UNIVERSITY OF EDUCATION WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF FASHION DESIGN AND TEXTILES EDUCATION

THE EFFECTS OF WOMEN'S SUGGESTIVE DRESSING ON MEN'S

BEHAVIOUR AND JUDGEMENT.

(CASE STUDY IN SOME SELECTED UNIVERSITIES IN GHANA).

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Vocational Education, submitted to the School of Graduate Studies, University of

Education, Winneba in partial fulfillment of the requirement for the award of Master of

Technology (Fashion Design and Textiles Education) degree.

JUNE, 2016

DECLARATION

STUDENT'S DECLARATION

I, Joycelyn Anku, declare that, this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:…………………………………………

DATE:………………………………………………..

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guideline for supervision of Dissertation as laid down by the University of Education, Winneba.

NAME: DANIEL K. DANSO (Ph.D)

SIGNATURE:…………………………………………

DATE:………………………………………………..

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DEDICATION

This work is dedicated to my dear husband Mr. Q. Amevenku, my sisters Mrs Joanne Osa-Kwao, Miss Evelyn Anku.

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ABBREVIATIONS

IAPP   International Association for Public Participation

KSTS   Kumasi Senior High Technical School

PTA   Parent Teacher Association

QAA   Quality Assurance Agency

SRC   Student Representative Council

SE   Student Engagement

ABSTRACT

Fashion, nowadays among others has ostensibly been a defining factor of class differentiation among the university students. Most students, particularly the females, struggle daily to meet up to these standards. Whereas modesty, courtesy, virtue and chastity among others are the terms which characterised the dressing of parents in a decade ago, modernity seems to have swept all these away and recast them in new relative meanings. In the light of this the study sought to find out the effects of women's suggestive dressing on men's behavior and judgement. The study adopted survey as a research design. The study population involved students from University of Education, Kumasi campus, Kwame Nkromah University of Science and Technology, University of Ghana, Ghana Technology University College and University of Development Studies. A sample size of 200 students was considered for the study. The constituents were made up of 100 females whereas the males were 100. Stratified sampling was used to group the population into sub strata. However, simple random sampling was used to the select five (5) universities. The respondents were selected using a convenience sampling technique. The study used questionnaire as the data collection methods. The study found that there are different attires worn by female students on university campuses. Aside these varieties of dresses lay the motives for which female students wear them that culminates into the different attitudes men put up towards. That is to say, most male students get tempted to lust after female students by their dressings. This affinity has the possibility of leading to promiscuous lifestyle on campuses. Based on this conclusions were made and recommendations were made that institution of control measures was noted to be relevant on the university campuses so as monitor and direct females students to dress well.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Dress has the most direct contact with the human body and is therefore considered an integral part of the Self. In dressing there are types of coded cultural identities and people interact with them through the garments (Davis, 1988). However, daily selection of dressing affects the way they are perceived by others, defines the expectations of those around them and has the main contribution in forming impressions. In most cases dress makes the man or woman. The costume, someone wears at work, at a social gathering or in an interview affects the perception and the opinion created on the capabilities and preferences (Giles & William, 1975). The subjective influence of clothing, except from psychological, has also historical roots, as people choose color, style and form of garments, according to the traditional social status, role and age. All these are also influenced by the interaction with other cultures and neo-colonial or not, state of their society (Bahl, 2005).

Roles of men and women have influenced clothing and garment and vice versa. The female dress has historically limited the social roles of women both physically and symbolically. In the 19th century, the dress of non-working woman, demonstrates the economic situation of her husband, who was the supplier of the family (DeLong, Salusso-Deonier & Larntz, 1983). The simple but seemingly topical and bothering question the masses ask that has over the years attracted religious worry, educational fret, media and intellectual discourse, is, why female students in the name of fashion should wear suggestive dresses to expose their body cleavages and contours to the full glare of people on campuses (Aubrey & Frisby, 2011). Of late, the public outcry maintains that women dressings reproduce distorted ideologies of women's sexuality. People however,

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consistently have observed that dress code place a great deal of emphasis on women's sexual appeal and reinforce the stereotype of women as sex objects, existing primarily for the pleasure of male spectators (Aubrey & Frisby, 2011). By this the idea is construed to suggest as though women are seen as sex symbols that simply must have sex and submit to any fantasy that a man may have.

The world today, has apparently assumed a new turn and sophistication (Bahl, 2005). The departure from the old ways of dressing especially has been widened by modernity giving an impression of a care free lifestyle - each one for himself. Migration is also enhanced culminating into cross culture making the western culture permeated into the Ghanaian indigenous ways of dressing and ostensibly consigning it to the background. The Ghanaian woman in the olden days was noted for wearing "kaba and slit", and other attires that could typify them. Dresses won by the contemporary lady on campuses today are full of trousers and skinny attires that define the shapes and intimate parts of their bodies, exposing their hips, stomach, navel and bare chest. This foreign dress pattern among university students of this generation has generated lots of concern and worry among the citizenry of the country. For this cause, Olori (2003) opine that university students are to be made to obey rules that restrict any dress won by students to reveal the intimate parts of their body. Apart from the skimpy and tight fitting nature of these dresses, they are again transparent; revealing certain parts of the bodies that under normal dressing patterns ought to be hidden away from the glare of people.

To the male counterparts especially, the seductive ways female students on university campuses of learning dress seductively leaves them much to be worried about. The complains has been that, what the women call trousers, skirts and skinny are just "an inch" longer than their pants when they wear. This is because, when they put on such

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dresses, they struggle to sit down, find difficulty in climbing stairs, cross gutters as well as pick anything from the ground.

1.2   Statement of the Problem

Fashion, nowadays among others has ostensibly been a defining factor of class differentiation among the university students. Most students, particularly the females, struggle daily to meet up to these standards. Whereas modesty, courtesy, virtue and chastity among others are the terms which characterised the dressing of parents in a decade ago, modernity seems to have swept all these away and recast them in new relative meanings. Nowadays, dressing in trousers, short shirts, and bare backs among the youth has become emblem of modernity in general and on the university campuses in particular.

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, Akintunde (2013) 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"(p 42).

Dressings have lost most of their values in this age of unisex and gender cross over. Certain styles of dressing are regarded by many as a serious threat to cultural values of a society. The society however, expects the university community to enforce

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the values of the larger society, where students are trained and encouraged to stay away from any poor dressings that will attract sexual advances. This is because a lot of people over the years have suggested that it is wrong to ignore the fact that clothing is a language because fashion has become a form of communication, a strong manipulating tool to stir the imagination, prompts one's curiosity and send a signal to the observing eyes.

The issue of dress pattern of learners in institutions of higher learning has become a worrisome concern for which reason 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" (p. 24). This "provocative mode of dressing" has gotten to a level that Oladipupo (2004) refers to it as "The insanity manifested in the mode of dressing of ladies on campuses" (p. 9). It is on the premise of the foregoing that the study seeks to find out the effects of women's suggestive dressing on men's behavior and judgement.
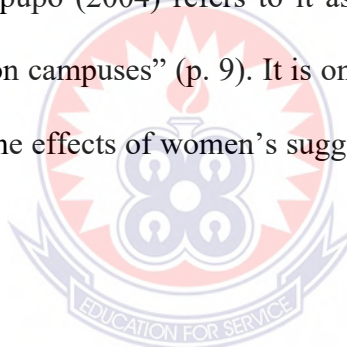
1.3   Objectives

The purpose of the study was to find out the effects of women's suggestive dressing on men's behavior and judgement. The following however, constitutes the specific objectives of the study;

1. To determine the motive behind why female students wear seductive attires on University campuses

2. To determine men's perception of women's seductive dressing on university campuses.

3. To find out the effects of the use of seductive women's dressing on university campuses

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4. To find out ways of ensuring that appropriate dressing pattern are used by female students on university campuses.

1.4   Research questions

The fundamental questions that arose from the study were as follows:

1. Why do female students wear seductive attires on the University campuses?

2. What is men's perception of women dressing on university campuses?

3. What is the effect of the use of seductive women's dressing on university campuses?

4. What should be done to ensure appropriate dressing pattern among the students?

1.5   Significance of the Study

The benefits of findings of the study are as follows;

The finding of this study could be used as a directive input in developing regulatory standards regarding the dressing on university campuses. The learning institutions will find the study outcome necessary to help in designing the right dress code for students. This will call for conformity to avoid provoking ridicules and social isolation. This is because dressing that does not fit the schools' standards may be criticised; as the person can be talked about, laughed at, or teased.

The study will help the students see themselves as role models who will be teachers or leaders of tomorrow hence the need for them to be conscious of their mode of dressing. The college will see the need to re-orient the students on some of their beliefs that were contrary to the ethics of teaching profession. This could lead the college possibly to create more awareness on dress code through the use of bill boards, visible

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posters in strategic areas within the premises. Again, the finding of this study will serves as a reference for other researchers in related area.

1.6   Delimitation of the Study

The research and the results were limited to the motive behind why female students wear seductive attires, men's perception of women's seductive dressing, effects of the use of seductive women's dressing and the ways of ensuring that appropriate dressing pattern are used by female students on university campuses.

1.7   Limitation of the Study

The fact that student's survey data was used as the basis for evaluating men's attitudes toward women's seductive dressing was potential limitation. This is because the study was associated with the qualitative methodology in the data collection and analysis.

This raises concerns about the generalizability of qualitative research (Sullivan & Spilka, 2011) all due to the fact that in qualitative research the number of samples involved is always small such as this study. This had a bearing on the external validity, which is the degree to which the results can be generalized to the wider population.

1.8   Organisation of the Study

This work is organized into five main chapters. The chapter one consists of the introduction which deals with the background to the study, statement of the problem, research objectives, and research questions, scope of the study, significance of the study, and organization of the study.

Chapter two considers the review of literature of the study on which the study is based. Chapter three consist of the research design, population under study, sampling techniques, sources of data, research instruments and method of data analysis. Chapter four emphasizes on presentation of the results and discussion. Chapter five is concerned with summary of the findings, recommendations and conclusions.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter reviews the literature on the effect of women's suggestive dressing on men's behaviour and judgment. The review provides a comprehensive review, separation of literature using research related to the objective and the research questions. The chapter also analyses and support the study by outlining and evaluating previously established research outcomes on topic under consideration. This is looked at, under the following sub-topics.

2.2   Nature of campus dress code

The principle of dress code in tertiary schools is apparently to promote and embrace important values such as cleanliness, neatness, modesty, decency and appropriateness in dressing which reflect initial dignity and sobriety through which students as well as staff and faculty represent the professional status of their respective disciplines (Odeleye, 2000). Thus, many schools in Ghana like Takoradi Polytechnic have gone ahead to pronounce a well circulated dress code guidelines, which state among others that "students should maintain a clear and well cared for appearance in all settings on campus". Wearing of tight, strapless and revealing clothes, or clothes whose lengths are above the knees are considered to be unsuitable on many campuses. Some departments and schools have further prescribed special clothing for certain occasions and lecture activities.

Dress code, according to Pauly (2008), is a set of rules, as in a school, indicating the approved manner of dress. However, campuses of higher institutions today have fostered a climate for the display of seductive wears especially by the female. For

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instance, those who had visited the campuses of institutions of higher learning in recent times had wondered whether they were in an academic community or an enclave of fashion fair, owing to the provocative and seductive ways in which most of the students, particularly the female clothed themselves to the lecture rooms. Anecdotal observation of the hallways of many higher institutions today reveals that students have pushed dress code to the limit. There are halter-tops and bare midriff, thigh underwear peeking above ultra low-cut jeans, and bright-coloured bras shining through sheer shirts.

