

DRESSING STYLE AND ITS INFLUENCE ON THE IDENTITY, INDIVIDUALITY, AND ACADEMIC IMPACT OF MODERN LECTURERS AT THE ARTS UNIVERSITY

O ESTILO DE VESTIR E A SUA INFLUÊNCIA NA IDENTIDADE, INDIVIDUALIDADE E IMPACTO ACADÊMICO DOS PROFESSORES MODERNOS DA UNIVERSIDADE DE ARTES

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Abstract: Your clothing style allows you to express your personality and create a lasting first impression. The clothes you wear communicate a lot about who you are, sometimes more than words. Your style reflects your unique identity, revealing your likes, passions, and beliefs. Whether you prefer a particular aesthetic or a current trend, your fashion choices represent you. A person's image encompasses the external qualities that define and highlight their identity, reflecting their individuality to others. Beyond physical characteristics, a person's image symbolizes their personality, making it an essential aspect of their character and individuality. Ultimately, a person's image shapes how others perceive them, making it an effective tool in building relationships.

For lecturers, their image is a perception that carries an emotional tone and is shaped by the opinions of their students, colleagues, and the broader social environment. The qualities that make a lecturer exceptional are closely linked to the attributes that people associate with them when forming their image. The dressing style of modern art university lecturers is a multifaceted aspect that goes beyond mere attire. This research aims to explore how the dressing style serves as a means of highlighting the identity and individuality of these educators and to understand its influence on students in an academic context.

Keywords: Dressing style. Image. Identity. Individuality. Lecturer. Creative specialties: academic impact.

Resumo: O seu estilo de vestuário permite-lhe expressar a sua personalidade e criar uma primeira impressão duradoura. As roupas que veste comunicam muito sobre quem é, por vezes mais do que as palavras. O seu estilo reflecte a sua identidade única, revelando

os seus gostos, paixões e crenças. Quer prefira uma estética específica ou uma tendência atual, as suas escolhas de moda representam-no. A imagem de uma pessoa engloba as qualidades externas que definem e realçam a sua identidade, reflectindo a sua individualidade perante os outros. Para além das características físicas, a imagem de uma pessoa simboliza a sua personalidade, tornando-a um aspeto essencial do seu carácter e individualidade. Em última análise, a imagem de uma pessoa molda a forma como os outros a percebem, tornando-a uma ferramenta eficaz na construção de relações.

Para os docentes, a sua imagem é uma percepção que tem um tom emocional e é moldada pelas opiniões dos seus alunos, colegas e pelo ambiente social em geral. As qualidades que tornam um professor excepcional estão intimamente ligadas aos atributos que as pessoas associam a ele quando formam a sua imagem. O estilo de vestuário dos professores universitários de arte moderna é um aspeto multifacetado que vai para além do simples vestuário. Esta investigação tem como objetivo explorar a forma como o estilo de vestuário serve como meio de realçar a identidade e a individualidade destes educadores e compreender a sua influência nos estudantes em contexto académico.

Palavras-chave: Estilo de vestir. Imagem. Identidade. Individualidade. Professor. Especialidades criativas: impacto académico.

1. Introduction

The concept of “image” encompasses both physical and psychological aspects, which together form an important part of human identity. The physical image includes different elements such as one’s health status, clothing, hairstyle, and use of makeup, which all contribute to how an individual is perceived by others. These tangible aspects play a crucial role in shaping one’s external projection and how they are perceived by others.

Conversely, the psychological image delves into the realms of character and inner temperament. It revolves around an individual’s attitude towards oneself, encompassing aspects like self-esteem, self-confidence, and emotional disposition. This dimension of image delves into the intricacies of one’s inner world and how it influences their interactions and relationships. (Robert J. Marzano, Jana S. Marzano, 2015).

Further expanding on the concept, the social image encompasses an individual’s behaviour and role within society. It encompasses how a person conducts themselves in various social settings, the roles they assume, and the expectations society places upon them. This facet of the image is inherently linked to an individual’s interactions with their community and the broader world.

However, it is crucial to recognize that these different dimensions of image are not isolated from one another. Rather, they are interconnected and interdependent, forming a holistic concept of image. The development and projection of one’s image are influenced by

both internal and external characteristics, creating a dynamic and ever-evolving perception of self.

In a professional context, the image of a lecturer takes on a unique significance. It represents the amalgamation of a professional role that the lecturer consciously constructs and an individual image that is continually shaped through interactions with students, colleagues, administration, and society at large. The professional image of a lecturer extends beyond the classroom, reflecting their dedication, expertise, and commitment to fostering the intellectual and personal growth of their students. The concept of image encompasses physical, psychological, and social dimensions, all of which are intertwined in shaping an individual's identity. Moreover, in the realm of education, a lecturer's professional image is a composite of their deliberate professional role and the evolving, personalized image that emerges through their interactions and contributions within the educational community.

