

The Effect of Physical Attractiveness and Gender Counselors on Students Self Disclosure

Aisyi Salsabila Hanum^{1✉}, Edy Purwanto² & Sunawan²

¹ Universitas Negeri Padang, Sumatera Barat, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
January 2019
Accepted:
February 2019
Published:
June 2020

Keywords:
gender,
physical attractiveness,
self disclosure

DOI

<https://doi.org/10.15294/jubk.v9i1.28763>

Abstract

The purpose of this study was to examine the effect of physical attractiveness and gender on self disclosure. This study has two independent variables and one dependent variable. The subjects in this study were students of SMAN 12 Semarang then 118 students were taken as research subjects. The data analysis technique used was 2-way ANAVA test and average difference. The results showed that the physical attractiveness and gender counselor had an influence on self disclosure. And, the counselors interested and female counselors are preferred more. This research proved that there was an interaction between physical attractiveness and gender with self disclosure for students in Semarang City, Indonesia.

© 2020 Universitas Negeri Semarang

✉ Correspondence address:
Prof. Dr. Hamka, Air Tawar, Padang, Sumatera Barat, Indonesia
E-mail: aisyish@gmail.com

[p-ISSN 2252-6889](#)
[e-ISSN 2502-4450](#)

INTRODUCTION

Self disclosure is the expressing of reactions or individuals responses to the situation being faced and provide past information that is relevant or useful to understand the of these individuals responses in the present.

According to Morton (in Rais, 2014) said that self-disclosure can be both a descriptive and evaluative. In descriptive self-disclosure, individuals describe various facts about themselves that may not be known by listeners such as work, residence, and so on. Whereas in evaluative self-disclosure, individuals express opinions or personal feelings, that they like the certain people.

Jourard stated (in Farber, 2006) that all forms of counseling and psychotherapy become more effective, the counseling must reveal themselves to the counselor in certain extent. Self disclosure provided material as the basis of psychotherapeutic processes and has been seen by many people as an important aspect in therapeutic relationships.

Almost all forms of counseling and psychotherapy emphasize the importance of self-disclosure of the client. Because the disclosure is seen as a self-exploration center that is needed for successful counseling or because the main sources of some client problems are seen as coming from the approach problems. In a study conducted by Abel, Croysdale, and Stiles (2009) it was stated that regardless of one's willingness to express themselves, the nature of initial problem and attractiveness level of the therapist influenced the participants' commitment to self-disclosure in situation of partner therapy hypothesis. Participants reported feeling more comfortable for expressing the communication problems than sexual problems. They are also more comfortable to express to an interesting female therapist than an uninteresting female therapist.

It is important to remember the old evidence that individuals have biases based on physical attraction or beauty. Some researchers have documented how beauty is an important marker that shapes interactions and life outcomes (Umberson, and Hughes, 1987). According to

Berger (in Kwan, and Trautner, 2011) similar to other diffuse status characteristics such as race or gender, physical attractiveness not only affects how individuals think about other people but also how they interact with them. Kwan, and Trautner (2011) argued that people often make biases favored by individuals who have physical attractiveness.

In society, people will be able to draw the conclusions about a number of personality assumptions and competencies, based only on appearance. One of reasons that physical attraction becomes interpersonal attraction is because, like race and sex, physical appearance is a source of visible and quickly available information. Physical attraction can also affect owner personality.

Physical appearance is the most obvious personal characteristic and can be accessed by others in direct interpersonal interactions (Abel, Croysdale, and Stiles, 2009). Adams (in Kwan, and Trautner, 2011) stated that although there is few research on the influence of clients' physical attractiveness on counseling relationships, so far social psychology research has been fairly consistent in documenting the existence of social stereotypes towards physical attraction. These stereotypes have been found to operate in various contexts including juridical decisions, dating behavior, interactions, and teacher expectations. In few studies related to the provisions of psychological services. Barocas, and Black (1974) found that physically attractive students tended to have help that made by their name rather than students who were physically unattractive. Barocas, and Vance (1974) also found that clients who were physically attractive in analog counseling situations were considered to have a better prognosis than clients who were physically unattractive.

On the other hand, Harris, and Busby (1998) studied that regarding to physical attractiveness, most people believe that attractive men and women display a calm, sociable, independent, dominant, happy, sexy, adaptable, successful, more masculine (male) and more feminine (female) than un attractiveness people. So, someone tends to choose interact with people

who are attractive than unattractive people, because attractive people have more positive characteristics.

Kunin, and Rodin (in Harris, and Busby, 1998) stated that attractiveness is a characteristic of therapists who are assessed easily and can contribute to the client's disclosure decision making process. Existing literature showed that the client's perceptions of the effectiveness, competence and feasibility of the counselor's trust are related to the client's first impression of the therapist and this impression is based on part of the therapist attractiveness. This first impression is made from information that is visually recognized and assessed. The personal characteristics that easy-to-see (gender, color, age, attractiveness) and the meaning attached to them contribute to the client's first assessment of the counselor's skills and abilities. It is important for understanding that the level of attraction leads to spontaneous positive or negative judgment.

