

ROLE OF TEACHER ATTIRE IN SHAPING STUDENT PERCEPTION

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Abstract

Clothing is a factor that contributes to wearer's personality. In educational organizations, faculty is always stressed to dress up professionally. In this research we analyzed the influence of teacher's attire on student perceptions about teachers. Professional attires for Pakistani females were explored and used in the experimental lectures conducted by guest lecturers. A total sample of 202 female students was recruited with the age range of 17 to 21. Our results revealed that CPA (Casual Professional Attire) can enhance student teacher communication, understanding of concepts, interest, and learning in class room setting. But for the cognitive learning of senior students and higher classes FPA (Formal Professional Attire) was found to be more suitable. These findings could be helpful in optimizing classroom communication between students and teachers. It is concluded that type of dress does influence the perception of instructors and servers as a nonverbal cue in the classroom environment.

Keywords: Teachers attire, student perception, impression management, professional attire

Introduction

Desmond Morris reported in his research (1977) "It is impossible to wear clothes

one, about its wearer". Our clothes often communicate a sense of self-esteem, personality, general character and socioeconomic status. According to

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Molloy four types of attributes i.e. credibility, likability, interpersonal attractiveness, and dominance are affected most by clothing. In impression management, credibility and likability were found to be most significant appearance dimensions of all. In teacher training sessions, teachers are most often recommended to wear formal attire all over the world. Previous studies show that attire being one of the most important non-verbal cues play a significant role in student teacher relationship. Nobel Prize winning author Isaac Bashevis Singer, he says that the clothes we wear hold an amazing power and influence (Adam, 2012). Communication consists of verbal and non-verbal messages. Non-verbal communication usually happens by transmitting wordless messages to the perceiver using the medium of silent language. (Hall,1959). Non-verbal communication comprises of silent signal i.e. gestures, posture, gait, tone, dressing style, attire, colours, accessories etc. Nonverbal cues are very important part of communication because they make verbal messages meaningful (Abdollahi, 2013). Cloths that are worn transmit non-verbal cues intentionally or unintentionally, which are interpreted consciously or unconsciously by the viewer (Morris, 1977). Around the world college teachers are expected to dress formally according to their role. The most commonly used types are: formal professional attire, casual professional attire and casual attire. Attire is an important impression management tool in our daily life situations (Molly, 1977). It plays a major role in the first impression formation between strangers. Strangers always make their first impression based on the appearance. Clothing also influences the decision making about a strangers level of success, sophistication, income, social status, education, trustworthiness, economic background, social importance and moral character. Leathers in 1992 specified three primary principles of attribution that influence impression formation: “(a) impression formers were influenced the most by cues that were the most obvious, (b) impression formers put more weight on negative cues than on positive cues, and (c) impression formers tend to make judgments based on the assumption that others are like them”. For a successful career employees are mostly advised to “dress for success”. (Haefner, 2008). Professional dress has a long-lasting impression, individuals form first impression about someone in first five minutes (Lorenz, 2008). Judgments of

others are so much a part of our societal experience that we tend to overlook their significance in the exploration of social behavior. In classroom perceptions of teachers there are 3 major themes: “(a) clothing does affect observer perceptions, especially "cool" perceptions such as wearer knowledge, preparation or poise, and competence; (b) clothing which enhances "cool" perceptions may decrease "warm" judgments such as sociability, likability, or enthusiasm; and (c) females appear to be more responsive to clothing cues than males”. (Morris, Stanley, & Drew, 1996). The style of teaching and body language can improve student-faculty contact, active learning, and cooperation among students (David, 2009). Informally dressed instructor commanded least respect from students and were rated approachable and flexible (Lukavsky, Butler & Harden, 1995). Educators are not only expected to impart knowledge in their classrooms but are expected to serve as a role model. Therefore, educators must pay attention to the substance of what they teach and also that how their image influences others (Scott, O’Neal, & Cheatham, 1994). Students placed casually dressed professors higher in terms of likeability and reported formally dressed professors to be more expert (Sebastian & Bristow, 2008). Students feel more comfortable when the professor is not dressed professionally, in asking questions and participating in class activities. While students appreciated professionally dressed instructors more and evaluated the course and the instructor highly if the instructor dresses more formally (Carr, Lavin, & Davies, 2009). Formally dressed instructors are perceived “knowledgeable, organized and well prepared, whereas casually dressed instructors are perceived friendly flexible and sympathetic” (Rollman, 1980). According to Joan, Cohen, Morris judgments of attributes related to teaching are much more influenced by how teachers behave than what they wear. While extroversion was most constantly affected by teacher’s attire, but those who dressed contrary to expectations are graded as bold (Gorham, 1999). Therefore a good teacher uses all possible ways to reinforce learning. Teacher’s attire should assist their role as facilitator rather impedes performance. Effect of differences in teacher’s attire on student perceptions was explored. The first objective of the research was to determine the formal professional and casual professional attire in Pakistani context. Secondly, the influence of

