



An assessment of motivating factors that influence teachers' work attire selection in the Adukrom community

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Abstract

The purpose of this study was to assess the factors motivating the selection of the types of dresses teachers wear to school in the Adukrom community of the Okere District of the Eastern Region of Ghana. Specifically, the study identified the types of attires a teacher wears to school in the Adukrom community; examined the motivating factors for selecting their work attire; investigated stakeholders' views about a teachers' work attire; and proffered ways to ensure modesty in teachers work attire in Adukrom community. Quantitative research approach with descriptive survey design was adopted for the study. Simple random and purposive sampling techniques were used to select two hundred and forty-eight (248) from three categories of respondents from whom data was collected using questionnaires. Data was described with frequencies, means, and percentages. The results revealed that, male teachers in the community generally wore long or short-sleeved shirts and trousers (with or without tie) (80%) to school while female teachers usually wore knee-length skirts with long or short sleeve top (74.5%) to school. The factor that affect their clothing choice is Clothes that boost their confidence with (mean = 2.84). Therefore, the government should provide teachers with clothing allowances to ensure that they put on appropriate clothes while going to work.

Keywords: Motivating factors, dress selection, clothing types, teachers', work attire

Introduction

Clothing evolved in prehistory to reflect the effects of biology and climate, but psychological and social factors became increasingly essential during the historical age. Psychosocial variables play a role in why people continue to dress as well as how clothing has influenced modern human behaviour and social evolution. Clothing's most evident function is to improve the wearer's comfort by shielding them from the elements or the weather. Clothing protects against sunburn and wind damage in hot areas, while its thermal insulation capabilities are often more vital in cold climes (Gouda-Vossos, Brooks, & Dixson, 2019). Clothing serves a variety of social and cultural functions, including individual, occupational, and sexual distinction, as well as social prestige. Many countries have dress conventions that reflect modesty, religion, gender, and social standing. Clothing can also be used as ornamentation and a means of expressing one's particular taste or style. Specific environmental risks, such as insects, poisonous chemicals,

weather, weapons, and contact with abrasive substances, are protected by some garments (Wardhana & Harsono, 2020).

Fashion and clothing serve to differentiate positions and backgrounds by displaying preferences and commitments. Expectations about how to dress are influenced by people's psychological and socioeconomic origins in a specific group (Beyer & Zeichner, 2018). Due to numerous influences from the surrounding environment, parts of cultural identity and socialisation may be altered from time to time. The media, as well as changes in dress fashion and style, are examples of such influences (Wardhana & Harsono, 2020). Style is a part of confidence in appearance and can be perceived as a person's hallmark. Style also incorporates marks that reveal the wearer's personality. To put it another way, it identifies a person's personality. Style is a means of achieving differentiation as well as displaying individual differences in appearance (Entwistle 2015).

Fashionable clothing provides its wearer with a sense of authority that others may sense. Fashion serves three functions: as a covering, self-embellishment, and social identification. In today's society, many people are concerned about being overdressed or underdressed. Throughout the years, fashion has been more liberal, and while it has become more diverse, it has also become more sophisticated. The quick and constant change of style is a crucial feature of fashion (Entwistle 2001). Fashion is a type of clothing that only exists in specific social situations. There are numerous books and television shows about how to dress for success.

Individuals do not constantly dress in the same way in the same scenario; rather, they select clothing based on the social events they are about to attend. Gender plays a larger role in wardrobe in some professions than in others. Women are recommended to wear skirt suits in occupations such as business, law, and politics, for example. It's difficult to grasp how to dress in everyday life without first understanding the aspects that influence one's decision. Fashion has a tremendous cultural as well as economic impact (Entwistle 2001).

A system, according to system theory (Dickinson and Pérez, 2018), is a collection of interconnected elements that interact with one another and with their surroundings. As a result, systems can only be understood in their entirety, and they interact with one another via environmental feedback. Clothing selection is an example of a system that can only be understood by looking at how elements interact with one another and how external input influences it. Individuals clothed in a high-authority uniform or wearing convention dress, according to Slabbert (2019), had more cooperation with requests. Various studies have found that wearing attire influences requests for personal assistance, political support, and charity donations, with perceived rank and authority acting as a mediating element (Balon & Morreale, 2020).

