## ASSESSMENT OF THE INFLUENCE OF FEMALE UNIVERSITY UNDERGRADUATE STUDENTS’ MORAL STANDARD ON DRESS CODE IMPLEMENTATION IN NORTH-WEST NIGERIA

**BY**

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**AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

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**IN HOME ECONOMICS**

**DEPARTMENT OF HOME ECONOMICS, FACULTY OF EDUCATION,**

**AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

**AUGUST, 2018**

## DECLARATION

I declare that this dissertation titled “ASSESSEMENT OF THE INFLUENCE OF FEMALE UNIVERSITY UNDERGRADUATE STUDENTS‟ MORAL STANDARD ON DRESS CODE IMPLEMENTATION IN NORTH-WEST NIGERIA” was carried

out by me in the Department of Home Economics. The information derived from the literature has been duly acknowledged in the test and a list of references provided. No part of this dissertation has been previously presented for another degree or diploma at this or any other institution.

**Evelyn Ogochukwu, OKEKE Date Sign**

## CERTIFICATION

This dissertation titled “ASSESSEMENT OF THE INFLUENCE OF FEMALE UNIVERSITY UNDERGRADUATE STUDENTS‟ MORAL STANDARD ON DRESS CODE IMPLEMENTATION IN NORTH-WEST NIGERIA” by Evelyn

Ogochukwu, Okeke meets the regulation governing the award of Masters Degree in Home Economics (Clothing and Textiles) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

### Dr. M.F Ahuwan Date

Chairperson Supervisory Committee

### Prof S.L. Ajayi. Date

Member Supervisory Committee

### Prof E. E. Adamu Date

Head of Department of Home Economics

### Prof. A.Z. Abubakar Date

Dean, School of Postgraduate Studies.

## DEDICATION

This work is dedicated to my beloved husband, Isaac Ezea

## ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to God Almighty for His sustenance. She is grateful to God for his provision, guidance and protection during the period of her study.

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**ABSRACT**

# This research work was carried out to assess the influence of female university undergraduate‟ moral standard on dress code implementation in North-West Nigeria. The objective of this research is to examine the influence of female undergraduates‟ age, marital status, moral value and sexual morality on dress code implementation. The study was conducted using descriptive survey design with the target population of seventeen thousand, one hundred and sixteen (17,116) female undergraduates. A sample size of three hundred and seventy-five (375) was obtained. The instrument used for data collection was questionnaire. Demographic information was analyzed using frequencies and percentages. Four research questions were analyzed using means and standard deviations. Regression analysis was employed in testing the four null hypothesis at 0.5 alpha level of significant. Findings revealed that dress code implementation in universities in North-West Nigeria has significant influence on female undergraduates‟ age, marital status, moral value and sexual morality. Hence the four null hypotheses were rejected. Based on the findings, the researcher recommended among other things that university authorities should intensify awareness campaign on the importance of abiding by the stipulated dress code. In addition, booklet containing rules and regulation guiding dress code should be made available to all students.

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**LIST OF ABBREVIATION**

1. NERDC - Nigeria Educational Research Development Council.
2. UBE - Universal Basic Education.
3. STI - Sexual Transmitted Infections.
4. HIV - Human Immune Virus
5. AIDS - Acquired Immune Deficiency Syndrome.

## OPERATIONAL DEFINITION OF TERMS

|  |  |  |
| --- | --- | --- |
| 1. | **Dress code** | - A set of rules indicating the |
|  |  | approved manner of dress. |
| 2. | **Fashion** | – A popular style of clothes, hair |
|  |  | etc at a particular time or place |
| 3. | **Cosmetics** | – Substances that are applied on the face |
|  |  | and body to make it more attractive |
| 4. | **Tattooing** | - Making designs on the skin |
|  |  | through injecting of dye |
| 5. | **Moral standard** | – The principle of right or wrong |
|  |  | behaviour |
| 6. | **Self-esteem** | – A feeling of being happy with |
|  |  | ones own character and abilities |
| 7. | **Garment** | - Clothes that have been sown |
| 8. | **Bou-bou** | - Long flowing gown |
| 9 | **Costume** | - Clothing meant for special occasion |
| 10 | **Sexual Morality** | - Attitude to sexuality |

1. **Scarification** - Incising the skin in design and rubbing an irritant

such as ashes or grit in to the wound

## CHAPTER ONE

**INTRODUCTION**

### Background to the Study

Clothing is one of the fundamental needs of individuals and families all over the world. It is an important component of physical appearance which is used to protect, beautify and adorn the body. According to Babalola [2001] Clothing is one of the elements which make the total culture of society; it is used by human being for protection, decoration and beautification. Similarly, Ozougwu and Anyakoha (2005) in Johnson and Foster (1990) described clothing as the different garments worn by people in order to protect, adorn or to communicate intent. Generally, clothing can be said to be any bodily adornment or appearance modification used by man.

Clothing is the general and inclusive terms for all the various covering and articles of dress designed to be worn on the body. Aside from garment, clothing also include body decoration such as cosmetics, tattoos, hair colour and attachment, ornaments, badges, instigma of office rank, extension of the body in the form of cane (walking stick), bags, umbrella, handkerchief. (Nchekube, 2009).

Clothing can be used as a medium of self expression. Kiran, Malik, Riaz (2002) view clothing as a form of artistic expression that reflects the cognitive moral and social aspects of human life. Bill (1999) describe clothing as a mark of identity and as a means of non-verbal communication. Bill opined that it function almost as language that can indicate a person‟s age, gender, marital status, place of origin, religion, social status and occupation. Clothing is a form of communication which can be used as a strong manipulation to stir imagination, curiosity and send signal to the observing eyes (Fayokun, Adedeji and Oyebade 2009).

According to Ejila (2014) is of the view that most of the attitude and behaviour towards dressing particularly among female undergraduates do not conform to moral standard. Moral standard can be described as a set rules which guides an individual on how to evaluate right or wrong. Morality is simply the level of quality of behaviour. It deals with human and how they relate with others and the world. Individual‟s clothing choices reflect his attitude. Attitude are expressions of feeling, thoughts or behaviour. Marshal et al (2000) believe that attitude are often learnt from family and peer group and are moulded over time by societal and educational experience.

An individual clothing choice may be an indicator of his moral philosophy generally and sexual morality in particular. Okeh (2009) stated that indecent dressing among female students can influence their sexual morality which may by extension lead to promiscuity among students sexual harassment, rape among others.

Age is one of the consideration when people choose clothes. People who belong to an age cohort tend to have similar needs and consideration. Adolescent age is a stage characterized by a lot of uncertainties about self, the need to belong among others. The clothing preference of these young adult particularly the female undergraduates is affected mostly by peers, celebrities, and advertisement on mass media. During the period of late adolescence, most young people become interested in selecting mates and may use clothing as means of enhancing their sexual attraction. Female undergraduates are females of various categories in higher institution of learning many of this group fall between the age range of 16-25 which is within the range of early adolescent and late adolescence Ejila (2014).

Marital status is on the other hand an important demographic variable which can be influenced by clothing. People of different marital status can respond differently to clothing (Srinivansan, Srivartava and Blianot 2015). In African societies many married women wear clothing that distinguishes them from the unmarried. For instance the use of two wrappers and blouses are most often used by the married women.

A university is a place where a systematically organized and scientifically oriented education is offered. It is through such an organized manner that knowledge, skill and desired attitude of the learner is developed. Since universities are expected to produce students who are sound in character and in learning, it presupposes that the rules which can promote these should be welcomed. Dress code policy is intended to help to imbibe good dressing culture and promote academic excellence among students.

Dress code is referred to as an acceptable way of dressing. It can be viewed as a formal or informal imposed standard of dressing. Ahuwan (2011) described dress code as the standard or rules that govern what should be worn for a particular situation and time. Boyo (2005) stated that dress code on campuses is simply a rule passed by the authorities of some universities and other tertiary institutions to ensure that students dress properly and decently. Similarly Olori (2003) describes dress code as a set of standard that companies, schools, communities, organizations and institution have accepted for their employee with guidance about what is appropriate wear for work.

Ifedili and Ifedili (2008) opined that the dress code implementation in Nigerian universities has many advantages among which are, instilling discipline in students, lowering sexual abuse and harassment, creating less distraction to both students and lecturers. It is

believed that dress code implementation will promote decent dressing, instill disciple and good moral value among students. Dress code implementation is also seen to create a healthy teaching and learning environment which in the long run may enhance high academic performance among students.

### Statement of the Problem

Clothing is one pieces of material that has great relevance in the life of human beings. It is seen as a person‟s second skin which continues to be used from the time an individual is born to the time he dies. Clothing is basically meant to provide protection and beautification to the wearer.

In recent time, clothing are being misused by many youths. Researches such as Omede (2011) reported that many female students use clothing that reveal some sensitive parts of their bodies. Others indicated that there is a high level of indecent dressing among youths particularly the female undergraduates in many higher institutions in Nigeria. In addition, the researcher observed that many campus girls wear seductive, scandalous and sexual provocative clothing.

Interaction with some of the students further revealed that their clothing preference are modeled after their peers, celebrities and latest fashion trend. Some of these students maintained that conforming to the clothing patterns of their peers give them sense of belonging. However, a good number of married women particularly those in the universities where this study was carried out dress decently, hence different marital status responds differently to clothing. Okeh (2009) clearly shows that the menace of indecent dressing in many Nigeria higher institutes is perpetuated by single ladies.

Based on this highlighted problem, the researcher attempted to find out the influence of female undergraduates moral standard on dress code implementation in North-west universities of Nigeria.

### Objectives of the Study

The general objective of this research work is to investigate the influence of female university undergraduates‟ moral standard on dress code implementation in North-West Nigeria. The specific objectives were to:

* + 1. examine the influence of female undergraduates‟ moral value on dress code implementation.
		2. assess the influence of female undergraduates‟ sexual morality on dress code implementation.
		3. assess the influence of female undergraduates‟ age on dress code implementation.
		4. ascertain the influence of female undergraduates‟ marital status on dress code implementation.

### Research Questions

The researcher was guided by these research questions which were formulated to achieve the objectives of this study .They are as follow:

* + 1. What is the influence of female undergraduates‟ moral value on dress code implementation?
		2. What is the influence of female undergraduate‟s sexual morality on dress code implementation?
		3. What is the influence of female undergraduates‟ age on dress code implementation?
		4. What is the influence of female undergraduates‟ marital status on dress code implementation?

### .1 Research Hypotheses

Based on the research questions of the study, the following null hypotheses were postulated:

Ho1 Female undergraduates‟ moral value has no significant influence on dress code implementation.

Ho2 Female undergraduates sexual morality has no significant influence on dress code. Ho3 Female undergraduates‟ age has no significant influence on dress code .

Ho3 Female undergraduates‟ marital status has no significant influence on dress code.

### Significance of the Study

Information obtained from this research work will be of immense benefits to all and sundry particularly to students, university authorities, parents, religious leaders, curriculum planners, cooperate organizations and indeed the general public.

This study will help to encourage students especially female students on the need to dress decently. It is believed that as students come in contact with this study via library or internet, it will help to enlighten them on the need to dress decently as this will go a lot way to promote sense of responsibility and respect among the students. It is also hoped that this work would provide students with the platform to investigate new concepts in clothing.

Parents can assess the information from this study through the internet or journal which will help them rise up to the challenges of proper parenting of their wards, particularly as it concerns moral and dressing. Parents can apply the knowledge got from this study to monitor the

clothing selection of their wards and hopefully the conflicts that occur between parents and their adolescents as a result of indecent dressing will reduce to the barest minimum

The outcome of this study can help curriculum planner in Nigeria to advance the study of clothing education in primary and junior secondary schools. The information from this work can be communicated to curriculum planners through internet and journals. This will help in creating the needed awareness particular on good dress sense among the youths.

This research work will be beneficial to university authorities. Universities can assess information from this study through the libraries, journal and internet and can use such information during orientation programmes for the first year students and as continuous programmers for older students. It is believed that the information gathered will help to keep students abreast on the need to maintain high level of decency in their conduct and appearance at all times.

Religious leaders can use the knowledge received from this research through internet or journal for counselling their members on proper dressing. In addition, this study will be of immense benefit during youth conferences in religious gathering.

This work will also be useful to both cooperate organizations in drafting adequate dress code for staff. In addition, information from this research when assessed can be used during conferences, workshops and seminars where issues of dressing and morals are discussed.

Finally, it is the hope of the researcher that this study would provide future researchers with reliable instrument, procedures and references for future research. This work shall be presented as journal publication, sent to the internet and school library for easy access.

### Basic Assumptions of the study

The basic assumptions on this study are that:

* + 1. There is high level of indecent dressing among the female undergraduates.
		2. Dress code implementation will promote high moral standard among students.
		3. Dress code implementation by universities will improve students‟ academic performance.

