How One's Apparel Affects Perception of Personality Traits

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Introduction

The present study investigated the relationship between an individual's apparel and the perception of personality traits of that individual. For this particular study, the topic may be defined as the measurement of impressions formed by subjects based off the articles of clothing exhibited on a model. In order to further define this topic we must consider such key terms as apparel, perception, and personality traits.

In defining apparel, we consider it to be a specialized category of clothing that is coordinated and arranged together such that it elicits an effect that remains consistent with our independent variable. In defining perception, we are interested in the mental grasp of objects through the senses (Neufeldt, 1990).

In the case of exacting a functional definition for personality traits we have chosen to use the following three attributes: intelligence, honesty, and attractiveness. For the purposes of our study intelligence was measured in terms of academic potential, career potential, grade point average, and intelligence quotient. Academic potential is defined as the highest possible level of education an individual is capable of obtaining. Career potential is defined as the likelihood of an individual holding stable employment for an extended period of time. Grade point average is defined according to the four point grading scale used by Bowie State University. Lastly, intelligence quotient is defined subjectively according to a normal range used to represent a median IQ score.

The second attribute, honesty, is defined in terms of trustworthiness and sincerity. In turn, trustworthiness may be defined as the state of being reliable (Neufeldt, 1990). Sincerity may be defined as the state of being genuine (Neufeldt, 1990).

The last attribute, attractiveness, is defined in terms of and the communication of the apparel. In looking at the appropriateness of the apparel we consider how suitable the dress is for both the home and work environments. In looking at the communication of the apparel we consider whether or not the dress presents an image of professionalism and competence.

The context of this project is in keeping with a history of research that has been done to measure the effects of clothing on people's perceptions. In one study done on the effects of person and clothing on formation of first impressions of females by their peers researchers found that dress had a greater effect than person on impression of sociability (Conner, 1975). Another study showed that attire had a decided influence on the resulting impression of selected characteristics (i.e. shy, sophisticated, snobbish) of the opposite sex (Hamid, 1978). In more recent times studies have showed that clothing conveys messages related to intelligence and academic potential in that the academic potential of models dressed in suits or other preppy styles of clothing were perceived as being significantly higher (Behling & Williams, 1991). Within the context of these previous studies this project is a further continuation of the attempt to understand just what effects clothing has on the perceptions of others.

The importance of this topic can be drawn from both the historical context previously mentioned and present day implications. Having conducted this project in a university setting where personal contact can be limited and thus perception may only be gained through such extraneous factors as age, sex, race, and apparel; this project is beneficial in understanding how exactly a person is perceived based entirely off the style of clothing that he/ she is wearing. This project will also help us determine the degree to which an individual's personality traits are categorized according to the apparel that he/ she is wearing.

Literature Review

In reviewing the appropriate literature for this project there were several key studies that were of significant value for the project. The first of these studies was entitled "Attire, An Influence On Perceptions of Counselors' Characteristics" from which we utilized their definition of Impression Formation Theory to serve as the theoretical basis for this project. The theory postulates that clothing has a definite influence on the characteristics one attributes to the people one meets (Heitmeyer & Goldsmith, 1990). In this study the theory was cited as being

instrumental in an individual's assessment of such factors as age, socioeconomic status, occupation, personality traits, values, attitudes and intelligence. (Heitmeyer & Goldsmith, 1990)

The second key study in our review of literature was "Influence of Dress on Perception of Intelligence and Scholastic Achievement in Urban Schools with Minority Populations" by Dorothy Behling (1995). This study investigated perceived behavior, academic potential, and intelligence of high school students by distributing photographs of individuals in five different clothing styles. The studies were conducted at schools with varying majority, medium, and minority populations of African-American, Latino, and Native-American students and included an analysis of variance and post-hoc test in the data analysis. The results of the study indicate that there were perceived differences for the dependent variables measured as well as significant interactions between independent and dependent variables (Behling, 1995).