Many teachers object to a professional dress code in an increasingly varied country where clothing is often a means of self-expression (Ettenheim, 2011). Some educators believe that any restriction on their clothes is simply another demeaning attempt to impose rules and regulations that limit their liberties, limit their rights, and call their professionalism into question. According to O'Donnell (2019), the Cleveland Teachers Union argued that the clothing code was inappropriate and that it "deprofessionalized" teachers by subjecting them to a checklist of items for which they may be reprimanded. "Advocates argue that it boosts employee morale since it offers more comfort, greater flexibility, and is less expensive," according to Sharkey (2000). Others are less concerned about whether or not informal clothing leads to a casual work ethic." Shoulders et al. (2017) suggested that wearing clothing that does not communicate social signals is difficult, if not impossible.

According to Olaoye and Bello (2016), the optimal style is one that facilitates contact while simultaneously fostering credibility and respect. This shows that a moderate level of formality in the dress of their professors is most expected and desired by many students. People are frequently mistaken in believing that they have complete freedom over what they wear, yet participation in groups and other formal and informal organisations can place restrictions on what people wear. Individuals' attire is frequently restricted at schools and workplaces by formal and casual dress rules (Johnson & Lennon, 2017). In the same way that a normal individual decides what to wear for the day, academics must decide on clothing policies. What society considers appropriate for a teacher must affect their decision. In the past, school clothing codes were more formal, with men and women wearing suits and skirts, respectively.

The impact of teachers' dress on society was noticed by Lane, Rankin, Capps, Rann, and Basel (2019) in their study. We address ourselves, others, and the world when we dress. The way we dress becomes an important aspect of our identity. So, what do instructors wear? What are the social environments in which they function? How do preconceptions, school memories, real-life experiences, goals, intentions, complacencies, and frustrations play out in their wardrobe choices? (Johnson, 2019.)

Clothing preferences can be influenced by three factors: physical and visual characteristics, as well as clothing levels of revealingness (Postholm, 2018). Clothes are a means of coping with social situations and expressing emotions (Sharma & Pandher, 2018). Clothes provide a method to feel connected, to stand out, and to shape one's own and others' perceptions of oneself (Moody, Kinderman, & Sinha, 2010). Females are more mood-sensitive than men when it comes to deciding what to wear. Clothing choices influence mood, and mood influences clothing choices. As a result, clothing can be considered to influence sociability and work performance (Moody et al., 2010).

A survey was done by Moody et al. (2010) to determine the impact of mood, personality, and emotional characteristics on clothing preferences. The sample consisted of 27 female undergraduate students from a university in England who shared similar characteristics (dress size, age, and education). There were eight distinct clothes used, each with a different style. The styles were divided into categories, ranging from casual to evening dress. The outfits were different in terms of colour and fit. Certain values were assigned to various categories. Eveningwear was connected with expressive values, while formal clothes were related to utilitarian ones. Each participant was photographed wearing each outfit. Later, they were shown photographs. The participants were asked to rank the clothes according to their personal preferences. The data supports the theory that dressing up gives you more sociability, power, and worth, whereas dressing down gives you more freedom. Lane et al. (2019) discussed how teachers' wardrobe provides an entry point into the position of the professional teacher, claiming that since the 1980s, there has been a major increase in criticism of teachers' unprofessional attire in both the general and professional education print media. However, there was little scholarly investigation into teachers' professional dress during the same time period (Lane et al., 2019). When attire and look are linked, the greatest forms of communication, social positions, and social status become quick and visible visual clues (Golden, 2017).

Teachers, according to Shoulders and Smith (2018), have a socially identifiable status (Joseph, 2017). Teachers are thought to be agents of social change, natural leaders in society, and capable of bringing about a specific transformation in the lives of others (Johnson, 2019). Clothing, according to Parmar, Olafsson, Utami, and Bickmore (2018), is the whole covering of the human body. The attributes of the person, their relationship to others, and the situation in which they are

involved are all communicated through their clothing. Attire sends three messages: (a) personal qualities, such as attitude, interest, and lifestyle; (b) relationships, such as group membership and group role (occupation and status); and (c) scenario definition, such as purpose to act and orientation (casual or serious) (Golden, 2017). Acceptable clothes for teachers may be a trait that generates a desire to strive to work well and seem professional in a field that is a calling for young men and women to enter in an era where individuals' wrongdoing is evaluated closely (Brem & Niebuhr, 2020). The aim of the study was to assess motivating factors influencing teachers' work attire selection in the Adukrom community.

Methodology

Research Design

The study used a descriptive survey design and a quantitative research approach. The quantitative method entails numerically representing and manipulating observations in order to describe and explain the reality that those observations reflect (Leavy, 2003). This allows the collection of quantitative data and also enables the use of quantitative methods in the analysis of the data.