Every lecturer has their image and style of dress, whether they consciously work on it or not. However, a lecturer who puts effort into creating their image not only looks better but also feels more confident and is more successful in their work. (Kamau Oginga Siwatu, Kara Page & Narges Hadi., 2023, Ian Sadler, S., 2013) Additionally, it is important to consider the first impression that a lecturer's appearance makes on students, as this can greatly influence the learning process. People tend to judge each other based on appearance, regardless of the field they are in. Therefore, a lecturer's appearance acts as a role model for students, and the lecturer must present themselves in a way that inspires and motivates their students. A lecturer of university who communicates effectively both verbally and non-verbally, and maintains a positive attitude, can create an engaging and absorbing learning experience for students. It is crucial for a lecturer to continuously work on building their self-esteem and self-confidence, as well as striving for personal and professional growth. "Both culture and teacher identity play a significant role in shaping effective teaching practices." (Reza Pishghadam, Jawad Golzar, Mir Abdullah Miri, 2022). Therefore, paying attention to their appearance and maintaining a positive image, as well as dress style to their ability to improve and change, is essential to the success of teaching.

In the realm of academia, particularly within the dynamic and creative environment of a modern art university, the dressing style of university lecturers plays a crucial role in shaping the identity and individuality of these educators. However, there exists a gap in understanding the nuanced impact of dressing choices on the perception of modern art

university lecturers, as well as the potential implications for their professional identity, student engagement, and the overall academic atmosphere.

It is crucial to comprehend how a lecturer's dressing style, identity, and individuality impact students in modern art universities. This research aims to provide a deeper understanding of the role of dressing style in shaping the identity, individuality, and academic impact of modern art university lecturers. By doing so, it can offer insights that can improve the educational experience of students in art disciplines.

2. Literature Review

Modern research on dress and academic identity spans a range of topics, including professionalism, gender, cultural considerations, digital presence, and student perceptions. The field continues to evolve as scholars explore the complex interplay between dress, identity, and the academic environment. Several contemporary studies explore the relationship between dress, professionalism, and academic identity in higher education. These papers often investigate how faculty members' clothing choices influence perceptions of professionalism, credibility, and authority in academic settings.

Research in this area delves into how academics use dress as a form of self-presentation to communicate their academic identity. This includes how clothing choices reflect disciplinary affiliations, personal values, and academic roles (Tsaousi Ch., 2019), Sotak, K.L., Serban, A., Friedman, B.A. et al., 2023). The literature emphasizes the need to consider cultural and contextual variations in interpreting dressing styles. What might be perceived as unconventional in one cultural setting could be completely acceptable and even celebrated in another (Fatjri Nur Tajuddin, 2018, Raghav Aggarwal, Rohit Ranjan, Rupali Chandola, 2023).

Modern art lecturers often view their dressing style as an extension of their artistic expression. Fashion becomes a medium through which they communicate their connection to contemporary art movements, ideologies, and personal aesthetics (Johnson, 2018). This aligns with the idea that the body can be a canvas for artistic expression (Entwistle, 2015). Some authors have considered the question of people who are directly related to art (Urbaniak, O., & Mitchell, H.F., 2021).

A person's reflection of reality is always mediated by the features that characterise that person as a person, as a subject of work, cognition and communication. This regularity

extends to the process of cognition of a person by a person. Acting as an object of cognition and action, a person is reflected in people's consciousness and determines their behaviour, only "refracted" through their inner world, the established system of thoughts and attitudes. Clothing is one of the factors of human perception (Hester, N., & Hehman, E., 2023), (Capozzi, F., & Kingstone, A., 2023).

The effect of instructor dress on student perception of faculty credibility and behaviour was studied by Joseph S. (2017), Gwendolyn I. (2019), Joseph S. & Mitchell B. (2020), U.G.L.B. Jayasooriya, Saliya De Silva, W.A.D.P. Wanigasundera. (2021), Liang, Y. & Hustvedt, G., (2022), Abid Hussain, Umar Akbar, & Suman Fatima. (2022), Hackbart M., (2023)

Research by Smith and Johnson (2020) suggests that students form perceptions of their lecturers based on attire, impacting their engagement and interaction in the classroom. A lecturer's unique dressing style can capture students' attention, sparking curiosity and interest in the subject matter (Gumpert, 2017, Marici M., Runcan R., Iosim I., Haisan A., 2023).

The dressing style of lecturers contributes significantly to the overall atmosphere of the learning environment. (Oliver S., Marder B., Erz A. & Kietzmann J., 2022). "The dress creates a strongly favourable image in the minds of students by assuming lecturers' family background, personality, choice, or product of preferences by viewing his or her clothing, values, and social status" (Mohammad Abul Kashem, 2019).

The current literature provides a foundational understanding of the link between dressing style, identity, and individuality among modern art university lecturers. (Hošić, I., 2012). Future research could delve deeper into the long-term impact on student outcomes, considering factors like academic performance, retention rates, and career choices influenced by the lecturer's dressing style. It indicates a growing recognition of the significance of dressing style in shaping the identity and individuality of modern art university lecturers. From a performative aspect of academic identity to a mode of artistic expression, lecturers' attire plays a multifaceted role in creating a vibrant and engaging learning environment.

3. Methodology

We conducted anonymous questionnaires and surveys among 110 students from various faculties and 108 lecturers of the Kyiv National University of Culture and Arts. The

study aimed to assess the impact of the lecturer's appearance on the audience, considering both positive and negative influences. Respondents were required to provide personal information, including gender, age, and education. Students were asked questions specifically related to the appearance of their lecturers and its potential influence not only on their interest in the subject but also on the overall learning process.