Although this study was able to provide us with a wealth of knowledge and background information for our project, there were several aspects of the study that were unsuitable for our use. The first of these elements was the use of gender and race as independent variables. Since the sample size of our projects was relatively small any attempt to analyze our data in terms of these factors would not have provided any statistically significant results. The second of these elements included a simplification of the various clothing categories performed in the original study. In order for the project to be adapted to our limited scope we reduced the original five categories of dress by Behling to just two: informal and formal. The last of these elements was a deletion of the school related behavior as a dependent measure in light of the fact that we deemed it irrelevant for the purposes of our project.

The third key study in our review of literature was "School Uniforms and Person Perception" by Dorothy Behling (1994). This study examined the effects of four clothing styles, including two styles of uniforms on perceived behavior and academic ability in a secondary school setting. Subjects included students and teachers from a public and private school and the study used an analysis of variance as well as a Turkey's test for data analysis. The results indicated that

school uniforms positively affected perception of academic abilities and school-related behavior (Behling, 1994).

As in the previous study we were able to derive a great deal of information from this study to use for our project, however as in the case of the aforementioned study, there were several elements that were not suited for our use. These elements included: 1) the use of gender as a independent variable, 2) a simplification of the various clothing categories performed in the original study, and 3) a deletion of the school related behavior as a dependent measure. Reasons for their unsuitability are similar to the ones mentioned for the previous study.

In light of the topic, historical context, and findings from previous research, we believe that this project will show that an individual will be evaluated in terms of intelligence, honesty, and attractiveness by the selection of apparel that he/ she is wearing.

Methods

Participants

There were a total of one hundred and five participants who participated in this experiment. One hundred percent of the participants were students who attend Bowie State University. Of the one hundred and five participants, a total of 88% of them were of the African-American ethnicity. In addition to demographic questions assessing ethnicity, questions pertaining to gender and class standing was also asked. The statistics regarding the gender of the participants in this study were 33% male and 68% female. There were equivalent numbers of participants with respect to class standing. The percentages of freshmen, junior and seniors were 25.7% while sophomores composed 22.9% (See Figure 4).

Instrument

The instrument used in this experiment was a questionnaire. There were two versions of the questionnaire used to conduct the experiment. The two versions were identical in the layout and questions except for the picture featured on the upper left-hand corner of the questionnaire. Both photographs featured the same male model. On one questionnaire there was a photograph of a male model formally dressed in a suit dress shirt, and tie (See Figure 1). The other questionnaire featured the male model informally dressed in a T-shirt and blue jeans(See Figure 2).

There were a total of twenty questions on the questionnaire. Three of those questions were demographic. These demographic questions assessed ethnicity, gender and class standing. The remaining questions were placed in the form of statements. The statements assessed the following: intelligence, professionalism, competence and honesty. The participants were asked to choose the best answer according to their level of agreement with the statement.

A five point Likert scale was used to measure the responses of the participants for all except for two of the statements. Participants were asked to select a response to complete the statement. According to the key used to analyze the questionnaires participant's responses were scaled between one and five. Questionnaire responses recorded as five showed that participants strongly

agreed. . Questionnaire responses recorded as four showed that participants only agreed with the statement. Responses recorded as three indicated that the participant took a neutral stance to the statement. One the other end of the spectrum, questionnaire responses recorded as twos and ones showed that participants disagreed and strongly disagreed with the statement, respectively.

Procedure

The questionnaires were distributed by three out of four of the group members. The remaining group member did not take part in the distribution process because he was the male model in the photographs. If he would have distributed the questionnaires this might have greatly influence the results. Participants might have perceived other factors such as how the model dressed both on the photograph and at the time that the questionnaire was distributed. Participants were instructed to complete the questionnaires to the best of their ability and to avoid completing it if they had recently completed the same or an extremely similar questionnaire. All questionnaires were distributed to classes conducted at Bowie State University. Participants were given an average time of ten minutes to complete them. At the time of completion, questionnaires were submitted to the proctoring group member. After the surveys were completed, the process of data analysis was then conducted.

