Indecent Dressing Among Female Undergraduates on Sexual Conduct and Study Engagement of Their Male Counterparts in Universities in the Southeast Nigeria

Mary N. Nwikpo, Elizabeth I. Anierobi, Azukaego I. Ezeonwumelu, Anthony O. Ezennaka, and Victor U. Ezeonwumelu

ABSTRACT

Although academic performance and indecent dressing had been hotlist in literature globally, the academic standard of students in Nigerian universities continues to be a downturn with those of the males being worse hit. Literature revealed a paucity of research on whether indecent dressing pattern of female undergraduates is contributory to this academic failure of their male counterparts. The thrust of this study, therefore, is to explore the impact indecent dressing of female undergraduates has on the sexual conduct and study engagement of their male counterparts. The study was carried out in the Southeastern region of Nigeria. The population of the study comprised all second and third year full-time single male undergraduates. A sample size of 1500 was selected for the study, drawn through a multi-stage sampling procedure. The instrument for data collection was researchers-structured 17-item questionnaire tagged “Male Undergraduates Study Engagement Questionnaire (MUSEQ).” The validity of the instrument was established through extensive use of relevant literature and also peer-reviewed by experts in Research Methods, Psychology and Counseling all from the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach-Alpha reliability coefficient was used to determine the reliability of the instrument after data had been collected from a sample of 65 undergraduates from another university that was not part of the study. The pre-test of the instrument produced an alpha reliability coefficient of 0.82. Three research questions guided the study and were answered using percentages and mean values. Results indicated that indecent dressing of female undergraduates in southeastern, Nigeria, sexually compromises the study-related state of mind and negatively impacts the study engagement of male undergraduates. Based on these results, it was recommended among others that the university administrators should wake up and be intentional about enforcing the dress code policy which sets the rules about how students should dress and where one does not exist, a Dress Police Team made up of responsible members of staff of the universities should be established and empowered to discipline offenders.

Keywords: Dress police team, Indecent dressing, Public universities, Sexual conduct, Study engagement.

I. INTRODUCTION

University is a community of persons, both males and females, who engage in study and research for the common goal of intellectual development and technological advancement. As observed by Alemu (2018, p210), “A university is a higher learning institution that brings men and women to a high level of intellectual development in the arts and science, and the traditional professional disciplines, and promotes high-level research.” In Nigeria, as well as many countries in the world, a university is established and run by the first tiers of government (Federal and State), individuals or religious bodies who have the wherewithal to fund it. Following this, there are Public and private universities in Nigeria. University education also follows the three-tier degree structure of bachelor's, master’s, and doctoral-level studies.

University education, irrespective of ownership (public or private), entrench a process by which those who are exposed to it, gender notwithstanding, are expected not to only develop intellectually (Alemu, 2018), but equally become worthy persons whose form of life as exhibited in the conduct of activities they are committed, are desirable (Okudo, 2012) and whose sense of judgment and thoughtfulness are commendable (Nwikpo, 2016). However, and quite unfortunately, research have shown that Nigerian university education is far from yielding the much-desired dividends (Nwangwu et al., 2021). This can be observed in the myriad of challenges that continues to plague the universities in the country, ranging from; corruption (Ezeh...
& Etodike, 2016), social media-related crimes (Ezeonwumelu et al., 2021), cultism (Ajitoni & Olaniyan, 2018), persistent weapon-related violence (Nwikpo et al., 2021), educational backdrop (F.O. & T.E., 2017); premarital cohabitation (Kalu et al., 2021), examination malpractice (Amadi et al., 2018) and indecent dressing (Oluwadare et al., 2020) which many have described as one of the major causes of most distraction, and a pervasive influence across the strata of the university (Oli, 2017).

