

## **Information Communication Technology and Dress Culture among Senior Secondary School Students in Osun State, Nigeria**

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### **ABSTRACT**

*This study was carried out to examine the involvement of Senior Secondary School Students on ICT related activities as well as the influence of ICT on their clothing culture. Two public and two private schools were randomly selected. Two hundred students completed the questionnaire. Relevant information was obtained using structured questionnaire. Data was analysed using descriptive and inferential statistics. The respondents were equally distributed in terms of gender. Based on their perception of ICT on dress culture, 74.5% of the respondents agreed that frequent use of ICT has increased their level of fashion consciousness, while 60.5% were motivated by the images and dressing styles in magazines, on TV and the internet. The result further shows that male students were significantly more engaged in ICT related activities than females ( $t = 1.29$ ,  $P < 0.05$ ), whereas there is no significant difference in the involvement in ICT activities between private and public school students ( $t = 0.325$ ,  $P > 0.05$ ). The study adds to existing literature on the rationale for clothing selection and factors affecting such, one of which is ICT. Since ICT has influence on dressing, our traditional dress should be promoted on mass media.*

**Keywords:** Dress Culture, Adolescent Clothing Selection, Fashion Trend, ICT, Role Model

### **INTRODUCTION**

Information and Communication Technology (ICT) includes any communication device and systems such as the internet, television, cell phones, digital cameras etc that enhance greater access to information [1]. It is composed of the computer hardware and software as well as other devices. ICT has influenced many areas of human life and endeavour such as communication, transportation, education and business as well as the life style of youths. Youths of today live in a world characterized by dramatic cultural, economic, social and educational differences [2]. Young people are often first adopters of new technologies. They have more access to internet, mass media and telephone as all these provide opportunities for informal education as well as job opportunities. They are the most exposed to ICT because of their passion for information.

The importance of clothing and appearance cannot be overemphasised. Protection from harsh weather, beauty and aesthetics are among the roles played by dress. It enhances identity and communicates to the society. Dress practices can shape individual self-concept, influence behaviour and values. They serve as symbols of mood as well as socio-economic status [3].

Dressing styles, fashion consciousness and choice of role model are key areas that ICT influences

among youths. They tend to select their favourite stars and emulate them. Studies on clothing selection have shown that pre-adolescents compare their physical attractiveness with that of models in advertisements [4]. The television (TV) has greater influence on adolescent's clothing selection than any other media form; however, younger male adolescents indicate more influence on clothing choice from television than females [5].

Globally, most youths have access to broadcast technologies [6]. In Chile for example, 62% of schools are online and surf the net through mobile phones [7]. In Nigeria, private and public schools are adopting the e-learning system. Most secondary school students possess phones and laptops. They are involved in browsing and visiting various websites on sports, fashion, movies and games. The dressing and appearance of the youth therefore tend towards western styles with little traditional touches. There is likelihood that the dressing of these youths is being influenced by ICT. This study therefore sets out to examine the involvement of Senior Secondary School Students in ICT related activities as well as the influence of ICT on their clothing culture.

### **METHODOLOGY**

The population of the study consist of all private and public secondary school students in Ife-East Local government. Four secondary schools

including two private and two public schools were randomly selected. Fifty students in senior level were selected randomly (Senior Secondary School 1-3). A well-structured questionnaire was administered to elicit information on ICT activities and its influence on dress culture. Data collected were analysed using descriptive and inferential statistics. Pearson Correlation was used to measure association between dress culture and use of ICT. T-test was used to measure significant difference in the level of involvement in ICT between private and public schools.

## RESULTS

### Personal Characteristics of Students

Table 1 shows that most (52.0%) of the respondents are within the age of 16-20years. 50.0% of the respondents were male while 50.0% were females. 25.0% of the respondents attended Acada High School Modakeke, 25.0% attended Modakeke High School, and 25.0% attended Saint Timothy Academy while 25.0% attended The Apostolic Grammar School. The table further shows that 79.0% of the respondents were Christians, 20.0% were Muslim and 1.0% were traditional worshippers. The distribution of students in SSS1, SSS2 and SSS3 is as shown in the Table. Overwhelming majority of the respondents (99%) was of Yoruba origin. This could be associated with the fact that Modakeke is located in Yoruba land.

### Involvement in ICT Related Activities

Table 2 shows that 79.0% of the students were computer literate. 79.5% had access to ICT facilities and 93.5% browsed with their phones. It was also observed that 78.0% chatted with friends online, 64.5% had face book accounts and 77.0% had 2go account. Those that read fashion magazines accounted for 90.5% while 32.0% downloaded games, images and movies from the internet.