According to Dion, Berscheid, and Walster (in Buck, and Tiene, 2015) stated that research supports the effects of physical attractiveness on positive things and the beautiful phenomenon is good with the strength effects that seem comparable for men and women. Furthermore Jawahar, and Mattsson (2005) found that applicants who were more attractive regardless of gender were likely to be traced regardless of whether the position was dominated by men or women.

However Heilman (1983) showed that the effects for physical attractiveness on men and women may differ depending on whether the position is dominated by men (masculine in orientation) compared to women who dominate (feminine in orientation). In a study conducted by Croucher, Faulkner, Oommen, and Long (2010) asserted that gender influences self-disclosure. Women's openness is more controlled while men express themselves more and have a better understanding of the nature of positive or negative self-disclosure.

The results of this study indicated that expressed preference for female therapists. The most common response is that the woman feels they will be better able to understand their

concerns. They showed that because women experience a greater range of emotions, they are better able to be empathetic and face problems more deeply. A number of these students noted that previous experiences with male therapists had influenced their preferences. Some people feel that they can connect better with women and be less defensive with them. Some of them viewed that man less trustworthy than women or note that they feel more comfortable and safe with women. Some women showed that they are afraid of male therapists and how they are treated.

Cooper (2006) conducted a study which examined three specific factors that might influence students' willingness to attend school-based counseling services. Where the last question is whether students prefer to meet male or female counselors. The result of Cooper (2006) study is that the preference of female counselors among female students seems to be most prominent in younger women and younger male students also tend to express greater preference for same-sex counselors. However, this finding showed that female counselors tend to receive more positive acceptance by many students - especially women in school and may also function to reduce barriers for attending, and coming near the counseling services. Of course, there was no indication here that female counselors will actually be more effective in their work, and there was also no indication that strength feeling for male and female counselors.

Based on the explanation of the research above, physical attractiveness and gender counselors are hypothesized to influence students' self disclosure. In this study self disclosure is the main problem considering that self disclosure is important in carrying out counseling activities. In general, the different of this research with previous research was that this study focused on students' first impressions of counselors and their effect on self disclosure.

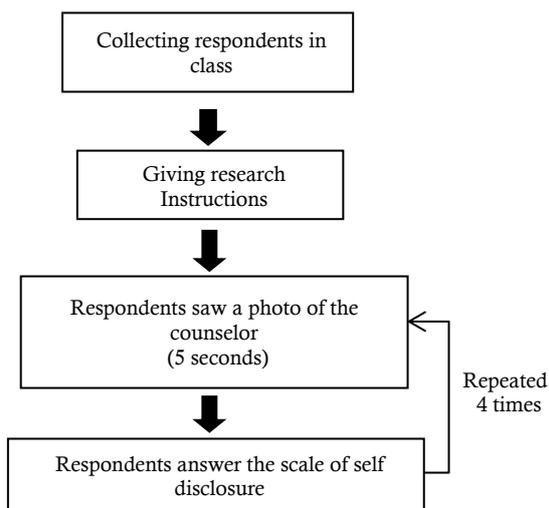
METHODS

This study has two independent variables and one dependent variable. The subjects in this

study were students of SMAN 12 Semarang then 118 students were taken as research sampels.

This research was conducted by gathering respondents in the class. Furthermore, the power point is displayed to explain the steps of the activity and providing instructions related to the image and how to fill the instrument. The image will be shown for five seconds then the respondent is asked to look at it and did not need to pay attention to the counselor's ability and competence at the image, the respondent is only asked to assess the attractiveness of the person in the image and whether there was a possibility that the respondent will be invited. After it is displayed for 5 seconds, the respondent filled the ESDS instrument for 5-10 minutes. The procedure is carried out 4 times to show how much the self disclosure of respondents to each image. The research design can be seen in Figure 1.

The Emotional Self-disclosure Scale (ESDS) is an instrument developed by Snell, Miller, and Belk (1988). ESDS has 8 subscales and each has 5 items. Followed by the second picture that showed the woman is not attractive, the pictures of the three men are interesting and the image of the four men is not interesting. The design of the research process can be seen in Figure 1.



Picture 1. Research Design

The Emotional Self disclosure Scale (ESDS). The Emotional Self disclosure Scale

(ESDS) is an instrument developed by Snell, Miller, and Belk (1988). ESDS has 8 subscales and each has 5 items. The results of Pearson product moment test confirmed the validity (0.461 to 0.746) then the overall scale produced is valid.

RESULTS AND DISCUSSION

Hypothesis testing used in this study was 2-way ANOVA with factorial design and using the independent T-test. Furthermore, hypothesis testing was carried out with the help of SPSS for Windows version 16.00. A summary of the 2-way ANAVA test results can be seen in Table 1.