Students’ attitude and behavior including how they dress is one of the greatest determinants of learning outcomes outside how they were taught and learning conditions (Ikwuka et al., 2020). Studies have shown also that although undergraduates of Nigerian universities are aware of the consequences of indecent dressing, they still engage in this vice with reckless abandon (Anierobi et al., 2021). Even with the policy on student’s dress code in Nigerian universities typified by the one Olori (2003) reported its existence at the University of Abuja where rules were made that any dress worn must cover intimate parts of the body, must not expose the breast, stomach, navel and bare chest, many undergraduates still flout it and go about indecently dressed. Anku et al. (2018) in harmony with Olori, lamented that anecdotal observation of the hallways of many higher institutions in recent times revealed that students have pushed the dress code to the limit. These have also led to sexual harassment in high institutions (Anierobi et al., 2021). The indecent dressers do not only flout the dress code on campus-hallways and gatherings but dress same way to lecture halls where, as put it, they refer to it in a popular slogan called “Dress to kill” with the intention of looking sexy or classy, not remembering that they ought to look responsible. Such distractions have been known to counterproductive in the workplace (Nnaebue et al., 2020).

Many researchers have variously defined and looked at indecent dressing from different perspectives. Yohanna et al. (2020) defined it as the improper and provocative way of dressing relative to the society or culture of the students. Oluwadare et al. (2020) described it as any type of dressing that is not in conformity with the socially acceptable mode of dressing in the particular community of reference. For the current researchers, indecent dressing is the deliberate revelation of the private areas of one’s body in a nonconforming manner intending to cause emotional and/or sexual distress to the individual or group to whom they are revealed.

Literature has revealed various types of indecent dresses undergraduates put on while attending lectures and other social gatherings on and outside campus. Amongst the ones Anku et al. (2018) identified are halter-tops and bare midriff, thigh underwear peeking above ultra-low-cut jeans, and bright-colored bra shining through sheer shirts. Yohanna et al. (2020) as well as Gbadegbe and Quashie (2013), on their parts, observed that the dresses with which undergraduates put on to expose the vital parts of their body include skimpy, tight-fitting, and transparent outfits. The researchers mentioned others to include 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 pants (underwear); piercing of any part of the body and tattooing on part of the body. Also, Studies carried out by scholars such as Anierobi et al. (2021); Ajayi (2015) established the fact that more female undergraduates in Nigerian Universities than their male counterparts are caught up in the web of indecent dressing. Yohanna et al. also in his study of indecent dressing in Adamawa state citadel of higher learning, observed that indecent dressing was more prevalent among the girls.

Capturing how badly the menace of indecent dressing of university students, especially those of female undergraduates has swept through our campuses, Anku et al. (2018, p. 214) put it thus:

The campuses of higher institutions today have fostered a climate for the display of seductive wear, especially by the females. For 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 females clothed themselves in the lecture rooms.

Examining the factors that influence indecent dressing of female undergraduates, Obeta et al. (2015) from a study of tertiary institutions in Abia State, Nigeria exposed that the female undergraduates' dress patterns are greatly influenced by imitation of western dress styles, peer/social group pressure, mass media, imitation of film actresses, fashion in vogue. Ogbogbo (2017) asserted that women are generally known for their peculiar natural physique which, compared to that of men is characterized by flexibility and grace which makes them have feminist look. With this, therefore, one wonders if this might not be one of the reasons why any dress style and fashion that could help them flaunt that physique is a deal for them. In a similar study which sought to know the social determinants of indecent dressing among female undergraduates in higher institutions of learning in Nigeria, Oli (2017) averred those factors such as home environment, peer group influence, negative influence of internet, changing social values influence indecent. An indecent dressing may lead vulnerability to sexual risk behaviors (Etodike & Ojiakor, 2018) including sexual harassment and rape, contraction of HIV/AIDS, prostitution, ritual killing, poor academic performance, unwanted pregnancy etc. Classifying female indecent dressers into three categories of amorous who dress to deceptively seduce their praise for economic purposes; unprincipled whose purpose are unscrupulous, deceptive, arrogant, and exploitative while the compensatory group dress indecently to cover up for their feelings of inferiority. Irrespective of category, from the standpoint of findings about indecently dressed females, Oli seemed to hold the view that indecent dressers have maladaptive ideas about themselves particularly the belief that they are pleasurable and deserve to be treated as such.