Study area

The research took place in the Adukrom settlement of Okere Area, a newly formed district in Ghana's Eastern Region. It was formed from the North District of Akuapem. Abiriw, Dawu, Awukugua, Apirede, Aseseeso, Abonsi, and Adukrom are the seven towns that make up the Okere District. Okere District is one of the six districts out of a total of 38 created by President Nana Addo Dankwa Akufo Addo in 2018. The capital of the Okere Traditional Area is Adukrom. It is also the political and administrative seat of the Okere District, located on the Togo Atakora hills along the Ho-Koforidua main trunk route in the northern portion of Akuapem. Adukrom has an estimated population of 4,000 people living in the town, according to the 2011 Population and Housing Census. The town was once the capital of Akuapem State's Nifa Division, which was established in 1730. On the north-east side of Accra, the Nifa Division, which is now the Okere Traditional Area, is located on the extreme north of the Bewase Ridge of the Akuapem Togo Mountains. Kyerepon is the native tongue of the area's inhabitants. Adukrom can be regarded as a moderately active agricultural and commerce centre. Asenema, Krutiase, Mintakrom, Okrakwadwo Garikope, Nyensi, Deveme, Nkyenoa, Sanfo, Lakpa, and Amahi produce more than a fifth of the food delivered to Accra and Tema.

Target population

Majid (2018) defines population as the entire pool from which a statistical sample is drawn. A population may refer to an entire group of people, objects, events, or measurements. A population can thus be said to be an aggregate observation of subjects grouped together by a common feature. For the purposes of this study, the target population included people who are directly or indirectly affected by the attire teachers put on while at work. Teachers themselves are affected by their attire and, thus, constitute a part of the population. It is asserted that teachers' attire also significantly influences their students, as teachers are supposed to be role models for students. Thus, the work attire of teachers directly affects students, making them another part of the population of this study. Lastly, other people who have an interest in issues relating to education in Adukrom (stakeholders) also form part of the population of this study

since they could be indirectly affected by the work attire of teachers. The targeted population for this study was teachers.

Sample and sampling techniques

In many instances, researchers are unable to collect data from all the members of the research population. Thus, in researchers select a portion of the population and data is collected from the selected portion. The selected portion of the population from which data is collected is known as the sample, and the number of individuals who form the sample is known as the sample size (Walter, 2019). It is generally accepted that the information provided by the members of the sample largely represents the views of the entire population (Chu & Ke, 2017). Participants for the study were teachers in the town. All the three Junior High Schools and the two Senior High Schools at Adukrom were used for the study. The total population of the teachers for both JHS and SHS was 223. A simple random sampling was used to select 55 teachers for the study nine (9) teachers were selected from the JHS and 46 teachers from the SHS.

Third – year students in the five public schools, with a population of 715 were sampled. 178 students were randomly selected for the study; 58 from the three JHS and 120 from the two SHS. The reason for choosing the third –year was because they have been in the school for the past three years and could provide appropriate responses to questions concerning their teachers' attire and were the ones readily available. Furthermore, fifteen (15) stakeholders were purposively selected for the study comprising twelve (12) parents and three (3) religious leaders. The parents were selected because they have their wards in the schools and have been living in Adukrom town for more than ten years. The religious leaders selected were leaders of the Methodist and Presbyterian churches that are affiliated to the schools. In all, out of a target population of 953, a sample size of 248 was selected to serve as a respondents based on the sample determination table posited by Krejcie & Morgan (1970).

Research instruments

To accurately collect data and analyse it for a research project, it requires the use of a research instrument appropriate for the study to help acquire the responses needed by the researcher to answer questions about the study for a better result. Questionnaires were used as appropriate instruments for the study. Well-structured questionnaires were used to collect data. The researcher physically administered all of the questions to the respondents. According to Patten (2016), questionnaires are an appropriate form of data collection in survey studies for various reasons: they can achieve huge coverage of the population with minimal time, staff, or money. The survey inquired about teachers' demographic traits, physical, psychological, and socioeconomic variables, as well as parents' and religious leaders' perspectives. The questionnaire included both open-ended and closed-ended questions with structured responses that made tabulation and analysis easier.