On many campuses today, teachers and school authorities are now reduced to being the clothes police; a lot of time and energy that could have been spent on teaching is spent monitoring whether or not students keep to the order of the dress code battles. This problem is observed to be greater among female. A worse development is the phenomenon of TV Reality Shows (e.g. Big Brother Africa), which is sweeping through developed and developing societies thus destroying further still the efforts to control immorality among the youthful population (Kayode, 2005). Consequent upon this, it is pertinent to note that certain countries have made some forms of improper dress strictly forbidden in their territories, because they have recognized that "proper dressing is necessary for the moral health of the nation" (p. 19).

Plate 1. Skimpy skirt showing thigh of women

Plate 2. Dressing indicating erotic parts

2.3   Uses of seductive women's dressing on university campuses

What then is suggestive dressing? Suggestive dressing can be described as the improper way of dressing or the generally unaccepted way of dressing which exposes vital parts of the human body to reminiscent a thought already planned. That is, inappropriate and provocative ways of dressing relative to specific societies or cultures. According to Oyeleye (2012), suggestive dressing means the deliberate exposure of one's body to the public to attract an attention.

This practice violates the acceptable norms and values of the society. Adeboye (2012) defined suggestive dressing as the wearing of clothes that are not appropriate for a particular occasion or situation. Egwim (2010), referred to suggestive dressing as the "attitude of someone, male or female that dresses to showoff parts of the body such as the breasts, buttocks or even the underwear particularly those of the ladies that need to be covered to draw attention" (p. 7). This habit is embraced by all ages in the society but it is prevalent among youths. As vividly portrayed by Omede (2011):

> What the girls call skirts that they wear is just "one inch" longer than their pants. When they put on such dresses, they struggle to sit down, find difficulty in climbing machines [motorcycles] , cross gutters as well as pick anything from the ground. Apart from the skimpy and tight fitting nature of these dresses, they are again transparent; revealing certain parts of the bodies that under normal dressing patterns ought to be hidden away from the glare of people. In the case of boys, their pattern of dress … makes them to look so dirty and very unattractive with unkempt hairs and dirty jeans having pockets of holes deliberately created around the knees and the lower part of the trousers allowed to flow on the ground because they go through their heals into their legs as socks. The waist of their trousers are lowered and fastened tightly at the middle of the two bottom lobes to reveal their boxers (pants). And when they are walking, they drag their legs and one of their hands particularly, the left one, cupping their invisible scrotum as if they will fall to the ground if not supported (p. 10).

Every culture has its dressing code that may vary according to cultures. Despite this variation, one thing is certain and that is that every culture has an acceptable dress code. So every dress code that deviates from the one acceptable to the community especially as it affects the set moral standard or judgment of the community is termed suggestive. The terms-decency and indecency-have so much to do with the morality of the individual person and as judged by others. A dress is therefore, said to be suggestive when it has provocative or stimulating influence on almost all those that happen to view it on the user. Egwim (2010) referred to suggestive dressing in a more specific term as the attitude of someone, male or female that dresses to showoff parts of the body such as the breasts, buttocks or even the underwear particularly those of the ladies that need to be covered.

This exposure is obviously a deliberate act to look sensuous, tantalizing and stimulating so as to draw the attention of the opposite sex and is more prevalent among singles (unmarried women and men). This form of dressing is provocative (Olori, 2003), improper and unacceptable. These dress patterns are morally offensive and reveals the high rate of moral decadence in the society of our time.

Plate 3: Straight dress showing hipped buttock   **Plate 4. Skinny dress showcasing buttocks**

2.4   Motive behind female students wearing seductive attires on university

campuses

Ladies have various reasons why they pick and choose their dress when they are

on campus.

2.4.1   Fitting in

Fitting in relates to both fitting in with one's peers and fitting within society as a

whole. In some cases, young women may choose to reveal or conceal their bodies

depending on whether their peers reveal or conceal their bodies. O'Neal (1998) studied

inner-city students' attitudes toward dress. She found that one issue her participants

discussed was conforming to the dress of their social group. Two of O'Neal's female

participants suggested that being well-dressed is important because it allows an

individual to fit in with everyone else. Similarly, Sterling (1995) argued that women feel

compelled to fit into the norm. Thus, the objectifying imperative makes women feel that

they must dress in revealing clothing: "They as a group are compelled to dress both

modestly and immodestly, and what results is a limited spectrum in which the majority

of women lean toward modesty" (p. 103).

However, Duits' and van Zoonen's (2006) study suggested that revealing

clothing is marketed even to young girls, so it is possible that revealing clothing has

become normative. Thus, it may be that some young women do feel compelled to dress

in clothing which reveals a large portion of their bodies. Shalit (1999) argued that young

women may feel pressured to dress provocatively because they feel they will be

ostracized if they do not. Her statement suggests that what is considered normal is

immodest. Lynch (2007) respondents cited lack of self-esteem as a reason why other

young women would dress provocatively and engage in flashing behaviour, which Lynch

pointed out implies that the respondents assumed they could gauge others' self-esteem accurately. Similarly, a female participant in O'Neal's (1998) study suggested that showing a great deal of skin advertised lack of self-respect.

Plate 5: Tight Trousers portraying sexuality

2.4.2   Economic benefit

Foster (1996) found that girls who frequently wear indecent dresses perceive themselves as special, thus their predisposition to be sexually harassed. Similarly, Buunk, Siero and Vanden Eijnden (2000) found indecently dressed persons to be involved in the behaviour as a reaction to more beautiful persons in order to attract the attention of the opposite sex. Bajos and Marquet (2000) investigated common types of indecent dresses on campuses i.e. the elitist, the amorous, the unprincipled and the compensatory indecent dressing. The elitist seductive dressers are usually from privileged and economically empowered background. They often flaunt their salient features like the breast, and pubic in attempt to promote themselves which make them very prone to sexual harassment. Bajos, Marquet and McPhal (2000) found that most of

such students' parents are in the upper classes. That, they always try to maintain an above average academic performance as part of the seduction.

Amorous indecent dressers are sexually seductive, but often avoid real intimacy. They simply play games by deceptively seducing their preys for economic purposes. The unprincipled indecent dressers on the other hand are unscrupulous, deceptive, arrogant and exploitative. The compensatory indecent dressers do so to cover up for their feelings of inferiority. They only try to create illusions of being superior and exceptional on campus by dressing indecently. One major finding about indecently dressed females is that, they have maladaptive ideas about themselves particularly the belief that they are pleasurable and deserve to be treated as such. Carvajal, Garner and Evans (2005) in their study found support for this hypothesis. They found such beliefs by the females to hamper their abilities to perceive their experiences realistically and that they often encounter problems when their indecent dressing clash with an experience of relationship failures.

Plate 6: Hipped dress

2.5   Men perception of women's dressing

Women and men differ in their perceptions of sexual intent of the opposite sex. For example, men are more likely than women to perceive social interaction between two individuals of the opposite sex in sexual term, and specifically, men tend to misinterpret the sexual interest of women based on their clothing. Abbey Cozzarelli, Mclaughlin, and Harnish (1987) found that men were more likely than women to interpret a low-cut top, shorts, tight jeans, or no bra as indicator of sexual receptiveness.

Abbey et al (1987) reported that female targets who wore revealing clothing were rated by men as more sexy and seductive than women wearing non-revealing clothing. Koukounas and Letch (2001) reported that an actress who wore more revealing clothing was perceived by male observers as having more sexual intent than did the female observers. These latter studies seem to show that men misinterpret women's sexual intent according to their clothing appearance. However, these studies used photographs of women wearing or not wearing sexually evocative clothing, and men were instructed to rate the women's sexual intent with the help of a scale. Thus, the effect of women's suggestive clothing on men's behavior in more ecological conditions still remains in question.

Men's spontaneous approach behaviour toward women was measured and shortly afterwards the men were also asked to evaluate their chance to have a date with the female confederate and to have sex with her on the first date. It was expected that men would be significantly faster in approaching women with suggestive clothing, and would rate both the probability of having a date, and having sex on the first date, higher for women with suggestive clothing Koukounas and Letch (2001).

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2.6   Impact of female dressing on men sexuality

Jeffreys (2005) writes about beauty practices that females engage in, such as wearing make-up and hair removal, and how such habits can be interpreted as harmful and oppressive. She writes;

> Though women in the west sometimes say that they choose to engage in beauty practices for their own sake, or for other women and not for men, men benefit in several ways. They gain the advantage of having their superior sex class status marked out, and the satisfaction of being reminded of their superior status every time they look at a woman. They also gain the advantage of being sexually stimulated by "beautiful" women. These advantages can be summed up in the understanding that women are expected to both "complement" and "compliment" men. Women complement men by being the "opposite" and subordinate sex. Women compliment men by being prepared to make an effort to adorn themselves for men's sexual excitement. Thus men can feel both defined in manhood and flattered by women's exertions and, if the women are wearing high heels for instance, pain endured for their delight (Jefferys, 2005, p. 5).

The difference in gender responses to sexual appeals was researched by Dahl and Sengupta (2008). They found that on average, men react more positively to sexual appeals, which is a result of their open minded views on sex in general. The authors also discovered that the majority of women had a negative view on sexual appeals, which is a result of them having a more conservative upbringing because of pressures from their parents and institutions (Dahl and Sengupta, 2008).

Plate 7: Dressing portraying sensual area

Physically attractiveness is another factor in sexual harassment. Evolutionary Psychology posits that physical attraction in human is related directly to sexual selection. This is why humans have viewed certain features as attractive because these features are evident in healthy individuals (Fink & Voak, 2002). Researchers also show that males are more influenced by looks. Sprecher (1994) found males to value the physical attractiveness of the opposite sex. Even though there are advantages of being beautiful and attractive, Hatfield and Sprecher (1986) reported that there is also an ugly truth about beauty. Those exceptionally attractive individuals are prone to unwelcome sexual advances or resentment from persons of the same sex.

It is without doubt that women and men differ in their sexuality and perceptions of sexual intent of the opposite sex. For example, men are more likely than women to perceive social interaction between two individuals of the opposite sex in sexual terms (Abbey, 1996), and specifically, men tend to misinterpret the sexual interest of women based on their clothing. Abbey found that men were more likely than women to interpret a low-cut top, shorts, tight jeans, or no bra as indicator of sexual receptiveness. Abbey however, reported that female targets who wore revealing clothing were rated by men as more sexy and seductive than women wearing non-revealing clothing. Fletcher (2002) reported that women who wore more revealing clothing was perceived by male observers as having more sexual intent than did the female observers. These latter studies seem to show that men misinterpret women's sexual intent according to their clothing appearance. Thus, the effect of women's suggestive clothing on men's behavior in more ecological conditions still remains in question.

Plate 8. Suggestive dress

2.7   Possible causes students suggestive dressing

This behaviour is from various origins. It is not just a behaviour that developed overnight, but an accumulated behavioural pattern that could be attributed to the home (neglect and or poor parenting), the effect of globalization arising from wrong values' exportation and importation, a reflection of the high rate of moral decadence in the larger society (corruption and high rate of indiscipline among the leaders and the led), peer pressure and the desire to belong as well as fading values and demonization or demonic influence. Each of these points is discussed in details.

Plate 9: Low neckline showing breast

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2.7.1   Poor parenting

Every child in a community whether good or bad has a home as well as parents. The influence of home environment on the development of children is not in any way doubtful (Omede & Odiba, 2000). The home is every child's first window to the outside world. What the parents do with the child at this level in terms of training and orientation go a long way to determining what the child becomes tomorrow.

