
CURTAILING SOCIAL VICIES IN TERTIARY INSTITUTIONS
THROUGH THE INTRODUCTION OF DRESS CODE

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Abstract

The study investigated the indecent dressing among students of higher institutions and its consequences on the students' academic performance. Two hypotheses were postulated to give direction to the study. The subjects for the study consisted of 300 lecturers randomly selected from three higher institutions in Ogun state. The instrument was a questionnaire entitled; Introduction of dress code in higher institution questionnaire (IDCHIQ). The data collected were analysed with one way analysis of variance (ANOVA) and z-test statistical techniques. The result of the analysis showed that there is no significant difference in the introduction of dresscode in colleges of education, polytechnics and universities. There is no significant difference in male and female lecturers on the introduction of dress-code in higher institutions. Based on the findings, it was recommended among other things that school authorities from all these categories of higher institutions should introduce dress-code in order to curtail indecent dressing and all kinds of social vices among students on campuses.

Keywords: Social vices, Dress-code, Clothing, Curtailing, Indecent

Introduction

Clothing, certainly, is one of the primary outlets for expressing oneself at any age, particularly at school age (especially at the post secondary school level). While it has been established that school can and must have power to promote the good order in which education can take place, the authority must be careful and reasonable about personal liberty. Oseni (2008) has also asserted that attires or dresses in general provide subliminal cues as to the value and judgement of the wearer. Since one of the major duties of the school is to provide students who are morally sound and who have been properly tutored in the acceptable values of the society, it is expedient therefore that the way students dress on campuses should be of concern to the school authorities everywhere (Oladipo 2004).

A safe and disciplined learning environment, as it were, is the first requirement of a good school, young people who are safe and secured, who learn the society's basic values and essentials of good citizenship. This is an undisputable assertion but to a large extent, this has not been realized. Therefore, in response to the growing level of violence in school, many parents, lecturers, and even school authorities have come to see the introduction of dress codes in schools as one of the positive and creative ways of reducing indiscipline in schools (Adeyemi 1999). It was observed that the adoption of a dress code can promote school safety, improve discipline and enhance the learning environment. In addition, it will help students concentrate on their school works and help school officials to recognise intruders who come to the school. Many local communities in U.S.A, according to Aramide (2006), are adopting dress code policies as part of their overall programme to improve school safety and discipline e.g. California, Florida, Georgia, Indiana, Louisiana, Maryland, New York, Tennessee, and Virginia. They have enacted dress code regulations, mostly in large public schools to encourage a safe environment by prohibiting clothes with certain language or gang colours (Okoro 2006)

Dress code, according to Eric (2002), makes schools safer, reduces gang influence and minimizes violence by reducing some

sources of conflict as it also no longer pressed to buy the latest fashion and they spend less on their children's clothing.

Dress code has also been claimed to erase cultural and economic differences among students. It also set a tone for serious studying, facilitates school pride, improves attendance at lectures and enhance student self concept and academic performance (Siega 1996, Cohn1996 and Alice 2006). It has been discovered over the years that there is a direct relationship between dress code and behaviour. It is believed that the introduction of dress code will only rid the academic environment of undue distraction (Erick 2002). It must be said, however, that educationists, as well as the public and school authorities, have major roles to play in the introduction of dress code. The school has more roles to play than to provide sound education/academic training to its students. The school authority also has as its concern, the moral training, safety and total well being of the students. It is a major role of the school to emphasize and ensure positive relationship among staff and students. This will help their sociability and prepare them for the outside world. Dressing has to do with the ability to present oneself in a beautiful way that will not be provoking but rather appealing. World Encyclopaedia Britannica (2005) indicates that some of the most basic functions of dressing are to provide warmth and protection, to beautify or enhance sexual appeal and to supply information about the wearer like, age, sex, social status, occupation etc. Dressing, according to Isaacson (2002), protects peoples private parts and from illegal sexual act to show off their adornment except only that which is apparent like palms of hands or the other dress like gloves, head covers, apron and to draw veils all over their adornment. Dressing may either be decent or indecent depending how one makes use of the fashion trends at disposal (loesch, 1995). Very recently, there has been gross manifestation of provocative dressing on campuses of our tertiary institutions and this has led to rape, victimization, violent clashes among students and lecturers on campuses. The resultant effect is often indefinite closure of some institutions, which eventually prolongs the number of years students spend in school and invariably increases the cost of education as the years have been prolonged. Indecent dressing is known to be

recognized hindrance to the conducive learning environment, thus leading the lecturers and students into social vices (oseni 2008). Some of these social vice, according to Aramide (2006), include, communicable disease, lack of dignity, self respect, lack of concentration in school, assault of moral sensitivity and prostitution pervading the academics scenery and Illicit abortion resulting from teenage pregnancy. It has now been observed that indecent a dressing is a problem because it is an “Evil wind” that blows no good to the school, community and the society at large. It, therefore, does more harm than good for the society as observed by (Aramide 2006).