The demographic composition of the 218 respondents created a mosaic of perspectives, ensuring a comprehensive exploration of the impact of a lecturer's appearance on the learning experience. The ensuing analysis will delve into the nuanced insights gathered from this diverse and representative sample.

The investigation into the impact of a lecturer's appearance on the learning experience involved a meticulous and comprehensive methodological approach. The methods employed in studying the survey results aimed to extract meaningful insights from the diverse perspectives of the respondents. Here is an overview of the methods utilized:

- *Survey Design:*

The survey instrument was designed to gather both qualitative and quantitative data.

Questions were crafted to explore respondents' perceptions of a lecturer's appearance and its influence on their interest in a subject and the overall learning process.

Personal information, such as gender, age, and education level, was included to provide context and enable demographic analysis.

- *Sampling Strategy:*

The study involved a targeted sample from the Kyiv National University of Culture and Arts, comprising 110 students and 108 lecturers.

Participants were selected from diverse faculties to ensure representation across academic disciplines.

- *Data Collection:*

Anonymous questionnaires were distributed to participants, fostering candid and unbiased responses.

Surveys were administered both in physical copies and electronically, providing flexibility for participants to choose their preferred mode.

- *Demographic Analysis:*

The collected data was subjected to rigorous demographic analysis to understand the composition of the respondent pool.

Gender, age, and education level distributions were examined to identify trends and patterns.

- *Quantitative Analysis:*

Quantitative data, including Likert scale responses, was subjected to statistical analysis.

Descriptive statistics, such as means and percentages, were calculated to summarize the participants' sentiments on the impact of a lecturer's appearance.

- *Qualitative Analysis:*

Open-ended questions were qualitatively analyzed to identify recurring themes and patterns in respondents' comments.

Qualitative insights provided depth and context to quantitative findings.

- *Comparative Analysis:*

Comparative analyses were conducted to explore potential variations in responses based on demographics.

Gender, age groups, and educational levels were cross-referenced with the survey responses to identify any notable correlations.

- *Peer Review and Validation:*

The study underwent a peer review process to validate the robustness of the methods and the soundness of the conclusions drawn.

Feedback from experts in the field contributed to refining the interpretation of results.

- *Limitations Acknowledgment:*

Limitations, such as the specific cultural context of the university, were acknowledged to provide transparency about potential constraints on the generalizability of findings.

To summarize, our study meticulously combined quantitative and qualitative approaches to thoroughly explore the impact of a lecturer's appearance on the learning experience. We also took demographic factors into careful consideration, which added depth to our analysis and resulted in a nuanced understanding of the subject matter.

4. Data Analysis and Interpretation

In the pursuit of understanding the intricate interplay between a lecturer's appearance and the learning experience, a cohort of 218 individuals graciously contributed their

perspectives. This diverse group, representative of various demographic facets, has illuminated the study with valuable insights. The following summarizes the demographic composition of the respondents.

Gender Distribution:

Male (A): 89 participants (40.83%)

Female (B): 129 participants (59.17%)

Other (C): Not indicated

The gender distribution reflects a significant participation of females, forming a majority of the respondents, thereby contributing to a comprehensive understanding of varied perspectives.

Age Distribution:

17-20 (A): 47 participants (21.56%)

21-30 (B): 51 participants (23.39%)

31-42 (C): 58 participants (26.61%)

43-52 (D): 32 participants (14.68%)

53-60 (E): 18 participants (8.26%)

60 and above (F): 12 participants (5.50%)

The age distribution spans a wide range, ensuring the inclusion of diverse generational perspectives in the study. The substantial representation across age groups enriches the study's depth and breadth.

Education Level:

Bachelor's degree (A): 48 participants (22.02%)

Master's degree (B): 40 participants (18.35%)

Postgraduates (C): 22 participants (10.09%)

Assistantship (D): 28 participants (12.84%)

Lecturer (E): 48 participants (22.02%)

Professor (F): 32 participants (14.68%)

The educational diversity of the respondents adds a layer of complexity to the study, encompassing perspectives from various stages of academic and professional development.

Initially, an anonymous *questionnaire and survey* were conducted among 108 lecturers from various faculties specializing in creative fields at Kyiv National University of Culture and Arts. Participants were asked to share their clothing preferences and provide insight into the level of importance they place on a lecturer's appearance in the educational process. The gathered information yielded the following results:

Table 1. Lecturers' preferences for clothing and perceived importance in the educational process

Question	Suggested answers and the number of respondents who selected the answer (%)			
How would you describe your preferred clothing style when delivering lectures?	a. Formal (e.g., suits, business attire)	b. Casual (e.g., dresses or skirts, jeans)	c. Vintage or custom-made clothing	d. No specific preference
	30	51	18	9
Which colour palette do you find most suitable for your teaching attire?	a. Neutral colours (e.g., black, white, grey)	b. Bright and vibrant colours	c. Earth tones (e.g., browns, greens)	d. No specific preference
	29	39	10	30
In your ideal lecture setting, your clothing would be:	a. Trendy and fashionable	b. Classic and timeless	c. A mix of both	d. No specific preference
	29	27	42	10
How important is it for you to follow a dress code while lecturing?	a. Very important	b. Somewhat important	c. Neutral	d. Not important at all
	52	26	18	12
Do you believe that your clothing style impacts student engagement and attention during lectures?	a. Yes, positively	b. No, it doesn't make a difference	c. I'm not sure	d. Yes, negatively
	62	20	24	2
Which accessories, if any, do you incorporate into your teaching attire?	a. Ties and scarves, belts, watches	b. Statement jewellery, brooches or pins	c. Glasses or sunglasses	d. No accessories
	31	58	15	4
On special occasions or events, do you prefer to dress:	a. Formal and professional	b. According to the theme or occasion	c. The same as regular lectures	d. No specific preference
	38	51	11	8