Children live or die, thrive or wither, due to the decision of their parents (Gushee, 2004). It is from the parents that the child learns about values, beliefs and other forms of behavior acceptable to the community. The child is taught these through instructions, observations and practices from parents and other siblings particularly the senior ones. The implication of this is that parents must be seen to be morally exemplary. They are, according to Whitehurst (2004) the most important people in their children's lives. But how many parents model good moral character? How many of them give good attention to their children? Children are kept incommunicado as a result of the perpetual and prolonged absence of either or both parents from home for business and other engagements, social and or spiritual. As a result, the children are left to themselves, become rudderless or at best under the tutelage of nannies. Most parents have no time to check their children's wardrobes and the implication of this is that they can wear anything in the form of dress.

Apart from this issue of neglect, many parents especially mothers buy anything in the form of dresses for their children. They did not see the need to be discreet and modest in the choice of dresses they buy. A little female child of less than three years is adorned with hair attachments, rosy chicks, and eye shadows so lavishly that she becomes an embarrassment to onlookers. This little girl is made to grow with this form

of dress pattern and when she becomes of age, she finds it difficult to depart from this way of behavior or life.

2.7.2   The society

Young females in particular are becoming increasingly influenced by the fashion, music and advertising industries that advertise that "they should look "hot" not later but now" (Reist, 2008). As a result, they are growing up alongside sexually saturated images in a society which is preoccupied with being evaluated on terms of sexual appeal.

The students leave in a community and so they are influenced by what goes on in the community either directly or indirectly. The arrant display of moral decadence in the forms of corruption, indiscipline, prostitution, bribery and other forms of vices in the community at the full glare of youths and children call for great concern. Not even parents, teachers, government officials and community leaders including the spiritual leaders have the moral rights to challenge, correct and discipline erring youths and children because their slates are not clean.

No section of the society-from the leadership to the led can be exonerated from morality problems. How else can we explain a situation which the prophet cheat his priest, the priest his congregation, the judge the accused, the teacher the students, the doctor the patient and the ruler his subjects? The youths are learning fast from what is going on in the society around them.

Many of the images females are exposed to through advertising and music videos create an increased desire for a thinner, ideal body (Rush, 2006). Female students become more aware of dieting to lose weight and in some cases this may lead them to engage in disordered eating habits (Rush, 2006). Our society has placed so much emphasis on the perfect body it becomes increasingly difficult for ladies to accept this as

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anything other than the truth. It is believed that the majority of women we see in the media on a daily basis are displayed to the viewer as having impossibly perfect bodies, which puts great pressure on other women to conform.

For many of these women the thin-look has become the normative (Strausburger and Wilson, 2002). Studies have even found that females who aspire to look like these women are twice as likely to be concerned about their weight (Strausburger and Wilson, 2002).

2.7.3 The media

The media is a part of everyday life of the students. Students are surrounded by technology, entertainment, and other media that is full of violence. Newspapers, magazines, radio, television, and the internet all contain violence. Today's media has a negative influence on the students. The media does have an influence on them, but does it really influence them to act out, even though they know it's wrong? Mass media, and its components, are very powerful and can influence one's mind, as well as their behaviour (Tiffany, 2003). The students that imitate characters who use violence in the media and display aggressive behavior, tend to give them reason to believe that violence can happen without consequence. The media is a powerful presence in youth's lives. Within the field of communication, media is the term used to refer to the particular medium used to deliver a message to a large, anonymous, diverse audience (Pearce, 2009). Media, as a powerful social system, plays an important role in creating a person's sense of reality (Gergen, 1999). Students of today depend on the media for information on everything; the latest gadgets, the latest fashion trend, the newest car on the market to coax their parents into buying, the best places around the country to eat out at, or to find

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out what their favorite celebrity is up to. Media's effects of foreign fashion on youth are far-reaching. It almost controls the minds of youth like a giant remote control.

The impact of advertising plays a significant role in this, as it has been argued that children subjected to advertising desire many of the intangible values associated with certain products, in particular sex appeal (Strasburger & Wilson, 2002).

In many ways, it has become a natural occurrence for adverts to feature thin, attractive models in provocative and visually exciting scenarios. Although this is a common marketing strategy to influence consumers, studies have found that young female in fact compare their physical attractiveness to models featured in advertising, which in turn can have many serious effects (Strasburger & Wilson, 2002). Icons such as Beyonce have recently been criticised for overly explicit content in the advert for her new fragrance "Heat". It features the star dancing seductively with the camera showing her chest and thighs as she caresses her neck and breasts (Poulter, 2010). It is examples like these used in the advertising world, which filter what young female view as perfect (Wright, 2011).

It is extremely rare for an unattractive and overweight model to appear in such campaigns. These depictions of women in the media industry emphasise how women should look in overtly sexual ways, and as a result it becomes increasingly difficult for young female to pull away from this notion. It is as if they have become so entangled in a web where a perfect sexual image of females has become the norm, that they are effectively trained about how to present a hypersexualised version of themselves (Reist, 2008).

Having looked at the examples of advertising and music videos as areas which contain strong sexual presentations of women, it can be suggested that this constant exposure to such images can create a distortion between reality and a fabricated, media-

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constructed version of the female image. The vast array of airbrushed images claiming that super slim women have the "perfect beach body" have become splashed across the pages of magazines, consequently leading its readers to believe that there is no other image worth aspiring to (Brooks, 2008).

Many are under the assumption that as individuals we have a free choice in accepting as truth or not the images we see, that in the modern world they are inescapable. Not only do we see increasingly sexualised depictions of women in the confines of our home, but to a certain extent the public sphere has been hijacked by these images too (Rossi, 2005). If it is not the visual tricks the media play on innocent minds, many body-critiquing messages from shows such as "Extreme Makeover" and "Top Models" become internalised by young ladies (Reist, 2008), messages that particularly value women who are "hot, thin and sexy" (Reist, 2008). Students see women in the media spotlight subjected to constant scrutiny, creating anxiety for their own self-image. This anxiety, however, is beneficial for businesses, as it keeps female purchasing (Hamilton, 2008).
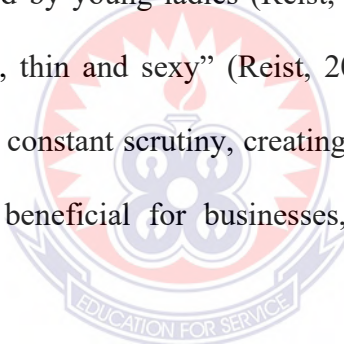
2.7.4 Modern internet appeal

Internet marketing has made online shopping popular among many consumers. In 2005 consumer spending on various apparel websites was nearly 4.7 billion dollars; topping catalogue sales, which in the past generated the largest amount of non· store retail profits (Cowart & Goldsmith, 2007). Heavy Internet users are more likely to gather online information about clothing and apparel than people who sparingly use the Internet and are 90% more likely to make online apparel purchases (Cowart & Goldsmith, 2007). College students are a group that spends a great deal of time on the Internet and can be classified as heavy Internet users. On-line apparel consumption is popular among this

group because the Internet provides a mix of merchandise that can accommodate a wide range of personal styles and budgets. Researchers have reported that "when college students participate in e-commerce, fashion is a primary purchase" (Cowart & Goldsmith, 2007).

A college campus culture can easily be communicated by what its students are wearing (Bruce & Showers, 2002). Several factors can influence a desired look. This puts to the fore that, the school type and location have a huge bearing on the way its students dress. Students attending art schools naturally dress differently from students who attend business and technology schools.

The dress on campuses in the north is often different from students' appearance on southern campuses. Hughes (2004) reported that students attending Tougaloo college in Tougaloo, Mississippi combine elements of old-school southern charm and individuality in their dress while students attending college at Howard University in Washington, DC combine top designer clothing, sales rack items and original items that they design into their wardrobes. At most universities during the first week of school it is easy to identify new students on campus by their clothing. According to Kinzie (2007) by the second week new students are not as recognizable because they have adopted a look that reflects campus culture.

Campuses are full of students that desire to fit in and make friends. Countless students are using clothing as their medium for assimilation. For many, college is their first experience of being able to freely express themselves through dress without direct influence or approval from parents (Kinzie, 2007). Students are exploring their freedom of expression by embracing various forms of dress.

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2.7.5 Popular cultures

The term "popular culture", sometimes called mass 'culture', was used in the nineteenth and early twentieth centuries as a way of distinguishing the social habits of ordinary people of the lower classes from the 'high culture' pursuits of the more privilege, educated classes. Yet by the mid – twentieth century, this distinction was already becoming meaningless. In the Western World, the impact of consumerism, the mass media and technological change in the second half of the twentieth century permeated society as a whole, resulting in many shared interest and activities across all classes (Jacobs, 2013).

Popular culture can be seen as a set of behaviors and values shared by a large group or group within society at a particular period of time. These behaviors and values are exhibited in a range of forms, including music, sports, films and television, fashion, and anything else in the public sphere. Popular culture can therefore be seen as largely to do with people's leisure time. However, because popular culture is both produced and consumed, it is directly tied to the economy and the world of work. Popular culture is continually evolving; that is, it changes over time. Its dynamic nature can be as a result of generational change, as one generation challenges, the practice and beliefs of previous generation (Eriksen, 2000).

According to William (2012), contact with other foreign culture is another important source of seductive dressing. With the increase in cheap and swift means of communication and traveling to see different cultures, the important of their source is rapidly increasing. More and more people are now coming into contact with popular foreign cultures of other countries, and imitating the fashions of the foreigners. The televisions' fashion shows, the beauty competitions, and newspaper advertisements displaying other cultures are other prominent sources which increase the strength and

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popularity of this tyrant. Seductive dresses spread from the rich to the poor and from the advance and prosperous countries to the backward and poor ones. By the time the fashion has reached from one class or country to another, it tends to be discarded by the class or country which originated it. Many of those who try to be in fashion do know that it is fleeting. But even then they are madly followed as if nothing on earth matters more. Nothing brings out the tyranny of fashion better than this fact. The media has become a trend to promote a kind of dressing to advertise a particular culture and its unity.

2.7.6   Celebrities

Schroeter (2002) as cited in Cyril de Run, Butt, and Yen Nee (2010) defines celebrities as "individuals who achieve a certain degree of fame across or among a section of a society; they can be actors, sports persons, politicians, or pop icons. Their fames and successes allow them to inspire and influence others." Students of today look up to celebrities for their everyday dressing tips through: movies, albums and their general ways of life. Students at their youthful stage is a very confusing period, filled with changes and challenges, and is a period where an individual feels the need to "belong" and to be "accepted". When this need is created, the students then look for ways to fill the gap and most often turn to the media to perform this role. The magazines often are the most accessible.

Hood (2002) suggests that "celebrities are most like sales persons". Adding further that "though they may not explicitly try to persuade their audiences, they are subconsciously altering the thoughts of their publics; this can be seen through celebrity endorsements, press interviews, apparel worn during public events, items favoured by celebrities, celebrity-branded products and celebrities' overall brand image all of which create epidemics of societal acceptance among various social groups" (p. 31).

Taylor and Stern (1997); Weiss (2004) as cited in Cyril de Run, Butt, and Yen Nee (2010) posit that "teenagers and young adults are more susceptible to be influenced by celebrities as compared to the mature population. Teenagers tend to follow the footsteps of celebrities to accommodate characteristic that are lacking in their personal lifes. Many teenagers dress and behave like their favourite entertainer." Weiss (2004) adds that "this allows them to compensate their low self-esteem" (Cyril de Run, Butt, and Yen Nee, 2010). Everelles and Leavitt (1992) as cited in Cyril de Run et al. (2010) further add that "there are some who would go over the limits by having plastic surgery just to look like their favourite celebrities."

The influence of celebrity image and its effect on the students has thus become topical issue. The question is, is it always negative or can celebrity image be a good influence? The lifestyle of these important people can be viewed from the positive and also the negative sides. When youths see movie stars, a musician performing or even some sports people, they liken themselves to such people wishing they could do all that and wondering what it takes to get to that level (Weiss, 2004).

