AN INVESTIGATION OF THE INFLUENCE OF THERAPIST ATTIRE ON THE PERCEPTION OF THERAPIST CHARACTERISTICS

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Title: AN INVESTIGATION OF THE INFLUENCE OF THERAPIST ATTIRE ON THE PERCEPTION OF THERAPIST CHARACTERISTICS

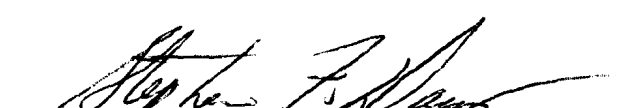
Abstract Approved: Cooper B. Holmes

The present study investigated the influence of therapist attire on the perception of therapist characteristics. Subjects were exposed to one of two therapist attire conditions, either formal or casual, then completed a questionnaire which elicited responses to questions regarding various therapist characteristics Attire conditions were presented as photographs of a male therapist in each of the two attire conditions. The independent variables for this study were therapist attire and sex of subject. Dependent variables were subject ratings of questionnaire items.

The sample was comprised of 58 males, and 75 females who were currently enrolled in Introductory Psychology classes at Emporia State University. Analysis was accomplished using the procedures for a 2 X 2 X 10 ANOVA split-plot design. Multiple comparisons of significant effects were made using Tukey's W procedure.

Results indicated that the formally attired therapist was rated more favorably than the casually attired therapist. No statistically significant differences between means were found

for Attire X Gender or Attire X Questionnaire Item interactions. Analysis of Question effects indicated that although the therapist was perceived as professional, able, willing, trustworthy, and genuine, he was not perceived as warm and did not give the impression of being someone with whom the subject would share personal information or who a child would be comfortable with in a counseling situation.



Approved for the Major Department

Approved for the Graduate Council

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Special thanks are in order for the various Graduate Teaching Assistants who graciously provided class time and subjects for this study.

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TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

The role of attire in impression formation has been the topic of study for many years. Hoult (1954), in what he considered the first experimental investigation of the influence of clothing, asked subjects to rate photographs of men who were dressed in various styles of attire. He found that the better a man dressed, the more attractive he appeared. Hoult concluded that attire plays a significant role in impression formation, and plays an important part in interpersonal interactions. In a similar study, Hamid (1968) investigated the role of attire in impression formation of women. He used color photographs to portray women in variously manipulated attire and accessory conditions. Subjects were asked to rate the women on such factors as physical attractiveness, snobbishness, immorality, religiosity, and conventionality. He found significant agreement in ratings of the factors sophisticated, immoral, and physically attractive by both male and female subjects for figures with makeup, brightly colored dresses, and high hemlines. This finding, Hamid reported, attests to the influence of dress over impression formation.

Strong (1968) viewed counseling as a process of interactive influence. He presented a model of counseling that suggested that enhancement of client impressions of therapist characteristics result in influence-power. Further, Strong reported that therapists use such influence to bring about desired changes in client thought and behavior. Such studies have formed the basis for more recent research (Amira & Abramowitz, 1979,

Hubble & Gelso, 1978; Kerr & Dell, 1976; Littrell, Littrell, & Kuznik, 1981; Roll & Roll, 1984; Stillman & Resnick, 1972) regarding the relationship between therapist attire and perceived therapist characteristics.

Hubble and Gelso (1978) credited Stillman and Resnick (1972) with the first experimental study of the effect of therapist attire. Using five first-year male graduate students as counselor confederates and male undergraduate volunteers as subjects, Stillman and Resnick investigated the role of attire in an initial interview. Each confederate counselor interviewed five different subjects under each of two counselor attire conditions; professional or casual. In the professional attire condition, the counselors were asked to wear a sport jacket, tie, and dark, pressed slacks. In the casual attire condition, the counselors were asked to wear more casual, but neat, clothing which included a sport shirt and casual slacks. After being interviewed, subjects rated the counselor seen by responding to the Counselor Attractiveness Rating Scale (available from Stillman) and The Disclosure Scale (Shapiro, Krauss, & Truax, 1969). As reported by Stillman and Resnick, "The Disclosure Scale measures four areas of disclosure: verbal, nonverbal, positive, and negative. Subjects had been instructed to respond to each Disclosure Scale item by indicating the degree to which they would engage in each behavior described in the presence of the counselor confederate" (p. 348). Stillman and Resnick reported no significant differences between attire conditions for ratings of either counselor attractiveness or degree of subject disclosure behavior.