Validity and reliability of instruments

The degree to which a research instrument assesses what the researchers intends is known as its validity. This is a decision that has been improved by a group of professionals or experts in the field (Mohajan, 2017). During the development and revision of the study instruments, the researchers established content validity by soliciting expert opinions from her university supervisors. Running frequencies and editing errors were used to determine the questionnaire's item reliability

Pre-testing of instrument

The pre-testing of the research instrument for data collection was conducted a week before the actual field work. Ten (10) students, five teachers, three parents, and two religious leaders from Abonsi were recruited for pre-testing. This is to check for the reliability and validity of the instrument that came out successfully for research data to be collected and analysed. Also, pre-testing was conducted to improve the internal validity of the instrument. Patten (2016) confirmed that administering the instruments to pilot subjects is exactly the same as how they will be administered in the main study, which helps to ask the subjects for feedback. This helps to identify items that are not relevant to the objectives of the study and either modify or delete them. Piloting instruments also help eliminate ambiguous questions. Through the pilot testing, the questions that were not properly answered as expected were reworded and restructured for respondents to provide responses that were accurate to answer the research questions. Pre-testing also assisted in determining how long it would take to administer the questionnaire to the main sample. As a result of pre-testing, the researcher was able to detect ambiguities, inadequacies, insufficient places to join resources, cultural questions, and incorrect question phrasing.

Data collection procedure

The researchers requested permission from the district education officer to visit the sampled schools and administer the questionnaires using an introductory letter from the dean of the department of home economics education at the University of Education, Winneba. The researcher also got permission from the head teachers in the sampled schools to distribute questionnaires to instructors and pupils, who had two weeks to complete them before they were collected. The researcher made preliminary visits to the schools chosen for the study, explaining the study's aim verbally and making the required arrangements for instrument administration and data collection. The questionnaires were given to each of the respondents by the researcher. Questionnaires were collected after two weeks. This also gave the respondents a chance to seek clarification on items that proved difficult. The researcher assured respondents of confidentiality and anonymity.

Data analysis procedure

The data collected were analysed using descriptive statistics. The statistical package for social science (IBM SPSS version 20) was used for coding and processing the raw data for interpretation and discussion. Responses received from the questionnaires were organised, tabulated, and analysed using frequencies, percentages, means, and standard deviations, which were presented in tables and figures. Percentages have a considerable advantage over more complex statistics (Kaur, Stoltzfus, & Yellapu, 2018).

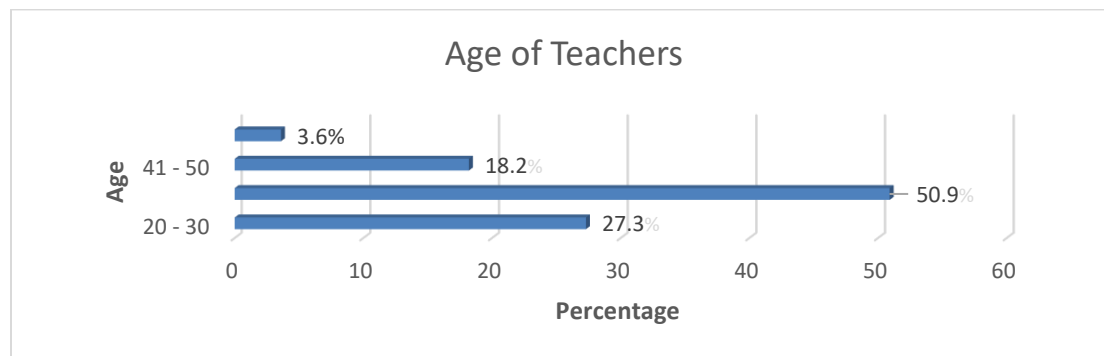
Ethical consideration

The study was conducted in conformity with ethical codes in social science research. According to Fiesler (2019), the ethical considerations include ensuring voluntary participation, anonymity, and confidentiality of the respondents. An introductory letter was first sent to the schools to ask for permission to include the selected respondents from the various institutions in the study. The purpose of the research was explained to all respondents, and data collection was done based on their informed consent and voluntary participation. Respondents were also assured of their anonymity and the confidentiality of their responses. The study also adhered to other codes of ethics regarding data collection and information retrieval, as well as attributing secondary data to valid sources.

Results and discussion

Demographic Profile of Teachers (n=55)

Figure 1 shows the age distribution of teachers: 27.3% of the teachers were within the age range of 20–30 years, 50.9% were in the age range of 31–40 years, 18.2% were in the age range of 41–50 years, and 3.6% were in the age range of 51–60 years. The majority of the teachers were between the ages of 31 and 40. These groups of individuals are still strong and able and are expected to be highly productive as they belong to the active age group of the population.



