



EXAMINING INDECENT DRESSING ON SOCIAL STUDIES STUDENTS' ACADEMIC PERFORMANCE IN TERTIARY INSTITUTIONS IN DELTA STATE, NIGERIA

Egwu, Grace Ifeoma (Ph.D.)

Department of Arts and Social Sciences

University of Delta, Agbor, Delta State, Nigeria

A B S T R A C T	K E Y W O R D S
This investigation looked at how social studies students' academic performance at Nigerian tertiary institutions was affected by indecent clothing: Two research questions and two null hypotheses are put forth in order to successfully conduct this inquiry. The study used a descriptive survey research approach. All social studies students enrolled in postsecondary educational institutions in the state made up the study's population. The study used a purposively random selection technique to choose 215 participants from five state-run postsecondary institutions. The questionnaire served as the tool for gathering data. The t-test is used to assess the study's null hypotheses, whereas the mean and standard deviation are utilized to address research issues. The study's conclusions showed that students' academic performance is significantly impacted by indecent clothing, which, if left unchecked, tends to cause students to stray from their goals in postsecondary institutions. Male and female students' perceptions of indecent clothing on campus differ, with females tending to engage in more of it than males. The study comes to the conclusion that, if uncontrolled, inappropriate attire at postsecondary institutions might cause students to lose sight of their objectives.	Social Studies, Indecent Dressing, Academic Performance.

INTRODUCTION

In order to be considered decent, one must dress appropriately or in a way that is commonly acceptable and does not reveal important body parts. Dressing in a way that deviates from the moral standards of society is considered indecent. One of the main causes of moral transgression among Nigerian university students is indecent attire. On Nigerian university campuses, many students' attire has come to be associated with indecent look. There are very few higher education institutions in this nation that do not deal with this disgusting issue. Students on these educational institutions wear clothing that is both obnoxious and alluring, leaving more to be desired. The boys' and girls' "rag or one-inch cloths" that fit in the dustbins and are longer than their pants are the best way to describe the skirts and pants they wear. In addition to being skimpy, tight-fitting, and "sagged," these dresses are transparent,

exposing body parts that, according to standard fashion, should be concealed from public view. Men wear boxers once they pull them down, exposing their inner garments.

*******START HERE*******

Boys, on the other hand, dress differently. Their disheveled hair and filthy jeans with holes purposefully made around the knees and the lower portion of the pants left to fall to the ground because they go through their heels into their legs like socks make them appear very filthy and ugly. To expose their boxers (pants), the waist of their trousers is lowered and securely tied at the center of the two bottom lobes. Additionally, they drag their legs and, in especially, their left hand while walking, cupping their imaginary scrotum as though they would collapse to the ground if they weren't supported. Although there are no universally acceptable ways of fashion, dresses are meant to serve some obvious purposes, country or region notwithstanding; they are part of a people's culture and they define their tribal or ethnic identity. Many of them had at some point been raped, lured into prostitution, used for ritual purposes, unable to finish their education or training, and involved in other ancillary social and moral problems like cultism and lying, to name a few.

In addition to serving as a symbol of cultural identity, dresses can be worn for decorative or aesthetic reasons, to shield the body from inclement weather, or to hide private areas of the body (Answer.com, 2011; Articlesbase.com, 2011). These goals are significant because they constitute essential facets of an individual's personality. Despite the significance of these goals, the younger generation of Nigerians has overcome them (Articlesbase.com, 2011). Most of the time, their clothing styles are made up and anti-African. Typically, people don't dress responsibly (nigerianfilms.com, 2009).

The African culture and notably that of Nigeria emphasize humility in appearance as do the Christian and Islamic religions where the majority number of these adolescents profess to be worshipping God. The acceptance of inappropriate dressing pattern of the tertiary institution youth led to the introduction of dress codes in institutions of learning and schools in the state are now borrowing a leaf and implementing its own dress code to validate this inappropriate way of behaviour of learners, Social Studies students inclusive, in the institution. These dress regulations explicitly describe how a student should not wear to the school. The implication here is that any defaulting students, including Social Studies students, are prevented from entering the lecture hall or school premises irrespective of what the inner intention of the students are.