In a similar study, Kerr and Dell (1976) investigated interviewer role (expert or attractive), interviewer attire (profesional or casual), and interview setting (professional or casual). Two female undergraduate students, carefully trained to play both expert and attractiveness roles, served as interviewers.

The expert role was defined as logical, focused on gaining specific information and minimally responsive to the subject. The attractive role was less structured, highly responsive, and more concerned with subject feelings. The professional attire condition was composed of an attractive dress or tailored pants suit with hose and dress shoes. Makeup was worn and hair was neatly coiffured. The casual condition was defined by clean blue jeans and casual shirts, walking shoes and bright colored socks. Very little makeup was worn and hair was combed in a natural hair style. In both conditions, the interviewers wore glasses and a small amount of jewelry. The professional setting was an office in the psychology department. The office included a large desk, swivel chair, a side chair, two filing cabinets, a coat rack, and a bookcase. There were several large windows, overhead fluorescent lighting, a bright colored rug, a Degas print. Two framed 18th centruy maps of Europe were mounted on the wall. Specific expert cues were an imprinted desk nameplate, a framed Phi Beta Kappa certificate and a diploma on the wall. A number of psychology text books, journals, and dissertations were evident in the bookcase and on the desk. The casual setting was a lounge located in an off-campus student center. Furnishings included an attractive couch and matching armchairs, a coffee table, several

corner tables, and a pamphlet rack. Decorations included "sensitivity posters," posters advertising campus community services, and a humorous mural painted on an ivory-colored wall. There were two curtained windows, carpet on the floor, and two table lamps for lighting.

Both male and female undergraduate students served as subjects and were ramdomly assigned to one of eight experimental conditions defined by two modes of attire, two settings, and the two interviewer roles. Subjects were interviewed regarding roommate affiliation. After being interviewed, each subject rated his or her interviewer on perceived expertness and attractiveness using the Counselor Rating Form (CRF; Barak & LaCros, 1975). The researchers reported finding a significant Attire X Role interaction. In a formal attire and formal role condition, the counselor was seen as most expert. However, none of the main effects of role, attire, or setting significantly influenced counselor ratings.

Reporting that the Stillman and Resnick (1972) and Kerr and Dell (1976) studies suffered from experimental design errors such as only two levels of attire, and failure to consider subject factors, Hubble and Gelso (1978) continued to investigate the influence of therapist attire in an initial interview. Male doctoral students served as counselors, and female undergraduate students enrolled in an introductory psychology course served as subjects. The researchers examined three levels of attire, traditional (sport coat and tie, dark pressed slacks), casual (sport shirt opened at the collar and casual pants), and highly

casual (sweat shirt and blue jeans). Subject factors included subject's own typical dress style and a request that subjects have actual concerns that they wished to discuss with a counselor. Further, subject anxiety level, willingness to disclose personal information, and preference to be counseled were measured by the A-State Anxiety Scale (Spielberger, Gorsuch & Lushene, 1970), The Disclosure Scale (Shapiro, Krauss, & Truax, 1969), and by the subject's response to the statement, "If I were going to see someone for personal counseling, I would want to be counseled by the person I just saw," respectively. As in earlier studies, each subject was interviewed. After being interviewed, each subject rated the interviwer she had just seen.

Results indicated that subject's anxiety level was greatly increased in the highly casual attire condition. The researchers also reported that subjects preferred to be counseled by a counselor who dressed one step more formally than their own typical dress style. Subjects who traditionally dressed in a casual way experienced the least anxiety, had the most positive reactions to, and most preferred counselors dressed in a professional way. Conversely, clients who traditionally dressed in a casual way experienced the least anxiety, decreased positive reactions to, and the least preference for counselors dresed in a highly casual way.

