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## **IMPACT OF AN ACTIVITY-BASED EDUCATIONAL PROGRAMME ON FEMALE UNDERGRADUATES' DRESSING PATTERN AND SEXUAL BEHAVIOUR IN SELECTED UNIVERSITIES IN SOUTHWEST, NIGERIA**

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### **Abstract**

*Immodest dressing, which is prevalent among undergraduate students in Nigerian universities, tends to make female students susceptible to sexual harassment. This dressing pattern can be corrected using activity-based educational intervention. This study, therefore, determined the impact of an activity-based educational programme on female undergraduate students' dressing pattern and sexual behaviour in universities in Southwestern Nigeria. The study adopted the pretest-posttest, control group, quasi-experimental design. Four hundred female undergraduate immodest dressers were purposively selected from four universities (two federal and two state) in Southwestern Nigeria. Dressing Pattern and Sexual Behaviour Questionnaire ( $r = .94$ ), Workshop, Seminar and Drama Sketch Guides were used for data collection. In addition, 30 In-depth Interviews were conducted with 20 female (undergraduate immodest and conventional dressers) and 10 male students, while two Focus Group Discussions were held with 12 female (undergraduate immodest and conventional dressers) and eight male students respectively. Ten research questions were answered and five hypotheses tested at 0.05 level*

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*of significance. Data were subjected to descriptive statistics, ANCOVA and thematic analysis. Respondents perceived immodest dressers as being irresponsible, sexy, attractive and uncultured. Male students feel seduced or irritated by such modes of dressing. Immodest dressing also instigates other types of sexual behaviours such as masturbation, homosexuality, lesbianism and loss of sexual control. The study revealed that workshop, seminar and drama were effective in modifying dressing pattern of female undergraduates in Nigerian universities. This paper therefore, recommended that university authorities should regularly organize activity-based educational programmes for students on immodest dressing and its consequences.*

**Key Words:** Dressing pattern and sexual behaviour, Activity-based educational programme, Female undergraduates, Southwestern Nigerian universities

The Nigerian society has witnessed a lot of immorality such as sexual abuse, sexual harassment, prostitution, immodest dressing, rape and sexually transmitted diseases. These vices appear to have continued unabated and have infiltrated even the educational institutions right from the primary school to the tertiary levels. The dressing pattern of some females have been fingered and hence this study focuses on immodest dressing. Immodest dressing is a kind of dressing which does not conform to the “acceptable way” of dressing of a society. Bua and Tsav (2014) observe that immodest dressing is a kind of dressing which is tight fitting and transparent, revealing certain parts of the bodies that under normal dressing patterns, ought to be hidden away from the glare of people. This form of dressing is also known as indecent dressing, provocative dressing, immoral dressing and revealing dressing. Osayuwu (2012) submits that the nation’s universities and polytechnics are common grounds for these indecent dressing where female students dress half naked from the gate to the hostel as if they are whores desperate for patronage. She acknowledged that on campus, stories are heard of cases of rape, sexual harassment and threatening statements or words from lecturers and male students. Indeed, indecent dressing which is now a common phenomenon is alleged to be a major cause of these sexual immoralities (Mayekisol & Bhana, 1997; Keesling, 2005). Eshiobo (1992) sees this as an educational abuse that calls for campus sanity. In fact, Babatunde (2001) captures it more succinctly when he observes:

*How could I learn in this condition? When my life is being snuffed out. When I am totally trapped in the crevices of boobs. My thought deply taken by passion. My system is being changed. Problems behind my zip. Body continually calling for forbidden fruit. As female colleagues expose “no go area” free of charge courtesy her crazy fashion dress (p.3)*

This observation shows that this form of dressing is a distraction to the learning environment. One of the functions of the university is to develop social attitude that will enable people cope with the complexity of social change and to move ahead with a

