STEREOTYPES AND HIRING PREFERENCES AMONG BUSINESS
STUDENTS AS A FUNCTION OF PSYCHOLOGIST'S ATTIRE

THESIS

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To study what stereotypes exist regarding psychologists by the general public and determine whether and how this affects hiring preferences, 114 undergraduate business and non-business students at a large southwestern university were asked to participate. The Gough Adjective Check List was administered to determine what stereotypes are held by persons regarding psychologists. A study of visual perception/stereotype and hiring preference as a function of attire was also conducted. Three dress styles were used as stimuli. It was hypothesized that the groups would differ in their stereotypes of psychologists both cognitively and visually. There were no significant differences between the groups as a function of college major. However, a main effect for dress style was found. Possible explanations of findings are discussed.
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STEREOTYPES AND HIRING PREFERENCES AMONG BUSINESS STUDENTS AS A FUNCTION OF PSYCHOLOGIST'S ATTIRE

It has long been recognized that an individual's attire affects how that person is perceived by others (Kleinke, 1975). A considerable amount of research examining differences in perceptions as a function of dress style has been conducted within other fields especially within business contexts. In general, especially within the business field, it has been found that individuals who dress in acceptable standards of the business in which they are employed then receive higher ratings (Johns, 1983).

Increasingly, psychologists are beginning to perform tasks in fields different from, but related to, their particular discipline. Research exploring the perceptions of professionals from different fields of psychologists would be of interest. Since psychologists are increasingly beginning to interact with businessmen and women, it would be especially useful to explore the effects of dress styles of psychologists upon the perceptions of representatives of the business community.

Within the field of psychology, a considerable amount of the research examining the perceptions of others as a function of differences in dress style has also been done in clinical and counseling settings (Littrell & Littrell, 1983; Littrell, Littrell, & Kuznik, 1981). Most of the
research examining the perceptions of others has looked at competence level as a function of dress style. In general, it has been found that clinicians who dress less formally are perceived to be less capable than those who wear more formal attire. Whether similar results exist as a function of different disciplines has not been examined. The following sections will examine in more detail differences which have been found as a function of dress style.

Previous theorists have proposed that individuals attempt to influence the way others perceive them. One early theorist has maintained that initial beliefs about an individual are formed by others based upon the situational context as well as personal characteristics of an individual. This latter category includes physical features, attitude, behavior, and dress (Heider, 1958). Goffman (1959) has also proposed that oftentimes impressions of an individual by others are based upon that individual's outward appearance. Goffman (1971) further maintains that individuals frequently vary their appearance in order to influence how they are perceived by others.

Several studies have been done exploring perceptual differences of others to psychiatric populations. For example, Farina, Hagelauer, and Holzbner (1976) recruited a graduate student who was asked to pose as an ex-mental patient. This "ex-mental patient" confederate was then asked to visit 32 physicians. During these visits the same
symptoms of stomach pains were described to each doctor. During half of the visits the patient stated he had experienced the same symptoms nine months earlier while traveling and for the other physicians he reported having the symptoms while confined to a mental hospital. It was found that a significantly more extensive diagnostic work-up was done for the mental patient condition than the control condition. In another study Chapman (1969) obtained a group of in-patient chronic schizophrenics and another group of inpatient acute schizophrenics. Half of both the chronic and acute schizophrenic groups were informed that they would be interviewed as part of a process necessary for release from the hospital. Half of the acute schizophrenics were informed that they were scheduled to be interviewed as part of the process necessary for continuing in the hospital. It was found that chronic schizophrenics who were told that it was possible that they would be released from the hospital demonstrated more bizarre behavior, while acute schizophrenics who were told that it was possible that they would need to remain in the hospital tended to present less bizarre symptoms than they normally did. These studies seem to indicate that the way a person behaves does influence how others react toward them.