The significant Attire X Anxiety interaction found by Hubble and Gelso (1978) may indicate that, with a female client and male counselor dyad, attire may be an important consideration in initial interviews. Though therapeutic experience may overcome

initial interview impressions, highly casual counselor attire may require the male counselor to put more effort into developing rapport with a female client.

While finding that the studies by Stillman and Resnick (1972) and Kerr and Dell (1976) were well executed, Amira and Abramowitz (1979) took issue with the use of inexperienced counselors. In an effort to correct for this concern regarding experimental design, Amira and Abramowitz used a 37 year old advanced psychiatric resident in a confederate therapist role and a graduate student in a confederate client role. The researchers utilized these individuals to investigate the influence of traditionalism in therapist attire (tie and jacket vs. open-collar sport shirt) and office (diplomas and dignified photoportraits vs. a peasant wall rug and sensitivity posters) on subject ratings of therapeutic attraction. As opposed to an experimental design that involved direct therapist/subject interaction, the Kerr and Dell study portrayed the experienced therapist and graduate student client in well rehearsed, videotaped, simulated initial therapy sessions. Four videotapes, each depicting a different research condition in which attire and office factors had been manipulated, were made. In the videotaped sessions only the therapist was in view. Each subject viewed one of the four videotapes then rated both their own favorableness of attitude toward the therapist and therapist performance on a 6-point bi-polar scale. Results failed to produce significant differences regarding attire as a main effect. However, the researchers reported a significant Attire X Office interaction. Subjects rated, as more favorable and least

expert, a casually attired therapist in a formal office.

Littrell, Littrell, and Kuznick (1981) suggested that earlier studies failed to produce significant main effects for attire due to limited levels of attire variables. Littrell and Littrell (1982, 1983) published additional versions of the Littrell et al. study. Citing research by Gibbons (1969), Johnson, Nagasawa, and Peters (1977), Delong (1978), and Delong and Larntzz (1980), Littrell et al. (1981) reported that "fashionability is a major dimension in the meaning of clothing..." (and) "the perception of clothing is a more complex phenomenon than observation of the formal/informal dimension" (p.751). Seeking to test those conclusions, the researchers considered sex of subject, sex of counselor, race of subject and a wide range of counselor dress styles.

Subjects for this study were male and female Caucasian and American Indian highschool students. In a second part of the same study, subjects were male and female Caucasian community college students. Subjects in both studies were shown color slides of male and female counselors variously attired in each of six objectively selected and validated styles. Dress styles for female counselors were: 1) "Fashionable, coordinated, up-to-date" (3 piece blue pinstripe suit with slacks, vest and jacket; white blouse, striped scarf); 2) "Traditional, conservative" (brown velvet balzer, brown/orange plaid skirt, tan turtle neck sweater, fashion boots); 3) "Young, casual, comfortable" (black slacks, white wrap sweater, small print blouse); 4) "Feminine" (off-white satin, long sleeved low necked ruffled blouse; green/brown/orange

flowered skirt); 5) "Western" (denim skirt and jacket with western details, red/white dotted blouse); 6) "Conservative, out-of-date" (brown/shite plaid suit with box-style jacket buttoned to neck and pleated skirt, white blouse). Dress styles for male counselors were: "Fashionable, coordinated, up-to-date" (3 piece blue pinstripe suit with slacks, vest and jacket; white shirt, dotted tie); 2) "Traditional, conservative" (brown tweed sport coat, green corduroy slacks, white shirt, plaid tie); 3) "Young, casual, comfortable" (black slacks, white crew-neck sweater, small print shirt); 4) "Leisure look" (off-white polyester leisure suit, brown/orange flowered body shirt); 5) "Western (denim slacks and vest with western details, multicolored plaid shirt); 6) "Conservative, out-of-date" (brown narrow leg slacks, brown/green large print button down front sweater, white shirt, brown/orange large print tie). To control for counselor age and facial attractiveness factors, each slide excluded the counselor's head.

