

**ASSESSMENT OF ATTITUDINAL DISPOSITION
OF LECTURERS TO NUDITY IN TERTIARY
INSTITUTIONS IN NIGERIA**

(A Case Study of Moshood Abiola Polytechnic, Abeokuta)

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ABSTRACTS

This study examines the attitudinal disposition of lecturers to scanty, tight fitting and exotic dress pattern of lady students, otherwise called nudity in tertiary institutions. It also examines the differences in the attitudes of lecturers, which are associated with their sex, possession of educational qualification, age and experience as well as acceptance of responsibility for the moral character of their students. With the aid of a questionnaire, the author collected and analyzed data relevant to this study from a sample size of 67 lecturers of Moshood Abiola Polytechnic, which was used as a case study.

This study reveals that, contrary to suggestions from common discussion and some newspapers articles, lecturers have negative attitudinal disposition to the tight, scanty and exotic dressing pattern of lady students in tertiary institutions. However, they also believe that action to enforce better dress pattern should not be such that would make students feel being embarrassed.

There is significant difference in the attitudinal disposition of old experienced lecturers and the young inexperienced lecturers (who are less tolerant of the scanty, tight fitting and exotic dress pattern of the lady students). There are no significant differences in the attitudes of male and female lecturers and lecturers who have teaching qualification and those who do not as well as lecturers who accept responsibility for the character of their students and those who do not.

It was therefore suggested that there should be periodic general orientation of staff and students to the ideals of tertiary institutions and the need for good moral conduct as well as, or along with good academics. The authorities of the tertiary institutions should engage in deliberate promotion of decent and elegant dressing among students and involve all stakeholders such as the lecturers, students' leaders, parents and their security personnel on campus in the promotion of decent and elegant dress pattern by students. In addition, there is an urgent need

for the direction of research efforts and funding to the character development and measurement issues in education.

INTRODUCTION

The issue of dress pattern of learners in our institutions of higher learning has become a worrisome concern of National Scope (Ayatse, 2004; 24). This worrisome concern, especially in respect of lady learners, is generally referred to as NUDITY or indecent dressing. In the name of being free, enlightened, they put on scanty, tight-fitting dresses which are regarded by many as exotic, sexually provocative and questioning the quality of their characters or, at best, subject it to controversy among sincere and right thinking members of the society. For example, (Sowemimo, 2002:39) says:

You would agree with me that there is high rate of moral decadence in the society – you only need to go to our Universities and look at what our girls are wearing all in the name of fashion. Clothes they wear have nothing to be imagined. I am happy that some University authorities want to take keener interest in the mode of dressing on campus, especially among female students

Also Isaacson (2000) observes that the “Provocative mode of dressing of female students on campus have led to violence, theft, gang activities and the like on campus” This “provocative mode of dressing” got to a level that Oladipupo (2004) refers to it as “The insanity manifested in the mode of dressing of ladies on campuses”. Various television programmes including the popular “Campus life” on Gateway Television, have focused the dressing pattern on campus on many occasions. In fact, several music artists (such as Wasiu Ayinde, 2004; Toba Opaleye, 2004) have made the issue, a main subject of their albums, castigating the parents, lecturers and governments. Igbagbodo (1990) and Akintunde (2002) etc, have observed an over concentration of attention at the cognitive, to the neglect of the affective domain of educational objectives and the need to balance the two. This is because, according to Akintunde (2002) “It is doubtful that a system of education that cannot achieve affective educational objective would achieve objective at the more often focused cognitive level”.

The issue raised here is, but not just, whether or not the educational system is successful at the affective level, but also whether or not there is a proper environment and ability for the character development component of educational objectives. This is in addition to the more fundamental problem of measurement of achievement at the affective domain (character), which has continued to be a major challenge to educationists.

