Student Perceptions of Teacher Professional Attire

Stephen Joseph, PhD
Centre for Education Programmes
The University of Trinidad and Tobago
Valsayn Campus, Old Southern Main Road Curepe
Trinidad and Tobago

Abstract

This quantitative study examined student perceptions of teacher professional attire at the secondary and tertiary levels of the education system. Five hundred and twenty-six (526) students were randomly drawn from Forms 1-6 in the secondary school system and tertiary-level students from Tobago as well as the northern and southern parts of Trinidad. One-way ANOVA and Pearson correlation tests were used to analyze student responses. These tests were done on the basis of a probability of error threshold of 1 in 20, or $p< .05$ and 1 in 100, or $p< .01$ respectively. Findings of the study revealed that while there were no statistically significant differences in secondary students' perceptions about their teachers' professional attire, there were significant differences in students' perceptions at the tertiary level. The results also showed significant relationships between the variables measuring student perceptions of teachers' attire and those measuring teacher occupational attributes, as well as student effort and behaviour in class.

Keywords: student perceptions; teacher professional attire

Introduction

The question of teacher professional attire has been the subject of debate for decades among educators, politicians, journalists and the public at large. The debate resurfaced in the Trinidad and Tobago education system when politicians issued a call for a dress code to be developed for teachers (Hunte, 2016; Kong Soo, 2016). In an almost immediate response, the Trinidad and Tobago Unified Teachers' Association (TTUTA), the trade union that represents the interests of teachers, issued a statement indicating that the matter of appropriate dress for teachers is a subjective one that has to take into consideration legal, cultural, geographical and curriculum delivery contexts (Sorias, 2016).

When asked what TTUTA considered as appropriate and professional dress, a representative of the union explained that "while some people believe that wearing a tie is professional, one must take into consideration the tropical climate in which we work." The TTUTA official suggested a shirt (long-sleeved or short), and dress pants as appropriate attire for men; and non-revealing outfits without plunging necklines as appropriate for women (Sorias, 2016).

While TTUTA argues that the issue of dress is subjective, the president of the National Parent/Teacher Association (NPTA) lamented that "teachers are now dressing in short skirts and tight pants and other unprofessional items of clothing at their workplace"(Hunte, 2016). The president of the association also identified the wearing of tattoos and multiple body piercings as problematic. Wong (as cited in Phillips & Smith, 1992) agrees that some features of a teacher's dress style may prove distracting to students and lead to off-task behaviour.

Literature Review

Early research indicates that clothing is a significant form of non-verbal communication that affects the perceptions of others (Johnson, 1982; Bickman, 1974). Morris (1977) argues that an individual's dress tells a subtle story; and it is almost impossible to wear clothes without transmitting social signals. As a primary impression management tool, clothing has the potential to affect student attitudes about teacher credibility, likeability, interpersonal attractiveness and dominance (Molly, 1975; 1977; 1988; Buckley, 1983; Raiscot, 1986; Lighthouse, Francis & Kocum, 2011). Impression management, according to Leathers (1992), involves a person's conscious attempt to exercise conscious control over selected communicative behaviours and cues (particularly non-verbal) for the purposes of making a desired impression. Hickson and Stacks (1993) believe that these non-verbal cues when selected with an intention to communicate are indeed communicative even when observers do not perceive them as intentional.

Recent studies on the impact of teacher professional dress (shirt and tie; dress pants/skirts/shoes) have produced mixed results. Freeburg and Workman (2010), for example, explored teacher dress in United States schools as presented in the newspaper. They found that dress affects not only the career identity of the teacher, but also the teacher as a role model for students. Findings from journalists suggest that as role models for students, the teachers' dress is particularly important when establishing respect and authority (Aguilar, 2005). Steinburg (2003) argues that teachers' appearance promotes a professional and positive image of the school in the community. Jones (2006) agrees that first impressions of teachers' professionalism are based on appearance, voice, and what they say. Other researchers concur that generally speaking, students often perceive teacher professional attire more positively than casual wear (Harris, James, Chavez, Fuller, Kent, Massanari, Moor & Walsh, 1983; Bassett, 1979; Kwon & Johnson-Hillery, 1998; Sebastian & Bristow, 2008).