teacher's attire on student's perceptions of college teacher was studied. Third objective of the research was to understand the influence of teacher's attire on student perceptions of college teachers, depending on student's class and age. Lastly it was identified that whether differences in teacher attire, could influence perceptions of homophily, affective and cognitive learning of students. In the current scenario it is seen that professional attire is not well defined in our local colleges and institutions, therefore it is important to study the influence of attire and to give guidelines for suitable professional attire. In present research the appropriate professional attire was studied according to our local tradition, and guidelines are also specified. The findings of this study could be used to define dress codes in professional and educational organizations. Our research also contributes to the professional attire literature. This research is new as it strives to explore the professional attire in Pakistani context.

Methods

Mixed study design was used. The quantitative intervention study design was followed by qualitative Interpretive

Phenomenological Analysis. A sample of 202 students with age range of 17-21 participated in this research. Students of BS program in a girl's college were selected because its multiple sections would provide for the experimental manipulation. Focus group was conducted to explore first objective of the research, conducted to analyze the important considerations for FPA and CPA for Pakistani female college teachers. Eight considerations were discussed both for FPA and CPA in the session, i.e. colors, shirt (material, print, style, length, fitting, Sleeve, and neckline), shalwar, head cover, hand bag (Size and Color), jewelry and footwear. And at the end of focus group session, participants were asked to select pictures of female dresses suitable for the teachers in both the categories of formal professional and casual professional attire from the local magazines. Thirty Students enrolled in the class but not involved in experimental lectures were requested to sort 36 pictures into three categories i.e. formal professional, casual professional and inappropriate teachers dress. Third category i.e. inappropriate teachers dress was used to recognize attire variables which are needed to be avoided in the preparation of dresses. After examining

the categories attire conditions used in experimental manipulation were separated into 2 categories: (Formal professional attire) FPA and (Casual Professional Attire) CPA. Top 3 pictures sorted in first two categories were used to prepare one FPA and one CPA. Both dresses consisted of shirt or kameez, shalwar, dupatta and accessories (bag, shoes, jewelry, and wrist watch). Perceptions of attire categories were tested before the experiment. Two guest speakers of late 20's, similar in height, appearance and qualification were selected for experimental lectures by non-probability purposive, expert sampling method. Lectures were delivered according to departmental outline, with care to minimize differences in presentational aspects such as eye contact, vocal expressiveness, movement around the classroom and other behaviors identified in previous research as immediacy cues. However, attire was manipulated across eight lectures, with two lectures delivered by each of the two guest lecturers in both attire conditions. This experiment was found to be affected by students knowing lecturers before experimental manipulation; therefore guest lecturers were hired in this experiment (Hoult, 1954). At the end of each lecture, students completed "lecture evaluation form". It was a structured survey questionnaire, previously used by Morris in his researches, 1996 initially developed by McCroskey, Jensen, & Valencia (1973), McCroskey, Hamilton, & Weiner, (1974), Rogers & Shoemaker, (1971). The questionnaire include five dimensions associated with source perception i.e. "competence (expert/inexpert, reliable/unreliable, qualified/unqualified); character (unselfish/selfish, kind/cruel, sympathetic/unsympathetic); sociability (sociable/ unsociable, cheerful/gloomy, good-natured/irritable); composure (poised/nervous, relaxed/tense, calm/anxious); and extroversion (aggressive/meeek, verbal/quiet, bold/timid)". Teacher immediacy questions were used to check differences across conditions in presentational aspects, measured with student answers to the Perceived Nonverbal Immediacy Scale proposed by (McCroskey, Richmond, Sallinen, Fayer, and Barraclough (1995). To record observations Likert type Scale was used ranging from 1 strongly disagree to 6 strongly agree. The items were "gestures while talking to class, looks at class while talking, smiles at the class while talking, moves around the

classroom while teaching, uses a variety of vocal expressions when talking to the class, uses a monotone/dull voice when talking to class, has a very tense body position, looks at the board or notes when talking to class, and frowns at the class while talking". The last four items are non-immediate behaviors.