Given the series of anti-nudity advocacies, and as noted by Sowemimo (2002), our educational Institutions have accepted the reality of nudity among their lady students as an indicator of negative character. They have also been taking steps to tackle the problem. Example of these institutions includes Moshood Abiola Polytechnic (MAPOLY), University of Ibadan (UI), Olabisi Onabanjo University (OOU), University of Lagos (UNILAG), to mention, just a few. Among the steps being taken are *Campaign Against Nudity* and the introduction of dress codes

(Oladipupo, 2004) by many of the institutions. Some dresses were identified as being indecent and disallowed. Examples of such dresses, according to Sobande (2003) include jumpers, body hugs, and spaghetti etc. Some days of the week were identified as *corporate days* in which students are expected to dress corporately. However, given the state of affairs, not much appeared to have been achieved. A popular Yoruba “Ewi” music artist, Toba Opaleye (2004) released an album titled *Aso Esu Beleke*; highlighting this trend as serious social problem, which need further and urgent action by the parents, school authorities and lecturers, among others. In addition, the wife of the then Ogun State Governor, Olufunke Daniel sponsored *Be Decent Dressers*, a television advocacy, targeted at our young ladies. Ogun State House of Assembly had to formally join many, to condemn the dressing pattern of the lady students and urge tertiary institutions in the State to do something.

The above scenario would support a proposition that, if the dress pattern of our female students suggests negative character, which persisted in spite of the various efforts of their institutions to fight against it, then the educational system has failed to achieve affective educational objectives, **due to either inappropriate or improperly executed educational policies in decent dressing**. However, our educational policy is generally held in many quarters to be consistent with the objective of sound education. The role of the implementers then becomes of significant point of focus for examination. The lecturers are not only a “significant others” to these students, they are critical symbol of authority and implementers of educational policies. It therefore seems logical to assume that, given the pattern of the dependent relationship between lecturers and students, nudity would not have persisted (or the campaign against it would have been successful) if they (students) perceive:

- (i) Strong negative attitudinal disposition against it by most of their lecturers;
- (ii) That their lecturers accept a moral and professional duty in respect of discouraging nudity among them.

According to Jibodu (1998) “Staffers of academic institutions are, by their callings shapers and molders of the lives of their students and, by virtue of their office, should be role models and inspirations for these students”. However, in an era of low-level acceptance of professionalism of teaching in the institutions of higher learning, one may validly doubt if many lecturers accept responsibility for their students (character) beyond class *teaching*. A study by Oladipupo (2004) shows that some lecturers “...feel that their institutions are meant for matured people who do not need to be strictly monitored, most especially in the area of dressing”. Also, there are arguments that lecturers are targets of the alluring affect of nudity and, having fallen victims (on become beneficiaries), are condoning, or in fact actually reinforcing it in their attitudinal disposition.

This study therefore intends to find out the attitudinal disposition of lecturers to nudity in tertiary institutions. In addition, it would indicate the factors contributing to this disposition. Specifically, the following four research questions were addressed in this study:

1. What is the attitudinal disposition of lecturers to nudity in tertiary institutions?

2. Do lecturers who accept responsibility for the character of their students as a professional duty, (just as they do in respect of academic attainment); differ in their attitudes to nudity as those who do not?
3. Is there any significant difference in the attitudinal disposition of female and male lecturers respectively, to nudity in tertiary institutions?
4. Is there any significant difference in the attitudinal disposition of lecturer with teaching qualifications and those without teaching qualifications, to nudity in tertiary institutions?

METHODOLOGY

3.1 RESEARCH DESIGN

This study employed Descriptive Survey Research design to survey the attitudinal disposition of lecturers to nudity. The data collected was subjected to statistical analysis. The target population for the study consists of the current 137 academic staff of Moshood Abiola Polytechnic, Abeokuta. They are substantially homogenous in terms of being product of tertiary educational institutions, the nature and conditions of their work as well as their interactions with and exposure to the dressing pattern of students of these institutions.

The sample consists of 69 academic staff of the Moshood Abiola Polytechnic, Abeokuta. Stratified random sampling was used to select the respondents from each of five schools in the Polytechnic, as follows:

Distribution of Sample

S/N	Schools	Total Population	Sample Size
1.	School of Environmental Studies	23	12
2.	School of Science and Technology	37	18
3.	School of Engineering	17	09
4.	School of Management and Business Studies	34	17
5.	School of Humanity and Communication Sciences	26	13
	Total	137	69

There is only 21 female academic staff in the employ of the Polytechnic. Conscious effort was therefore made to select female staff among the number for each school where they could be reached. This is to ensure (as much as possible) balance with respect to sex. By the time analysis commenced, only 67 questionnaires were available. This amounts to a response rate of 97%. Besides, the level of homogeneity of the academic staff, as stated above, makes this number adequate

3.3 RESEARCH INSTRUMENT

A questionnaire titled: Attitudinal Disposition of Lecturers to Nudity (A.D.L.N) was developed by the researcher for data collection. The questionnaire contains two sections: A and B.