Although some studies highlight the positive impact of teacher professional dress, other studies show that the most positive influences of teacher dress were found in highly casual conditions where teachers wore jeans, T-shirts, and flannel skirts (Morris, Gorham, Cohen & Huffman, 1996). In another study Lukavsky, Butler and Harden (1995) found significant differences in student perception of three teacher characteristics (approachability, flexibility, and respect) based on whether the instructor was formally or informally dressed. Findings of the study showed that the instructor who dressed informally was rated most approachable and flexible, but at the same time commanded the least amount of respect. Rollman (1980) provided further evidence on the impact of teacher dress in a study which concluded that teachers who dressed in professional attire were perceived as more organized and knowledgeable, whereas informally dressed teachers were perceived as more friendly and flexible.

In a recent study on the impact of instructor attire, Lavin, Davies and Carr (2010) concluded that teacher level of preparation, knowledge and ability to prepare students for a career positively impact their credibility, which in turn, positively impacts student effort and behaviour. In assessing the impact of teacher dress on student perceptions, Phillips and Smith (1992) argue that educators are more likely to make intelligent choices in developing a professional wardrobe, if they take cognizance of the influence of teacher dress at different times in the educational process. They conclude that the conscious manipulation of student attitude through dress can lead to a more positive learning climate in the classroom. While the debate on teacher professional dress continues, very little academic research has been done at the local level to assist education policy brokers in arriving at an appropriate solution for the Trinidad and Tobago context. This current study seeks to expand the discourse to the local and wider Caribbean region.

Purpose of the study

The purpose of this study was to explore student perceptions about how their teachers dress for class. Four research questions served to focus this investigation:

1. What are secondary students' perceptions in Forms 1-6 about their teachers' attire?
2. What are tertiary-level students' perceptions in Years 1-4 about their teachers' attire?
3. Does a relationship exist between teacher attire and student perception of teacher occupational attributes?
4. Does a relationship exist between student perception of teacher attire and student effort and behaviour?

Methodology

Participants

A random sample of 526 students was selected to participate in the study. These respondents came from Forms 1-6 in the secondary school system and tertiary-level students from Tobago as well as the northern and southern parts of Trinidad.

Instrument

This study utilized a survey instrument with 12 items covering three objectives arising from the research questions outlined above. Using a 5-point Likert-type scale, respondents were required to express their opinions about how teachers dress for class. The instrument was pilot-tested and feedback from that activity was used to improve the instrument before formally distributing the questionnaires to the research sample. Cronbach's alpha was used to measure internal consistency or reliability for 7 of the items used in the Likert scale. The result was .739, which indicates a satisfactory level of internal consistency for the items used in the scale.

Procedure and Analyses

Quantitative data analysis for this study was done with the aid of the Statistical Package for the Social Sciences (SPSS) software. Using the SPSS software, variables were put in the correct form and checks were made for missing values. The secondary school student data were grouped according to forms or levels (1-6) to assist in easy analysis of student perceptions of teacher professional attire. The tertiary-level data were grouped also according to levels (year 1-4). This procedure was useful in assisting the researcher to find out the extent to which student perception of teacher professional dress changed over the period of matriculation from lower secondary to upper secondary and at the tertiary level of the education system.

One-way ANOVA tests were used to analyze student responses to Research Questions 1 and 2, which asked about students' perceptions of their teachers' professional attire. The Pearson correlation procedure was helpful in identifying possible significant relationships between the variables measuring student perceptions of teacher professional attire and those measuring teacher occupational attributes and student effort and behaviour in Research Questions 3 and 4. These tests of significance (one-way ANOVA and Pearson correlation) were done on the basis of a probability of error threshold of 1 in 20, or $p<.05$ and 1 in 100, or $p<.01$ respectively.

Results

Five hundred and twenty-six (526) secondary and tertiary-level students participated in a survey which required them to share their views about how their teachers dress for class. These participants were located in the north (42%) and south (41.3%) of Trinidad as well as Tobago (16.3%). As shown in Table 1, the majority of participants, 65.2%, (n= 343) were females, while 34.4%, (n= 181) were males. Frequency analysis of the data also revealed that the majority of the respondents, 58.9% (n=310) were tertiary-level students, while 40.3% (n=212) came from the secondary school system. Table 1 also shows a distribution of students according geographic location, gender, and level of study in the education system.

