

THE EFFECTS OF GARMENT FORMALITY, COLOR, CONTEXTS ON  
MALE HIGH SCHOOL TEACHER'S IMPRESSION.:Kim, I. S.; Lee H. M.

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The purposes of this study were 1) to extend the gestalt theory in an attempt to explain the effect of garment cues(formality, color) perceiver's gender, and contexts on impression of a male high school teacher, and 2) to found out high school students' attitude toward their teacher's school outfits.

The experimental design was a quasi-experiment with full factorial design of 4 independent variables ; 3(formality levels) $\times$ 2(garment colors; navy blue, red brown) $\times$ 2(perceiver's gender) $\times$ 2(contexts; class room, out door). The experimental materials developed for the study were a set of stimuli and response scale. The stimuli consisted of color photographs produced by CAD system and response scale constituted of 28 bipolar adjectives representing personal traits.

In addition to the quasi-experiment, qualitative research was also performed. The subjects composed of 277 male and 291 female high school students in Taejon, Korea and the experiment was a between subject design. The data was analysed by factor analysis, ANOVA, Duncan's multiple rang test and the major findings drawn from these were as follows:

1. The perceivers impression were consisted of 4 major dimensions: evaluation, sociability, attractiveness, and potency.
2. The 4 independent variables showed significant impression effects on elected dimensions. Garment colors showed the most significant effects among the 4 independent variables and garment formality showed least effects: Garment olor showed significant effects on evaluation and sociability impression, and garment formality affected on evaluation impression, contexts affected on attractiveness, perceiver's gender affected on evaluation, sociability, potency. And context and garment formality had interaction effects on activeness impression.
3. The qualitative study result was slightly different from the quantitative experimental result: the subjects for study preferred suits (the highest formality level garment) to semi-formal or casual outfits for male teacher's school outfits. The contradictory result of two different methods indicated the necessity of a multi-directional research design.

In conclusion, clothing worn by a stimulus person together with social contexts, affected the impression given by himself to students, from which dispositional inference were made, and the effects of contexts and clothing cues on impression formation differed according to perceiver's gender. Therefore, the results of the study supported the gestalt theory on impression formation.