Section A asks for information on the lecturer's sex, age, teaching experience and background in education. Section B consists of 9 items designed to test the attitudinal disposition of lecturers to nudity in tertiary institutions.

Apart from the population being critical, the issue under study has started to generate more public commentaries and becoming sensitive. Special care was taken in constructing the questions. Key questions were constructed in comparative terms. For example, 'Nudity' and "Indecent Dressing" were not mentioned. Instead, attributes such as "scanty", "tight-fitting", and exotic" dress pattern, which are often used to describe them, were used. This is to prevent stereotype response as much as possible. The items were placed against a four point Likert Scale of Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD). These methods have been found adequate for measurement of attitudinal dispositions in similar investigations by Ogunkoya (2004), Kuforiji (2001), Balogun (1998).

The validity of the instrument was ensured through rational logical analysis of the items on the instrument (attached) by some experts (sociologist, statistician and educationist) on questionnaire construction. Their comments were used to fine-tune the items. A two-week interval test, re-test reliability co-efficient of .86 was obtained for the instrument.

3.3 DATA COLLECTION AND ANALYSIS

The researcher interviewed and administered the questionnaires on the lecturers, personally. The data were analyzed, using percentages, mean, standard deviation and student t-test statistics. It should be note that, in analyzing the data, those with less than five years teaching experience in public institution in Nigeria or under 40 years of age, are regarded as young lecturers. Those with more than five years teaching experience in tertiary institution and more than forty years of age are regarded as old experienced lecturers. Also, "strongly agreed" and "agreed" responses are taken as "agreed" responses while "strongly disagreed" and "disagreed" responses are taken as "disagreed" response.

PRESENTATION AND ANALYSIS OF DATA

4.1 RESPONDENT CHARACTERISTICS

The respondent characteristics are as follows:

Table 1: Respondent Characteristics

S/N	Characteristics	Number	Percentage
1.	Sex		
1.1	Male	49	73
1.2	Female	18	27
2.	Length of Teaching Experience		
2.1	Under 5 years	14	21
2.2	5 years and over 5 years	53	59
3.	Age		
3.1	Under 40 years old	28	41

3.2	40 years and above	39	59
4.	Possession of Teaching Qualification		
4.1	Possess Teaching Qualification	31	46
4.2	Do not possess Teaching Qualification	36	54
5.	Religion		
5.1	Christians	41	61
5.2	Muslim	24	36
5.3	Traditional	02	03

Source: Field Survey.

4.2 FINDINGS AND DISCUSSION

Large percentage (69%) of our respondents is not positively disposed to the scanty, tight and exotic dress pattern of lady students in tertiary institutions. On the different identified indicators of attitude to dress pattern raised during the interview and on the questionnaire, analysis show that 95% do not think that the lady students should be free to dress as they are pleased. 72% are against the thinking that dressing should not be monitored on the excuse that they are supposed to be matured. 58% considered that the dress pattern is not just a manifestation of youth stage, which they would outgrow, or an expression of fashion, but that of negative character. Only 43% claimed that they know ladies who wear scanty, tight fitting and exotic dresses without having a significantly objectionable character defect. 69% opposed the feeling that the ladies are not easily influenced to change. It is no wonder then that a large percentage (82%) of the respondents agreed that to have distaste for the scanty, tight and exotic dress pattern of our lady students is right and best. However, 52% of the respondents believe that, making the lady students feel like facing the risk of being “embarrassed” is not the best method of dealing with the problem. In fact some of the lecturers are not happy with the involvement of the security men in enforcing the dress code as done in the institution. This is consistent with the findings of Oladipupo (2004: 34, 35) that most lecturers regard the mode of dressing of the students as a sign of the decadence and fall in moral standards in schools, resulting in incidences of theft and rape on campus; that the strategy to correct this should, notwithstanding, not be too rigid or stringent on the students so as to make them feel that their rights are being infringed upon. This is also in line with the increasingly popular social democracy advocacy and the tendency to minimize or eradicate corporal punishment in favour of more scientific approach to training and behaviour change efforts in schools at all levels. These point to conflict over which method is appropriate for the achievement of the agreeable goal of decent dressing among students in the tertiary institutions.