On the reason why celebrities are likely to be imitated, Wilson (2009) attributes this to Bandura's social learning theory (1986), which talks about how "humans learn about the world through observing the behaviour of others". He adds that "by watching the effects of certain behaviours, and examining personal responses, people decide on their own values about behaviour. Logically, people are likely to imitate the behaviour with which they associate with success or successful people" (Wilson, 2009).

According to the article "Celebrities bad influence on children" the author states that these celebrities "have a positive effect on our lives; they value success, relationships, seeking to find young talents, looking good, giving to the poor and a high self-esteem." Also in that article, it was observed that celebrities can damage children's

education. According to the respondents which were the teachers, pupils' obsession with footballers, pop stars and actors are affecting their progress in school as well as limiting their career aspirations."

Everelles and Leavitt (1992), view that celebrities are very influential in today's society. Youth are constantly faced with the unrealistic expectation that they can be perfect and that they need to be perfect in order to feel confident. All fashions are futile. They have a tendency to filter downwards. They spread from the rich to the poor and from the advance and prosperous countries to the backward and poor ones. By the time the fashion has reached from one class or country to another, it tends to be discard by the class or country which originated it. Many of those who try to be in fashion do know that it is fleeting. But even then they are madly followed as if nothing on earth matters more. Nothing brings out the tyranny of fashion better than this fact that Celebrities are everywhere in movies, television, news, magazines, posters, and many other places. They are almost an unavoidable part of the youth while growing up.

The students look up to celebrities for many different reasons. For girls, it is usually for the beauty and extravagant style that famous women have. For boys, it is usually the muscles and keen fashion sense of famous men that they aspire to have. Celebrities greatly influence dress choices of the students because celebrities signify ideal beauty. It seems as though they look amazing everywhere they go, whether it be to the grocery store or to a red carpet event. Young people strive to keep up with the latest fashion trends, and celebrities happen to be one of the highest influences of modern fashion. Style is always changing and the youth want to make sure they are always up to date with it (Schroeter, 2002). Young people want to be at their best, so they look to celebrities in order to achieve that. Celebrities are trendsetters. Celebrity fads come and go so fast, so they're easy to fall behind on. Fads as absurd as "how thick or thin your

eyebrows should be" transform month to month. Thin eyebrows used to be popular, and now thick eyebrows are back in style. Young girls are filling in their eyebrows with eyebrow pencils to make them appear thicker because that is what almost every celebrity is doing now. The youth get their inspiration from people who they look up to and desire to be. Youth watch fashion shows and view photos and wish that they could look like their favourite celebrity. They may not be able to afford the designer clothes that their favourite celebrity wears, but they can certainly buy cheaper clothing driven by the celebrity's style (WIPO, 2005).

The researcher is of the view that, the students are more influenced by a desire to flow with the goings-on around them especially with what they see in the media. And in these portrayals, the negative aspects of media, popular cultures and celebrities are often given more prominence. Celebrities, media and popular cultures motivate students to aspire to be successful. They have a strong desire to be like the stars they see on the TV, read or hear about. This propel some students to pursue dressing like wearing of tight jeans modelling, or even doing copying their way of life. These factors attachments directly and indirectly affect students behaviour and feelings about themselves. When a person see a successful person and you admire that person, you could make up your mind to be like that person or be a success in another area. Generally students look up to celebrities and what they see and hear on the various media's as a perfect example of successful people and in that way in try to attain perfectionism, have a desire to conform to the goings-on and avoid conflict, and also have a need for control.

2.7.7   Other Media exposure and clothing choices

The authors Cash and Pruzinsky (2002) as cited in Sancheti (2009) indicated that media exposure has been defined as the number of hours spent by an individual watching

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television as well as reading magazines. New technological advancements, and advent of many latest machinery has led to availability of cost effective, quick, ready-to-wear, easy to care and easy to handle garments; and, thus greatly affecting the choices of women by giving them a range of new fabrics and garments and therefore, easily capturing the customers' attention.

Modern day women tend to use the latest technology, searching the internet for the latest styles, designs and cuts that suit their personality, rather than wasting their time in designing and choosing a new style. The easy provision of internet to the common man helps individuals to be in touch with latest happenings in the fashion world with many more websites giving useful information regarding the upcoming trends. Today's youth live in a technologically savvy world, are empowered with technology and therefore more connected with the world through media influence; and thereby being better at using computer technology than the previous generations. With about two-thirds of them having easy access to cable television in their bedrooms; thus television has become their number one influence and source of brand information (Lindstrom and Seybold, 2003) with approximately 85% of these tweens having television as their source of brand information.

Branding and marketing have been noted for bringing great changes in the field of textiles and clothing. The media in the forms of movies, television, radio, and print exerts an enormous, almost a normative influence, over the lives of men, women, adolescents and children; and, particularly among teenagers, the ways in which individuals and groups dress, talk, behave, and think. In support of this, Siegel (2004) indicated that today's tweens are also influenced by taped shows, videos, movies, music videos, internet and digital cable in addition to the old media (television, radio, magazines). Weber (2008), affirms the previous author by indicating that youth learn

about fashion through advertising media such as newspapers, radio, and television infomercials, the internet and catalogues.

Furthermore, contemporary media images portray unrealistically thin bodies that are seen as attractive characteristics of cultural standards of beauty; it's no wonder therefore, that women use these media images to learn about self-expression and self-image (Damhorst, 2005; Jung & Lennon, 2003). Media is such a powerful tool that it literally governs the direction of our society today. It is the propeller as well as the direction provider of the society.

2.7.8   Environmental factors influencing clothing selection

Environment as defined in the American Heritage Dictionary (2001) means "the totality of circumstances or conditions surrounding an organism or a group of organisms"; and, with regards to the complexity of social and cultural conditions affecting the nature of an individual or community.

Environment could therefore, be considered as a sum total of surrounding things, place and cultural norms. Sancheti (2009) investigated on cultural, time and place constructs that influence dress and identity. According to them, cultural constructs include technological resources, moral standards, health and hygiene, aesthetic expression and rituals. Time and place constructs included fashion, ethnic groups as well as a cosmopolitan dress defined as one worn across national boundaries.

2.8   Cultural and demographic factors influencing clothing selection

In a consumer society, the dressed body has become an increasingly important means of generating self-identity. Fashion and clothes reflect one's self-identity and self-awareness about one's own body. The body is deliberately constructed, both in how it is

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used and how an appearance is projected, as opposed to being a given. Jenkins (2008) further suggests that 'the human body is simultaneously a referent of individual continuity, an index of collective similarity and differentiation and a canvas upon which identification can play. In other words, it is a site for individuals to communicate with other people and to embody identity. It is through the social situations and ties, that the body's potentials are used within the social process (Burkitt, 1994). As Giddens (1991) notes, bodily appearance and demeanour have become significant with the advent of modernity. He considers appearance to generate social identity rather than personal identity – that, while the self and self-identity are intimately linked to bodily appearance, appearance ultimately designates a social identity rather than a personal one. Dress and body adornment as a means of individualisation must occur in a social context, and its resulting contrast with others is more important than any intrinsic expression.

Therefore, the dressed body is situated in the social world and is inseparable from the self. As Entwistle (2000) points out, dress is profoundly gendered and essential to the construction of femininity (and masculinity). In the making of the 'feminine', the dressed body is embedded within cultural and social categories, being operated as gendered through ways of walking, sitting and so on. Thus, the use of dress as a tool and the overall experience of dress are results of both social factors and individual choices (Entwistle & Wilson, 2001).

Different objects at different points in time provide meaning to cultural perspectives and clothing is one such perspective. Clothing, when viewed through the cultural perspective, is a product of cultural norms and values that transform one's identity to create a picture and provide meaning to social life. Cultural and demographic factors such as ethnicity, place of residence and income of family may also affect the clothing behaviour of women (Sancheti, 2009).

Other researchers found that strong ethnic identification leads to particular choices of apparel and these choices are matched by strong feelings (Chattaraman and Lennon, 2008). Society influences what people wear, and people share certain traditions, institutions and interests, with each society having its own culture, collected ideas, skills, beliefs and institutions of that society at a particular time in history. Cultural differences are what set societies apart from one another with every culture having something special and unique about its clothing. Distinctive clothing styles and national costumes have been developed by many source and various cultures over the centuries (Weber, 2008).

2.8.1   Peer and familial influences

According to Sancheti (2009), study results showed that dressing behaviour played an important role in conformity-individuality conflict for students, and female with extreme dressing behaviour were reported to be ignored by their peers. Also, female were more influenced by their peers while males were more influenced by their families. It is also noted that female showed a tendency to use clothing as a means of self-expression and also approval from their friends. A study by Wilson and MacGillivray (1998) indicated that older students paid greater attention to friends' opinions and less to parents'. During adolescence, the desire to belong to an identifiable peer group is often expressed through clothing, hairstyle and behaviour.

Such is the importance and the need for conformity to avoid provoking ridicule and social isolation. Clothing that doesn't fit the groups' standards may be criticised; as the person can be talked about, laughed at, or teased. The peer group's push to conform is called peer pressure, and group members can benefit from positive peer pressure (e.g. conforming to school community customs can bolster a teen's self-confidence). Through conformity many teens like the feeling of security and belonging that comes with

wearing of similar clothing. From the four-year longitudinal study by Sancheti (2009) it was concluded that 'appearance and clothing was an important factor for teenagers in their choice of friendship'. With awareness of and conformity to clothing being highly related to peer acceptance, 'the relationship between clothing awareness and conformity to clothing was significant and influenced by environmental factors such as income level, differing views and freedom in selection' (Sancheti, 2009). When imposing a dress code, a peer group can be highly critical, sometimes thoughtlessly so, of anyone who fails to meet the code; thus, name-calling, labeling, and exclusion from the group and its activities can follow.

To resist negative peer pressure, confidence that comes from a clear understanding of one's own self-concept and values is needed. Almost everyone has a strong desire to be part of a group, yet on the other hand people feel the need to be original in some way. As a teen's self-confidence grows, the need to express individuality increases. This desire to express individuality can conflict with the desire to conform, for example, one may want to dress like peers in order to belong; and yet at the same time, may want their own clothes to represent self, not everybody else (Weber, 2008). Throughout their lifespan, children are influenced by their family members, and clothing choices are no exception, as family activities often influence those choices. Mothers usually have the most influence, but this influence weakens with children's growth and that of peers increases; therefore, peer conformity becomes more important during adolescence years. Furthermore, through their daily interactions, daughters learn values related to attraction, self-image, body issues and clothing from their mothers, who also contribute to the relationships those adolescents, have with their peers.

2.8.2   Clothing factors influencing clothing selection

Clothing was initially used as a means of protection for the primitive man although now it has grown to be an inseparable part of individuals, and referred to as a second skin in establishing the physical boundaries of the self. As an extension of the body, clothing can affect body image perception and functions to strengthen or weaken the body-image boundary. Theorists indicated four reasons as explanation for why people began to wear clothes which were as follows: "First is the modesty theory that explained modesty as a basic function of clothing. The second theory explained the use of clothing to attract attention. A third theory is related to the protection and utility aspect of clothing. And finally, the fourth theory included such aesthetic functions as: a sexual lure; indicator of status, bravery and skill; a means of identification of group membership; and as an extension to self (Sancheti, 2009). Brock's (2007) study indicates eight emerging themes, which were brand, colour, comfort, fit, labelled size, quality, store-preference and style for apparel preferences of female, with fit as the most supported by content analysis.
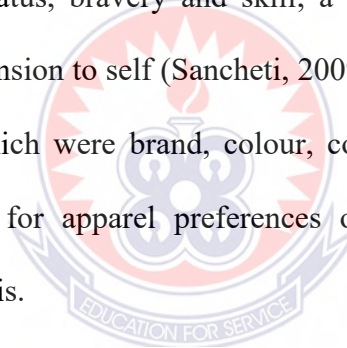
2.9   Modesty versus immodesty

In a largely traditional society where mainstream values are conveyed through beliefs, rules and structure, fashion, dressing and dress patterns form part of these values. Also, our universities have come to represent places where Western and traditional fashion frequently interact. In the process of interaction, students from diverse backgrounds come together and express their dress sense in varying modes and forms; engendering varying opinions and policies from the articulate public, school administrators, visitors, lecturers, nonteaching staff, parents and students on what students should wear on campus (Anderson, 2001). Fashion trends and clothing patterns

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by students in tertiary institutions have thus become are sources of concern to stake-holders in the educational sector. One of the ways some institutions are trying to arrest this situation is through the introduction of dress codes for both male and female students. This dress code policy is gradually becoming widespread within the University and it is often questioned whether the free will of students at this level need to be curtail.

