

Clothing Material Preferences for Sustainable Promotion of Indigenous Culture: A Case Study of Olabisi Onabanjo University Students in Ogun State, Nigeria

O.E. BASHORUN, A.O. LAWAL, M.T. OLUGBEMI, O.T. KOLAPO, A.S. ONASANYA
Olabisi Onabanjo University, Ogun State, Nigeria

Abstract. Indigenous clothing materials can be used to create modern fashion design that will accelerate the industrialisation of locally made materials like campala, kente, adire, ankara, thus promoting culture, foreign exchange, entrepreneurship, and employment. However, there seems to be more preference for contemporary clothing materials than indigenous clothing materials resulting in the under-utilization of indigenous fabrics. Hence, the study investigated the clothing material preferences of OOU students with the aim of promoting the use of indigenous clothing materials. Data were collected from 130 students in the University and were subjected to both descriptive and inferential statistics. The findings indicated that students sampled had preference for both contemporary and indigenous clothing materials. Among the locally made fabrics, Campala ranked first (2.36) as the most used clothing material. Other clothing materials used include nylon (2.34), cotton (2.32), corduroy (2.32) and satin (2.31). However, ankara (1.69), sasodanfani (1.67), batik (1.62) and kente (1.54). Over half (60%) of the sampled OOU students strongly agreed that they look gorgeous in a pant trouser/velvet skirt with a silk shirt than Ankara/guinea skirt and blouse/trouser and top. However, 38.5 per cent of the students strongly agreed that wearing their oleku with head gear/well embroidered guinea outfit made them proud of their African culture compared to wearing their English suit. The study concludes that significant difference existed between the preference for contemporary and indigenous clothing materials among OOU students ($t=30.417$, $p=0.000$). The study therefore recommended that indigenous/cultural day should be observed on campus every session; students should be educated that creative attires can be sewn with indigenous clothing materials. Attires made with indigenous clothing materials are allowed for official purposes, especially when worn moderately and completely.

Keywords: Clothing, materials, preference, culture, promotion

1. Introduction

Clothing is one of the essential needs of human beings. Ejila (2014) refers to clothes as the “Second skin” that covers the body. Anyakoha and Eluwa (2008) and Entwistle (2000) posited that clothing constitutes garments and accessories as worn by individuals and they include clothes, accessories, scarves, bags, hairdo, make-ups, shoes, decoration such as cosmetics, tattoos, apparel or garments, hair colour and hair arrangements, ornaments of jewelry, badges and insignia of office ranks, extension of the body in the form of canes, bags, umbrella, and handkerchiefs.

Stone (as cited in Ejila 2014) and Lurie (1992) opined that clothing as a major aspect of personal appearance that often bears cultural shared meaning. Cultural shared meanings are learnt from birth, and it is expected that the female undergraduate through their interaction with others have learnt these behaviours (Hollander, 1994; O’Sullivan et. al., 1994).

Barnard (2011) opined that fashion is a cultural phenomenon. The reason for this is that culture is about shared meanings, communication and understanding of those meanings fashion communicates. Given this, and in the light of what Entwistle (2000) says about the fashioned body, we can say that differently cultured bodies communicate different things, (meanings), by means of the different things (clothes, fashion) that they wear. For instance, clothes ‘can be expressive of identity’. The author further opined that clothing is ‘part of the expressive culture of a community. Both individuals and cultural communities can use fashion to express

or make externally visible what were 'internal' and invisible ideas and beliefs.

Obioha (2010) defined culture as the sum of all things that refer to religion, roots of people, symbols, languages, songs, stories, celebrations, clothing and dressing, and all expressions of our way of life. The university is the seat of all education and the citadel of learning. The undergraduates are expected to be models not only in academic excellence but also in matters relating to social, emotional, and moral standards. Their clothing choices and practices should be such that will encourage trust, confidence, comfort, respect, and sense of responsibility. In Nigerian universities, there is no established school uniform or dress codes guiding students clothing on university campuses. Besides, there is presently no basic clothing education for the undergraduates in Nigerian tertiary institutions. Students are left to wear whatever clothing they choose because they are expected to be adults. They are often predisposed to various forms of clothing norms and practices (Ejila, 2014).

