PERCEIVED IMPACT OF TREND FASHION ON STUDENTS' ACADEMIC PERFORMANCE IN NNAMDI AZIKIWE UNIVERSITY, AWKA, ANAMBRA STATE

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Abstract

This study examined the perceived impact of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka. This study was a quantitative research that adopted descriptive survey research design. The population comprised 25000 students in Nnamdi Azikiwe University, Awka. Taro Yamane's formula was used to determine a sample size of approximately 394 students. Sample random sampling technique was used to select these 394 students. The study used structured questionnaire to collect data from the respondents. It was structured on a 4-point scale with 20 items. The questionnaire has an average Cronbach Alpha of 0.87. The data collected from the respondents were analyzed with mean scores and standard deviation. Analytical tool t-test statistics was used for the hypotheses to test the differences between the mean responses of the male and female students. The study found that impulsive buying of trending fashion impacts students' academic performance by causing financial difficulties, leaving less money for educational resources. Excessive shopping consumes study time and distracts from academic responsibilities. Besides, prioritizing fashion over academics results in students allocating more funds to fashion than educational expenses, staying up late to shop online, and feeling pressured to keep up with trends. This can lead to academic dishonesty, poor academic planning, and emulating fashion influencers who prioritize style over studies. The study recommended that students should control impulsive buying so as to avoid financial difficulties, leaving less money for educational resources like textbooks and study materials. Lecturers should encourage students to prioritize academic activities to fashion so as to allocate more funds to educational expenses over trending fashion.

Keywords: Fashion, Trends, Academic Performance, Students

Introduction

The world is becoming a global village because of advancements in technology and communication. These changes have made it easier for people from different parts of the world to connect, share ideas and influence each other's cultures. This interconnectedness has significantly impacted fashion, leading to a more unified global fashion scene. As a result, many people, especially students and youths, are keen to showcase their attires. Fashion has become a major trend, with many students spending a considerable portion of their money on clothes while in school. Bashorun, et al., (2023) described fashion as a popular style or practice, especially in clothing, footwear, accessories, makeup, body piercing or furniture. It is also a distinctive and often habitual trend in the style with which a person dresses, as well as to prevailing styles in behavior. Ohaka, et al., (2017) added that fashion is a lifestyle of attires used socially as a means of creation of sex appeal, social role performance, life cycle, position, occupational rank, prestige and other life styles.

However, not all students are equally involved in fashion; some do not have a strong interest in it, while others may like fashion but lack the financial means to indulge in it (Jain, et al., 2023). This disparity creates a complex situation where many students are drawn into impulse buying. They prioritize their desire for fashionable clothes and often save a lot of money to purchase them, sometimes at the expense of their academic studies and performance. This phenomenon can be attributed to several factors. Agarwal and Jaiwant (2023) stated that social media plays a significant role, as platforms like Instagram and TikTok are filled with influencers and peers showcasing the latest trends. The desire to fit in or stand out can be compelling, leading students to spend beyond their means. Furthermore, the pressure to maintain a certain image or status among friends and classmates can drive this behavior.

In addition to social pressures, marketing strategies by fashion brands target young consumers with appealing advertisements and promotions. Discounts and flash sales can make it hard for students to resist the urge to buy new clothes. Peña, et al., (2023) added that the accessibility and convenience of purchasing fashion items have increased due to continuous manufacturing and high demand. The fast fashion industry has capitalized on the latest trends by offering cheap, affordable. Unfortunately, this often leads to financial strain, as they divert funds meant for essential expenses, including their education, to satisfy their fashion cravings.

Ojogbane, et al (2020) noted that students who crave more for fashion divide their attention to their studies and are unable to get adequate practical training which is a prerequisite for better academic performance. However, many of these students have forgotten that university is a citadel of learning where students should excel not only in learning but also in character. They need to dress with dignity to reflect not only the immediate environment but also societal values

and norms. Ojogbane, et al (2020) argued that education is about the development of students' overall personality and positive changes in their behavioural patterns. Achieving the lofty goals of education is only possible if we have an environment at our university that allows for effective teaching and learning and less desire for fashion.