From Table 5, it is observed that about 60.0% of female students wore skirts and blouses always and 87.0% wore under-wears. Sometimes, 58.0% wore *iro* and *buba*, 45.0% wore suits, 40.0% wore fitted shirts and 37.0% wore sport wears. The Table further shows that 50.0% did not wear *oleku*, 58.0% did not wear off shoulder, 60.0% did not wear spaghetti top, 63.0% did not wear *jalamia*, 69.0% did not wear jackets and trousers, 68.0% did not wear carrot trousers, 82.0% did not wear baggy trousers, 64.0% did not wear knickers, 48.0% did not wear sport wears and 76.0% did not wear crazy jeans.

Table 6 shows there is no significant difference in the involvement in ICT by male and female students. Since the significant value of 1.29 is greater than 0.05, it can be safely concluded that the average of 0.40 male students were more engaged in ICT related activities than female students. Thus, there is a significant difference in the level of ICT involvement between male and female students in Ife-East local government.

Table 4 shows that 66.0% of male respondents did not wear *agbada*, 49.0% did not wear *buba* and *sokoto* and 60.0% did not wear *jalamia*. 38.0% did not wear pant (a readymade trousers usually called pant trousers among students), 47.0% did not wear baggy trousers and 70.0% did not wear crazy jeans. The Table also reveals that 56.0% of male students sometimes wore suits. 53.0% wore jacket and trousers, 60.0% wore fitted shirts, 53.0% wore sport wears, 55.0% wore carrot trousers and 85.0% wore under wears.

**Table 1: Distribution of Respondents by Personal Characteristics**

Variable	Frequency (200)	Percentage (%)
<b>Age</b>		
11-15	95	47.5
16-20	104	52.0
21-25	1	0.5
<b>Sex</b>		
Male	100	50.0
Female	100	50.0
<b>School</b>		
Acada High School	50	25.0
Modakeke High School	50	25.0
Saint Timothy Academy	50	25.0
The Apostolic Grammar School	50	25.0
<b>Class</b>		
SSS1	52	26.0
SSS2	51	25.5
SSS3	97	48.5
<b>Religion</b>		
Christianity	158	79.0
Islam	40	20.0
Traditional	2	1.0
<b>Ethnicity</b>		
Yoruba	198	99.0
Igbo	2	1.0
Hausa	0	0.0

**Table 2: Distribution of respondents by involvement in ICT activities**

Variable	Frequency (200)	Percentage (%)
Computer Literacy	158	79.0
Access to ICT facilities	159	79.5
Face book account	129	64.5
2go account	154	77.0
Read news paper	181	90.5
Read fashion magazine	144	72.0
Watch movies	181	90.5
Browse the internet in the café	168	84.0
Chatting with friends on line	156	78.0
Learning computer application program	80	40.0
Browsing with phone	187	93.5
Playing games	146	73.0
Listen to radio	184	92.0
Downloading games, images and movies	64	32.0

**Table 3: Distribution of Respondents by Perception of Influence of ICT on Dress Culture**

Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
ICT has influenced the way I dress	34.0	41.5	4.5	11.5	8.5
Frequent use of ICT has increased my level of fashion consciousness	29.0	45.5	4.5	14.0	7.0
Buy clothes that look similar to what I have seen on the TV and other media	25.0	33.5	8.5	22.0	11.0
Dress like super stars in the movies and sports	24.5	29.5	9.0	26.0	11.0
Motivated by the images and dressing pattern in magazines, on TV and the internet	23.0	37.5	9.50	19.0	11.0
Sample for dress online before purchase	16.0	29.5	8.0	22.5	24.0
ICT makes me choose clothes that look sexy	18.0	23.0	12.0	24.0	23.0
ICT influence me to choose cloth that expresses my personality	21.0	36.5	11.5	17.5	13.5
ICT motivates me to choose clothes that express my ethnicity	30.5	30.5	12.5	17.0	9.5
Friendson line influence my dressing	28.0	31.5	12.0	14.5	14.0

**Table 4: Distribution of male respondents by fashion trend**

Dress Items	Always	Sometimes	Never
<i>Agbada</i>	5.0	29.0	66.0
<i>Buba and sokoto</i>	5.0	46.0	49.0
<i>Jalamia</i>	23.0	17.0	60.0
Suits	29.0	56.0	15.0
Jacket and Trousers	53.0	38.0	9.0
Fitted shirts	60.0	28.0	12.0
Carrot trouser	55.0	21.0	24.0
Pant trousers	33.0	29.0	38.0
Baggy trousers	17.0	36.0	47.0
Three quarter	33.0	54.0	13.0
Knickers	36.0	44.0	20.0
Sport wears	53.0	32.0	15.0
Crazy jeans	19.0	11.0	70.0
Underwear	85.0	5.0	10.0