1.1 Statement of problem

It has been observed that a lot of students prefer to wear more of contemporary materials such as denim, organza, nylon, velvet, taffeta, aba, georgette, sued, chiffon, corduroy, jeans, silk, wool and so on than indigenous materials like ankara, aso-oke, kente, wooden, campala, tie and dye, guinea brocade and lace. This is evident in the types of clothe they put on like jean jacket, jeans bag, corduroy trouser, lycra skirt, turtleneck tops, blazer, polo shirt, suspender, dungarees just to mention a few, that comes in different types and attractive colours like blue, red, yellow, pink, orange, lemon, brown, ash, purple and lots more. The use of the indigenous clothing materials appears to have mainly been restricted to traditional wears like the (iro and buba, buba and sokoto, oleku, dansiki, kaftans, agbada, and jalamia), hence the underutilization of indigenous clothing materials, which are produced daily in large volumes. There are so many beautiful, modern styles and articles that can be produced from indigenous clothing materials such as jackets, two-piece suit, three-piece suit, dinner gowns, men boxers, bum short, shirts, a classic jumpsuit styles, a cool skirt style, shrugs and scarves, bangles, bags, necklace, earring, clutch purse, shoes and lots more. Students who are majorly youths may be ignorant of the wealth of creative articles that the indigenous clothing materials can be used for hence the need to evaluate the factors affecting clothing material preference using Olabisi Onabanjo University

students as case study with the view of promoting the use of indigenous clothing materials.

1.2 Objectives of the study

The study:

- identified the types of clothing materials used by Olabisi Onabanjo University students
- determined preference for contemporary or indigenous clothing materials by Olabisi Onabanjo University students
- suggested measures to promote the use of the indigenous clothing materials among Olabisi Onabanjo University students, and
- determine the significant difference between the preference for contemporary clothing materials and indigenous clothing materials among Olabisi Onabanjo University students.

2. Methodology

The study was carried out in Olabisi Onabanjo University (OOU), Ago-Iwoye, Ogun State, Nigeria. The University was founded July 7, 1982 as Ogun State University and was renamed Olabisi Onabanjo University on May 29, 2001 in honour of a great citizen of the state, Chief (Dr.) Olabisi Onabanjo, whose efforts as the then civilian governor of Ogun State gave birth to the University. The university consist of three colleges and ten faculties. These are:

- College of Agricultural Sciences: in college of agricultural sciences with two faculties,
- College of Engineering and Environmental Sciences,
- College of Medicine and Clinical Sciences
- Faculty of Basic Medical Sciences
- Faculty of Arts
- Faculty of Science
- Faculty of Social and Management Sciences
- Faculty of Education, and
- Faculty of Law

2.1 Sampling Procedures and Sample Size

A two-stage sampling was used. In the first stage simple random sampling was used to select 40% of the Faculties. Hence, four (4) Faculties were selected from the ten (10) Faculties in Olabisi Onabanjo University. In the second stage, simple random sampling was also used to select 7 per cent of 435 students from the Faculty of Agricultural Management and Rural Development, 5 per cent of 845 students from the Faculty of Arts, 5 per cent of 620 students from the Faculty of Social Management

and Sciences, and 4 per cent of 740 students from the Faculty of Education. The exercise resulted into the selection of 30, 40, 30 and 30 students respectively. Thus making the sample size of 130 students.

2.2 Measurement of Variables

Primary data were collected using well-structured questionnaire. Variables measured were the types of clothing materials used by Olabisi Onabanjo University students, preference for contemporary or indigenous clothing materials of Olabisi Onabanjo University students, promoting the use of indigenous clothing materials among Olabisi Onabanjo University students.

A list of the different types of clothing materials likely used were made available to the students. It was operationalized as often used =2, seldom/partially used=1 and do not use=0. The mean score was obtained. Students with values from the mean score and above were considered to use the clothing materials listed, while those with scores below the mean score considered as those students who do not use the listed clothing materials.