Two homophily dimensions (McCroskey, Richmond, and Daly, 1975; McCroskey & Richmond, 1996) were also measured, i.e. "perceived similarity in attitude (behaves like me/doesn't behave like me, similar to me/different from me, like me/unlike me) and perceived similarity in background (culturally similar to/culturally different from me, from a social class similar to/different from mine, status like/different from mine)". Perceived learning was measured with "learning loss" items (Richmond, Gorham, & McCroskey, 1987; Richmond, Kearney, & Plax, 1987; Gorham, 1988). The learning loss items were, "how much do you think you will learn in this class? And how much do you think you could learn in this class if you had the ideal instructor? Actual learning was measured via student responses to six multiple choice questions over central concepts from the day's lecture". This method was used in line with the method used by

Morris, Gorham, Cohen, & Huffman (1996).

Results and Discussions

Analysis of focus group data revealed a variety of themes. Main themes are: attributes reflected by the dress, colors, shirt, shalwar, head cover, footwear, bag and jewellery. Considerations were discussed keeping in mind the culture and tradition of Pakistan, roles, responsibilities and image of female lecturer, and social expectations of the society. First theme sheds light on characteristics of professional dress. Rest of the themes explains the contextual nature of professional attires. The analysis revealed following trends for FPA. It should be worn at formal events such as meetings, presentations, workshops, college events extra-curricular activities, competitions and convocation etc. Especially, events outside the premises of the institution, teachers represents their institution. Therefore teacher should be dressed in FPA. According to the opinions of the focus group FPA the dominant attributes of FPA were self-confidence, competence, professionalism. The colours should preferably be neutral, navy blue and maroon. As dark colors gives an

illusion of depth to the wearer. Pastel colors could also be worn in summer season. Suitable materials for shalwar kameez were cotton with chiffon dupattas. Prints should be soft and embroidered patterns should be delicate and decent. Too much embroidery should be avoided. Small all over patterns, checks and lines could also be used as print. Style of the shirt could be straight with small structural element e.g., pleats, darts, and patches. The decorative design element should strictly be added to strengthen the structural points. As neckline, hemlines, seams and darts provide the natural structural points for decoration. Decoration should also be in moderation. Decorative design elements should be in harmony and proportion to the whole garment. Shirt should be knee length and snug fit. Full sleeves were recommended for the FPA by majority of the participants. Chinese collar was ranked high for imparting authority to wearer. Straight trouser should be worn with the kameez, this analysis was according to the prevailing fashion. A teacher should wear dupatta as a head cover. Other forms of head cover could also be worn i.e. scarf, hijab or veil etc. Footwear is an important accessory, heels medium high, coat shoes and wedge

shaped are also preferable. Hand bag should be medium sized, suitable for carrying all the necessary items, practical for keeping necessary items and comfortable to carry at work. The colours of the bag should be according to the fashion but neutral colors are preferable. Jewellery is a part of our tradition but with FPA jewellery should be chosen with reserve stud earrings, a delicate ring in each hand and watch is considered good for formal wear. Jewellery should not be very heavy or bold. CPA provides more flexibility and margin of personal expression to the wearer because they are worn on casual days at work. Therefore CPA could display an individual style of the wearer. It should reflect attribute which were: agreeable, friendly, cheerful and approachable. All type of colors could be used. The materials suitable for summer season is cotton shalwar kameez with lawn or chiffon dupatta's, for adding decorative expression to the dress patches of silk could also be used. As prints and embroidery are an important decorative design element in our local dresses, soft and decent prints were recommended to be used. The floral and geometric motives could be used as well. But too much embroidery should be avoided in both

types of attire. The shirt style changes very often. The style of the shirts should be snug fit and straight, trendy and cuts according to the fashion could be used. Shirt should be knee length and modest. The sleeve of the shirts should be full or three quarter. As neck line is a structural design line of a garment therefore adding a decorative element to it could make the dress beautiful. For CPA Chinese collar, round and V neckline were recommended by most of the participants. Majority of the participants pointed out that straight trouser could favorably be worn with shirt. Head-cover is a part of our religion and culture therefore most of the participants voted that at least dupatta should be worn by a lecturers in particular and teachers in general. Preference of the footwear also changes with the season but pump shoes or sandals are more suitable. Bag is another important accessory for working women.