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sense of direction. Akinyele (2002) opined that university exist with the aim of advancing the frontiers of knowledge by helping to enlarge human choices, skills and capabilities. Davies (2001) argued that, if no one takes time to nurture the coming generation, build them up, teach them the right values, where would they learn it from? Female undergraduates are seen in the university campuses, putting on clothes which render them half nude without considering the norms and traditions of Nigerian society which see such as shameful. Immodest dressing has been perceived differently especially by the Feminists. Feminism is a movement aimed at defining, establishing and defending equal political, economic, and social rights and equal opportunities for women focusing on gender differences and how they relate to the rest of the social organization (Babbie, 2007). The Feminists see these names tagged to some form of dressing as another way to further intimidate and discriminate against women and portray them as objects for rape. Similarly, they also reject the assertion canvassed by the Conservatives that there is an association between sexual immoralities and immodest dressing. They strongly condemn the notion that rampant incidences of rape have anything to do with immodest dressing and fought the Indecent Dressing Bill of 2008 in Nigeria. Alliance for Africa, (2008) supporting the Feminists view argues that the proposed Bill was an attempt to set a subjective standard to determine personal dressing and to criminalize and penalize people who do not comply with the dress code, seeing it as contradictory and invasive on the following grounds: discriminates against women, disregards the universally recognized presumption of innocence and interferes with the constitutional privilege against self-incrimination among others.

However, Chukwu (2002) examined the mode of dressing of female undergraduate students in Nigerian tertiary institutions and the implication on their moral, character and personality development. The data collected and analysed revealed that tight, short, belly and breast-revealing dresses create bad impression on the wearer, attract negative attention, and are seen as possessing sexual appeal, and triggers off some psychological and physiological reactions on the male counterparts. It also shows the level of one's moral standard, influences personality development with those low in morals having a negative personality development and this could dispose one to sexual harassment, rape and could constitute health hazards. The findings of this study do not agree with the Feminist's view point that there is no correlation between rape and indecent dressing. Chukwu (2010) carried out an ex post facto pilot study on the influence of immodest dressing on the sexuality of female undergraduates in the University of Ibadan. The results of both studies (Chukwu, 2002 and 2010), set the researcher thinking if there is no educational intervention programme that could curb this excesses, and hence constitutes the rationale for the present study.

### **Statement of the Problem**

Studies have been conducted on the importance of proper dressing, incidence of immodest dressing and the connection between immodest dressing and sexual behaviour. It appears, however, that no study has devised an intervention education programme to explore the possibility to stem the incidence and probably modify sexual behaviour. Therefore, this study examined the impact of an activity-based education programme on female undergraduates immodest dressing and sexual behaviour in universities in the South-West, Nigeria.

### **Research Questions**

The following research questions guided the study.

1. What are the factors responsible for female undergraduates dressing the immodest way?
2. What are people's perceptions of those who dress the immodest way?
3. How do men feel when they see some female undergraduates dress the immodest way?
4. How do female undergraduate students feel when they dress the immodest way?
5. How does dressing the immodest way affect sexual behaviour?
6. What are the challenges faced by females who dress the immodest way?
7. What is the impact of immodest dressing on the society?
8. What are other sexual behaviours which immodest dressing can instigate?
9. What agencies, organizations, associations, firms and individuals can assist in curbing immodesty?
10. Will an activity-based education intervention programme have any impact on the dressing pattern and sexual behaviour of female undergraduates?

### **Hypotheses**

The following hypotheses were tested in the study at .05 level of significance:

- HO<sub>1</sub>:** There is no significant relationship between immodest dressing and sexual behaviour of female undergraduates
- HO<sub>2</sub>:** There is no significant effect of treatment on the immodest dressing of participants exposed to activity-based intervention education programmes and the control group.
- HO<sub>3</sub>:** There is no significant effect of treatment on the sexual behaviour of participants exposed to activity-based intervention education programmes and the control group.
- HO<sub>4</sub>:** There is no significant difference between the immodest dressing of participants exposed to the intervention programmes in federal universities and the participants exposed to the intervention programmes in state universities

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**HO<sub>5</sub>** There is no significant difference between the sexual behaviour of participants in the federal universities exposed to the intervention programmes and the participants in the state universities exposed to intervention programmes

### **Research Design**

The study was designed to apply activity-based intervention programme using pretest-posttest, control group quasi-experimental design to determine the impact of the interventions on the participants. The intervention came in form of focus group discussion, in-depth interview, drama sketch, workshop and seminar.