### Delimitation of the Study

This study was delimited to two federal universities in North-west zone of Nigeria. The universities are; Ahmadu Bello University, Zaria and Bayero University, Kano. These universities were purposefully selected from other universities in North-west Nigeria for this study.

The researcher further delimitated the study to only female undergraduates from the second year and above. The first year students were excluded based on the premise that they were relatively new and may not have had orientation programme on the implemented dress code. There are many indices that describe the term moral standard. However, the study focused on moral value and sexual morality.

## CHAPTER TWO

**REVIEW OF RELATED LITERATURE**

This study focused on assessment of the influence of female university undergraduates‟ moral standard on dress code implementation in North-West Nigeria.

The related literature is reviewed under the following headings

* 1. Theoretical Framework
	2. Conceptual Framework
	3. History of Dress code
	4. Reasons for Dress Code Implementation

2.5. Approved Dress Code

* 1. Unapproved Dress Code
	2. Influence of Female undergraduates‟ Moral Standard on dress code implementation.
	3. Effects of Indecent Dressing on Female Undergraduates
	4. Effects of Decent Dressing on Female Undergraduates
	5. Empirical Studies
	6. Summary of Reviewed Literature

### Theoretical Framework

Theories provide general explanation of phenomena hence the theory under review can be applied appropriately to this study. This study looked into Maslow theory as it relates to clothing and this was discussed.

### Maslow’s Hierarchy of Needs

Maslow‟s hierarchy of needs is a theory in psychology propounded by Abraham Maslow in 1943. In the theory, Maslow pointed out that the most basic level of needs must be met before an individuals can strongly desire the secondary or higher level of need. On the other hand, if basic needs are not satisfied, individual will not be concerned about achieving higher needs.

Maslow hierarchy of needs model comprise of five needs and they are shown in this diagram.



Psychological needs include food, water, warmth, shelter, sex, sleep and others. These are seen as the physical requirement for human survival. It is believed that if these requirements are not met, the human body cannot function properly and will ultimately fail. While air, water and food are metabolic requirement for survival in all animal including humans, clothing and shelter provide necessary protection.

Safety needs has to do with protection from elements, security, stability and others. Maslow opined that once a person‟s physiological needs are relatively satisfied, safety needs take precedence. This entails personal security, financial security, health and well being, safety against accident and illness.

After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and this involves feeling of love and belongingness. According to Maslow, humans feel a sense of belonging and acceptance among their social groups, regardless whether these groups are large or small. Humans need to be loved both sexually and non-sexually by others. Many people become susceptible to loneliness, social anxiety and clinical in the absence of this love and belonging element.

Esteem needs comprise of self esteem, achievement, mastery, independence, status, prestige and others. Maslow believes that all human have needs to feel respected, this includes the need to have self esteem and self respect. Esteem presents the typical human desire to be accepted and valued by others and this tends to improve a person‟s confidence.

Self Actualization needs refers to what a person‟s full potential is and the realization of that potential. This among other things includes seeking personal growth and peak experience.

Maslow described this level as the desire to accomplish everything that one can. This means to become the most that a person can be.

### The Link between Clothing and Maslow Theory

Maslow theory on hierarchy of needs gave an insight into the basic needs of life which include food, air, water, shelter and clothing. These needs according to Maslow must be met, before an individual will aspire for higher needs.

Clothing in particular is required to provide physiological, safety, belongingness, esteem and self actualization needs to individual. This is because clothing is one piece of material needed by human from cradle to grave. At every stage of a person‟s life clothing are required for different purposes such as for protection, beatification, and identification.

One of the areas Maslow theory has strong link with this research is on the theory on belonging and love need which is synonymous to conformity in clothing. Conformity is the expression of being similar to others. Most people feel a strong need to fit in with other members of their group and this is easily expressed through clothing. For example some group of students use certain style of dressing (clothes, reckless, ear or nose ring) for identification.

The relevance of Maslow theory to this research is that people wear cloth to feel belonged or gain acceptance in their circle of friends. Most often, many university female undergraduates love to conform to the clothing patterns of their peers and this brings about a sense of belonging among them. Conversely, there may be a feeling of being „left out‟ when not in conformity.

### Conceptual Framework

Clothing is both an important part of material possession and pattern of behavior that constitute one‟s life style. It is used for the satisfaction of human needs and desire. Clothing includes a wide range of materials that man wear or apply to the body (Encyclopedia Americana, 2015).

Clothing practice according to Priest and Pullen (1996) is a mode or manner of dressing of people. It could also mean clothing habit of different people which include choice of clothes, sewing pattern, care and maintenance of clothes. Johnson and Foster (1990) agree that an individual‟s clothing selections tell others whether the wearer is conservative or daring, outgoing or reserved, casual or organized, a leader or follower, confident or unsure. Supporting the above assertion, Behling and William (1991) opined that clothing communicates an individual‟s interest, value, attitude, habit, temperaments, trustworthiness and integrity; all of which make up an individual‟s personality.

Vanderhoff (1988) stated that clothing is a nonverbal communication which uses it symbol to form vocabularies by which wearers tell observers who they are and these observers forms impressions of the wearers based on their clothing. This is to say that clothing presents visible cue to all the characteristics of the wearer. The expression of personality through the medium of dress comes about through the development of an individual style; a style that become the symbol of the person and gives the dominant external „tone‟. The style may not reveal all of one‟s traits and in fact may even camouflage some. Yet a distinctive style gives a summarizing effect to an individual‟s personality. Thus the expression that if clothe does not make a man it certainly make statement about him is apt.

The history of clothing dates back to the time of Adam and Eve, when they disobeyed God in the garden of Eden as stated in Holy Bible (Genesis 3:7) It is recorded that they did sew fig leaves together and made themselves aprons on realizing that they were naked. Genesis 3:21 further explain that unto Adam and to his wife did the Lord God made coat of skin and clothed them. From the foregoing, it is an established fact that clothing is as old as the creation of mankind.

According to Weber (1990) people started to make clothing from natural resources around them thousands of years ago. Weber pointed out that animal skins and hair, grasses and tree bark were some of the materials used for clothing. When man noticed that grasses soon dried up, he began to realize that the skin of animals he slaughtered for meat will serve a better purpose. During the stone-age, the skin of animal served as clothing until the new age when man stumbled on agriculture which led to the discovery of cotton, linen, silk, wool which were later improved upon be weaving. Weber (1990) stated that though very little is known about the development of weaving, ancient Egyptian wall paintings illustrate weaving techniques as far as 5000B.C. Other civilization in the middle-east, Pakistan and central Europe probably learnt how to weave fibre into fabric as 2500B.C. With the advent of weaving, the advantage of flax lemp and cotton which could be woven into fabric and light material were discovered.

Until the 18th century, everything that had to do with making clothes was done by hand (Weber 1990). As a result of this, clothes took hours of labour to construct and were highly valued and expensive. In 1760 James Watt a Scottish inventor developed the steam engine and everything changed, thereby enabling a few people to operate the machine that could make many yards of fabrics. There were more fabrics that could be used to make more clothes for a greater

number of people. With the advancement of technology and high demand for clothing, supplements in the form of man-made fabrics have filled up market across the globe.

Clothing as an aspect of physical appearance has a social significant with different rules and expectations being valid depending on circumstance and occasion. There are different reasons for individual‟s clothing choices these include for protection, adornment, among others.

### Protection

Clothes offer both physical and psychological protection. Some of the physical protection derived from using clothing include protection from harsh weather, rain, cold, snow, insect bites and stings, hazard from an individual job e.g. over all worn by technicians and laboratory workers. (Nchekwube 2009). Other forms of protection are from attack and loss (Priest and Pullen, 1996). Many pre-historical people worn cord tied around their waist to hold their tools. Nowadays people use pocket in much the way to offer protection to money and some other valuables. The use of bullet proof jacket offers protection from gun shorts.

Psychologically, clothes also offer protection to the wearer. This happens, when people believe that items of clothing have special or magical effect. For instance in certain cultures, special necklace or pieces of jewelery or clothes are worn with the belief that such can ward off evil, heal or bring good luck to the wearers. It is common to see religious sects use small metals believed to help protect them. Edegbai and Akinboyede (2005) in Nchekwube (2009) added that clothing can be worn to protect one‟s emotion and age. For example, an individual may put on his own type of design in order to feel independent and different from others.

### Identity

Another function of clothing is that it identifies and distinguishes people in many ways. Certain type of clothing, colours and accessories have become representative of certain group‟s activities and occupation. Clothing is also used to identify the economic, social and prestige level of a society. Occupationally, clothing is also used to identify various organizations. For instance nurses, police officers, military officers, judges, pilot, fire fighters and priests are easily distinguished from the people they serve by the uniform they wear.

Generally, clothing is also used for the basis of sex identification. In many culture male differs greatly from female by reason of what they wear. Marshall et al (2000) stated that dress is used to identify gender in most societies.

### Adornment

Adornment is simply the act of decorating the body. Body adornment take many forms, some are temporal while some are permanent. These include painting, tattooing, scarification, piercing, body deformation among others. The desire for body adornment is common to all culture whether it is in form of clothing or decoration applied directly on the body. People decorate themselves with clothes, jewelry, and cosmetic in hope of improving their looks and attracting favorable attention.

The need to make oneself attractive with clothes and body adornment has been on the increase over the years. This is evident in the different colours and textures of cloths, jewelry, cosmetics and other accessories that are used by many people particularly the female students in higher institutions.

**2.24 Social Status**

In many societies including Nigeria, people of high ranks reserve special items of clothing, accessories or decorations for themselves as symbols of their social status. For instance, only kings, queens, princes and princesses have the exclusive right to appear in royal regales. According to Ahuwan, (2006) during the first republic President Shehu Shagari revolutionized his mode of dress by his embroidered Babanriga and long Kube cap known as Shagari style. The former president Chief Olusegun Obasanjo was often seen putting on Nigerian made tie –dye and batik fabrics. In the same vein, British Broadcasting Corporation (BBC) in focus in Africa (2004) reported that President Nelson Mandela of South Africa also revolutionized in the parliament by having special designed shirt known as “Madiba Shirt” This shirt is worn without tucking it into trousers. It is popular and has worldwide acceptance. These were African leaders who indirectly communicated good dress sense.

### History of Dress Code

The use of dress code in Nigerian schools can be traced back to the 1960s. The use of uniform started in the primary and secondary school system. The purpose of this as stated by Suleiman (2004) in Ahuwan (2006) is to have a sense of belonging in a peer group and to avoid social class syndrome in which everybody is treated equal. It is the belief of the researcher that the use of uniform in schools has a positive effect. Boyo (2005) asserts that dress code in Nigeria is not new, stating that religious groups, government workers, bankers, nursery, primary and secondary school students, marriage and burial ceremony all have dress codes.

### Reasons for Dress Code Implementation

Research has shown that there are distractions and disruptions of effective teaching and learning in Nigeria universities due to the manner many students dress (Ifedili and Ifedili 2013)

Some of the reasons why dress code was introduced in many higher institutions particularly the universities are as follows.

* To promote discipline and civility in adornment among students and teachers.
* To support and promote healthy teaching and learning environment.
* To enhance the freedom of adornment by students that does not infringe on the right of others.
* To sustain concentration and focus in the school setting.
* To inculcate self worth, self respect, self esteem in adornment that clearly separate sane from insane persons.
* To inculcate the appreciation of Nigerian dress and adornment.
* To promote a minimum level of compliance for healthy social living.
* To promote the domestication of imported or culturally diffused fashion styles that is fitting enough to enrich the existing Nigerian clothing and adornment.

### Approved Dress Code

The approved decent forms of dressing among female students in Ahmadu Bello University include the under listed types of clothing.

Traditional - 2wrappers and blouse (Zanisariga)

Bou.bou, Iro/buba, skirt and blouse

Western - Corporate wears/complete suit

Classic jeans, skirts and trousers/shirt or blouses Dresses or gowns (fitted) with jackets

Sports - Tract suits, tennis wear, T- shirts/short Swimming suits/bikini

### Unapproved Dress Code

The features of dress code involve mainly what the male and female students are not allowed to wear. Clothing styles which are prohibited by universities as contained in the dress code are as follows;

1. Short and skimpy dresses that exposes sensitive parts part of the body.
2. Tights, shorts and skirts that are above the knees (except for Sport purposes).
3. Transparent and see- through dresses.
4. Tight-fitting garments that reveal the contour of the body.
5. Dresses that make it impossible to wear laboratory coat during practical or participate actively in class.
6. Long and tight skirts which are opened in the front, back or at the sides which reveal sensitive parts as the wearer moves on.
7. Wearing of trousers that stop between knee and ankle.
8. Wearing of T-shirts with obscene captions.
9. Shirts without buttons that leaves the wearer bare chested.
10. Wearing of coloured eye glasses not on medical grounds in the classrooms.
11. Wearing of earrings by male students.
12. Wearing of bathroom slippers to classroom (not on medical grounds).
13. Use of heavy make-ups.
14. Excessive use of jewelry.
15. Wearing of earrings and necklaces by male students.
16. Perming and weaving of hair by male students.