While several studies have been done exploring behaviors among psychiatric populations which seem to influence the impression formation of others, most of the research
specifically examining the effects of dress style upon the perceptions of others has been done in counseling settings. Noesjirwan and Crawford (1982) predicted that social attributions are made on the basis of clothing cues and the particular social community of the viewer. A 4 x 4 factorial design was employed with students from one of four different faculties responding to a questionnaire about a photograph portraying one of four types of dress. The authors concluded that while clothing conveys a variety of social meanings, the meaning attributed depends on the context of the viewers' social framework of interpretation.

Other research has suggested that regardless of context, the way an individual dresses does influence how that person is perceived. Compton (1962) conducted an exploratory study designed to examine whether or not a relationship exists between preferences for certain aspects of color and design in clothing fabrics with selected physical and personality characteristics of the individual. Freshmen women were administered an instrument consisting of paired fabric choices designed to determine students' fabric preferences. Preferences for all of the color and design variables under investigation were independent of all of the physical characteristics (eye color, hair color, and weight/stature). Fiore and DeLong's (1984) proposal that clothing can be used as a cue in perception of personality was examined in a pilot study using 25 sweaters of varying design features.
Sixty female volunteers selected the sweaters thought to be worn by five personality types. Actual garments were used, presenting physical features absent in studies employing pictorial stimuli. These features were statistically significant as cues in perception of five personality types: 1) composed, logical, efficient; 2) sophisticated, polished, mature; 3) easy-going, natural, friendly; 4) romantic, sexy alluring; 5) youthful, spontaneous, energetic.

Gibbins and Coney (1981) examined the possibility that the impression of a woman dressed in a certain outfit varies simply and directly with the physical dimensions of the component garments. Line drawings of eight skirts were produced, of four lengths and two widths and combined with two types of top to make 16 ensembles. These were shown to 30 subjects who rated the probable wearer on eight different adjectives. The impressions were transmitted very simply and the dimensions did not interact with each other or with the tops. It is suggested that complex meaning rules for clothing only occur when and if particular outfits become so familiar as to acquire idiosyncratic meanings.

Schmidt and Strong (1970) attempted to determine what counselor behaviors male college students identify as indicating counselor expertness or inexpertness. Six males, ranging from a first-quarter graduate student to a Ph.D. with five years of counseling experience, interviewed the same male confederate client. Thirty-seven students viewed
video tapes of the first five minutes of each interview, rated the interviewer's "expertness," and listed cues of his expertness. Mean ratings of expertness were nearly the reverse of the order of the interviewers' training and/or experience. Representative descriptions are presented of counselor roles illustrating these students' perception of the "expert" and the "inexpert" counselor. Appearance (including style of dress) was shown to be an integral part of perception of "expertness."

Hamid (1968) had 45 male and female undergraduate students rank eight photographs of females for 10 concepts showing consistency in their stereotypes of style of dress. Eight of the 10 concepts tested were statistically significant for the males while five of these were statistically significant for the females. It was also found that, when ranking faces alone, no consistent stereotypes emerged.

Hubble and Celso (1978) studied the effect of counselor attire on clients' state anxiety, willingness to self-disclose, and preference to be counseled by the counselor seen in the study in an initial interview. Clients were 50 female undergraduates at an eastern university, and counselors were three male doctoral students in counseling psychology. Counselor attire was fixed at three levels: traditional (coat and tie), casual (sport shirt and slacks), and highly casual (sweat shirt and jeans). Clients
experienced significantly lower anxiety with counselors in casual versus highly casual attire, although no differences emerged between traditionally and casually attired counselors. Client report of her own typical dress was a crucial moderator. Those whose attire was typically casual manifested the most positive reaction to traditionally attired counselors, whereas those whose dress was typically highly casual exhibited the most positive reaction to casually attired counselors. Contrary to expectation, client dogmatism did not moderate the effects of attire on the dependent variables.

Littrell and Littrell (1983) compared American Indian and Caucasian high school students as they assessed counselors' empathy, warmth, genuineness, and concreteness as conveyed through six pairs of male and female counselor dress. The students from the two cultures differed in their perceptions of each of the counseling conditions based on the counselors' attire. Students' perceptions did not differ with the sex of the student nor, except for empathy, with the sex of the counselor. The results contributed to identification of clothing dimensions useful for understanding culture similarities and differences in nonverbal communication through dress. Further study of clothing dimensions of cultural specificity, regional uniqueness, and fashionability was recommended.