The prevalent conventions and accepted clothing styles in the society where indecent dressing is practiced might be used to explain it. Therefore, it is evident that societal expectations influence the explanation of indecent dressing. Oyeleye et al. (2012) defined indecent clothing as only purposefully exposing one's body to the public. This behavior goes against societal norms and ideals. Conversely, moral decay refers to a decline in societal morals. Indecent clothing, according to Adeboye (2012), is acting strangely and/or dressed inappropriately for a certain event or circumstance. She went on to say that being nude in the restroom, labor room, or bedroom with your significant other is not offensive. Answers.com (2013), characterizes indecent dressing as a form of dressed that is likely to startle or offend others. The message went on to say that females' breasts, thighs, and buttocks are bodily parts (typically sexual organs) that should be covered.

Egwim (2010), refers to indecent clothing in a more precise word as the attitude of someone, male or female that dresses to showoff portions of the body such as the hair, breasts, buttocks or even the undergarments particularly those of the women that need to be covered. Furthermore, some people

attribute some religious significance to indecent clothing because they think it has a significant negative impact on morals. According to their statement, "indecent dressing is any type of dressing that the almighty father (the creator of the universe) abhors."

According to Olori (2003), this kind of attire is provocative, indecent and ethically undesirable. These outfit styles are morally objectionable and indicate the high incidence of moral degradation in the culture of our time. With all these explanations, one is now aware about the sort of attire that is regarded indecent in the institution environment. Every day is filled with complaints about the provocative attire of students, both boys and girls, from coworkers, students, guests, lecturers, non-teaching staff, and other individuals. (Egwu et al 2024) They wear brief skirts, filthy and torn denim to lectures and other social functions in and beyond university.

In addition to their tight fit and small, filthy jeans, these gowns' transparency helps reveal their thighs and other important body areas to onlookers. The women's "show your stomach" shirts, which are extremely short and translucent, reveal their breasts and abdomens. Inappropriate clothing is another offense committed by several of the males. They don't dress in the same way as the girls, though. Their clothing makes them seem unclean and incredibly unpleasant with unruly hairs and soiled pants with pockets of holes purposefully produced around the knees and lower sections of the trousers.

Because of their inappropriate attire, they also frequent hotels, nightclubs, discotheques, and brothels where they may have fun at the expense of their education, which is why their grades are bad. There is also the risk of certain male instructors or even female lecturers falling prey to such alluring attire which may result in sexual favours between the lecturers on one side and students on the other hand. This will undoubtedly be a barrier to high-quality education as these children won't be able to meet the demands of their potential employers, which will cost the state money. Aside from that, there is a connection between unemployment and students' low performance due to inappropriate attire (Okogi et al. 2023). This is so because students who dress indecently have divided attention for their studies and are therefore unable to receive adequate practical training which is a prerequisite for employment by most companies. This myriad of issues arising from indecent dressing necessitated the institution to resolve to checkmating the problem of indecent dressing on campus by the establishment of dress code.

In the majority of customs, either men or women wear particular kinds of attire exclusively or mostly. For instance, both sexes frequently wear long sleeves, and while knee-length dresses and skirts are typically associated with women, ankle-length pants are typically associated with men. In many countries, hairdressing may also follow a dress code, such as long hair for ladies and short hair for males. Accordingly, any attire that deviates from these standards is considered indecent. Inappropriate attire in higher education is quickly turning into a threat that must be addressed as soon as possible. Our students' attire has a tendency to affect their academic achievement because most of them prioritize fashion above academics. Both male and female students in higher education must deal with this presumption as they attempt to impress one another by dressing in the "newest way," which is endorsed by global superstars.