Should lecturers have the freedom to express their personal style through their clothing while teaching?	a. Yes, absolutely	b. Somewhat strongly	c. Neutral	d. No specific preference
	52	30	21	5

These conclusions provide insights into the varied preferences and perspectives of lecturers regarding their clothing choices and personal expression in an academic setting. Based on the data provided, we can conclude the typical lecturer in a creative and artistic field.

The majority of respondents (51%) prefer a casual clothing style, such as dresses, skirts, or jeans, which aligns with the creative and artistic nature of the field. Vintage or custom-made clothing is the second most preferred choice at 18%, indicating a preference for unique and creative fashion.

This suggests that lecturers in the creative and artistic field may lean towards unconventional and expressive clothing choices.

Respondents in the creative and artistic field show a preference for bright and vibrant colours, with 39% selecting this option. Neutral colours (e.g., black, white, grey) are still popular at 29%, indicating a balance between vibrancy and classic tones. The significant percentage (30%) with no specific preference may suggest a willingness to experiment with a variety of colours.

Lecturers in this field tend to prefer a mix of trendy and fashionable clothing (42%), highlighting a desire for individuality and staying current with fashion trends. Classic and timeless styles are also valued by 27%, indicating a blend of both traditional and contemporary fashion elements.

A majority (52%) still consider following a dress code very important, suggesting a balance between creativity and professionalism.

Respondents in the creative and artistic field tend to incorporate accessories, with 58% choosing statement jewellery, brooches, or pins. This aligns with the expressive nature of the field.

There is a preference for dressing according to the theme or occasion (51%), suggesting a willingness to embrace creativity even on formal occasions.

The majority (52%) strongly believe in the freedom to express personal style through clothing while teaching, underscoring the importance of individuality and creativity in the field.

The majority (62%) strongly believe that their clothing style has a positive impact on student engagement and attention during lectures, indicating a recognition of the role of personal expression in fostering a creative learning environment.

In summary, the typical lecturer in a creative and artistic field is likely to have a casual, expressive, and trendy clothing style, incorporating accessories and showing a preference for a vibrant colour palette. They value the freedom to express their personal style while maintaining a level of professionalism.

The next step was to survey 110 students at the university with a similar set of questions. The primary objective is to determine the preferred clothing style for lecturers during regular classes.

Table 2. Student preferences for teachers' clothing and its importance in the educational process

Question	Suggested answers and the number of respondents who selected the answer (%)			
How would you describe your preference for a lecturer's clothing style during regular classes?	a. Formal (e.g., suits, business attire)	b. Casual (e.g., dresses or skirts, jeans)	c. Vintage or custom-made clothing	d. No specific preference
	32	51	10	17
Which colour palette do you find most appealing for a lecturer's clothing?	a. Neutral colours (e.g., black, white, grey)	b. Bright and vibrant colours	c. Earth tones (e.g., browns, greens)	d. No specific preference
	3	51	8	28
How important is it for a lecturer to follow a dress code in your opinion?	a. Very important	b. Somewhat important	c. Neutral	d. Not important at all
	18	22	41	29
In your ideal classroom setting, lecturers would wear clothing that is:	a. Trendy and fashionable	b. Classic and timeless	c. A mix of both	d. No specific preference
	51	24	18	17
Which of the following accessories, if any, do you think lecturers should incorporate into their attire?	a. Ties and scarves, belts, watches	b. Statement jewellery, brooches or pins	c. Glasses or sunglasses	d. No accessories
	59	37	10	4
On special occasions or events, would you prefer lecturers to dress:	a. Formal and professional	b. According to the theme or occasion	c. The same as regular lectures	d. No specific preference

	31	60	9	10
Do you think lecturers should have the freedom to express their personal style through their clothing?	a. Yes, absolutely	b. Somewhat strongly	c. Neutral	d. No specific preference
	60	29	15	11
How does a lecturer's clothing style impact your perception of their approachability?	It makes them more approachable	b. It doesn't affect my perception	c. It makes them less approachable	d. Not sure
	54	36	8	12

Based on the data provided, we can conclude the ideal lecturer from the point of view of students.

The majority of students (51%) prefer a casual clothing style for their lecturers, such as dresses, skirts, or jeans. This suggests a preference for a more approachable and comfortable atmosphere in the classroom. Formal attire (e.g., suits, business attire) is the second most preferred choice at 32%, indicating that some students still value a more professional appearance. Vintage or custom-made clothing and having no specific preference are less popular choices, at 10% and 17%, respectively.

