NONVERBAL EFFECTS OF DRESS AND ROLL
UPON ADVISER CREDIBILITY IN A
FIRST IMPRESSION SITUATION

A Thesis

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by

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CHAPTER I

INTRODUCTION

This chapter includes support and reasons for the investigation and delineation of the specific purposes of the study. Assumptions are stated, terms are defined, and hypotheses are presented.

BACKGROUND STATEMENT

Appearance is a critical determinant of attraction in American society. Cosmetics, diet foods, plastic surgery, and fashion are all indicators of the major markets of economic investment in appearance. The belief that an attractive appearance enhances the ability of a communicator to influence his audience is common and has been documented by several researchers (Brock, 1951; Brock, 1965; Sapolisky, 1960). More recently, Miller (1970) found through the use of photographs of men and women that subjects would assign positive personality traits to the same photos which they had rated attractive.

Often researchers have used photographs to study influences of attractiveness, because of challenges too great to meet in human subject research, mainly variable control. Barocas and Vance (1974) used live subjects and researched the effects physical appearance had on a counselor’s prognosis of clients with personal dissatis-
factions or mental health problems. Their main difficulty with the project was the lack of a definition of attractiveness and an attractiveness rating instrument. Without such an instrument, control of attractiveness rating was difficult to maintain, since there are differences in personal perceptions and preferences. More studies, therefore, are needed to perfect methods of human subject research in relation to interpersonal communication and attractiveness.

The Barocas and Vance research does provide evidence that in situations of interaction, individuals do communicate and perceive information in different ways. Berlo (1960) theorized in The Process of Communication that communication consists of a source who sends a message through a channel to a receiver. Both the source and the receiver belong to a particular culture and social system and have particular levels of knowledge, certain attitudes and communication skills. The way a receiver perceives a message depends upon his particular attributes and environment. In accordance with Berlo's model of communication, symbolic interaction theorists maintain that in a situation of social interaction between a source and receiver, information is communicated and perceived.

Major clothing perception studies from the past have not focused upon the communicative aspects involved in perception, nor have they been based upon communication theory. Instead, researchers have focused upon studies involving relationships between personality and perception of dress. Douty (1963), as an example, concluded
that clothing did effect first impressions of status and personality traits of some persons. The study also relied upon the use of a measure involving the assessment of pictures rather than live subjects.

Bickman (1974), like Barocas and Vance, used live subjects to investigate the effect of specific types of dress on perceivers' willingness to respond and the type of response given in social interaction among persons. A series of experiments of brief encounter were conducted with persons dressed in high and low status clothing, in uniforms denoting authority and civilian dress, and in conventional and unconventional dress. Behavior responses of the perceivers appeared to be effected by the degree of status or authority implied by the clothing.

Field studies and studies employing interaction and communication between and among persons is a necessity to understand the elements of human perception, particularly the perception of dress and its communicative effects. Before researchers can reproduce acceptable data pertaining to the communicative effects of dress, it must be examined from many perspectives.

STATEMENT OF PROBLEM

The purposes in this study were to determine whether the perceived dress and role of academic advisers can enhance their ability to influence students' initial impressions, and to determine whether male and female students initially perceive the dress and role of academic advisers similarly.
ASSUMPTIONS

1. All academic advisers in University College are experienced in academic advisement.

2. Verbal and non-verbal communication cues occur during the process of academic advisement.

3. Impressions are formed on the basis of the communication which occurs between individuals.

4. Students perceive academic advisers to be either empathic advisers or apathetic advisers.

DEFINITION OF TERMS

For the purposes of this study the following definitions were accepted:

1. Professional Dress for Men - jacket/sweater, shirt/tie, and slacks which are well-coordinated in pattern, texture, and color, and are clean and well-pressed. When worn by the individual, this clothing tastefully complements his physique and coloring, and is appropriate for his overall style.

2. Professional Dress for Women - jacket/sweater/blouse, skirt/ slacks, pantssuit, or dress which are well-coordinated in pattern, texture, and color, and are clean and well-pressed. When worn by the individual, this clothing tastefully complements her body build and coloring, and is appropriate for her overall style.

3. Non-Professional Dress for Men and Women - garments which are mismatched in pattern, texture, and color, and are dirty and mussed. When worn by the individual, this clothing detracts from his/her physical attributes and is not appropriate for his/her overall style.

4. Empathic Academic Advisers - male and female advisers in University College whose verbal and non-verbal cues communicate positive feelings toward individuals.
5. Apathetic Academic Advisers - male and female advisers in University College whose verbal and non-verbal cues communicate apathetic feelings toward individuals.

6. Non-verbal cues - body position, facial expression, and arm, hand, leg, head, and eye movement used by academic advisers.

7. Verbal Cues - comments, questions, exclamations spoken by academic advisers.

8. Students - males and females enrolled in their first quarter of college and enrolled in a course, University Survey 100, ranging in ages 17-43.

9. University College (UC) - a non-degree granting college of the Ohio State University that all freshmen and transfer students enter if they have less than one year of recorded college credit.

10. Academic Adviser - thesis or doctoral graduate students, actively working towards a degree.

HYPOTHESES

1. The credibility of an apathetic academic adviser is enhanced in a first impression situation when the adviser is professionally dressed.

2. The credibility of an apathetic academic adviser is lessened in a first impression situation when the adviser is nonprofessionally dressed.

3. An academic adviser is given a high credibility score by students in a first impression situation when he/she is:
   a. empathic
   b. professionally or non-professionally dressed.

4. Male students give female academic advisers a higher credibility score and rate them higher on role or dress scales, than female students.

5. Female students give male academic advisers a higher credibility score and rate them higher on role or dress scales, than male students.
CHAPTER II

REVIEW OF LITERATURE

The theoretical basis of this study lies within the framework of communication theory. The following discussion evolves according to an interpretation of Berlo's (1960) theory of communication. Included also is a discussion of clothing related studies, studies related to attractiveness, counselor credibility, and counselor characteristics and non-verbal behavior. A summary is included in each section of the chapter.

THEORETICAL FRAMEWORK

Berlo's Theory of Communication

Communication is a process which does not begin with a source and end with a receiver. It is a cyclical process where initiation and response to messages is continual. Components of the communication process may be studied separately, but during the actual process they do not exist independently. Also, communication can be carried out by a single person, although a source and a receiver may be discussed as two separate entities; this is referred to as intra-personal communication. It is with knowledge of these points that
the discussion evolves to explain and define the theoretical framework of the study, Berlo's theory of communication.

Berlo (1960) structured a model to illustrate the process of communication. The components are the: (1) source, (2) encoder, (3) message, (4) channel, (5) decoder, and (6) receiver (Berlo, 1960:30-32). (Refer to Figure 1.) During interpersonal communication the source and encoder are a single system, as are the decoder and receiver. (Figure 1.)

Source

The source, when motivated to communicate, elicits a desired response from a receiver. The source and the receiver have certain characteristics which can affect the fidelity of the communication process. These characteristics are: (1) communication skills, (2) attitudes, (3) level of knowledge, and (4) position within a socio-cultural system (Berlo, 1960:41).

According to Berlo, communication skills involve five subdivisions of the verbal category. Writing and speaking pertain to the source and are encoding skills. Reading and listening pertain to the receiver and are decoding skills. Thought or reasoning pertain to both the source and the receiver and are encoding and decoding skills. Non-verbal communication skills may or may not be used during the use of verbal skills, but include body movement, gestures, stance, and manipulation of objects in time and space (Berlo, 1960:41).
<table>
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**Elements - Structure**
- Code
- Content
- Treatment

**Communication Skills**
- Writing
- Speaking
- Listening
- Reasoning

**Attitudes**
- Source
- Subject
- Matter

**Level of Knowledge**
- Position within a Socio-Cultural System

**FIGURE 1**
Adapted Model of Denis's (1960) Communication Theory
The communication skills of a source can also be divided into
general categories as well as specialized characteristics. The
specialized characteristics of a source refer to an ability to
listen, read, speak, or write and an ability to communicate in a
variety of non-verbal ways. General communication skills of a source
refer to the thought processes or thought communication skills.

During the process of communication, general communication skills
and specialized communication skills reinforce one another as they
develop. The blending result of this reinforcement process deter-
mines the fidelity of the communicated messages by: (1) determining
the extent to which a source can analyze the desires and needs which
motivate the process of communication, and (2) determining the extent
to which an individual can encode a message that will bring about a
desired change in receiver behavior.

Attitudes are the second factor within a source which can affect
the fidelity of the communication process. Berlo believed that the
attitudes of a source affect communication in three ways; his atti-
tudes toward himself, his subject matter, and his receiver (Berlo,
1960:46).

A person can think about himself in various ways, and each
person thus develops a self-concept. Second and Backman (1964:97)
defined three aspects of the self-concept: (1) the cognitive aspect
which pertains to concrete and abstract knowledge an individual has
of himself; (2) the affective aspect, which include an individuals
feelings of self worth; and (3) the behavioral aspect, which refers to an individual’s manner of acting toward himself. Thus, an individual develops a self concept unique to him and influential in prompting his participation as a source in a process of communication.

Because individuals hold attitudes about themselves, they will develop attitudes toward subject matter in which their thoughts are engaged and toward the receiver of a message. Attitudes may also be expressed verbally or nonverbally during the process of communication.

If a source has attained a high level of knowledge he has increased the amount of information he can communicate and has consequently increase the fidelity of the communication process. Conversely the opposite is true, that is, a source’s low level of knowledge attainment decreases the amount of information he can communicate and decreases, also, the fidelity of the communication process.

Even as a source enters into a process of communication and draws upon his communication skills, attitudes and levels of knowledge, the socio-cultural environment in which he exists impinges on his participation in the process of communication. Berlo (1960:136) stated, “Social systems are the consequences of man’s need to relate his behavior to the behavior of others in order to accomplish his goals.” Behaviors are the elements of social systems which are formed by the communication process. They relate to goals, and as they
emerge, members of the social system react to them through a process of communication. When patterns of behavior are identified with a particular position in a social system, they are referred to as roles. A source may desire to identify with a particular position in society by carrying out a role through recognizable behavior. The extent to which a source can validate a successful role is through a communication process with other members of the social system.

The culture of a source and his social systems are intricately related. Culture delineates general conditions for individual's involvement in the process of communication, but the social system within the culture determines an individual's specific activities and position. Fidelity of the communication process is thus increased if sources and receivers belong to similar cultures.

Communication skills, attitudes, level of knowledge, and position within a socio-cultural system are vital for the source to make a contribution to the process of communication. The message, channel, and receiver components of the framework are also vital.

Message

Messages are products of the process of communication and may be: (1) spoken if language is the medium; (2) written, if literature is the medium; (3) found in composition, if painting is the medium; or (4) found in movement, if behavior is the medium. Messages are initiated in various ways by a source; they are dynamic and can be interpreted in varying ways by a receiver.
Message composition is a blend of the message code, content, and treatment, all of which function as elements of structures within the total message composition. Elements may be defined as resources from which man can draw to satisfy a need. Structure occurs when elements are ordered or arranged. (Berlo, 1960:54).

Message code is defined by Berlo (1960:11) as "Any group of symbols that can be structured in a way that is meaningful to some person." A symbol alone has little meaning, but when it is combined with other symbols through structure, the meaning increases.

Coding differs in many ways: (1) degree of complexity - complex code systems may be structured in a variety of ways and yield many structural patterns; (2) function - the function of language serves to carry out activities for most people, but the function of pleasure derived from a code system of art touches only a few people; and (3) extent to which they undergo change - dress in American culture as a code system changes very quickly whereas language evolves slowly according to the needs of the society. Code systems tend to remain in use as long as they accommodate the message content.

Message content is defined by Berlo (1960:59) as "the material in the message that was selected by the source to express his purpose." Content is most directly related to the motives of the source. Thoughts and ideas of the source are projected through a code in the form of content. Also, elements and structure are
present within content as they are in code. Any element of content needs to be structured if the message conveyed is to be meaningful. As a source uses message content through the message code, the third factor of message treatment evolves.