### Influence of Female undergraduates’ Moral Standards on Dress Code Implementation.

The term morality is referred to as ethics which symbolized general study of what constitute right or wrong conduct of behavior. Morality is described as ethics, upright conduct or attitude judged from the moral standard. Morality therefore can be considered as characters. These characters are called morals. Morals are principles or standards of human conducts.

Morality is an aspect of social life that is essentially the work of an individual in concomitant with the code of conduct established.

In many organizations, there is always an established rules expected to be adhered to by members to ensure the progress of such organizations. On the other hand, there are penalties for defaulters. This laid down rules are use to check some excesses from members. In the same view the introduction of dress code in north-west zone universities is basically meant to promote discipline and decency in dressing.

Njoku (2004) in Olubadewo, Onwuka and Ajaegbo ( (2011) asserted that the intrusion of foreign tradition which contradicts indigenous culture is a major threat to moral development. Njoku stated that in tertiary institutions today, students manifest different behaviours. These behaviours greatly fall short of expectation of them by the society. Some of the behaviors displayed by students of higher institution include indecent dressing, cult activities, examination malpractices, plagiarism, robbery, political thuggery, kidnapping, truancy among others. Njoku opined that no matter the intellectual skill of an individual, without moral consciousness, the individual stands a treat to the society. Sound moral virtues are therefore needed for the progress of any nation.

Every culture according to Omede (2011) has its dressing code that may vary from culture to culture. Despite this, one thing is common to all and that is the fact that every culture has acceptable dress code. Anyone that deviates from the one acceptable to the community especially as it affects the set moral standard or judgment is termed indecent. The term decency and indecency have so much to do with the morality of the individual person and as judged by others. A dress is termed indecent if it has provocative or stimulating influence on almost all that view it on the user.

The origin of indecent dressing as stated by Adebanjo (2010) is traced to the era of oil boom, when the overriding gap between the rich and poor necessitated the search for greener pastures outside the shores of Nigeria. It is believed that our cultural values and ethics began to dwindle with the influx of many Nigerian abroad for better life. Some believe that the exposure of western culture, through the media has been responsible for the way many Nigerians dress. Adebanjo asserts that it will be an uphill struggle to combat indecent dressing in Nigeria where 40% of the country‟s population is under the age of eighteen (18). These are the age groups that are readily influenced by the latest fashion shows on television. The need to restore morality to Nigerians universities led to the imposition of a mode of dressing or the banning of indecent dressing among female students by some higher institutions of learning.

A visit to some campuses show how scantly and provocatively dressed some of the students could be. Majority of the students in their effort to follow the latest fashion trend, dress in tight–fitting trousers or short skirts and tops which show off parts of their navels and upper bodies.

There is need for the nation to go into aggressive enlightenment campaigns in order to sensitize people on the inherent danger in copying foreign fashions and designs which are

detrimental to the nation‟s cultural identity. Reports shows that may campus girls copy and wear such indecent, reckless, seductive, scandalous and sexually provocative clothes meant for commercial sex workers. Irabor (2002), and Offor (2002) all frowned at the indecent dressing of young girls in Nigerian tertiary institutions. Irabor and Offor maintain that the question of immodest dressing is an issue that should give every rational Nigerian a great concern. Similarly, Orakwe (2002) opined that the quest for immodest dressing among female undergraduates clearly suggests sexual manipulation, domination and exploitation by these young women who see their targets as men and possibly their fellow women.

Ozougwu and Anyakoha (2005) believe that indecent dressing can induced sexual urge and sex scandal; a contributory factor to the spread of Hiv-Aids scourge and other sexually transmitted infections in the society. Ozougwu and Anyakoha are of the view that female undergraduates‟ clothing should be models to the less informed young girls in the society. Their mode of dressing is to communication such favourable intents as self-respect, sense of responsibility, sound moral values and respect for the dignity in womanhood. On the contrary, indecent dressing can send such messages as indecency, sexual manipulation, attention seeking, lack of discipline, self respect, sense of responsibility as well as lack of respect for dignity of womanhood. These clothing messages could expose students to such problem such as sexual harassments, health problems, cultism, rivalry among others. According to Bimbo (1997) in Ozougwu and Anyakoha (2005) wearing of indecent dressing, sexually seductive and scandalous clothing attracts public assault, verbal rebuke, disrespect and mockery.

Omede, (2011 ) stated that indecent dressing has come to characterize the dress pattern of many students on the campuses of higher learning in Nigeria. There is hardly any higher institution of learning in this country that is not face with this nauseating problem. Indecent

dressing could lead to sexual harassment, ritual killing, tendency of stealing, lying, Hiv/Aids as well as sin against God and humanity.

### Sexual harassment

Ladies who dress indecently could be prone to sexual harassment or rape. Omede (2011) maintained that the provocative dressing by ladies suggest that such ladies need attention, and that they are irresponsible. In addition offor (2002) believes that wearing or indecent dressing may lead to humiliation, sexual harassment, rape chronic diseases and death.

### Campus prostitution

Skimpy, transparent dresses are generally known to be the dress pattern of prostitutes. Most campus ladies that dress this way engage in prostitution to be able to sustain these forms of dresses. This in the long run can lead to unwanted pregnancies, Hiv/Aids infection. This may contribute to moral decadence in the society Adelena (2002) in Ozougwu and Anyakoha (2005) and hinder excellent academic performance in schools (John and Foster 1990)

### Ritual Killing

This is another consequence of indecent dressing that the female folk are prone to. Due to their mode of dress, they may be invited for a supposed sex only to be murdered at the end of the day by ritual killers. In recent time, there are rampant cases of kidnapping ,assassination, cultism, ritual killing as a result of moral decadence in the society.

### Lying

The background of some of these students may not allow for prostitution or stealing.

.However, in order to keep afloat with what is in vogue these students may result to lying in

order to obtain money from their unsuspecting parents This negative trend is an indication of poor parental upbringing, low level of cultural and religious value and practices. I

### The Effects of Decent Dressing on Female Undergraduate

The use of clothing is a significant force in the enhancement of self and when used positively can contribute to feeling of self-acceptance and self-esteem (Esiowu and Igbo, 2008). Ozougwu and Anyakoha (2005), are of the opinion that female undergraduates clothing should be models to less informed young girls in the society,. The female undergraduates‟ mode of dressing should communicate such favourable intents as self respect, sense of responsibility, sound moral value and respect for the dignity of womanhood.

By and large, the researcher believes that dressing appropriately will help the female undergraduates to be successful, confident and improve their interpersonal relationship with fellow students and the school authorities. This in the long run may culminate to achieving high moral standard which may translate to high academic performance.

### The Effects of Indecent Dressing on Female Undergraduates

A cloth is said to be indecent when it sends such messages as attention seeking, sexual manipulation, exposure of sensitive parts of the body. These clothing messages could expose female students to such problems like sexual harassment, health problem, Sti/Aids and cultism.

According to Bimbo (1997) in Ozougwu and Anyakoha (2005) wearing of indecent dressing, sexually seductive and scandalous clothing can attract public assault, verbal rebuke, disrespect and mockery. In addition, Omede (2011) believes that indecent dressing can lead to such vices as tendency of stealing, lying and may make a person to become a victim of ritual killing.

### Review of Related Empirical Studies

In the course of this work, the researcher reviewed journals, projects, research related reports and dissertations and came up with the following related studies on the topic.

In a research conducted by Ozougwu and Anyakoha (2005) titled „Clothing Communication Problem of the Female Undergraduates of Selected Nigerian Universities revealed the clothing communication problems of female undergraduates in selected universities in south- eastern zone of the country. The objective of the study were to:

1. to investigate the clothing communication problems of the female undergraduates of selected Nigeria universities.
2. to determine desirable clothing norms for the female undergraduates.

Descriptive survey design was used for the study. The population of the study was made up of all the female undergraduates and their beholders in ten Universities in the South-eastern zone of Nigeria. Sample for the study comprised of two hundred and fifty (250) female undergraduates and two hundred (200) female beholders selected from five faculties from each of the five universities through systematic and stratified random sampling respectively. The data collected were analyzed using mean. Any option with score equal to or greater than 3.05 was accepted and option with score less than 3.05 was considered a non factor. The result from the above research revealed that the female undergraduates are likely to encounter quite a number of clothing related problems ranging from sexual harassment, rape, public assault, humiliation, mockery, verbal rebuke, health problems and possibly death.

The similarity between Ozougwu and Anyakoha study and the current research is that both focused on the dressing of female students in Nigerian Universities. The difference in these two researches however, is that while the past research looked into the clothing communication

problem among female undergraduates in the South-east, this research work investigated the influence of female university undergraduates‟ moral standard on dress code implementation in North-west Nigeria.

Ozongwu and Anyakoha dwelt on the problems students encounter by dressing indecently. This study however will cover the gap left by focusing on the influence dress code implementation has on female students in respect to their moral standard . In reviewing the former study, it was observed that students‟ particularly female undergraduates can encounter some problems as a result of dressing indecently. This is very relevant to this study as neglect in the dress code policy can expose female undergraduates to such problems like sexual harassment and rape. The study revealed that the clothing styles of students studied were perceived by beholders to be indecent and shows lack of discipline and self control on the part of the wearer. In line with this, this current study opined that dress code policy by Universities in North-West, Nigeria has reduced the menace of indecent dressing among female undergraduates. By and large this has helped to promote discipline and self control among students.

Ozougwu and Anyakoha, (2005) carried out another research on “Beholders Perception of Female Undergraduates Clothing in Selected Nigerian Universities”. The study was conducted using survey research with the following objectives:

* 1. to ascertain the types of clothes worn by the female students.
	2. to examine the messages communicated to beholders by clothes worn by female students.

The population for the study comprised all the female undergraduates‟ beholders who were basically lecturers and male undergraduates. Stratified random sampling was used to select the universities, faculties and the subjects used for the study. Structured questionnaire was the

instrument for data collection while the data were analyzed using mean, t-test statistics. The hypothesis was tested at 0.05 of significant. Their finding revealed that female undergraduates wear different clothing items ranging from very tight clothes, short skirts and gowns, body revealing and clinging clothes. These clothing styles as perceived by beholders are indecent, sexually seductive, attention seeking and show lack of discipline and self control. The finding of this research is relevant to this study as it concerns the clothing styles of female students

.Ozougwu and Anyakoha‟s study clearly show that youths in many Nigeria Universities make use of indecent clothes. This was one of the reasons for implementing dress code in order to tackle this menace. This study also fills the gap in finding out the level of compliance with dress code policy.

Boyo (2005) carried a study on the Opinion of Parents in Port-Harcourt on Dress Code and its Effects on Family Survival. In the research, Boyo examined the opinion of parents of students in tertiary institutions on the dress code prescribed by some universities in the country and how it affects the family.

The following are the objectives of Boyo‟s study:

1. To investigate the opinion of parents in Port-Harcourt on dress code and its effects on family survival.
2. To ascertain the opinion of parents of student6s in tertiary institutions on the dress code prescribed by some universities.
3. To examine the effects of dress code implementation on family survival.

Population for the study comprised three hundred (300) parents who were lecturers from three higher institutions in River state and whose wards were in high institutions. A survey design was employed and questionnaire was the instrument used. Data were analyzed using

mean statistics and percentages. The findings of the study revealed that the parents were in support of the dress code prescribed by the universities. They are of the opinion that the implementation will promote community values, maintain discipline, discourage peer pressure from extravagant clothing, increases campus safety and security, ensure modest dressing and minimize the cost on parents. The parents however felt that the sanctions meted out to defaulters are not commensurate with the offence.

Boyo‟s study like the current research addressed the issues relating to the implementation of dress code by different higher institutions and its effects on the female students. However, the difference in both research exist. While the past research had lecturers as the population of the study, this study used female undergraduates.

Boyo‟s study is very relevant to this study as it examined the benefits of dress code implementation in the universities. This is basically one of the areas of focus in this research work. In addition, this study is able to establish the fact that female undergraduate moral standard has significant influence on dress code implementation.

The Image of Teacher Clothing Styles on Teacher Behaviour as Perceived by Students; a case study of four secondary schools in Ilorin, Kwara state is a study conducted by Kolade (2007). The study has these objectives:

1. to assess the influence of teachers‟ clothing styles on students‟ perception of teachers‟, characteristics.
2. to examine the perceived characteristics of teacher as communicated through clothing to their students.