### **Variables of Study**

- a. Independent variables - This is the treatment strategy calibrated at two levels:
  - (i) Participatory Education Intervention Programme
  - (ii) Conventional Programme
- b. Dependent variables : These are
  - (i) Female Undergraduates Immodest Dressing Pattern
  - (ii) Female Undergraduates Sexual Behaviour

### **Selection of Participants**

The sampled universities were selected depending on whether they were Federal or State owned. Out of 12 government universities in the six states of the South-West, four representing 33.33 percent were used. Two federal; the University of Ibadan (UI) and Obafemi Awolowo University (OAU), and two state; Tai Solarin University of Education (TASUED) and Ekiti State University, Ado Ekiti were selected for the study. From the Federal and State, one university each was purposively assigned to the experimental group while the other two, one Federal and one State, were assigned to control group. In each of the experimental as well as control universities the number selected was 100 making a total of 400 cutting across all levels and faculties. The rationale behind selecting 100 participants in each university is to have adequate representation of the subjects under study.

### **Research Instruments**

The research instruments used for the study are: (1) Questionnaire on female undergraduates dressing pattern and sexual behaviour, (2) Focus group discussion guide, (3) In-depth interview guide, (4) Workshop guide on impacting decent dressing attitude, (5) Drama sketch guide on immodest dressing and its attendant consequences, (6) Seminar guide on maintaining the dignity of womanhood by way of dressing.

### **Questionnaire on Female Undergraduates Dressing Pattern and Sexual Behaviour (QFUDPSB)**

The instrument was designed by the researcher and made up of two Sections. Section A was on socio-demographic data, while Section B contains 22 questions which addressed the impact of an activity-based education programme on the immodest dressing pattern and sexual behaviour of female undergraduate students. These were presented on a 4 point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree and were scored 4, 3, 2 and 1 respectively.

The draft instrument was given to two experts from Social Studies Unit and one expert from Measurement and Evaluation Unit in Teacher Education Department, University of Ibadan to make an input. The new ideas suggested by them were incorporated in the redraft which was vetted again by the experts before the final copy was produced. The instrument was administered on thirty-eight (38) female undergraduate students who were not part of the study sample to determine the reliability coefficient. Chronbach method was used, and a reliability coefficient of 0.94 was obtained.

### **Focus Group Discussion Guide (FGDG)**

This is a ten-item open-ended instrument designed by the researcher to guide the focus group discussion with female and male undergraduate students on the impact of activity-based education programme on female undergraduates immodest dressing and sexual behaviour. It also addresses how this mode of dressing could be checked. The content validation of the instrument was done by two and one experts from Social Studies and Measurement and Evaluation Units respectively from the Department of Teacher Education, University of Ibadan. Their observations were incorporated into the final draft.

### **In-depth Interview Guide (IDIG)**

The researcher designed a six open-ended item instrument to guide the in-depth interview. The instrument was designed to have one-on-one, face-to-face interaction with the respondents to probe into how immodest dressing affects the sexual behaviour of female undergraduates. The instrument content validation was done by three experts in the Department of Teacher Education, two from Social Studies Unit, and one from Measurement and Evaluation Unit. Their contributions were added to the final draft.

### **Activity-Based Education Programme Instrument**

The instrument is aimed at reorientating the female undergraduates on their dressing pattern and sexual behaviour. The instrument has three sections: section A is workshop. This section focused on construction/modeling workshop programme. The

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students were involved in modeling through the use of paper. The activities involved the use of posters, pamphlets and paper cuttings. This activity developed in the participants the skill that will enable them build up the knowledge to appreciate decent dressing. Section B was in form of seminar. The resource person gave the female undergraduate students a talk on woman dignity, fashion, benefits of dressing decently and the disadvantages of dressing indecently and the social implications of immodest dressing. Section C was drama. The participants were part of the role players. The drama portrayed the incidence of immodest dressing, its influence on sexual behaviour and the consequences it attracts.