Probing this further, we are next interested in whether or not there is a significant difference in the attitudes of female and male lecturers to the dress pattern of female students. Table III below is the result of the t-test analysis

Table III: T-test Result of difference in the Attitudes of Male and Female Respondents to Scanty, Tight and Exotic Dress Pattern of Lady Students

Characteristics		N	X	SD	DF	Tcal	Tcrit	Remark
Sex	Male	49	1.73	0.92	65	0.85	2.0	Not Significant at 0.05
	Female	18	1.89	0.57				

Source: Field Survey

The result on Table III reveals that the male had a mean score (x) of 1.89. H_0 cannot be rejected since the calculated value of 0.85 does not exceed the critical value of t_c (i.e. 2.0). Therefore, there is no significant difference in the attitude of male and female lecturers to the scanty, tight and exotic dress pattern of lady students in tertiary institutions. Closer study of the data however, shows that despite this, they differ in their preference of the method to control the dress pattern of lady student. This is examined below.

Table IV: Percentage Distribution of Lecturers Attitude to Nudity and Preference of Method of dealing with it by sex.

	MALE	
Response	ATTITUDE Not best to have distaste for Student semi-nude dress pattern (%)	METHOD Not best to make semi-nude Students feel like facing the risk of Being embarrassed by lecturers (%)
	Yes	20
No	80	47
	FEMALE	
Yes	11	44
No	89	51

Source: Field Survey

As shown in Table IV above, both male and female (80% and 98% respectively) disagreed with the thinking that it is not best to have distaste for student semi-nude dress pattern. However, more female (51%) disagreed with the thinking that it is not best to **make semi-nude students feel like facing the risk of being embarrassed by lecturers** as a method of dealing with the problem. This is to be expected as the issue touches on woman dignity. Female lecturers are therefore likely to be more emotional about it and determined to stop it at the earliest possible time.

The third hypothesis tested is “there will be no difference in the attitude of old experienced lecturers and the young experienced lecturers”. The result of t-test for this is as in Table V below:

Table V: Shows t-test Result of difference in the Attitude of Male and Female Old Experienced Lecturers and Young In-experienced Lecturers to Nudity

Characteristics	N	X	SD	DF	Tcal	Tcrit	Remark
Young In-experienced lecturers	30	1.3	0.46	63	2.03	2.0	Significant at 0.05
Old experience lecturers	37	1.7	1.09				

Source: Field Survey

The calculated value of 2.03 is greater than the critical value t_c of 2.0. H_0 is therefore rejected. This implies that there is a significant difference in the attitudinal disposition of old experienced lecturers and the young inexperienced lecturers to the scanty, tight and exotic dress pattern of lady students in tertiary educational institutions. A closer look at the data shows that, as against 87% of young inexperienced lecturers who disagree that the dress patterns of these students need no monitoring, only 60% of the old, experienced lecturers believed so. The position held by the old experienced lecturers should be ideal if the assumption that students of tertiary institutions are adults and would behave accordingly. It is however doubtful if many would agree that this assumption is valid as it might have been in the distant past.

Also, only 57% of the young, inexperienced lecturers disagreed that the scanty, tight and exotic dresses are indicators of negative character attribute. A large percentage (68%) of the old experienced lecturers were liberal, believing that such dress patterns are not indicators of negative character attributes, they are more tolerant of this dress pattern. This might point to:

(i) the differences between the value system of the larger society and that which exists in the tertiary institution. A pointer to this was found in an edition of the (GTV) “Campus Life” programme of 23rd August, 2004.

In the programme, whereas the members of the public interviewed expressed distaste for the semi-nude dress pattern of the lady students, the two apparently senior academics of the University of Ibadan interviewed saw it as a question of the mind which the serious academic work of the University environment would neutralize.

(ii) the tendency for the inexperienced lecturers to get used to the value system in the institutions as they become old and experienced in them.

The next question is whether or not the possession of educational qualification affects the attitude of the lecturers. The t-test of this is as in Table VI below.

Table VI: Difference between the Attitudes of Lecturers with Teaching Qualifications and those without teaching qualification.