In Nigeria, for instance, young girls, especially those attending universities which Nnamdi Azikiwe University, Awka, aspire to appear classy. Consequently, they buy the latest fashion trends they see on social media and from the social media influencers they admire (Chukwudi & Gbakorun, 2011). On social media, celebrities are well-known for their accomplishments and influence. The phrase "dress to kill" has become prevalent in higher education institutions, as students aim to look attractive or fashionable, often overlooking the importance of appearing responsible. Antonia and Bridget (2015) noted that many parents and educational institutions are concerned about students' excessive interest in fashion, which has developed due to their habitual use of social media platforms like Facebook. They believe that students now struggle to find time for their studies and other essential responsibilities.

The global village effect has profoundly influenced fashion trends among students. While it fosters creativity and self-expression, it also presents challenges, particularly in managing finances and maintaining academic focus. Balancing the desire to be fashionable with practical considerations is crucial for students to avoid the pitfalls of impulsive spending. The early students are advised to curtail much attention given to fashion, the better. It is against this backdrop that this study seeks to examine the perceived impact of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka.

Statement of the Problem
Education is an asset sought by people from all walks of life, rich or poor, in both developed and developing nations. However, despite its crucial role in societal development, numerous factors hinder many, particularly students, from acquiring quality education. One significant factor is the high desire for fashion among students. This obsession with staying trendy often leads to students neglecting their studies. Money that should be allocated for academic pursuits, such as buying textbooks, paying for tuition, or attending educational workshops, is instead spent on the latest fashion trends. This misallocation of resources makes it difficult for students to focus on their academic responsibilities.

Given these challenges, it is essential to promote moderation in all activities to avoid distractions from the primary goal of entering university, which is to gain knowledge and skills for future success. Maintaining a balance between personal interests and academic commitments is critical. This balance ensures that students do not lose sight of their educational objectives amidst the allure of fashionable attire. Against this

backdrop, this study aims to examine the perceived impact of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka.

Purpose of the Study

The main purpose of the study is to examine the perceived impact of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka. Specifically, this study sought to:

1. Examine the perceived impact of impulsive buying of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka.
2. Ascertain the perceived impact of prioritisation of fashion trends on students' academic performance in Nnamdi Azikiwe University, Awka.

Research Questions

1. What are the perceived impact of impulsive buying of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka?
2. What are the perceived impact of prioritisation of fashion trends on students' academic performance in Nnamdi Azikiwe University, Awka?

Research Hypotheses

The hypothesis below was tested at 0.05 level of significance.

$H_0$1: There is no significant difference in the mean responses of male and female students on the perceived impact of impulsive buying of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka.

$H_0$2: There is no significant difference in the mean responses of male and female students on the perceived impact of prioritisation of fashion trends on students' academic performance in Nnamdi Azikiwe University, Awka.

METHODS

This study was a quantitative research that adopted descriptive survey research design. The population comprised 25000 students in Nnamdi Azikiwe University, Awka. Taro Yamane's formula was used to determine a sample size of approximately 394 students. Sample random sampling technique was used to select these 394 students. The study used structured questionnaire to collect data from the respondents. The questionnaire was titled: Perceived Impact of Trending Fashion on Students' Academic Performance Questionnaire (PITFSAPQ). It was structured on a 4-point scale with 20 items. The questionnaire was validated by two research experts in Nnamdi Azikiwe University, Awka. The questionnaire has an average Cronbach Alpha of 0.87. The researcher was able to administer 394(100%) copies of the questionnaire and retrieved 382(96.95%) correctly filled copies of the questionnaire. The data collected from the respondents were analyzed with mean scores and standard deviation. A mean of 2.50 was used as the benchmark for decision making for each item, since a 4-point rating scale was used for the

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study. Thus any item with a mean of 2.50 and above was considered as agreed or accepted by the respondents, while any item with a mean below 2.50 was considered as disagreed or unaccepted. On the other hand, analytical tool t-test statistics was used for the hypotheses to test the differences between the mean responses of the male and female students. All calculations were carried out using Statistical Package for Social Sciences (SPSS), version 26.

RESULTS

What are the perceived impact of impulsive buying of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka?