As Miller and Rowold (1980) expected, responses of 90
middle-aged men to a request for directions were influenced by the female experimenter’s attire. The female experimenter approached 30 men while wearing each of three types of "tops." Following each encounter, she wrote down the directions and the subject’s reactions. Responses were coded into three categories: no direction, general directions, and detailed direction. Of the three types of tops (tube top, man-tailored, and feminine blouse - braless), the tube top increased the incidence of detailed directions. The man-tailored shirt also yielded more detailed directions than the traditional feminine blouse.

Stillman and Resnick (1972) conducted a study in which they investigated the relationship between counselor attire and: (a) client disclosure and (b) client perception of counselor attractiveness in an initial interview analogue. Each of 50 subjects took part in a 20-minute interview with either a professionally or casually attired counselor and then responded to the Disclosure scale and the Counselor Attractiveness Rating scale. Analyses of variance revealed no significant difference between mean scores on these instruments. Counselor attire has little effect on client disclosure and client perception of counselor attractiveness in an initial interview.

In another study, Littrell, Littrell and Kuznik reported a consistent significance of counselors’ dress in differentiating preferences for counselors among students
from two races and three settings and to discuss the dimensions of dress associated with these preferences for counselors. Counselors' dress, the stimuli, were selected through procedures that avoided a priori use of the formal/informal dress dimension. Students consistently differed in their preferences for counselors wearing varying forms of attire. The results did not support the formal/informal dress dimension as a single explanation of students' differential preferences for counselors. Alternative clothing dimensions, such as fashionability, were recommended for stimuli in future research.

In a study by Kerr and Dell (1976), 80 undergraduate students had a brief interview with one of two female interviewers in one of eight conditions defined by interviewer role (expert or attractive), interviewer attire (professional or casual), and interview setting (professional or casual). Following the interview, students rated the interviewers on a counselor rating form. The results indicated that only counselor role behavior significantly affected students' perceptions of interviewer attractiveness, while perceptions of expertness seemed to have been affected jointly by role and attire. Within-cell comparisons revealed that for nearly all subjects, the relative magnitude of expertness as compared to attractiveness ratings was determined by interviewer behavior.

Forsythe, Drake, and Cox (1985) used hiring
recommendations from 77 personnel administrators to
determine the effect of female applicants' dress on
interviewers' selection decisions for management position.
Personnel administrators viewed video-taped interviews of
four applicants in different costumes and made hiring
recommendations for each applicant. Three-way analysis of
variance was used to determine the effect of costume on
hiring decisions independent of the effects of person,
sequence of showing, and Costume x Person interaction. The
results confirmed that masculinity of the female applicant's
dress had a significant effect on interviewers' selection
decisions. There was a positive relationship between
masculinity of the applicant's costume and favorability of
hiring recommendations received by the applicants. The
influence of person on selection decisions also was
significant. It was concluded that female applicants'
clothing is an avenue for influencing the selection decision
for management positions.

Summary and Conclusions
Overall, although several studies exploring the effects
of dress style upon the perceptions of others have not found
this variable to be of importance, in general, dress style
has been found to be related to how others perceive an
individual. However, most of the literature exploring dress
style has been done exploring the effects of counselor dress
style upon clients' perception. Within the last decade
psychologists have begun to provide more services to professionals in other fields including members of the legal system, medical professionals, and business organizations. However, few studies have been done examining whether, and if so, to what extent dress style of psychologists influences the perceptions of individuals in other professions. The present study explores the effects of different types of dress style of psychologists upon the perceptions and hiring preferences of individuals who are pursuing careers in business.