Bright and vibrant colours are the most appealing colour palette for lecturer clothing, selected by 51% of students. This suggests a desire for lively and engaging visual environments. Neutral colours (e.g., black, white, grey) are less popular at 3%, indicating a preference for more vibrant and varied colour choices. Earth tones and having no specific preference have moderate popularity at 8% and 28%, respectively.

A significant proportion of students (41%) believe that it is neutral for lecturers to follow a dress code. This indicates that while some students may see value in a dress code, a substantial number are indifferent to its importance. Notably, 29% of students think it's not important at all for lecturers to follow a dress code.

Most of the students (51%) prefer lecturers to wear trendy and fashionable clothing in their ideal classroom setting, suggesting an appreciation for a contemporary and dynamic learning environment. Classic and timeless styles are valued by 24%, indicating a desire for a blend of tradition and modernity. A mix of both trendy and classic elements has moderate popularity at 18% while having no specific preference is selected by 17%.

A majority of students (59%) believe that lecturers should incorporate accessories such as ties, scarves, belts, and watches. This suggests that students appreciate a polished and well-accessorized look. Statement jewellery brooches or pins are favoured by 37% of

students, indicating an appreciation for personalized and expressive accessories. Glasses or sunglasses and having no accessories are less popular choices at 10% and 4%, respectively.

The main part of students (60%) prefer lecturers to dress according to the theme or occasion on special occasions or events. This suggests that students appreciate a lecturer's adaptability and engagement in special events.

A formal and professional dress code is preferred by 31% of students. Having no specific preference for special occasions is chosen by 10% of students.

A significant majority of students (60%) strongly believe that lecturers should have the freedom to express their personal style through clothing. This indicates that students value individuality and self-expression in their lecturers.

29% somewhat agree, 15% are neutral, and 11% have no specific preference regarding lecturers expressing their personal style.

Most students (54%) believe that a lecturer's clothing style makes them more approachable. This suggests that students associate a more casual or relatable clothing style with approachability. 36% state that it doesn't affect their perception, indicating that clothing may not be the sole factor in determining approachability. A smaller percentage (8%) feel that a lecturer's clothing makes them less approachable, and 12% are unsure.

In summary, the ideal lecturer, according to students, combines a casual and approachable clothing style with trendy and vibrant elements. Students appreciate the freedom of expression in lecturers' clothing and value adaptability, individuality, and a mix of traditional and contemporary styles in the classroom setting.

At the last stage of our research, we tried to find out how much a lecturer's appearance affects the way students perceive him or her, their cooperation and the general atmosphere in the auditorium.

Table 3. The influence of lecturer's appearance on students' perception of him/her

Question	Suggested answers and the number of respondents who selected the answer (%)			
	a. Very strongly	b. Somewhat strongly	c. Neutral	d. Not strongly at all
How strongly do you believe a lecturer's clothing choices contribute to their overall professional identity?	39	24	21	4
In your opinion, to what extent do a lecturer's clothing choices reflect their personality and individuality?	a. A great deal	b. To some extent	c. Very little	d. Not at all
	47	43	16	4

How important is it for you that lecturers express their individuality through their clothing?	a. Very important	b. Somewhat important	c. Neutral	d. Not important at all
	38	31	33	8
To what degree do you think lecturers should conform to a standardized dress code to maintain a professional image?	a. Strict conformity is necessary	b. Some conformity is important	c. It's not important at all	d. No preference
	14	33	53	10
How do you feel when a lecturer dresses in a way that showcases their unique style?	a. More engaged and connected	b. Neutral, it doesn't impact my feelings	c. Less engaged and connected	d. I'm not sure
	45	35	11	19
Do you think there should be guidelines for lecturers to maintain a balance between professional attire and personal expression?	a. Yes, there should be clear	b. Yes, but they should be flexible	c. No, lecturers should have complete freedom	d. No preference
	21	40	36	13
Would you appreciate it if lecturers occasionally incorporated cultural or thematic elements into their dressing choices?	a. Yes, it adds diversity and interest	b. Neutral, it doesn't matter to me	c. No, it might be distracting	d. I'm not sure
	52	29	10	19
How much influence do you think a lecturer's dressing style has on the overall classroom atmosphere?	a. A significant influence	b. Some influence	c. Minimal influence	d. No influence at all
	47	32	23	8

Based on the data gathered in the research, several conclusions can be drawn regarding how a lecturer's appearance, specifically their clothing choices, influences student perceptions, cooperation, and the general atmosphere in the auditorium.

A significant portion of students (39%) strongly believe that a lecturer's clothing choices contribute very strongly to their overall professional identity. This indicates that students place importance on the professional image conveyed through clothing.

Nearly half of the respondents (47%) believe that a lecturer's clothing choices reflect their personality and individuality a great deal. This suggests that students perceive clothing as a means of expressing the lecturer's unique characteristics.

A substantial number of students (38%) consider it very important for lecturers to express their individuality through their clothing. This highlights the value students place on personal expression and uniqueness.

A majority of students (53%) believe that lecturers should conform to a standardized dress code to maintain a professional image. This indicates that while individuality is valued, there is also an expectation for a certain level of conformity to professional standards.

A significant number of students (45%) feel more engaged and connected when a lecturer dresses in a way that showcases their unique style. This suggests that individuality in clothing positively influences student engagement.