Results

The responses of both groups of participants to the survey statements were computed utilizing SPSS 7. Frequencies of questionnaire responses were computed in order to obtain a preliminary assessment of the data (See Table 1). The consistency of the survey was measured by running an independent two tailed T-test on the data that was collected (See Table 2). A T-test is a statistical test used to compare data from two different groups of participants to determine whether the group mean difference score is so large that they could not reasonably be attributed to chance (Christensen, 1997). A p value of 0.05 was determined as the level of significant difference between the group mean scores. The two different groups were identified as 1 and 2. The first group of people received the questionnaire with the picture of a model in formal wear (See Figure 1). The second group of people received the questionnaire with the picture of a model in casual wear (See Figure 2). This means that we would accept as a real difference (as opposed to a chance difference), only a score that could have occurred by chance only 5 times out of 100. Comparing the mean difference scores using this criteria we determined the following results.

For statements numbers 8,9,10, and 11, the casual wear model was expected to have a lower mean score than the formal wear model. That is in fact what was found. For statement #8, "I believe this individual is appropriately dressed for work.", the casual wear model had a significantly lower mean score than the formal wear model, t=10.85, p<.05, indicating that the casual wear model was viewed as not being appropriately dressed for work (See Table 3 "APPROWK"). Statement #9 "I believe this individual to be appropriately dressed for home/leisure.", the formal wear model had a significantly lower mean score than casual wear model, t=-12.87, p<.05, indicating that the formal wear model was not viewed as being appropriately dressed for home/leisure (See Table 3 "APPROHM"). For statement #10, "I believe this individual's dress communicates professionalism.", the casual wear model had a significantly lower mean score than the formal wear model, t=9.35, p<.05, indicating that the

casual wear model wasn't viewed as communicating professionalism (See Table 3 "PROF").. For

statement # 11 "I believe this individual's dress communicates competence.", the formal wear

model had a significantly higher mean score than the casual wear model, $t=5.43$, $p<.05$, indicating

that the formal wear model's dress did communicate competence (See Table 3 "COMP")..

For statements numbers 4, 5, and 7, the formal wear model was expected to have a higher

mean score than the casual wear model. But the results revealed just the opposite. For statement

#4, "I believe this individual is honest.", the formal wear model had a significantly lower mean

score than the casual wear model, $t=-3.03$, $p < .05$, indicating that the formal wear model did not

appear to be as honest as the casual wear model (See Table 3 "HON"). Statement #5 , "I believe

this individual is trustworthy.", the formal wear model had a significantly lower mean score than

the casual wear model, $t=-3.17$, $p<.05$, indicating that the formal wear model did not appear to

be as trustworthy as the casual wear model (See Table 3 "TRUST"). Finally for statement #7,

"I believe this person is attractive.", the formal wear model had a significantly lower mean score

than the casual wear model , $t=-3.09$, $p<.05$, indicating that the formal wear model was not

viewed to be as attractive as the casual wear model (See Table 3 "ATTRACT")..

Conclusion

The results of this survey proved the null hypothesis to be correct. Evidence in this experiment showed that individuals did not perceive others to be attractive, intelligent or honest due to he/she wearing formal attire. Both the formally dressed model and the casually dressed model were viewed as the same in terms of intelligence and attractiveness. Surprisingly, individuals dressed in formal attire were perceived to be dishonest, whereas individuals dressed in casual attire were perceived to be honest. Individuals view the model dressed in formal attire as appropriately dressed for work and not appropriately dressed for home. The casual dressed model was perceived to be properly dressed for home but not for work.

Implications

This information indicates that when in a college setting or around peers, wearing jeans, T-shirts and tennis shoes are not harmful to an individuals image. Jobs are now turning to a more casual work place. Many corporations now have dress down days on Friday and many do not require employees to wear jackets when wearing slacks.