Hypotheses

Previous research has indicated that dress style does influence client's perception of the competence level of psychologists. Therefore it was predicted that differences in perceived competence level (as measured by hiring preference) of psychologists would be found as a function of dress style. Normally psychologists dressed informally will be perceived as being more competent than psychologists dressed in either a highly formal manner or psychologists whose attire is highly informal. Among business professionals, however, the mass media seems to indicate that traditional formal attire is preferred more often than less formal or highly fashionable dress styles. Therefore, a more precise prediction of this study was that psychologists who are dressed in a traditional formal manner or traditional M.D. manner would be viewed as being more
competent than psychologists dressed in a highly fashionable style. Because of differences in context of non-business and business students (in terms of factors which mediate occupational choice) another prediction of this study was that these two groups would differ with regard to the cognitive perceptions (stereotypes) of psychologists.

METHOD

Participants

Participants consisted of 114 male undergraduate students at a large southwestern university, 60 of whom were business or accounting majors, and 54 of whom were nonbusiness majors. All participants were between 18 and 41 years of age and enrolled in introduction to business management or introduction to psychology courses.

Stimuli

Video stills of three different types of dress styles were used. One mode of dress consisted of traditional slacks and a dress shirt with a tie. A second style of dress consisted of a highly fashionable similar outfit. The third style of dress consisted of a laboratory jacket similar to the style often worn by physicians (see Appendix A).

Measures

All participants were given a modified version of the Gough (1965) Adjective Check List. This instrument consists of 300 adjectives. A respondent checks those items which he or she feels is most descriptive of him or her. For the
purposes of this study, instructions for the adjective check list were modified so that they asked participants to describe their perceptions of a psychologist rather than themselves. The instrument yields descriptions of 24 personality characteristics. This instrument has been used in several experiments and has demonstrated acceptable reliability and validity (Gough, 1965).

In addition to the above, participants were asked to respond to three questions. First, using a 7-point rating scale, participants were asked to rate the extent to which, if they were an administrator and in need of a psychologist to work with emotional problems of their employees, how likely they would be to hire the individual portrayed in the picture. Second, participants were asked, again using a 7-point rating scale, to rate the extent to which each of the pictures appeared to be a psychologist. The third question asked participants to rate the extent to which the way in which individuals in the pictures were dressed influenced their ratings on the first two questions. Copies of these questions are available in an Appendix B.

Finally all participants were given a background information questionnaire. The purpose of this questionnaire was to obtain descriptive information about participants used in this study (see Appendix C).
PROCEDURE

Initially, introductory classes in psychology as well as accounting and business classes were visited by the investigator and told the following:

My name is Renita Shaffer and I am in the process of completing my Master's thesis. I am interested in investigating the perceptions different groups of people have towards psychologists. I would like to invite you to participate in this study. This project will consist of filling out several questionnaires. In addition, you will be asked to fill out a questionnaire which provides some information about your background.

A sign-up sheet was then circulated among the class which gave information about the time and place volunteers who agreed to participate in this study should come.

Participants who volunteered were administered the Adjective Check List in groups ranging in size from 15 to 20 individuals. In order to minimize potential extraneous variables, questionnaires were administered in a counter-balanced order. Next, one third of the participants in both groups were shown the picture of the individual in the white coat, another third were shown the picture of the individual who was traditionally formally dressed and the final third in each group were shown the picture of the individual depicted as a psychologist who was fashionably dressed.
After participants viewed the pictures, they were asked to rate their hiring preferences and the extent to which the person in the picture resembled a psychologist. After each participant completed the experiment they were given the following feedback:

The purpose of this study was to examine whether differences in the perceptions of psychologists exist among individuals who are interested in business vs. those interested in other fields. We were interested in examining two areas. One of the questionnaires was an adjective check list which you filled out describing your perceptions of some of the characteristics of the psychologist. The other short questionnaire was simply designed to explore the extent to which you would be willing to hire a psychologist as a function of the way the psychologist was dressed. Are there any questions? Thank you for participating in this study. After all questions were answered, participants were permitted to leave. This procedure was repeated until all of the data had been collected.