Furthermore, a profile of statements on preference for contemporary or indigenous clothing materials were made available to the students. Their preference for each clothing material was operationalized using their level of agreement on strongly agree = 5, agree = 4, undecided = 3, disagree = 2, strongly disagree = 1 for preference for contemporary materials and vice versa for preference for indigenous materials. The mean score was used to determine the preference for contemporary and indigenous clothing materials of OOU students. Students with scores that equals the mean scores and above had preference for contemporary clothing materials, while those with values below the mean had preference for indigenous clothing materials.

Suggestions on promoting the use of indigenous clothing materials were also presented to the students. This was operationalised based on their agreement with the suggestions on strongly agree = 5, agree = 4, undecided =3, disagree = 2, strongly disagree = 1. The mean score was obtained. Respondents with the mean score and above the mean score supported the suggested measures of promoting the use of indigenous clothing materials while those with values less than the mean score did not support the suggested measures to promote the use of indigenous clothing materials.

3. Result and discussion

Types of clothing materials used by Olabisi Onabanjo University students

Table 1 revealed the types of contemporary and indigenous clothing materials used and not used by the selected OOU students. Campala ranked first (2.36) as the clothing material used by the students. Nylon (2.34), cotton (2.32), corduroy (2.32), and satin (2.31) ranked 2nd, 3rd, 3rd and 5th respectively. That indicated that those clothing materials were used by the respondents. However, ankara (1.69), sasodanfani (1.67), batik (1.62) and kente (1.54) ranked 21st, 22nd, 23rd and 24th respectively. In other words, those clothing materials were unused by the respondents. Other indigenous clothing material used by the students includes guinea brocade (2.08), adire (2.31), wooden (2.15), aso oke (2.11) and ukara (2.07). Additionally, sued (1.99), chiffon (1.85) and georgette (1.78) were examples of contemporary clothing materials not used by the respondents. It can be implied that both contemporary and indigenous clothing materials were used by the selected OOU students,

Table 1: Types of clothing materials used by Olabisi Onabanjo University students

S/N	Clothing materials	Often used	Seldom/ partially used	Not used	Mean	Rank	Decision
1	*Campala	62 (47.7)	53 (40.8)	15 (11.5)	2.36	1 st	Used
2	Nylon	80 (61.5)	14 (10.8)	36 (27.7)	2.34	2 nd	Used
3	Cotton	65 (50.0)	42 (32.3)	23 (17.7)	2.32	3 rd	Used
4	Corduroy	66 (50.8)	40 (30.8)	24 (18.5)	2.32	3 rd	Used
5	Satin	50 (35.5)	70 (53.8)	10 (7.7)	2.31	5 th	Used
6	*Adire	61 (46.9)	48 (36.9)	21 (16.2)	2.31	5 th	Used
7	Jeans/denim	55 (42.3)	51 (39.2)	24 (18.5)	2.24	7 th	Used
8	Polyester	42 (32.3)	68 (52.3)	20 (15.4)	2.17	8 th	Used
9	Lycra	40 (30.8)	70 (53.8)	20 (15.4)	2.15	9 th	Used
10	*Wooden	50 (38.5)	50 (38.5)	30 (23.1)	2.15	9 th	Used
11	*AsoOke	45 (34.6)	54 (41.5)	31 (23.8)	2.11	11 th	Used
12	Chinos	35 (26.9)	70 (53.8)	25 (19.2)	2.08	12 th	Used
13	Organza	30 (23.1)	80 (61.5)	20 (15.4)	2.08	12 th	Used