From the views of other researchers such as (Okafor & Uwalaka, 2021), some other negative repercussions of this “unhol” manner of dressing include contraction of HIV/AIDS and other venereal diseases/infections, armed robbery, lying, poor academic performance and prostitution. Others include reduced output of male lecturers, distraction, lack of academic focus, sexual harassment, cultism, loss of integrity and poor academic performance (Olorunda, 2022).
One major reason for getting enrolled in the university academic program is to acquire advanced knowledge for better academic outcomes and to prepare students to fit into the global trend where education is an essential development index (Aleemu, 2018). To achieve this objective, undergraduate students are required to engage in rigorous academic tasks with a commitment that is void of distractions. What this implies is that for undergraduate students to study and at the end of their learning experiences, achieve educationally, they should be engaged in their academic activities as required, without any form of distraction. Research has shown that learners are not only impacted by the characteristics of the individual learners in the class but also by the totality of the environment where the learning is taking place (Ehenebe et al., 2021). The environment in this sense comprises everything physical, social, and psychological factors that combine to make the learning process and event to achieve the desired learning goal.

Obviously, when any aspect of this environment becomes dysfunctional, the learner experiences a mental imbalance, and his study-related mind is compromised. One wonders again how the academic activities of male students may not be distracted in an environment where their female counterparts consistently appear in half-naked form both in the lecture halls, hallways, hostels etc., Benson (2003) in his work on the science of arousal observed that men and women experience sexual arousal differently. Rupp and Wallen (2008) attested to the assumption that men respond more to visual sexual stimuli is generally empirically supported. The men are wired naturally to be aroused by mere seeing the object of arousal while the women can mask theirs and need to hear to be moved. This explains why Anku et al. (2018) averred that most male students get tempted to lust after female students by their dressings which have the possibility of leading to promiscuous lifestyle on campuses. Dean (2018) upholds the fact that the class but also by the totality of the environment where the learning is taking place (Ehenebe et al., 2021). The environment in this sense comprises everything physical, social, and psychological factors that combine to make the learning process and event to achieve the desired learning goal.

Considering the above, it may align with commonsense that students who devote effort to educational activities without any distraction would be more likely to excel and perform higher in academic endeavors than the ones whose attention is distracted. Again, going by Schaufeli et al. (2002) cited above, study engagement may not be achievable except there be absorption, vigor, dedication, and deliberateness about scholarly work which can only be made possible if the concerned students be in a positive study-related state of mind. These current researchers then wonder if study engagement is achievable by the male undergraduates in an environment filled with half-naked female course-mates, clad in what previous researchers described among others, as very inappropriate (Selase et al., 2013), provocative, improper and morally unacceptable (Yohanna et al., 2020; Garrison, 2018; Olori, 2003), disruptive, distracting (Orakwelu, 2012), sexy, seductive (Oli, 2017) which bares to the glare of male students, all their body parts that should, otherwise, be private. Noting that a house does not fall and leaves its rafters standing, they (current researchers) also wonder if the likely loss of study engagement caused by the female undergraduates’ indecent body exposure could be contributory to reasons why eminent scholars like Parajuli and Thapa (2017); Ullah and Ullah (2019) found out that female students more often than not, outperform their male counterparts academically. Similarly, Khwaileh and Zaza (2010) in their study of gender differences in academic performance among undergraduates at the University of Jordan found that female undergraduate students outperformed male undergraduates in their GPAs. One reason for this difference among others, is that while culture encourages females to spend their free time studying at home or the university library, male students are usually free to leave the home at any time and spend less time in studying. Other reasons include the female students’ desire to prove to their families that they can go to the university and succeed, and also to escape ending up as full-time housewives. Reporting findings from a study on experiences of male undergraduates that lead to their academic failure, Musser et al. (2017) revealed a combination of the following experiences: a disconnect between high school and university academic expectations, adherence to rigid male gender roles, an inability to set priorities and engage with faculty and staff, and the manifestation of mental health issues. However, none
considered indecent dressing of their female counterparts as likely factor that distracts their study engagement and eventual poor academic failure.

Given the above, the researchers consider it necessary to ascertain the impact indecent dressing of the female undergraduates of Southeastern Nigeria, has on sexual conduct and study engagement of their male counterparts.