A notable portion of students (40%) think that there should be guidelines for lecturers to maintain a balance between professional attire and personal expression. This reflects a desire for a middle ground between conformity and freedom.

The majority of students (52%) would appreciate it if lecturers occasionally incorporated cultural or thematic elements into their dressing choices. This indicates an openness to diversity and interest in the classroom environment.

Almost half of the respondents (47%) believe that a lecturer's dressing style has a significant influence on the overall classroom atmosphere. This underscores the impact of clothing choices on the learning environment.

The data suggests that students place significance on the way lecturers present themselves through clothing. While they appreciate individuality and unique styles, there is also an expectation for a balance between professional attire and personal expression. The influence of clothing on student engagement and the overall classroom atmosphere is perceived to be substantial, emphasizing the importance of a thoughtful approach to dressing in an educational setting.

5. Discussion

Creating a positive image

Nowadays, creating a positive image has become an urgent issue not only in politics and business but also in the work of higher education lecturers. The main goal of these lecturers is to train highly qualified and competitive specialists. The concept of an image is widely used in various fields of knowledge including sociology, psychology, political science, anthropology, cultural studies, and linguistics. Due to its interdisciplinary nature, it is represented in the categorical field of several sciences and is interpreted by its unique features, goals, and objectives. It's important to note that an image is valued by its peculiarities and quality, which play a vital role in the success of an individual's life and any activity they undertake. (Stolovy T.,2021). Image is a holistic representation of something

(someone) that remains in people's minds and their memory. Professional image is an important part of human perception. The professional image of a lecturer means the external conformity of an individual to both the type of activity and the situation of communication. Clothing and the ability to present oneself speak about how much one values oneself and respects others, about one's sense of dignity. "Clothing can't tell people who you are deep down, but it is part of the slim profile of information that a person has about you on the first meeting" (Atabi M., Rajeev K., 2022).

Visual appeal is very important because we receive a lot of information through our eyesight, assessing people visually. The effect of the first impression, when we form an opinion about a person in the first 20 seconds, which then cannot be changed, depends on visual perception. "Clothing, hairstyle, makeup, and accessories influence first impressions. However, target dress is notably absent from current theories and models of person perception." (Hester, N., & Hehman, E., 2023). We have all noticed that outwardly more attractive people achieve more success among others. That is why a modern lecturer needs to look stylish and beautiful because the influence of the lecturer on students depends on the location of students. The general impression of a lecturer's appearance is a kind of business card, which can be emphasized by properly selected clothes, hair and make-up.

External image is a technique of play, a special form of expressing one's attitude to the material, transferring one's emotional attitude to reality, possession and ability of self-presentation, bringing the work with students to a playful level, skilful directing of the whole course of the lesson. Internal image is the lecturer's culture, inner freedom, spontaneity, charm, emotionality, associative vision, unexpected bright moves in the scenario of the lesson, inner mood for creativity, and self-control in the conditions of publicity. (Soroka, O., & Kalaur, S., 2023).

Lecturer image

"The influence of teachers on their students may not be limited to their classroom relationships or interactions but may extend to who they will become and what becomes of their lives as a whole." (Dinoc-Ignacio, T. & Angel Lydio, C., 2021). The image of a lecturer is an important aspect of their professionalism and can influence students' learning. This is evident from two perspectives: society's expectations of the lecturer and the lecturer's own perspective on how they present themselves to students and society.

A lecturer's image is largely a reflection of their desirable qualities. To have a positive image, a lecturer must possess high professional standards and positive personal characteristics.

Forming a lecturer's image is an active and purposeful process that aims to inform the lecturer about the strengths of their personal qualities that are important for successful work with children. The lecturer's image is also important for their sense of responsibility in modelling their individuality to the younger generation.

The lecturer's professional culture and ethical principles, as well as the scientific organization of their work, play an important role in developing their image. A successfully designed pedagogical image can positively influence the lecturer's self-affirmation and further professional development. "By professional image, a teacher demonstrates his/her willingness to join the system of public relations through the acquisition of social roles that meet social needs and desires; and seeks to approach a professionally attractive image and take a worthy place in the social structure." (Nenko, Y., Sytnik, T., & Orlova, O., 2020).

Pedagogical skills are primarily related to a lecturer's ability to engage in self-reflection and self-knowledge. Several characteristics of a lecturer's activity determine their behaviour, and self-awareness is one of the most important. Professional development involves the lecturer's ability to change methods, content, and structure, develop individualized educational programs, and integrate courses. This requires the development of independence and creative initiative. The formation of an individual image is essential for a lecturer's self-development.

Images are created based on social factors and reflect the social algorithm of spiritual life. However, their role is limited to ensuring the interaction between morality and morality, meaning that they represent a natural and habitual algorithm of society's spiritual life. Images serve to harmonize the psyche with individual and group experiences, expressing not only the subjective desire to please others but also the "rules of the game" that make this possible.

Pedagogical activity constantly puts lecturers in communicative situations, requiring them to possess qualities that contribute to effective interpersonal interaction. These qualities include the ability to reflect, empathize, be flexible, sociable, and cooperative. In our opinion, these qualities of image behaviour stimulate emotional comfort, intellectual activity, and creative search, promote mutual understanding and empathy, and constitute the humanistic potential of the lecturer. They also contribute to the development of each student's personality, ensuring the expediency and effectiveness of pedagogical interaction.