Table 1. Demographic Data on Participants

Demographic	N (%)
Geographic Location	
North	221 (42.0)
South	217 (41.3)
Tobago	86 (16.3)
Missing	2 (.4)
Total	526 (100.0)
Gender	
Male	181 (43.4)
Female	343 (65.2)
Missing	2 (.4)
Level	
Secondary	212 (40.3)
Tertiary	310 (58.9)
Missing	4 (.8)

Summary of Survey Questions on Student Perceptions of Teacher Professional Attire

1. The way my teacher dresses influences what I learn in class.
2. The way my teacher dresses influences my behaviour in class.
3. Casual attire (jeans, t-shirts, sneakers, short dresses) makes a teacher seem more approachable and likable.
4. Professional attire (dress pants/skirts/shoes, shirt and tie) makes a teacher seem more competent to teach.
5. The way my teachers dress affects the way I feel about them.
6. The way my teachers dress affects the way I interact with them.
7. Women teachers trade off more power than men when they dress down, so women need to dress up to gain the same level of respect.
8. Are you more interested in how teachers teach than what they wear to class? Explain Why.

Five hundred and twenty-six (526) secondary and tertiary-level students were asked to indicate their level of agreement with the above questions by placing a tick in the appropriate box on a 5-point Likert-type scale, with 1 representing strong disagreement and 5 representing strong agreement. Students were required to write responses for question 8.

Table 2. Survey Items and Participants' Responses

Survey Items	Participants' Responses
The way my teacher dresses influences what I learn in class.	Of the 524 respondents, 49.4% (n=260) disagreed with the statement, while 42.4% (n= 223) agreed. Only 7.8% (n=41) indicated uncertainty about the statement.
The way my teacher dresses influences my behaviour in class.	54.2% (n=285) of the participants disagreed, while 39.3% (n=207) indicated agreement with 7.4% (n=39) indicating uncertainty about the statement.
Casual attire (jeans, t-shirts, sneakers, short dresses) makes a teacher seem more approachable and likable.	Only 33.4% of the participants agreed, while 55.3% disagreed with the statement. 10.8% remained unsure.
Professional attire (dress pants/skirts/shoes, shirt and tie) makes a teacher seem more competent to teach.	The majority of respondents (64.8%) agreed with the statement, while 28.2% disagreed. Only 6.7% indicated uncertainty.
The way my teachers dress affects the way I feel about them.	The majority of the respondents (49.4%) agreed; 40.3% disagreed; and 9.7% were not sure of the way they felt about the statement.
The way my teachers dress affects the way I interact with them.	While 44.1% of the participants agreed with this statement, 46% disagreed, with only 9.5% indicating uncertainty.
Women teachers trade off more power than men when they dress down, so women need to dress up to gain the same level of respect.	The majority of participants (57.3%) disagreed, while 28.3% agreed with the statement. 13.9% of the respondents were unsure about the statement.

Research Question 1

What are secondary students' perceptions in Forms 1-6 about their teachers' attire?

Hypothesis Testing

Research Question 1 was tested through the following hypothesis:

Hypothesis 1: *There is no difference in students' perceptions of teachers' attire based on Form level in the secondary school system.*

This hypothesis was tested using one-way analysis of variance (ANOVA) with data from survey items 1-7. Table 3 illustrates findings for this hypothesis.

Table 3. One-Way ANOVA of Secondary School Students' Perceptions of Teacher Professional Attire

Survey item	Source	Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups Within Groups	13.219 333.702	5 198	2.644 1.685	1.569	.171
2	Between Groups Within Groups	7.946 327.990	5 198	1.589 1.657	.959	.444
3	Between Groups Within Groups	10.597 316.912	5 198	2.119 1.601	1.324	.255
4	Between Groups Within Groups	11.099 334.798	5 198	2.220 1.691	1.313	.260
5	Between Groups Within Groups	5.592 310.580	5 198	1.118 1.569	.713	.614
6	Between Groups Within Groups	14.895 305.002	5 198	2.979 1.540	1.934	.090
7	Between Groups Within Groups	6.440 271.658	5 197	1.288 1.379	.934	.460

* Significant at the 0.05 level (2-tailed).