Message treatment is defined by Berlo (1960:60) as "the decisions which the communication source makes in selecting and arranging both codes and content." When a source is motivated to send a message, he desires to bring about a change in behavior and he is influenced by his communication skills, level of knowledge, attitudes, and position within a socio-cultural system. Style develops when a source uses a consistent and recognizable approach to translate his motivations through code into content.

Thus far the source and the message have been defined and explained. Without the channel and receiver, the process of communication is yet incomplete.

Channel

The channel is the means by which a message is transferred from a source to a receiver. It functions at times to encode and decode messages. Encoding and decoding occur when a message is altered prior to transmission and returned to its original status after transmission. For example, a source encodes or verbalizes a message and the receiver decodes it by listening. Most frequently the channel functions as a vehicle for messages. Light waves, sound waves, and the air function as channels when messages are geared
respectively to sight, sound, and smell.

A source can only initiate messages through available channels, which, when limited, can also impinge upon the composition of the message in terms of code, content, and treatment. Most importantly, communication can only take place when channels are open to both sources and receivers.

Receiver

The receiver completes the communication process by responding to the motivations of the source which are sent by message through a channel. Communication is two-way between source and receiver and for a person to function in a process of communication he must be able to function as both source and receiver. The fidelity of communication improves as a person improves his ability to act as both source and receiver in the communication process.

The attributes of the receiver are the same as those for the source: (1) communication skills, (2) attitudes, (3) level of knowledge, and (4) position within a socio-cultural system. These attributes are projected into whatever function of the communication process if occurring. The fidelity of the communication process is enhanced if the receiver: (1) brings the appropriate verbal and non-verbal skills into play; (2) responds with the appropriate attitudes toward himself, the source, and the content of the message; (3) has an extensive level of knowledge; and (4) belongs to the same or similar socio-cultural system of the source.
Prior to the discussion it was stated that all of the components of the communication model are strongly related and the performance or availability of one element affects all the others. It is only appropriate to continue the discussion with an explanation of the effects of the communication process.

Process is "A natural phenomenon marked by gradual changes that lead toward a particular result." (Webster's Seventh New Collegiate Dictionary, 1962:678, 2a). During the process of communication a person is motivated by a variety of reasons, but underlying it all is a desire to bring about a particular result of change in behavior. When a receiver elicits a response to a particular message sent by a source through a channel, he has changed his behavior. The response indicates that the message had meaning for the receiver.

It is the concept of meaning which perplexes clothing researchers in attempting to analyze dress as a form of non-verbal communication. Berle (1960:175) believed that meaning is not contained in the messages themselves, but exists within the minds of people who act as sources and receivers. Covert responses are derived from individuals, not from the message, or it is the response extracted from the individual which gives meaning to a message. Derived meaning is then a combination of a variety of personal factors including attitudes, environment, socio-cultural position and heritage, level of knowledge, experience, and other stimuli which continually operate.
Familiarity with the message code, content, and treatment facilitates the process of the receiver deriving meaning from the message. If familiarity with the message is lacking, or if other provisions for increasing the fidelity of a message are lacking, distortions in meaning can occur.

CLOTHING RELATED STUDIES

Few studies have been done to pursue the use and meaning of dress within the framework of non-verbal communication. Several researchers have dealt directly with the roles of the source and the receiver and with the messages sent between them. Hillestad (1974) derived a theoretical framework on the basis of communication theory for which to organize selected literature pertaining to dress as nonverbal communication. The following discussion of clothing studies evolves according to the organization of the code factor and elements of the content factor in the message component.

Communication is based on a variety of codes; language is one particular type of code, developed and investigated by humans. Dress is another type of code or form of message presentation. Although a number of scholars have become interested in the symbolic use of dress in recent years, not much is yet known about it. A particular theoretical influence has been that of symbolic interaction, professed by Mead (1946), Goffman (1959), and Stone (1962).

Rosencranz (1960), one researcher who utilized the theoretical framework of symbolic interaction, explored clothing symbolism
through a modified projective technique. Subjects, 82 women from a small mid-western city, responded to a set of seven drawings depicting incongruities between clothing and other attributes pertaining to symbolic use of dress. Rosencranz found that social class and its related factors of occupation, income, education, organizational membership, as well as verbal intelligence, influenced awareness of clothing symbolism. Age and urban-rural background were not found to influence awareness of the symbolic use of clothing.

Bathie (1968) replicated some aspects of the study to determine the meanings attached to clothing by Mexican-American women living in Texas, and how the meanings differed from those held by Anglo-American women living in the same area. From the results that the researcher noted, Mexican-American women were significantly less cognizant of clothing than the Anglo-American women. Age-related factors influenced the meaning associated with clothing by Mexican-American women, but factors pertaining to social status influenced the meaning of clothing for the Anglo-American group.

Clothing as a symbolic indicator of the self was investigated by Reed (1973) within a symbolic interaction framework. The researcher found that clothing was used to an extent as a symbolic indicator of identity, attitudes, values, moods, and personality. This study took place on a mid-western college campus.

Other studies have been done utilizing the college campus setting to analyze varying aspects of clothing as a type of code.
Kittles (1961) studied the differences between white and black college women in relation to clothing importance and utilization of clothing as a status symbol. According to the findings, clothing was used as a status symbol by college women and income was a significant factor in ownership of such clothing. Hays (1957) conducted a study of college sorority and non-sorority women in regard to clothing as a symbol. Non-sorority women were found to think that sorority women exhibited more differences in their campus dress than non-sorority women. A group of women from an eastern state university were the subjects in a study by Jones (1968). The purpose of this study was to measure the relationship of clothing symbolism to the esteem accorded to clothed figures, as related to fashion and perception. The researcher found that (1) clothing varies in communicativeness according to the perceivers' frame of reference, (2) fashion interest was a significant factor in determining the emphasis placed on the fashionable qualities of the other's clothing, (3) figures depicting in-fashion clothing tended to be accorded higher esteem than those attired in out-of-fashion clothing, and (4) basic values of security-insecurity were not found to be significant factors.

Buckley (1972) investigated the extent to which clothing is perceived as a significant symbol in communicating individuals' attitudes, and how identification with certain attitudes can influence their dress. The hypotheses that clothing is perceived as a symbol
of people's attitudes was confirmed, and that clothing as a symbol does influence behavioral intentions. Individuals like and wear clothing that they perceive as communicating their own attitudes. Kelley (1969) investigated clothing as a symbolic medium on a college campus. Significant correlations were found among subjects' use of clothing and positions taken on several social and political issues.

Communication skills, attitudes, values, level of knowledge, and position within a socio-cultural system are factors which affect the source and receiver components of the framework for analyzing dress as a non-verbal communicator. The following discussion pertains to the studies relating to the communication skills of the source and receiver.

Hillenstad (1974:175-6) stated:

"Person perception is perhaps the most significant communication skill involved during the use of dress as nonverbal communication. Although the exact way in which one person perceives characteristics of another through dress is not known, there is considerable evidence from research that dress can be a factor in the process of person perception...The perceivers involved in person perception appears to bring to the situation certain factors which influence the impressions made."

Ryan (1966) believes that perceived characteristics depend upon the values and interests of the observed, the situation, and the task of the observer. The study of clothing done by Jones (1968) is evidence that clothing varies in communicativeness according to the perceivers' frame of reference. Skinner (1971) investigated fashion perception among three groups of college women and reported that perceptions of fashion varied according to the academic area being
pursued.

Kushner (1974), in a popular commentary, asked many public figures to compare their current mode of dress to that of the 1950's. As a result, personal style is thought to be acquired by perceptive persons as they mature, especially where a strong sense of identity exists. Perceptive persons have a sense of awareness, which is a basic communication skill. Persons experiencing awareness of dress are performing a perceptual process which has the potential of activating other communication skills. Dickman's (1974) study of the effect of particular types of dress on a participant's willingness to respond and type of response in social interaction involved an awareness of dress on the part of the subjects. Subjects briefly encountered persons dressed in status or authoritative clothing. Behavioral responses of the subjects appeared to be affected by the degree of status or authority imparted by the clothing.

In conjunction with a perceiver's awareness of clothing is the influence of dress on the personality of a perceiver. Dickey (1967) studied the projection of self through judgements of clothed figures. Conclusions were that the communicative value of clothing is lessened or made less clear because of certain personality factors of the perceiver.

If the perceiver's personality factors can affect awareness of clothing, so can personality factors related to the source or stimulus of a message. Hoult (1954) used photographs of persons in
which the faces were kept constant while bodies and clothing were changed. Results showed that clothing was used as a basis for rating personality traits. Doughty (1963) used a similar photographic procedure, but each model was photographed in a different costume. It was found that the perceived personality of the photographed person was significantly affected by clothing changes. To reinforce this were the findings of Thomas (1971). The study indicated that the style of clothing worn by a photographed model influenced the perception of her personality in a first impression situation. Connor (1973) also conducted a study to analyze the influence of clothing on the formation of first impressions. On the basis of judgments of photographs the researchers found that: (1) clothing contributed more to the perception of sociability than visual characteristics of the person, (2) person attributes had more impact than clothing on the perception of athleticism, and (3) the perception of intellectualness could not be determined by the effects of costume and person attributes.

**Summary**

Clothing has been identified as a symbolic indicator of the self. (Rosencranz, 1960; Bathke, 1968; Reed, 1971; Hays, 1967; Kittles, 1961; Jones, 1968; Buckley, 1972) These researchers have found that clothing as a symbol, may identify an individual and/or represent individual values, attitudes, personality and moods. Clothing, thus, is a type of code or form of message presentation. The way a
message is received or transmitted depends upon characteristics of the source or receiver in the communication process. One characteristic a source or receiver possesses is the skill to communicate. A most significant communication skill involved during the use of dress during nonverbal communication is person perception. Researchers of clothing studies have found that the communicative value of dress varies with a perceiver's frame of reference (Jones, 1968), his/her values and interests (Ryan, 1966), his/her academic area (Skinner, 1971), his/her awareness (Kushner, 1974; Bickman, 1974), and his/her personality (Dickey, 1967; Hout, 1954; Douty, 1963; Thomas, 1971; Connor, 1973).

STUDIES RELATED TO ATTRACTIONNESS

Studies related to attractiveness of the source or stimulus person in a communication situation have come implications for the study of dress as an enhancer of credibility. Among factors which have been postulated to affect the effectiveness of a source influence attempts are expertise and interpersonal attraction (Tedeschi:1972). Researchers have indicated that physical attractiveness is one antecedent to interpersonal attraction (Berscheid and Walster:1974). Further, Hills and Aronson (1965) directly demonstrated that physical attractiveness is a usable resource in social influence between the sexes. An attractive female was found to be more effective in influencing a male audience than an unattractive female.
Waister et al. (1965) also investigated the importance of physical attractiveness in a study on dating. The researchers indicated that attractive blind dates would receive positive evaluations, whereas unattractive blind dates would receive negative evaluations. Brislin and Lewis (1968) replicated the experiment and supported the results.

Kleinke et al. (1975) conducted a study of the effects of gaze, distance, and attractiveness in males' first impression of females, and found that highly attractive females were consistently preferred over less attractive females. Male liking of the female was not affected by distance and was independent of gaze. Attractive females were also preferred over unattractive females even when gaze time was short or long.

Hamid (1968) attempted to isolate dress as a variable or perceptual cue in impression formation. He found that consistent stereotypes primarily originate from wearing apparel rather than from facial characteristics. Hamid (1969) again approached the problem, but this time an attempt was made to determine the extent to which variance in the perception of others is a function of (1) dress, (2) sex of the perceiver, (3) sex of the stimulus person, or (4) a combined interaction. Photographs of eight adolescents were rated by male and female students on 10 concepts adopted from Osgood et al. (1957). The researchers found that variance in the perception were not independent of sex stereotypes, but were enhanced when males
rated female or females rated males.