Characteristic	N	X	SD	DF	Tcal	Tcrit	Remark
Possessed teaching Qualification	31	1.65	0.82	65	0.92	2.0	Not Significant at 0.05
Do not possess teaching Qualification	36	1.64	0.92				

Source: Field Survey

Ho cannot be rejected since the calculated value of 0.92 does not exceed the critical value t.crit of 2.00. This implies that there is no significant difference between the attitudinal of lecturers with teaching qualification and those without, to the scanty, tight fitting and exotic dress pattern of lady students. Oladeji (2001: 40) reported similar absence of difference between the attitude of professional and non-professional teachers (towards the use of improvised instructional materials). This might be due to the fact that the dress pattern in question is seen as clearly foreign (exotic) to our social norms or the question has attracted only a *socially acceptable response* from the respondents.

Next we analyzed the difference in the attitudinal disposition of lecturers who accept responsibility for the character of their students (as they do for their academic performance) and those who do not accept this responsibility. Table VII shows this.

Table VII: Shows t-test Result of difference between the Attitudinal Disposition of Lecturers who accept Responsibility for the Character of their Student and those who do not.

Acceptance of Responsibility for Student Character	N	X	SD	DF	Tcal	Tcrit	Remark
Accept Responsibility	27	1.63	0.82	65	0.23	2.0	Not Significant at 0.05
Do not accept responsibility	40	1.68	0.91				

Source: Field Survey

The critical value tc (2.0) is greater than the calculated value (0.23). Therefore Ho has to be upheld. This means that there is no significant difference between the attitude of lecturers who accept responsible for the character of their students and those who do not. We expected a significant difference here. The absence of difference might imply that lecturers who do not accept responsibility for the character of their students feel so, not because they do not care as those who accept this responsibility. It is likely to be due to the consideration of many factors, which affect students' character over which lecturers have no control. This point was made by a respondent who, in justifying her position said:

“How can I be made to answer for the character of my students when I cannot control their home influence, peer group and the deteriorating moral tone in the larger society and the school?”

5. SUMMARY AND CONCLUSION

5.1 SUMMARY

This study reveals that:

1. Contrary to suggestions from common discussion and some newspapers articles, lecturers have negative attitudinal disposition to the tight, scanty and exotic dress pattern of lady students in tertiary institutions. However, they also believe that action to enforce better dress pattern should not be such that would make students feel being embarrassed.
2. There is significant difference in the attitudinal disposition of old experienced lecturers and the young inexperienced lecturers (who are less tolerant of the scanty, tight fitting and exotic dress pattern of the lady students).
3. There are no significant differences in the attitudes of male and female lecturers; lecturers who have teaching qualification and those who do not, as well as lecturers who accept responsibility for the character of their students and those who do not.

5.2 CONCLUSION

From the foregoing, one can conclude that:

1. The continued prevalence of scanty, tight-fitting and exotic dress pattern (which is regarded as indecent dressing among lady students) is not explained for by lecturers' positive disposition to it.
2. Sex, possession of teaching qualification, acceptance of responsibility for Student's character do not cause any significant difference in the attitude of lecturers to students dress pattern.
3. There is the tendency for Lecturers to become more tolerant of dress pattern that are inconsistent with social norms as they become experienced and older in these institutions.
4. Conflict over approach of reducing indecent dressing might contribute to the Continued prevalence of indecent dressing in spite of efforts by the various institutions.
5. The challenge before the institutions of higher learning is how to enforce decent dressing in ways considered proper and acceptable to the students and lecturers.

5.3 RECOMMENDATIONS

1. Periodic General Re-orientation of Staff and Students

There should be periodic general orientation of staff and students to the ideals of tertiary institutions, the need for good moral conduct as well as or along with good academic standing. Students and members of staff should also be educated on what is expected of them and why they are expected. These are required to ensure that lecturers/staff do not get used to values that are unduly antisocial as they become older in the institutions.

2. Involvement of all Stakeholders

There is need to solicit and obtain the spirited and voluntary efforts of all parties concerned. These include the lecturers, student leaders, parents and the security personnel on campus.

3. Deliberate Advocacy on Decent and Elegant Dressing

The authorities of the tertiary institutions should use soft methods such as radio and television media promotions, plays, positive reinforcement and good example to complement direct advice to students. For example, they can define, promote and reward elegant dressings that are not indecent, just as companies market their products. Best Lady of the Department or Faculty Awards, is typical medium for achieving this. This would be in line with the way they take on this dress pattern in the first place.

