

# OPINION SURVEY ON IMPACT OF TEACHER'S ENSEMBLE ON IMMEDIACY BEHAVIOUR OF STUDENTS

Megha Bakshi<sup>1</sup>, Dr. Rita Kant<sup>2</sup>

<sup>1&2</sup> University Institute of Fashion Designing & Vocational Development  
Panjab University, Chandigarh, 160014, India

**Abstract:** *The purpose of the study was to determine the most influential aspect of teacher's ensemble and to identify the impact of teacher's ensemble on the immediacy behaviour of students in their opinion. A 32 item structured questionnaire was established and data was collected from 360 college students of four colleges of Chandigarh. Descriptive statistics and Chi-square test were used to analyze the data. The study revealed that Clothing is the most influential aspect of teacher's ensemble whereas Makeup was the least influential aspect. A significant impact of teacher's ensemble on immediacy behaviour of students was found. It was concluded that if a teacher wears a clothing that is very relaxed, casual, cheerful and active type of clothing, then the student's feel more immediate with the teacher and if the teacher wears dull and monotonous, uncomfortable or tense type of clothing then the students perception of teacher's immediacy decreases.*

**Keywords:** *Teacher's Ensemble, Immediacy, Student's behaviour*

## 1. Introduction

Every costume tells a different story. Intentionally or unintentionally, one's ensemble communicates lot more than it is expected to. According to human behaviorist **Desmond Morris (1977)** [1], "It is impossible to wear clothes without transmitting social signals". Clothing is a nonverbal tool, an expression of who we are.

**Gordon, Tengler and Infante (1982)** [2] summarized clothing symbol as an instrument used in perpetuating traditions, used for self-beautification. Dress codes symbolize cultural values regarding sexual identity, differentiating authority, role and status. Comfort, protection and modesty concerns are often overridden by a desire to look good, "fit in", or acquire status or authority (**Morris, 1996**) [3]. Thus clothes have evolved from practical assets to a social marker: they affect the way we see ourselves. They help us to be seen in the light that we wish to be, and also express our personalities and social status.

Teaching professionals today are expected to engage students and motivate them to take an active role in their own learning. Students now expect engaging classroom environments. Academic institutions feel pressured to ensure that their faculty delivers what students want. An instructor's traits and characteristics can be a subject of study and discussion. In most colleges and universities, students are given the opportunity to evaluate the effectiveness of a professor through course evaluation. Teaching faculty can make a positive contribution and can influence perception of students enrolled in an institution, for both personal and institutional benefit (**Lavin, 2010**) [4].

Teachers play a very important role in shaping the cultural and behavioral norms for students, of which professional dress is one. Thus the significance of this study lies in the fact that this research will throw light on impact of teacher's ensemble on immediacy behaviour of students in their opinion, thereby defining the importance of teacher's ensemble.

## 2. Objectives of the Study:

1. To determine the most influential aspect of teacher's ensemble
2. To determine the impact of teacher's ensemble on Immediacy behaviour of students in their opinion.

## 3. Hypothesis of the Study:

H1: Clothing is the most influential aspect of teacher's ensemble

H2: Makeup is the least influential aspect of teacher's ensemble

H3: Teacher's ensemble has a significant impact on Immediacy behaviour of students.

## 4. Delimitations of the study:

- The study was delimited to girls' colleges of Chandigarh.
- The study was delimited to opinion about only female teachers of the colleges of Chandigarh.

## 5. Research design

### 5.1 Sample of the Study:

The sampling was done in two steps. Since the study was delimited to Girls colleges of Chandigarh, therefore, out of three government and three private girls colleges in Chandigarh, two were picked up proportionately from both government and private colleges and student from these were made to respond to the questionnaire. In the first step, quota sampling was applied since ratio of government and private colleges were maintained. Within these colleges, then random sampling method was adopted to get questionnaires filled from 360 students. 30 students from each year were taken- From First, Second and Third Year of degree respectively. These were all undergraduate course students only.

### 5.2 Tools Used in the Study:

The data was collected using a 20 items questionnaire developed by the researcher. The tool was further divided into two parts.

Section A included questions related to the personal profile of the respondents, like name, contact details and demographic variables of age, gender, marital status and education, family type and monthly family income. Section B included 5 point Likert-scale questions regarding the opinion of students on the most influential aspect of teacher's ensemble and the impact of teacher's ensemble on immediacy behaviour of students.