As each slide was shown, subjcts rated the counselors on preference for counseling for personal, academic, and vocational concerns. Subject ratings were made on 5 point bi-polar scales associated with the item: "If you had a personal problem and decided to talk with a counselor, how would you feel about talking with this counselor about your problem?" and similar items pertaining to a school problem and plans after graduation. With "fashionability" as an attire variable component, statistical differences between means were found for attire as a main effect. Indian students most preferred a counselor who was dressed in a fashionable, coordinated, up-to-date way. Caucasian students most

preferred a counselor who was dressed in a young, casual, and comfortable way. Both Indian and Caucasian subjects least preferred a counselor who was dressed in a conservative, out-of-date way.

Believing that earlier results (Amira & Abramowitz, 1979; Kerr and Dell, 1976), were contaminated by variables such as expert verbal and nonverbal therapist behaviors, Roll and Roll (1984) investigated the effect of attire on the following subject perceptions of a neophyte counselor: expertness, trustworthiness, and attractiveness. A female graduate student, with limited counseling experience and no rehearsal before beginning the experiment, facilitated four discussion groups dealing with stress management. Style of attire, formal (tailored, beige wool suit with hose and dress shoes) and informal (clean, unfaded blue jeans and beige sweater) were alternated after each session to correct for possible practice effects. Jewelry and hairstyle were similar in both the formal and informal conditions. Using The Counselor Rating Form - Short Version (Corrigan & Schmidt, 1983), and Likert-type scales to "assess perceptions of counselor helpfulness and subject willingness to see the counselor in the future" (p. 324), each subject rated the counselor following discussion group participation. While no significant differences were found for counselor attractiveness or subject willingness to see the counselor in the future, subjects exposed to the informal attire condition found the counselor to be significantly more expert, trustworthy and helpful than did subjects exposed to the formal attire condition. The researchers noted that due to the use of

only one counselor the results may not apply to other neophyte counselors. The researchers also reported that the counselor was aware of the research hypothesis and this may have affected her behavior.

The earliest attire/impression formation researchers (Hoult, 1954; Hamid, 1968) isolated attire as an independent variable by utilizing photographs to present various attire conditions. In an apparent attempt to study the influence of attire in a way that was experimentally controlled, specific to therapist characteristics, and had application to the counseling milieu, Stillman and Resnick (1972) introduced therapist/subject interaction as an experimental design component. Subsequently, later researchers, with the exception of Littrell et al. (1981) implemented designs that either involved direct therapist/subject interaction or simulated therapist/client interaction. Utilizing research designs that included therapist interaction required researchers to focus their attention on the confounding variables inherent in such designs. Such confounding variables include: therapist behavior (Stillman & Resnick, 1972), therapist role (Kerr & Dell, 1976), subject variables such as having a real concern for which counseling might be sought and sex of therapist/sex of subject dyads (Hubble & Gelso, 1978), degree of therapist expertness (Amira & Abramowitz, 1979; Roll & Roll, 1984), actual therapist/subject interaction vs. simulated therapist/client interaction (Amira & Abramowitz, 1979), and experimental setting (Amira & Abramowitz, 1979; Kerr & Dell, 1976). Other confounding variables include inconsistencies in voice presentation, eye

contact, body movement, and body posture. Only Amira and Abramowitz (1979) reported controlling for variables of this nature. The research has demonstrated the following statistically significant attire interactions as pertains to therapist characteristics: Attire X Office formality (Amira & Abramowitz), Attire X Subject sytle of dress (Hubble & Gelso, 1978), Attire X Therapist role (Kerr & Dell, 1976) and Attire X Subject anxiety (Roll & Roll, 1984). Only two studies found statistically different means for attire as a main effect. Littrell et al. (1981), subsequently republished as Littrell and Littrell (1981, 1983), reported statistical significance for both Indian and Caucasian student preference for counselors. Indian students most preferred a counselor who was dressed in a fashionable, coordinated, up-to-date way and Caucasian students most preferred a counselor who was dressed in a young, casual, and comfortable way. Both Indian and Caucasian students least preferred a counselor who was dressed in a conservaitve, out-of-date way. Roll and Roll (1984) reported significantly positive ratings for therapist expertness, trustworthiness, and helpfulness in the casual attire condition.