According to Foster's (1996) research, females have a tendency to like clothing that might be characterized as obscene, and wearing such clothing psychologically helps them feel unique. In a similar vein, Buunk, Siero, and Vanden Eijnden (2000) discovered that people who dress indecently do so in response to more attractive people in order to draw the attention of the other sex. Here both male and female sexes dress in a style that majority of their peers regarded stylish and belonging.

When Bojos and Marquet (2000) looked at typical forms of obscene clothing worn by both boys and girls on campuses, they found that neither sex considered them objectionable. That is, they see it as latest fashion and nothing wrong in it, hence making their perception of indecent dressing on campus to be shaky and their action towards the code can best be described as confrontational.

Statement of the Problem

The root of indecent clothing is hydra-headed. It is a cumulative behavioral pattern that may be linked to the household as a result of neglect and/or inadequate parenting, rather than a behavior that emerged overnight. The impacts of globalization coming from improper values of exporting and importation, reflection of high rate of moral degeneration in the big society, peer pressure and the desire to belong as well as fading values and demonic influence all contribute to the act of indecent clothing. It is becoming more and more clear that students at state-owned universities and other higher education institutions, including social studies students, are progressively dressed indecently. It is already spreading like an epidemic, and the sooner we take decisive action to stop it, the better for our vulnerable and desperate young people. Further, the influence of indecent attire is reflected poorly in their academic pursuit as the Social Studies students instead of reading now resort to cutting shortcuts for academic grades and score. In light of this, the purpose of this study is to look into how indecent clothing affects the academic achievement of Social Studies students in Delta State's tertiary institutions.

Research Questions

The following research questions were stated to guide the study:

- How much will inappropriate attire affect Social Studies students' academic performance in Delta State's tertiary education institutions?
- How do male and female students at Delta State's tertiary institutions perceive obscene clothing?

Hypotheses

The following null hypotheses were formulated to be tested in this study:

- i. There is no discernible correlation between indecent dressing and students' academic performance in tertiary institution in Delta State.
- ii. There is no discernible correlation between the perception of male and female Social Studies students towards indecent dressing in tertiary institutions in Delta State.

Methodology

This study used a survey-style descriptive research design to evaluate the effects of indecent attire in postsecondary educational institutions. All Social Studies students enrolled in the degree program at the state's postsecondary institutions made up the study's population. Purposive sampling was used in the study to choose 215 Social Studies students. The research instrument employed for this study was the questionnaire. Data obtained were evaluated using the mean and standard deviation for the study questions and the t-test statistics was utilized to analyze the created null hypotheses. Furthermore, the study make usage of 2.50 and above as zone of acceptance and below 2.50 as region for rejection of the research result.

Result

Research Question One

Table 1 presents the generated results from sampled participants of the study.

Table 1: Mean and Standard Deviation Analysis of Impact of Indecent Dressing on Social Studies Students' Academic Performance

S/N	Items	$\bar{X}$	SD	Decision
1.	Indecent dressing is responsible for shaky Social Studies students academic performance	3.17	1.78	Agree
2.	Indecent dressing makes me achieve low grade in easy subjects	3.41	1.84	Agree
3.	Indecent dressing is a factor that encourages reading in institutions amongst Social Studies students	3.17	1.78	Agree
4.	Indecent dressing makes me belong and fit in among me peers in class	3.49	1.86	Agree
5.	Indecent dressing distracts me from my academic aims and goals	3.50	1.87	Agree

Table 1's analysis reveals that all of the items in the questionnaire's section on indecent dressing in institutions were agreed upon by the participants. This suggests that the academic performance of Social Studies students in tertiary institutions is significantly impacted by indecent dressing. The inference here is that, indecent attire if not monitored has the ability to make Social Studies students depart from their aims in the institution.