14	*Guinea brocade	31 (23.8)	79 (60.8)	20 (15.4)	2.08	12 th	Used
15	*Ukara	50 (38.5)	39 (30.0)	41 (31.5)	2.07	15 th	Used
16	Velvet	40 (30.8)	54 (41.5)	36 (27.7)	2.03	16 th	Used
17	Sued	32 (24.6)	65 (50.0)	33 (25.4)	1.99	17 th	Unused
18	Chiffon	33 (25.4)	44 (33.8)	53 (40.8)	1.85	18 th	Unused
19	*Akwete	20 (15.4)	67 (51.5)	43 (33.1)	1.82	19 th	Unused
20	Georgette	26 (20.0)	49 (37.7)	55 (42.3)	1.78	20 th	Unused
21	*Ankara	20 (15.4)	50 (38.5)	60 (46.2)	1.69	21 th	Unused
22	*Sasodanfani	23 (17.7)	41 (31.5)	66 (50.8)	1.67	22 nd	Unused
23	*Batik	13 (10.0)	55 (42.3)	62 (47.7)	1.62	23 rd	Unused
24	*Kente	15 (11.5)	40 (30.8)	75 (57.7)	1.54	24 th	Unused

Source: Field survey, 2016.

Figures in parentheses are percentages. Indigenous clothing materials are asterisked

Preference for contemporary or indigenous clothing materials by OOU students

Table 2 revealed the preference for contemporary or indigenous clothing materials by sampled respondents. Over half (60%) of the sampled OOU students strongly agreed that they look gorgeous in a pant trouser/velvet skirt with a silk shirt than ankara/guinea skirt and blouse/trouser and top. More than half (51.5%) of the respondents strongly agreed that they often do not need to iron their polyester gown, nylon gowns compared to their ankara gown/guinea gowns. Also 46.2 per cent strongly agreed they prefer to wear jeans skirt/trousers with a polo T-shirt to school than to wear an ankara skirt/trousers with ankara sleeveless top or shirt to school. Furthermore, 43.8 per cent strongly agreed that there are more styles like spaghetti tops, jumpsuit, bum short, dungarees, suspenders, dinner gowns done with contemporary clothing materials compared to indigenous clothing materials. Also, 42.3 per cent strongly agreed that their chiffon tops get dried easily to my ankara/kente top. Over quarter (38.5%) of them strongly agreed that they are not allowed to wear an ankara suit to a job interview. However, more than half 54.6 per cent agreed that Jeans/leather bags/shoes are more expensive than ankara/kente/adire bags or shoes. Finally, 38.5 per cent of the students strongly agreed that wearing their oleku with head gear/well embroidered guinea outfit made them proud of their African culture compared to wearing their English suit.

It can be inferred that most of the selected OOU students preferred contemporary clothing materials to indigenous clothing materials, however, few of the students proudly identified with the indigenous fabrics.

Table 2: Preference for contemporary or indigenous clothing materials

Statements	SA	A	U	D	SD	Mean	Decision
1. I look trendier in jeans or corduroy to Ankara / kente / adire trouser	44 (33.8)	30 (23.1)	13 (10.0)	22 (16.9)	21 (16.2)	3.39	Agree
2. Ready-made nylon / chiffon / velvet dresses are easily available compared to ready-made Ankara / kente / adire dresses	61 (46.9)	48 (36.9)	10 (7.7)	4 (3.1)	7 (5.4)	4.17	Agree
3. Jeans/leather bags/shoes are more expensive than ankara/kente/adire bags or shoes	71 (54.6)	35 (26.9)	10 (7.7)	9 (6.9)	5 (3.8)	4.22	Agree
4. I prefer a lycra dresses that stretches to an ankara/kente/adire dress that does not stretch	50 (38.5)	28 (21.5)	17 (13.1)	20 (15.4)	15 (11.5)	3.60	Agree
5. A jeans/corduroy skirt/dress is more durable than an ankara/kente/adire skirt/dress	46 (35.4)	39 (30.0)	18 (13.8)	20 (15.4)	7 (5.4)	3.75	Agree
6. I prefer to wear a jeans skirt/trousers with a polo T-shirt to school than to wear an ankara skirt/trousers with ankara sleeveless top or shirt to school	60 (46.2)	16 (12.3)	11 (8.5)	3 (2.3)	40 (30.8)	3.41	Agree
7. I look gorgeous in a pant trouser/velvet skirt with a silk shirt than ankara/guinea skirt and blouse/trouser and top	78 (60.0)	20 (15.4)	10 (7.7)	6 (4.6)	16 (12.3)	4.06	Agree
8. I am not allowed to wear an ankara suit to a job interview	50 (38.5)	40 (30.8)	16 (12.3)	8 (6.2)	16 (12.3%)	3.77	Agree
9. I often do not need to iron my polyester gown, nylon gowns compared to my ankara gown/guinea gowns	67 (51.5)	44 (33.8)	2 (1.5)	9 (6.9)	8 (6.2)	4.18	Agree
10. My chiffon tops get get dried easily to my ankara/kente top	55 (42.3)	30 (23.1)	17 (13.1)	14 (10.8)	14 (10.8)	3.75	Agree