Stillman and Basnick (1972) investigated the effects of male counselor dress on male subject’s perceptions of counselor attractiveness and subject’s willingness to disclose information to the counselor in an initial interview. Attractiveness was defined in terms of liking the counselor. It was hypothesized that the professionally dressed counselor would have more information disclosed to him and would receive a more positive opinion than a counselor not professionally dressed. The researchers indicated that no relationship existed between the dress of counselors and the amount of disclosure to counselors.

Summary

Interpersonal attraction has numerous components, one of which is physical attractiveness. Numerous researchers have found that physical attractiveness between the sexes is a viable source of influence, and they have found that stereotypes originate from clothing rather than from facial features.

RELATED STUDIES ON COUNSELOR CREDIBILITY

These findings related to dress and attractiveness open new avenues of pursuit, particularly within the realm of relationship between counselor and dress. In searching the literature, no studies were found where these subjects were approached in an individual, controlled manner. However, studies have been conducted to determine
the effects of degree of counselor empathy on counselor influence or credibility.

Strong (1968) suggested that a communicator's credibility could be improved by enhancing his perceived expertness, trustworthiness and attractiveness. Attractiveness is defined as the degree of empathy. According to Strong and Schmidt (1971) the effects of high and low counselor empathy upon counselor influence were not significant. However, subjects who met with highly empathic counselors were less aware of an influence attempt than were subjects who met with less empathic counselors. Later Strong and Dixon (1971) investigated the subject further, adding a variable of perceived expertness. The researchers found that the inexpert counselor is more influential when he is highly empathic.

RELATED STUDIES ON COUNSELOR CHARACTERISTICS AND NON-VERBAL BEHAVIOR

Characteristics of highly effective counselors were suggested by Wicas et al (1966) in a study in which counselors were rated by peers and supervisors. Effective counselors appeared: (1) to place value on social improvement of the self and on the self and social control, (2) to be alert and sensitive to others and to yield to the demands of others, (3) to be flexible to change and to be compliant in the face of pressures, and (4) to be anxious and concerned about others.

A number of studies have been done in the area of nonverbal communication with reference to improving the dyadic counseling
situation by suggesting nonverbal behaviors to be utilized by counselors. Revesch (1955) and Davitz (1964) contend that nonverbal behavior serves as a complementary function with verbal behavior.

Spoken words and voice quality affects the reception of the verbal message. Legs are crossed and uncrossed, gestures are made and eye contact occurs, physical proximity is increased and decreased, shoulders are shrugged. In short the verbal message is amplified, or at least modified, by the nonverbal behavior of counselors.

Ellsworth and Carlsmit (1968) found that when the topic of an interview was neutral or positive, the subjects liked the interviewer more when he looked at them directly. Argyle and Dean (1965) summarized some of the major functions of eye contact in interpersonal relationships. Eye contact functions: (1) to obtain social feedback, (2) to indicate readiness to receive feedback, (3) to hide feelings by avoidance, (4) to indicate recognition.

Gestures include smiles, positive and negative head nods, gesticulation, and self manipulations (Rosenfeld, 1966:597). Ekman (1965) suggested that lower body gestures tended to be manifestations of intense emotion; this replicated similar findings by Dittman (1962). Rosenfeld (1966) indicated that approval seeking is associated with smiles and positive head nods. Further, positive head nods and smiles elicit favorable responses from persons from whom approval is sought. Rosenfeld's research was supported by Fretz (1966) who also found that counselors who perceive highly favorable relation-
ships with their clients utilize more hand movements, smiles, and laughs than those who perceive less favorable relationships with clients.

Hall (1959) coined the term "proxemics" to represent certain categories of nonverbal behavior: distance, touching, body orientation. Distance defines the physical space between counselor and counselee. Body orientation refers to the angle or lean of the body backward and forward. Hall (1959) indicated that implicit norms within a culture determine the distance between speakers. Argyle and Dean (1959) supported this concept. Mehrabian (1968) was concerned with proxemics in relation to improving communication within the dyadic situation. It was found that greater body relaxation, a forward lean and shorter distance between addressor and addressee tended to communicate a more positive attitude than the reserve proxemics.

Summary

It can be summarized from the literature that the empathic counselor is sensitive and aware of others, dedicated and supportive. The positive counselor utilizes a high degree of eye contact, smiles, positive head nods, hand gestures, and has a forward body lean and a direct orientation. On the other hand, an apathetic counselor is insensitive, closed, and lackadaisical. He utilizes little eye contact, has numerous lower body shifts, fewer hand movements, a backward body lean, negative head nods and is generally not directly
oriented. The degree of empathy appears to influence the credibility of both the expert and inexpert counselor. When opposite sex encounter occurs, there is evidence of a heightened effect in terms of counselor influence or credibility due to interpersonal attraction.
CHAPTER III

METHODOLOGY AND PROCEDURE

The procedure of the investigation which will be discussed in this chapter followed this order: (1) research design, (2) identification of variables, situation, and controls, (3) selection and training of academic advisers, (4) sample selection, (5) development and selection of measures, (6) the pilot test, (7) data collection, and (8) statistical treatment of the data.

RESEARCH DESIGN

The variables of the investigation were: (1) sex of adviser; (2) sex of student; (3) dress of adviser, professional and non-professional; and (4) role of adviser, empathic and apathetic. To maintain control of the variables according to the purposes of the study, a first impression situation was established between the adviser and the students. The first impression situation was accomplished by utilizing an already existing structure of operation within University College. Control of student sex was achieved through the random sampling process. Control of professional and non-professional dress of the advisers was based upon a consensus
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definition obtained from the Dean, Associate Dean, Assistant Deans, Program Co-ordinators, and researcher. (See Appendix A.) The advisers did wear the same professional outfit and non-professional outfit during the entire experiment. Empathic and apathetic roles of the advisers were also controlled by the researcher. Control was necessary to statistically minimize (1) day-to-day variability among the advisers, (2) within-day variability of each adviser, and (3) student-to-student variability.

Eight academic advisers (four male and four female), ranging in ages of 24-34, in University College, The Ohio State University were selected to participate in the study Spring quarter, 1975. The advisers were selected in relation to the desired first impression situation of the study. When students enroll for their first quarter at Ohio State, they are assigned an academic adviser who also doubles as their instructor in a first-quarter course, University Survey 100. Since the 20 teaching advisers, then, had contact with the Spring quarter students, the eight advisers selected for the study were chosen from the group of 44 non-teaching advisers who had no contact with the beginning students. Thus, the situation for first impression was established.

Criteria and Rationale for Adviser Selection

The criteria for selecting the eight advisers were as follows:

1. Average height and body build for sex, no gross deformities of body or skin.
2. Individuals able to adapt to a variety of situations.

3. Individuals representing different subject-matter or academic areas.

The rationale behind the development of these criteria stems from the total design of the research and control of the variables, dress and degree of adviser empathy. Each of the selected advisers had to play pre-designated roles of empathic or apathetic adviser, while they were also dressed in professional or non-professional garb. Hence, the advisers selected had to be able to adapt to the role play situations. Advisers representing different subject-matter areas were desired to ensure that there could be no subjective bias built into the design at this point in relation to academic background. Finally, average heights and builds, minus gross deformities of body or skin, were desired so that again no bias would enter the data on the basis of one of these characteristics.

Training of Advisers

To control the variable of adviser role (empathic versus non-empathic), each of the eight advisers underwent a role-training session. An actual role-play situation of both an empathic adviser and a non-empathic adviser in conference with a student was developed and recorded on video-tape. Content of the video-tape was based upon the literature reviewed. (Refer to Chapter II, Section on Related Studies on Counselor Characteristics and Non-Verbal Behavior). The persons recorded in the role-training tape were the researcher.
as the adviser, and another graduate student as the freshman student. The tape was recorded in the actual setting to be used for the conferences. The format of the tape consisted of two, ten-minute role play segments between adviser and student. The first ten-minute segment of the tape showed the following sequence of actions between an empathic adviser, who is sitting at a desk in the office and a freshman student:

1. Student appears at door.
2. Adviser faces student and greets her with an open gesture, smiles, invites student to sit in nearby chair.
3. Student sits on edge of chair, rather apprehensively.
4. Adviser leans toward student, smiles, asks student if she is comfortable - then proceeds to explain the purpose of the conference, using open hand gestures, positive facial expressions and forward, leaning body posture to non-verbally cue student to relax.
5. Student relaxes, leans back in chair, smiles, begins to nod in understanding - participates readily by answering adviser's questions, begins to use open hand gestures and positive facial expressions.
6. Adviser then relaxes, leans back in chair, but remains facially alert and attentive; conversation progresses, adviser leans forward and uses expressive hand gestures to make a point occasionally.
7. End of conference - adviser smiles and student stands to leave, smiling also.

The second ten-minute segment of the tape showed the following actions between an apathetic adviser who is sitting at a desk in an office drinking a can of soda, and a freshman student:
1. Student wanders into office, stands apprehensively, waiting for acknowledgement and finally says "hello."

2. Adviser glances over shoulder, merely waves, goes back to paperwork and drinks soda; adviser finally realizes student is standing and vaguely waves student to sit in chair.

3. Student sits, draws back into chair, clutching books closely.

4. Adviser turns to student, then pushes desk chair away from student to establish distance and proceeds to recline in chair; adviser begins to explain the purpose of the conference while resting chin on hand, non-verbally culturing student to his apathy.

5. Student remains passive and blank, continues to clutch books and answers questions hesitantly.

6. Adviser asks questions, fidgets in his chair, coughs, wipes his nose and taps his pen on the desk, does not hesitate to interrupt the student, drinks soda and yawns occasionally.

7. Conference ends and the student stands, adviser half-smiles and waves a hand in dismissal.

During the training session, the advisers viewed the video-tape, developed by the researcher, and discussed specific verbal cues for the future conferences with students. Rehearsal took place during the pilot study and frequent discussion between researcher and advisers occurred to clarify any dissonance within the roles.

**Design of the Research**

After selection and role training, each of the eight advisers was informed about the total research design. Each of the advisers was to see a minimum of 2 male students and 2 female students on six different days. On each day the advisers played both empathetic roles and apathetic roles as follows:
1. Female #1 received an apathetic role.
2. Female #2 received an empathic role.
3. Male #1 received an empathic role.
4. Male #2 received an apathetic role.

To manipulate dress, each adviser was professionally dressed on days #1, #3, #5 and non-professionally dressed on days #2, #4, #6. (Table 1.) Both modes of dress, as well as hair-styles, remained constant throughout the entire six-day period. In other words, advisers wore the same professional dress and same non-professional dress for control of this variable. Dress selection for the study was done by the researcher according to the definition of professional dress and non-professional dress defined in Chapter 1. This allowed a continuity to exist among the dress of the eight advisers.

### TABLE 1

<table>
<thead>
<tr>
<th></th>
<th>Day #1</th>
<th>Day #2</th>
<th>Day #3</th>
<th>Day #4</th>
<th>Day #5</th>
<th>Day #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD</td>
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<td></td>
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<tr>
<td>PD</td>
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</tr>
</tbody>
</table>

**PD = professional dress, NPD = non-professional dress, M = male student, F = female student, E = empathic role, A = apathetic role**
Summary

Eight, non-teaching academic advisors (four male and four female) in University College were selected for the study on the basis of three criteria: 1) average body build and height; 2) ability to adapt to different situations; 3) represent a variety of academic areas. Advisers were role trained by a video-tape prepared by the researcher, and advisers' clothing was selected by the researcher to maintain continuity. Each of the eight advisers saw a minimum of two male students and two female students on six different days, alternating professional dress with non-professional dress on a daily basis. Each adviser also alternated empathic and apathetic roles on a student-to-student basis by sex of student.