Table 1: Mean ratings and standard deviation of the perceived impact of impulsive buying of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka

S/N	Items Descriptions	Male = 183		Female= 211	
		$\overline{X_1}$	SD_1	$\overline{X_2}$	SD_2
	Impulsive spending on fashion:				
1	leads to financial difficulties, leaving less money for educational resources like textbooks and study materials	3.35	.736	3.17	.930
2	leads to excessive shopping for new clothes consuming time for better studying	3.40	.787	3.05	.931
3	distract students from their academic responsibilities	3.19	.714	2.98	.779
4	Leads to attending fashion-related events which makes students missing classes	3.40	.787	2.96	.902
5	causes the desire to fit in with fashion-conscious peers that leads to unhealthy competitive stress	3.03	.875	2.77	.866
6	ensures students place more importance on fashion than on academic studies	2.68	.842	2.58	.768
7	leads to poor financial management skills	3.15	.906	3.07	.760
8	makes students to constantly keep up with fashion trends that causes mental fatigue, reducing the ability to focus on studies	3.07	.814	3.38	.866
9	increases social activities related to fashion that divert attention from academic commitments	3.16	.778	3.36	.856
10	Makes students be preoccupied with fashion that results in less engagement in academic activities	3.35	.736	2.77	1.000
	Average	**3.18**	**.798**	**3.01**	**.866**

Table 1 presented the mean ratings and standard deviation of the perceived impact of impulsive buying of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka. The results

revealed that the average scores for male students 3.18 with a standard deviation of 0.798 and female students was 3.01 with a standard deviation of 0.866. This results signifies that both the male and female students agreed that impulsive buying of trending fashion has impact on students' academic performance in Nnamdi Azikiwe University, Awka.

What are the perceived impact of prioritisation of fashion trends on students' academic performance in Nnamdi Azikiwe University, Awka?

Table 2: Mean ratings and standard deviation of the perceived impact of prioritisation of fashion trends on students' academic performance in Nnamdi Azikiwe University, Awka

S/N	Items Descriptions	Male = 183		Female= 211	
		$\overline{X_1}$	SD_1	$\overline{X_2}$	SD_2
	Prioritisation of fashion trends:				
1	makes students allocate more funds to fashion over educational expenses	2.89	.983	3.10	.776
2	makes students staying up late to browse or shop online for fashion items than studying	2.54	.847	2.96	.858
3	puts students in pressure to keep up with fashion trends that lead some students to engage in academic dishonesty	3.46	.688	3.09	.722
4	leads to impulsive decisions that negatively impact academic planning	3.02	.894	2.96	.786
5	Ensures students emulate fashion influencers who prioritize style than academic studies	2.51	1.037	2.92	.909
6	makes students focus more on appearance than academic activities	2.52	1.037	2.92	.951
7	Puts students to excessive use of social media to follow fashion trends which reduces study time	2.60	.917	2.91	.837
8	Increases involvement in fashion-related social activities that divert attention from academic commitments	3.08	.636	3.05	.830
9	Makes students keep up with fashion trends that reduces the ability to concentrate on studies	3.13	.748	3.18	.990
10	Makes students to become overemphasized on fashion trends that leads to less focus on academic goals	2.88	.905	2.92	.794

Average	**2.86**	**.869**	**3.00**	**.845**

Table 2 shows the mean and standard deviation ratings of the perceived impact of prioritisation of fashion trends on academic performance of students at Nnamdi Azikiwe University, Awka. The results show an average mean scores for male students 2.86 with a standard deviation of 0.869 and female students was 3.00 with a standard deviation of 0.845. These results indicate that both the male and female students agreed that prioritising fashion trends over academic activities affects students' academic performance at Nnamdi Azikiwe University, Awka.

Hypotheses

H_01: There is no significant difference in the mean responses of male and female students on the perceived impact of impulsive buying of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka.

Table 3: Summary of the t-test Analysis of the differences of male and female students on the perceived impact of impulsive buying of trending fashion on students' academic performance in Nnamdi Azikiwe University, Awka

Variable		No.	$\overline{X}$	SD	df	Probability	t-Calculation	Crit. Table Value	Sig. (2-tailed)	Decision
Impulsive buying of trending fashion	Male	183	3.01	.866	258	0.05	-1.668	4.303	.608	Not Sig.
	Female	211	3.18	.798						

The results on table 3 reveal that the mean scores of the male students perceived impact of impulsive buying of trending fashion was 29.56 while that of the female students was 31.30. More so, the calculated independent t-test, -1.668 is less than the critical table value of 4.303. On the other hand, the p-value (.608) was higher than .05 significant level. For these reasons, the null hypothesis was retained and the alternative hypothesis was not retained. Thus, there is no significant difference in the mean responses of male and female students on the perceived impact of impulsive buying of trending fashion on students' academic performance in Nnamdi

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Azikiwe University, Awka. This implies that impulsive buying of trending fashion has impact on students' academic performance in Nnamdi Azikiwe University, Awka.