## 6. Statistical Tools Used in the Study:

The data that was collected from the respondents and was analyzed by calculating mean and ranks and using Chi-square test using SPSS software.

## 7. Data Presentation and Interpretations

Table 1: Students Perception on most influential aspect of Teacher's Ensemble

|                  | Least important | Less Important | Important | More Important | Most important | Mean | Rank     | Chi-square value | Df | p-value |
|------------------|-----------------|----------------|-----------|----------------|----------------|------|----------|------------------|----|---------|
| <b>Clothing</b>  | 2(0.6)          | 2(0.6)         | 34(9.4)   | 33(9.2)        | 289(80.3)      | 4.68 | <b>1</b> | 831.3            | 4  | 0.00**  |
| <b>Footwear</b>  | 16(4.4)         | 75(20.8)       | 76(21.1)  | 139(38.6)      | 54(15)         | 3.39 | 2        | 110.7            | 4  | 0.00**  |
| <b>Handbag</b>   | 30(8.3)         | 55(15.3)       | 147(40.8) | 80(22.2)       | 48(13.3)       | 3.17 | 3        | 115.5            | 4  | 0.00**  |
| <b>Jewellery</b> | 67(18.6)        | 150(41.7)      | 83(23.1)  | 43(11.9)       | 17(4.7)        | 2.43 | 5        | 140.2            | 4  | 0.00**  |
| <b>Hairstyle</b> | 55(15.3)        | 95(26.4)       | 114(31.7) | 60(16.7)       | 36(10)         | 2.80 | 4        | 55.9             | 4  | 0.00**  |
| <b>Makeup</b>    | 151(41.9)       | 82(22.8)       | 79(21.9)  | 27(7.5)        | 21(5.8)        | 2.13 | <b>6</b> | 152.0            | 4  | 0.00**  |

\*\* Significant at 0.01 level

The above table suggests there exists a significant association of Clothing ( $\chi_2 = 831.3$ ,  $p < 0.01$ ), Footwear ( $\chi_2 = 110.7$ ,  $p < 0.01$ ), and Handbag ( $\chi_2 = 112.5$ ,  $p < 0.01$ ), whereas Hairstyle ( $\chi_2 = 55.9$ ,  $p < 0.01$ ), Jewellery ( $\chi_2 = 140.2$ ,  $p < 0.01$ ) and Makeup ( $\chi_2 = 152$ ,  $p < 0.01$ ) though significant but are least associated with student's perception on teacher's ensemble.

**Discussion:** Out of 360 students, majority of respondents (89.5%, Rank 1) have found 'Clothing' to be the most noticed aspect of ensemble, 'Footwear' (53.6%, Rank 2) to be the second most important aspect and 'Handbag' (35.5%, Rank 3) to be the third most important aspect of ensemble, thereby having the most impact on student's perception of teacher's ensemble. Whereas 'Hairstyle' (26.7%, Rank 4), 'Jewellery' (16.6%, Rank 5), and 'Makeup' (13.2%, Rank 6) were those aspects of the ensembles that gets least noticed thereby having least impact on student's perception of teacher's ensemble. Therefore it could be concluded that **clothing is the most influential aspect of teacher's ensemble followed by footwear and handbag, and makeup is the least influential aspect of teacher's ensemble followed by hairstyle and jewellery.**

Therefore, **H1: Clothing is the most influential aspect of teacher's ensemble was accepted.**