SAMPLE SELECTION

Beginning freshman students at the Ohio State University, Spring quarter, 1976 comprised the population from which the random sample was taken. One-hundred and forty-four males and 144 females made up the random sample out of a total population of 288 males and 192 females. The sample was deliberately projected higher than necessary, to ensure that the minimum number of students, 96 males and 96 females, could be obtained. Since the sample comprised the greater proportion of the population, it was determined by the researcher and project statistician that the fall-out of students from the study would not bias data as long as the minimum number of students participated.
The choice of first-quarter freshman students for the sample was based on several assumptions: 1) the beginning freshman had less chance to become acquainted with many different academic advisers, than other students, a fact which helped to facilitate the first impression situation; 2) the beginning freshman students also had more motivation to see an adviser for academic counseling than more established students; and 3) the sample would yield biased data because their exposure to university life and academic adjustment was brief. In addition to these factors, practicality and timeliness were considerations in the selection of the sample; the availability of students made it easy to facilitate arrangements with them.

DEVELOPMENT AND SELECTION OF MEASURES

Four measures were used by the researcher: 1) Freshman Survey; 2) Conference Reaction Form; 3) Dress Perception Scale; and 4) Adviser Rating Scale. The Conference Reaction Form was adapted from a measure developed by Strong and Dixon (1971). The other measures were developed by the researcher.

The Freshman Survey was developed to characterize the sample and to obtain data for utilization by University College officials. (See Appendix B) The form was developed from several similar questionnaires used in the past by University College administrators. The information which characterized the sample for this study was age, sex, social status by income of family wage earner, national
origin, student status (transfer or non-transfer and part-time or full-time), and high school grade point average. The questionnaire format was easy to utilize in a class situation and was chosen for this reason.

The student's reaction to the conference with an adviser was measured by the Conference Reaction form which was adapted for the study from Strong and Dixon (1971). The original measure was titled Interview-Reaction and consisted of 33 true/false statements. Terminology within the statements referred to the interviewer. In the modified form, the title was changed to Conference Reaction and the word interviewer was changed to adviser whenever it appeared.

Five statements were omitted because they did not apply to the study. The final two items on the form were additions to the measure made by the researcher. The answers which could be given by the subjects were changed to yes/no reactions to convey a clear meaning to the subjects. Directions for the measure were also modified to elicit the subjects' feelings about the conference with the advisor. (See Appendix C.)

To measure the accuracy of the subject's perception of the adviser's role and the adviser's dress the Adviser Rating Scale and the Dress Perception Scale were used. Both these measures were developed by the researcher under the guidance of Dr. Esther A. Meacham. The review of literature, brainstorming and Popet's Thesaurus were the keys to the development of terms for the measures.
It was desirable to use simple, descriptive words about adviser's roles and dress which were opposites on a continuum. A continuum allowed the subjects to select a positive, medium, or negative point to express their perception of adviser's role or dress.

The Adviser Rating Scale originally consisted of eleven items. Each item was a five-point continuum with one designated as the most negative description of the adviser's role and five designated as the most positive description. The original rating scale was used in the pilot test after which revisions were made. The changes included the elimination of one item due to a misinterpretation of the meaning by the subjects. Each five-point continuum was also lengthened to become a six-point continuum to prevent the subjects from selecting a truly middle score, and to force them to select a score on the positive or negative end of the continuum. (Appendix B.) A response set did not occur and no other changes were made.

The Dress Perception Scale consisted of eleven items. It was similar to the original Adviser Rating Scale in that each item was on a five-point continuum with one representing the most negative description of the adviser's dress and five representing the most positive description. The scale was pre-tested once and tested again in the pilot test (Appendix E.).

During the pre-test of the Dress Perception Scale, six male and six female University College students were given a series of four pictures with an explanation that the picture was an academic adviser dressed
as he/she would appear in the office. The students were asked for their perception of the dress of the adviser in the picture with the given situation in mind. Comments were positive, mis-interpretations were not detected, and a response set was not apparent. No changes were made in the measure after the pre-test or after the pilot test.

PILOT TEST

A pilot test was conducted during the third week of Spring quarter, 1975, at the University College Offices, the Ohio State University. Purposes of the pilot test were as follows:

1. To reveal problems in the Adviser Rating Scale, Conference Reaction Form, and the Dress Perception Scale.

2. To ascertain whether the structure of the University College offices would provide the appropriate site of testing.

3. To provide the advisers an opportunity to rehearse the two roles they were to enact.

4. To allow the researcher opportunity to co-ordinate the dress of the advisers. (Appendix J.)

The subjects for the pilot study were advisees of the eight advisers. Each adviser selected students at random over a period of four days from those students who had previously made appointments with them. If possible the advisers switched students among themselves to create a first impression situation; this decision was made on the basis of the student’s problem. It was the intention of the researcher and advisers involved not to interfere with the natural process of academic advisement in University College.
Each adviser held a conference with each student. A total of eight students per adviser was involved. The following table (Table 2) illustrates how the research design was achieved for one adviser during the pilot test.

**TABLE 2**

**RESEARCH DESIGN SUMMARY OF PILOT TEST**

<table>
<thead>
<tr>
<th>Day #1</th>
<th>Day #2</th>
<th>Day #3</th>
<th>Day #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD</td>
<td>NPD</td>
<td>PD</td>
<td>NPD</td>
</tr>
<tr>
<td>1MA</td>
<td>1MA</td>
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</tr>
<tr>
<td>1HE</td>
<td>1HE</td>
<td>1FE</td>
<td>1FE</td>
</tr>
</tbody>
</table>

PD = professional dress, NPD = non-professional dress, M = male student, F = female student, A = apathetic role, E = empathetic role

After the conference, the adviser asked the student to fill out the Conference Reaction Form, Adviser Rating Scale and Dress Perception Scale. A brief explanation was given to teach student about the forms and the purpose of them by the adviser. The students were told they were part of a pilot study which was to help determine factors contributing to the effectiveness of the academic advisement environment. The measures were completed by the students in the reception area of University College and left with the receptionist.

During and following the pilot study, advisers and researcher met to discuss the role play and to resolve problems. The researcher
also established with each adviser the garments to be worn for the actual data collection. The University College offices proved to be an ideal location for the study since it was familiar group to the advisers and provided space for the researcher to monitor activity. The pilot study did reveal a problem in the Advisor Rating Scale which was discussed in previous section Development and Selection of Measures. No other problems arose in relation to the measures.

DATA COLLECTION

The data were collected during the seventh and eighth weeks of Spring quarter, 1975, at the Ohio State University in the University College offices. Instructors of University Survey 100 were contacted by letter from the researcher (Appendix f) during the fourth and fifth weeks of the quarter. The purpose of the contact was to gain permission from the instructors to use class time to contact the subjects. During the sixth week of the quarter the researcher carried out the plan for personal contact with the subjects in the sample through all sections of the class, University Survey 100.

An invitation was extended to the subjects for participation in the study. (Appendix G.) During the approach, the researcher was careful to avoid specific mention of adviser roles or dress which would cause a " halo effect" in the data. Instead, focus was placed upon the benefit to subjects through participation in the study. Another effective focus was the aid to the researcher in evaluating
the University College environment. The students were also informed
that the project would take approximately thirty minutes of their
time. A breakdown of those thirty minutes was also given so that
each subject would understand what their participation would involve.
Essentially the students were told that they would have a conference
with an adviser to discuss specific academic motivations. Following
the conference the students would be asked to fill out several forms
in reaction to their conference.

Since the student sample consisted of the majority of the
population, all students were approached. It was made clear that
the study was not mandatory, but that participation would be grate-
fully appreciated. The researcher informed the students that they
were in the sample by calling their name from the class roster and
assigning each a research number. A reminder form was distributed
to the students in the sample and they were asked to place their
research number on it. (Appendix H.) While this process was
underway the explanation for setting up the conference was discussed.

Each adviser had previously made out an appointment card for
the six days of data collection (Appendix I.). The cards were
divided by day, date, and fifteen-minute appointment slots each day.
The researcher circulated these cards among the students so that
an appointment with one of the advisers could be made. An explanation
about the research design was given, so that no more than 3 males
and 3 females signed on any one day for an adviser. Once the students
selected a convenient time, they wrote their names on the appointment
card and transferred the day, date, and time information to their reminder forms. They were also told to call the researcher at the telephone number on the reminder sheet if a problem arose. In the minutes remaining, the students completed the Freshman Survey and the researcher checked that all students had signed for an appointment. The total time in each class section varied from five to fifteen minutes depending on the size of the class and the number of questions asked.

Prior to the day the students were to come in for conference, postal cards or campus mailers were sent to remind them of their appointments. The researcher acted as monitor to make certain that each adviser would receive the minimum number of students per day to maintain the research design. This involved switching students from adviser to adviser or changing days for appointments. In all cases the most convenient solution was sought for both student and adviser.

The actual days of data collection were May 20-21, and 27-30. The first third of the data was collected, followed by a planned break in time to allow the researcher and advisers to discuss problems and to correct them. This allowance proved to be necessary. One female adviser had a death in her family on the evening of the first day of data collection which forced her to withdraw from the study. In consultation with the project's statistician, the researcher resolved the problem by shifting the adviser's students
to the other advisers, thus, offsetting the difficulty.

The specific procedure that the students followed during the data collection days was simple. The students reported to the reception of University College on the day and at the time of their appointment. The researcher directed them to the office of the adviser they were scheduled to see and instructed them to return after the conference. The advisers, meanwhile, had a list of the students they were to see and the designated role to be played with each student. Thus, the advisers were prepared for the students taking part in the study; this was a necessary step since the advisers were also seeing their own advisees at other appointed times during the day.

The format of the conference questions were as follows:

1. Who is your current adviser?

2. Why did you come to Ohio State Spring quarter?

3. What do you plan to major in while at OSU?

4. If student knows the answer to #3, ask:
   a. How did you arrive at your decision?
   b. How do you plan to reach your goal?
   c. Do you feel well motivated academically?
   d. Are you realistic about your goal?
      - ability to reach it?
      - geographic location?

If student does not know the answer to #3, ask:
   a. Have you ever thought about what you would like to do?
   b. What type of hours would you like to work on a job?
   c. Where you like to live?
   d. What kind of past work experience have you had?
      What did you like or dislike about each?
- how much money do
    wish to make?

e. Do you like to be 1) your own
    boss? 2) creative and free?
    3) have someone else tell
    you what to do???

When the students returned to the researcher after the fifteen
minute conference, they were instructed to fill out the Conference
Reaction Form, the Adviser Rating Scale, and the Dress Perception
Scale. (Appendix C, D, E) Upon completion of the measures, the
researcher individually discussed with each student exactly what had
occurred, the purpose of the role play, and the questionnaires.

Each student was asked to not discuss the research with other students.
It was the intent of the researcher to establish at this time the
real purpose of the study, to dispel any shaken feelings on the part
of the student, to reiterate that the study was a personal project
and not a University College project, and to thank each student
individually. This dialogue permitted each student to express his/her
feelings to the researcher and to learn about the research process.

STATISTICAL TREATMENT OF DATA

All data were coded and key punched prior to any statistical
analysis. Frequency distributions were obtained to describe the
sample from data obtained on the Freshman Survey form. This infor-
mation included the distribution of the students by: (1) age;
(2) student status, part-time or fulltime, transfer or non-transfer;
(3) high school grade point average; (4) family wage earner's
income; and (5) national origin.

Scores from the Conference Reaction form were coded as correct or incorrect responses on the basis of the role of the adviser. In other words, if an adviser was apathetic, the correct responses were the opposite of the correct responses when the adviser was empathic. A four-way analysis of variance was used to study the interaction of several factors on the total scores from the Conference Reaction form. Hereafter, the Conference Reaction scores are referred to as the credibility scores. The factors affecting these credibility scores are as follows:

1. role of adviser, apathetic or empathic
2. sex of adviser
3. sex of student
4. dress of adviser, professional or non-professional

A four-way analysis of variance was used also to test the interrelationship of the variable between the Adviser Rating Scale score and the Dress Perception Scale score. Significance for the analysis of variance tests was established by the use of the F test at a 0.05 level of confidence. Since the sample did not fall equally into the categories of analysis, the least-squares mean was employed to obtain statistical balance for total scores from each measure.
CHAPTER IV

RESULTS AND DISCUSSION

The discussion of the results includes descriptive information from the biographical data of the Freshman Survey Form. Presented also are the results of the analysis of variance test performed on the credibility scores, Adviser Rating Scale scores, and Dress Perception Scale scores, in relation to adviser sex, sex of student, dress, and role. A summary is included at the end of each section.