### **Method of Data Analysis**

Data collected were analyzed using thematic approach for qualitative data and inferential statistic of Analysis of Covariance (ANCOVA). All hypotheses were tested at .05 level of significance.

### **Results**

This session presents the qualitative findings obtained from focus group discussion and in-depth interview as well as the quantitative findings arising from hypotheses tested using appropriate inferential statistics.

### **Qualitative Report**

The instruments used to collect qualitative data were focus group discussion and in-depth interview. The focus group discussion and the in-depth interview took care of all issues raised in the research questions. Data collected from the two groups were analysed using thematic approach.

### **Focus Group Discussion Analysis**

The focus group discussion guide addressed the following themes emanating from research questions:

- 1) **Factors responsible for female undergraduates dressing the bohemian way.** The factors responsible for female undergraduates dressing the immodest way as identified by participants include, quest for western life; to look attractive; to seduce people and attract the opposite sex; peer pressure and seeking for notice by guys. The focus group also addressed -
- 2) **People's perception of those who dress the immodest way.** According to the participants, people who dress the immodest way are seen as irresponsible, stupid and indecent, people who are not cultured, good for bed, commercial sex workers and cheap ladies. A participant said that "I see them as irresponsible and they are never responsible". Nevertheless, some people say "they look cool". Another issue discussed was -

- 3) **How men feel when they see females dress the immodest way.** Men feel sexually aroused; they are seen as prostitutes and those who lack home training. While some feel bad because they are a disgrace to female folk, irritated, put off, some guys feel excited, happy and crazy. The group went further to also discuss
- 4) **How female undergraduate students feel when they dress the immodest way.**  
Participants submitted that “they feel sexy and attractive, among and belonging and just to show off”.
- 5) **How dressing the immodest way can affect sexual behaviour.** Respondents acknowledge that bohemian dressing can affect sexual behaviour because people think they are ‘call girls’, and makes them prone to rape, sexual harassment and prostitution.
- 6) **Challenges faced by females who dress the immodest way.** The responses revealed that some of them are raped, sexually harassed, their outlook dent their image, and it attracts indiscriminate touch by men.
- 7) **The impact of immodest dressing on the society.** Participants stated that it is likely to aid the spread of the dreaded HIV/AIDS and other sexually transmitted diseases (STD), it increases sexual harassment, rape and prostitution menace. It leads to moral decadence and misplace of identity: bohemian dressing misrepresent their image and make them look wild.
- 8) **Other sexual behaviour which bohemian dressing can instigate.** Participants in response to this said that apart from the incessant rape, prostitution and sexual harassment, it leads to masturbation, homosexuality, lesbianism and lost of sexual control.
- 9) **Agencies, organizations, associations, firms and individuals that can assist in curbing bohemianism.** Participants identified the Federal and State Governments, Religious organizations (Churches and Mosques), Media, Home, School Authorities, Non-governmental Organizations (NGOs) and Student Union as bodies that can assist in curbing bohemianism in the university campuses.
- 10) **Will an activity-based educational intervention programme have any impact on the dressing pattern and sexual behaviour of female undergraduates?**  
Participants noted re-orientation, TV programmes on dressing, organizing discussion panels, seminars, workshops and jingles over the radio and television.

### **In-depth Interview Analysis**

The in-depth interview was analyzed under the following themes:

1. **The way females feel when they put on bohemian wears.** The responses show that some feel comfortable, beautiful and sexy, flaunting their bodies, belong, attractive and on top of the world.
2. **How men feel when they see females that wear bohemian dress.** Some feel irritated some are attracted to such ladies while others feel they lack morals, cheap and present themselves as 'call girls'. Some men also feel embarrassed and harassed.
3. **Is bohemian dressing likely to expose one to sexual harassment and rape?.** Respondents agreed with the fact, and further added that some of them are being embarrassed and disgraced in the public. It was submitted that they are exposed to sexual harassment and rape because people feel those girls are loose and as a result are prone to be taken advantage of.
4. **When female undergraduates dress the bohemian way, do they like to go out with men or have men around them?** The respondents agreed that it is relative because some of the females that are wearing such dresses, are doing that because it is in vogue or because their friends dress that way or just to follow the fashion trend, but some really put it on to attract the opposite sex to themselves and most times you see them in the midst of men playing with them.
5. **Does the type of university one attends affect the way female undergraduate dress?.** Majority of respondents agreed that the type of university whether federal or state affects the way female undergraduates dress, reason being that some universities are more sophisticated and exposed than others which could be as a result of the social climate surrounding the university community. It was submitted that universities that are highly populated are likely to have more bohemian dressers than those with low population.
6. **What should be done to curb bohemian dressing among female undergraduate students.** In responding to the above theme, respondents suggested among others that there should be orientation programmes on decent dressing and this should cut across all levels of education from primary to tertiary, university authorities should from time-to-time, organize seminars and workshops to educate them on what it takes to maintain the dignity of womanhood, there should be minor punishment spelt out for defaulters such as two weeks suspension, seizing of ID card, sending them out of lecture hall or room and security men sending them back to dress well, monitoring team should be established, whose responsibility will be to make sure that the dress code is adhered to. The society can instill some penalties against the people who dress indecently around the town as this will go a long way to check the dressing pattern of females in the university located in that area. A case was narrated by one of the participants, it went thus:

*There was a girl who boarded an 'Okada'. The girl put on a top that exposed her cleavages. As they were riding across a mechanic workshop, the 'Agberos' stopped the 'Okada' rider and asked the girl to come down. The 'Agberos' told the girl that since she wanted them to see her breast, that she should remove her top, and they forced the 'Okada' rider carrying her to suck the breast.*

She said when this news spread to the campus, it did not only checkmate the dressing pattern of female undergraduates when they are going to the town but also in the campus. Therefore respondents strongly observed that the society also has a role to play in curbing bohemian dressing.

### **Quantitative Report**

#### **Testing of the Hypotheses**

**HO<sub>1</sub>:** There is no Significant Relationship between Immodest Dressing and Sexual Behaviour of Female Undergraduates

**Table 1: Relationship Between Female Undergraduates Dressing Pattern and Sexual Behaviour**

Variables	Mean	Std. Deviation	N	R	df	Sig.	Remarks
Immodest dressing	25.3200	6.3382	400	.509	399	.000*	Significant
Sexual Behaviour	35.0700	5.7470	400				

From the table, a positive correlation exists between immodest dressing and sexual behaviour ( $r = .509$ ). In this instance, this means that as dressing pattern tends more towards immodesty, their sexual behaviour responds for the worst. This relationship is significant at  $.05$  ( $P < .05$ ). Hence, hypothesis 1 is rejected.

**HO<sub>2</sub>:** There is no significant effect of treatment on the immodest dressing pattern of participants exposed to activity-based intervention education programmes and the control group.

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**Table 2: ANCOVA Summary of Posttest Dressing Pattern and Treatment**

Source of Variance		Hierarchical Method				
		Sum of Square	df	Mean Square	F	Sig (p)
Covariates	Immodest Dressing	101.679	1	101.679	1.824	.178
Main Effects	Treatment	676.255	1	676.255	12.132	.001*
Model		777.933	2	388.967	6.978	.001
Residual		22129.744	397	55.742		
Total		22907.677	399	57.413		

\*Significant at P<.05

Table 2 shows that there is significant effect of treatment on female undergraduate students dressing pattern ( $F_{(1,397)} = 12.132$ ;  $P < .05$ ). This means that there is significant difference in the immodest dressing pattern of female undergraduate students exposed to the educational intervention programmes, the treatment, and those in the control group who received no treatment. Hence, hypothesis 2 is rejected.