With regard to survey items1-7, the implied null hypothesis is retained. There is no statistically significant difference in secondary students' perceptions in Forms 1-6 about their teachers' professional attire.

Research Question 2

What are tertiary-level students' perceptions in Years 1-4about their teachers' attire?

Hypothesis Testing

Research Question 2 was tested through the following hypothesis:

Hypothesis 1: *There is no difference in students' perceptions of teachers' attire based on year of study at the tertiary level.*

This hypothesis was tested using one-way analysis of variance (ANOVA) with data from survey items 1-7. Table 4 illustrates findings for this hypothesis.

Table 4. One-Way ANOVA of Tertiary-level Students' Perceptions of Teacher Professional Attire

Survey item	Source	Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups Within Groups	11.339 514.316	3 286	3.780 1.798	2.102	.100
2	Between Groups Within Groups	29.568 507.811	3 286	9.856 1.776	5.551	.001*
3	Between Groups Within Groups	22.555 409.600	3 286	7.518 1.432	5.250	.002*
4	Between Groups Within Groups	4.382 482.105	3 286	1.461 1.686	.866	.459
5	Between Groups Within Groups	4.107 493.042	3 285	1.369 1.730	.791	.500
6	Between Groups Within Groups	27.661 452.215	3 286	9.220 1.581	5.831	.001*
7	Between Groups Within Groups	4.525 442.858	3 286	1.508 1.548	.974	.405

* Significant at the 0.05 level (2-tailed).

Table 5. Tukey's Post-Hoc Test of Tertiary-level Students' Perceptions of Teachers' Professional Attire

Level	Mean Difference	Std. Error	Sig.
Year 1	.015	.248	1.000
Year 2	.100	.222	.969
Year 3	.-710*	.191	.001
Year 4	.609*	.228	.040

Note. Survey item 2= The way my teacher dresses influences my behaviour in class
*The mean difference is significant at the 0.05 level.

The implied null hypothesis is rejected with regard to survey item 2. Tukey's post-hoc procedure indicates that the in-class behaviour of tertiary-level students in years 3, and 4 is influenced more than first and second year students, by the way their professors dress for class.

Level	Mean Difference	Std. Error	Sig.
Year 1	-.814*	.227	.002
Year 2	-.449	.222	.184
Year 3	-.365	.172	.148
Year 4	-.580*	.205	.025

Survey item 3= Casual attire makes a teacher more approachable and likeable
*The mean difference is significant at the 0.05 level.

With regard to survey item 3, the null hypothesis is rejected. Tukey's post-hoc procedure indicates that tertiary-level students in years 1, and 4 are more likely than those in years 2 and3, to view their teachers as approachable and likeable when they wear casual attire to class.

Level	Mean Difference	Std. Error	Sig.
Year 1	.631*	.239	.043
Year 2	.532*	.181	.018
Year 3	.819*	.215	.001
Year 4	-.189	.261	.888

Survey item 6= The way my teachers dress affects the way I interact with them.
*The mean difference is significant at the 0.05 level.

The null hypothesis is rejected also with regard to survey item 6. Tukey's post-hoc procedure indicates that the way teachers dress for class influences how tertiary-level students in years1, 2, and 3, interact with them more than students in the final year of tertiary-level study.

Analysis of Open-ended Responses

Survey item 8 was an open-ended question that asked both secondary and tertiary-level students to indicate whether they were more interested in how teachers teach than what they wear to class. While approximately 60% of the respondents indicated that they are more interested in what teachers teach, many of them suggested that the way a teacher dresses for class is also important. One female secondary student puts it this way:

Yes, I am more interested in how teachers teach than what they wear because there are some teachers who dress really professional and are horrible at teaching and vice versa. So at the end of the day, what matters is how the teacher teaches and if we learn (4thForm Female Secondary Student).

However, her male colleague has a completely different view. He says:
I am more interested in the way teachers dress because some children usually watch the teachers when they teach and if they see inappropriate clothes they can get distracted (5th Form Male Secondary Student).

This view is supported by another male student at the 3rd Form level. He says:
By the way my teacher dresses, I would respect him or her more. Teachers are leaders and they should lead by example for me to follow. So I am interested in how they dress to class. If you are teaching me about respect, you should show me how to be respectable in all aspects of life (3rd Form Male Secondary Student).