It should be medium sized, suitable for carrying all the necessary items, practical for keeping and finding things and comfortable to carry at work.

Total 202 students participated in study, 102 students were exposed to CPA and 100 to FPA. The internal reliability of "Lecture Evaluation Form" was good i.e. 0.82, as reported by the previous researchers. No nonverbal immediacy variables produced significant frequencies and difference of opinion across dress conditions. Therefore we were assured that potential effects of unplanned variations in lecture delivery were controlled. Selected students perceptions of college teacher were found to be influenced by differences in attire. A body of literature associated with effects of dress on student perceptions suggests that "cool" perceptions (competence, composure) are affected most by dress, with more formal dress

Figure No.1 developed by author. Frame Work of Pakistani Female Professional Attire, I.e. Formal Professional Attire and Casual Professional Attire

Author own contribution

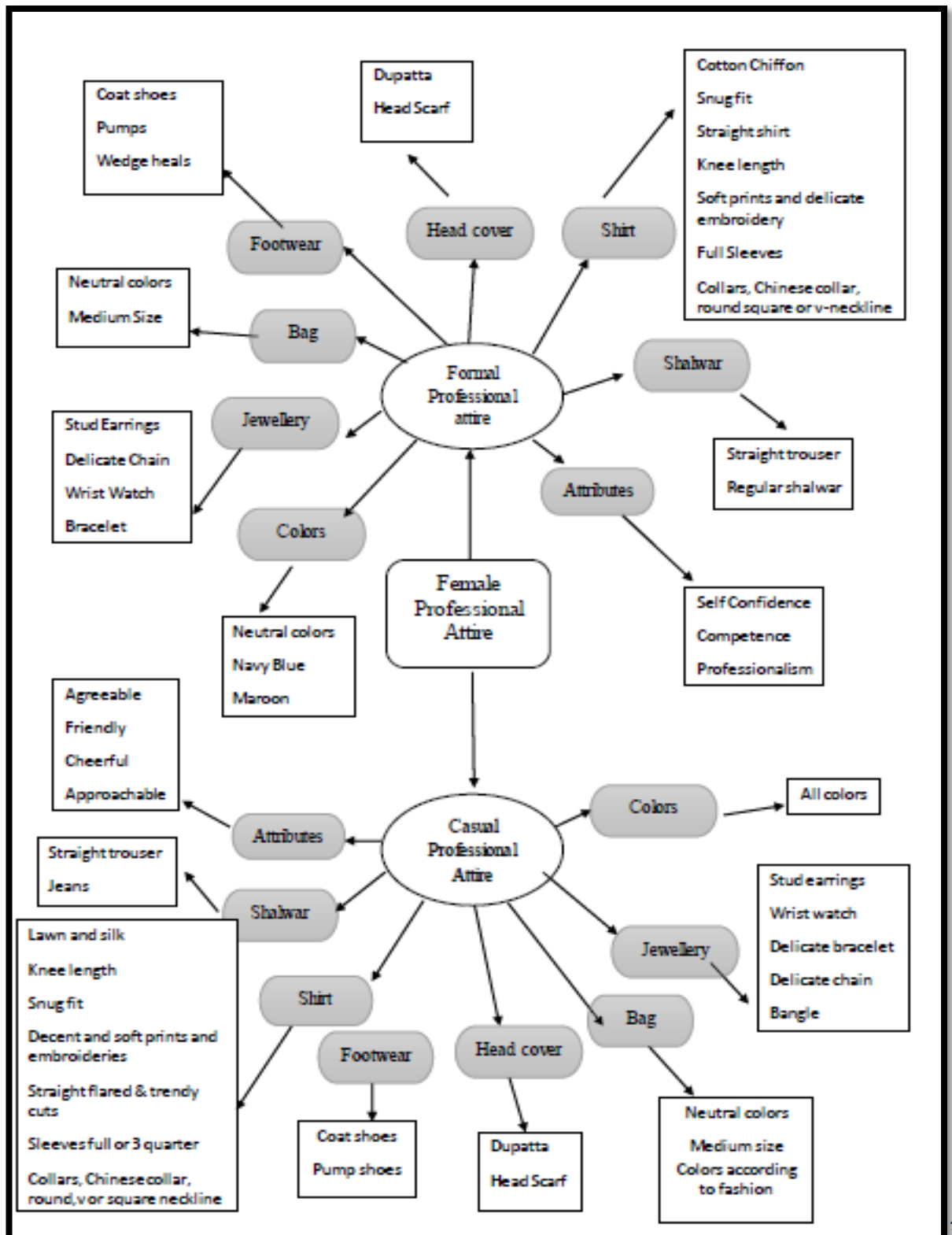


Figure 2. Photograph taken by author, of FPA on the left and CPA on right taken before experimental lectures (Source: Adopted from internet)