This researcher contends that while the Littrell et at. (1981) study adequately isolated attire as an independent variable by removing therapist interaction as a design component, the consideraton of only a general characteristic, subject preference for counseling, provided only a limited understanding of how attire influences the perception of more specific therapist characteristics. While Roll and Roll (1984) reported significant differences for attire as a main effect, the research design

included therapist/subject interaction. Thus, results may have been as much due to a confounding variable associated with interaction as due to attire. Further, as reported by the researchers, the therapist's knowledge of the research hypothesis may have influenced her behavior. Hence, the question, "How does atire influence a subject's perception of therapist characteristic," remains largely unanswered.

It was with this question and the inconclusive results of earlier interaction studies (Amira & Abramowitz, 1979; Hubble & Gelso, 1978; Kerr & Dell, 1976, Stillman & Resnick, 1972; Roll & Roll, 1984) in mind, that this study returned to earlier experimental designs (Hamid, 1968, Hoult, 1954,) that utilized photographs to portray various attire conditions. It was with the intent of better defining the influence of therapist attire on the perception of therapist characteristics that a greater number of characteristics were surveyed than just "preference for counseling" (Littrell et al., 1981).

CHAPTER 2

METHOD

Subjects

The subjects for this study were traditional and non-traditional, as defined by age over 23 years, male and female students attending Introductory Psychology courses at Emporia State University. Subjects were given extra credit for participation in this study. To obtain a desired minimum of fifteen subjects of each sex in each of two therapist attire conditions (formal and casual), questionnaires were distributed to seven classes. Four of the classes were exposed to the formal attire condition which resulted in a sample population of 24 male and 35 female subjects, and the remaining classes were exposed to the casual attire condition which resulted in a sample population of 34 male and 40 female subjects for a total of 133 subjects.

Instrumentation

The measuring instrument for this study was a two page questionnaire. The front side of the first page served as a title page and requested subject sex and age (see Appendix A). The reverse side consisted of two black and white photographs of a male therapist seated at a desk. In one photograph he was seated in a desk chair, facing the desk with one arm resting on the top of the desk and the other resting on the arm of the chair. In the second photograph, he was seen seated in the desk chair without the desk in view. His elbows rested on the arms of the chair and his hands were folded in his lap. In both poses he portrayed a sober facial expression and wore glasses. The formal

attire condition was defined by the therapist wearing a white shirt, dark colored pants, an unbuttoned black suit coat, and a black necktie (see Appendix B). In the casual attire condition, he wore the same white shirt with the top button undone, same pants, and a light colored, long sleeve, unbuttoned sweater (see Appendix C). The front side of the second page was blank and the reverse side consisted of a 10 item questionnaire with a seven-point Likert type rating scale, with higher numbers representative of a more favorable response, was associated with each question.

To respond to each questionnaire item subjects circled the rating scale number that best reflected their response. A current study of the influence of title on the perception of therapist characteristics (Holmes & Post, 1986) included an investigation of therapist characteristics that appeared to more specific than those studied in the past and were applicable to the present study. Thus, many were included in the research instrumentation. These characteristics included: "therapist ability to help, therapist willingness to help, therapist trustworthiness, therapist personal warmth, therapist genuineness, or sincerity, and therapist understanding of subject as a person." Other questionnaire items, generated by the researcher based on personal interest included: "degree of professionalism, subject anticipated level of comfort if counseled by the therapist, subjct willingness to share personal information with the therapist, and anticipated comfort level to be experienced by a child being counseled by the therapist." (see Appendix D).

Procedure

The researcher arranged with individual graduate teaching assistants to distribute and administer research questionnaires to Introductory Psychology classes during regular class hours. Informed consent forms (see Appendix E) were distributed along with the research questionnaires. Treatment groups were established by distributing questionnaires that represented either a formal or casual attire condition to all student subjects in a given class at one time. Subsequent to data collection, the treatment groups were further defined by sex of subject. Prior to questionnaire distribution, the researcher read the following instructions:

> I am here to gather data for a research study. I would appreciate having as many of you as possible participate. If you are willing to participate, please read and sign the statement of informed consent that will be distributed along with a research questionnaire. Please do not complete a questionnaire unless you have read and signed the consent form. Do not open your questionnaire until you are told to do so. Once we begin, I will instruct you to indicate your age and sex on the front of the questionnaire and look carefully at the photographs of the therapist portrayed on the reverse side of page one. After 30 seconds I will instruct you to turn the questionnaire over and rate the therapist, whose picture you saw, by responding to the 10 questions found on the reverse side of the questionnaire. Please indicate mark your answers

by circling the numerical selection that best reflects your response.