Tertiary-level students also had mixed views about their teachers' attire. One female university student puts it this way:

Yes, I am more interested in how teachers teach than what they wear to class because the knowledge they impart to me will benefit me in passing my exams and increase my chances of being accepted into my choice of career. However, image plays a major part in the teaching profession. Hence, how a teacher dresses (both male and female) reflects a lot about themselves and the level of respect they have for themselves and others (4th Year Tertiary-level Female Student).

This is what another female tertiary-level student had to say:

I am interested in how teachers teach. However, their attire does affect my judgement and my learning. Professional attire is necessary in the classroom as to limit distraction and command respect. For certain subjects, casual attire is necessary but should also set an example of professionalism to students (2nd Year Tertiary-level Female Student).

Male students at the tertiary level also held strong views about their teachers' attire. When asked whether he was more interested in how teachers teach than what they wear to class, this is what one male student said:

Yes, because I am here to learn and not be a fashion critic. Yet teachers should dress respectfully because they are professionals and students may see them as role models (2nd Year Tertiary-level Male Student).

Another male university student makes this observation:

Sometimes it can be very distracting when a teacher wears something revealing and this may affect my attentiveness. On the other hand, if a teacher comes casually, I feel a connectedness and see them at my level. Although I respect teachers more who dress professionally like Dr J and Mr G, teachers are professionals and should always dress like one (2nd Year Tertiary-level Male Student).

One student makes this final observation:

If a teacher dresses in the appropriate clothing to class, students tend to pay attention no less than if a teacher dresses in a regular top (T-shirt) and jeans. It's not about what they wear but more about what they bring to the table. Teachers should feel just as comfortable as a regular person (3rd Year Tertiary-level Male Student).

Research Question 3

Does a relationship exist between teacher attire and student perception of teacher occupational attributes?

Hypothesis Testing

Research Question 3 was tested through the following hypothesis:

Hypothesis 1*: There is no relationship between the variables measuring student perceptions of teachers' attire and those measuring teacher occupational attributes.*

The null hypothesis was tested using the Pearson correlation procedure to identify significant relationships between the variables measuring student perceptions of teachers' attire and those measuring teacher occupational attributes. This analysis yielded one significant relationship among the variables represented in Table 6 below.

Table 6. Relationship between Students' Perceptions of Teachers' Attire and Teacher Occupational Attributes

Variables Measuring Students' Perceptions of Teachers' Attire and those Measuring Teacher Occupational Attributes		Casual attire makes a teacher seem more approachable and likable	Professional attire makes a teacher seem more competent to teach	Women teachers trade off more power than men when they dress down, so women need to dress up to gain the same level of respect
Casual attire makes a teacher seem more approachable and likable	Pearson Correlation	1	-.011	.077
	Sig. (2-tailed)		.800	.077
	N	524	524	523
Professional attire makes a teacher seem more competent to teach	Pearson Correlation	-.011	1	245**
	Sig. (2-tailed)	.800		.000
	N	524	524	523
Women teachers trade off more power than men when they dress down, so women need to dress up to gain the same level of respect	Pearson Correlation	077	245**	1
	Sig. (2-tailed)	.077	.000	
	N	523	523	523

**Correlation is significant at the 0.01 level (2-tailed).

The null hypothesis was rejected for this one significant relationship. The significant relationship indicates that students who believe that their teachers' professional attire (dress pants/skirts/shoes, shirt and tie) makes them seem more competent to teach also believe that women teachers trade off more power than men when they dress down, so women need to dress up to gain the same level of respect (r=.245, p< .01, N=523).

Research Question 4

Does a relationship exist between student perception of teacher attire and student effort and behaviour?

Hypothesis Testing

Research Question 4 was tested through the following hypothesis:

Hypothesis 1*: There is no relationship between the variables measuring student perceptions of teachers' attire and those measuring student effort and behaviour.*

The null hypothesis was tested using the Pearson correlation procedure to identify significant relationships between the variables measuring student perceptions of teachers' attire and those measuring student effort and behaviour. This analysis yielded one significant relationship among the variables represented in Table 7.