BIOGRAPHICAL DATA

To characterize the sample of 167 students the Freshman Survey Form was administered at the time of the researcher's initial contact with the students. Only age, student status, high school grade point average, family wage earner's income, and national origin were used to describe the sample in this study. All other information from the Freshman Survey Form was gathered for utilization by University College administrators. There were 84 males and 83 females in the sample. All students were combined, regardless of sex, to characterize the entire sample.
The distribution of the students according to their age is shown in Table 3. Even though the age range extended from seventeen to forty-three, 73.0 percent of the subjects were concentrated in the eighteen to twenty-one age group. The number of students in the extreme group was not large enough to permit a reliable analysis, therefore, the students were not separated according to those categories.

**Table 3**

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
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<td>18</td>
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</tr>
<tr>
<td>22</td>
<td>6</td>
<td>3.6</td>
</tr>
<tr>
<td>23</td>
<td>7</td>
<td>4.2</td>
</tr>
<tr>
<td>24</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td>25</td>
<td>5</td>
<td>3.0</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>27</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td>32</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>34</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>167</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The frequency distribution of students by student status and high school grade point average are presented in Table 4. Slightly
more than one-half of the students (52.1 percent) attended another university before enrolling at Ohio State. In addition 86.5 percent of the students were enrolled at Ohio State as full-time students. The subjects in the sample indicated by a yes/no response whether their high school grade point average was average (2.75) or above. Nearly three-fourths of the students (70.9 percent) indicated that their high school grades were above 2.75.

### TABLE 4

**FREQUENCY DISTRIBUTIONS OF STUDENT STATUS AND HIGH SCHOOL GRADE POINT AVERAGE**

<table>
<thead>
<tr>
<th>Biographical Data</th>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Status at Ohio State</td>
<td>Parttime</td>
<td>22</td>
<td>13.2</td>
</tr>
<tr>
<td></td>
<td>Fulltime</td>
<td>145</td>
<td>86.8</td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
<td>87</td>
<td>52.1</td>
</tr>
<tr>
<td></td>
<td>Non-Transfer</td>
<td>80</td>
<td>47.9</td>
</tr>
<tr>
<td>High School Grade Point Average</td>
<td>above 2.75</td>
<td>118</td>
<td>70.9</td>
</tr>
<tr>
<td></td>
<td>below 2.75</td>
<td>49</td>
<td>29.1</td>
</tr>
</tbody>
</table>

The distribution of the sample according to family wage earner's income is indicated in Table 5. The income definition was total family income; this included wages from father, mother, any number of children, spouse, and student. In other words, income was
defined as the total dollar support behind a student. Slightly more than one-half of the students (54 percent) were in the middle range of income categories from $10,000.00 to $49,999.00.

TABLE 5
FREQUENCY DISTRIBUTION OF FAMILI WAGE EARNER'S INCOME

<table>
<thead>
<tr>
<th>Income</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-4999</td>
<td>27</td>
<td>16.2</td>
</tr>
<tr>
<td>5-9999</td>
<td>21</td>
<td>12.6</td>
</tr>
<tr>
<td>10-14,999</td>
<td>19</td>
<td>11.4</td>
</tr>
<tr>
<td>15-29,999</td>
<td>39</td>
<td>23.4</td>
</tr>
<tr>
<td>30-49,999</td>
<td>32</td>
<td>19.2</td>
</tr>
<tr>
<td>50-74,999</td>
<td>21</td>
<td>12.6</td>
</tr>
<tr>
<td>75,000 and over</td>
<td>5</td>
<td>3.0</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>167</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Response to the item of national origin, indicated that 86.4 percent of the sample were American Caucasian. (Table 6.) Spring quarter is not necessarily typical of other quarter's enrollments. The rest of the sample was 7.8 percent Afro-American, 1.6 percent Spanish Surnamed American, and 0.6 percent Oriental American.
<table>
<thead>
<tr>
<th>National Origin</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afro-American</td>
<td>11</td>
<td>7.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0.6</td>
</tr>
<tr>
<td>American Caucasian</td>
<td>144</td>
<td>86.4</td>
</tr>
<tr>
<td>Oriental American</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>Spanish Surname American</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>No Answer</td>
<td>6</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>167</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Summary and Discussion of Biographical Data

Characteristically the sample was middle-income, caucasian, equally male and female falling into the eighteen to twenty-one age category. They were average and above in relation to intelligence, with the majority obtaining a 2.75 or better in high school, and they were a motivated group, who were either attending OSU fulltime or had attended another university before entering Ohio State.

The sample was described to detect characteristics which could be helpful in understanding the findings of the present study. Past researchers (Batchke, 1969; Reed, 1973; Kittles, 1961; Hays, 1967)
have shown that sample characteristics, such as age, income, national origin, and educational level contributed significant effects to the outcomes of data analysis. National origin, age, income, educational level and student status in the present study were not distributed in large enough proportions throughout the sample to permit further analysis.

INTERRELATIONSHIPS OF VARIABLES FROM ANALYSIS OF VARIANCE

A four-way analysis of variance was used to test the data collected from the students. The factors of this statistical test were the variables in the study: (1) student sex, (2) advisor sex, (3) role of advisor, and (4) dress of advisor. The four factors interacted in relation to the scores from the Conference Reaction Form, the Adviser Rating Scale, and the Dress Perception Scale. The numbers of students involved in each of the interactions varied so that least-squares means were computed rather than arithmetic means to correct the imbalance in numbers of students.

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Male</th>
<th>Female</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Adviser</td>
<td>42</td>
<td>46</td>
<td>94</td>
</tr>
<tr>
<td>Female Adviser</td>
<td>36</td>
<td>37</td>
<td>73</td>
</tr>
<tr>
<td>Interaction</td>
<td>Male</td>
<td>Female</td>
<td>Totals</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Apathetic Role</td>
<td>40</td>
<td>37</td>
<td>77</td>
</tr>
<tr>
<td>Empathic Role</td>
<td>44</td>
<td>46</td>
<td>90</td>
</tr>
<tr>
<td>Professional Dress</td>
<td>43</td>
<td>42</td>
<td>85</td>
</tr>
<tr>
<td>Non-Professional Dress</td>
<td>41</td>
<td>41</td>
<td>82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Apathetic</th>
<th>Empathic</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Adviser</td>
<td>46</td>
<td>45</td>
<td>94</td>
</tr>
<tr>
<td>Female Adviser</td>
<td>32</td>
<td>41</td>
<td>73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dress</th>
<th>Professional</th>
<th>Non-Professional</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Adviser</td>
<td>49</td>
<td>45</td>
<td>94</td>
</tr>
<tr>
<td>Female Adviser</td>
<td>36</td>
<td>37</td>
<td>73</td>
</tr>
<tr>
<td>Apathetic Role</td>
<td>39</td>
<td>35</td>
<td>74</td>
</tr>
<tr>
<td>Empathic Role</td>
<td>46</td>
<td>44</td>
<td>90</td>
</tr>
</tbody>
</table>
Effects of Variables in Relation to Credibility Scores

Eleven students failed to complete all the answers on the Conference Reaction form, thus, their forms were deleted from the analysis, leaving 156 forms. The least-squares mean of responses to the Conference Reaction Form for the total 156 students was 17.38 with a standard error of 0.32.

The total credibility score was not substantially affected by the interrelationship of the sex of student x the sex of adviser, nor by the interrelationship of sex of the student x dress, and sex of the adviser x dress. Role was the main force in affecting the total credibility score. Thus, role (empathic and apathetic) in relation to sex of student and role in relation to sex of adviser, did significantly affect the total credibility score. Role in relation to dress fell slightly short of significance at 0.05. The possible combinations of the variables in interrelationship to one another, the number of students involved in each interaction, least-squares mean, standard error and F-ratio of each are presented in Table 8. Statistical significance is 3.91 and above at the 0.05 level of confidence and 6.01 at the 0.01 level of confidence; obtained from an F table (150 degrees of freedom).

The interaction of student sex x role was significant at the 0.05 level of confidence with an F-ratio of 4.602. A closer look at the least-squares means of the different combinations of student sex with role shows that the apathetic role lowers the credibility score of
<table>
<thead>
<tr>
<th>Interrelationships of Variables</th>
<th>No. of Students</th>
<th>Least Square Mean (LSM)</th>
<th>Standard Error</th>
<th>F for Total Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex of Student x Male student x male adviser</td>
<td>48</td>
<td>17.96</td>
<td>0.59</td>
<td>0.007</td>
</tr>
<tr>
<td>Sex of Student x Male student x female adviser</td>
<td>36</td>
<td>17.30</td>
<td>0.60</td>
<td></td>
</tr>
<tr>
<td>Sex of Adviser x Male student x male adviser</td>
<td>46</td>
<td>17.40</td>
<td>0.61</td>
<td></td>
</tr>
<tr>
<td>Sex of Adviser x Male student x female adviser</td>
<td>37</td>
<td>16.96</td>
<td>0.68</td>
<td></td>
</tr>
<tr>
<td>Sex of Student x Male student x apathetic role</td>
<td>40</td>
<td>9.79</td>
<td>0.66</td>
<td></td>
</tr>
<tr>
<td>Sex of Student x Male student x empathic role</td>
<td>44</td>
<td>25.47</td>
<td>0.62</td>
<td>4.602</td>
</tr>
<tr>
<td>Sex of Student x Female student x apathetic role</td>
<td>47</td>
<td>7.91</td>
<td>0.68</td>
<td></td>
</tr>
<tr>
<td>Sex of Student x Female student x empathic role</td>
<td>46</td>
<td>26.35</td>
<td>0.61</td>
<td></td>
</tr>
<tr>
<td>Sex of Adviser x Male student x non-professional dress</td>
<td>41</td>
<td>17.69</td>
<td>0.65</td>
<td>2.231</td>
</tr>
<tr>
<td>Sex of Adviser x Male student x professional dress</td>
<td>43</td>
<td>17.57</td>
<td>0.63</td>
<td></td>
</tr>
<tr>
<td>Sex of Adviser x Female student x non-professional dress</td>
<td>41</td>
<td>18.15</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>Sex of Adviser x Female student x professional dress</td>
<td>42</td>
<td>16.11</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>Sex of Adviser x Male adviser x apathetic role</td>
<td>45</td>
<td>9.96</td>
<td>0.61</td>
<td>6.110</td>
</tr>
<tr>
<td>Sex of Adviser x Male adviser x empathic role</td>
<td>49</td>
<td>25.40</td>
<td>0.59</td>
<td></td>
</tr>
<tr>
<td>Sex of Adviser x Female adviser x apathetic role</td>
<td>32</td>
<td>7.75</td>
<td>0.73</td>
<td></td>
</tr>
<tr>
<td>Sex of Adviser x Female adviser x empathic role</td>
<td>41</td>
<td>26.40</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>Interrelationships of Variables</td>
<td>No. of Students</td>
<td>Least Square Mean (LSM)</td>
<td>Standard Error</td>
<td>F for Total Interaction</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>------------------------</td>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Sex of Adviser x Dress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male adviser x non-professional dress</td>
<td>45</td>
<td>17.86</td>
<td>0.61</td>
<td></td>
</tr>
<tr>
<td>Male adviser x professional dress</td>
<td>49</td>
<td>17.50</td>
<td>0.59</td>
<td></td>
</tr>
<tr>
<td>Female adviser x non-professional dress</td>
<td>37</td>
<td>17.97</td>
<td>0.68</td>
<td></td>
</tr>
<tr>
<td>Female adviser x professional dress</td>
<td>36</td>
<td>16.18</td>
<td>0.69</td>
<td></td>
</tr>
<tr>
<td>Role x Dress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apathetic role x non-professional dress</td>
<td>38</td>
<td>10.01</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>Apathetic role x professional dress</td>
<td>39</td>
<td>7.50</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>Empathic role x non-professional dress</td>
<td>44</td>
<td>25.83</td>
<td>0.62</td>
<td></td>
</tr>
<tr>
<td>Empathic role x professional dress</td>
<td>46</td>
<td>25.97</td>
<td>0.61</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level of confidence.*
an adviser regardless of the sex of the student (LSI for males = 9.70, LSM for females = 7.91). The empathic role inflated the credibility score of an adviser regardless of the sex of the student (LSI for males = 25.47, LSM for females = 26.35). In this same interaction female students gave apathetic advisers a lower credibility score and empathic advisers a higher credibility score, than males.