A. Statement of the Problem

Men and women are wired differently. While the females are sexually moved by what they hear, the males only need to see to be moved. Indecent dressing of female undergraduates of Nigerian universities, Southeastern ones included, does not only come in form of skimpy dresses but provocatively transparent and sexy thereby, revealing to the public glare, parts of the female body which in a normal dress pattern should be hidden away to remain private parts. Would it be possible that those seductive wears which allow their male counterparts easy access to behold their revealed breasts, exposed legs and the exact size and shape of their buttck without causing an arousal capable of negatively impacting on their study-related state of mind? Further, when these male students are pushed into this mind battle of trying to calm from the arousal and harassment which they face even in the lecture halls and library, how engaged would they be with their academic activities and tasks to enable them to make adequate preparation to perform well academically? Research has shown that learners are not only impacted by the characteristics of the individual learners in the class but also by the totality of the environment (physical, social, and psychological) where the learning is taking place. It is equally no longer breaking news that the academic standard of students at Nigerian universities has been a downturn with those of the males being worse hit. Although academic performance and indecent dressing etc. had been a hotlist in literature globally, there seem to be paucity of research on the impact it can have on male university students and their study engagement. Given this, the study aimed to determine the impact of indecent dressing of female undergraduates on sexual conduct and study engagement of their male counterparts.

B. Research Questions

The research issue of this study was based on the answers to the following three research questions:
1) What nature of impact does indecent dressing of female undergraduates have on the sexual conduct of their male counterparts?
2) What is the impact of indecent dressing of female undergraduates on the study engagement of their male counterparts in the lecture halls?
3) What is the impact of indecent dressing of female undergraduates on the academic engagement of their male counterparts outside the lecture halls?

II. METHOD

The descriptive survey research design was adopted for this study. This design was regarded as appropriate because the variables were not controlled or manipulated. The design implied that a group of people were studied by collecting data and analyzing same from only a few people considered to be representative of the entire group. In this case, a few groups of male undergraduates from public universities were sought, identified, observed, and measured to obtain a comprehensive understanding of nature of the impact indecent dressing of female undergraduates have on the sexual conduct and study engagement of the entire male undergraduates. The study was carried out in the Southeastern region of Nigeria. The population of the study comprised all second and third year regular single male undergraduates as at the time data for the study was collected. A sample size of 1500 was selected for the study, drawn through multi-stage sampling procedure. Stage one was selection of 6 universities from the number of 11 public (Federal and State) universities located in Southeastern region of Nigeria. A simple random technique was used for this purpose. Stage two was stratifying the male students into groups according to their year of study (200 and 300 levels) and further, into marital status (single and married). The purpose of this stratification was to be able to use only the unmarried males in levels 200 and 300 for the study. This is because, it was the opinion of the researchers that the impact of indecent exposure of the sensitive parts of the female students' bodies would more likely be felt by the single male students than the married ones because the married tend to easily overcome the sexual arousal through the thought of their wives or interaction with them. This is an advantage that unmarried/single male student do not seem to be in a position to enjoy. Stage three was the use of convenience technique to choose 250 single male undergraduates from each of the selected public universities, that is Anambra, Enugu, and Imo states. The researchers did not take faculties and departments into consideration, hence the use of Convenience technique. The 250 from each of the six selected public universities in the 3 Southeastern states brought the size of sample used for the study to 1500 single male undergraduates.