**H2: Makeup is the least influential aspect of teacher's ensemble was accepted.**

**Table 2: Impact of Teacher's Ensemble on Immediacy Behaviour of Students**

| Item No | Questions  | Never N(%) | Rarely N(%) | Occasionally N(%) | Often N(%) | Very Often N(%) | Mean | Rank       | Chi-square value | Df | p-value |
|---------|--|------------|-------------|-------------------|------------|-----------------|------|------------|------------------|----|---------|
| 1       | The way this instructor dresses catches my eye   | 30(8.3)    | 57(15.8)    | 74(20.6)          | 100(27.8)  | 99(27.5)        | 2.50 | <b>R3</b>  | 48.7             | 4  | 0.00**  |
| 2       | This instructor wears uncomfortable or tense clothing                                  | 173(48.1)  | 88(24.4)    | 33(9.2)           | 52(14.4)   | 14(3.9)         | 1.02 | <b>R24</b> | 218.6            | 4  | 0.00**  |
| 3       | This instructor wears active types of clothing.  | 19(5.3)    | 74(20.6)    | 106(29.4)         | 103(28.6)  | 58(16.1)        | 2.30 | <b>R4</b>  | 71.2             | 4  | 0.00**  |
| 4       | This instructor wears very relaxed, casual clothing most of the time.                  | 22(6.1)    | 24(6.7)     | 65(18.1)          | 164(45.6)  | 85(23.6)        | 2.74 | <b>R1</b>  | 187.3            | 4  | 0.00**  |
| 5       | This instructor wears light-hearted and cheerful clothing.                             | 28(7.8)    | 55(15.3)    | 42(11.7)          | 143(39.7)  | 92(25.6)        | 2.60 | <b>R2</b>  | 119.0            | 4  | 0.00**  |
| 6       | The clothes this instructor wears are boring and do not get my attention.              | 116(32.2)  | 112(31.1)   | 64(17.8)          | 49(13.6)   | 19(5.3)         | 1.29 | R20        | 96.4             | 4  | 0.00**  |
| 7       | This instructor wears a variety of personally expressive clothing                      | 55(15.3)   | 57(15.8)    | 129(35.8)         | 92(25.6)   | 27(7.5)         | 1.94 | R8         | 85.9             | 4  | 0.00**  |
| 8       | This instructor tends to wear loose and lively clothing                                | 42(11.7)   | 131(36.4)   | 71(19.7)          | 67(18.6)   | 49(13.6)        | 1.86 | R13        | 68.6             | 4  | 0.00**  |
| 9       | This instructor seldom wears personally expressive clothing                            | 53(14.7)   | 59(16.4)    | 136(37.8)         | 94(26.1)   | 18(5)           | 1.90 | R10        | 111.5            | 4  | 0.00**  |
| 10      | This instructor wears more formal/traditional styles of dress                          | 47(13.1)   | 44(12.2)    | 105(29.2)         | 137(38.1)  | 27(7.5)         | 2.15 | R5         | 121.5            | 4  | 0.00**  |
| 11      | The way this teacher dresses is distant from my own clothing style.                    | 46(12.8)   | 98(27.2)    | 95(26.4)          | 90(25)     | 31(8.6)         | 1.89 | R11        | 54.0             | 4  | 0.00**  |
| 12      | This teacher wears unimpressive types of clothing.                                     | 140(38.9)  | 119(33.1)   | 55(15.3)          | 37(10.3)   | 9(2.5)          | 1.04 | <b>R23</b> | 171.1            | 4  | 0.00**  |
| 13      | This teacher tends to wear less lively and dull clothing.                              | 97(26.9)   | 136(37.8)   | 73(20.3)          | 43(11.9)   | 11(3.1)         | 1.26 | R21        | 223.5            | 5  | 0.00**  |
| 14      | This teacher wears non-cheerful or gloomy clothing.                                    | 121(33.6)  | 110(30.6)   | 68(18.9)          | 57(15.8)   | 4(1.1)          | 1.20 | R22        | 121.0            | 4  | 0.00**  |
| 15      | I personally find this teacher's clothing cheery and carefree.                         | 39(10.8)   | 80(22.2)    | 114(31.7)         | 103(28.6)  | 24(6.7)         | 1.98 | R7         | 85.9             | 4  | 0.00**  |
| 16      | This teacher's clothing has actually touched or brushed me.                            | 47(13.1)   | 78(21.7)    | 75(20.8)          | 109(30.3)  | 51(14.2)        | 2.11 | R6         | 34.4             | 4  | 0.00**  |
| 17      | The way this teacher dresses reduces the barriers of distance and status.              | 68(18.9)   | 77(21.4)    | 79(21.9)          | 87(24.2)   | 49(13.6)        | 1.92 | R9         | 11.7             | 4  | 0.02*   |
| 18      | This teacher wears monotonous, dull clothing.  | 156(43.3)  | 98(27.2)    | 55(15.3)          | 51(14.2)   | 0(0)            | 1.00 | <b>R25</b> | 79.6             | 3  | 0.00**  |
| 19      | This teacher's clothing represents a barrier between us.                               | 126(35)    | 85(23.6)    | 88(24.4)          | 23(6.4)    | 38(10.6)        | 1.34 | R19        | 95.8             | 4  | 0.00**  |
| 20      | I try to copy teachers' dressing style.  | 95(26.4)   | 74(20.6)    | 115(31.9)         | 55(15.3)   | 21(5.8)         | 1.54 | R17        | 73.2             | 4  | 0.00**  |
| 21      | I feel distracted by any heavy jewellery that the teacher compliments with her attire. | 109(30.3)  | 83(23.1)    | 91(25.3)          | 37(10.3)   | 40(11.1)        | 1.49 | R18        | 56.9             | 4  | 0.00**  |
| 22      | I feel distracted by the jewellery that a teacher compliments with her attire.         | 91(25.3)   | 82(22.8)    | 89(24.7)          | 65(18.1)   | 33(9.2)         | 1.63 | R15        | 32.2             | 4  | 0.00**  |
| 23      | I feel distracted by a teacher's shabby appearance.                                    | 89(24.7)   | 76(21.1)    | 77(21.4)          | 105(29.2)  | 13(3.6)         | 1.66 | R14        | 68.1             | 4  | 0.00**  |
| 24      | The way the teacher dresses make me feel same as her.                                  | 74(20.6)   | 97(26.9)    | 91(25.3)          | 85(23.6)   | 13(3.6)         | 1.63 | R16        | 64.4             | 4  | 0.00**  |
| 25      | I feel distracted by teacher's glittery handbags.                                      | 234(65)    | 56(15.6)    | 25(6.9)           | 32(8.9)    | 13(3.6)         | 0.7  | <b>R26</b> | 469.3            | 4  | 0.00**  |
| 26      | I feel distracted by teacher's fancy footwears.  | 84(23.3)   | 57(15.8)    | 78(21.7)          | 99(27.5)   | 42(11.7)        | 1.9  | R12        | 28.3             | 4  | 0.00**  |