The interaction of adviser sex x role was also significant at the 0.05 level of confidence with an F-ratio of 6.110. The least-squares means of the different combinations of adviser sex and role showed, as was the case with the interaction student sex x role, that the apathetic role decreased the credibility score of the adviser regardless of adviser sex (LSI for males = 9.96, LSI for females = 7.75). Also, the empathic role inflated the credibility score regardless of the sex of the student (LSI for males = 25.4, LSI for females = 26.4). Empathic female advisers also received higher credibility scores than male advisers. Apathetic female advisers received lower credibility scores than male advisers in the same interaction.

The interaction of role x dress came close to meeting the 3.91 F-ratio (150 degrees of freedom, F-ratio of 3.50). However, it is interesting to look at the least-squares means for the different combinations of role and dress. Once again the apathetic role decreased the credibility score of an adviser regardless of dress (LSI for non-professional dress = 10.01, LSI for professional dress = 3.70). Empathic role inflated the credibility score of an adviser
regardless of dress (LSI for non-professional dress = 25.02, LSI for professional dress = 25.97). Professional dress slightly decreased the credibility score of an empathic adviser from the credibility score of an empathic adviser who was non-professionally dressed.

In the researcher’s opinion, a possible explanation of the effect of dress and role upon the credibility scores lies within the realm of student perception of societal stereotypes of combined role and dress. In the study, an apathetic adviser dressed non-professionally was an expected stereotyped combination of role and dress. An apathetic adviser dressed professionally was a less expected combination of role and dress, according to stereotype. The effect of the expected combination of apathetic role and non-professional dress raised adviser credibility, while the effects of the less expected combination of apathetic role and professional dress lowered adviser credibility. In essence, the stereotyped combination of role and dress increased the fidelity of the message of adviser credibility and the less expected combination of role and dress decreased the fidelity of the message of credibility, which supports Berlo’s (1960) theory of communication.

In the interaction of sex of student x sex of adviser (Table 8) male advisers appeared slightly more credible than female advisers, regardless of sex of the student. Female students also gave slightly lower credibility scores to any adviser, male or female, than did
male students. In the interaction of sex of student x dress, (Table 8), non-professional dress increased the credibility scores of advisers, regardless of sex of the student. Female students also perceived non-professionally dressed advisers as slightly more credible (LSM = 18.15) and professionally dressed advisers as slightly less credible (LSM = 16.11) than did male students (LSM for non-professional dress = 17.69, LSM for professional dress = 17.57).

In the interaction of sex of adviser x dress, non-professional dress did have a greater effect, than did professional dress, upon the credibility scores, regardless of adviser sex. (Table 8.) Also, the effect of the female adviser in combination with non-professional dress increased the credibility score more than the effect of male adviser x non-professional dress. The opposite was true of professional dress; the effect was a greater decrease of credibility scores when female advisers were involved than when male advisers were involved in the interaction.

Summary and Discussion

In any interaction involving role, either role x dress, sex of adviser x role, or sex of student x role, the empathic role increased the credibility scores and the apathetic role decreased these scores. Sex of student x role and sex of adviser x role were significant interactions at the 0.05 level of confidence. In other words, male and female students gave empathic male and female advisers high credibility scores and gave apathetic male and female adviser low
credibility scores.

As Strong (1968) suggested, a communicator's credibility can be improved by enhancing his perceived attractiveness (defined as empathy). The finding in the present study, that empathic male and female advisers receive higher credibility scores than apathetic advisers at a significant level of confidence, 0.05, is supporting to this suggestion. The finding is also congruent with a study conducted by Strong and Dixon (1971).

Since empathy tends to enhance and adviser's credibility, empathy, thus, appears to facilitate the communicative process between a source and receiver. Berlo (1960) theorized that the fidelity of a message (in this case credibility is increased when both source and receiver share similar characteristics, and when the content of a message can be structured in a meaningful way and sent through a channel available to both source and receiver. Empathy, communicated in a nonverbal form of gestures and body position, appeared to be the meaningful way of expressing an adviser's credibility to a student to increase the fidelity of the message. Apathy, communicated in a nonverbal form, appeared to decrease the fidelity of the message of advisor credibility to a student.

Because the interaction of role x dress was near significance at the 0.05 level of confidence, the interaction deserves attention in the discussion. In relation to fidelity of a message (Berlo, 1960), professional dress appeared to slightly increase the fidelity of the message of an empathic adviser's credibility to a student and to
decrease the fidelity of an apathetic adviser's credibility. Non-
professional dress appeared to slightly increase the fidelity of the
message of an apathetic adviser's credibility to a student and to
decrease the fidelity of an empathic adviser's credibility. No
findings appeared in the literature reviewed to substantiate or to
obliterate the findings of the present study in relation to the
effect of the interaction of role x dress on adviser credibility.

**Effects of Variables in Relation to Advisor Rating Scale Scores**

There was no statistical significance in any of the interactions.
However, role in combination with dress came close (F of role x
dress = 3.843, statistical significance of F at 0.01 = 3.91). Pro-
fessional dress appeared to have a slightly positive effect on both
the empathic role and apathetic role according to the least-squares
means in Table 9. Apathetic role and empathic role interacting
with dress also appeared to be perceived as accurate by the students
according to the respective least-squares means (3.77, 4.46 - 5.31,
5.43). Accuracy of role is defined by the closeness of the least-
squares means to the sample mean of the Advisor Rating Scale (Mean =
4.70) in the study.

Role x sex of student and role x sex of adviser were similar in
effect upon the Advisor Rating Scale scores. In both interactions,
regardless of the sex of the student or adviser, role of the adviser
was perceived to be accurate by the student according to the least-
squares means computer (Refer to Table 9).
<table>
<thead>
<tr>
<th>Interaction of Variables</th>
<th>No. of Students</th>
<th>Least Square Mean (LSM)</th>
<th>Standard Error</th>
<th>F Ratio of Total Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex of Student</td>
<td>Male student x male advisers</td>
<td>48</td>
<td>4.39</td>
<td>0.13</td>
</tr>
<tr>
<td></td>
<td>Male student x female advisers</td>
<td>36</td>
<td>4.90</td>
<td>0.15</td>
</tr>
<tr>
<td></td>
<td>Female student x male advisers</td>
<td>46</td>
<td>4.63</td>
<td>0.13</td>
</tr>
<tr>
<td></td>
<td>Female student x female advisers</td>
<td>37</td>
<td>5.06</td>
<td>0.15</td>
</tr>
<tr>
<td>Sex of Adviser</td>
<td>Male students x apathetic role</td>
<td>40</td>
<td>3.99</td>
<td>0.15</td>
</tr>
<tr>
<td></td>
<td>Male students x empathetic role</td>
<td>44</td>
<td>5.29</td>
<td>0.14</td>
</tr>
<tr>
<td></td>
<td>Female students x apathetic role</td>
<td>37</td>
<td>4.23</td>
<td>0.15</td>
</tr>
<tr>
<td></td>
<td>Female students x empathetic role</td>
<td>46</td>
<td>5.45</td>
<td>0.13</td>
</tr>
<tr>
<td>Sex of Student x Role</td>
<td>Male students x non-professional dress</td>
<td>41</td>
<td>4.54</td>
<td>0.14</td>
</tr>
<tr>
<td></td>
<td>Male students x professional dress</td>
<td>43</td>
<td>4.74</td>
<td>0.14</td>
</tr>
<tr>
<td></td>
<td>Female students x non-professional dress</td>
<td>41</td>
<td>4.54</td>
<td>0.14</td>
</tr>
<tr>
<td></td>
<td>Female students x professional dress</td>
<td>42</td>
<td>5.15</td>
<td>0.14</td>
</tr>
<tr>
<td>Sex of Adviser x Role</td>
<td>Male advisers x apathetic role</td>
<td>45</td>
<td>3.78</td>
<td>0.13</td>
</tr>
<tr>
<td></td>
<td>Male advisers x empathetic role</td>
<td>49</td>
<td>5.24</td>
<td>0.13</td>
</tr>
<tr>
<td></td>
<td>Female advisers x apathetic role</td>
<td>32</td>
<td>4.45</td>
<td>0.16</td>
</tr>
<tr>
<td></td>
<td>Female advisers x empathetic role</td>
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<td>5.50</td>
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<td>No. of Students</td>
<td>Least Square Mean (LSM)</td>
<td>Standard Error</td>
<td>F Ratio of Total Interaction</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>-------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Sex of Adviser x Dress</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Male advisers x non-professional dress</td>
<td>45</td>
<td>4.36</td>
<td>0.13</td>
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<tr>
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<td>4.66</td>
<td>0.13</td>
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<tr>
<td>Role x Dress</td>
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<tr>
<td>Apathetic role x non-professional dress</td>
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<td>Apathetic role x professional dress</td>
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<tr>
<td>Empathic role x non-professional dress</td>
<td>44</td>
<td>5.31</td>
<td>0.14</td>
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<tr>
<td>Empathic role x professional dress</td>
<td>46</td>
<td>5.43</td>
<td>0.13</td>
<td></td>
</tr>
</tbody>
</table>
In relation to the effect of sex of student x sex of adviser on the Adviser Rating Scale scores, female advisers were perceived to be slightly more empathic (LSM of male students = 4.9, LSM of female students = 5.06) than male advisers (LSM of male students = 4.39, LSM of female students = 4.63). In the interaction of sex of student with dress, professional dress had a slightly positive effect upon the students' perception of the adviser role (refer to Table 2, least-squares mean column). When sex of adviser and dress were interacting the female adviser seemed to have a slightly enhancing effect upon students perceptions of adviser role. Also, professional dress in interaction with sex of adviser increased the adviser rating score for both male and female advisers.

Summary and Discussion

In all interactions, except role x dress, which involved female students or female advisers, the effect of the female sex seemed to enhance the role as perceived by both male and female students. In other words, female advisers were perceived to be more empathic and less apathetic than male advisers by both male and female students. Female students rated male and female advisers more empathic and less apathetic than male students, regardless of role or dress. The only detectable sex effect upon role was between the male student in interaction with the female adviser, where the female adviser was perceived to be more empathic than the male adviser. This finding is substantiated by research related to attractiveness.
Hills and Aronson (1965) found that an attractive female had influence over male audiences. Hamid (1968) discovered that dress effects on perception were not independent of sex stereotypes, but were enhanced when males rated female and females rated males. In the present study, female students rating male advisers on role did not duplicate the stereotyped sex effect.

Hamid (1968) also found that dress affected the perception of others. The effect of role x dress upon the perception of adviser role by students was affected by dress. Professional dress raised the student's rating of adviser role (empathic and apathetic). Non-professional dress lowered the student's rating of adviser role. No studies were found in the literature to substantiate the finding of the effects of the interaction of role x dress upon the perception of adviser role.