The study used survey research to investigate the influence of teachers‟ clothing style on students‟ perception of teachers‟ characteristics. The population of the study comprised one

hundred and fifty senior secondary students in five selected secondary school in Ilorin metropolis. Stratified random sampling was used to select the schools and the students. Five point liker scales were used by students to rate teachers‟ characteristics which includes approachable, sympathetic towards students‟ problems, knowledgeable, friendly, organized, fun, commanding respect, flexible, disciplinarian among others. Mean scores on each of the characteristics were computed for each set of dress of male and female teachers and the level of significant for the difference means were derived. The result of the finding of the study suggested that the teacher in jeans was judged as fun, flexible, friendly, approachable, not very knowledgeable, commanding limited respect and not possessing the image of a teacher. The teacher in suit was seen as not having fun, unapproachable, an authority who assigns homework, organized and possessing the image of a teacher.

The similarity between Kolade‟s research and this research is on the research design. The subjects (students) are also similar though at different level. The difference however in the two studies is that while the former found out how students in Ilorin metropolis perceive teachers‟ behaviours through their clothing styles, the later investigated the influence of female undergraduates‟ moral standard on dress code implementation in the North-west zone Universities of the country.

Kolade‟s study revealed that individuals‟ behaviors are judged by their clothing selections. In essence, this shows that a person‟s personality and character is reflected in what he wears. The researcher is of the view that if students are equipped with clothing education, particularly on effect of clothing on personality, the incidence of indecent dressing among students particularly female students will reduce drastically.

Similarly, Esiowu and Igbo (2008) study examined Clothing for Self-expression by Female Undergraduates in Universities in the South-Eastern states of Nigeria. The objectives of this study are:

1. to investigate clothing for self-expression by female undergraduates in universities in South-Eastern Nigeria.
2. to determine the motives underlying the selection of the type of clothing worn by female undergraduates.
3. to determine possible traits female undergraduates in south-east universities desire to display through their clothing.

The population of the study was made up of all the female undergraduates in the state and federal universities in the south-eastern zone of the country. Systematic sampling technique was used to sample five universities. Proportionate random sampling was further used to select the female undergraduates. Questionnaire was employed for data collection. The data were analyzed using mean and t-test at 0.05 level of significant. The findings of the study showed that female undergraduates communicate wrong motives, traits, values and behaviours through their clothes. Esiowu and Igbo study is related to the current research in that both centered on the dressing of female students in Nigerian Universities. However, the difference in both studies is that while Esiowu and Igbo focused on how female undergraduates in South–East universities express themselves in their clothing styles, this study dwelt on the influence of female undergraduates‟ moral standard on dress code implementation in North-West Nigeria. Both researches agree on the fact that many female students in many Nigerian universities appear in clothing styles that are not morally right, hence the introduction of dress code policy.

Okeh (2009) conducted a research titled „Dressing code and sexual characteristics of younger population in South Eastern Nigeria. Okeh looked into the contemporary dressing code and sexual characteristics of younger population‟s. The objectives of this study is to:

1. find out the relationship between younger populations‟ dressing code and their sexual characteristics,
2. examine the factors that influenced young population‟s clothing habits.

A total of 520 students were randomly selected from available higher institutions in the south eastern Nigeria. Questionnaire was used to collect data which was analyzed by t-test statistics inference at 0.05 level of significance. The result revealed that there was no significant difference in the factors influencing younger populations‟ dressing habits. The study showed that there is relationship between dressing code of youths and their sexual characteristics.

The findings of Okeh is in line with the findings of this research. This is because this research established the fact that indecent dressing among female students can influence their sexual morality which may be extension lead to promiscuity among students sexual harassment, rape spread of Hiv/Aids among others.

Nchekwube (2009) carried out a research titled “Clothing Selection Practices of Aging Women in Enugu state. Survey research design was adopted for the study. The population of the study comprised all the aging women in Enugu state. The objectives of Nchekwube‟s study includes:

1. to investigate clothing selection practices of aging women in Enugu state.
2. to ascertain the clothing items that are utilized by aging women in Enugu State.
3. to find out problems encountered by clothing selection of aging women in Enugu State.

However sample size of three hundred (300) aging women was used. A structured questionnaire was used for data collection while the data analysis was done using percentages, mean and standard deviation. The study revealed that aging women in Enugu state possess many clothing items which they utilize and many of which they do not utilizes. The research also showed that aging women in Enugu state encounter a lot of problem in selecting their clothing such as poor body shape, ignorance of the right clothing to camouflage various body defects, lack of adequate finance to purchase the right clothing, poor knowledge of clothing and textile, cultural influence and poor health condition. Based on the findings it was recommended that Home Economics Extension Agents should organize awareness programmes to educate the aging women on the body changes that accompany aging and the clothing styles that will help to conceal various body defects. In addition, clothing manufacture and fashion designers are to be exposed to clothing needs of aging women through organized workshop, seminars and conferences by Home Economics Extension Agents.

Nchekwube study and this study are related in a number of ways, particularly in the research design, the concept of clothing and clothing selection. While the focus of the Nchekwube‟s research was on the clothing selection practices of aging women in Enugu state, this study viewed the influence female undergraduates moral standard on dress code implementation in North-west universities in Nigeria. Both researches support that fact the cloth is an integral part of human being whether young or old.

This study is in support of Nchekwube‟s assertion that poor knowledge of clothing and textile may be one of the reasons why people do not dress appropriately. This study is of the

view that poor or inadequate clothing education may be the reason behind indecent dressing among students. Generally youths in their bid to conform with the clothing style of their peers tend to pay less attention on what is suitable for their figure types.

Ifedili and Ifedili, (2013) in a research titled „The Implementation and Management of Students‟ Dress Code in Nigeria Universities”. The objectives of the study are:

1. to examine the effect of indecent dressing among Nigerian universities
2. to ascertain whether dress code implementation can promote effective teaching and learning in Nigeria universities.
3. to examine the readiness of government universities in implementing dress code.

Population of the study was twenty seven (27) Federal Nigerian Universities. Sample of four (4) federal universities were used (14.8%) A stratified random sampling method was used to select 100 male and 100 female students and 20 male and 20 female academic and non-academic staff. Test- re-test method was used to ascertain the reliability of the instrument. A Z-test and common percentage were the statistics used to analyze the data. The major finding revealed that there was high rate of indecent dressing among students in Nigerian Universities. The study recommended that university management should create public awareness on the importance of dress code and also have a dress code which should be properly managed for the success of the universities.

Ifedili and Ifedili study has some common ground with the present research. The research viewed dress code implementation in Nigerian universities, employed the use of survey design and used questionnaires are as tools for gathering data. This is also applicable to the current study. The different in the two studies exists. The former study made use of AZ-test and common

percentage to statically analysis the data, the current research employed the use of regression analysis for its analysis. The scope of the former research was wider as their study focused on Nigerian universities, while the present research was on North-West universities.

Anigbogu (2007) in a research investigated on; Dress Code Policies in the Nigerian Universities and their Gender Responsiveness. The objectives of the study are to;

* 1. evaluate the success of dress code policy
	2. examine the perception or different age groups and gender groups with respect to dress code in the university.
	3. identify the relationship between people‟s dressing and their performance in the place of work or study.

Survey method was used for the study with a target population of of 130 students. Frequency analysis was carried out in the use of tables and diagrams. Ranking methods was used to analysis factors that determine dress code, perceptions, policies and their implementation. Findings revealed that significant numbers of respondents perceive dress code discussions as discriminative against female gender, significant proportion of respondent did not believe that introduction of dress code would eliminate sexual harassment on campuses in Nigerian universities. Anigbogu recommended that there is need for gender sensitivity when considering dress code policies.

Similarity exists between Anigbogu‟s study and the present study. Both researches were centred on dress code policies in Nigerian universities. The research design used for both studies were survey research designed the tool for data collections were questionnaire.

Frequency analysis was carried out using tables and diagrams. Ranking method was used to analyse factors that determine dress code perceptions, policies and their implementation.

The contrast to the present study however is that, the former study focused on gender responsive of dress code policy while the present research was centred on the influence of female undergraduates moral standard on dress code implementation. The present study specifically identified the influence of female undergraduates age, marital status, moral value and sexual morality on dress code implementation in North-West universities of Nigeria. This is the gap filled

Obeta and Uwah (2015) investigated the determinants of dressing pattern of female undergraduates students in tertiary institution in Abia State. The study has the following objectives

1. to determine the factors influencing the dressing pattern of female students in tertiary institution, in Abia State.
2. to examine the effect of indecent dressing pattern on female students.
3. to examine ways of inculcating proper dress sense on the students and society.

Finding from the study revealed that female students dressing patterns are greatly influenced by limitation of Western dress styles, peer/social group pressure, mass media, imitation of film actresses and fashion in vogue. The study also revealed that decay in human standard, spread of disease among others are the effect of indecent dressing pattern accepted by society, Obeta and Uwah recommended that parents, churches, school authorities, lecturers, media houses should join force to curb indecent dressing in institutions of higher learning.

Obeta and Uwah study has similarity with the present research. This is because both studies focused on the dressing of female undergraduates. The research design used were both descriptive survey design. Questionnaire were the tools used for data collection for the studies.

The variation between the studies are however in the location of the studies. The former was done in tertiary institutions in Abia State while the current research is in North-West Nigeria. This may afford the researchers (Obeta and Uwah) the opportunity to reach out totheir respondents with much ease than the current research that covered two states in North-West Nigeria.

Ejila (2014) conducted a study on „Clothing Motivation and Behaviour of Female Undergraduates in Universities in Benue state. The objectives of Ejila‟s study include

1. to examine the motivating factors underlying the selection and wearing of clothing by female undergraduate in universities in Benue state.
2. to examine the types of clothing items selected and worn by female undergraduates in universities in Benue state.
3. to examine the problem encountered by female undergraduates in the clothing selection of female undergraduates, in universities in Benue state.

Survey design was used for the study. Five objectives, research question and null hypotheses were formulated for the study. The population of study consists of 6619 with a sample size of 609. Mean was used to analyze the data generated from the research questions while ANOVA was used to test the null hypothesis at 0.05 level of significant. The finding from the research revealed that guidelines such as comfort, confidence, appropriateness, body type among others are to be considered in selecting clothing.

Ejila‟s research share a lot of similarities with the present study particularly in the area of research design, use of questionnaire as an instrument for data collection and subject which are female undergraduates in universities. The difference in the two studies lies in the statistical tool used in analyzing the hypothesis postulated. While Ejila study adopted ANOVA, the present study made use of regression analysis to analyse the null hypothesis. The former research focused on the university female undergraduates in Benue State, the current study researched on female undergraduates in universities in North-West Nigeria. The present study has a wider scope of study compared to the former study which only focused on Benue state.

### 2.12 Summary of Related Literature

This chapter reviewed related literatures to this study. The related literature indicated that clothing is both a material possession and a pattern of human behaviour. Clothing is send to communicate an individual‟s attitude, habit, integrity among others. Other reviewed literatures considered such areas like reasons for dress code implementation which basically is to promote discipline, self respect and promote healthy teaching and learning atmosphere. The effects of decent and indecent dressing where equally looked into.

Reports show that many campus girls wear seductive, scandalous and sexually provocative clothing meant for commercial sex worker. Ozougwu and Anyakoha (2005) are of the opinion that indecent dressing can induce sexual urge and sex scandal.

Similarly, empirical studies related to the study were also reviewed and compared with this research work. Many of the empirical studies considered the dressing pattern of the female gender particularly female university undergraduates. Many of these reviewed empirical studies

agreed that there is high level of indecent dressing among female students in many Nigerian tertiary institutions.

The researcher observed that many of the empirical studies were more general than specific. To the best of the researchers knowledge there is no evidence that any research has been carried out to assess the influence moral value, sexual morality, age and marital status have on dress code implementation by universities in North-West Nigeria. This is the gap filled in this study.

## CHAPTER THREE

* 1. **RESEARCH METHODOLOGY**

This research is designed to find out the influence of female university undergraduates‟ moral standard on dress code implementation in North-West Nigeria. This chapter discussed the methodology used in this research work under the following sub-heading:

* 1. Research Design
	2. Population of the Study
	3. Sample Size and Sampling Procedure
	4. Instrument for Data Collection
		1. Validation of Instrument
		2. Pilot study
		3. Reliability of Instrument
	5. Procedure for Data Collection
	6. Procedure for Data Analysis

### Research Design

Survey method was used for this study. The design is considered appropriate because it provides an appropriate modality for obtaining information from a sample size. According to Nworgu (2006) survey research is a way in which a group of people or item is studied by collecting and analyzing data from only a few people or item considered to be representative of the entire group. In line with this, Olayiwola, (2007) noted that survey design is an effective way of gathering data from different sources within short time at a relatively cheaper cost.