Table 7. Relationship between Students' Perceptions of Teachers' Attire and Student Effort and Behaviour

Variables Measuring Students' Perceptions of Teachers' Attire and those Measuring Student Effort and Behaviour		The way my teacher dresses influences what I learn in class	The way my teacher dresses influences my behaviour in class
The way my teacher dresses influences what I learn in class	Pearson Correlation	1	.612**
	Sig. (2-tailed)		.000
	N	524	524
The way my teacher dresses influences my behaviour in class	Pearson Correlation	.612**	1
	Sig. (2-tailed)	.000	
	N	524	524

**Correlation is significant at the 0.01 level (2-tailed).

The null hypothesis was rejected for this one significant relationship. The significant relationship indicates that students who believe that their teachers' attire influences what they learn in class also believe that the way their teachers dress influences their behaviour in class (r= .612, p< .01, N= 524).

Discussion

Research Questions 1 and 2 explored secondary and tertiary-level students' perceptions about their teachers' professional attire. Findings revealed that while there were no statistically significant differences in secondary students' perceptions about their teachers' professional attire, there were significant differences in students' perceptions at the tertiary level. For example, when responses of tertiary-level students were analyzed using one-way ANOVA tests, findings revealed that there were significant differences in students' perceptions about their teachers' attire and its impact on teacher-student interaction. When Tukey's post-hoc procedure was used to further analyze differences in students' perceptions, the findings revealed that the in-class behaviour of tertiary-level students in year 3 and 4 is more heavily influenced (than first and second year students) by the way their professors dress for class. Tukey's post-hoc procedure also indicates that the way teachers dress for class influences how tertiary-level students in years 1, 2, and 3 interact with them. The findings also show that students in years 1 and 4 are more likely than those in years 2 and 3 to view their tertiary-level teachers as approachable and likeable when they wear casual attire to class.

Based on these findings, one can assume that teacher-student interaction among senior and final year students could be affected by the way teachers dress for class especially when final year students perceive their teachers to be more approachable and likeable in casual wear. However, analysis of the open-ended responses revealed mixed results. The question asked both secondary and tertiary-level students to indicate whether they were more interested in what teachers teach than what they wear to class. While the majority of participants indicated that they were more interested in what teachers teach, many of them felt that the way a teacher dresses for work is also important. Some of the responses made linkages between teacher professional dress and student learning and behaviour in class. Other responses highlighted the importance of teacher professional dress in commanding respect and attention as well as setting the right example as instructional leaders. These mixed results are similar to those highlighted in studies conducted by Freeburg and Workman (2010); Aguilar and Steinburg (2003), where dress affects not only the teacher as role model for students, but a teacher's dress is important also in establishing respect and authority. Research Questions 3 and 4 further investigated students' perceptions of teachers' professional attire by testing the null hypothesis of no significant relationships between the variables measuring teacher occupational attributes, as well as student effort and behaviour in class. The null hypothesis was tested using the Pearson correlation coefficient.

This analysis reveals that a significant relationship exists between the perception of those who believe that their teachers' professional attire makes them seem more competent to teach, and the perception that women need to dress up to gain the same level of respect as men (r=.245, p< .01, N= 523).

The analysis also reveals that a significant relationship exists between the perception of those who believe that teachers' attire influences what is learnt in class and the perception that teachers' attire influences how students behave in class (r=.612, p< .01, N= 524). This concurs with the literature that seeks to establish a link between teacher professional attire, teacher competence and student effort and behaviour. Rollman (1980) for example, posited that teachers who dressed in professional attire were perceived to be more organized and knowledgeable than those who dressed casually to class. Lavin, Davies and Carr (2010) also concluded that teachers' level of preparation and knowledge positively impact their credibility which in turn, has a positive impact on student effort and behaviour in class.

Conclusion and Recommendations

This study is important because it explores the opinions of students about an issue that directly affects them. While educators, politicians and journalists continue to debate the issue of teacher professional attire, students at both secondary and tertiary levels have expressed mixed views on the subject. On the one hand, students seem generally more interested in what teachers teach, yet they express a clear appreciation for those teachers who dress professionally for class. The study has confirmed some of the mixed views expressed in the international literature for several decades. This study has shown also some significant relationships between teacher attire and variables measuring teacher occupational attributes and student effort and behaviour in class. Perhaps there is need for further investigation into what constitutes professional attire for Caribbean teachers operating in a tropical climate. There is need for further study into the question of teacher attire as an impression management tool in the teaching and learning environment. It may be useful also to explore students' impression of the non-verbal signals teachers transmit by what they wear to class.