Effects of Variables in Relation to Dress Perception Scale Scores

The Dress Perception Scale was developed to measure the students' perceptions of adviser dress. Two cases were dropped in the analysis of the dress perception scale due to incomplete answers. The least-squares mean for the remaining 165 cases was 3.03 with a standard error of 0.05. The range of the Dress Perception scale was 1-5. The least-squares mean for non-professional dress was 3.23 with a standard error of 0.07, slightly more than the median of the scale, 3.0. Thus, non-professional dress was not perceived to be extremely non-professional. The least-squares mean of professional dress was
4.43 with a standard error of 0.07. Professional dress was perceived
to be extremely professional in comparison with the median of 3.0
on a scale range of 1-5. The variables in interaction with each
other, the number of students involved in each interaction, the
least-squares means, standard error, and the total F-ratio for
each total interaction are presented in Table 10.

Significant interactions were found among the variables of
adviser sex x dress and role x dress in relation to students' perceptions of adviser dress. In both cases, regardless of sex of
adviser or role, dress of the adviser was perceived to be more
professional and less non-professional than in other interactions of
variables. In addition, in the sex of adviser x dress interaction,
non-professionally dressed female advisers received higher dress
scores than males non-professionally dressed or female advisers were
not perceived to be as non-professionally dressed as males. In the
role x dress interaction, the empathic role combined with professional
and non-professional dress increased the dress score more than
apathetic role combined with professional and non-professional dress.
(Refer to Table 10.) The role x dress interaction was significant
at the 0.01 level of confidence with an F-ratio of 8.645. Thus, the
role of the adviser had the greatest effect upon the perception of
adviser dress over any other variable. The only other variable
having significant impact upon the perception of adviser dress was the
sex of the adviser.
<table>
<thead>
<tr>
<th>Interaction of Variables</th>
<th>No. of Students</th>
<th>Least Square Mean (LSM)</th>
<th>Standard Error</th>
<th>F Ratio of Total Interaction</th>
</tr>
</thead>
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<tr>
<td>Sex of Student x Male students x male advisers</td>
<td>48</td>
<td>3.67</td>
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<tr>
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<td>3.59</td>
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<td>3.59</td>
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<td>0.014</td>
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<td>42</td>
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<td>Sex of Adviser x Male advisers x oapthetic role</td>
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<tr>
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<td>0.10</td>
<td></td>
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<td>Female advisers x oapthetic role</td>
<td>31</td>
<td>3.61</td>
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<td>3.026</td>
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<td>Standard Error</td>
<td>Standard F Ratio of Interaction</td>
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<td>-----------------------------</td>
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<td>-------------------------------</td>
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<tr>
<td>Male advisers x non-professional dress</td>
<td>44</td>
<td>2.98</td>
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<td>5.998*</td>
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<td>36</td>
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<td>0.11</td>
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<tr>
<td>Female advisers x non-professional dress</td>
<td>49</td>
<td>4.44</td>
<td>0.10</td>
<td>0.10</td>
</tr>
<tr>
<td>Female advisers x professional dress</td>
<td>36</td>
<td>2.83</td>
<td>0.10</td>
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</table>

*Significant at the 0.05 level of confidence **Significant at the 0.01 level of confidence
In the interaction of sex of student x sex of adviser, female advisers received a slightly higher dress score, when perceived by both male and female students, (LSM of male students = 3.94, LSM of female students = 3.96) than male advisers (LSM of male students = 3.67, LSM of female students = 3.74). In the interaction of sex of student x role, the dress scores were higher for the empathic role than those for the apathetic role as perceived by both male and female students. (Table 10.) In the interaction of sex of student x dress, there were little differences in the perception of dress by male or female students.

In studying the interaction of sex of adviser x role, the F-ratio is near significance of the 0.05 level of confidence with a value of 3.026. Female advisers received higher dress scores than did male advisers, and the empathic role, regardless of sex of the adviser elicited higher dress scores than did the apathetic role.

Summary and Discussion

In the interactions involving sex of student, either in combination with sex of adviser, role, or dress, female students rated advisers the same as, or slightly higher on the Dress Perception Scale scores, than did males. The same is true for any interaction involving sex of advisers. Female advisers received the same as or slightly higher dress scores than did males regardless of the effects of role or dress. Male students did perceive female advisers to be more professionally dressed than male advisers. The finding was
substantiated by Hamid (1963), although the opposite sex affect between female students and male advisers was not duplicated. Female students did not perceive male advisers to be more professionally dressed than female advisers.

In the interactions involving role, either role x dress, sex of student x role, or sex of adviser x role, the empathic role enhanced the student's perceptions of dress more than did the apathetic role. In the interactions involving dress, dress x role, sex of adviser x dress, sex of student x dress, students' ratings of professional dress were higher than students' ratings of non-professional dress. Role in combination with dress was a highly significant interaction at the 0.01 level of confidence. Regardless of the role of an adviser (apathetic or empathic), students were able to perceive professional and non-professional dress. Sex of adviser in combination with dress was a significant interaction at the 0.05 level of confidence. Regardless of the sex of the adviser, students' perceptions of dress were accurate.
CHAPTER V

SUMMARY AND IMPLICATIONS

A summary of the investigation, the limitations and implications of the study and recommendations for future research are presented in the following chapter.

SUMMARY OF INVESTIGATION

The investigation was undertaken for the purpose of studying the nonverbal effects of adviser dress and role upon students' perceptions of adviser credibility in a first impression situation. The theoretical framework of the research was based upon Berlo's (1960) theory of communication. Berlo extended the belief that communication is based upon a process in which a source sends a message to a receiver through a particular channel. Meaning within the communication process lies with the source and the receiver and is based upon their particular communication skills, attitudes and values, level of knowledge, and position within a socio-cultural system. Past researchers (Hamid, 1968; Stillman and Resnick, 1972; Strong and Dixon, 1971) have studied separately the communicative value of dress and communicative value of role in counseling situations. No report
Data were collected over a six-day period in which students met with one of seven advisers with whom they had no previous contact. Conferences were fifteen minutes in length, during which time the variables of professional/non-professional dress and apathetic/empathic roles were manipulated. At the termination of the conference, the students completed the measures.

Biographical data were collected on a Freshman Survey Form from the students at the time of initial contact with the researcher. This form was also developed by the researcher. Specific information was used to characterize the sample, although additional information was collected for use by the University College, the co-operating body of the university where the study took place. The information from this form characterized the sample as intelligent, caucasian male and females from a middle income group which was well-motivated, either working and attending school concurrently or attending the university after past work or educational experiences.

Results from the Conference Reaction form, Adviser Rating Scale, and Dress Perception Scale were analyzed by a four-way analysis of variance, utilizing least-squares means. The interacting variables were: 1) advisor sex, 2) student sex, 3) role, and 4) dress.

LIMITATIONS

The results reported in this study and the implications stated must be evaluated with respect to the limitations under which the study occurred.
1. One female advisor was forced to withdraw due to a family death. This did affect the number of students who could meet with female advisors.

2. A paper and pencil questionnaire may not be the best way to measure perception.

3. Dress of the students at the time of the conference, and their nonverbal reactions were not recorded in any way.

4. The rating scales developed by the researcher were not statistically validated.

IMPLICATIONS

Implications based on the results reported in Chapter IV will be drawn relative to each hypothesis. The hypotheses were formulated at the beginning of the research project, based upon studies and findings from the literature and upon speculation and observations of the researcher.

Hypothesis 1. The credibility of an apathetic academic advisor is enhanced in a first impression situation when the adviser is professionally dressed.

Hypothesis 2. The credibility of an apathetic academic advisor, lessened in a first impression situation when the adviser is non-professionally dressed.

The effect of role x dress upon the credibility scores of advisers was close to the 0.05 significance level. The apathetic role, interacting with non-professional dress raised the adviser credibility scores, while apathetic role interacting with professional dress lowered the adviser credibility scores; thus, the hypotheses were not confirmed. The strongest variable in affecting advisor credibility was role. The finding that the anathetic role in combination with
dress lowered the credibility of an adviser was in direct agreement with Strong and Dixon (1971) and Strong and Schmidt (1971). The finding that non-professional dress raised the credibility score in an apathetic role situation may be explained by a finding in the study done by Buckley (1972). Individuals like and wear clothing that they perceive communicates their own attitudes. On the mid-western college campuses (strictly an observation by the researcher), the dress most often seen worn by students is casual bluejeans. In the advisement situations, students who like and wear non-professional clothing appear to like an adviser who is also non-professionally dressed. A closeness of age between adviser and advisee may also have an effect upon dress and role in relation to adviser credibility, although age was not a tested variable in the research.

When students perceived the role of the adviser and the dress of the adviser, professional dress had a slight enhancing effect on their perception of the apathetic role. Professional dress had a slight enhancing effect on students' perception of dress during the apathetic role. Students did correctly perceive professional and non-professional dress regardless of role, but the fact that professional dress enhanced the perception of the apathetic role is in opposition to the negative effect professional dress had on the credibility of the adviser. It is possible to postulate that in a situation where a receiver is simply rating the source without involving more complex thought processes or responding to questions
requiring an emotion-based answer, such as in the Conference Reaction Form, that professional dress would enhance the perceived apathetic role to a greater extent than non-professional dress.

Hypothesis 3. An academic adviser is given a high credibility score by students in a first impression situation when he/she is:
   a. empathic
   b. professionally or non-professionally dressed

This hypothesis was near significance, with an F = 3.50, as opposed to F = 3.91 at the 0.05 level of significance and it was confirmed. An adviser enhanced his/her credibility when playing the empathic role, regardless of dress. Thus, if an adviser can develop both verbal and nonverbal empathic cues and utilize them to capacity, credibility can be enhanced, regardless of the dress worn by the adviser. Students rating the empathic role of the adviser also rated the advisers highly empathic, regardless of dress. Dress was rated by students who had conferences with empathic advisers as being slightly more professional than by students who had conferences with apathetic advisers.

Searches through the literature have not shown a study approaching role and dress as interacting variables upon adviser credibility. As a result, no basis of comparison of these results is available. Replication of this study can be then warranted. Strong and Dixon (1971) did interact role with expertness to analyze their effects upon counselor influence. The results indicated that a high degree of empathy made the inexpert counselor more influential. The
findings of this study are in agreement with the effects of empathy upon adviser credibility.

Hypothesis 4. Male students give female academic advisors a higher credibility score and rate them higher on role or dress scales, than female students.

Hypothesis 5. Female students give male academic advisors a higher credibility score and rate them higher on role or dress scales, than male students.

Sex of student x sex of adviser interactions did not have significant effect, at the 0.05 level of confidence, upon the credibility scores, Advisor Rating Scale Scores, or Dress Perception Scale Scores. (F, respectively = 0.007, 0.092, 0.073, 0 0.05 = 3.91).

Male students did not give female academic advisors higher credibility scores, but did rate female advisors higher on dress and role scales. Female students did give male advisors higher credibility scores, but did not rate male advisors higher on dress and role scales. In essence male advisors were seen to be more credible by both male and female students, and female advisors were rated higher on dress and role scales by both male and female students. None of these interactions were significant.

Since sex of student x sex of adviser showed no significant findings, the results previously discussed, indicate that male and female students share few differences in their interactions with male and female advisers. This is not supported by findings reported in the literature (Hill & Aronsen;1965, Halster et al;1966, Drizin
and Lewis: 1960), where attraction of the opposite sex was found to be a significant variable upon influence. The studies were done with approximately the same age group as the sample of this research project, but took place about a decade ago. The results of the present study imply that perhaps a change has taken place in the past ten years in the thought processes of youth.

Recommendation

Suggestions for further study are as follows:

1. Replicate the investigation, using an additional measure to note the dress of the student.

2. Enlarge the entire framework of the study to include measurement of the values of students and measurement of the student's perception of their own dress to investigate the extent to which values create an effect upon advisor credibility and perception of advisor dress, role and value system.

3. Increase the number of advisers and enlarge the sample since a mere minimum were used in this study.

4. Collect data during the early past of a term or quarter and when the university has their largest enrollment entering, generally in the Autumn. This will allow for a larger random sample and will get students with little if any, preformed idea of a counseling situation.

5. Validate the researcher developed measures statistically.
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BIBLIOGRAPHY

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Strong, S. and L. Schmidt

Tedeschi, J. T. (ed.)

Thomas, J. B.