giving most positive perceptions. And warm perceptions (sociability, character, extroversion) are positively affected by Casual professional attire. Our results of this study are in line with this pattern. Perceptions of instructor competence $p < 0.01$ were highest in the formal professional attire condition (FPA) ($M = 14.83$, $SD = 1.57$), comparatively lower in the casual professional attire (CPA) ($M = 14.17$, $SD = 2.12$). Across the data perceptions of composure was found to be more positively related to the FPA than CPA ($r = 0.27$, $p < 0.01$). The cool perceptions of competence and composure ($r = 0.44$, $p < 0.0001$) was found to have a moderate positive relationship with each other, as both the perceptions are cool perceptions. The findings suggest

that for FPA composure and sociability ($r = 0.28$, $p < 0.05$) also have a positive relationship. Competence and composure are the components of credibility, therefore the teacher's in FPA were rated higher in credibility. The analysis of the students rating of warm perception i.e. character, sociability and extroversion in classes while teachers were wearing CPA was found to be positively related to each other. No significant differences of warm perceptions were found for CPA. Although, there is small increase in extroversion was found for teachers in CAP than FPA. Our research also satisfies the first principle of attribution of Leathers (1992) i.e. "impression formers are influenced the most by noticeable cues". Physical appearance,

together with dress, is a very noticeable college teachers differ depending on cue. Our findings also suggest that the student's class effect of attire on student perceptions of

Table 1.

Difference of Opinion (T-Test) in source perception, immediacy, homophily, Affective learning and Actual Learning among Casual Professional Attire & Formal Professional Attire.

		<u>C.P.A</u>		<u>F.P.A</u>		<i>T</i>	<i>P</i>
	<i>Sub groups</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Source Perception	Competence	14.17	2.12	14.83	1.57	-2.50	0.013
	Character	10.69	1.38	10.73	1.23	-0.22	0.824
	Sociability	15.52	4.47	15.72	1.66	-0.42	0.677
	Composure	14.22	2.34	14.47	1.91	-0.82	0.413
	Extroversion	13.32	2.21	13.61	2.52	-0.86	0.389
Immediacy	Immediacy	38.99	6.61	38.75	1.46	0.299	0.766

The analysis of classes across types of attire reveals that, for teachers in CPA the perception of composure $F(3,96)=6.008$, $p=0.001$ and extroversion $F(3,98)=7.39$, $p=0.000$ increases as the student's class increases. Therefore senior classes highly rated the teachers in CPA for composure, extroversion and character. But surprisingly a negative relationship was found between class and actual learning score ($r=-0.12$, $p<0.000$) of the students, which means that for teachers in CPA, students scored lower in Actual learning questions as the class increases. Therefore students of senior classes highly rated the teachers in CPA for warm perception i.e. extroversion and character, cool perception which is

Table 2.

Difference of Opinion among source perception, Immediacy, Homophilly, Affective learning and Actual Learning in students from different classes (2nd, 3rd, 4th and 5th years), taught by teachers in CPA

		<u>2nd year</u>		<u>3rd year</u>		<u>4th year</u>		<u>5th year</u>			
		M	SD	M	SD	M	SD	M	SD	F	P
	Competence	13.4	2.4	14.9	1.5	14.6	1.4	13.9	2.7	2.53	0.1
Source Perception	Character	10.0	2.0	10.9	1.1	10.7	1.1	11.1	0.9	3.07	0.3
	Sociability	15.3	8.8	15.0	1.8	15.5	1.5	16.2	1.6	0.34	0.8
	Composure	12.7	2.4	14.3	2.1	14.4	2.1	15.3	2.2	6.01	0.0
	Extroversion	11.8	2.3	13.2	2.1	13.7	1.9	14.4	1.9	7.32	0.0
Homophilly	Similarity 1	8.26	3.7	10.7	4.3	8.71	3.6	11.0	4.3	3.11	0.0
	Similarity 2	11.7	2.6	13.4	2.9	12.7	2.0	12.6	2.9	1.50	0.2
Learning 1		9.75	1.3	10.2	1.3	9.57	1.2	10.0	2.0	0.99	0.4
Learning 2		5.79	0.6	5.43	0.7	5.03	1.4	4.71	0.8	6.29	0.0