Statements	SA	A	U	D	SD	Mean	Decision
11. There are more styles like spaghetti tops, jumpsuit, bumshort, dungarees, suspenders, dinner gowns done with contemporary clothing materials to indigenous clothing materials	57 (43.8)	31 (23.8)	5 (3.8)	18 (13.8)	19 (14.6)	3.68	Agree
12. Wearing my oleku with head gear/well embroidered guinea outfit makes me proud of my African culture compared to wearing my English suit	50 (38.5)	33 (25.4)	10 (7.7)	17 (13.1)	20 (15.4)	3.58	Agree

Source: Field survey, 2016. Figure in parentheses are percentages.

SA: Strongly agree, A: Agree, U: Undecided, D: Decided, SD: Strongly decided.

Measures to promote the use of the indigenous clothing materials among the students

Table 3 presented results on the measures to promote the use of the indigenous clothing materials among the sampled OOU students. Over half (53.8%) of them strongly agreed that cool-coloured indigenous clothing materials should be approved by government for official purposes even when sewn in contemporary styles. Also, 47.7 per cent strongly agreed that stretch materials should be used as the source of indigenous clothing materials. Also, 41.5 per cent of the respondents strongly agreed that students should be educated on creative articles that can be made from indigenous clothing materials. Furthermore, 40.8 per cent of them strongly agreed that there should be sales of indigenous clothing materials articles like ankara/adire/kente scrap jacket, ankara clutch purse, shoes on the campus. Furthermore, over quarter (36.2%) strongly agreed that combining indigenous clothing materials make outfits and articles should be encouraged. Among the students, 33.8 per cent strongly agreed that artists/actors should be encouraged to use indigenous clothing materials for their shows when invited to the campus during special programmes. Additionally, 30.8 per cent of the respondents strongly agreed that indigenous/cultural day should be observed on campus every session; while 30.8 per cent strongly agreed that lecturers should be encouraged to wear indigenous clothing materials to class/school.

Therefore, most of the suggestions on the measures to promote the use of the indigenous clothing materials among the sampled OOU students were supported by them. This was in line with Entwistle (2000) that culture is about shared meanings, communication and understanding of those meanings fashion communicates. Given this, and in the light of above findings, indigenous fabrics should be encouraged among the students.

Table 3: Measure to promote the use of the indigenous clothing materials

Statements	SA	A	U	D	SD	Mean	Decision
Cool-coloured indigenous clothing materials should be approved by government for official purposes even when sew in contemporary styles	70 (53.8)	22 (16.9)	10 (7.7)	11 (8.5)	17 (13.1)	3.90	Agree
Stretch materials should be used as the source of indigenous clothing materials	62 (47.7)	33 (25.4)	4 (3.1)	17 (13.1)	14 (10.8)	3.86	Agree
Lecturers should be encouraged to wear indigenous clothing materials to class/school	40 (30.8)	52 (40.0)	5 (3.8)	20 (15.4)	13 (10.0)	3.66	Agree
Students should be educated on creative articles that can be made from indigenous clothing materials	54 (41.5)	29 (22.3)	10 (7.7)	20 (15.4)	17 (13.1)	3.64	Agree
Sales of indigenous clothing materials articles like ankara/adire/kente scrap jacket, ankara clutch purse, shoes on the campus	53 (40.8)	27 (20.8)	5 (3.8)	28 (21.5)	17 (13.1)	3.55	Agree
Indigenous/cultural day should be observed on campus every session	40 (30.8)	34 (26.2)	27 (20.8)	10 (7.7)	19 (14.6)	3.51	Agree
Artists/actors should be encouraged to use indigenous clothing materials for their shows when invited to the campus during special programmes	44 (33.8)	22 (16.9)	29 (22.3)	21 (16.2)	14 (10.8)	3.47	Agree
Combining indigenous clothing materials in the making of outfits and articles should be encouraged	47 (36.2)	23 (17.7)	14 (10.8)	20 (15.4)	26 (20.0)	3.35	Agree

