand up and pronounce “NO” to this reprehensible act because it is negative, unenthusiastic, unconstructive, unhelpful, off-putting, depressing, and harmful in all ramifications to the society.

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