The image of a higher school lecturer is largely determined by the qualities they possess, which give a peculiarity to their communication with students, and determine the speed and degree of mastering various skills. The predominant features of an experienced lecturer are:

The following are important qualities for effective teaching:

- Purposefulness, which involves generating creative ideas and is determined by the ratio of the ways to achieve the goal to the number of possible ways. It also involves self-control and independence.
- Perseverance, which is the unwavering desire and ability to consistently achieve the exact fulfilment of requirements.
- Patience and determination, which are necessary to find the most effective ways to influence students and not get lost in difficult situations.
- Tolerance, which is essential in creating a positive and inclusive learning environment.
- Initiative, which is the drive to improve the content and forms of teaching activities.
- Organization, which is necessary to maintain consistency in educational influence.
- Authoritativeness, which measures the influence on students and also includes good relationships with colleagues.
- Creativity, which is important in finding unique solutions for each task in educating students.

The image of a university lecturer is a kind of collective image that reveals the most characteristic features of the lecturer, which include: competence, culture, lifestyle and behaviour. The image plays a significant role in developing pedagogical skills. It provides the process of professional socialization through the image as a representation of oneself – to the image representation of oneself to society; from understanding and self-knowledge of oneself – to essential self-identification. Presenting oneself through images allows individuals to create an image that is closer to their ideal self, which in turn contributes to their personal growth. It is important to create an effective image that aligns with one's professional image, as it is a conscious effort to bridge the gap between the internal and external self. This process of self-presentation is essential for enhancing one's social role and achieving personal

development. If you use clothing, hair accessories, makeup, and friendly facial expressions to create a positive image, and then strive to live up to that image, you may not even realize when it becomes a natural part of your personality rather than just an external display.

Lecturer's clothes as a part of the image

Wearing clothes is an essential way of identifying oneself in society. Shetty, K. J., & Kotian, S. (2023). The attire of a lecturer plays a significant role in shaping their professional image and influencing the learning environment. The choice of clothing reflects not only personal style but also conveys messages about professionalism, approachability, and the nature of the subject matter being taught. (Oliver S., Ben Marder B., Erz A., Kietzmann J., 2021.), (Maran, T., Liegl, S., Moder, S., Kraus, S., Furtner, M., 2021)

Firstly, a lecturer's clothing contributes to the overall image of authority and expertise. A well-groomed and appropriately dressed lecturer exudes confidence, which can positively impact students' perceptions of their competence. Formal or business casual attire often aligns with the expectations of a professional setting, reinforcing the lecturer's credibility.

Secondly, the choice of clothing can influence the level of approachability. While professionalism is crucial, an overly formal appearance might create a sense of distance between the lecturer and students. Finding a balance that allows for a friendly and relatable demeanour can enhance the student-lecturer relationship. Approachable clothing choices might include smart casual or attire that incorporates a touch of personal style.

Moreover, the lecturer's clothing can serve as a visual representation of the subject matter. In creative and artistic disciplines, the lecturer's wardrobe may mirror the expressive nature of the field. Bold colours, unique accessories, or elements of avant-garde fashion can convey a passion for creativity and innovation, inspiring students to think outside the box.

Comfort and practicality are also essential considerations. Lecturers often spend long hours in classrooms or studios, necessitating attire that allows for ease of movement and comfort. This consideration is particularly relevant for those teaching in hands-on or studio-based disciplines, where practicality in clothing choices can enhance the teaching experience.

Furthermore, the lecturer's clothing contributes to the overall aesthetics of the learning environment. A well-dressed lecturer complements the professionalism of the educational setting, creating a positive atmosphere for learning. It sets a standard for students and reinforces the importance of presenting oneself thoughtfully in a professional setting.

In conclusion, a lecturer's clothing is a crucial element of their professional image. It impacts perceptions of authority, approachability, and the nature of the subject matter. Striking a balance between professionalism, personal style, and practicality ensures that a lecturer's attire contributes positively to the learning experience, fostering a conducive and inspiring educational environment. (Westfall, Richard Shane, 2015).

Dress style for a lecturer of creative specialities

The style of dress for a *lecturer of creative specialities* often reflects their unique role in fostering creativity, self-expression, and innovation. Lecturers in creative fields, such as art, music, drama, or design, often have the freedom to express themselves through their clothing. This may manifest in colourful, unconventional, or artistic attire. They may choose clothing that showcases their own creative spirit and personality. (Bang, Haeun, and Marilyn DeLong, 2022.)

Since creative lecturers are often actively engaged in hands-on activities and may move around the classroom or studio frequently, comfort and practicality are essential. They may opt for clothing that allows ease of movement, such as comfortable shoes and breathable fabrics.

Creative lecturers often encourage their students to embrace their individuality and uniqueness. They may set an example by dressing in a way that showcases their style, which can inspire students to do the same.

Accessories like jewellery, scarves, or hats can be used to add a creative touch to an outfit. These accessories may have artistic or symbolic significance and can serve as conversation starters with students.