Limitations of Study`

There were several limitations in the study that were suggested in the comments section of the survey and that were observed by the researchers. A primary limitation found by the researchers was that they did not make their research pertain to a specific group of individuals. Another limitation was that participants thought that this study was judging the models race. Participants also felt that answering the questions pertaining to the model caused them to be judgmental and that there responses were only assumptions. Also the use of the picture in the survey to evaluate the models were not completely clear. These limitations brought about many future research questions.

Future Research Questions

The results may have been different if the researchers had controlled for the limitations. Also, individuals may not be as superficial as that of what the researchers predicted in there

hypothesis. Participants may have associated the attire of the formally dressed model with others who wear formal attire and are not honest, like lawyers and politicians.

TABLE 1

Frequencies

Statistics

	N		Mean	Median	Mode
	Valid	Missing			
APPROHM	105	0	3.1714	3.0000	5.00
APPROWK	105	0	3.5524	4.0000	5.00
ATTRACT	105	0	2.4381	3.0000	3.00
CARR	105	0	3.7524	4.0000	4.00
CLASS	105	0	2.5143	3.0000	1.00[a]
COMP	105	0	3.4571	3.0000	3.00
DRESS	105	0	1.5333	2.0000	2.00
ETHNIC	104	1	1.2500	1.0000	1.00
GEN	105	0	1.6667	2.0000	2.00
GPA	105	0	2.7524	3.0000	3.00
GS	105	0	3.8000	4.0000	4.00
HON	105	0	3.3143	3.0000	3.00
HS	105	0	4.3238	4.0000	4.00
INT	105	0	3.4762	3.0000	3.00
IQ	105	0	2.1810	2.0000	2.00
JC	105	0	4.1238	4.0000	4.00
PROF	105	0	3.2286	3.0000	2.00[a]
SIN	105	0	3.3048	3.0000	3.00
TRUST	105	0	3.2762	3.0000	3.00
TTS	105	0	4.1619	4.0000	4.00
UNIV	105	0	4.0000	4.0000	4.00

a. Multiple modes exist. The smallest value is shown

TABLE 2

T-Test

Group Statistics

	DRESS	N	Mean	Std Deviation	Std. Error Mean
APPROHM	1.00	49	1.9592	.9345	.1335
	2.00	56	4.2321	.8737	.1168
APPROWK	1.00	49	4.5102	.6494	9.278E-02
	2.00	56	2.7143	.9856	.1317
ATTRACT	1.00	49	2.1633	1.0072	.1439
	2.00	56	2.6786	.6904	9.226E-02
CARR	1.00	49	3.6735	.7469	.1067
	2.00	56	3.8214	.7162	9.571E-02
COMP	1.00	49	3.8980	.7143	.1020
	2.00	56	3.0714	.8281	.1107
GS	1.00	49	3.7551	.9249	.1321
	2.00	56	3.8393	.9298	.1243
HON	1.00	49	3.0816	.7593	.1085
	2.00	56	3.5179	.7133	9.532E-02
HS	1.00	49	4.3878	.7957	.1122
	2.00	56	4.2679	.6740	9.006E-02
INT	1.00	49	3.3878	.7587	.1084
	2.00	56	3.5536	.7366	9.843E-02
JC	1.00	49	4.1429	.7906	.1129
	2.00	56	4.1071	.8241	.1101
PROF	1.00	49	4.1837	.8335	.1191
	2.00	56	2.3929	1.0901	.1457
SIN	1.00	49	3.2245	.6213	8.876E-02
	2.00	56	3.3750	.7023	9.384E-02
TRUST	1.00	49	3.0408	.7348	.1050
	2.00	56	3.4821	.6873	9.185E-02
TTS	1.00	49	4.1633	.7457	.1065
	2.00	56	4.1607	.7574	.1012
UNIV	1.00	49	4.0000	.8560	.1237
	2.00	56	4.0000	.8528	.1140