It is commonly said that practically everyday, there are complaints about the provocative and suggestive dressing of students, most especially the female students. The complaints are usually about female students wearing skimpy, tight fitting and transparent outfits that expose vital parts of their body to lectures and other social gatherings in and outside campus. By wearing dirty jeans with pockets of holes deliberately created around the knees and lower parts of the trousers and the waist of their trousers lowered at the middle of their two bottom lobes, revealing their pant (underwear); piercing of any part of the body and tattooing on part of their body, some of the male students are also adjudged guilty of suggestive dressing in different ways than that of the female (Gbadegbe & Quashie, 2013).

According to Gregston (2014) although some school female may fully understand the need for modesty, but because of peer pressure, they are challenged to "fit in" to a culture that doesn't exactly affirm the values they know to be true; thus these female are torn between doing what is acceptable by their peer group so as to "fit in" and doing what is taught them by their families and the church. The definition of modesty has changed for them, not so much because of the lack of values taught by parents, but because of the overwhelming exposure given to seductive lifestyles. Furthermore, the author (2014) blames teenage female' seductive dressing on the culture which has become so pervasive resulting in today's teens being shaped by a world of sexual innuendoes where outward packaging and presentation is very important. While dressing

seductively may just be a fad that soon passes, but at that particular time teens would be engaged in playing out a role on the stage of adolescence. This fad can be a challenge for parents to manage, since the internet, coupled with books, television, music videos and movies have all inundated the youth with seductive images and inappropriate suggestions.

Highly sexualised lifestyles are touted as normal, so female face extreme social pressure to look and act seductively as well. Parents have to make sure that they impress to the girl child that modesty is an important part of their family values and an area they would not allow to be compromised, no matter what the current culture or fad says. This is affirmed by Gregston's (2014) quote from Martin Luther's saying "…have(ing) righteous principles in the first place…they will not fail to perform virtuous actions".

Jamaican's view on modesty dressing affirmed by observations from the visitors: Deb, Shala and Marie, and many others who had made several trips to Jamaica, stressed the importance of being culturally correct and to dress conservatively considering that local women wore skirts and blouses or dresses; thus, tight and revealing clothing, and parading around in shorts especially in restaurants or in the countryside (except on the beach) was not advisable. This was believed to encourage and attract propositions from men and at the same time invite glares and ridicule from local women. Further advice from Monique (1997) suggested being moderate in dressing and more covered up for less attraction of unwanted attention. Special reference was made to women in Kingston who were noted for their pride in wearing dresses and suit-dresses mostly to visit, and suits for going to work; thus, wearing of jeans in those instances would not be acceptable resulting in locals looking at the individual as a "bad girl from downtown" therefore its important and advisable to be moderate in dressing.

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2.10 Ensuring appropriate dressing pattern among the female students on university campuses

Education is concerned with the development of total personality of students and positive changes in their behavioral patterns. The attainment of the lofty aims and objectives of education cannot be realized unless we have in our university an environment that is conducive for effective teaching and learning. Discipline is absolutely essential ingredient of such an enabling operational climate. The attitudes and values of students constitute the critical factor in the level of discipline in the university. There is need for students to be aided in clarifying their values and modifying their attitudes so as to be able to make rational decisions in socially, relevant acceptable way (Nwagwu, 2000).

A dress code is a set of rules governing what garment may be worn in a specific setting. For example, there are garments appropriate for going to church, some for spotting, some for going to parties, some for staying at home, some for going to lectures etc. It deals with a modest and good dressing in conformity with the environmental acceptable values.

A student coming into the university is expected to realize that he or she is in an academic environment which is characterized with decency, peace, harmony and hard work. The student is deemed to observe set of rules although may be silent governing what garment must be worn. According to Rykrsmith (2012), what you wear affects others perception of you. The clothes we wear put us on a different mindset. It is therefore necessary to dress in the image one wants to portray oneself. Freeburg, Workman, and Lentz-Hee (2010), suggested that through dress code, the universities establish rules governing students' appearance. Adebayo (2013), advised that the African society is founded on a moral heritage that must be preserved and so the dress code

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should be observed with sheer determination and moral will. Some universities like Babcock and Covenant have published in their manuals, specifically, the types of dresses that their male and female students are not allowed to wear. Except for a few regulations the stipulated dress codes in both Universities are largely similar as illustrated in the tables below.

Table 2.1: Dress code for female students in babcock and covenant universities

Babcock University	Covenant University
Skirts and skirt suits must be long enough to cover the knees (at least 3 inches below) and must not be slit up to the knee. This is to ensure that skirts and gowns cover the knees whether the wearer is standing, walking, sitting, bending or kneeling.	Skirts could be straight, flared or pleated. Pencil skirts and skirts with uneven edges are not allowed. Lacy skirts are better worn to church. None should be tight or body hugging.
Bare midriff-blouses/shirts or any tight blouse, worn in a way that exposes undergarments or intimate body parts (back, chest, thigh, abdomen, armpits, shoulders etc.) are not permitted. This is also to ensure that whether the lady is standing, sitting, bending, kneeling or walking, the undergarment and intimate body parts are not exposed.	Any shirt worn with a waist coot or armless sweater should be properly tucked into the skirt or loose trousers. The waist coat/armless sweater must rest on the hip. "Bust coats", terminating just below the bust line are not allowed Wearing of tops, shorts or T-shirts with suggestive inscriptions and other forms of suggestive words is not allowed.
Shawls, sheers, scarf are not permitted as part of dressing for covering sleeveless, low neck-line blouses and top.	The wearing of dropping shawls or scarves over dresses or dresses with very tiny singlet-like straps (spaghetti strap) is strictly prohibited
Facial make-up, lip lining, medically unauthorized contact iris lens, painted eye lashes, coloured lip gloss, coloured nail polish, artificial nails, eye shadow, fake Eyelashes, long nails and bleaching must be avoided.	Painting of nails, attaching artificial long nails are not allowed. Wearing of ankle chains and rings on toes is prohibited in the University. Earrings and necklaces may be used by female students, provided they are not the bogus and dropping types.
Students are allowed moderate use of artificial hair, but unnatural hair colour or dyed and unnatural facial make-up is strictly unacceptable. Artificial hair (braided or attached) should not exceed shoulder-length and should match with the natural hair colour.	Female students are advised to wear corporate hairstyles that are decent. Coloured attachments that are different from the student's hair are strictly prohibited in the University
Short, tight slacks, bathroom slippers and similar attire are not to be worn to the reception and outside the residence hall.	Female students may wear trouser suits; however, the jacket must fall below the hip line.

Source: Compiled from Babcock and Covenant Universities Student Hand Books

2.11   How people evaluate women dressing

Studies have examined how people evaluate women based on how much of their bodies the women reveal or conceal (Duits & van Zoonen; Lennon, Lennon & Johnson, 1996; Lynch, 2007). Particularly lacking are studies that ask respondents about their personal meanings of dress, although there are some exceptions (Guy & Banim, 2003; Holland, 2004; Woodward, 2007).

The meaning of women's clothing vacillates between two opposing raisons d'être: the need to be covered and modest and the need to be uncovered, immodest and objectified (Sterling, 1995). Sterling wrote that types of dress project different archetypes: "sexy, professional, virginal, chic" (p. 89). For example, androgynous clothing can be a way to distance oneself from overt sexuality (Arnold, 2001). A long skirt could be considered both feminine and very modest, whereas a mini-skirt might be considered both feminine and immodest. Lynch, (2007) who studied flashing behaviour on a college campus, argued that men tend to sexually objectify women and may focus on specific parts of a woman's body, as opposed to looking at women as whole individuals.

Lynch went on to say that men also may view sex as a conquest, which implies that young women who are present at particular events on campus and/or exposing their bodies are viewed as willing participants even if they are not actually willing, which is similar to arguments made by Lennon (1993). Harvey (2007) suggested that women's sense of identity has been affected by a male dominated society.

Women have displayed their bodies because it has been desired by men, but, at the same time, many of the diatribes against immodesty also have come from men (Harvey). Duits and van Zoonen (2006) wrote that: Girls' bodies function as carriers for much wider discussions about decency and feminism. The authors explained that the

female body is seen as passive, which can keep young women from defining their own actions. People make moral judgments about women based on how much of their bodies are exposed (Arnold, 2001), and standing out too much can be considered problematic if people perceive it as drawing too much attention of a sexual nature. An article published in Dutch explained that G-strings were blamed for gang rapes that took place in France (Duits & van Zoonen, 2006). Lennon (1993) described a kidnapping and sexual assault case in which the jurors referred to the clothing that the victim wore. The authors explained that the jurors' statements exemplify the stereotype that: Women invite their own rapes, sexual assaults, and sexual harassment by the manner in which they dress. Women's character is more likely to be judged based on how revealing or concealing her clothing is (Ribeiro, 2003).

Sterling's (1995) study examined semiotic and evidentiary meanings of women's clothing in rape trials, but the statements she made about clothing are relevant in general. She pointed out that: "Clothing covers the body. The act of wearing clothing draws attention to what the clothing covers as well as what it reveals. People who believe that women's bodies are irresistibly tempting to men argue that a woman is responsible not only for herself but for man's sexual behavior too: if a man succumbs to sexual temptation in thought or deed it is considered her fault for dressing provocatively (Entwistle, 2000). Yet, almost anything can be construed as sexually provocative, which makes it easier to place the blame on the victim rather than the perpetrator.

2.11.1 Decency

While certain types of clothing may represent different archetypes within a culture, they do not have an objective meaning, and their significance will be interpreted differently depending on the individual characteristics of the observer (Lennon, 1993).

For example, one person might interpret a woman's outfit as being sexually explicit, while another person might think that she was dressed appropriately for a night out. The terms "decency" and "modesty" are framed in everyday usage as concepts that are defined clearly and generally agreed upon, when in reality there is no clear definition of what it means to be decent in modern society (Duits & van Zoonen, 2006).

Plate 10. Dressing not exposing seductive parts   Plate 11. Attire covering seductive parts

2.12   Circumstances of wearing

Beliefs relate to an individual's perspective on modesty, but context is also important. The idea of context ranges from the cultural context to more specific circumstances of wearing. Sterling (1995) described how she alters what she is wearing based on where she is. She compared workplace and cocktail attire and explained that, if she wore workplace attire to a cocktail party, she would be dressed too conservatively, but if she wore cocktail attire to work she would feel too revealed. Lynch (2007) explained that context plays a role in what is considered provocative and gave the example of a young woman wearing a bikini top to the beach versus to a bar.