The instrument for data collection was researchers-structured questionnaire tagged “Male Undergraduates Study Engagement Questionnaire (MUSEQ).” The questionnaire had two sections A and B. Section A elicited information on the demographic characteristics of the respondents, while Section B contained questionnaire items formulated to answer the research questions were 17 in number and arranged in parts A, B and C. The instrument was structured on four-point rating scale of: Strongly Agree (SA-4points), Agree (A-3points), Disagree (D-2points) and Strongly Disagree (SD-1 point) for items on part B and C while that of part A was structured in Negative, Positive and Neutral scale. The validity of the instrument was established through extensive use of relevant literature and also peer-reviewed by experts in Research Methods, Psychology and Counseling all from the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach-Alpha reliability coefficient was used to determine the reliability of the instrument after data had been collected from a sample of 65 undergraduates from another university that was not part of the study. The pre-test of the instrument produced alpha reliability coefficient of 0.82. The high coefficient shows that the instrument was reliable and thus fit for the study. The researchers and their assistants used direct delivery
method to administer the questionnaires to the 1500 single male undergraduates in the selected areas of study. Colleagues of the researchers from other universities of interest and GAs who work under them were in the team of research assistants for administration and collection. They were of immense assistance in covering the universities in Imo and Enugu States and reported no difficulties because that was where they lecture. Out of the 1500 questionnaires given out, 1443 were returned, given a return rate of 96.2%. Returned data were further vetted at the point of entry into the software and invalid data from 99 questionnaires were not used in the final analysis. Data obtained from 89.6% of the sample size in the study was analyzed in line with research questions. The researchers presented the data collected in a tabular form for easy understanding. Administration of instruments and collection of data spanned 3 months. The research questions were answered using percentages and mean values. The decision rule was that a mean value of 2.50 was used as the criterion. The implication of this was that any item that scored a mean value of 2.50 and above was regarded as “Accepted” while any below 2.50 was rejected.

III. DATA PRESENTATION

Table I showed the rate of questionnaire distributions and retrieval among the 6 selected public universities located in the Southeastern region of Nigerian. Two hundred and fifty (250) copies of questionnaires were distributed to each of the universities totaling 1500 copies. A total number of 156 questionnaires covering those not retrieved and those data which were invalid were not used for the study. As revealed in the Table, only data from 1344 questionnaires were used.

<table>
<thead>
<tr>
<th>S/N</th>
<th>University and location</th>
<th>Number of questionnaires administered</th>
<th>Invalid questionnaires</th>
<th>Valid questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>NAU, Akwa-Anambr</td>
<td>250</td>
<td>13</td>
<td>237</td>
</tr>
<tr>
<td>2.</td>
<td>COOU, Uli-Anambr</td>
<td>250</td>
<td>25</td>
<td>225</td>
</tr>
<tr>
<td>3.</td>
<td>UN, Nsukka-Enugu</td>
<td>250</td>
<td>23</td>
<td>227</td>
</tr>
<tr>
<td>4.</td>
<td>FUTO,Owerri-Imo</td>
<td>250</td>
<td>27</td>
<td>223</td>
</tr>
<tr>
<td>5.</td>
<td>IMSU, Owerri-Imo</td>
<td>250</td>
<td>36</td>
<td>214</td>
</tr>
<tr>
<td>6.</td>
<td>Eastern Palm, Ogboko-Imo</td>
<td>250</td>
<td>32</td>
<td>218</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1500</td>
<td>156</td>
<td>1344</td>
</tr>
</tbody>
</table>


A. Research Question One

What kind of impact does indecent dressing of female undergraduates have on the study engagement of their male counterparts?

Table II below revealed that 807 respondents representing 60% of the sampled population are negative. 249 respondents representing 19% of the sampled population chose positive while 288 respondents representing 21% chose neither negative nor positive. Therefore, seductive dressing of female undergraduates of Southeastern Nigerian Universities hurt the sexual conduct of their male counterparts.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>807</td>
<td>60</td>
</tr>
<tr>
<td>Positive</td>
<td>249</td>
<td>19</td>
</tr>
<tr>
<td>Neutral</td>
<td>288</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>1344</td>
<td>100</td>
</tr>
</tbody>
</table>


B. Research Question Two

What are the perceived impacts of indecent dressing of female undergraduates on study engagement of their male counterparts in the lecture halls?

Data in Table III shows that all the items have mean score of 2.59 and above except items 3 and 8 which are negative items hence their rejection is accepted when structured in the positive. The implication of this is that the respondents agree with the fact that their study engagement in the lecture halls are negatively impacted on by indecent dressing of female undergraduates.

C. Research Question Three

What are the impacts of indecent dressing of female undergraduates on study engagement of their male counterparts outside the lecture halls?