TABLE 3 - Independent Samples Test

		t-test for Equality of Means					95% Confidence Interval of the Mean	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
APPROHM	Equal variances assumed	-12.874	103	.000	-2.2730	.1766	-2.6231	-1.9228
	Equal variances not assumed	-12.816	98.973	.000	-2.2730	.1773	-2.6249	-1.9211
APPROWK	Equal variances assumed	10.855	103	.000	1.7959	.1654	1.4678	2.1240
	Equal variances not assumed	11.148	96.031	.000	1.7959	.1611	1.4761	2.1157
ATTRACT	Equal variances assumed	-3.089	103	.003	-.5153	.1668	-.8462	-.1845
	Equal variances not assumed	-3.015	83.293	.003	-.5153	.1709	-.8552	-.1754
CARR	Equal variances assumed	-1.035	103	.303	-.1480	.1429	-.4314	.1355
	Equal variances not assumed	-1.032	99.885	.304	-.1480	.1433	-.4323	.1364
COMP	Equal variances assumed	5.437	103	.000	.8265	.1520	.5250	1.1280
	Equal variances not assumed	5.491	102.983	.000	.8265	.1505	.5280	1.1251
GS	Equal variances assumed	-.464	103	.644	-8.418E-02	.1814	-.4440	.2757
	Equal variances not assumed	-.464	101.296	.644	-8.418E-02	.1814	-.4440	.2756
HON	Equal variances assumed	-3.034	103	.003	-.4362	.1438	-.7214	-.1510
	Equal variances not assumed	-3.021	99.153	.003	-.4362	.1444	-.7227	-.1497
HS	Equal variances assumed	.842	103	.402	.1199	.1424	-.1626	.4024
	Equal variances not assumed	.833	95.246	.407	.1199	.1439	-.1658	.4056

TABLE 3 - Independent Samples Test

		t-test for Equality of Means						
							95% Confidence Interval of the Mean	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
INT	Equal variances assumed	-1.135	103	.259	-.1658	.1461	-.4556	.1240
	Equal variances not assumed	-1.133	100.287	.260	-.1658	.1464	-.4563	.1247
JC	Equal variances assumed	.226	103	.822	3.571E-02	1582	-.2780	.3494
	Equal variances not assumed	.226	102.110	.821	3.571E-02	.1577	-.2772	.3486
PROF	Equal variances assumed	9.352	103	.000	1.7908	.1915	1.4110	2.1706
	Equal variances not assumed	9.518	101.255	.000	1.7908	.1881	1.4176	2.1640
SIN	Equal variances assumed	-1.156	103	.250	-.1505	.1302	-.4088	.1078
	Equal variances not assumed	-1.165	102.984	.247	-.1505	.1292	-.4067	.1057
TRUST	Equal variances assumed	-3.178	103	.002	-.4413	.1389	-.7167	-.1659
	Equal variances not assumed	-3.164	98.991	.002	-.4413	.1395	-.7181	-.1646
TTS	Equal variances assumed	.017	103	.986	2.551E-03	.1471	-.2892	.2943
	Equal variances not assumed	.017	101.552	.986	2.551E-03	.1469	-.2889	.2940
UNIV	Equal variances assumed	.000	103	1.000	.0000	.1660	-.3333	.3333
	Equal variances not assumed	.000	100.725	1.000	.0000	.1682	-.3337	.3337

FIGURE 1

Directions: Examine the photograph of the individual to the left. Then circle a response to the statements below:

1. I believe this individual is intelligent.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

2. I believe this individual is capable of earning a terminal degree/ certificate from the following:

a) High School

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

b) Trade/ Technical School

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

c) Junior College (2 yr.)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

d) University (4 yr.)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

e) Graduate School

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

3. I believe this individual can/ will have a successful career.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

4. I believe this individual is honest.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

5. I believe this individual is trustworthy.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

6. I believe this individual is sincere.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

7. I believe this individual is attractive.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

8. I believe this individual is appropriately dressed for work.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

9. I believe this individual is appropriately dressed for home/ leisure.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