### Population of the Study

The population of this study comprise of all female undergraduates (excluding first year students) from Ahmadu Bello University, Zaria and Bayero University, Kano. The total population of female undergraduates from these institutions is seventeen thousand one hundred and sixteen (17,116)

The breakdown of the population for the study is given in table 3.1.

|  |  |  |
| --- | --- | --- |
| **Table 3.1** | **Population of Study** |  |
| **S/N** | **Name of Institutions** | **Total Population** |
| 1 | Ahmadu Bello University, Zaria | 9,277 |
| 2 | Bayero University, Kano | 7839 |
|  | **Total 17,116** |  |

**Source**: From the record offices of these universities

### Sample size and sampling procedure

The researcher purposively selected two universities in North-west Nigeria. This is hinged on the fact that they are typical and considered appropriate for the study having existed for over four decades Ofo (2005) opined that purposive sampling is a method that allows the research to hand pick the sample because they are typical to the study and satisfy the researchers need.

A sample size of three Hundred and Seventy Five (375) female undergraduates was drawn from a population of seventeen thousand one hundred and sixteen (17,116). This is the recommended sample size for a population below twenty thousand (20,000) according to Kerjcie and Morgan (1970) see appendix IV.

Proportionate sampling technique was further used to select respondents from the two universities under study

This is interpreted as thus:

Population of Institution x Sample size Total population

ABU = 9,277 x 375

17,116 = 203

BUK = 7839 x 375

17,116 = 172

**Table 3.2Sample Size of the Study**

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Name of Institutions** | **Total Population** | **Sample Size** |
| 1 | Ahmadu Bello University, Zaria | 9,277 | 203 |
| 2 | Bayero University, Kano | 7839 | 172 |
|  | **Total** | **17,116** | **375** |

**Source: Field Survey (2016)**

### Instrument for Data Collection

The instrument that was used for collecting the data for this research was structured questionnaire which was developed by the researcher in line with the objectives, research questions and hypotheses of this study. The questionnaire was drafted in two sections.

Section „A‟ provided demographic information which requested the bio data of the respondents such as name of school, age and marital status .Section „B‟ consists of general questions in line with the stated objectives. Close ended questions were used in part A while part

|  |  |  |
| --- | --- | --- |
| B was designed and structuredstrongly disagreed e.g. | on four | rating scale of strongly agreed, agreed, disagreed, |
| **SA** = Strongly Agreed | - | 4 |
| **A** = Agreed | - | 3 |
| **D**= Disagreed | - | 2 |
| **SD** = Strongly Disagreed | - | 1 |
| **3.4.1 Validity of the Instrument** |  |  |

The questionnaire which was drafted by the researcher was validated by three individual among whom are senior lecturers from Ahmadu Bello University in the field of Home Economics and a Statistical analyst in line with the objectives of the study. The validation of the instrument was done to ensure that the instrument measured effectively and accurately what is intended to measure. The modify version of the questionnaire was administered during pilot study.

### Pilot Testing

The purpose of conducting a pilot study was to determine the reliability of the designed questionnaire. The essence of this was to assess the ease with which the respondents will respond to the questionnaire and ascertain the fulfillment of the objectives of the study. The researcher conducted the pilot study at the University of Abuja, the choice of University of Abuja was due to the fact that it has similar characteristics with the population of the current research. A total number of twenty [20] female undergraduates were used in responding to the questionnaire appropriately through the guidance of the researcher.

The answered questionnaire were collected and subjected to appropriate statistical analysis this is done in order to determine the reliability of the instrument.

### Reliability of Instrument

The data thus collected from the pilot study were statistically analyzed for purpose of reliability co-efficient using Cronbach alpha. Consequently, reliability co-efficient of alpha level of .817 and standard alpha level of 0.888 were obtained. This reliability co-efficiency was considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel and Stevens (1999) is considered reliable if it lies between o and 1. The closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms that the reliability of the data collection instrument used was fit for the main work.

### Procedure for Data Collection

The researcher obtained a letter of introduction from the Head of Department of Vocational and Technical Education Ahmadu Bello University Zaria to the selected institutions used for the study.

The researcher with the help of two research assistances distributed the questionnaire to respondents in their respective schools. The respondents through the guidance of the researcher and research assistances responded to the questionnaires within a day.

The respondents were required to complete and supply the needed information by ticking the options as it relates to their bio-data and statements made in line with research questions. The completed questionnaires were then collected for analysis.

### Procedure for Data Analysis

The personal data of the respondents were organized using frequencies and percentages. The four research questions analyzed using weighted mean. In the course of answering research questions, strongly agree and agree were classified as agree while disagree and strongly disagree were classified as disagree. A decision mean of 2.5 and above was considered for as an index for agree while a decision mean of less than 2.5 was considered as disagree. Regression analysis was employed to test all the null hypotheses 1-4. All the null hypotheses were tested at 0.05 level of significance

## CHAPTER FOUR PRESENTATION AND ANALYSIS OF DATA

This chapter presented and analyzed the data collected. The chapter was discussed under the following sub-headings: -

* 1. Analysis of Bio-data of the respondents
	2. Answer to Research Questions
	3. Test of Null Hypotheses
	4. Summary of Major Findings
	5. Discussion of Major Findings

### Analysis of Bio-Data of respondents

The analysis of bio-data of respondents are shown in the following tables.

### Table 4.1: Distribution of Respondents by Their Age.

|  |  |  |
| --- | --- | --- |
| **Age** | **Frequency** | **Percentage** |
| 16-20 | 105 | 28.8 |
| 21-25 | 186 | 51.1 |
| 26-30 | 56 | 15.4 |
| 31 and above | 17 | 4.7 |
| **Total** | **364** | **100** |

**Source**: Field Survey (2016)

Table 4.1 indicate that 51.1% of female undergraduates who were within the ages of 21- 25 were represented. 28.8% of respondents within the age range of 16.20 years were also represented followed by 15.4% and 4.7% of the ages of 26-30 and 31 and above respectively.

From the result gathered, it was evident that many of the respondents fell within the age range of 16-25 years. This can be said to be the age range where most females are more concerned about their physical appearance particularly their dressing. At this stage they may easily be influenced by their peers.

The increasing rate of admission of younger population into the higher institutions in recent time as against what was obtainable in the past may be a contributing factor. Many of these young adults in a bid to move with the current trend in fashion over step their boundaries by being indecent.

### Table 4.2: Distribution of Respondents by Their Marital Status.

|  |  |  |
| --- | --- | --- |
| **Marital Status** | **Frequency** | **Percentage** |
| Married | 50 | 13.7 |
| Single | 312 | 85.7 |
| Divorced | 2 | 0.5 |
| Widowed | 0.00 | 0.0 |
| **Total** | **364** | **100** |
| **Source**: Field survey (2016) |  |  |

The result of the analysis in table 4.4 revealed that a total number of 312 resulting to 85.7% of the respondents were married 50 respondents (13.7%) were married, 2 respondents indicating 0.5% were divorced and none were widowed. The result clearly showed that a large percentage of the respondents were single. In view of this, the researcher believe that this may be the reason for their clothing choices perhaps to attract attention from the opposite sex. There is a general believe that married women are more disciplined on how they dress since indecent dressing may not be condoned by their husbands.

### Answers to Research Questions

This section shows the analysis and interpretation of data collected in order to answer research questions 1-4 that were raised in the study. These are shown in tables‟ 4. 3 - 4.8.

### RESEARCH QUESTION One: What is the influence of female undergraduates’ moral value on dress code implementation?

Question items 1-10 were used to answer research question 1 for the study (see appendix V). Analysis of data collected is presented in table 4.3

### Table 4.3: Mean Responses on the Influence of Female Undergraduates moral value on Dress Code Implementation

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **N** | **Mean** | **SD** |
| Having self-respect | 364 | 3.96 | -560 |
| Being discipline | 364 | 3.31 | -573 |
| Being honest | 364 | 2.79 | -640 |
| Avoiding unhealthy dressing competition | 364 | 1.94 | -608 |
| Minimizing indecent dressing | 364 | 3.31 | -528 |
| Having sense of responsibility | 364 | 3.26 | -577 |
| Promoting dignity of womanhood | 364 | 2.37 | -574 |
| Shunning cultism in school | 364 | 2.61 | -681 |
| Breaking school rules and regulations | 364 | 2.46 | -707 |
| Avoiding bad gang | 364 | 2.70 | -662 |
| Cumulative mean | 3.08 |  |  |
| Decision mean 2.5 |  |  |  |

**Source**: Field Survey (2016)

Table 4.3 revealed the perception of respondents on the influence of female undergraduates‟ moral value on dress code implementation in Universities of North-West Nigeria. The cumulative mean responses of all the items were 3.08 which is higher than the decision mean of 2.5. Specifically, majority were of the opinion that female undergraduates moral value such as self respect, dignity of womanhood influence dress code implementation hence they have the highest mean of 3.96, 3.37 respectively. Respondents are also in agreement that dress code implementation promote discipline (3.31) others include minimizing of indecent dressing with 3.31 mean score, having a sense of responsibility with mean score of 3.26. The respondents however disagreed with item 9 with mean score of 2.46. This is lower than the decision mean of 2.50.

Based on the finding, it was concluded that female undergraduates moral value has significant influence on dress code implementation.

### Research Question Two: What is the influence of female undergraduates sexual morality on dress code implementation.

Question item 1-10 were used to answer research question 2 (see Appendix vi) Analysis of data collected is presented in table 4.4.

### Table 4.4: Mean Responses on the Influence of Female Undergraduates’ Sexual Morality on dress code implementation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **N** | **Mean** | **SD** |
| Campus prostitution | 364 | 3.19 | -592 |
| Promiscuity among students | 364 | 2.98 | -610 |
| The spread of HIV/Aids | 364 | 2.54 | -694 |
| Sexual harassment | 364 | 3.44 | -555 |
| Incidence of rape | 364 | 3.40 | -562 |
| Debasing of womanhood | 364 | 3.17 | -584 |
| Unplanned pregnancy | 364 | 2.89 | -634 |
| Wayward life styles | 364 | 3.06 | -600 |
| The spread of STI | 364 | 2.59 | -685 |
| Cumulative mean | 300 |  |  |
| Decision mean 2.5 |  |  |  |

**Source**: Field survey (2016)

The contents of table 4.4 revealed the perception of respondents on the influence of female undergraduates‟ sexual morality on dress code implementation in the Universities in the North West Zone of Nigeria. It was observed that respondents were in agreement with all the ten

[10] reasons in this table. This is because their overall cumulative mean of 3.00 is more than the decision mean of 2.5.

On each item analysis, it was observed that the main reason for dress code implementation according to the respondents is to minimize sexual harassment amongst female undergraduates‟ as item four (4) attracted the highest mean score of 3.44 with details showing

that a total of 190 respondents were in strong agreement while 150 respondents are in agreement, as against 19 respondents that disagreed while 5 respondents are in strong disagreement.

In the same vein, the respondents believed that female undergraduates‟ sexual morality and influence dress code implementation by minimizing incidence of rape. Item five [5] attracted the second highest mean score of 3.40 with details showing that 186 respondents were in strong agreement, while 148 respondents were in agreement as against 21 respondents that disagreed and the rest of the 8 respondents strongly disagreed.

Based on this result, it was concluded that female undergraduates sexual morality has significant influence on dress code implementation, hence the overall cumulative mean response is 3.00 which is higher than the decision mean of 2.5.

### 1. RESEARCH QUESTION Three: What is the influence of female undergraduates’ age on dress code implementation?

Questions 1-10 were used to answer research question 3 for the study (see Appendix VII) Analysis of data collected is presented in table 4.5

### Table 4.5: Mean Responses on the Influence Female Undergraduates’ Age on Dress Code Implementation

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | N | Mean | SD |
| Two wrappers/blouse | 364 | 1.95 | 807 |
| Long shirt/blouse | 364 | 3.09 | 591 |
| Dresses or gown with jacket | 364 | 3.29 | 568 |
| Clothes that reveal body shapes | 364 | 2.94 | 626 |
| Short and skimpy dress | 364 | 2.53 | 687 |
| Tight skirts that are above the knees | 364 | 2.40 | 703 |
| Classic jean/skirts or blouse | 364 | 3.23 | 578 |
| Complete suit | 364 | 2.66 | 682 |
| Bou-bou (long flowing gown) | 364 | 2.95 | 625 |
| Tight fitting clothes | 364 | 2.40 | 569 |
| Cumulative mean | 2.81 |  |  |
| Decision mean | 2.5 |  |  |

**Source**: Field survey (2016)

Table 4.5 revealed the response of the respondents on the influence of female undergraduates‟ age on dress code implementation in North-west Universities of Nigeria. The cumulative mean of all the items was 2.81 which is higher than the decision mean of 2.50 indicating that their responses were significant. Based on the result, the female undergraduates complied with most of the approved dress code. The use of dress or gown with jackets, classic jeans/shirts or blouse, long skirts/blouse, bou-bou (long flowing gown) and complete suit attracted the mean score of 3.29, 3.23, 3.09, 2.95, and 2.66 respectively. However the dress code of two wrappers and blouse had a low mean score of 1.95. This could be due to the fact that this type of dress is peculiar to young ladies hence the decline in the use of two wrappers and blouses. The result also showed that unapproved dress code is still used side by side with the approved dress code. Use of tight-fitting clothes had the mean score of 33.3, clothes that reveal body contour had 2.93 mean score while the use of short and skimpy dresses attracted the mean score of 2.53.