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APPENDIX A

DRESS PATTERN IN TERTIARY INSTITUTIONS QUESTIONNAIRE

A

1. **Years of teaching experience in higher institution:** Under 5 years () Over 5 years ()
2. **Sex:** Male () Female ()
3. **Age:** Under 40yrs () 40 years above ()
4. **Have teaching qualifications** (NCE, PGDE, BSC {Ed}, MED, etc) Yes () No ()
5. **Religion:** Christianity () Islam ()
Traditional ()

B.

	Attitudinal Factors	Strongly Agree	Agree	Disagreed	Strongly Disagree
1.	A lecturer should normally be accountable for the character of his/her students just as he is for their academic/examination performances for an averagely populated class.				
2.	Lady students should be free to dress as they please, whether or not scanty, tight or exotic.				
3.	Dressing freely (whether or not tight scanty and or exotic) by lady students is a feature of youth stage, which they would outgrow.				
4.	I know (fairly closely) many lady students who wear tight, scanty and exotic dresses and do not have any significantly objectionable character defect.				
5.	Many ladies who wear scanty, tight and or exotic dresses were already used to that pattern and hence not easily persuaded/influenced to change.				

6.	It is not the best to have distaste for scanty, tight and or exotic dress pattern of our lady students.				
7.	Making lady students (who wear scanty, tight and or exotic dresses) feel like facing the risk of being “ <i>embarrassed</i> ” by lecturers is not the best method of dealing with the problem.				
8.	Putting on scanty, tight and or exotic dresses has become the fashion these days and not necessarily an indicator of negative character attribute.				
9.	Tertiary institutions are meant for matured people who do not need to be strictly monitored, most especially in the area of dressing.				

APPENDIX B₁

MALE

Degree of Agreement Resp.	Weight X	F	FX	FX ²
SA	4	3	12	48
A	3	7	21	63
D	2	13	26	52
SD	1	26	26	26
Total		49	85	189

$$x = \frac{\sum FX}{\sum F} = \frac{85}{49} = 1.73$$

$$SD = \sqrt{\frac{\sum FX^2}{\sum F} - \left(\frac{\sum FX}{\sum F}\right)^2} = \sqrt{\frac{189}{49} - (1.7347)^2}$$

$$= \sqrt{3.8571 - 3.0092}$$

$$SD = 0.9208$$

Mean = 1.73
SD = 0.92

FEMALE

Degree of Agreement Resp.	Weight X	F	FX	FX ²
SA	4	0	0	0
A	3	2	6	18
D	2	12	24	48
SD	1	4	4	4
Total		18	34	70

$$x = \frac{\sum FX}{\sum F} = \frac{34}{18} = 1.89$$

$$SD = \sqrt{\frac{\sum FX^2}{\sum F} - \left(\frac{\sum FX}{\sum F}\right)^2} = \sqrt{\frac{70}{18} - (1.8889)^2}$$

$$= \sqrt{3.8889 - 3.5679}$$

$$SD = 0.5666$$

Mean = 1.89
SD = 0.57

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{1.73 - 1.89}{\sqrt{0.0173 + 0.01784}} = \frac{-0.16}{0.1875}$$

$$t = -0.85$$

$$t_{0.05, 55} = \pm 2.0$$

The level of significance for all the t-tests performed was chosen as 5% ($\alpha = 0.05$). This is the commonest and most widely used level of significance or alpha level.

The degree of freedom for the tests is 65 obtained as $n_1 + n_2 - 2$ in each case. Thus the critical value of 0.05 level of significance at 65 degrees of freedom is 20 (see t-distribution table).