Following the reading of instructions, the researcher distributed the Statement of Informed Consent forms and then distributed the questionnaires. Once distribution was completed, the researcher instructed the subjects to read and sign the Statement of Informed Consent then indicate their age and sex on the front of their questionnaires. After approximately one minute, the researcher instructed the subjects to open their questionnaires and look carefully at the photographs of the therapist. After 30 seconds, timed by stopwatch, the researcher instructed the subjects to turn their questionnaires over and respond to the questions found on the reverse side. When all subjects had finished responding to the research questions, the researcher collected both the questionnaires and signed Statements of Informed Consent. He then thanked the subjects for their participation. Upon completion of all data collection, the researcher returned to all participating classes and debriefed subjects.

CHAPTER 3

RESULTS

The independent variables in the present study were therapist attire and subject gender. The dependent measure was the rating given by subjects on each of the 10 questionnaire items. Analysis was accomplished using the procedures for a 2 X 2 X 10 ANOVA split-plot design with Gender and Attire comparisons treated as between subjects measures and Questionnaire item comparisons treated as within subjects measures. Analysis of results revealed statistically significant differences between means for two main effect variables, Attire and Questionnaire item. Further, statistically significant differences between means were found for Gender X Questionnaire item variables. No statistically significant differences between means were found for Attire X Gender or Attire X Questionnaire item variables (see Appendix F for source table).

Analysis of attire as a main effect F (1,129) = 7.557, $p < .05$, revealed that across subject gender conditions, and all questionnaire items, the formally attired therapist, M = 4.58, was rated more favorably than the casually attired therapist, M = 4.05 (see Appendix G for table of means).

Multipal comparisons of significant effects was made using Tukey's W procedure. Analysis of Questionnaire items F (9,1161) = 29.65, $p < .05$, revealed that, across subject gender and therapist attire conditions, comparisons of twenty-two pairs of means were statisticaly different; Tukey's W = .45 (see Appendix H for table of Tukey's W procedure results).

9 (Subject's willingness to share information), and 10 (Child's comfort) were rated less favorably than items 1 (Professional), 2 (Ability), 3 (Willingness), 4 (Trustworthy), and 6 (Genuineness). Item 7 (Understanding and item 8 (Subject's comfort) were rated less favorably than item 1 (Professional). Items 9 (Subject's willingness to share information) and 10 (Child's comfort) were rated less favorably than items 7 (Understanding) and 8 (Subject's comfort). Finally, item 10 (Child's comfort) was rated less favorably than item 5 (Warmth).

Comparisons of Gender X Questionnaire item means F (9,1161) = 3.87, $p < .05$, Tukey's W = .74 (see Appendix I) demonstrated that female subjects rated item 5 (Warmth), 7 (Understanding), 8 (Subject's comfort), 9 (Subject's willingness to share information), and 10 (Child's comfort) less favorably than male subjects rated item 1 (Professional). Female subjects rated items 5 (Warmth), 8 (Subject's comfort), 9 (Subject's willingness to share information), and 10 (Child's comfort) less favorably than male subjects rated item 2 (Ability). Female subjects rated items 5 (Warmth), 9 (Subject's willingness to share information), and 10 (Child's comfort) less favorably than male subjects rated items 3 (Willingness), 6 (Genuineness), and 7 (Understanding). Female subjects rated item 10 (Child's comfort) less favorably than male subjects rated items 4 (Trustworthy), 5 (Warmth), and 8 (Subject's comfort).

Male subjects rated items 9 (Subject's willingness to share information), and 10 (Child's comfort), less favorably than female subjects rated items 1 (Professional), 2 (Ability), and

4 (Trustworthy). Lastly, male subjects rated item 10 (Child's comfort) less favorable than female subjects rated item 3 (Willingnss).