Based on the result, it can be concluded that female undergraduates age has significant influence on dress code implementation in North-West Nigeria.

### RESEARCH QUESTION Four: What is the influence of Female Undergraduates’ Marital Status on Dress Code Implementation?

Questions 1-10 were used to answer research question 3 for the study (see Appendix VII). Analysis of data collected is presented in table 4.6

### Table 4.6: Respondents’ Opinion on the Influence of Female Undergraduates’ Marital Status on Dress Code Implementation

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | N | Mean | SD |
| Transparent dresses | 364 | 2.59 | .669 |
| Heavy make up | 364 | 3.44 | .555 |
| Two wrappers/ blouse | 364 | 1.96 | .788 |
| Different colour of heir attachment | 364 | 2.40 | .703 |
| Excessive use of jewellery | 364 | 2.94 | .626 |
| Noisy shoes | 364 | 2.53 | .687 |
| Long flowing gown | 364 | 3.17 | .584 |
| Clothing with display of sexual slogans or picture | 364 | 2.92 | .626 |
| Tattoo with provocative writing or pictures | 364 | 2.24 | .722 |
| Tight-fitting clothes | 364 | 3.06 | 600 |
| Cumulative mean | 2.72 |  |  |
| Decision mean 2.5 |  |  |  |

**Source**: Field survey (2016)

Table 4.6 revealed the response of the respondents on the influence female undergraduates marital status on dress code implementation in North-West Nigeria. The cumulative of all the items is 2.72 which is higher than 2.5 indicated that the responses were significant. Based on the result respondent indicated that some of the clothing commonly worn by single ladies include

heavy make ups, tight fitting garments, excessive use of jewelry, long flowing gown among others. These attracted the mean score 3.44, 3.06, 2.94, 2.92 respectively. Result also shows a decline in the use of two wrappers and blouse as this attracted the mean score of 1.96.

It can therefore be concluded female undergraduates marital status has significant influence on dress code implementation in North-West Nigeria.

### Test of Hypotheses

In testing the null hypotheses, the opinions of the respondents were grouped together for easy interpretation of the findings. Regression analysis was used to test null hypotheses 1-4. In the analysis, all the null hypotheses were tested at 0.05 level of significance.

### Hypothesis One: Female undergraduates’ moral value has no significant influence on dress code implementation.

The summary of the analysis is shown in Table 4.8

### Table 4.7: Regression Analysis of Influence of Female Undergraduates’ moral value on Dress Code Implementation

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **B** | **S.E** | **R** | **R2** | **Adj- R2** | **df** | **t** | **F** | **Sig.****(p-value)** |
| **Constant** | 0.350 | 0.031 |  |  |  | 11.168 |  |  |
| **Moral value** |  | 0.944 | 0.891 | 0.888 | 363 |  | 289.31 | 0.000 |
| **Dress code implementation** |  |  |  |  |  |  |

*Source: Field Survey 2016* **P<.05**

The table 4.7 shows the regression analysis of the result in order to determine the significance of female undergraduates‟ moral value on dress code implementation, the regression value (R2 = 0.891) reveals that moral value has significant influence on dress code implementation in the institutions at minimum error as indicated by the standard error.

Variability or the extent of dress code implementation is determined by 88.8% (Adj-R2 = 0.888) moral value of the female undergraduate students. Also, it is revealed from the table by (R = 0.944) that female undergraduate moral value has no significant influence on dress code implementation.

Finally, the p-value of 0.000 (p < 0.005) indicates that the null hypothesis which states that “There is no significant influence of female undergraduates‟ moral value on dress code implementation” is therefore rejected.

### Hypothesis Two: There is no significant influence of female undergraduate sexual morality on dress code implementation.

The summary of the analysis is shown in Table 4.8.

### Table 4.8: Regression Analysis of Influence of female Undergraduates’ Sexual Morality on Dress Code Implementation

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **B** | **S.E** | **R** | **R2** | **Adj- R2** | **df** | **t** | **F** | **Sig.****(p-value)** |
| **Constant** | 0.118 | 0.025 |  |  |  | 4.784 |  |  |
| **Sexual morality** |  | 0.972 | 0.994 | 0.943 | 363 |  | 599.277 | 0.000 |
| **Dress code implementation** |  |  |  |  |  |  |

*Source: Field Survey 2016* **P<.05**

Table 4.8 shows the regression analysis to determine the significant of female undergraduates sexual morality on dress code implementation. The regression value (R2 = 0.994) indicates that female undergraduate sexual morality has significant influence on dress code implementation in Universities in North-West Zone Nigeria. Adj-R2 = 0943 which is 94.3% shows the level at which female undergraduate sexual morality influence dress code implementation. This is also further revealed by the value of R = 0972. From this result, the null

hypothesis that states that female undergraduates sexual morality has no significant influence on dress code implementation rejected.

### Hypothesis Three: There is no significant influence of female undergraduates’ Age on Dress Code Implementation.

The summary of the analysis is shown in Table 4.9.

### Table 4.9: Regression Analysis of Influence of Female Undergraduates’ Age on Dress Code Implementation

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **B** | **S.E** | **R** | **R2** | **Adj- R2** | **df** | **t** | **F** | **Sig.****(p-value)** |
| **Constant** | 0.130 | 0.46 |  |  |  | 2.827 |  |  |
| **Age** |  |  | 0.923 | 0.852 | 0.847 | 363 |  | 202.422 | 0.000 |
| **Dress code implementation** |  |  |  |  |  |  |

*Source: Field Survey 2016* **P<.05**

Table 4.9 reveals the regression analysis showing the influence of female undergraduates‟ age on dress code implementation in Universities in North-West zone Nigeria. The regression value of (R2 = 0852) implies that female undergraduates age has significant influence on dress code implementation Adj-R2 = 0847 (84.7%) and R = 0923 further revealed that female undergraduates age has significant influence on dress code implementation. The null hypothesis which stated that female undergraduate age has no significant influence on dress code implementation is therefore rejected.

### Hypothesis Four: There is no significant influence of female undergraduates’ marital status on dress code implementation.

The summary of the analysis is shown in Table 4.10.

### Table 4.11: Regression Analysis of Influence of Female Undergraduates’ Marital Status on Dress Code Implementation

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **B** | **S.E** | **R** | **R2** | **Adj- R2** | **df** | **t** | **F** | **Sig.****(p-value)** |
| **Constant** | 0.21 | 0.028 |  |  |  | 0.733 |  |  |
| **Marital status** |  | 0.975 | 0.950 | 0.948 | 363 |  | 668.997 | 0.000 |
| **Dress code implementation** |  |  |  |  |  |  |

*Source: Field Survey 2016* **P<.05**

Table 4.10 indicate the regression analysis of the influence of female undergraduates marital status on dress code implementation the regression value of R2 0.950, Rq 0978 and Adj R2 = 0.948 (94.8%) prove that female undergraduates marital status has significant influence on dress code implementation in North-West Universities of Nigeria. The findings show that the hypothesis which stated that female undergraduates marital status is rejected.

### Summary of Major Findings

Based on the data analyzed, the findings are presented as follow:

1. Female undergraduates‟ moral value has significant influence on dress code implementation with the P value of .000 < 0.05
2. Female undergraduates‟ sexual morality has significant influence on dress code implementation with the P value of .000 < 0.05
3. female undergraduates‟ age has significant influence on dress code implementation with the P value of .000 < 0.05
4. Female undergraduates marital status has significant influence on dress code implementation with the P value of .000 < 0.05

### Discussion of Findings

This research was carried out to assess the influence of female university undergraduate moral standard on dress code implementation in North-west Nigeria.

The result of hypothesis one (1) which state that female university undergraduate has no significant influence on dress code implementation was rejected. This simply means that female university undergraduates moral value has influence on dress code implementation in North-west Nigeria. All the variable tested were below 0.05 level of significant. The finding is in agreement with Ejila (2011) started that attitude and behaviour towards dressing, as do not often conform to moral standard as a result the cherished cultural norms and values, are highly abused and relegated to the background. Ejila maintain that the negative trend in dressing is an indication of poor parental upbringing, low level of cultural and religious values. Similarly Ifedili and Ifedili (2013) opined that dress code has so many advantages among which are instilling discipline in students, helping to preserve moral standard by lowering sexual abuse and harassment creating less distraction to both students and the lecturers.

Results of hypothesis two (2) was rejected. It states that female university undergraduates sexual morality has no significant influence on dress code implementation in universities in north-west Nigeria. The P-value of the result is at 0.000 which is less than 0.05 level of

significant. Supporting this result, Omede (2008) is of the view that if students dressing are not checked through the implementation of dress code, there are bound to be high level of indecent dressing among female students. This may culminate to sexual harassment, rape, sex scandal, promiscuity among others. In line with this, Ozougwu and Anyakoha (2005) are of the opinion that indecent dressing can induce sexual urge and sex scandal. This is believed to be a contributory factor to the spread of HIV/AIDS scourge and other sexually transmitted infections. The implementation of dress code in north-west universities of Nigeria can therefore be said to be a step in the right direction.

Hypothesis three (3) results which states that female university undergraduates age has no significant influence on dress code implementation was rejected. The P-value of 0.000 in the results clearly shows this. This is to say that the age of female university undergraduates influences dress code implementation. This is in line with Ejila (2014) who opined that adolescent age is a period where self awareness is intensified and a great deal of attention is paid to physical appearance. Similarly adolescent age is characterized by a lot of uncertainties about self and the need to belong. Ejila maintained that young people model their clothing choices to peer groups, celebrities, advertisement of magazines and the social media.

Hypothesis four (4) which states that female university undergraduate marital status has no significant influence on dress code implementation in north-west Nigeria was rejected. This implies that the marital status of female undergraduates has impact on dress code implementation. That is to say that the marital status of an individual to a great extent determine what is worn. Supporting this, Srinivasan et al (2015) believe that marital status can influence

peoples dressing pattern. People of different marital status can respond differently to clothing be it married, single or widowed. In African traditional society, the married, single and widowed have peculiar ways of dressing. For instance, most often than not, the use of two wrapper and blouse is common among Igbo women while the use of “iro and buba” is predominantly use by Yoruba women.

## CHAPTER FIVE

**SUMMARY, CONCLUSION AND RECOMMENDATION**

The chapter presents the summary, conclusion and recommendation of the study. This is presented under the following sub-headings.

* 1. Summary
	2. Conclusion
	3. Contribution to Knowledge
	4. Recommendation

### Summary

The study was carried to find out the influence of female university undergraduate moral standard on Dress Code Implementation in North-west Nigeria. The study was structured into five chapters. The objectives of the study are to assess the influence of moral value, sexual morality, age and marital status on dress code implementation. Four null hypothesis was formulated in line with the research question.

A review of related literature was conducted on the influence of female undergraduates students moral standard on dress code implementation. The methodology employed for the study was descriptive survey research with a population of 17, 116 female undergraduates out of which a sample size of 375 was obtained. The instrument for data collection was a structured questionnaire while repression analysis was used in testing the four null hypotheses at 0.5 alpha level of significant. The findings revealed that:

* + - Female undergraduate moral value has significant influence Dress Code Implementation.
		- Female undergraduates sexual morality has significant influence Dress Code Implementation.
		- Female undergraduates age has significant influence Dress Code Implementation.
		- Female undergraduates marital status has significant influence Dress Code Implementation

### Conclusion

The findings from this research work concluded that variables such as moral value, sexual morality, age and marital status have significant influence on dress code implementation. In essence, the moral standing of female students affect their dressing pattern.

### Contribution to Knowledge

The result of the study establishment that:

1. Moral value of female undergraduates students has impact on dress code implementation.
2. Sexual morality of female undergraduate students influences their dress pattern.
3. The age of females undergraduates students has negative influences on their dress code.
4. Marital status improved the way female undergraduate students dress on campus.

### Recommendation

Based on the findings of this research work, the following recommendations are made:

1. University authorities through student affairs units should continue to orientate and re- orientate new and old students on good clothing practices. This will help to discourage indecent dressing on campuses.
2. Curriculum planners should advance the study of clothing education in primary and junior secondary schools in Nigeria. This can be done by the Federal Government through NERDC to be implemented by UBE board.
3. Parents should encourage their wards to be of good behavior, use clothes that are decent and promote the country‟s cultural heritage.

Religious leader should lay emphasis on good moral and decent dressing in their preaching particularly during youth conferences in churches and mosques.