10. I believe this individual's dress communicates professionalism.	**STRONGLY AGREE**	**AGREE**	**NEUTRAL**	**DISAGREE**	**STRONGLY DISAGREE**
11. I believe this individual's dress communicates competence.	**STRONGLY AGREE**	**AGREE**	**NEUTRAL**	**DISAGREE**	**STRONGLY DISAGREE**
12. I believe this individual's GPA to be between:	**4.0 - 3.5**	**3.0 – 3.4**	**2.0 – 2.9**	**below 2.0**	
13. I believe this individual's IQ to be:	**above average**	**average**	**below average**		

Comments:

_____
_____
_____

The following information helps us to better understand our participants and will be used for statistical and reporting purposes only.

CLASS STANDING:	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR

GENDER:	MALE	FEMALE

ETHNICITY:	AFRICAN-AMERICAN	CAUCASIAN	LATINO	ASIAN	OTHER

FIGURE 2

Directions: Examine the photograph of the individual to the left. Then circle a response to the statements below:

1. I believe this individual is intelligent.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

2. I believe this individual is capable of earning a terminal degree/ certificate from the following:

  a) High School — STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

  b) Trade/ Technical School — STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

  c) Junior College (2 yr.) — STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

  d) University (4 yr.) — STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

  e) Graduate School — STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

3. I believe this individual can/ will have a successful career.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

4. I believe this individual is honest.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

5. I believe this individual is trustworthy.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

6. I believe this individual is sincere.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

7. I believe this individual is attractive.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

8. I believe this individual is appropriately dressed for work.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

9. I believe this individual is appropriately dressed for home/ leisure.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

10. I believe this individual's dress communicates professionalism.	**STRONGLY AGREE**	**AGREE**	**NEUTRAL**	**DISAGREE**	**STRONGLY DISAGREE**
11. I believe this individual's dress communicates competence.	**STRONGLY AGREE**	**AGREE**	**NEUTRAL**	**DISAGREE**	**STRONGLY DISAGREE**
12. I believe this individual's GPA to be between:	**4.0 - 3.5**	**3.0 – 3.4**	**2.0 – 2.9**	**below 2.0**	
13. I believe this individual's IQ to be:	**above average**	**average**	**below average**		

Comments:

_____
_____
_____

The following information helps us to better understand our participants and will be used for statistical and reporting purposes only.

CLASS STANDING:	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR

GENDER:	MALE	FEMALE

ETHNICITY:	AFRICAN-AMERICAN	CAUCASIAN	LATINO	ASIAN	OTHER

FIGURE 3

QUESTIONNAIRE KEY

PICTURE #1 – FORMAL DRESS

Directions: Examine the photograph of the individual to the left. Then circle a response to the statements below:

PICTURE #2 – INFORMAL DRESS

QUANTITATIVE DATA   (LIKERT SCALE)

1. INTELLIGENCE (INT)	5	4	3	2	1
2. ACADEMIC POTENTIAL					
HIGH SCHOOL (HS)	5	4	3	2	1
TRADE/ TECHNICAL SCHOOL (TTS)	5	4	3	2	1
JUNIOR COLLEGE (JC)	5	4	3	2	1
UNIVERSITY (UNIV)	5	4	3	2	1
GRADUATE SCHOOL (GS)	5	4	3	2	1
3. CAREER (CARR)	5	4	3	2	1
4. HONESTY (HON).	5	4	3	2	1
5. TRUSTSWORTHY (TRUST).	5	4	3	2	1
6. SINCERITY (SIN).	5	4	3	2	1
7. ATTRACTIVENESS (ATTRACT).	5	4	3	2	1
8. APPROPRIATE WORK DRESS (APROWK)	5	4	3	2	1
9. APPROPRIATE HOME DRESS (APPROHM)	5	4	3	2	1
10. PROFESSIONALISM (PROF)	5	4	3	2	1
11. COMPETENCE (COMP)	5	4	3	2	1
12. GRADE POINT AVERAGE (GPA):	4	3	2	1	
13. INTELLIGENCE QUOTIENT (IQ)	3	2	1		