Note. Similarity 1= similarity in attitude, similarity 2= similarity in background, Learning 1=Affective Learning, and Learning 2= Actual Learning

composure. But the senior classes scored teachers in FPA as student's class lower in actual learning. Therefore we increases the perception of affective can say that CPA is a good dress or learning also increases ($r=0.28$, $p>0.05$). nonverbal cue for setting a favorable Therefore senior classes considered FPA environment, which will foster more effective nonverbal cue for expressiveness, communication and producing a better learning environment. interest in the classroom. For lectures of

Table 3

Difference of Opinion among source perception, Homophilly, Affective learning and Actual Learning in students from different classes (2nd, 3rd, 4th and 5th years), taught by teachers in

FPA		<u>2nd year</u>		<u>3rd year</u>		<u>4th year</u>		<u>5th year</u>		<i>f</i>	<i>P</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Source Perception	Competence	14.7	1.4	15.4	1.6	14.9	1.7	14.6	1.6	0.9	0.4
	Character	10.5	1.7	10.6	1.7	11.2	0.9	10.5	1.7	2.5	0.1
	Sociability	15.7	1.4	15.7	1.7	16.4	1.4	16.3	1.8	2.9	0.0
	Composure	14.3	2.0	14.1	2.5	14.5	1.8	14.6	1.8	0.3	0.9
	Extroversion	12.3	3.0	15.0	2.2	13.5	2.4	13.8	2.3	3.2	0.0
Homophilly	Similarity 1	9.0	2.7	10.9	3.7	8.93	3.1	8.56	3.7	1.7	0.2
	Similarity 2	12.9	2.6	13.9	2.6	8.93	3.1	8.56	3.7	1.7	0.2
Learning 1		9.5	1.4	10.4	1.6	9.88	1.7	10.7	1.5	3.9	0.0
Learning 2		5.4	0.6	5.1	1.6	4.30	1.1	5.85	0.5	15	0.0

Note. Similarity 1= similarity in attitude, similarity 2= similarity in background, Learning 1=Affective Learning, and Learning 2= Actual Learning

Table 4.

Relationship between source perception, homophily, affective learning and actual learning, class and age of students among CPA.

	1	2	3	4	5	6	7	8	9	10	
Competence	1	.478**	.294**	.383**	.253*	.421**	.395**	.341**	.081	.068	.060
Character		1	.281**	.487**	.261**	.186	.161	.270**	.054	.249*	.094
Sociability			1	.349**	.271**	.004	.253*	.137	.037	.085	-.064
Composure				1	.519**	.338**	.527**	.237*	-.090	.378**	.300**
Extroversion					1	.101	.379**	.126	-.228*	.418**	.291**
Similarity 1						1	.391**	.125	-.058	.179	.140
Similarity 2							1	.439**	.026	.101	.136
Learning 1								1	.090	.017	-.011
Learning 2									1	-.40**	-.122
Class										1	.499**
Age											1

Note. *p<.05, **p<.01,. Similarity 1= similarity in attitude, similarity 2= similarity in background, Learning 1=Affective Learning, and Learning 2= Actual Learning

Table 5.

Relationship between source perception, homophily, affective learning and actual Learning class and age of students among FPA

Competence	1	.154	.359**	.266**	.162	.224*	.298**	.220*	-.141	-.071	-.024
Character		1	.515**	.106	.131	.028	.160	.022	-.180	.013	-.210*
Sociability			1	.278**	.220*	.168	.122	.064	-.279**	-.093	-.133
Composure				1	.345**	.073	.047	.172	.053	.078	-.021
Extroversion					1	.093	-.033	.155	.071	.130	.139
Similarity 1						1	.405**	.062	-.254*	-.109	-.030
Similarity 2							1	.118	-.145	-.109	-.040
Learning 1								1	.206*	.281**	.183
Learning 2									1	.168	.255*
Class										1	.770**
Age											1

Note. *p<.05, **p<.01, Similarity 1= similarity in attitude, similarity 2= similarity in background, Learning 1=Affective Learning, and Learning 2= Actual Learning