### Suggestions for Further Studies

1. Evaluating the impact of Clothing Education among students of tertiary institutions in South-East States of Nigeria.
2. The influence of design on clothing selection on female students in North-Central Universities

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Dear Respondents,

APPENDIX II: Letter for Request to Complete Questionnaire

Dept. of Voc. and Tech. Education, Faculty of Education,

Ahmadu Bello University, Zaria.

## REQUEST TO COMPLETE QUESTIONNAIRE

I am a post graduate student from the above named institution conducting a research on; Influence of Dress Code Implementation on Female Undergraduates‟ Moral Standard and Academic Performance in North-West Zone Universities of Nigeria.

### APPENDIX III: Bio-data of Respondents

**Questionnaire SECTION A: BIO-DATA OF THE RESPONDENTS**

**Instruction**: Please tick [🗸] where appropriate

1. Name of institution:
	1. Ahmadu Bello University, Zaria [ ]
	2. Bayero University, Kano [ ]
2. Age :
	1. 16-20 years [ ]
	2. 21-25 years [ ]
	3. 26-30 years [ ]
	4. 30 years and above [ ]
3. Marital status:
	1. Married [ ]
	2. Single [ ]
	3. Divorced [ ]
	4. Widowed [ ]

## SECTION B

**ANSWERS TO RESEARCH QUESTIONS**

**Instruction**: Please indicate the appropriate response by ticking (√) in the column that is most appropriate to you

Key:

Strongly agreed [SA]

Agreed [A]

Disagreed [D]

Strongly disagreed [SD]

**Research Question 1:** What is the influence Female undergraduates‟ moral value on dress code implementation?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Statement: Dress code implementation can influence female undergraduates moral value through:** | **SA** | **A** | **D** | **SA** |
| 1. | Promoting self-respect |  |  |  |  |
| 2. | Promoting discipline |  |  |  |  |
| 3. | Discouraging stealing |  |  |  |  |
| 4. | Avoiding unhealthy dressing competition |  |  |  |  |
| 5. | Minimizing indecent dressing |  |  |  |  |
| 6. | Having sense of responsibility |  |  |  |  |
| 7. | Promoting dignity of womanhood |  |  |  |  |
| 8. | Shunning cultism in school |  |  |  |  |
| 9. | Breaking school rules and regulation |  |  |  |  |
| 10. | Avoiding bad gang |  |  |  |  |

**Research Question 2**: What is the influence of female undergraduates‟ sexual morality on dress code implementation?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Statement: Indecent dressing among female students may result to** | **SA** | **A** | **D** | **SA** |
| 1. | Campus prostitution |  |  |  |  |
| 2. | Promiscuity among student |  |  |  |  |
| 3. | The spread of HIV and Aids |  |  |  |  |
| 4. | Sexual harassment |  |  |  |  |
| 5. | Incidence of rape |  |  |  |  |
| 6. | Debasing of womanhood |  |  |  |  |
| 7. | Unplanned pregnancy |  |  |  |  |
| 8. | Promoting cases of abortion |  |  |  |  |
| 9. | Wayward lifestyle |  |  |  |  |
| 10. | The spread of STI |  |  |  |  |

**Research question 3**: What is the influence of female undergraduates‟ age on dress code implementation?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Statement: Age can influence the use of the following garments.** | **SA** | **A** | **D** | **SA** |
| 1. | Two wrappers/blouse |  |  |  |  |
| 2. | Long skirts/blouse |  |  |  |  |
| 3. | Dresses or gown with jackets |  |  |  |  |
| 4. | Tight-fitting clothes e.g. jeans |  |  |  |  |
| 5. | Clothes that reveals body contour (shape) |  |  |  |  |
| 6. | Short and skimpy dress e.g. body hugs |  |  |  |  |
| 7. | Tight shorts and skirts that are above the knee |  |  |  |  |
| 8. | Classic jeans/shirts or blouse |  |  |  |  |
| 9. | Complete suit |  |  |  |  |
| 10. | Boubou (long flowing gown) |  |  |  |  |

**Research question 4**: What is the influence of female undergraduates marital status on dress code implementation?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Statement: These clothing items are commonly used by single ladies on campus** | **SA** | **A** | **D** | **SA** |
| 1. | Transparent dresses |  |  |  |  |
| 2. | Heavy make up |  |  |  |  |
| 3. | Two wrappers and blouse |  |  |  |  |
| 4. | Different colours of heir attachment |  |  |  |  |
| 5. | Excessive use of jewelry |  |  |  |  |
| 6. | Noisy shoes |  |  |  |  |
| 7. | Bou-Bou (long flowing gown) |  |  |  |  |
| 8. | Clothing with display of sexual slogans orpicture |  |  |  |  |
| 9. | Tattoo with provocative writing or pictures |  |  |  |  |
| 10. | Tight-fitting clothes |  |  |  |  |

### APPENDIX IV: Table for determining sample size (Krejicie and Morgan 1970)

**APPENDIX V: Response to Research Question Three**

**S/N Items Response Categories Mean Std.Dev Decision**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **SA** | **A** | **D** | **SD** |  |
|  | 1 Two wrappers/blouse | 25 | 84 | 102 | 152 | 1.95 | .807 | Disagreed |  |
|  | 2 Long skirts/blouse | 106 | 202 | 43 | 12 | 3.09 | .591 | Agreed |  |
|  | 3 Dresses or gown | 149 | 185 | 21 | 8 | 3.29 | .568 | Agreed |  |
|  | with jacket |  |  |  |  |  |  |  |  |
|  | 4 Tight fitting clothes | 173 | 150 | 31 | 9 | 3.33 | .569 | Agreed |  |
|  | e.g jean s |  |  |  |  |  |  |  |  |
|  | 5 Clothes that reveal Body contour (Shapes) | 115 | 142 | 79 | 27 | 2.94 | .626 | Agreed |  |
|  | 6 Short and skimpy | 63 | 122 | 125 | 53 | 2.53 | .687 | Agreed |  |
|  | Dress e.g body hugs |  |  |  |  |  |  |  |  |
|  | 7 Tight shorts and | 40 | 128 | 136 | 59 | 2.40 | .703 | Disagreed |  |
|  | Skirts that are |  |  |  |  |  |  |  |  |
|  | above the knees |  |  |  |  |  |  |  |  |
|  | 8 Classic jean/skirts | 141 | 179 | 33 | 10 | 3.23 | .578 | Agreed |  |
|  | or blouse |  |  |  |  |  |  |  |  |
|  | 9 Complete suit | 55 | 144 | 113 | 51 | 2.66 | .682 | Agreed |  |
|  | 10 Bou-bou (long | 103 | 177 | 51 | 32 | 2.95 | .625 | Agreed |  |
|  | flowing gown) |  |  |  |  |  |  |  |  |
|  | **Cumulative mean** |  |  |  |  | **2.81** |  | **Agreed** |  |

 APPENDIX VI: Response to Research Question One

**S/N Items Response Categories Mean Std.Dev Decision**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **SA** | **A** | **D** | **SD** |  |  |  |  |
|  | 1 Having self-respect | 215 | 117 | 21 | 11 | 3.96 | .560 | Agreed |  |
|  | 2 Being disciplined | 164 | 161 | 28 | 11 | 3.31 | .573 | Agreed |  |
|  | 3 Being honest | 87 | 138 | 115 | 24 | 2.79 | .640 | Agreed |  |
|  | 4 Avoiding unhealthy | 121 | 163 | 60 | 20 | 1.94 | .608 | Agreed |  |
|  | Dressing competition |  |  |  |  |  |  |  |  |
|  | 5 Minimizing indecent | 162 | 159 | 29 | 14 | 3.31 | .528 | Agreed |  |
|  | Dressing |  |  |  |  |  |  |  |  |
|  | 6 Having sense of | 150 | 168 | 37 | 9 | 3.26 | .577 | Agreed |  |
|  | Responsibility |  |  |  |  |  |  |  |  |
|  | 7 Promoting dignity of | 196 | 123 | 30 | 15 | 3.37 | .574 | Agreed |  |
|  | Womanhood |  |  |  |  |  |  |  |  |
|  | 8 Shunning cultism in | 68 | 137 | 108 | 52 | 2.61 | .681 | Agreed |  |
|  | School |  |  |  |  |  |  |  |  |
|  | 9 Breaking school rules | 69 | 98 | 130 | 67 | 2.46 | .707 | Disagreed |  |
|  | and regulation |  |  |  |  |  |  |  |  |
|  | 10 Avoiding bad gang | 83 | 138 | 100 | 43 | 2.70 | .662 | Agreed |  |
|  | **Cumulative mean** |  |  |  |  | **3.08** |  | **Agreed** |  |

**APPENDIX VII: Response to Research Question Two**

**S/N Items Response Categories Mean Std.Dev Decision**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **SA** | **A** | **D** | **SD** |  |  |  |  |
|  | 1 Campus prostitution | 167 | 131 | 48 | 18 | 3.19 | .592 | Agreed |  |
|  | 2 Promiscuity among Students | 92 | 192 | 63 | 17 | 2.98 | .610 | Agreed |  |
|  | 3 The spread of HIV And Aids | 81 | 96 | 128 | 59 | 2.54 | .694 | Agreed |  |
|  | 4 Sexual harassment | 190 | 150 | 19 | 5 | 3.44 | .555 | Agreed |  |
|  | 5 Incidence of rape | 186 | 148 | 22 | 8 | 3.40 | .562 | Agreed |  |
|  | 6 Debasingof womanhood | 124 | 178 | 56 | 6 | 3.17 | .584 | Agreed |  |
|  | 7 Unplanned pregnancy | 104 | 146 | 85 | 29 | 2.89 | .634 | Agreed |  |
|  | 8 Case of abortion | 89 | 139 | 97 | 39 | 2.75 | .655 | Agreed |  |
|  | 9 Wayward life styles | 111 | 174 | 67 | 12 | 3.06 | .600 | Agreed |  |
|  | 10 The spread of STI | 67 | 139 | 101 | 57 | 2.59 | .685 | Agreed |  |
|  | **Cumulative mean** |  |  |  |  | **3.00** |  | **Agreed** |  |

**APPENDIX VIII: Response to Research Question Four**

**S/N Items Response Categories Mean Std.Dev Decision**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **SA** | **A** | **D** | **SD** |  |
|  | 1 Transparent dresses | 66 | 131 | 122 | 42 | 2.59 | .669 | Agreed |
|  | 2 Heavy makeup | 190 | 150 | 19 | 5 | 3.44 | .555 | Agreed |
|  | 3 Two wrapper/blouse | 29 | 60 | 146 | 126 | 1.96 | .788 | Disagreed |
|  | 4 Different colours of hair attachment | 40 | 128 | 136 | 59 | 2.40 | .103 | Disagreed |
|  | 5 Excessive use of jewelry | 115 | 142 | 79 | 27 | 2.94 | .626 | Agreed |
|  | 6 Noisy shoes | 63 | 122 | 125 | 53 | 2.53 | .687 | Agreed |
|  | 7 Long flowing gown | 124 | 167 | 58 | 32 | 2.92 | .626 | Agreed |
|  | 8 Clothing with display of sexual slogans or pictures | 104 | 178 | 56 | 6 | 3.17 | .584 | Agreed |
|  | 9 Tattoo with provocative writing or pictures | 40 | 182 | 173 | 66 | 2.24 | .722 | Disagreed |
|  | 10 Tight fitting garments | 111 | 174 | 67 | 12 | 3.06 | .600 | Agreed |
|  | **Cumulative mean** |  |  |  |  | **2.72** |  | **Disagreed** |

### Appendix:

SPSS Outputs

Hypothesis One REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT DV

/METHOD=ENTER A1 A2 A3 A4 A5 A6 A7 A8 A9 A10.

**Model Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .944a | .891 | .888 | .204 |

1. Predictors: (Constant), Avoiding bad gang, Having self respect, Breaking school rules and regulations, Avoiding unhealthy dressing competition, Having sense of responsibility, Being honest, Promoting dignity of womanhood, Being disciplined, Shunning cultism in school, Minimizing indecent dressing

**ANOVAb**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 120.121 | 10 | 12.012 | 289.307 | .000a |
|  | Residual | 14.657 | 353 | .042 |
|  | Total | 134.777 | 363 |  |

1. Predictors: (Constant), Avoiding bad gang, Having self respect, Breaking school rules and regulations, Avoiding unhealthy dressing competition, Having sense of responsibility, Being honest, Promoting dignity of womanhood, Being disciplined, Shunning cultism in school,

Minimizing indecent dressing

1. Dependent Variable: Dress Code Implementation

**Coefficientsa**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | .350 | .031 |  | 11.168 | .000 |
|  | Having self respect | .000 | .050 | .000 | .003 | .998 |
|  | Being disciplined | .247 | .081 | .301 | 3.033 | .003 |
|  | Being honest | .212 | .037 | .307 | 5.739 | .000 |
|  | Avoiding unhealthy dressing competition | -.085 | .033 | -.117 | -2.540 | .011 |
|  | Minimizing indecent dressing | -.013 | .085 | -.017 | -.156 | .876 |
|  | Having sense of responsibility | -.028 | .053 | -.034 | -.522 | .602 |
|  | Promoting dignity of womanhood | .587 | .054 | .775 | 10.911 | .000 |
|  | Shunning cultism in school | -.024 | .051 | -.037 | -.463 | .644 |
|  | Breaking school rules and regulations | .075 | .047 | .122 | 1.597 | .111 |
|  | Avoiding bad gang | -.275 | .026 | -.386 | -10.473 | .000 |

1. Dependent Variable: Dress Code Implementation

Hypothesis Two

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT DV

/METHOD=ENTER B1 B2 B3 B4 B5 B6 B7 B8 B9 B10.