\*\* Significant at 0.01 and \* significant at 0.05 level

The above table shows a significant association ( $p < 0.01$ ) of teacher's ensemble and student's immediate perception about teachers, at 0.01 level of significance. It is evident from the table that the mean values for influence of ensembles worn by teachers on perception of immediacy of students is maximum for Item 4 (2.75), followed by Item 5 (2.60), Item 1 (2.50) and Item 3 (2.30). Whereas the mean value is recorded to be minimum for Item 25 (0.7), Item 18 (1.00), Item 2 (1.02) and Item 12 (1.04).

**Discussion:** Thus we can conclude that according to student's perception if a teacher is wearing a clothing that is very relaxed, casual, light hearted, cheerful, attractive (that catches the attention of the students), and active type of clothing, then the student's feel more immediate with the teacher, i.e. the clothing tends to decrease the physical or psychological barrier between the two. In addition to this, according to student's perception, they feel distracted by the teacher's glittery handbags and if the teacher wears dull and monotonous, uncomfortable or tense and unimpressive type of clothing then the students perceives themselves to be least immediate, i.e. this kind of ensemble tends to increase the physical or psychological distance between the student and the teacher.

Therefore the following hypothesis **was accepted:**

**H3: Teacher's ensemble has a significant impact on Immediacy behaviour of students.**

## **8. Conclusions**

From this study, it is deduced that teacher's ensemble has a lot more impact than it is given the credit for. The study revealed that the most influential aspect of teacher's ensemble is Clothing followed by Footwear and Handbag, whereas the least influential aspect was found to be Makeup followed by Hairstyle and Jewellery. In addition to this it was found that there exists a significant impact of teacher's ensemble on immediacy behaviour of students. It was concluded that if a teacher wears an ensemble that is very relaxed, casual, light hearted, cheerful, attractive and active type of clothing, then the student's feel more immediate with the teacher suggesting that the teacher's ensemble plays a significant role in influencing the physical or psychological barrier between the two, whereas the study also revealed that the students feel distracted by the teacher's glittery handbags and if the teacher wears dull and monotonous, uncomfortable or tense and unimpressive type of clothing then the students perceives themselves to be least immediate, i.e. this kind of ensemble tends to increase the physical or psychological distance between the student and the teacher. Thus this study draws our attention towards the fact that teachers must pay attention to what they wear as it does has a significant impact on student's behaviour.

## **9. References**

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