CHAPTER 4

DISCUSSION

The statistically significant difference between means for Attire as a main effect has helped to more clearly answer the research question, "How does attire influence a subject's perception of therapist characteristics?". This study demonstrated that a formally attired therapist is perceived more favorably than a casually attired therapist. This finding is consistent with the Hoult (1954) study which concluded that attire plays an important part in impression formation, but is not consistent with the Littrell et al. (1981) finding that therapist attire, as an influencing factor on the perception of therapist characteristics, is more complex than the formal/informal dimension. Due to the lack of Attire X Gender or Attire X Questionnaire Item interactions in this study, no comparisons of specific therapist characteristics can be made with earlier therapist attire studies.

While specific comparisons of characteristics can not be made, comparing this present study and others that have utilized a design that does not involve therapist interaction (Hamid, 1968; Hoult, 1954; Littrell et al., 1981) with studies that have utilized therapist interaction (Amira & Abramowitz, 1979; Hubble & Gelso, 1978; Kerr & Dell, 1976; Stillman & Resnick, 1972; Roll & Roll, 1984) reveals that interaction makes a difference in results. Therapist interaction design studies have consistently failed to produce significant differences between means for attire as a main effect while studies that have not utilized therapist interaction have produced statistically significantly results. This finding

may indicate that therapist interaction is a more powerful factor in influencing the perception of therapist characteristics than is therapist attire. This suggestion is consistent with Hubble and Gelso (1978).

Considering Questionnaire item effects, this researcher found it interesting to note that although the therapist was perceived as professional, able, willing, trustworthy, and genuine by both male and female subjects, those qualities did not translate into the perception of him as warm, someone with whom the subject would share personal information, or someone who a child would be comfortable with in a counseling situation. The lack of Attire X Questionnaire item differences were surprising to this researcher in that, based on personal observation, it was thought that the casually attired therapist would have been perceived as more personally warm and also most suitable for counseling a child. It was disappointing to have no preference for counseling under either attire condition. This result suggests some confounding variable present in the study that was not accounted for. Such findings may have been due to the control factor of a sober facial expression.

In summary, this study supports the findings of the earliest attire studies (Hoult, 1954), and (Hamid, 1968), and extends those studies to the question of therapist attire. While no conclusions were able to be made regarding the influence of attire on specific characteristics, the finding that attire does influence perception of a therapist, generally, is noteworthy. The removal of interaction from therapist attire experimental design,

first accomplished by Littrell et al. (1981), again accomplished in the present study, has been shown to be an effective means of obtaining significant results while at the same time controlling for the confounding variables inherent in designs that include therapist interaction.

For further research, changes would include a greater degree of informaltiy in the casual attire condition, a wider variety of therapist characteristics that have been first determined to be significantly different from one another, and the inclusion of a female therapist experimental condition.

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APPENDICES

APPENDIX A

RESEARCH QUESTIONNAIRE

SUBJECT AGE: _____

SUBJECT SEX: _____

APPENDIX B

APPENDIX C

APPENDIX D

THERAPIST RATING SCALE

Please respond to the following questions by circling the number that best reflects your personal response.