Source: Field Work (2020)

Figure 1: Age of Teachers

Educational level and marital status

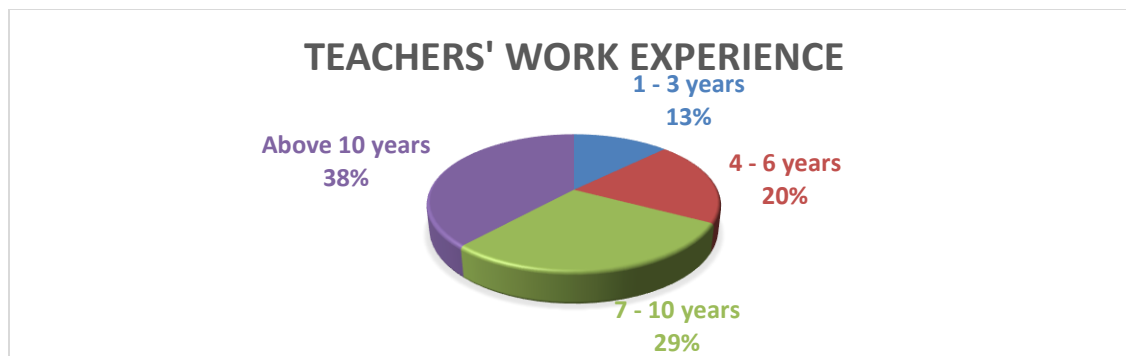
Table 1 shows the educational background and marital status of the teachers. It is revealed that significant proportions (85.5%) of the teachers had a first degree, and the rest (14.5%) of the teachers had a master's degree. It can be observed that 67.3% of the teachers were married, while 32.7% of them were single.

Table 1: Demographic Profile of Teachers

Variables	Frequency	Percentages
Education Level		
Bachelor's degree	47	85.5
Masters	8	14.5
Marital Status		
Single	18	32.7
Married	37	67.3

Work experience

The tenure of work of the teachers (Figure 2) revealed that 12.7% had 1–3 years of experience, 20% had 4–6 years of experience, 29.1% had 7–10 years of experience, and 38.2% had over 10 years of work experience. The results show that the majority of the teachers (67.3%) had 7 years or more of teaching experience. This forms the group of teachers who should impart quality knowledge to their students or pupils for excellent performance.

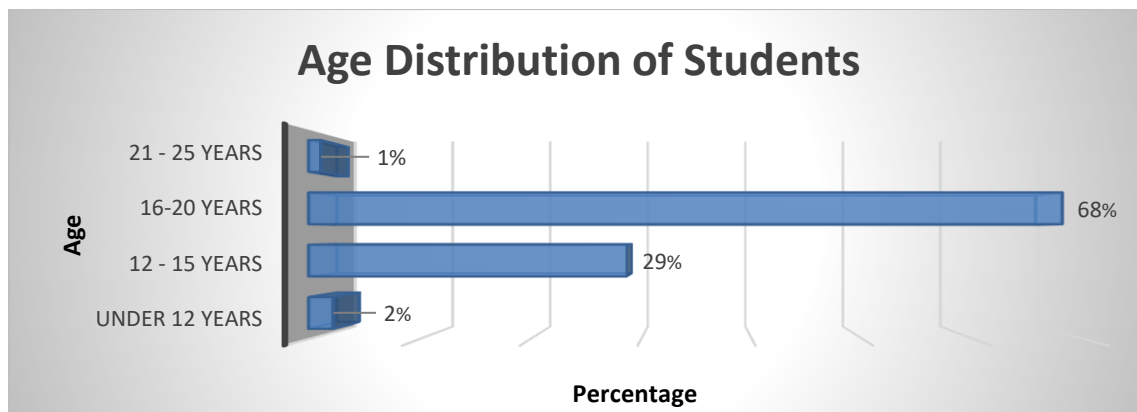


Source: Field Work (2020)

Figure 2: Work Experience of Teachers

Demographic Profile of Students (n = 178)

More than half (56.7%) of the students were males, while 43.3% were females. In Figure 3, the age distribution shows that 2.2% of the students were under 12 years old, 28.7% of the students were within the age range of 12–15 years, 68% of the students were within the age range of 16–20 years, and 1.1% of the students were within the age range of 21–25 years.



Source: Field Work (2020)

Figure 3: Age Distribution of Students

Demographic Profile of Students

The majority of the students (67.4%) were at the SHS level, while 32.6% were at the JHS level (Table 2). The results from Figure 4 indicated that the students were between the ages of 16 and 20 at the SHS level. This implies that the majority of students was mature and most likely gave accurate judgments' about their teachers' work attire.

Table 2: Demographic Profile of Students

Variables	Frequency	Percentages
Education Level		
JHS	58	32.6
SHS	130	67.4

Factors that influence the selection of teachers' work attire

The objective of this study was to examine the factors that motivate teachers in the selection of their work attire in the Adukrom community. Specifically, the objective sought to examine the social (peer influence, fashion influence, family influence) and psychological (self-esteem, confidence, and self-concept) factors that influence the selection of clothing by teachers. The results were presented in the form of means and standard deviations. It also presents the results of the major social and psychological factors that affect the selection of work attire by teachers in the Adukrom community. The respondents were then asked to state whether they agreed or disagreed with specific statements regarding factors that affect the choice of work attire by teachers. Their responses are presented in Table 3.