Indecent dressing is common among the students on campuses, through which they are either exposed totally or partially, showing different contours of their bodies. It is also observed by Bend (1998) that some female students even go to the extent of showing their nakedness by wearing very short skirt. Due to all these negative ways of dressing, institutions of higher learning should make the school environment more decent to prevent these provocative dressings on campuses. Schools should help students develop the needed confidence to express their feelings in the school environment, in particular and the society at large. Loren (1996) is of the opinion that parents should be involved in policy formation and implementation as they have significant parts to play in advising and encouraging their children to abide by the school rules and regulations, particularly as regards dress code on campuses

Objectives of the study

The objectives of this study are to:

1. Determine if the introduction of dress code will be accepted in all categories of higher institutions (college of education, polytechnics and university)
2. Ascertain whether both male and female lecturers are in agreement with the introduction of dress code in higher institutions

Hypotheses

1. There is no significant difference in the introduction of dress code in colleges of education, polytechnics and universities

2. There is no significant difference between male and female lecturers, on the introduction of dress code in higher institutions

Method

The subject for the study consisted of three hundred lecturers from three categories of higher institutions in Ogun state. The institutions are: Federal college of education, Abeokuta, Moshood Abiolapolytechnic, Abeokuta and Olabisi Onabanjo University, Ago Iwoye. Stratified random sampling was used to select three hundred lecturers from each of the three institutions. The study investigated dress code and indecent dressing among the students. The population of this study, therefore, comprises all the categories of higher institutions' lecturers in Ogun state. Data for the study were collected with researchers-developed questionnaire, entitled. Questionnaire on dress code in the higher institution (QDCHI). The questionnaire was validated by two experts in educational research and evaluation. Respondents were requested to rate each item on a four-point scale of strongly agree, agree, strongly disagree, disagree with assigned value of 1,2,3,4. The reliability of the instrument was determined through a split- half method. Data obtained was subjected to Pearson product moment correlation co-efficient, and a value of 0.81 was obtained. Data for the study was collected and analysed using ANOVA and Z-test.

Presentation of data analysis/result

Hypothesis 1: There is no significant difference in the introduction of dress code in colleges, polytechnics and universities.

Introduction of dress code in the three categories of higher institutions

Institutional type	N	X	SD
Colleges	100	44.07	20.32
Polytechnics	100	47.51	20.21
University	100	30.82	18.64

Source of variations	SS	DF	MS	F-ratio	Sig
Between group	186.28	2	93.14		
Within group	1976.8	297	6.66	13.98	0.93
Total	2163.08	299	99.8		

Table 1 shows an F-ratio value of 13.98 and a significant value of 0.93 which is higher than 0.05 ($p > 0.05$), which means that the result is not significant: that is, the null hypothesis is retained. This implies that there is no significant difference in the introduction of dress code in the categories of higher institution, college, polytechnic, university.

Hypothesis 2: There is no significant difference between male and female lecturers, on the introduction of dress code in higher institutions.

Table 2: Z-test of respondent's response on the introduction of dress code between male female lecturers in higher institutions.

Variable	X	SD	Z-cal	Z-tab	Decision
Male	38.25	5.12	2.09	1.96	Significant
Female	3.16	2.01			

The Z-cal value of 2.09 is greater than the Z-tab value of 11.96 at 0.05 level of significance. Therefore, the null hypothesis is rejected, and this means that the result is significant. That is there is a significant difference between male and female lecturers on the introduction of dress code. Since the male is greater than that of the female, conclusion is reached that the male lecturers do harass female students sexually due to indecent dressing.

Discussion of findings

The findings of hypothesis one, that there is no significant difference in the introduction of dress code in the three categories of higher institution, college of education, polytechnics and university is not surprising because lecturers are drawn from various higher institutions that are aware of indecent dressing being exhibited by these situation. These arts have being described by several authors

(Bend 1998, Aramide 2006, and Oseni 2008) that some female students go to the extent of showing their nakedness by wearing short skirts. These make them to be exposed totally or partially showing different contours of their bodies.

The findings of the second hypothesis are that there is a significant difference between male and female lecturers on the introduction of dress code in higher institutions. That is, there is gender differential in the perpetration of indecent dressing on higher institutions' campuses. Since the mean of the male is greater than that of the female, conclusion is that male lecturers harass female students due to their indecent dressing. This finding is in corroboration with Isaacson (2002) that dressing protect people, private part and from illegal sexual act. Isaacson (2000) further observes that provocative mode of dressing of female students on campuses has affected both male lecturers and female student sexually. This view is also supported by a concerned American Christian Newspaper, (The sword of the Lord, August 27, 1993).when trying to suggest a solution to the problem: according to Oladipo (2004), the laws of the land should be made to take care of not only rapists but also of the females that incite them, that such accomplices should also be jailed for solicitation as prostitution or indecent exposure.

Conclusion

From the findings, a conclusion can therefore be made that the present moral decadence on the campuses from various categories of higher-institutions are usually caused by violence and other atrocities being exhibited by the students, this has called for an urgent need for the introduction of dress code. Though this may not bring a total eradication of the vices on campuses since it is not the only variable for the vices, yet it will go a long way in reducing them and bring sanity on campuses to least the barest minimum.

Recommendations

Arising from the findings, the following recommendation are made:

1. School authorities from different categories of higher institution should correct the mode of dressing of students on campuses.

2. Dress code should be introduced on the campuses of Nigerian tertiary institutions.
3. There should be a strict adherence of students to the dress codes
4. There should be a law enforcing student to abide by the dress code introduced on Campuses, any student who is not ready to comply can decide to leave the school if he/she so chooses

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