1. HOW PROFESSIONAL DOES THIS THERAPIST APPEAR?

Very Unprofessional						Very Professional
1	2	3	4	5	6	7

2. HOW WOULD YOU RATE THIS THERAPIST'S ABILITY TO HELP SOMEONE?

Not at all Capable						Very Capable
1	2	3	4	5	6	7

3. HOW WOULD YOU RATE THIS THERAPIST'S WILLINGNESS TO HELP SOMEONE?

Very Unwilling						Very Willing
1	2	3	4	5	6	7

4. HOW WELL COULD YOU TRUST THIS THERAPIST TO KEEP DISCUSSIONS CONFIDENTIAL?

Completely Untrustworthy						Completely Trustworthy
1	2	3	4	5	6	7

5. HOW WOULD YOU RATE THIS THERAPIST'S PERSONAL WARMTH?

Very Cold						Very Warm
1	2	3	4	5	6	7

6. HOW WOULD YOU RATE THIS THERAPIST'S GENUINENESS, OR SINCERITY?

Not At All Genuine						Very Genuine
1	2	3	4	5	6	7

7. HOW WELL DO YOU FEEL THIS THERAPIST WOULD UNDERSTAND YOU AS A PERSON?

Not At All Well						Very Well
1	2	3	4	5	6	7

8. HOW COMFORTABLE WOULD YOU FEEL BEING COUNSELED BY THIS THERAPIST?

Very Uncomfortable						Very Comfortable
1	2	3	4	5	6	7

9. HOW WILLING WOULD YOU BE TO SHARE PERSONAL INFORMATION WITH THIS THERAPIST?

Very Unwilling						Very Willing
1	2	3	4	5	6	7

10. HOW COMFORTABLE WOULD A CHILD FEEL BEING COUNSELED BY THIS THERAPIST?

Very Uncomfortable						Very Comfortable
.	2	3	4	5	6	7

APPENDIX E

INFORMED CONSENT DOCUMENT

The Department/Division of Psychology supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to particiapte in the present study. you should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach.

1. Procedures to be followed in the study, as well as identification of any procedures which are experimental.

   Subjects are to view photographs of a therapist then, based on their perception of the photographs seen, rate that therapist on a number of therapist characteristics.

2. Description of any attendant discomforts of other forms of risk involved for subjects taking part in the study.

   None

3. Discription of benefits to be expected from the study or research.

   This study is intended to further define the role of specific therapist characteristics.

4. Appropriate alternative procedures that would be advantageous for the subject.

   None

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. i understnd the potential risks involved and I assume them voluntarily. i likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Subject

Date

APPENDIX F

ANOVA SOURCE TABLE

SOURCE	SS	DF	MS	F	P
BETWEEN BLOCKS/SUBJECTS					
GENDER	10.121	1	10.121	.862	
ATTIRE	88.698	1	88.698	7.557	.006
GENDER ATTIRE	6.711	1	6.711	.572	
ERROR	1514.017	129	11.737		
WITHIN BLOCKS/SUBJECTS					
QUESTION	219.126	9	24.347	29.655	<.001
GENDER QUESTION	28.595	9	3.177	3.870	<.001
ATTIRE QUESTION	10.268	9	1.141	1.390	.187
GENDER ATTIRE QUESTION	9.144	9	1.061	1.238	.267
ERROR	953.085	1161	.821		

APPENDIX G

Table of Means

F/F = Female/Formal N = 35
F/C = Female/Casual N = 40
M/F = Male/Formal N = 24
M/C = Male/Casual N = 34

Questionnaire Item	F/F	F/C	M/F	M/C	F/F + F/C	M/F + M/C
1	5.51	4.25	5.21	4.76	4.84	4.94
2	4.97	4.35	4.79	4.50	4.64	4.62
3	4.94	4.10	4.46	4.38	4.50	4.53
4	5.29	4.55	4.42	4.41	4.90	4.43
5	4.14	3.45	4.42	4.15	3.78	4.26
6	4.57	4.20	4.83	4.32	4.37	4.53
7	4.37	3.90	4.63	4.50	4.11	4.55
8	4.26	3.53	4.92	3.97	3.87	4.36
9	4.06	3.53	3.92	3.71	3.78	3.80
10	3.51	3.08	4.04	3.44	3.28	3.69

APPENDIX H

Tukey's W Procedure
Comparison of Questionnaire Item Means

10	9	5	7	8	6	3	2	4	1
3.46	3.79	3.98	4.30	4.33	4.44	4.50	4.68	4.69	4.89

Tukey's W = .45
Number = Questionnaire item

TUKEY'S W PROCEDURE FOR MULTIPLE COMPARISONS
GENDER X QUESTIONNAIRE ITEM

F10	M10	F5	F9	M9	F8	F7	M5	M8	F6	M4	F3	M6	M3	M7	M2	F2	F1	F4	M1
3.28	3.69	3.78	3.78	3.80	3.87	4.11	4.26	4.36	4.37	4.43	4.50	4.53	4.53	4.55	4.62	4.64	4.84	4.90	4.94

W values for
significant differences

(F - F) .69
(M - M) .79
(F - M) .74
(M - F) .74

F = Female subject mean
M = Male subject mean
Number = Questionnaire item