**Table 5: Distribution of Female Respondents by Dress Items**

Dress Items	Always	Sometimes	Never
<i>Iro and buba</i>	5.0	58.0	37.0
<i>Oleku</i>	15.0	35.0	50.0
<i>Jalamia</i>	18.0	19.0	63.0
<i>Hijab</i>	15.0	10.0	75.0
Suits	39.0	45.0	16.0
Skirt and blouse	65.0	22.0	13.0
Off shoulder	12.0	30.0	58.0
Spaghetti top	20.0	20.0	60.0
Jacket and Trousers	14.0	17.0	69.0
Fitted shirts	32.0	40.0	28.0
Carrot trouser	16.0	16.0	68.0
Baggy trousers	3.0	15.0	82.0
Three quarter	9.0	27.0	64.0
Knickers	16.0	23.0	61.0
Sport wears	15.0	37.0	48.0
Crazy jeans	10.0	14.0	76.0
Underwear	87.0	9.0	4.0

Table 7 shows that there is no significant difference in the involvement in ICT activities between private and public school students. Since the significant value of the test is greater than 0.05, it can be concluded that the average of 0.32 Private school students in Ife-East local government were more involved in ICT related activities than Public school students. Thus, a significant difference exists in the involvement in ICT activities between private and public schools students in Ife-East Local Government.

Table 8 shows that there is no significant relationship between ICT usage and dress culture. The correlation reported in the Table above is negative, although not significantly different from 0 because p- value of 0.401s is greater than 0.10. This suggests that there is an appreciable effect of ICT usage on dress culture of senior secondary school students in Ife-East Local Government.

**Table 6: Involvement in ICT by Male and Female Students**

Sex	N	Mean	SD	Df	Sig. value (p)	t- test
Male	100	13.24	1.7759	198	1.29	1.52
Female	100	12.84	1.9317	198		

**Table 7: Involvement in ICT Activities Between Private and Public School Students**

Schools	N	Mean	SD	Df	Sig. value (p)	t-test
Public	100	12.88	1.9189	198	0.225	1.217
Private	100	13.20	1.7978	198		

**Table 8: Relationship between ICT usage and dress culture**

		ICT Usage	Dress Culture
ICT Usage	Pearson correlation	1	-.060
	Sig. (2-tailed)		.401
Dress Culture	Pearson correlation	-.060	1
	Sig. (2-tailed)	.401	

## DISCUSSION

Majority of senior secondary students were found to be involved in ICT related activities such as browsing the internet, chatting, with friends, downloading games, images, and films, playing games, watching the TV, listening to radio etc. However, male students were found to be more involved in ICT than female with a mean difference of 0.40. In the same vein, private school students were also found to be more engaged in ICT than public school students with a mean difference of 0.32. Nevertheless, the active involvement of the students was in concordance and partial contrast to [6] who proposed that, the great majority of world's young people have access to broadcast technologies. The majority of young people have access to telephony, but still a small minority that have access to the web. Access to radio and TV has long been widespread, as many as 80 percent of the population of the developing world listens to the radio at least once a week.

Response to questions that tested the level of agreement to the influence of ICT on dress culture showed that ICT has a great influence on dress culture of secondary school students. This was justified by the agreement of about 75.5% of students whose dress had been influenced by ICT. The students agreed that frequent use of ICT had increased their level of fashion consciousness. ICT and media can provide information on fashion, beauty and body satisfaction, and has the potential to provide either positive or negative images for adolescents in the process of their social development and emerging sense of identity, of which fashion decisions are a part [9]. About 60.5% of secondary school students were more motivated by the images and dressing patterns in magazines, on TV and the internet. Majority of them even had online friends suggesting dresses for them. The study is in line with [10].

## CONCLUSION

From this study, it was found that ICT has a great influence on dress culture of senior secondary school students. A significant difference exist in the involvement in ICT activities between private and public schools students in Ife-East Local Government. A significant relationship was also found between the use of ICT elements and dress culture. A significant difference was found in the

level of involvement in ICT activities by male and female students. Male students tend to be more involved in ICT than female students.

Based on the result of this study, it is recommended that further studies should be carried out to assess the influence of ICT on dress culture of senior secondary school students in other part of Nigeria and since the youth copy western dress on media, our traditional culture of dressing should be promoted through ICT

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