At the beach, this top would be considered appropriate, while at a bar it would be considered provocative. Hendrie (2009) research suggested that it was the percentage of

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skin showing that related to attracting attention from males in a night club, rather than which parts of the body were exposed. The line between immodest and modest occurred at about 40% body exposure. Hendrie, et al. pointed out that other research has found that night clubs are dark, crowded and very noisy, which means that physical display is more important than it would be in other situations. They suggested that these are the reasons that exposure garners more male attention. Thus, going to a club in conservative clothing might make it more difficult to interact with others given that it is very difficult to talk, and dress may be considered to express personality more than it might in other settings. In Lynch's (2007) study a participant stated that girls at homecoming were supposed to dress in clothing that was very revealing, which as Lynch pointed out, suggests that provocative dress may be associated with revealing the female form.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter presents the methods applied to gather the needed data. This chapter explains how the methods were applied in the study. This comprises of research design, population under study, sampling size and sample technique, sources of data, research instruments and method of data analysis.

3.2   Research design

The researcher adopted survey as the research design for the study. A survey research design was used because it is fact finding in nature. This helped the researcher to analyse and interpret the current state of the students involved in the study, provides analyses and helped in the interpretation of data for the guidance of the future course of action. This method (survey) was supported by Newman (2000) who holds the believe that a survey research uses a smaller group of selected people but generalizes the results to the whole group from which the small group was chosen.

3.3   Population of the study

From the perspective of Saunders (2009) population of a study constitutes the full set of cases from which the sample. The study population involved students from some selected Universities in Ghana, thus University of Education, Winneba (Kumasi Campus), Kwame Nkrumah University of Science and Technology, University of Ghana, Central University College, Ghana Telecommunication University.

3.4   Sample size and sampling technique

A sample size always selected from a population that eventually defines the characteristics of the population. From this, Henry (1990) described a sample size as the unit that provides a practical and efficient means of collecting data as it serves as a model of the population under study. A sample size of 250 students was considered for the study. The constituents were made up of 25 females and 25 males from each institutions selected for the study. Table 3.1 gives detailed information on the sample size for the research.

Table 3.1: Sample size determined

Institutions in Ghana	Male	Female	Total	Proportion (%)
University of Education, Winneba (Kumasi Campus)	25	25	50	20.0%
Kwame Nkrumah University of Science and Technology	25	25	50	20.0%
University of Ghana	25	25	50	20.0%
University of Development Studies	25	25	50	20.0%
Ghana Technology University College	25	25	50	20.0%
Total	**125**	**125**	**250**	**100.0%**

Source: Researcher's Field Construct, 2016

The researcher first divided the population into sub population (strata).The strata included public university in the Southern sector and the Northern sector. After dividing the population, a random sampling method was conducted to select three (3) schools from the Northern Section and two (2) school from the Southern Sector, specifically, the fishbowl draw. To get the sample size for each of the strata, the fishbowl simple random was used to select universities from which respondents were selected for the study. For each university selected convenience sampling was used to select the respondents for the study. The researcher established relationship with the students met at the various campuses, thereby used convenience sampling for selecting students for the study.

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Convenient sampling technique was used to pick respondents to talk about issues related to the men's perception on the use of trousers by females. This form of sampling allows for a faster analysis, permitting to focus on the more important aspects of experiment instead of calculating the best way to obtain a population sample. Because this type of data collection is literally done at the convenience of the researcher, it is perfect for quick studies, and is often used in preliminary surveys to demonstrate a need for a better understanding of the research material.

3.5   Data Collection Method

The study used questionnaire as data collection method.

3.5.1   Questionnaire

According to Amin (2005), questionnaires are pencil and paper instruments designed to gather data from individuals about their knowledge, attitudes beliefs and feelings. The questionnaires used in the study were well designed and approved by the instructors to ensure that each item was relevant to answer questions of the study. With this, closed-ended questions in the form of Likert's scale were used. These kinds of questions in the questionnaire help the respondents to answer the questionnaire in easier and faster manner.

The questionnaire consisted of two sections that collected data on general information about schools and the respondents and that on the main topic of the study. A questionnaire in form of a Likert-scale was also employed as it is considered a proper technique for measuring participants' attitudes.

For data gathering and to investigate the study questions, a questionnaire was designed and distributed to a sample of 250 students. The questionnaire was self-

administered. The questionnaire was presented in four main parts. **Part I** determined the motive behind why female students wear seductive attires on University campuses. **Part II** was to determine men's perception of women dressing on university campuses. **Part III** to identify the impact of the female dressing on the male friend's sexuality on campuses. Finally, **Part IV** gathered information about ways of ensuring appropriate dressing pattern among the female students on university campuses. The questionnaire was patterned after 5 main point rating scale, thus; Strongly Agree, SA = 1, Agree, A = 2 Neutral=3, Strongly Disagree, SD = 4 and Disagree, D = 5.

3.6   Data analysis

Data collected, was preceded by the data processing and interpretation of the data as the next procedure. The answers of the participants were tabulated and the frequency, distribution table of values, and percentages of the answers determined. Through the use of SPSS 20.0 and Microsoft Excel analyses were done wherein the respondent's percentages were tabulated. Frequency distribution tables were used to summarize numbers and figures indicated in rows and columns. Tables helped to facilitate the systematic presentation of all the collected data and information from the questionnaire method.

3.7   Ethical consideration

The consideration of ethics in research is of growing importance. Therefore to ensure the success of the study the following were observed as ethical values;

3.7.1   Informed consent

Informed consent means that the person participating in the evaluation is fully informed about the evaluation being conducted. For this reason the questionnaire had a

consent note informing respondents of what was expected of them and their need to participate. Participants were briefed of the study to be aware of the purpose of the project, and how the findings will be used and any potential adverse impacts of their participation and who will have access to the findings. The main purpose of informed consent was that the participant will be able to make an informed decision as to whether they will participate in the study or not.

3.7.2 Voluntary participation

Voluntary participation means that people participate in the evaluation free from coercion. Ethical values were observed to the maximum so as to get the attention of the respondents willfully. By this, the researcher explained well the purpose and details of the study to the respondents to elicit their cooperation. Also the researcher did nothing in any way to forcefully influence the decision of the respondents by asking any leading questions or through any act of pretense to sabotage their ideas. It was important that the study ensured respect for the respondents and be a compulsion free exercise. For this reason the researcher ensured that the answers of the study came from the students own opinions and thus free from the influence of others. It was therefore made known that every respondent had the right to refuse a study of this nature at any time; therefore no pressure was placed on those who choose not to continue without any explanations whatsoever required.

3.7.3 Confidentiality

Confidentiality means that any identifying information is not made available to, or accessed by anyone but the researcher. Confidentiality was ensured by not asking and

recording the names or ethnicity or religion of the students. Any such identifying information was excluded from questionnaires.

Also, given that most people are always shy to answer sensitive issues, it was very important to consider how reports were worded to ensure that there was no opportunity for people to be identified even though names were not used. Moreover, data and information collected from the participants were treated as private as possible and used for its intended purposes.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1   Introduction

This chapter considers the data presentation and discussion of the results. The analysis and presentation of data is divided into four sections according to the objectives under study. Dressing in trousers, short shirts, and bare backs among the youth have become emblem of modernity in general and on the university campuses in particular. The use of seductive attires is affecting the wearers and viewers in the society negatively and need to be addressed. The four sections addressing the research objectives involved: the determination of the reasons behind why some female students wear seductive attires on university campuses; men's perception of women's seductive dressing on university campuses; effects of the use of seductive women's dressing on university campuses and ways of ensuring that appropriate dressing pattern among the female students on university campuses.
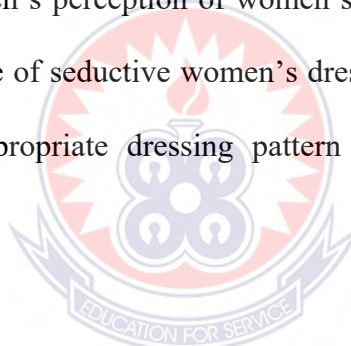
4.2   Response Rate

The data was analysed using 100 copies of questionnaire received from the respondents out of 250 distributed by the researcher. This, however, constitutes 80.0% of the entire questionnaires administered.

4.3   Types of dresses female students wear on university campuses

Table 4.1 indicates the different types of dresses female students wear in University Campuses in Ghana. They are arranged based on the level or rate of usage by the female university students. Thus, they vary from trousers and shirt, skinny trousers with top, miniskirts with blouse, trousers and blouse, transparent outer garment, long skirts with blouse, net/lace structured, low seat trouser (I am aware) and high opened slit. Statistically, 67 respondents constituting 67.0% and 28 of them representing 28.0%

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strongly agreed and agreed respectively that trousers and shirt is a type of dress they wear on campus. Meanwhile 1 respondent constituting 1.0% and 2 respondents forming 2.0% disagreed and strongly disagreed respectively that trousers and shirt is a type of dresses they wear on campus. On the other hand 2 respondents representing 2.0% remained on trousers and shirt as a type of dresses they wear on campus.

In answering the question on skinny trousers with top as a type of outfit female students wear on campuses, 21 respondents constituting 21.0% and 72 respondents forming 72.0% strongly agreed and agreed respectively to the statement. On the contrary, 4 respondents representing 4.0% and 3 of them constituting 3.0% disagreed and strongly disagreed respectively to the statement that skinny trousers with top is a type of outfit they wear on campus. Moreover, on miniskirts with blouse as a type of outfit female students wear on various campuses in Ghana, 21 respondents representing 21.0% strongly agreed and 63 of them representing 63.0% agreed to the statement, whereas 8 respondents constituting 8.0% disagreed and 2 respondents representing 2.0% strongly disagreed that miniskirts with blouse is a type of outfit they wear on campus. However, the remaining 6 of them constituting 6.0% remained neutral on the issue that miniskirts with blouse is a type of outfit they wear on campus.

Concerning the issue that trousers and blouse is a type of outfit female students wear on campus, 23 respondents forming 23.0% and 68 respondents representing 68.0% strongly agreed and agreed respectively to the statement. Conversely, 2 respondents representing 2.0% and 7 of them constituting 7.0% disagreed and strongly disagreed to the statement. In addition, on the issue that transparent outer garment is a type of dresse female students wear on campus, 14 respondents constituting 14.0% and 41 of them representing 41.0% strongly agreed and agreed respectively to the statement. On the other hand, 27 respondents representing 27.0% and 18 respondents representing 18.0%

disagreed and strongly disagreed that transparent outer garment is a type of dress female students wear on campus.

On the issue that long skirt with blouse is a type of dress female students wear on campus, 18 respondents constituting 18.0% strongly agreed and 11 of them representing 11.0% agreed to the statement. Meanwhile 54 of them representing 54.0% and 14 respondents constituting 14.0% disagreed and strongly disagreed that long skirts with blouse is a type of dress they wear on campus. On the other hand, the remaining 3 of them forming 3.0% remained neutral on long skirt with blouse as a type of dress they wear on campus. Moreover, on net/lace structure as a type of dress female students wears on campuses, 3 respondents forming 3.0% and 7 of them representing 7.0% strongly agreed and agreed respectively to the statement. However, 27 respondents forming 27.0% and 63 respondents representing 63.0% disagreed and strongly disagreed that net/lace structure is a type of dress they use on campus.

On whether low seat trouser (I am aware) is a type of dress female students wear on campus, 4 respondents representing 4.0% and 9 of them constituting 9.0% strongly agreed and agreed respectively to the statement. On the contrary, 42 respondents constituting 42.0% and 39 respondents representing 39.0% disagreed and strongly disagreed respectively that low seat trouser (I am aware) is a type of dress they ware on campus. On the other hand, 3 respondents representing 3.0% remained neutral on the issue that low seat trousers (I am aware) is a type of dress female students wear on campus. Concerning the issue that high opened slit is a type of dress female students wear on campus, 5 respondents representing 5.0% and 2 of them constituting 2.0% strongly agreed and agreed to the statement. Conversely, 35 respondents representing 35.0% disagreed and 58 of them constituting 58.0% strongly disagreed that high opened slit is a type of dress they wear on campus.