The results in Table 3 reveal that teachers disagreed: that they seek out fashionable clothing on the internet (mean = 1.95), that they select oversize or loose clothing to cover dissatisfied body parts, that they select clothing that emphasises body parts (mean = 1.69), and that their guardians have the greatest influence on the selection of their clothes (mean = 2.20). The teachers indicated that they select clothing that increases their confidence (mean = 2.84), they select clothing that shows how they feel about themselves (mean = 2.51), and they select clothing that makes them feel good among their peers (mean = 2.51). The findings show that clothing selection by teachers is influenced by how they feel about themselves and how their peers feel about them. Therefore, it implies that the dress sense of the teachers is a product of self-concept and peer pressure. This is consistent with Weber's (2008) idea that a peer group can influence how people dress. Thus, teachers select work attire that satisfies themselves as well as their peers and society.

Again, from Table 3, the coefficient of variation (CV) tells us how social factors (peer influence, fashion influence, and family influence) and psychological factors (self-esteem, confidence, and self-concept) influence teachers' clothing selection, and so the factor with the lowest CV has a great impact since it has a lower volatility. Teachers extensively look out for clothes that increase their confidence more than any other factor, and this is so since it has the lowest volatility of 19%. The least important factor that teachers do not consider in their clothing selection is seeking out fashionable clothing trends on the internet and in magazines. The respondents did indicate that sometimes they are influenced by the latest fashion. This has the highest volatility at 37.4%.

These results largely reflect the assertions of previous studies. According to Chen (2017) and Kees (2017), among the factors that influence the choice of work attire by most teachers are social factors such as peer influence, fashion influence, and family influence, as well as psychological factors like self-esteem, confidence, and self-concept. It has been asserted as well by Tischler (2007), Workman and Freeburg (2010), and Daignault-Leclerc & Design (2016) that the social factors that usually influence the choice of work attire by teachers are fashion, parental guidance, and social perceptions and stereotypes. The results of this study confirm these assertions, as the teachers who were involved in the study confirmed that these issues affect their choice of work attire.

Studies such as Sternberg (2003), Aguilar (2005), Jones (2006), and Freeburg and Workman (2010) have asserted that psychological factors such as the desire to feel good about oneself and the desire to feel confident also influence the choice of work attire by most teachers. The results of this study reveal that most of the teachers involved in the study believe these factors also influence their choice of work attire, implying that the assertions of the cited earlier studies are similar.

Table 3: Factors that influence Choice of Work Wear

Factor	N	Mean	Std. Dev.	CV
I select clothing that makes me feel good among my peers.	55	2.51	0.81	32.2
I seek out the fashionable clothing on the internet and magazines.	55	1.95	0.73	37.4
My guardian(s) has the greatest influence on the clothing I select (children, wife, husband, siblings or parents).	55	2.20	0.80	36.4
My clothing shows how I feel about myself.	55	2.51	0.77	30.7
I select clothing that emphasises body part(s) I am satisfied with.	55	2.23	0.77	34.5
I select oversized/ loose clothing to conceal the body parts I am dissatisfied with.	55	1.69	0.63	37.3
I select clothing that increases my confidence.	55	2.84	0.54	19.0

Scale: 1 = Neutral; 2 = Disagree; 3 = Agree

Summary of clothing Selection Factors

From Table 4, it can be said that the extent to which social (peer influence, fashion influence, family influence) and psychological factors (self-esteem, confidence, and self-concept) together influence the selection of clothing among teachers is fairly high. This is seen from the results, which indicate an average selection factor (mean = 15.93, SD = 2.02) compared to the minimum (min = 11.00) and maximum (max = 19.00) selection factors.

Table 4: Summary of clothing Selection Factors

Factor	N	Min	Max	Mean	SD
Clothing Selection Factors	55	11.00	19.00	15.93	2.02

Note: Min = Minimum; Max = Maximum; SD = Standard Deviation

Response on Teachers Self-Evaluation on their Work Attire

In this section, teachers were asked to analyse their students' feelings towards their choice of clothing, with self-esteem as the main focus. Teachers were asked whether they care about how people think about their dress style, whether it matters to them the judgments people pass about their clothes, whether they care if they are respected in the community as a result of their dress style, and whether they want people to accept them for the type of dress they wear.