H$_0$2: There is no significant difference in the mean responses of male and female students on the perceived

impact of prioritisation of fashion trends on students' academic performance in Nnamdi Azikiwe

University, Awka.

Table 4: Summary of the t-test Analysis of the differences of male and female students on the perceived impact of prioritisation of fashion trends on students' academic performance in Nnamdi Azikiwe University, Awka

Variable		No.	$\overline{X}$	SD	df	Probability	t-Calculation	Crit. Table Value	Sig. (2-tailed)	Decision
Prioritisation of fashion trends	Male	169	3.00	.845	258	0.05	.246	4.303	.218	Not Sig.
	Female	91	2.86	.869						

The results presented on Table 4 show that the mean scores of male students on the perceived impact of prioritisation of fashion trends on students' academic performance were 2.86 and 0.845 while that of the and female students were 28.63 and 0.869. More so, the calculated independent t-test, .218 is less than the critical table value of 4.303. On the other hand, the p-value (.218) was greater than .05 significant level. For these reasons, the null hypothesis was retained and the alternative hypothesis was not retained. Consequently, there is no significant difference in the mean responses of male and female students on the perceived impact of prioritisation of fashion trends on students' academic performance in Nnamdi Azikiwe University, Awka. This implies that prioritising fashion trends over academic activities affects students' academic performance at Nnamdi Azikiwe University, Awka.

Discussions of the Findings

Impulsive buying of trending fashion has impact on students' academic performance in Nnamdi Azikiwe University, Awka. The study revealed that impulsive spending on fashion lead to financial difficulties, leaving less money for educational resources like textbooks and study materials, lead to excessive shopping for new clothes consuming time for better studying, distract students from their academic responsibilities, leads to attending fashion-related events which makes students missing classes and causes the desire to fit in with fashion-conscious peers that leads to unhealthy competitive stress. The finding of this study is in line with Gbadegbe and Quashie (2013) which revealed that impulsive buying of trending

fashion destructs the attention of both students and lecturers during lectures.

Prioritising fashion trends over academic activities affects students' academic performance at Nnamdi Azikiwe University, Awka. The study also revealed that prioritisation of fashion trends makes students allocate more funds to fashion over educational expenses, makes students staying up late to browse or shop online for fashion items than studying, put students in pressure to keep up with fashion trends that lead some students to engage in academic dishonesty, leads to impulsive decisions that negatively impact academic planning and ensures students emulate fashion influencers who prioritize style than academic studies. In accordance with these findings, Olalekan (2016) discovered that students preoccupied with the latest fashion trends often fall victim to academic failure due to their limited study time. Similarly, Oyekola and Badmus (2023) findings showed that many students focused on trendy, provocative clothing struggle with failing courses, resulting in extended time to graduate. These students frequently end up with poor grades, and some become confrontational and frustrated, ultimately turning to armed robbery, prostitution, drug addiction or trafficking, and contracting HIV/AIDS. Ohaka, Lemchi and lloeje (2017) affirmed that spending more time on fashion than their studies, sending wrong messages about the wearer, predisposing students to harassment and sometimes assault, distracting students from their studies and causing health hazards among others.

Conclusion

Impulsive buying of trending fashion impacts students' academic performance by causing financial difficulties, leaving less money for educational resources. Excessive shopping consumes study time and distracts from academic responsibilities. Attending fashion events often leads to missing classes, while the desire to fit in with fashion-conscious peers creates unhealthy competitive stress. Besides, prioritizing fashion over academics results in students allocating more funds to fashion than educational expenses, staying up late to shop online, and feeling pressured to keep up with trends. This can lead to academic dishonesty, poor academic planning, and emulating fashion influencers who prioritize style over studies.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Students should control impulsive buying so as to avoid financial difficulties, leaving less money for educational resources like textbooks and study materials
2. Parents should encourage their children to avoid excessive shopping for new clothes consuming time for better studying.
3. Lecturers should encourage students to prioritize academic activities to fashion so as to allocate more funds to educational expenses over trending fashion
4. Students should focus more on academic activities than appearance

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