RESULTS

As will be recalled, one purpose of this study was to explore whether differences in perceptions of psychologists exist between business versus non-business students. To explore this hypothesis, one-way ANOVAs were conducted between the two groups and their scores on six scales of the
Gough and Heilbrun Adjective Check List. As mentioned earlier, the adjective check list yields scores on 24 subscales. In reviewing these scales, only six were found to be statistically derived. Therefore, only scores for the favorable, unfavorable, self-confident, self-control, lability and personal adjustment scores were computed and analyzed. The mean scores and standard deviations for the two groups may be found in Table 1.

Table 1
Means and Standard Deviations of the Adjective Check List for Business and Non-Business Students

<table>
<thead>
<tr>
<th>Scale</th>
<th>Non-Business</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>F</td>
<td>44.63</td>
<td>12.81</td>
</tr>
<tr>
<td>U</td>
<td>54.38</td>
<td>13.75</td>
</tr>
<tr>
<td>SC</td>
<td>50.19</td>
<td>8.28</td>
</tr>
<tr>
<td>SCon</td>
<td>47.50</td>
<td>8.83</td>
</tr>
<tr>
<td>L</td>
<td>47.16</td>
<td>8.95</td>
</tr>
<tr>
<td>P</td>
<td>45.43</td>
<td>9.79</td>
</tr>
</tbody>
</table>

Note. F = Favorable; U = Unfavorable; SC = Self Confident; SCon = Self Control; L = Lability; PA = Personal Adjustment. 

\[ n_1 = 54. \quad n_2 = 60. \]

A comparison of groups on this inventory yielded non-significant results on the Favorable scale \( (F = 1.98, p > .05) \);
Unfavorable ($F = .44$, $p > .05$); Self-Confidence ($F = .92$, $p > .05$); Self-Control ($F = .11$, $p > .05$); Lability ($F = 3.36$, $p > .05$); and Personal Adjustment ($F = 1.56$, $p > .05$).

Although nonsignificant results were found between business and non-business students' ratings of psychologists on scales of Adjective Check List, it was of interest to explore whether groups differed in the adjectives they felt were most descriptive of psychologists. Previous research has explored whether observers agree on adjectives describing famous people (Gough & Heilbrun, 1962) using a criterion of agreement of 75 percent of the sample. Therefore, within each group the number of participants which agreed upon adjectives describing psychologists was counted. Within the Non-Business Group the two Adjectives of "Calm" and "Clear Thinking" were agreed upon by at least 75 percent of the participants. In this study, however, no Adjectives were agreed upon by at least 75 percent of the participants in the Business Group. Since participants within the groups did not agree upon adjectives most descriptive of psychologists at the 75 percent level, a less stringent criterion of 66 percent was used and the number of adjectives agreed upon within each group were counted. On this occasion, within the Non-Business group, agreement was found on nine adjectives and on two adjectives within the Business group. The adjectives agreed upon within each group and the number of participants endorsing these
adjectives may be found in Table 2. As can be seen, the business group viewed psychologists as being "calm" and "intelligent" respectively. Among non-business students, psychologists were viewed as being "adaptable," "alert," "assertive," "calm," "cautious," "clear-thinking," "clever," "curious," and "imaginative."

Table 2

Adjective Check List Items Checked by 66 Percent or More of Non-Business and Business Groups

<table>
<thead>
<tr>
<th>Item Number</th>
<th>adjective</th>
<th>frequency</th>
<th>Item Number</th>
<th>adjective</th>
<th>frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>adaptable</td>
<td>36</td>
<td>25</td>
<td>calm</td>
<td>43</td>
</tr>
<tr>
<td>8</td>
<td>alert</td>
<td>38</td>
<td>132</td>
<td>intelligent</td>
<td>42</td>
</tr>
<tr>
<td>17</td>
<td>assertive</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>calm</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>cautious</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>clear-thinking</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>clever</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>curious</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>118</td>
<td>imaginative</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*\( n = 54 \).*

**\( n = 60 \).
A Chi-square was performed to determine if those adjectives in Table 2 not common to both groups of participants were checked at significantly different rates. The four adjectives, "adaptable," "assertive," "clever," and "imaginative," were found to be significantly different in rate of being chosen at the .05 probability level. All four tended to be checked significantly more often by the non-business as opposed to the business group. A listing of the adjectives and their Chi-square coefficients may be found in Table 3.