The results show that FPA is more students perceived the teachers in suitable for target oriented learning in CPA higher in warm perception i.e. higher classes. It is concluded that CPA is extroversion (r=0.30, p>0.005) and found to be more suitable for learning in teachers in FPA lower in character (r=-0.21, p>0.05) as character is a warm influence the perceptions as well. Elder perception. The previous researches

support that warm perception are lower in FPA our findings second the literature Students perceived teachers in CPA more similar to them than teachers in FPA, and students of senior classes consider teachers in CPA more similar to them than junior students $F(3,96)=3.11$, $p=0.30$. This effect was due to the fact that students in senior classes had more interaction with the teachers and they had a broader understanding. The student more frequently wears CPA as compared to FPA therefore they rated the teachers in CPA higher in terms of homophily. For effective communication it is important that similarities or homophily must be present between the participants (sender and the receiver), therefore the senior students also rated teachers in CPA higher in warm perceptions i.e. extrovert ($F(3,98)=7.32$, $p=0.000$) and composed ($F(3,96)=7.32$, $p=0.000$) as well as homophily. According to Leathers (1992), third principles of attribution that “impression formers tend to make judgments based on the assumption that others are like them”, was supported by our results. Our findings indicate that looking like students or blending in them could enhance perceived homophily of the instructor. As the idea of homophily is grounded on a basic interpersonal

communication principle: “The more source and receiver are similar (homophilous) the more communication improves and the more likely communication will be effective” (McCroskey & Richmond, 1979). In this research optimal homophily condition was found as the students rated teachers in CPA higher in terms of homophily, competence and composure. Students perceived the teachers in CPA more homophilous to them and they also rated them higher in terms of warm perception such as extroversion, sociability and character and a cool perception of composure. But students scored lower in actual learning for the teachers in CPA. Therefore it is concluded that CPA could be used to enhance the student teacher communication. According to the previous researches the compliance gaining was also successful in homophilous conditions. The differences in teacher attire influence affective and actual learning of students. The students rated the teachers in FPA higher than CPA in terms of perception of Affective learning and scored higher in actual learning. As discussed earlier the actual learning of the students was higher in the lectures of teachers in FPA as CPA was perceived more homophilous. The

students scored higher in actual learning as class of the students decrease for the teachers in CPAF (3, 98) = 6.29, $p=0.001$. Therefore our findings reflected the trend that CPA was more suitable for junior college classes. CPA was found to be more suitable for junior college classes. Whereas findings reflects a trend that FPA was more suitable for higher classes, as 5th year is the highest class included in the study scored highest for teachers in FPA and junior classes scored lower. For FPA there was a fairly strong relationship between affective learning and competence, which is a cool perception.

Conclusion

Teachers should dress professionally when they are in a teacher's role. FPA creates more positive professional impression, which becomes evident in nonverbal communication, and the student approach toward the course content and class activities. Such an influence is reasonable. Our findings match with the general literature on attire perceptions. This indicates the positive impressions of formal professional dress. It was reasonable to consider regarding student perception that FPA was perceived by students as a sign that

teacher was serious and consider the lecture an important event where essential ideas and activities were discussed. Students would be more open and communicative by being attentive in the completion of class assignments if the teacher considers the lecture as an important activity. This type of student performance would lead to better affective and actual learning. We also suggest that CPA could be by junior class instructors. CPA improves communication, sociability and learning of students. As junior students feel more at ease with instructors in CPA as it reflects warm perceptions. CPA is an optimal homophily conditions for the junior classes. But FPA was found to be suitable choice for teaching senior students. Senior students' scores higher and gives better results in FPA. Optimal homophily conditions of senior students were found in FPA. Previous researches in line with this study have used Casual Attire in addition to the CPA and FPA. This reason owes to the extreme trends for cool perceptions and warm perceptions. In present research Casual Attire was not included due the limited time and resources. Our findings propose that homophily perceptions do contribute in impression formation of teachers in

college classes, but the teacher's attire is not the only attribute central to those perceptions. The limitations of this study include non-generalizability of results to male students. As experiment lectures were conducted in the girls college setting therefore its results could not be generalized in a different organizational setup as well. For a detailed understanding on this topic future research should be conducted with a different population including students of genders, school and university setting. Professional attire for corporate sector should also be investigated. As dress is a part of non-verbal communication. This phenomena should also be investigated be more aware of how it operates in specific channels. Learning and communication between students and teachers could be optimized by manipulating attire.

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