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The results of the study indicate that trousers and shirt is a type of dress female students wears on the various campuses, followed by skinny trousers with top. In addition, female students do not wear low seat trousers (I am aware) and high opened slit on the various campuses.

Table 4.1: Types of dresses female students wear

Type of dresses	Responses					Total
	1=SA	2=A	3=N	4=D	5=SD	
Trousers and shirt	67(67.0%)	28 (28.0%)	2(2.0%)	1(1.0%)	2(2.0%)	100(100.0%)
Skinny trousers with top	21(21.0%)	72(72.0%)	0(0.0%)	4(4.0%)	3(3.0%)	100(100.0%)
Miniskirts with blouse	21(21.0%)	63(63.0%)	6(6.0%)	8(8.0%)	2(2.0%)	100(100.0%)
Trousers and blouse	23(23.0%)	68(68.0%)	0(0.0%)	2(2.0%)	7(7.0%)	100(100.0%)
Transparent outer garment	14(14.0%)	41(41.0%)	0(0.0%)	27(27.0%)	18(18.0%)	100(100.0%)
Long skirts with blouse	18(18.0%)	11(11.0%)	3(3.0%)	54(54.0%)	14(14.0%)	100(100.0%)
Net/lace structured	3(3.0%)	7(7.0%)	0(0.0%)	27(27.0%)	63(63.0%)	100(100.0%)
Low seat trouser (I am aware)	4(4.0%)	9(9.0%)	3(3.0%)	42(42.0%)	39(39.0%)	100(100.0%)
High opened slit	5(5.0%)	2(2.0%)	0(0.0%)	35(35.0%)	58(58.0%)	100(100.0%)

Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

4.3   Motive behind female students' wearing of seductive attires on University campus

In determining the reasons why female students wear seductive attires on University campus the following various responses explain that wearing seductive attires; make females students show their status in life, is mainly to attract men on campus, give expression to their body shape, makes them look modern and express their culture and character. As regards the motives why female students wear seductive dress, Table 4.2 shows 31 respondents representing 31% strongly agreed that female students dress that way to show their economic status in life while 20 respondents representing 20% also agreed. On the other hand, 7 respondents constituting 7% respondents remained neutral. Despite the responses above, it can be read that, 24 of them

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representing 24% disagreed and 18 respondents forming 18% strongly disagreed to the foregoing. From the analysis, it can be deduced that though most respondents disagree to the fact that, the use of seductive dresses defines the economic status in the society but majority of the respondents believe otherwise. Based on the analysis, it will not be farfetched to suggest that most students put on attires to demonstrate that they have what it takes to afford attires of their choice and possibly lead their own choice of life. This is because according to Bojos et al (2000) students leads an upper class life for which reason they always try to maintain an above average academic performance as part of the seduction.

As part of the motives behind the wearing of seductive attires by students, it can be read from Table 4.2 that 25% respondents strongly agreed to the fact that they dress mainly to attract men on campus. Thirty-nine 39 respondents representing 39% agreed to the statement, whiles 13 respondents representing 13% had no idea to share on this issue. Contrary to this, 11 respondents representing 11% disagreed and commented that wearing seductive attire has nothing to do with attracting men on campus while thirteen(13%) respondents disagreed in like manner. From the analysis, it can be inferred that, the major responses suggest that female students put on seductive dresses having men in mind ostensibly to attract them. This resonates with what Oyeleye (2012) suggests that wearing suggestive dress means the deliberate exposure of one's body to the public to attract attention. It is in the same vein that Egwim (2010) puts forward that putting on suggestive dresses amount to an attempt to show-off parts of the body such as the breasts, buttocks or even the underwear particularly those of the ladies that need to be covered to draw attention. In this way it can be conjectured that, most female students primarily have men in mind when they dress seductively.

From Table 4.2, it can be read that 21 respondents representing 21% strongly agreed to the point that female students wear seductive attires to give expression to their body shape just as 34% of the respondents also agreed. Though 18% of the respondents stayed neutral without any comments but 20% of the respondents disagreed to the fact that female students wear seductive attires to give expression to their body shapes. It is to this same view that 11% of the respondents also strongly disagreed. As can be deduced from the analysis, it can be realised that, despite the contrary, majority of the respondents believe that female students wear seductive attires to define their body shapes. It can further be inferred that female students take delight in how to define their body curvatures, thus hips, buttocks, breast and colours among others. To this extent, it will not be out of order to suggest that female students are likely to spend a lot on frivulous things to look seductive.

Again, from the responses as shown in Table 4.2, it can be read that various respondents attribute the reasons why female students wear seductive dresses to the fact of appearing modern. This is because 21% of the respondents strongly agreed while 28% of the respondents representing the majority also agreed despite the neutrality of 27% respondents. In an opposing view, 14% of the respondents disagreed while 10% of the respondents also strongly disagreed to the responses that the rationale for using seductive attire by female students is that of looking modern and fashionable. The analysis makes it clear that, most female students dress seductively to look modern. It is for this reason that Shalit (1999) argued that more female students are moved by pressure to dress provocatively just to fit into modern lifestyle so as to satisfy peer pressure otherwise they may feel old-fashioned and ostracized.

More also, it can be read that 7% respondents strongly agreed that female students put on seductive dresses to express their culture and character while 17%

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respondents also agreed and 20% respondents also remain neutral. However, 31% of the respondents denoting the majority disagreed just as 22% of the respondents also disagreed strongly. From deduction it is shown that, female students do not put on their dresses purposely to exhibit their culture and character because the major responses suggest so.

Table 4.2: Reasons female's students wear seductive attires

Statement	Responses					Total
	1=SA	2=A	3=N	4=D	5=SD	
To make females students appear beautiful and smart	31(31%)	20 (20%)	7(7%)	24 (24%)	18(18%)	100(100.0%)
They dresses mainly to attract men on campus	25 (25%)	39 (39%)	13 (13%)	10 (11%)	13(13%)	100(100.0%)
The female students wear seductive attires to give expression to their body shape	21 (21%)	34(34%)	18 (18%)	15(20%)	11(11%)	100(100.0%)
They dress the seductive dresses purposely to look modern	21 (21%)	28(28%)	27(27%)	14(14%)	10(10%)	100(100.0%)
Female students wear seductive attires to express their culture and character	7(7%)	17(17%)	20(20%)	34(31%)	22 (22%)	100(100.0%)

Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree
Source: Field Study, 2016

4.4   Men's perception of female students' seductive dressing on university campuses

As regards the views of males on the university campuses concerning the dressings of female students on the campuses, diverse perceptions were gathered by the researcher. From data gathered, it is deduced that a greater number of male students have the perception of female students; are always sexually tempting, are very provocative to look at, their dressings are decent and modest, they have always hated their choice of dresses and style of dressing and their dresses draws attention to women to propose to them.

From the responses, as shown in Table 4.3, it can be read that 34% respondents strongly perceive that female students' seductive dressing on university campuses are always sexually tempting to the male gender. On this point 37% respondents also agree to the fact that, the dressings of female students are always sexually tempting. On the opposite side 14% respondents also disagree that dressings of female students are always sexually tempting while 15% respondents also strongly disagreed. From the analysis, it can be deduced that, despite the disagreements, majority of the respondents perceive that dressings of female students are always sexually tempting. To this end, it can be construed that, the male gender are tempted by the dressings of the female students which has the likelihood of influencing promiscuous lifestyle among the male students all because Sprecher (1994) found males to value the physical attractiveness of the opposite sex.

On a different perception, 37% respondents strongly agreed that female dresses on campuses are very tight dresses and very provocative to look at. Also 39% respondents constituting a greater number agreed to the idea that female attires are very provocative to behold. It can be read that 4% respondents denoting the minority remained neutral while 11% respondents disagreed same as 9% respondents strongly disagree on the grounds that the tight dresses of female students are not provocative to look at. Irrespective of the contrary view of minority of the respondents, it can be construed that majority of them perceive the dressings of female students on campuses to be very tight and provocative. The outcome can be reconciled with what Koukounas and Letch (2001) reported that wearing revealing clothing is perceived by male observers as having more sexual intent and provocation. Therefore, it stands to reason that the male students are likely to lust after ladies to promote irresponsible sexual relationship with the tendencies to contribute to unwanted pregnancies and abortions.

From the responses indicated in Table 4.3, it can be read that 17% respondents strongly perceive the dressing of female students to be decent and modest while 21% respondents also agree aside 12% respondents who remain neutral. However, 20% respondents disagree while 30% respondents representing the majority also strongly disagreed to the foregoing. As can indicated by the analysis, it can be deduced that majority of the respondents strongly disagreed to the fact thought that the female students dressing on campuses are decent and modest. This concludes the facts most of the respondents abhors the dressings of campus lifestyles of female students.

From 30% respondents as indicated in Table 4.3, it can be read that, they strongly perceive those who dress seductively to be prostitutes while 29% respondents also agree though 20% remained neutral to this. However, 21% respondents disagreed. The outcome of the responses brings forth the fact that, most female students who put on seductive dresses are perceived to be prostitutes on campuses. Upon this it can be suggested that, the most female students who dress seductively are bound to suffer respect from their peers.

From the standpoint of 21% respondents, they strongly perceive the seductive attires female students put on to be too old-fashioned same as 23% respondents who also agree aside the neutrality of 15% respondents. On the other hand, 21% respondents disagree while 20% respondents also strongly disagree to the fact that the dressings of female students on campuses are too old-fashioned. The responses make it evident that though most respondents adore the dressing to be modern, but few majority sees that to be old-fashioned.

Table 4.3 Men's perception of females seductive dressing

Statement	Responses					Total
	1=SA	2=A	3=N	4=D	5=SD	
The dressing of female students are always sexually tempting	34 (34%)	37(37%)	0(0%)	14(14%)	15(15%)	100(100.0%)
Their tight dresses are very provocative to look at	37(37%)	39(39%)	4(4%)	11(11%)	9(9%)	100(100.0%)
I think their dressing is decent and modest	17(17%)	21(21%)	12(12%)	20(20%)	30(30%)	100(100.0%)
I have always perceived those who dress seductively to be prostitutes	30(30%)	29(29%)	20(20%)	21(21%)	0(0%)	100(100.0%)
I have perceived their dressings to be too old-fashioned	21(21%)	23(23%)	15(15%)	21(21%)	20(20%)	100(100.0%)

Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree
Source: Field Study, 2016

4.5 Effects of the use of seductive dressing on university campuses

The following as demonstrated in Table 4.4, refer to the different opinions espoused by both female and male students as effects of seductive dressing on campuses. It was postulated that; female dressing provokes sexual harassment and rape, female dressing inflames indiscriminate sex behaviour, female dressing incites sexual thoughts in men, men tend to sexually objectify female students and female dressing incite lust in men.

In expansion, Table 4.4, illustrates that as part of the views regarding the effects of seductive dressing on campuses, 32% respondents strongly agree that such dressings provokes sexual harassment and rape. In like sense 38% respondents standing for the majority also agree to the same view. Notwithstanding these responses 20% respondents disagreed while 10% respondents also strongly agree to the fact that female dressing provokes sexual harassment and rape. Summing both responses, it can be presumed that, most of the respondents refute the argument that female dressing provokes sexual harassment and rape but majority of the respondents believe to the contrary.

Female dressing inflames indiscriminate sex behaviour is what 30% respondents strongly agree to as the effect of seductive dressing put up by female students on campuses. In the same way 31% respondents designating the majority also agree that seductive dressing influences indiscriminate sex behaviour on campuses but 10% respondents have no idea to share on this issue. In a differing response 19% respondents disagree to the issue in question while 10% respondents also strongly disagree to same point. It is undeniable from the outcome of the responses that, seductive dressings on campuses impact on the sexuality of students because majority of the response suppose that. Upon this, it can be suggested that sex immorality on campuses can be attributed to the influenced of seductive appearance so female students.