Table 3

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Adjective</th>
<th>NB&gt;B</th>
<th>B&gt;NB</th>
<th>Chi-square</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>adaptable</td>
<td>X</td>
<td></td>
<td>.004</td>
<td>X</td>
</tr>
<tr>
<td>17</td>
<td>assertive</td>
<td>X</td>
<td></td>
<td>.012</td>
<td>X</td>
</tr>
<tr>
<td>34</td>
<td>clever</td>
<td>X</td>
<td></td>
<td>.027</td>
<td>X</td>
</tr>
<tr>
<td>118</td>
<td>imaginative</td>
<td>X</td>
<td></td>
<td>.007</td>
<td>X</td>
</tr>
</tbody>
</table>

The second part of the study measured visual stereotyping and hiring preferences. The participants were shown video stills of one of three conditions. The first
condition consisted of a young man dressed in a traditional outfit consisting of dress slacks, dress shirt, and a tie. The second condition consisted of the same man dressed in a laboratory coat. In the third condition, the man wore an outfit composed of highly fashionable dress slacks, dress shirt, and a tie. Participants were then asked to rate the degree to which the man looked like a psychologist and how likely they would be to hire the individual to work with the emotional problems of their employees. The two questions were administered in a counterbalanced order. Finally, as a manipulation check, the participants were asked to rate the degree to which the clothing of the man influenced their ratings on the first two questions. A Likert-type scale was used with ratings ranging from 1 (low) to 7 (high).

Means and Standard deviations of participant responses to these questions can be found in Table 4. Differences between group responses to these questions were then compared using a 2 x 3 (business versus non-business by formal versus white coat versus highly fashionable dress style) ANOVAs. Significant differences were found only for the main effect of dress style to Question one which asked participants' to rate the extent to which the pictures resembled a psychologist (Sum of Squares = 22.07, Mean Square = 11.04, F = 5.20, df = 2, p < .05). Responses to Question 2, measuring hiring preferences, and Question 3, the manipulation check, were not significantly different.
Using Scheffe's method of post hoc comparison, the difference was found between the lab coat dress style and the highly fashionable attire, with the former rated as looking significantly more like a psychologist than the latter.

Table 4

Means and Standard Deviations of Business and Non-Business Students' Responses to the Outcome and Manipulation Questions

<table>
<thead>
<tr>
<th>Question*</th>
<th>Non-Business</th>
<th>Business 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional 1</td>
<td>White Coat 2</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Q1</td>
<td>3.63</td>
<td>1.41</td>
</tr>
<tr>
<td>Q2</td>
<td>3.88</td>
<td>1.58</td>
</tr>
<tr>
<td>Q3 a</td>
<td>4.69</td>
<td>1.65</td>
</tr>
<tr>
<td>Q3 b</td>
<td>3.56</td>
<td>1.41</td>
</tr>
<tr>
<td>Q1</td>
<td>3.10</td>
<td>.99</td>
</tr>
<tr>
<td>Q2</td>
<td>3.45</td>
<td>1.28</td>
</tr>
<tr>
<td>Q3 a</td>
<td>4.60</td>
<td>1.20</td>
</tr>
<tr>
<td>Q3 b</td>
<td>3.20</td>
<td>1.53</td>
</tr>
</tbody>
</table>

1n = 16. 2n = 18. 3n = 20. 4n = 20 for the traditional, white coat, and fashionable groups respectively.

*These questions are available in Appendix B.
DISCUSSION

One purpose of this study was to explore whether differences exist between business and non-business students in the way in which psychologists are perceived. A second purpose of this study was to explore hiring preferences between business and non-business students as a function of the way psychologists are dressed.