**Model Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .972a | .944 | .943 | .146 |

1. Predictors: (Constant), The spread of STI, Incidence of rape, Promiscuity among students, Debasing womanhood, Unplanned pregnancy, Campus prostitution, wayward life styles, The spread of HIV, Case of abortion, Sexual harassment

**ANOVAb**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 127.280 | 10 | 12.728 | 599.277 | .000a |
|  | Residual | 7.497 | 353 | .021 |
|  | Total | 134.777 | 363 |  |

1. Predictors: (Constant), The spread of STI, Incidence of rape, Promiscuity among students, Debasing womanhood, Unplanned pregnancy, Campus prostitution, wayward life styles, The spread of HIV, Case of abortion, Sexual harassment
2. Dependent Variable: Dress Code Implementation

**Coefficientsa**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | .118 | .025 |  | 4.784 | .000 |
|  | Campus prostitution | -.037 | .029 | -.053 | -1.279 | .202 |
|  | Promiscuity among students | -.110 | .030 | -.137 | -3.600 | .000 |
|  | The spread of HIV | .071 | .026 | .119 | 2.723 | .007 |
|  | Sexual harassment | .817 | .044 | .884 | 18.439 | .000 |
|  | Incidence of rape | .086 | .044 | .100 | 1.973 | .049 |
|  | Debasing womanhood | -.040 | .032 | -.048 | -1.241 | .215 |
|  | Unplanned pregnancy | -.130 | .029 | -.194 | -4.435 | .000 |
|  | Case of abortion | .013 | .030 | .020 | .421 | .674 |
|  | wayward life styles | .190 | .033 | .245 | 5.746 | .000 |
|  | The spread of STI | .023 | .026 | .037 | .882 | .378 |

1. Dependent Variable: Dress Code Implementation

Hypothesis Three REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT DV

/METHOD=ENTER C1 C2 C3 C4 C5 C6 C7 C8 C9 C10.

**Model Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .923a | .852 | .847 | .238 |

1. Predictors: (Constant), Bou-bou (long flowing gown), Two wrappers/blouse, Dresses or gown with jacket, Tight shorts and skirts that are above kneels, Tight fitting clothes, Long skirts/blouse, Complete suit, Clothes that reveal body contours, Classic jean/skirts or blouse, Short and skimpy dress

**ANOVAb**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 114.764 | 10 | 11.476 | 202.422 | .000a |
|  | Residual | 20.013 | 353 | .057 |
|  | Total | 134.777 | 363 |  |

1. Predictors: (Constant), Bou-bou (long flowing gown), Two wrappers/blouse, Dresses or gown with jacket, Tight shorts and skirts that are above kneels, Tight fitting clothes, Long skirts/blouse, Complete suit, Clothes that reveal body contours, Classic jean/skirts or blouse, Short and skimpy dress
2. Dependent Variable: Dress Code Implementation

**Coefficientsa**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | .130 | .046 |  | 2.827 | .005 |
|  | Two wrappers/blouse | .144 | .030 | .229 | 4.712 | .000 |
|  | Long skirts/blouse | .048 | .053 | .057 | .907 | .365 |
|  | Dresses or gown with jacket | .284 | .059 | .317 | 4.815 | .000 |
|  | Tight fitting clothes | .623 | .052 | .758 | 11.889 | .000 |
|  | Clothes that reveal body contours | .068 | .045 | .102 | 1.507 | .133 |
|  | Short and skimpy dress | .071 | .057 | .110 | 1.245 | .214 |
|  | Tight shorts and skirts that are above kneels | -.257 | .045 | -.374 | -5.732 | .000 |
|  | Classic jean/skirts or blouse | -.242 | .064 | -.290 | -3.771 | .000 |
|  | Complete suit | .205 | .054 | .307 | 3.775 | .000 |
|  | Bou-bou (long flowing gown) | -.187 | .050 | -.271 | -3.762 | .000 |

1. Dependent Variable: Dress Code Implementation

Hypothesis Four

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT DV

/METHOD=ENTER D1 D2 D3 D4 D5 D6 D7 D8 D9 D10.

**Model Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .975a | .950 | .948 | .138 |

1. Predictors: (Constant), Tight fitting garments, Heavy makeup, Two wrapper/blouse, Clothing with display of sexual slogans or pictures, Tattoo with provocative writing or pictures, Different colours of hair attachment, Transparent dresses, Excessive use of jewelries, Long flowing gown, Noisy shoes

**ANOVAb**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 128.022 | 10 | 12.802 | 668.997 | .000a |
|  | Residual | 6.755 | 353 | .019 |
|  | Total | 134.777 | 363 |  |

1. Predictors: (Constant), Tight fitting garments, Heavy makeup, Two wrapper/blouse, Clothing with display of sexual slogans or pictures, Tattoo with provocative writing or pictures, Different colours of hair attachment, Transparent dresses, Excessive use of jewelries, Long flowing gown,

Noisy shoes

1. Dependent Variable: Dress Code Implementation

**Coefficientsa**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | .021 | .028 |  | .733 | .464 |
|  | Transparent dresses | .013 | .033 | .020 | .393 | .694 |
|  | Heavy makeup | .905 | .024 | .980 | 37.055 | .000 |
|  | Two wrapper/blouse | .000 | .022 | .001 | .022 | .983 |
|  | Different colours of hair attachment | .019 | .027 | .028 | .701 | .484 |
|  | Excessive use of jewelries | -.080 | .029 | -.121 | -2.809 | .005 |
|  | Noisy shoes | .022 | .035 | .034 | .628 | .531 |
|  | Long flowing gown | -.161 | .030 | -.237 | -5.420 | .000 |
|  | Clothing with display of sexual slogans or pictures | .078 | .026 | .089 | 3.034 | .003 |
|  | Tatoo with provacative writing or pictures | .000 | .022 | .000 | .005 | .996 |
|  | Tigh fitting garments | .149 | .040 | .193 | 3.717 | .000 |

1. Dependent Variable: Dress Code Implementation

## APPENDIX IX: OUTPUT OF RESPONSE TO PILOT STUDY

**Case Processing Summary**

|  |  |  |
| --- | --- | --- |
|  | N | % |
| Cases | Valid | 20 | 100.0 |
| Excludeda | 0 | .0 |
| Total | 20 | 100.0 |

1. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

|  |  |  |  |
| --- | --- | --- | --- |
| Cronbach's Alpha | Part 1 | Value | .610 |
|  |  | N of Items | 40a |
|  | Part 2 | Value | .497 |
|  |  | N of Items | 40b |
| Total N of Items | 80 |
| Correlation Between Forms |  |  | .799 |
| Spearman-Brown Coefficient | Equal Length | .888 |
| Unequal Length | .888 |
| Guttman Split-Half Coefficient |  |  | .872 |

1. The items are: Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10.
2. The items are: Q41, Q42, Q43, Q44, Q45, Q46, Q47, Q48, Q49, Q50, Q51, Q52, Q53, Q54, Q55, Q56, Q57, Q58, Q59, Q60, Q61, Q62, Q63, Q64, Q65, Q66, Q67, Q68, Q69, Q70, Q71, Q72, Q73, Q74, Q75, Q76, Q77, Q78, Q79, Q80.

**Item Statistics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Mean | Std. Deviation | N |
| Q1 | 2.3500 | 1.53125 | 20 |
| Q2 | 3.0000 | 1.02598 | 20 |
| Q3 | 3.6000 | .75394 | 20 |
| Q4 | 3.4500 | .51042 | 20 |
| Q5 | 3.6500 | .81273 | 20 |
| Q6 | 3.7500 | .78640 | 20 |
| Q7 | 2.8000 | 1.43637 | 20 |
| Q8 | 3.1000 | 1.41049 | 20 |
| Q9 | 3.0500 | 1.19097 | 20 |
| Q10 | 3.8500 | .67082 | 20 |
| Q1 | 3.5000 | 1.10024 | 20 |
| Q2 | 3.8500 | .67082 | 20 |
| Q3 | 3.7000 | .92338 | 20 |
| Q4 | 3.8500 | .67082 | 20 |
| Q5 | 3.7000 | .92338 | 20 |
| Q6 | 3.6000 | .82078 | 20 |
| Q7 | 3.7000 | .73270 | 20 |
| Q8 | 3.8500 | .67082 | 20 |
| Q9 | 4.0000 | .00000 | 20 |
| Q10 | 3.7000 | .73270 | 20 |
| Q1 | 3.8000 | .69585 | 20 |
| Q2 | 3.1500 | 1.30888 | 20 |
| Q3 | 3.1500 | 1.30888 | 20 |
| Q4 | 2.8000 | 1.19649 | 20 |
| Q5 | 3.7500 | .55012 | 20 |

|  |  |  |  |
| --- | --- | --- | --- |
| Q6 | 3.9500 | .22361 | 20 |
| Q7 | 3.7000 | .57124 | 20 |
| Q8 | 3.3000 | 1.03110 | 20 |
| Q9 | 3.4000 | 1.04630 | 20 |
| Q10 | 3.9500 | .22361 | 20 |
| Q1 | 3.3500 | .81273 | 20 |
| Q2 | 3.6000 | .59824 | 20 |
| Q3 | 4.0000 | .00000 | 20 |
| Q4 | 3.9000 | .30779 | 20 |
| Q5 | 3.8500 | .36635 | 20 |
| Q6 | 3.8500 | .48936 | 20 |
| Q7 | 4.0000 | .00000 | 20 |
| Q8 | 4.0000 | .00000 | 20 |
| Q9 | 3.9500 | .22361 | 20 |
| Q10 | 4.0000 | .00000 | 20 |
| Q41 | 2.3500 | 1.53125 | 20 |
| Q42 | 3.0000 | 1.02598 | 20 |
| Q43 | 3.6000 | .75394 | 20 |
| Q44 | 3.4500 | .51042 | 20 |
| Q45 | 3.6500 | .81273 | 20 |
| Q46 | 3.7500 | .78640 | 20 |
| Q47 | 3.8500 | .48936 | 20 |
| Q48 | 3.8500 | .67082 | 20 |
| Q49 | 3.2000 | 1.10501 | 20 |
| Q50 | 4.0000 | .00000 | 20 |
| Q51 | 3.9500 | .22361 | 20 |
| Q52 | 4.0000 | .00000 | 20 |

|  |  |  |  |
| --- | --- | --- | --- |
| Q53 | 3.8500 | .67082 | 20 |
| Q54 | 4.0000 | .00000 | 20 |
| Q55 | 3.8500 | .67082 | 20 |
| Q56 | 3.7500 | .55012 | 20 |
| Q57 | 3.8500 | .36635 | 20 |
| Q58 | 4.0000 | .00000 | 20 |
| Q59 | 4.0000 | .00000 | 20 |
| Q60 | 3.8500 | .36635 | 20 |
| Q61 | 3.9500 | .22361 | 20 |
| Q62 | 3.7500 | .71635 | 20 |
| Q63 | 3.9000 | .30779 | 20 |
| Q64 | 3.3500 | .81273 | 20 |
| Q65 | 3.7500 | .55012 | 20 |
| Q66 | 3.9500 | .22361 | 20 |
| Q67 | 3.7000 | .57124 | 20 |
| Q68 | 3.3000 | 1.03110 | 20 |
| Q69 | 3.4000 | 1.04630 | 20 |
| Q70 | 3.9500 | .22361 | 20 |
| Q71 | 3.3500 | .81273 | 20 |
| Q72 | 3.6000 | .59824 | 20 |
| Q73 | 3.8500 | .67082 | 20 |
| Q74 | 3.7500 | .71635 | 20 |
| Q75 | 3.5500 | .94451 | 20 |
| Q76 | 3.2500 | 1.25132 | 20 |
| Q77 | 3.8500 | .67082 | 20 |
| Q78 | 3.7000 | .92338 | 20 |
| Q79 | 3.8000 | .69585 | 20 |

|  |  |  |  |
| --- | --- | --- | --- |
| Q80 | 3.5500 | 1.09904 | 20 |