Table 3: Multiple Classification Analysis of Post-test Immodest Dressing by Treatment

Variable + Category	N	Predicted Mean		Deviation		Eta	Beta
		Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates		
Treatment	200	21.7650	21.6170	-1.1775	-1.3255	.156	.175
intervention	200	24.1200	24.2680	1.1775	1.3255		
Control							

R = 184

R Squared = .034

From Table 3, students in the intervention group had however adjusted post-test mean score in immodest dressing pattern ( $\bar{X}=21.62$ ;  $\text{Adj.Dev.} = -1.33$ ) than their counterparts in the control group ( $\bar{X}=24.27$ ;  $\text{Adj.Dev.} = 1.33$ ), indicating that female undergraduates bohemian dressing pattern for those exposed to the educational intervention programmes (the experimental group) improved on the posttest score when compared with the control group, who received no treatment.

**HO<sub>3</sub>:** There is no significant effect of treatment on the sexual behaviour of participants exposed to activity-based intervention education programmes and the control group.

**Table 4: Summary of ANCOVA OF Posttest Sexual Behaviour by Treatment**

Source of Variance		Sum of squares	df	Mean square	F	Sig.
Covariates	Sexual Behaviour	92.015	1	92.015	1.728	.189
Main Effects	Treatment	383.882	1	383.882	7.210	.008*
Model		475.897	2	237.948	4.469	.012
Residual		21136.201	397	53.240		
Total		21612.098	399	54.166		

\*Significant at P<.05

Table 4 shows that there is significant effect of treatment on female undergraduates sexual behaviour ( $F_{(1,397)} = 7.210; P < .05$ ). Hypothesis 3 is therefore rejected.

**Table 5: Multiple Classification Analysis of Posttest Sexual Behaviour by Treatment**

Treatment + Category	N	Predicted Mean		Deviation		Eta	Beta
		Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates		
Treatment intervention	200	30.4650	30.3272	-.8625	-1.0003		
Control	200	32.1900	32.3278	.8625	1.0003	.117	.136

R = .148  
R Squared = .022

From table 5, participants in the intervention education programme group had lower negative sexual behaviour score ( $\bar{X} = 30.33$ ; Adj. Dev. = -1.00) compared to their peers in the control group ( $\bar{X} = 32.33$ ; Adj. Dev. = 1.00). This implies that the female students who participated in the intervention programmes had their sexual behaviour improved due to their reduced preference for bohemian dressing than the control group.

**HO<sub>4</sub>** There is no significant difference between the immodest pattern of participants (exposed to the intervention programmes) in federal university and the participants (exposed to the intervention programmes) in state university.

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**Table 6: ANCOVA Summary of Dressing Pattern by Type of University**

Source of Variance		Hierarchical Method				
		Sum of Squares	df	Mean Square	F	Sig.
Covariates	Immodest Dressing Type	101.679	1	101.679	1.824	.178
Main Effects	Type	676.255	1	676.255	12.132	.001*
Model		777.933	2	388.967	6.978	.001
Residual		22129.744	397	55.742		
Total		22907.677	399	57.413		

\*Significant at P<.05

The table shows that type of university has significant effect on immodest dressing pattern of the female undergraduate students ( $F_{(1,397)} = 12.132; P < .05$ ). Therefore, hypothesis 4 is rejected.

**Table 7: Multiple Classification Analysis of Post-test Dressing Pattern by Type of University**

Variable	+ Category	Predicted Mean		Deviation		Eta	Beta	
		Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates			
Type	State	200	21.7650	21.6170	-1.1775	-1.3255	.156	.175
	Federal	200	24.1200	24.2680	1.1775	1.3255		
R		= .184						
R Squared		= .034						

Table 7 shows further that female undergraduate students from state university had lower adjusted post-test immodest dressing pattern score ( $\bar{X} = 21.62; \text{Adj. Dev.} = -1.33$ ) than those in federal university ( $\bar{X} = 24.27; \text{Adj. Dev.} = 1.32$ ). This means that the State university participants benefitted more than the Federal university participants.