References

Aguilar, A. (2005). Teacher attire doesn't go unnoticed: More districts in US are adopting dress codes for faculty members. *St. Louis Post-Dispatch*, p. C4.

Bassett, R. (1979). Effects of source attire on judgments of credibility. *Central States Speech Journal,* Vol. 30, 282-285.

Bickman, L. (1974). Social roles and uniforms: Clothes make the person. *Psychology Today, 7*(11), 49-51.

Buckley, H. M. (1983). Perceptions of physical attractiveness as manipulated by dress: Subjects versus independent judges. *Journal of Psychology*, 114, 243-248.

Freeburg, B. W., & Workman, J. E. (2010). Media frames regarding teacher dress: Implications for career and technical education teacher preparation. *Career and Technical Education Research, 35*(1), 29-45.

Harris, M., James, J., Chavez, J., Fuller, M., Kent, S., Massanari, C., Moor, C., & Walsh, F. (1983). Clothing: Communication, compliance, and choice. *Journal of Applied Psychology*, Vol. 13, 88-97.

Hickson, M. L., & Stacks, D. W. (1993). *NVC: Nonverbal communication studies and applications* (3e). Dubuque, IA: William C. Brown.

Hunte, C. (2016, September 18). Govt wants dress code for teachers. Trinidad Express, p. 3.

Johnson, N. B. (1982). Clothing and dress-symbols of stratification in schools and in society: A descriptive study. (Report No.SO-014-035). Chapel Hill, NC: University of North Carolina. (ERIC Document Reproduction Service No. ED 218 166).

Jones, S. (2006). No way to face a class of students. *The Times Educational Supplement*, p.2.

Kong Soo, C. (2016, September 18). Garcia wants new dress code for teachers. *Trinidad Guardian*, p. A5.

Kwon, Y., & Johnson-Hillery, J. (1998). College students' perceptions of occupational attributes based on formality of business attire. *Perceptual and Motor Skills*, Vol. 81, 231-240.

Lavin, A. M., Davies, T. L., & Carr, D. L. (2010). The impact of instructor attire on student perceptions of faculty credibility and their own resultant behaviour. *American Journal of Business Education 3*(6), 51-62.

Leathers, D. G. (1992). *Successful nonverbal communication*. New York: Macmillan.

Lighthouse, K., Francis, R., Kocum, L. (2011). University faculty style of dress and students' perceptions of instructor credibility. *International Journal of Business and Social Science, 2*(15), 15-22.

Lukavsky, J. Butler, S., & Harden, A. (1995). Perceptions of an instructor: Dress and students' characteristics. *Perceptual and Motor Skills*, Vol. 81, 231-240.

Morris, D. (1977). *Manwatching: A field guide to human behaviour*. New York: Harry N. Abrams.

Morris, T. L., Gorham, J., Cohen, S. H., &Huffman, D. (1996). Fashion in the classroom: Effects of attire on student perceptions of instructors in college classes. *Communication Education 45*.2, 135-48.

Molly, J. T. (1975). *Dress for success*. New York: Warner Books.

Molly, J. T. (1977). *Dress for success book*. Chicago: Follett Publishing.

Molly, J. T. (1988). *Dress for success*. New York: Warner Books.

Phillips, P. A., & Smith, L.R. (1992). The effect of teacher dress on student perceptions. Educational Resources Information Center (ERIC) Po33 944 pp. 1-27.

Raiscot, J. (1986). *Silent sales*. Minneapolis: AB Publications.

Rollman, S. A. (1980). Some effect of teachers' styles of dress. (Report No.CSOS-502-885). Harrisonburg, VA: James Madison University. (ERIC Document Reproduction Service No. ED 184 191).

Sebastian, R., & Bristol, D. (2008). Formal or informal? The impact of style of dress and forms of address on business students' perceptions of professors. *Journal of Education for Business*, March/April, 196-201.

Sorias, L. (2016, September 27). Dress code for teachers. *Trinidad and Tobago Newsday,* p. 3.

Sternberg, R. (2003). Dress codes in the workplace. *School Administrator 6*(2), 38.