

**FEMALE TEACHERS' CLOTHING STYLES: DETERMINANTS OF LEARNING ATTITUDES OF STUDENTS.** Viray F.C., and Orlina E.A. Department of Textile and Garment Technology, College of Home Science and Industry, Central Luzon State University, Muñoz, Nueva Ecija, 3120, Philippines and Department of Home Economics Education, College of Home Economics, University of the Philippines, Diliman Quezon City, 1105, Philippines

This study aimed to determine and assess the teachers' clothing values and clothing styles and their influence on students' learning attitudes; and assess if teachers' clothing styles contribute to the learning attitudes of students.

One hundred forty four (144) teachers and 746 students participated in this study. Survey questionnaires were used for data gathering. Cochran-Mantel-Haenzel, factor analysis with Varimax-Harris-Rotation and Tukey's Studentized Range (HSD) were used to test the different variables.

Findings revealed that teachers' clothing values were associated with their selection, preferences, and types of clothing styles they wear in school and teacher's values were associated with the teachers' demographic variables.

Significant differences were observed in the clothing values of teachers and attitudes of students toward teachers clothing styles. The clothing styles perceived as appropriate and could elicit respect, credibility and discipline were the school uniform/blouse with blazer and skirt, and the blouse and trouser.

Majority of the students disapproved the wearing of T-shirts and short pants by teachers. They believed that these attires were not suitable in the classroom, and would tend to lower their credibility, respect, and discipline from students.

Understanding and closer evaluation of the role of clothing to positive learning attitudes of students, and the recognition of the expectations from students and peers were suggested to teachers in order to maintain the respect and dignity of the teaching profession.