Walster, E., V. Aronsen, D. Abrahams, and L. Rotman
TO: Dean Hunt, Dean Nelsonson, Program Coordinators

FROM: Jill Powell


During this present quarter, data will be collected in relation to the above mentioned study. I want to inform you of this fact, and that certain advisers in your areas will be contacted to help in this data collection process. It is purely voluntary on their part and will involve only a few hours beyond the 20-30 hours/week they presently work.

I need your help in one portion of the study and that area is the definition of dress. Attached to this sheet are three definitions of dress: 1) professional dress for men, 2) professional dress for women, 3) casual/professional dress for both men and women. Please feel free to reject or to add to these definitions. On the basis of your response, I will formulate a definition of consensus for dress in my study.

Thank you for your time.

Jill Powell
PROFESSIONAL DRESS (MEN)---jacket/sweater, shirt, tie, and slacks which are well-coordinated in pattern, texture, and color, and are clean and well-pressed. When worn by the individual, this clothing tastefully compliments his physique and coloring, and contributes to his overall style.

COMMENTS:

PROFESSIONAL DRESS (WOMEN)--jacket/sweater/blouse, skirt/skirt, or dress which are well-coordinated in pattern, texture, and color, and are clean and well-pressed. When worn by the individual, this clothing tastefully complements her body build and coloring, and contributes to her overall style.

COMMENTS:

NON-PROFESSIONAL DRESS-----garments which are mismatched in pattern, texture, and color, and are dirty and crumpled. When worn by an individual, this clothing detracts from his/her physical attributes and does not contribute to a stylish image:

- garments with mismatched plaids or stripes in clashing colors
- garments which often denote sporting activities (sweatshirt and sweatpants)
- grubby jeans and untucked flannel shirts or undershirts above
- garments which are too tight or too revealing (plunging necklines)

COMMENTS:
FRESHMAN SUPPLY

1. NAME: __________________________ AGE: ______
   SEX: M or F ________________________

2. CAMUS ADDRESS: __________________________ PHONE: __________

3. HOME ADDRESS: __________________________ PHONE: __________

4. In what type of housing are you presently living? (check one)
   fraternity/sorority
   dormitory
   at home
   scholarship house
   apartment
   rooming house

5. Are you currently attending or on a scholarship, grant, or financial aid other than personal?
   Yes --- If yes, give more or otherwise explain: __________
   No __________

6. Are you a veteran?
   Yes --- What branch of the Service?
   No __________

7. From what high school did you graduate?
   Address (city and state): __________
   In what year did you graduate?
   What was the total enrollment of your senior class?

8. What was your senior class rank?

9. In how many high school activities did you participate? (clubs or organizations, band, school newspaper, sports, etc.)
   16 or more
   10 - 15
   5 - 9
   2 - 4
   1
   0

10. Did you work between high school and coming to Ohio State?
    Yes --- If yes, what was your job or jobs?

11. Are you presently employed?
    Yes --- If yes, where?

12. Are you attending Ohio State part-time or full-time
    part-time
    full-time
11. Did you ever attend another university or institution before entering OSU?
   Yes
   No
   [If yes, what school?]
   [Address (city and state)]
   [Attended from]

12. Who is your academic advisor at Ohio State?

13. Indicate your career choice from the following list:
   - Business person
   - Clergyman
   - Doctor (MD, DDS, DVM)
   - Educator, College
   - Educator, Secondary
   - Engineer
   - Farmer or Forester
   - Health Professional
   - Lawyer
   - Research Scientist
   - Home Economist
   - Other
   - Undecided

14. Did you earn a B (2.75) or better in high school? Yes
15. Do you expect to earn a B (2.75) or better at OSU? Yes

16. When did you decide to come to Ohio State?
   - Grade 7
   - Grade 8
   - Grade 9
   - Grade 12
   - After graduation

17. Who influenced you the most with your decision to enter OSU? (check one or more)
   - Parent
   - High school guidance counselor
   - Peer
   - Football or basketball coach
   - Other

18. Father's name: [AGE]
   [Address]
   [Occupation]

19. Mother's name: [AGE]
   [Address (if same as above, put same)]
   [Occupation]
20. approximate wage earners' income per year. (check one)
   _ 0 - $4999
   _ 50 - $5999
   _ 100 - $79,999
   _ 150 - $29,999
   _ 200 - $49,999
   _ 250 - $79,999
   _ 300 - $175,000 or more

21. Number of brothers ______

22. Number of sisters ______

23. Has any member of your family attended Ohio State?
   _ Yes ---- If yes, whom? and how many? (Write number where appropriate)
   _ Father
   _ Brother
   _ Uncle
   _ Aunt
   _ Cousin

24. What is your (national) origin?
   _ African American
   _ American Indian
   _ American Caucasian
   _ Oriental American
   _ Indian or Mexican American
   _ Other, please specify ____________________________
CONFIDENCIAL QUESTION

Please indicate your feelings about the conference with the adviser by circling YES or NO beside each statement.

YES NO 1. I was comfortable to talk to the adviser.
YES NO 2. The adviser seemed to look at things in a way similar to me.
YES NO 3. The amount of experience the adviser had did not seem to matter.
YES NO 4. I feel the adviser was able to discuss my experiences.
YES NO 5. The adviser's questions and comments seemed to come at the right time.
YES NO 6. The adviser was the type of person I usually like.
YES NO 7. The adviser seemed to be a person in whom I could readily confide.
YES NO 8. The adviser seemed to try into my affairs.
YES NO 9. I feel this study is worth the time I have given it.
YES NO 10. The adviser gave attention to what I was saying.
YES NO 11. The adviser did not seem very confident of himself.
YES NO 12. The adviser seemed to like me.
YES NO 13. I feel I could discuss personal topics with this adviser.
YES NO 14. Anything I said during our discussion I would say to anyone.
YES NO 15. The discussion left me anxious or upset.
YES NO 16. The adviser seemed too opinionated.
YES NO 17. The adviser made it difficult for me to say what I really thought.
YES NO 18. The adviser seemed to be trying to change my views of myself.
YES NO 19. The adviser seemed rather silly to me.
YES NO 20. The adviser was helpful in clarifying my own views.
YES NO 21. The adviser seemed to agree with most of what I said.
YES NO 22. I feel the discussion helped us get a more accurate picture of myself.
YES NO 23. The adviser did not seem to know what he was doing.
YES NO 24. If I were to have another conference, I would want to see another adviser.

MAKE SURE THAT YOU ANSWER BOTH SIDES OF THIS PAPER!!!!!!
YES   NO  25. I really did not feel involved in the discussion.
YES   NO  26. I did not feel I could trust the adviser.
YES   NO  27. I feel I have a great deal in common with the adviser.
YES   NO  28. The adviser did not seem to understand what I was saying.
YES   NO  29. I really felt uneasy with this adviser.
YES   NO  30. In my own mind, I really feel that this adviser is very good and one of the best.
ADVISER RATING SCALE

PLEASE READ

CIRCLE the NUMBERS on each of the following scales which best describes the
adviser you just had a conference with in SUC.

1. PESSIMISTIC
   1 2 3 4 5 6

2. BORED
   1 2 3 4 5 6

3. SAD
   1 2 3 4 5 6

4. CRITICAL
   1 2 3 4 5 6

5. GILD
   1 2 3 4 5 6

6. OBJECTIONS
   1 2 3 4 5 6

7. UNDERSTANDING
   1 2 3 4 5 6

8. ACCURATE
   1 2 3 4 5 6

9. EXPRESSIVE
   1 2 3 4 5 6

10. GAIN
    1 2 3 4 5 6

MAY SURE THAT YOU ASK THE IDIOS OF THIS
PAPER!!!
PLEASE READ

Rate the dress of the adviser you just had a conference with on the rating scales of 1 to 5, which follow.

Your responses will be kept in strict confidence.

CIRCLE RESPONSE

1. wrinkled 2 3 4 5

2. common 2 3 4 5 distinctive

3. unattractive 2 3 4 5 flattering

4. distracting 2 3 4 5 tasteful

5. out-dated 2 3 4 5 stylish

6. unbecoming 2 3 4 5 appropriate

7. mismatched 2 3 4 5 well-coordinated

8. clashing 2 3 4 5 harmonious

9. sleepy 2 3 4 5 well-fitted

10. unconventional 2 3 4 5 fashionable

11. non-professionally dressed 2 3 4 5 professionally dressed

MAKE SURE THAT YOU ANSWER BOTH SIDES OF THIS PAPER!!!!!!
TO: UUC Survey 100 Instructors

FROM: Jill Powell

RE: Research Project in UUC

I am currently involved in research for my master's thesis and am utilizing the structure of our academic advising situation in University College. The object of the research is to evaluate how dress of academic advisers affect students' perceptions of advisers and their ability to advise. Research in this area is scarce and much of what occurs today involving dress codes is merely speculative.

Essentially I am asking for approximately 10 minutes of UUC 100 time in which to speak to students who have been pre-sampled. If it is convenient, I would like to pull them from the class to speak to them, and then they can return. I will contact you sometime at the beginning of next week for convenient times. Dates which I need to make these contacts are May 5-9 and May 12-16. Look at your schedules and be ready to let me know when I can come to your class.

Please don't announce to your class the nature of the research, it can only bias data results. I will be asking students to help evaluate the "academic advising environment".

Thanks very much -- I will be in touch.

Jill Powell
AN INVITATION TO UVC 100 STUDENTS to PARTICIPATE in a RESEARCH PROJECT

Each and every one of you are being asked today to join into and facilitate a graduate student's effort toward research in University College. To attain data concerning the incoming students, Spring quarter, 1975, the academic advisers and I are asking for your participation and cooperation with this research project.

The object of the project is threefold. First, it is designed to supply enrollment data to University College administrators. Secondly, it is a means of gathering information concerning the academic environment, and thirdly, it will provide you with an opportunity to evaluate your own academic and achievement motivations. Essentially, it will involve your time and cooperation with the following:

1. Today you may sign a sheet (will be passed around), at which point you will be volunteering 30 minutes of your own time to meet with an academic adviser (not your own) to discuss your academic and achievement motivations and to discuss University College.

2. The total will not be spent entirely with the adviser, but will be broken down as follows:

   a. First 15 minutes: adviser/student conference
   b. Last 30 minutes or less: you will be given an evaluation of the adviser/student conference.

Research is an exciting tool through which vast amounts of information may be obtained. I do hope that each of you will accept the invitation to become a part of this research project.

Respectfully submitted,

Jill D. Powell
APPENDIX H
UWC RESEARCH PROJECT

My research number is ____________________________.

I have an appointment with ________________________, an academic adviser,
in Rm. 024, WEST HALL on (day) ____________________ at (time) ________________.

PLEASE BE PROMPT!!! YOUR DELAY ONLY DELAYS OTHERS!!!!!!!!!!!

If something should arise and you cannot keep the appointment, please call Jill Powell, UWC adviser, at 622-9261.

UWC RESEARCH PROJECT

My research number is ____________________________.

I have an appointment with ________________________, an academic adviser,
in Rm. 024, WEST HALL on (day) ____________________ at (time) ________________.

PLEASE BE PROMPT!!! YOUR DELAY ONLY DELAYS OTHERS!!!!!!!!!!!

If something should arise and you cannot keep the appointment, please call Jill Powell, UWC adviser, at 622-9261.

UWC RESEARCH PROJECT

My research number is ____________________________.

I have an appointment with ________________________, an academic adviser,
in Rm. 024, WEST HALL on (day) ____________________ at (time) ________________.

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UWC RESEARCH PROJECT

My research number is ____________________________.

I have an appointment with ________________________, an academic adviser,
in Rm. 024, WEST HALL on (day) ____________________ at (time) ________________.

PLEASE BE PROMPT!!! YOUR DELAY ONLY DELAYS OTHERS!!!!!!!!!!!

If something should arise and you cannot keep the appointment, please call Jill Powell, UWC adviser, at 622-9261.
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APPENDIX J

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