**HO<sub>5</sub>** There will be no significant difference between the sexual behaviour of participants in the federal university (exposed to the intervention programmes) and the participants in the state university (exposed to intervention programmes)

**Table 8: ANCOVA Summary of Posttest Sexual Behaviour Scores by Type of University**

Source of Variance		Sum of Squares	df	Hierarchical Method Mean Square	F	Sig.
Covariates	Sexual Behaviour	92.015	1	92.015	1.728	.189
Main Effects	Type	383.882	1	383.882	7.210	.008*
Model		475.897	2	237.948	4.469	.012
Residual		21136.201	397	53.240		
Total		21612.098	399	54.166		

\*Significant at P<.05

From table 8, type of university has a significant effect on female undergraduate students sexual behaviour ( $F_{(1,397)} = 7.210$ ;  $P < .05$ ). On this basis, hypothesis 5 is rejected.

**Table 9: Multiple Classification Analysis of Post-test Sexual Behaviour of Type of University**

Variable + Category		Predicted Mean			Deviation		Eta	Beta
		Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates			
Type	State	200	30.4650	30.3272	-.8625	-1.0003		
	Federal	200	32.1900	32.3278	.8625	1.003	.117	.136
	R		=	.148				
	R Squared		=	.022				

Table 9 reveals that participants from the state university obtained lower adjusted post-test sexual behaviour score ( $\bar{X} = 30.33$ ; Adj. Dev. = -1.00) compared with their federal university counterparts ( $\bar{X} = 32.33$ ; Adj. Dev. = 1.00).

### Discussion of Findings

There is a significant relationship between immodest dressing and sexual behaviour. As dressing pattern of female undergraduate students tend towards immodesty, their negative sexual behaviour responses increases. Hypothesis one is rejected. This indicates that while wearing immodest dresses was on the increase, negative sexual behaviour was also on the increase contrary to the view of Nigerian Feminists who argue that there is no relationship between the two.

There is significant effect of treatment on the dressing pattern of participants exposed to activity-based education intervention programme. Participants in the experimental (intervention) group had lower adjusted post-test mean score in dressing pattern than those in the control. Hence, hypothesis two is rejected. This implies that participants in the experimental group appreciated the impact of the treatment than the

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control group indicating that participants in the experimental groups experienced better compliance to good dressing pattern arising from the exposure to the treatment.

The activity-based intervention programme applied during treatment period with the participatory approach used in facilitating the programme helped participants to re-discover themselves. It opened their eyes to their actions and attendant consequences on their lives. During the treatment most participants realized that dressing the immodest way exposes them to danger, induces rape, sexual harassment and prostitution. The activities revealed so many things about dressing to the participants which they acknowledged in their feedback scenario. Some of their responses include; “this activity has helped me as a person to be more decent in the way I dress and also it will help me educate my younger ones and children in future on how to dress in other to be appreciated and respected in the society”, “what I gained was that I was made to understand the differences between decent and indecent dressing and by now, I got to make up my mind to be dressing in a decent manner for me to be respected in my society, home, school and everywhere”, and lots more.

There is significant effect of treatment on the sexual behaviour of female undergraduate students exposed to activity-based education intervention programme. Participants in the intervention programme group had lower negative sexual behaviour score. This implies that the treatment groups were observed to improve better in their sexual behaviour than the control group. Hypothesis 3 is therefore rejected. This means that the treatment techniques were effective in improving the sexual behaviour of participants in the experimental group. The activities have been able to build up and teach the participants the right values to uphold which they have embarrassed through the club.

It has been established in this study that the way one dresses, affects other peoples sexual behaviour. One of the participants in her feedback scenario observed that “*indecent dressing is not dignifying, it can cause problem to the wearer and also the admirer*”. This statement further supports the submission of one of the male participants during the focus group discussion, he says “*when I see girls who dress the bohemian way, I feel aroused sexually*” and a female participant who says that “*bohemian dressers feel sexy and attractive*”.

Type of university has significant effect on bohemian dressing pattern of the female undergraduate students. The result further shows that female undergraduate students from state university had lower adjusted post-test score on immodest dressing pattern than their federal university counterparts. Hence, hypothesis 4 is rejected. This implies that the state university female students benefited more than the federal university participants. This finding could be attributed to the submissions during the in-depth interview that most universities established dress code but state universities

authorities are more serious in implementing the rule than federal university authorities. It was also noted that what could be responsible for this could be the population of students, because it was noted that federal universities are more populated than state universities.