Data in Table IV shows that all the items have mean scores of 2.95 and above showing agreement. This shows that all the respondents agreed to the fact that the study engagement of male undergraduates is negatively impacted by indecent dressing of their female their counterparts outside the lecture halls just like it does in the lecture halls.

IV. DISCUSSIONS

This study found that indecent dressing of female undergraduates hurt the sexual conduct of male undergraduates in southeastern, Nigeria. This may be because following the way the males are wired, beholding the sensitive parts of the female gender automatically arouses them sexually. This aligns with Rupp and Wallen (2008) observation to the assumption that men respond more to visual sexual stimuli is generally empirically supported. This negative impact result is evidence that indecent dressing is a form of visual stimuli. This explains why Anku et al. (2018) averred that most male students get tempted to lust after female students by their dressings which have the possibility of leading to promiscuous lifestyle on campuses. Conversely, observation of Dean (2018) did not lend full support to this negative impact factor of indecent dressing of females on sexual conduct of males. In his argument against men who sexually harass/assault women for what they’re wearing, he agreed that though sexual arousal resulting from women dressing in provocative way may be a powerful thing, the brain also has many processes that counter it; mentioning the orbitofrontal cortex, for example, as that part of brain that can regulate/suppress sexual behavior. To him, what a man does with the sexual imagery before him is by the man’s choice, putting this analogy thus: “Beautiful naked person standing before you in your bedroom? Sure,
be aroused. A beautiful naked person standing before you in the supermarket, clutching a large knife? “Sexy fun time” is the wrong response here.” He concluded it was the amygdala (a part of the brain that helps regulate emotion and encode memories) that’s believed to work out the fight or flight responses.

The study revealed also that female undergraduate of the universities in South-Eastern region, Nigerian dress indecently to lecture halls and that the indecent way of dressing causes distraction to the study engagement of their male counterparts during lectures. This is in agreement with Obilo and Okugo (2013) who noted that indecent dressers do not only flout the dress code on campus-hallways and gatherings but dress same way to lecture halls where, as they put it, the students refer to it in a popular slogan called “Dress to kill” to look sexy or classy, not remembering that they ought to look responsible. This finding is also in consonance with that of Selase and Mawuli (2013) who carried out a similar study in Ghana and found out that provocative dressing, otherwise called indecent dressing distracts both the attention of students and lecturers in the lecture halls. This is understood in the light of Ebenebe et al. (2021) that learners are impacted by their individual characteristics in the class and by the totality of the environment where the learning is taking place. This environment comprises the physical, social, and psychological factors that influence the learning process and encourages study engagement defined by Schaufeli et al. (2016) as a fulfilling and positive study-related state of mind that is characterized by absorption, vigor, and dedication. This situation is far from what this study revealed. The male students were found in a state of mind that is far from being study-related but rather lust-related during lectures as a result of the presence of female mates whose pattern of dressing are provocative, improper and morally unacceptable (Yohanna et al., 2020) disruptive, sexy, seductive (Oli, 2017).

### TABLE III: MEAN RATING OF RESPONDENTS ON THE IMPACT WHICH INDECENT DRESSING OF FEMALE UNDERGRADUATES HAVE ON THEIR STUDY ENGAGEMENT IN LECTURE HALLS