Source: Field survey, 2016. Figures in parentheses are percentages.

Note: SA: Strongly agree, A: Agree, U: Undecided, D: Decided

Test of differences between preference for contemporary and indigenous clothing material

Table 4 revealed the differences between the preference for contemporary clothing materials and indigenous clothing materials of the sampled Olabisi Onabanjo University students. Consequently, a two tailed t-test was conducted to test the statistical relationship that existed between their preference for contemporary clothing materials and indigenous clothing materials. It was revealed that significant differences exist between the preference for contemporary clothing materials and indigenous clothing materials of Olabisi Onabanjo University Students (t = 30.417; p = 0.000). This is an indication that indigenous fabrics needs to be encouraged among the students. This will on the long run be reflected in their choice of clothing materials.

Table 4: Differences between the preference for contemporary clothing materials and indigenous clothing materials of Olabisi Onabanjo University students

Clothing material preferences	N	t-value	DF	p-value	Remark	Decision
Indigenous & contemporary	130	30.417	129	0.000	S	Reject H ₀

Source: Field Survey, 2016.

4. Conclusion and recommendation

The sampled OOU students used both contemporary and indigenous clothing materials. However, they preferred contemporary clothing materials to indigenous clothing materials. Moreover, there was a significant difference in their preference for contemporary and indigenous clothing materials. Hence, the following recommendations:

- Stretch materials should be used as the source of indigenous clothing materials, this will give more rooms in designing outfits that can compete favourably with contemporary clothing materials.
- Sales of indigenous clothing materials articles like ankara/adire/kente scrap jacket, ankara clutch purse, shoes should be done on the campus, this will serve as an attraction to the students.
- Combining indigenous clothing materials in the making of outfits and articles should be encouraged.
- Cool-coloured indigenous clothing materials should be approved by government for official purposes especially when sown in contemporary styles.
- Students should be educated on creative articles that can be made from indigenous clothing materials.
- Indigenous/cultural day should be observed on campus every session.
- Lecturers should be encouraged to wear indigenous clothing materials to class/school.

Barnard, M. (2011). Fashion Statements: Communication and Culture. Retrieved from Palgrave Macmillan c Ron Scapp and Brian Seitz :<http://www.palgrave.com/>

Ejila, E. E. (2014). Clothing Motivations and Behaviour of Female Undergraduates in Universities in Benue State. Retrieved from www.unn.edu.ng

Entwistle, J. (2000). The Fashioned Body London: Polity p.11- 112

Entwistle, Joanne (2000): The Fashion Body. London Polity, 2000.

Hollander, Anne (1994): Sex and Suits. New York, Kodansha International, 1994.

Lurie, Alison (1992): The Language of Clothes. London, Routledge.

O’Sullivaan Tim, et. al., (1994): Key Concepts in Communication and Cultural Studies. Second Edition, London, Routledge.

Obioha, U. P. (2010). Globalization and the Future of African Culture. Philosophical Papers and Reviews . 2(1), 1-8. Retrieved from <http://www.academicjournals.org/PPR>.

References

Anyakoha, E.U and Eluwa, M. (2008): Home Management for Schools and Colleges. Africana First Publishers Limited. Benue