Research Question Two

Table 2 presents the result of findings

Table 2: Mean and Standard Deviation on Social Studies students' perception of indecent dressing

s/n	Statement	N= 189 Male			N = 335 Female		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
6.	Dressing indecently is a bad thing	3.61	1.90	Agree	3.12	1.76	Agree
7.	Indecent dressing exposes social studies students to dangers of rape and cultism	3.32	1.82	Agree	2.27	1.50	Disagree
8.	Indecent dressing shows the unseriousness of the social studies students	3.87	1.96	Agree	2.60	1.61	Agree
9.	Indecent dressing is as a result of the fashion trend in the society	2.23	1.49	Disagree	2.33	1.54	Disagree
10.	Parents of social studies students frown at their indecent dressing on campus	3.76	1.93	Agree	3.27	1.80	Agree

From table 2, data revealed that both male and female social studies students agree and disagree to some of the items that answers this study topic. The male social studies students agree on four things and disagree on one, whereas the female students agree on three and disagree on two. Thus, the study found that students' perceptions of inappropriate attire in state institutions differ for both male and female social studies students.

Test of Hypotheses

Hypothesis One

In testing for this hypothesis, the t-test statistic was used as shown in table 3

Table 3: T-test analysis on indecent dressing and Social Studies students' academic performance

Variable	N	$\bar{X}$	SD	Df	t-cal	t-crit	Level of sig	Decision
Indecent dressing Social Studies Students' academic performance	215	16.74	4.09	213	0.063	1.96	P>0.05	Not Significant (accepted)

Table 3 shows that the t-calculated value of 0.063 was less than the t-critical value of 1.96. Hence, the null hypothesis was accepted. This means that there was no substantial difference in indecent dressing and Social Studies students' academic performance in tertiary institutions in Delta State. Thus, pupils' academic performance is impacted by inappropriate clothing.

Hypothesis Two

The t-test statistics was used to test these perceptual differences

Table 4: T-test analysis on perceptual difference of male and female Social Studies students towards indecent dressing

Variable	N	$\bar{X}$	SD	Df	t-cal	t-crit	Level of sig	Decision
Male Social Studies students	89	16.79	4.1	213	0.12	1.96	0.05	Not Significant (accepted)
Female Social Studies students	126	13.59	3.7					

The t-calculated value of 0.12 in Table 4 was lower than the t-critical value of 1.96. Therefore, the null hypothesis was accepted. This reveals that there was no significant difference between the view of male and female Social Studies students towards indecent dressing in higher institutions in the state. Therefore, it may be argued that both sexes have distinct sense of indecency.

Discussion

Findings from this variable one suggested that indecent attire considerably effect students' academic performance and that if not checked has the ability to cause Social Studies students depart from their purpose in the institution. This result was consistent with Olori's (2003) research on "culture-Nigeria-Indecent dressing banned on the campus." According to the survey, students who dress indecently on campus become distracted from their main goals at the school. Also, the study coincides with the findings of Adeboye (2012). According to his research on "indecent dressing," students who prioritize it on college would undoubtedly fail.

Findings from this study suggest that male and female Social Studies students' view on indecent clothing on campus varies as females prefer to partake in more indecent dressing than the male, consequently, undermining the feminine virtue in our female. These results are consistent with a study conducted by Foster (1996), which discovered that females had a tendency to like clothing that is best defined as indecent. As a result, wearing such clothing mentally helps them feel unique.

Conclusion

This study examined the impact of inappropriate attire on the academic achievement of Social Studies students at Delta State's postsecondary institutions. After evaluating all of the study's variables, the study comes to the conclusion that, if uncontrolled, indecent dressing in postsecondary institutions has the potential to detour students from their goals.

Recommendations

Arising from the conclusion, the study recommends that:

- i. Indecent clothing should be extended to all learners outside the university i.e. it should also be firmly applied at their various houses.
- ii. The student union body should have the authority to help enforce clothing codes both on and off campus as doing so will encourage students to follow the established guidelines.