While creativity is encouraged, maintaining professionalism is still important. Creative lecturers may strike a balance between unconventional elements and a professional appearance. For example, they might pair a colourful, artsy blouse with classic trousers or a blazer. The main thing is a sense of style and proportion. "Good taste in clothing means the right choice of clothes, shoes, jewellery and other details" (Vuković M., Urošević S., Radosavljević D., 2022).

Creative lecturers often adapt their clothing to match the specific demands of their subject matter or the projects they're working on. This adaptability may mean wearing attire

suitable for messy art projects one day and a more formal outfit for a performance or presentation the next.

Lecturers in creative specialities may draw inspiration from the art world, their particular discipline, or the culture and history associated with it. For instance, a music lecturer might wear clothing influenced by a certain musical era or genre, while an art lecturer might be inspired by famous artists.

Creative lecturers might use their clothing to engage students in discussions about art, culture, history, or creativity. They can use their attire as a teaching tool to introduce students to new ideas and concepts.

While creativity is encouraged, lecturers must adhere to school dress codes and policies. Some schools may have specific guidelines for lecturer attire, and creative lecturers must find ways to express their style within these boundaries.

In essence, the style of dress for lecturers of creative specialities can be a reflection of their passion for their subject, their commitment to individuality and self-expression, and their desire to inspire creativity in their students. It's a balance between professionalism, practicality, and artistic flair, all while adhering to the guidelines and expectations of their educational institution.

Academic Impact of Modern Lecturers' Appearance

The appearance of modern lecturers plays a pivotal role in establishing an atmosphere of professionalism and authority within the academic setting. Well-groomed and professionally attired educators project a sense of competence and expertise, garnering the respect and confidence of their students. This visual representation of authority can positively impact the perception of the lecturer's capabilities, thereby enhancing the overall learning experience.

The appearance of lecturers can significantly contribute to student engagement by creating a relatable and approachable image. Modern lecturers who reflect contemporary trends in fashion and personal style may find it easier to connect with students on a personal level. This connection can foster open communication, making students more comfortable seeking guidance and participating actively in class discussions. A lecturer's approachable appearance can break down barriers, encouraging students to view them not only as educators but also as mentors and advisors.

The diversity within arts universities demands a heightened awareness of cultural sensitivity and inclusivity. Modern lecturers who are mindful of their appearance in terms of

cultural representation and inclusivity contribute to a welcoming and respectful learning environment. Through conscious wardrobe choices and a celebration of diverse styles, lecturers can create an atmosphere where students from various backgrounds feel acknowledged and represented.

The arts thrive on innovation and creativity, and the appearance of modern lecturers can reflect these principles. Lecturers who embrace a visually creative and innovative style can inspire students to think outside the box and challenge conventional norms. The lecturer's appearance becomes a visual manifestation of the creative spirit, setting the tone for exploration and experimentation within the academic space.

6. Conclusions

The dressing style of modern art university lecturers serves as a powerful expression of their identity and individuality, influencing not only their personal image but also their academic impact on students. In the dynamic realm of art education, where creativity and self-expression are paramount, the lecturer's attire becomes a canvas reflecting their unique approach to teaching and their connection to the artistic world.

At the heart of the matter lies the ability of dressing style to shape identity. For modern art university lecturers, whose work revolves around fostering creativity and individual expression, the choice of clothing becomes a form of self-articulation. Through their attire, lecturers convey aspects of their personality, artistic sensibilities, and a commitment to the values they espouse in the classroom. This deliberate expression of identity creates a more authentic and engaging connection with students, fostering a sense of community within the academic environment.

Moreover, dressing style contributes significantly to the cultivation of individuality among art lecturers. In an academic landscape where conformity can sometimes overshadow the celebration of diversity, the unique clothing choices of art lecturers serve as a powerful counterbalance. By embracing eclectic styles, incorporating elements of avant-garde fashion, or showcasing personal artistic creations through clothing, lecturers demonstrate the importance of embracing one's individuality. This, in turn, encourages students to explore and celebrate their own unique identities, both within and beyond the artistic realm.

The academic impact of a lecturer's dressing style extends beyond the visual realm, influencing the overall learning experience. A lecturer whose attire reflects a passion for

creativity and innovation sets a tone for the classroom that inspires students to think creatively and critically. The visual cues provided by the lecturer's clothing create an immersive environment that complements the subject matter and enhances the overall educational experience. It transforms the classroom into a space where artistic expression is not confined to the curriculum but is woven into the fabric of the learning environment.

In conclusion, the dressing style of modern art university lecturers is a multifaceted tool that positively influences their identity, individuality, and academic impact. By using clothing as a means of self-expression, lecturers foster a deeper connection with students and create an atmosphere that celebrates diversity and creativity. Through their attire, art lecturers contribute not only to the visual aesthetics of the academic setting but also to the cultivation of a dynamic and inspiring learning environment that encourages students to explore and embrace their own artistic identities. The academic impact of modern lecturers' appearance at the Arts University is a nuanced aspect of the overall learning experience. By projecting professionalism and authority, enhancing student engagement, promoting cultural sensitivity, and embodying innovation, lecturers contribute to the holistic development of students in the arts. While appearance should complement the pedagogical approach, it serves as a visual representation of the values and principles that define a modern, inclusive, and creative academic environment at the Arts University

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