No significant differences on the ACL were found between business and non-business students in the way psychologists were described. Although non-significant differences were found, considerable variability was present within each group. Therefore, additional studies should be done before concluding that no differences exist between business and non-business students in perceptions of psychologists. An item analysis indicated that business students were more likely to perceive psychologists as being calm and intelligent. In contrast, non-business students were more likely to view psychologists as being adaptable, alert, assertive, cautious, clear-thinking, clever, curious, and imaginative, as well as clam. Of these items, only adaptable, assertive, clever and imaginative were chosen at significantly different rates. The two groups agreed on only one adjective: "calm." While no conclusions can be drawn from this study regarding differences in perceptions of psychologists between business and non-business students, the results may have some heuristic value since these
findings may be suggestive of areas which may be worth pursuing in future studies.

In addition to the possibility of a high level of variability within the samples, several other reasons may account for the lack of differences between these two groups. One obvious possibility is that many of the participants in this study, who were students, had sufficient experience with psychologists which could serve as a baseline to make judgments in differences. Another possibility is that these participants have had insufficient life experience in their chosen vocational fields to adequately establish significantly different viewpoints related to their experiential context. Thus, other studies exploring differences in perceptions of psychologists between business and non-business students in other domains or across other dimensions may be of interest. Also, differences may more readily be demonstrated among individuals long-established in diverse occupations.

Although no significant differences were found in the way psychologists are viewed between businesses and non-business students, whether differences in hiring preferences exist as a function of dress style was examined. Groups differed on only one question between groups. Further supplemental analyses indicated the significant difference to be between the lab coat and highly fashionable dress styles. The man dressed in the lab coat style was viewed as
resembling a psychologist much more than the man dressed in
the highly fashionable outfit. Thus, it appears that
college students expect psychologists to look like a medical
professional. There was no difference in this expectancy
between non-business and business students. Therefore, it
seems that participants of this study have a shared visual
stereotype of a psychologist as dressing in the traditional
M.D. manner as hypothesized.

The general non-significance of these findings are
consistent with previous studies (Gibbons & Coney, 1981;
Noesjirwan & Crawford, 1982). Several reasons may exist to
account for these results. One possible reason may be due
to the sample used. College students were used in this
study. It may be that these students have not yet been
active in the business world. As a consequence they may not
have developed an opinion regarding the importance of dress
style. Somewhat relatedly, another reason may be that the
importance of an individual's dress is less important due
to current trends than in previous years. It is recommended
that additional studies be conducted exploring these
possibilities.
APPENDIX A

STIMULUS PICTURES
Stimulus pictures are available per request. They are on video tape.
APPENDIX B

QUESTIONS
Questions

Q1. Please rate the extent to which the individual in the picture appears to be a psychologist.

1 2 3 4 5 6 7

Q2. Please rate how likely it is that you, if you were an administrator and in need of a psychologist to work with emotional problems of your employees, would hire the individual portrayed in the picture.

1 2 3 4 5 6 7

Q3. Please rate the extent to which the way in which the individual in the picture was dressed influenced:

a: your hiring preference

1 2 3 4 5 6 7

b: the extent to which the individual in the picture appeared to be a psychologist
APPENDIX C

BACKGROUND INFORMATION QUESTIONNAIRE
Background Information Questionnaire

SS#________________________________________

1. Age:_________________ Sex: Male____ Female____

2. Marital Status: Single___ Separated____

Married___ Divorced____

3. Number of Children:________________________________________

4. Classification: Freshman____ Junior____

Sophomore____ Senior____

Race: black____ mexican-american____

white____ other (specify)____

5. College Major:________________________________________

6. Occupation plans upon graduation:________________________________________

7. Father's occupation:________________________________________

8. Mother's occupation:________________________________________

9. Father's educational level:________________________________________

10. Mother's educational level:________________________________________

11. What would you estimate the population of your home town
to be? under fifty thousand____

over fifty thousand____ over one hundred thousand____

12. What would you estimate your parents' total income to be?
under $30,000 ____ $30,000 to $50,000____

$50,000 to $100,000____ over $100,000____
References