Type of university has significant effect on female undergraduate students sexual behaviour. Participants from state university obtained lower adjusted post-test score on sexual behaviour compared with their federal university counterpart. Therefore, hypothesis 5 is rejected. This finding implies that participants in the state university had their sexual behaviour improved more than their counterparts in the federal university. These findings have therefore established that when immodest dressing is decreasing, sexual behaviour will be improving.

### **Conclusion**

The study has shown that activity-based education intervention programme improved dressing pattern and sexual behaviour, a step towards reducing the incidence of rape, sexual harassment, prostitution, lesbianism, homosexuality, sexual transmitted diseases and improving emotional and physical well-being among female undergraduates. The study, therefore, concluded that through a well designed educational intervention programme, behaviour modification is plausible and possible such as observed in this study where there was a change in favour of decent dressing as opposed to immodesty. An activity-based intervention programme is an effective way of improving teaching and learning as shown in this study. The location of a university (urban or rural) has an impact on the immodest dressing of the students, so federal and state governments should site universities in remote areas as they do with federal government colleges rather than in core urban centres to prevent prostitution and hustling by ladies which is one factor that induces immodesty. Immodest dressing affects the sexual behaviour of both the wearer and the admirer negatively. Females who dress the immodest way face challenges of rape, sexual harassment, indiscriminate touch of sensitive parts of the body by males and that form of dressing induces lesbianism, masturbation, homosexuality and loss of sexual control. Federal and state institutions, religious bodies, media, home, school authorities, NGOs, and student unions can assist in curbing immodesty. Through positive interventions such as preaching against it in religious places of worship, parental involvement, enforcing dress code and establishing clubs in the schools this menace could be curbed as depicted in this study.

### **Recommendations**

Based on the findings, the following recommendations were made:

1. The study has shown that establishment of dress code is very critical to maintaining decent dressing and decent sexual behaviour in our higher institutions and even lower. Dress code does not mean 'uniform' rather it entails 'decent

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dressing in the simplest term of the word'. The university authorities should make rules that define proper dressing and try to enforce such.

2. The federal and state governments through the National Broadcasting Commission should put a mechanism in place to censor all movies and advertisements on Nigeria television stations that are responsible for impacting this obnoxious foreign culture.
3. The federal government should mount sensitization programmes on the National Television stations to advocate decent dressing and sexual behaviour. This is because some of these girls who dress that way do that in ignorance without knowing that their appearance is giving wrong information about their personality.
4. The university authorities should from time to time organize workshops, seminars and film shows for students on immodest dressing, its impact on their sexual behaviour and its consequences on their lives.
5. The university should establish a committee whose responsibility should include harnessing the corporate tone of the university because the dressing pattern of students go a long way to determine the corporate tone of an institution.
6. A monitoring team should be appointed to make sure that the dress codes/guides are adhered to.
7. Student unions and associations should also organize workshops and seminars to sensitize members on appropriate dressing pattern and the consequences of dressing the immodest way.
8. There should be minor sanctions for those who disobey dress code rules.
9. Religious bodies should also step-up preaching against indecent dressing and let their female members know the consequences of such to themselves and the society.
10. Mode of dressing should be included in 100 level General Studies (GS) courses, where students will be taught different modes of dress patterns, their benefits and disadvantages. This will serve as a kind of dressing orientation where students will be exposed to what it means to dress decently and what it involves when one dresses indecently.
11. Parents moral suasion is appealed to in this crusade. They should desist from purchasing immodest wears for their female wards and give them sufficient home training on how to dress well and the need to cover the sensitive parts of their body.
12. The society through the community and town unions should teach her youths what is worthwhile. They should organize talks, seminars and workshops on decent dressing and sexual behaviour for their youths so that they will be properly educated on what the society expects from them in those areas of life as they leave a legacy for others coming behind.

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