<table>
<thead>
<tr>
<th>S/N</th>
<th>Presence of indecently dressed females in the lecture hall does the following:</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>Mean</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aroused me sexually and diminishes my interest in the lecture</td>
<td>831</td>
<td>389</td>
<td>68</td>
<td>56</td>
<td>1344</td>
<td>3.48</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.</td>
<td>Affects my capacity to root my learning to real world which makes retention difficult for me</td>
<td>635</td>
<td>543</td>
<td>151</td>
<td>14</td>
<td>1344</td>
<td>3.34</td>
<td>Accepted</td>
</tr>
<tr>
<td>3.</td>
<td>Fires my interest to attend lectures regularly</td>
<td>219</td>
<td>249</td>
<td>388</td>
<td>488</td>
<td>1344</td>
<td>2.15</td>
<td>Rejected</td>
</tr>
<tr>
<td>4.</td>
<td>Makes me shy away from asking questions in areas I need clarification for fear of being judged a dull boy and denied attention by the girls I am lusting after</td>
<td>525</td>
<td>571</td>
<td>151</td>
<td>97</td>
<td>1344</td>
<td>3.13</td>
<td>Accepted</td>
</tr>
<tr>
<td>5.</td>
<td>Distracts me from thinking critically and creatively because my mind is messed with lust for half naked girls</td>
<td>487</td>
<td>636</td>
<td>151</td>
<td>70</td>
<td>1344</td>
<td>3.15</td>
<td>Accepted</td>
</tr>
<tr>
<td>6.</td>
<td>Discourages me from sitting in the front seat so I can freely play with and satisfy my lust for the indecently exposed girls</td>
<td>512</td>
<td>430</td>
<td>222</td>
<td>180</td>
<td>1344</td>
<td>2.59</td>
<td>Accepted</td>
</tr>
<tr>
<td>7.</td>
<td>Earns me disrespect and loss of rapport with my lecturers as they always observe me concentrating more on admiring half naked female classmates than paying attention to them</td>
<td>285</td>
<td>85</td>
<td>184</td>
<td>790</td>
<td>1344</td>
<td>1.90</td>
<td>Rejected</td>
</tr>
<tr>
<td>8.</td>
<td>Does not distract but rather inspires me to pay more attention to lecture in order to prove my masculinity to them</td>
<td>274</td>
<td>430</td>
<td>458</td>
<td>182</td>
<td>1344</td>
<td>2.59</td>
<td>Accepted</td>
</tr>
<tr>
<td>9.</td>
<td>Denies me the freedom to verbalize my idea for fear of being denied moments of interaction on ground of not being a smart boy</td>
<td>779</td>
<td>344</td>
<td>83</td>
<td>138</td>
<td>1344</td>
<td>3.31</td>
<td>Accepted</td>
</tr>
<tr>
<td>10.</td>
<td>Brings immoral memories which switches off my study-related mind and makes study engagement difficult</td>
<td>820</td>
<td>495</td>
<td>26</td>
<td>3</td>
<td>1344</td>
<td>3.59</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

### TABLE IV: MEAN RATING OF RESPONDENTS ON THE PERCEIVED INFLUENCE OF INDECENT DRESSING OF FEMALE UNDERGRADUATES ON THE STUDY ENGAGEMENT OF THEIR MALE COUNTERPARTS OUTSIDE THE LECTURE HALL