APPENDIX B₂

IN-EXPERIENCED

Res.	Weight X	F	FX	FX ²
SA	4	0	0	0
A	3	0	0	0
D	2	9	18	36
SD	1	21	21	21
Total		30	39	57

$$x = \frac{\sum FX}{\sum F} = \frac{39}{30} = 1.3$$

$$SD = \sqrt{\frac{\sum FX^2}{\sum F} - \left(\frac{\sum FX}{\sum F}\right)^2} = \sqrt{\frac{57}{30} - (1.3)^2}$$

$$= \sqrt{1.9 - 1.69}$$

$$SD = 0.4583$$

Mean = 1.3

SD = 0.46

EXPERIENCED

Res.	Weight X	F	FX	FX ²
SA	4	3	12	48
A	3	9	18	54
D	2	8	16	32
SD	1	17	17	17
Total		37	63	151

$$x = \frac{\sum FX}{\sum F} = \frac{63}{37} = 1.70$$

$$SD = \sqrt{\frac{\sum FX^2}{\sum F} - \left(\frac{\sum FX}{\sum F}\right)^2} = \sqrt{\frac{151}{37} - (1.7027)^2}$$

$$= \sqrt{4.0811 - 2.8992}$$

$$SD = 1.0872$$

Mean = 1.7

SD = 1.09

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{1.3 - 1.7}{\sqrt{0.007013 + 0.03195}} = \frac{-0.16}{\sqrt{0.03986}} = \frac{-0.4}{0.1974}$$

$$t = 2.03$$

$$t_{0.05, 65} = \pm 20$$

APPENDIX B₃

TEACHING QUALIFICATION

Res.	Weight X	F	FX	FX ²
SA	4	1	4	16
A	3	4	12	36
D	2	9	18	36
SD	1	17	17	17
Total		31	51	105

$$x = \frac{\sum FX}{\sum F} = \frac{51}{31} = 1.65$$

$$SD = \sqrt{\frac{\sum FX^2}{\sum F} - \left(\frac{\sum FX}{\sum F}\right)^2} = \sqrt{\frac{105}{31} - (1.452)^2}$$

$$= \sqrt{3.3871 - 2.7066}$$

$$SD = 0.82$$

Mean = 1.65
SD = 0.82

NO TEACHING QUALIFICATION

Res.	Weight X	F	FX	FX ²
SA	4	2	8	22
A	3	5	15	45
D	2	7	14	28
SD	1	22	22	22
Total		367	59	127

$$x = \frac{\sum FX}{\sum F} = \frac{59}{36} = 1.64$$

$$SD = \sqrt{\frac{\sum FX^2}{\sum F} - \left(\frac{\sum FX}{\sum F}\right)^2} = \sqrt{\frac{127}{36} - (1.6389)^2}$$

$$= \sqrt{3.5278 - 2.686}$$

$$SD = 1.092$$

Mean = 1.64
SD = 0.92

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{1.65 - 1.64}{\sqrt{0.02195 + 0.02338}} = \frac{0.01}{\sqrt{0.04533}} = \frac{0.01}{0.2129}$$

$$t = 0.05$$

APPENDIX B₄

DON'T ACCEPT ACCOUNTABILITY FOR STUDENTS CHARACTER

Res.	Weight X	F	FX	FX ²
SA	4	1	4	16
A	3	3	9	27
D	2	8	16	32
SD	1	15	15	15
Total		27	44	90

$$x = \frac{\sum FX}{\sum F} = \frac{44}{27} = 1.63$$

$$SD = \sqrt{\frac{\sum FX^2}{\sum F} - \left(\frac{\sum FX}{\sum F}\right)^2} = \sqrt{\frac{90}{27} - (1.6296)^2}$$

$$= \sqrt{3.3333 - 2.6557}$$

$$SD = 0.8232$$

Mean = 1.63
SD = 0.82

ACCEPT ACCOUNTABILITY FOR STUDENTS CHARACTER

Res.	Weight X	F	FX	FX ²
SA	4	2	8	32
A	3	6	18	54
D	2	9	18	36
SD	1	23	23	23
Total		40	67	145

$$x = \frac{\sum FX}{\sum F} = \frac{67}{40} = 1.675$$

$$SD = \sqrt{\frac{\sum FX^2}{\sum F} - \left(\frac{\sum FX}{\sum F}\right)^2} = \sqrt{\frac{145}{40} - (1.675)^2}$$

$$= \sqrt{3.625 - 2.8056}$$

$$SD = 1.9052$$

Mean = 1.68
SD = 0.91

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{1.63 - 1.68}{\sqrt{0.02195 + 0.02338}} = \frac{-0.05}{\sqrt{0.04533}} = \frac{-0.05}{0.2129}$$

$$t = -0.23$$