Furthermore, as per the effects of seductive dressing on campuses, 32% respondents strongly believe that female dressing incites sexual thoughts in men while 47% respondents also agree though 21% respondents have no ideas to share. The massive responses demonstrate that seductive attires cause men to focus on sexual thoughts. Based on this finding it will not be out of order to suggest that students especially males will likely become addicted to watching pornographies just to satisfy their sexual thoughts.

From Table 4.4, it can be read that 30% respondents strongly agree to the fact that men tend to sexually objectify female students when they dress seductively. It is the same way that 32% respondents also agree but 12% respondents remained neutral. However, it can be read that 16% respondents disagree while 10% respondents also strongly disagree that men do not sexually objectify female students because of their seductive dresses. From inference, it can be realised that, seductive dressing advantages male students to disrespect the female students.

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Table 4.4 shows that 24% respondents strongly agree that female dressing incite lust in men so does 23% respondents also agree but 11% respondents remained neutral. Besides the preceding 20% respondents have dissenting responses same as 22% respondents also disagree strongly to the fact that seductive dressing does not make male students lustful.

Table 4.4: Effects of the use of seductive dressing

Statement	Responses					Total
	1=SA	2=A	3=N	4=D	5=SD	
Female dressing provokes sexual harassment and rape	64 (32%)	76(38%)	40(20%)	20(10%)	0(0%)	200(100.0%)
Female dressing inflames indiscriminate sex behaviour	60(30%)	62(31%)	20(10%)	38(19%)	20(10%)	200(100.0%)
Female dressing incites sexual thoughts in men	64(32%)	94(47%)	42(21%)	0(0%)	0(0%)	200(100.0%)
Men tend to sexually objectify women	60(30%)	64(32%)	24(12%)	32(16%)	20(10%)	200(100.0%)
Female dressing incite lust in men	48(24%)	46(23%)	22(11%)	40(20%)	44(22%)	200(100.0%)

Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree
Source: Field Study, 2016

4.6 Ways of ensuring appropriate female dressing pattern are used on university campuses

In consideration of the ways of ensuring appropriate female dressing pattern on university campuses the following represent the measure proffered by the respondents, that; there should be national policy on campus dressing, cultural values should be taught in school, punitive measures must in place, religion must be promoted on campuses and students must be allowed to dress as they want (Table 4.5).

As a means of ensuring that female students dress appropriately of campuses 43% respondents constituting the majority strongly agreed that there should be national policy on campus dressing. This response is agreed to by 36% respondents while 7% respondents remained neutral. Aside the foregoing 14% respondents disagreed to the application of national policy to control dress codes of female students on campus. Based on the major responses, it can be put forward that, the institution of national policies will

help control the mode of dressing on campuses. In support of this, Freeburg (2010) suggested that, it is high time the universities established rules governing students' dress codes and appearance. This according to Nwagwu (2000) is because there is need for students to be aided in clarifying their values and modifying their attitudes so as to be able to make rational decisions in socially, relevant acceptable way.

Moreover, 32% respondents strongly agreed while 29% respondents also agreed that the cultural values should be taught in schools while 15% respondents have no ideas to share. Regardless of the abovementioned responses 11% respondents disagreed while 13% also strongly disagreed to the institution of the teaching of cultural in schools. The responses prove that the allowance of cultural values to be taught in university campuses is in the right direction to ameliorate the supposed poor dressing of female students on campuses. The outcome arises out of the major decisions of the respondents. Upon this, it can be suggested that, the lack of dress code is giving way for poor dress codes on campuses. Therefore, teaching cultural values in schools has become relevant because Gregston (2014) believes that most female students though may fully understand the need for modesty, but because of peer pressure, they are challenged to "fit in" to a culture that does not exactly affirm the values they know to be true; thus these female are torn between doing what is acceptable by their peer group and what is taught them by their families and the church. On this point one can conjecture that teaching female students the cultural demands of the system will reposition them so far as the need for proper dressing is eminent.

Per the responses specified in Table in 4.5, it can be read that most of the respondents representing 32% strongly agreed that punitive measures must in place while 43% respondents also agree that punitive measure will help curb improper dressing in schools. While 20% respondents remained neutral in this respect 5% respondents have

dissenting views to the extent that instituting punitive measures will not be a panacea to improper dressings on campuses. From the analysis of responses, it can be inferred that, putting place punitive measures is necessary according to the majority of responses. On this note, it can be construed that universities need good measure that are corrective in nature to streamline the dressing of female students on campuses.

In addition, from the perspective of 23% respondents, they strongly believe that there is the need to promote religious principles on campuses to maintain good appearance. In the same line most of the respondents corresponding to 23% also agree to the above-mentioned. Though 5% respondents have no idea on this approach, 24% respondents disagreed and 26% respondents also strongly disagree to this mode of ensuring appropriate dressing on campuses.

It can be read that, as for 12% respondents, it is their strongly believed that female students must be allowed to dress as they want while 23% respondents also agree. On the contrary 28% respondents disagree just as 37% respondents denoting the majority strongly disagree. As indicated from the analysis, though most respondents believe female students should be allowed to dress as they want but majority opposes this.

Table 4.5: Ensuring appropriate female dressing

Statement	Responses					Total
	1=SA	2=A	3=N	4=D	5=SD	
There should be national policy on campus dressing	86(43%)	72 (36%)	14(7%)	28(14%)	0(0%)	200(100.0%)
Cultural values should be taught in school	64(32%)	58(29%)	30(15%)	22(11%)	26(13%)	200(100.0%)
Punitive measures must in place	64(32%)	86(43%)	40(20%)	10(5%)	0(0%)	200(100.0%)
Religion must be promoted on campuses	46(23%)	44(22%)	10(5%)	48(24%)	52(26%)	200(100.0%)
Students must be allowed to dress as they want	24(12%)	46(23%)	0(0%)	56(28%)	74(37%)	200(100.0%)

Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree
Source: Field Study, 2016

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Summary

The study sought to explore men's attitudes toward women's seductive dressing with specific objectives to determine the motive behind why female students wear seductive attires on University campuses, determine men's perception of women's seductive dressing on university campuses, find out the effects of the use of seductive women's dressing on university campuses and find out ways of ensuring appropriate dressing pattern among the female students on university campuses. From the analysis and discussion of findings, and taking into account the objectives of the study, the following are findings of the study:

- The study revealed females students showing their status in life, attracting men on campuses, giving expression of their body shapes and making them look modern and expressing their culture and character were the main reasons why female students wear seductive attires on university campuses.

- The study found out that male student perceived seductive dressing of female students on campuses to be sexually tempting, very provocative to look at, hate the choice of those dresses and style of dressing and their dresses draws their attention to propose to them.

- It appeared from the study that female seductive dressing provokes sexual harassment and rape, inflames indiscriminate sex behaviour, incites sexual thoughts in men, men tend to sexually objectify female students and the seductive dressings incites lust in men.

- In consideration of the ways of ensuring appropriate female dressing pattern on university campuses, it was revealed that there should be national policy on campus dressing, cultural values should be taught in schools and colleges, punitive measures must be put in place to check the ladies and religion must be promoted on campuses.

5.2   Conclusions

Apparently there are different attires worn by female students on university campuses. The study concludes that attires are worn to show ones level of class in the society and even among their peers. It is to say that most students dress in some attire to indicate that they have the means to afford their choice of attires.

Mostly, according to the study, aside the penchant of female students to look attractive and exquisite in appearance, most of them dress to attract the male counterpart. In this way they put on seductive dresses having men in mind apparently to attract them. It stands to reason that the male students are likely to lust after females thereby encouraging irresponsible sexual relationship that has the tendencies to contribute to sexual harassment, rape with their attendant unwanted pregnancies.

It can be concluded that, most male students get tempted to lust after female students by their dressings. This affinity has the possibility of bringing about promiscuous lifestyle on campuses. However, such seductive dresses are deemed old-fashioned according to study. This concludes the fact of the respondents abhors seductive dressings of female students on university campuses. In all, the institution of control measures was noted to be relevant on the university campuses in order to monitor and direct females students to dress well.

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5.3   Recommendations

The following are recommendations made based on the outcome of the study;

5.3.1   Monitoring

The school authorities should constantly monitor female student mode of dressing on university campuses to check the seductiveness of it. This will help curtail any amorous and promiscuous lifestyles

5.3.2   Guidance and Counselling

The motives why female students prefer putting on seductive attires should be studied critically. This will enable the guidance and counselling units on university campuses to give proper advice and counselling on the mode of dressing on the university campuses.

5.3.3   Policy on campus dressing

The university management should make policies to govern the students' way of life in general and female choice of attires in particularly. With this the female students will know what and how to dress and appear on campuses. This will help avoid tempting the sexuality of the male gender.

5.3.4   Punitive measures

The school authorities should institute disciplinary measures on university campuses to help guide and scare female students from wearing seductive dresses.

5.3.5   Attitude of male students

The school authorities should counseled the male students to focus on their academic duties and avoid being lustful of the female students. This will help curb promiscuity and possible loss of concentration on their studies.

5.4   Suggestion for further research

Based on findings in the study, future research may start from a relatively higher level of knowledge. Further study with larger sample sizes comprising both public and private universities would be helpful in addressing the issue of female student's provocative dressings on their campuses. A research can also be conducted to address their improper dressing of some male students on the campuses of the universities and polytechnics in Ghana

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APPENDIX

UNIVERSITY OF EDUCATION-WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION-KUMASI

DEPARTMENT OF FASHION DESIGN AND TEXTILE EDUCATION

QUESTIONNAIRE FOR FEMALE

This survey is part of the research for master thesis undertaken in some selected universities in Ghana on the topic Men's Attitudes toward women's seductive dressing. The study is particularly for academic purposes and not for any personal or corporate gains or any reasons apart from the aforementioned. Respondents are however assured of their anonymity to all the information provided and for that matter will be kept confidential.

QUESTIONNAIRE FOR FEMALE STUDENTS
PART I. Types of female dresses worn
Please tick (√) accordingly where applicable)

Attire	Strongly Agree (SD)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
Trousers and shirt					
Trousers and blouse					
Miniskirts with blouse					
Long Skirts with blouse					
Net/Lace structured					
Skinny trousers with top					
Transparent outer garment					
High opened slit					
Low seat trouser (I am aware)					

Other (Specify)………………………………………………………………

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PART II. Why female students wear seductive attires on University campuses

Please tick (√) accordingly where applicable)

	Statement	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	To make females students appear beautiful and smart					
2	They dresses mainly to attract men on campus					
3	The female students wear seductive attires to give expression to their body shape					
4	They dress the seductive dresses purposely to look modern					
5	To express their culture and character					

Other (Specify)……………………………………………………………………….

PART III. Men's perception of women seductive dressing on university campuses

Please tick (√) accordingly where applicable)

Statement		Strongly Agree (SD)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	The dressing of female students are always sexually tempting					
2	Their tight dresses are very provocative					
3.	I think their dressing is decent and modest					
4.	I have always hated their choice of dresses and style of dressing					
5.	Their dresses draws my attention to women to propose to them					

Other (Specify)………………………………………………………………

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PART IV. Ways of ensuring appropriate dressing pattern among the female students

Please tick (√) accordingly where applicable)

	Statement	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	There should be campus dressocde					
2	Cultural values should be thought					
3.	Punitive measures must in place					
4.	There should national policy on campus dressing					
5.	Religion must be promoted on campuses					
6.	Students must be allowed to dress as they want					

Other (Specify)…………………………………………………………