From Table 5, some teachers fairly disagree that they care about what people think of how they look in their clothes (mean = 2.20) and that their appearance (in terms of dress standards) should not determine whether people accept them or not (mean = 2.16). On the other hand, most teachers indicated that it matters to them that people make judgments' about the type of people they are by the way they dress (mean = 2.51) and that they are careful when wearing certain styles or brands of clothing because they affect how people respect them (mean = 2.91).

The coefficient of variation (CV) results explain that when it comes to teachers' personal evaluation of their self-esteem, they are particularly careful when wearing certain styles or brands of clothing because they affect how people respect them (CV = 13.7%). This is the top priority for most teachers when it comes to dress styles or the selection of clothes. These results again confirm the assertions of such earlier studies as Tischler (2007), Weber (2008), Daigneault et al. (2016), Workman and Freeburg (2010), Chen (2017), and Kees (2017) that the social

factors that usually influence the choice of work attire by teachers are fashion, parental guidance, and social perceptions and stereotypes. The results of this study confirm these assertions, as the teachers who were involved in the study confirmed that these issues affect their choice of work attire. The result of how the teachers responded specifically to the various questions is presented in Table 5 below.

Table 5: Self-Evaluation of Work Attire

Factor	N	Mean	Std. Dev.	CV
I care about what other people think of how I look in my clothes.	55	2.20	0.95	43.2
It matters to me that people make judgments about the type of person I am by the way I dress.	55	2.51	0.81	32.3
I'm careful in wearing certain styles or brands of clothing because they affect how people respect me.	55	2.91	0.40	13.7
How I look in my clothing is important because I want others to accept me.	55	2.16	0.92	42.6

Scale: 1 = Neutral; 2 = Disagree; 3 = Agree

Summary of self-Evaluation of Work Attire

From Table 6, it can be deduced that the extent of teachers' feelings towards clothing in relation to their personal evaluation of their self-esteem is high. This is seen from the results, which indicate an average evaluation factor (mean = 9.78, SD = 1.99), compared to the minimum (min = 5.00) and maximum (max = 12.00) evaluation factors. This implies that most teachers care about their self-esteem as they dress or select their clothes. This further confirms the results presented earlier with regards to the factors that affect the choice of clothing by the teachers.

Table 6: Summary of self-Evaluation of Work Attire

Factor	N	Min	Max	Mean	SD
Self-Evaluation Factors	55	5.00	12.00	9.78	1.99

Note: Min = Minimum; Max = Maximum; SD = Standard Deviation

Physical attributes in clothing selection

This section looks at the attributes teachers consider when selecting or buying their clothes. The results are presented in Table 7. In the distribution of physical attributes in the selection of clothing from Table 7, 36.4% of the teachers indicated that they select clothing based on the durability of the fabric. Approximately sixteen percent, 14.5%, and 12.7% of the teachers indicated that they select clothing because of its style, fitness, and brand, respectively. However, only 9.1%, 1.8%, and 1.9% of the teachers indicated that they also select clothing based on cost, colour, and fashion trends, respectively. It can therefore be concluded from the results that teachers were not as concerned with the cost of clothing items as they were with durability, brand, style, and fitness.

Several factors have been known to influence the choice of clothing by people in general. For instance, according to Nguchara (2017) and Fasoli, Maass, Volpato, & Pacilli (2018), one of the physical factors that affect the decision of people to buy certain types of clothing is fitness—how well the clothing fits their physical body stature. This usually prevents people from buying clothes that are either too tight or too loose for their bodies. It is also posited by McCann (2016)

that the cost of clothes can affect the type of clothes one is able to acquire. The other physical factors identified by this study (colour, durability, style, brand, and fashion trends) have similarly been mentioned by such studies as Nguchara (2017), Fasoli et al. (2018), and Perrett, Sprengelmeyer, Hong, & Moores (2019).

Table 7: Physical Attributes in Clothing Selection

Attributes	Frequency	Percentages (%)
Fitness	8	14.5
Cost	5	9.1
Colour	1	1.8
Durability	20	36.4
Brand	7	12.7
Style	9	16.4
Fashion trend Trends	5	9.1
Total	55	100

Dress Code Awareness by Teachers

Even though teachers are particularly careful about wearing certain styles or brands of clothing because they affect how people respect them, most of the teachers (94%) indicated that there is no dress code in their various institutions. Only 6% of teachers agreed that they had a dress code for teachers in their schools (Figure 4 below).