<table>
<thead>
<tr>
<th>N/S</th>
<th>Presence of indecently dressed females outside lecture hall does the following:</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>Mean</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rather than establish relevant connection with digital world, I watch pornography because of the immoral thoughts which indecent exposure by my female schoolmates brings to my head</td>
<td>820</td>
<td>495</td>
<td>26</td>
<td>3</td>
<td>1344</td>
<td>3.59</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.</td>
<td>Meeting deadline in submission of assignments, homework, projects etc is difficult as I share my time between my studies and wild imagination and lust created by half naked girls</td>
<td>609</td>
<td>626</td>
<td>68</td>
<td>41</td>
<td>1344</td>
<td>3.34</td>
<td>Accepted</td>
</tr>
<tr>
<td>3.</td>
<td>Friendly academic competitive activities that would have helped me improve academically are missed as I use the time to ruminate on the indecent sights of the day</td>
<td>553</td>
<td>541</td>
<td>194</td>
<td>56</td>
<td>1344</td>
<td>3.18</td>
<td>Accepted</td>
</tr>
<tr>
<td>4.</td>
<td>Skipping lectures to avoid sight of indecently dressed girls anytime I do not feel sexually strong to resist them</td>
<td>512</td>
<td>430</td>
<td>222</td>
<td>180</td>
<td>1344</td>
<td>2.95</td>
<td>Accepted</td>
</tr>
<tr>
<td>5.</td>
<td>Sights often lead me to loss of sense of direction and purposeful life</td>
<td>779</td>
<td>344</td>
<td>83</td>
<td>138</td>
<td>1344</td>
<td>3.31</td>
<td>Accepted</td>
</tr>
<tr>
<td>6.</td>
<td>Resources to buy study materials are often diverted to service girls who got me seduced through their sexually provocative dressing</td>
<td>579</td>
<td>612</td>
<td>83</td>
<td>70</td>
<td>1344</td>
<td>3.26</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
Further, the study revealed that female undergraduates of the universities in South-Eastern region, Nigerian appear indecently dressed outside lecture halls causing distraction to the study engagement of their male counterparts outside lecture halls too. This finding corroborates that of Anku et al. (2018) in his observation that the hallways of many higher institutions in the recent time had revealed that students have pushed the dress code to the limit, turning the campuses of higher institutions today to assume the form an enclave of fashion fair rather than an academic community following the provocative and seductive ways in which most of the students appear, particularly the females. Again, concerning the impacts on study engagement of their male counterparts outside the lecture halls even after the lecture periods are over and they have left the presence of one another, it is the opinion of the current researchers that what accounts for the continued distraction may be due to the fact that after beholding the half-naked dressed female counterparts in the lecture halls; an environment where expression would not be easy, the male undergraduates go home thinking of ways to gratify the sexual urge. While this thought preoccupies their minds, their attention gets diverted from their academic duties. Even when they did not go out to sleep around for it, the thought that registered keeps distracting their study-related state of mind. This experience is in line with what Koukounas and Letch (2001) found out in a similar study. They observed that males are faster in approaching females with seductive clothing and would rate the probability of having a date and having sex with them even on the first date. And this happens when they are not in the lecture halls. The research conducted by Nolan (2019) on why male students disengage from school did not however, agree with the current finding. The study showed that it’s really the working-class boys that experience difficulties in engaging academically. This means that it was not their female counterparts’ sexy dresses that disengaged them rather, the fact that their time and energy were shared between academic duties and work to get money.

V. CONCLUSION

The study established that when female undergraduates dress indecently, it impacts negatively on the sexual conduct of the male undergraduates. It also established that when the study-related state of mind of male students is compromised by immoral thoughts which resulted from sexual imagery, it causes absentmindedness and/or distraction both in and outside the lecture halls. With this loss of sense of direction and academic engagement, there is tendency the person would not to attain the desired intellectual development.

VI. LIMITATIONS OF THE STUDY

The current study, being a quantitative study adopted the use of a survey for data collection which has an inherent respondent bias. To address this and reduce the effects of this limitation, the authors adhered to ethical guidelines for the survey study. Using this guideline, the participants were meant to understand that participation in the study was free will and participants have the right to withdraw any point in the study until they submit the survey. The participants were also assured that data collected will be strictly used for academic analysis and will be destroyed afterwards.

VII. RECOMMENDATIONS

Based on the findings of this study the researchers hereby made the following recommendations:

1) The university administrators should wake up and be intentional about enforcing the dress code policy which sets the rules about how students should dress. Where one does not exist, a Dress Police Team made up of responsible members of staff of the universities should be established and empowered to discipline offenders.

2) The lecturers, especially the male lecturers should join the “Dress Police Team” to monitor compliance seeing that they too are not spared like their male students whose productivity output is reduced as they get exposed to the seductive sight of female undergraduates’ indecent dresser.

3) Parents as well as other significant adults, especially mothers should be careful to lay right values, beliefs, and attitudes at the childhood stage of their children and wards. As they grow, role models for the morally exemplary life they want to see later in their life.

4) School Counselors, psychologists should reorient the male students’ mindset to focus on their academic activities and switch off from being lustful of their female counterparts against all odds.

FUTURE STUDIES

It is suggested that an experimental study be carried out under a controlled environment to observe full effects of indecent dressing on sexual conduct. Such experimental studies can also compare public University students with their private counterparts.

CONFICT OF INTEREST

Authors declare that they do not have any conflict of interest.

REFERENCES


Ogbogu, B. E. (2017). Art and feminism: The place of female taste as a compelling force for the production of "gele-hats" as an alternative to