References

1. Adams, M. (2013). Students' dress code. Arlington.
2. Adebayo, (2000). Dress pattern in Nigeria Universities, Family, Religion and School and Peer Influence. <http://www.nigeriaEdu.htm>
3. Adebayo, C. (2013). Should dress code be implemented in Nigerian Universities. www.naijastories.com
4. Adeboye (2012). Indecent dressing. blogspot.com
5. Ankpa (2010). Student's Handbook and Academic Regulations. Kaduna: EUNEEKS & Associates
6. Answer.com (2011). Why do people wear clothes? Retrieved March 29, 2018 <http://www.answers.com/Q/why-do-people-wear-clothes>.
7. Answers .com (2013) dressing indecently. Answers.com
8. Articlesbase.com (2011). Curbing moral decadence in our educational sector. <http://www.articlesbase.com/college-anduniversity>
9. Bajos & Marquet. (2000). Indecent Dressing on College Campuses. Environment and Behaviour, 9, 487-490.
10. Buunk, S., & Vanden E. (2000). Psychological Aspect of Indecent Dressing. American Psychologist, 53, 983-984.
11. Delta State University (2018). Dress Code: Prohibition of indecent dressing amongst students of the university. Special Edition, S. E. VOL. XXV, NO. 6, www.delsuonline.com
12. Egwim, C. (2010). Indecent dressing among youths.
13. Egwim, C. (2010). Indecent dressing among youths. <http://www.es/networld.com/webpages/features>.
14. Egwu, G. I., Akhogbai, E. M. & Okogi, A. (2024). Deployment of Instructional Materials and Spatial Distribution of Teachers for Teaching Upper Basic Social Studies in Delta State, Nigeria. GPH-International Journal of Educational Research, 7(10), 66-74.
15. Foster (1996). Reward in Indecent Dresses. Journal of Personality and Social Psychology, 64, 224-226.
16. Freeburg, E.W., Workman, J.E., and Lentz-Hee, E.S. (Jan. 2004). Rational for students' dress code: a review of students' handbook. Liverpool: Journal of Family and Consumer Sciences, Vol.36,1.
17. Gushee, D.P. (2004). Getting Language Right: Realistic Counsel for Saving and Strengthening Relationships. Benin: MINDEX Publishing Kogi State College of Education,
18. McPherson, W. (1997). The effect of dressing on Performance. Business communication Quarterly 60.1.
19. Nigerianfilms.com (2009). Campus dress code: Striking a balance between modernity and modesty. <http://www.modernghana.com/movie/3754/3/hello.htm/>
20. Nwabuisi, E.M. (2000). Values and Education. Enugu: Snaap Press Limited
21. Okogi, A., Egwu G.I, Efe, C. & Emordi, J. E. (2023). Effect of child upbringing and husband support on spousal adjustments of women in south-south, Nigeria. GPH-International Journal of Social Science Humanities Research, India, 06 (2) 11 -21. E-ISSN: 2795-3248 P – ISSN: 2795-3222.

22. Olori, T (2003). Culture-Nigeria: “Indecent” dressing banned on the campus. <http://wwwipsnews.net/>
 23. Omede J. & Omede, R.A. (2004). The instructional implications of the sequence of verbal language development among the 21st century Nigerian children. In M.E. Attah, G.S. Omachonu, S.Y. Atabo, P.M. Onekututu & E.M.A. Adama. Language and Literature in Education for a Better Society. Nsukka: Great AP Express pub.ltd. pp 113-122
 24. Omede, J. & Odiba, P. (2000). A Handbook on Developmental Psychology for Colleges of Education and Allied Institutions of Higher Learning. Ankpa: CUCA Source Magazine on Line (2011). Indecent dressing on campus. <http://sbg670.orbitaltec.net/assiw/indec1029.html>
 25. Oyeleye A. Indecent dressing: a social malady. [www.nation htm](http://www.nation.com.ng/html)
 26. Rykrsmith, E. (May 23 2012). Dress code or not what you wear matter on the net.
 27. Whitehurst, T. (2004). Jesus on parenting. Lagos: Edysyl Christian Bookshop and Library
- Thomas Nelson (1982). Holy Bible. New King James Version