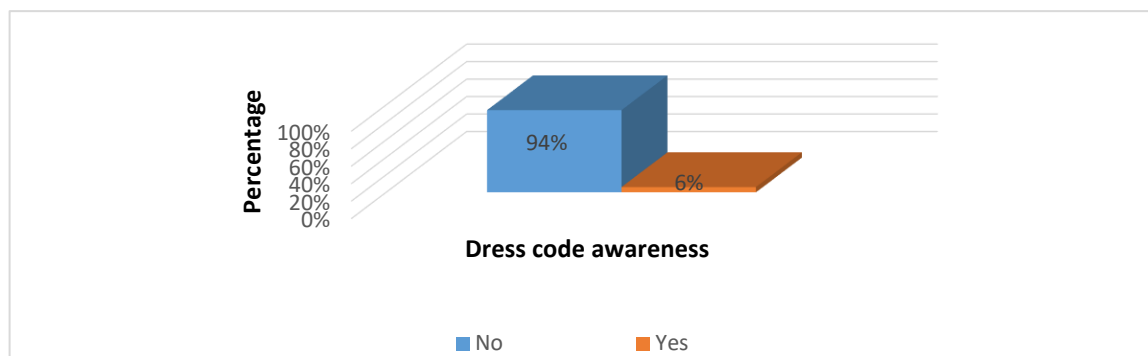


Figure 4: Dress Code Awareness by Teachers

Clothing allowance for teachers

Cost could affect the choice of attire by teachers. It has been asserted by Acheampong and Gyasi (2019) and Vulley (2021) that teachers in the country are generally not adequately remunerated. This implies that financial constraints may cause teachers in the country to make clothing choices that are not appropriate. When respondents (teachers, students, and stakeholders) were asked if teachers should be given a clothing allowance to enable them to purchase suitable clothing when going to work, the results obtained are presented in Tables 8, 9, and 10, respectively. Table 8 revealed that most of the teachers (80%) agreed that clothing allowances

should be given to teachers and a standard dress prescribed for them, as this will curtail the varying dresses that teachers wear to school. However, 9.1% of teachers disagreed, and 10.9% were neutral on the statement. There is an indication that a teacher's inability to wear appropriate dress to work could be due to financial constraint, as Muchai, Makokha, and Namusonge (2018), Keary et al. (2020), and others suggested. So they may wear what they can afford, whether appropriate or not. A lack of a standard dress code could also account for the varying dresses worn by the teachers'. Interestingly, the teachers agree on wearing prescribed standard dresses if clothing allowance is provided.

Table 8: Clothing Allowance for Teachers (Teachers)

Statement	Agree F (%)	Disagree F (%)	Neutral F %
Teachers should be given clothing allowance.	44 (80)	5 (9.1)	6 (10.1)

Clothing Allowance for Teachers (Students)

While approximately 60% of the students indicated that teachers should be given clothing allowance so that they look professional, 25% disagreed, and 15% were neutral about the statement (Table 14). This shows that students are aware that their teachers are not given clothing allowance and therefore agree with their teachers that allowance should be given to them.

Table 9: Clothing Allowance for Teachers (Students)

Statement	Agree	Disagree	Neutral
Teachers should be given clothing allowance.	107	45	26

Clothing Allowance for Teachers (Stakeholders)

While 60% of the stakeholders indicated that teachers should be given a clothing allowance and a prescribed standard of work wear to make them look professional, 27% of them disagreed, and 13% of them were neutral about the statement (Table 10).

Table 10: Clothing Allowance for Teachers (Stakeholders)

Statement	Agree	Disagree	Neutral
Teachers should be given clothing allowance.	9	4	2

Conclusion

The objective of this study was to examine the factors that motivate teachers in their selection of work attire in the Adukrom community. The findings of the study revealed that the influence of social and psychological factors on the selection of clothing among teachers is fairly high. The results also indicated that the choice of work attire by teachers is not influenced by fashionable clothing from the internet or magazines. The teachers are also not influenced by parental guidance in the selection of their work attire. The teachers do not select oversize or loose clothing to cover dissatisfied body parts or ones that emphasise certain body parts. Clothing that boosts the confidence of the teachers is the biggest influence on their selection of clothing. The next biggest factor that influences the choice of work attire by the teachers was found to be clothes that make the teachers express how they feel about themselves, as well as clothes that

make them feel good among their colleagues. Other factors, which are not social or psychological but also influence the choice of work attire by the teachers in the community, include durability, style, fitness, brand, cost, and lastly, colour. Clothing that boosts teachers' confidence, clothing that makes teachers feel good about themselves, and clothing that makes teachers feel good about themselves and among their friends were the key characteristics that influenced teachers' choice of work dress in the Adukrom community. The study recommends that teachers make an attempt to dress in ways that are appropriate for the school setting and do not detract from their students' ability to concentrate in class.

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