FIGURE 3
QUESTIONNAIRE KEY

QUALITATIVE DATA

Comments:

_____
_____
_____

DEMOGRAPHIC DATA

The following information helps us to better understand our participants and will be used for statistical and reporting purposes only.
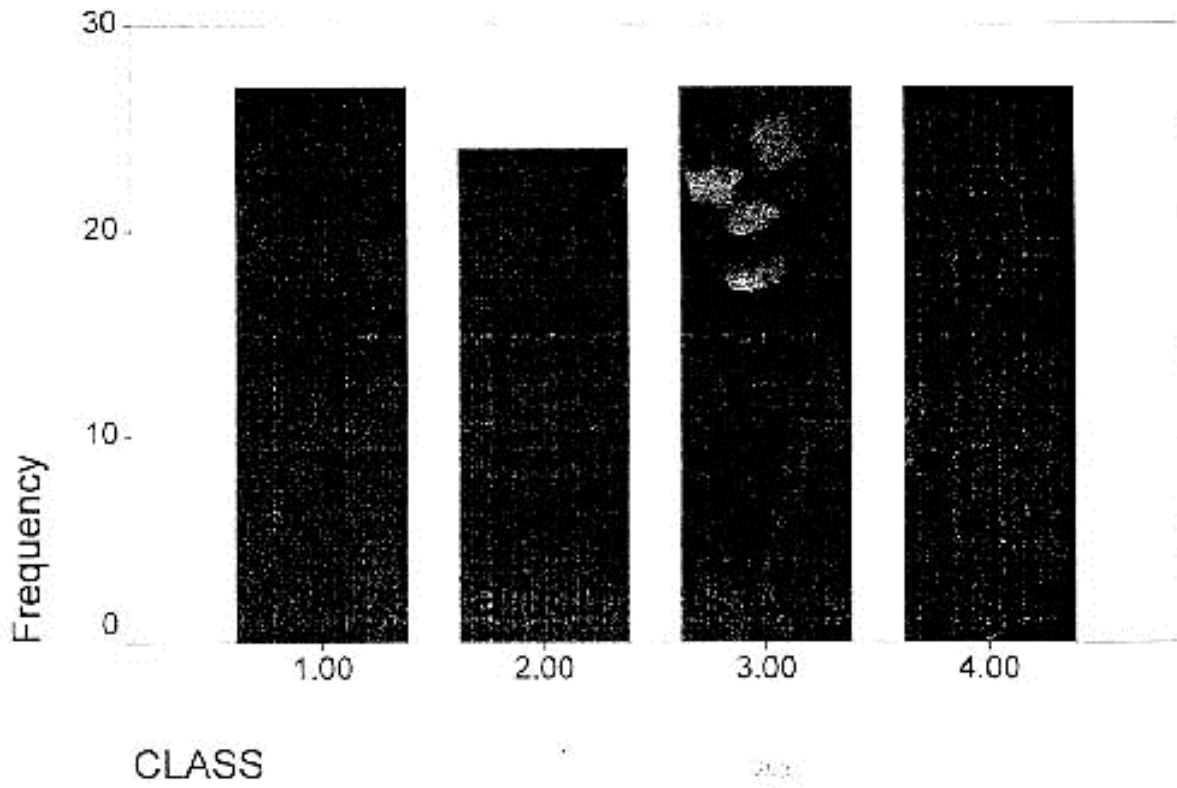
CLASS STANDING (CLASS)	1	2	3	4

GENDER (GEN)	1	2

ETHNICITY (ETHNIC)	1	2	3	4	5

Figure 4

Percentage Participants by Class Standing

References

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