Table 1. Self-Disclosure Description Based on Physical Attractiveness and Gender

Physical attractiveness	Gender	M	SD
Attractive	M	97.13	31.223
	WM	120.13	39.690
	Total	108.63	37.450
Unattractive	M	92.89	33.003
	WM	101.59	31.516
	Total	97.24	32.494
Total	M	95.01	32.127
	WM	110.86	36.947
	Total	102.93	35.483

Table 1 it can be seen that overall respondents are more comfortable to attractiveness counselors than unattractiveness counselors. But if it is from a gender counselor, respondents are more comfortable to female counselors than male counselors.

Manipulations check were carried out to assess the differences of counselor's appearance attractiveness which was presented as a research instrument. Testing were done using one way anava, it showed that $F_{(3,96)} = 32.272$, $p < 0.05$. The different perceptions of the attractiveness level between attractive and unattractive counselors were analyzed based on the results of post hock using tukey technique.

There was no difference between unattractive and attractive men ($MD = -0.2800$, $SE = 0.3793$, $p < 0.01$) and between unattractive women with attractive women ($MD = -0.2440$, $SE = 0.3793$, $p < 0.01$) whereas there was difference between unattractive men and unattractive women ($MD = -0.4400$, $SE =$

0.3793, $p > 0.05$), and there was no difference between attractive women and attractive men ($MD = 0.080$, $SE = 0.3793$, $p > 0.05$). Comparisons between pairs reveal that attractiveness of each counselor differently from each other. Thus the comparison between counselors is different from each other and has a gradation with one another.

The effect of counselor's physical attractiveness on self disclosure respondents can be seen in several research results. Based on the results of two-way ANOVA test in Table 2 it can be seen that physical attractiveness has an effect on self disclosure ($F_{(3,468)} = 13.207$, $p < 0.01$), where the effect of disclosure is higher than attractive counselors ($M = 108.63$, $SD = 37.450$) compared to unattractive counselors ($M = 97.24$, $SD = 32.494$). Based on these findings, it can be explained that physical attractiveness counselors have an influence on students' self disclosure.

The effect of the counselor's gender on self disclosure respondents can be seen in several research results. Based on the results of two-way ANOVA test in Table 4.4 it can be seen that the gender has an effect on self disclosure ($F_{(3,468)} = 25.601$, $p < 0.01$) where the effect of disclosure is higher than female counselors ($M = 110.86$, $SD = 36.947$) compared to male counselors

($M = 95.01$, $SD = 32.127$). According to these findings it can be explained that gender counselors have an influence on students' self disclosure.

Hypothesis in this study use of testing of 2-way ANOVA with factorial design and using the independent t-test. Then, hypothesis tested with the SPSS for Windows version 24.00.

A summary of the 2-way ANOVA test results can be seen in Table 2.

Table 2. Interaction Effect Physical Attractiveness and Gender on Self Disclosure

Effect	$F_{(3,46)}$	p
PA	13.207	< 0.01
Gender	25.601	< 0.01
Interaction PA*Gender	5.206	< 0.05

Based on T 2, it can be seen the results of the 2-way ANOVA test showed interaction between physical attractiveness and gender obtained by the value of $F_{(3,46)} = 5.206$, $p < 0.05$ which indicated that there is interaction value between PA (physical attraction) and gender in influencing self disclosure.

Furthermore, there was interaction effects between physical attractiveness and gender in self disclosure, differences in effects between pairs of groups can be seen in Table 3.

Table 3. The Differences Effects Between Groups in Pairs

Groups in pairs	F	p
Attractive man vs attractive woman	24.47	< 0.01
Unattractive man vs unattractive woman	4.29	> 0.05
Attractive man vs unattractive man	1.02	> 0.05
Attractive woman vs unattractive woman	15.78	< 0.01

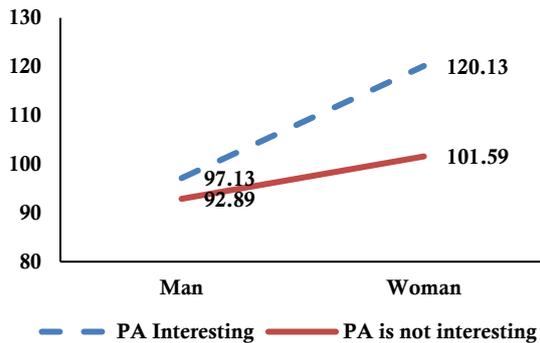
Table 3 it is known that there was difference in the effects of attractive men and women in influencing self disclosure ($F_{(1,234)} = 24.47$, $p < 0.01$), and there was difference in the effects of attractive men and unattractive women in influencing self disclosure ($F_{(1,234)} = 4.29$, $p > 0.05$), then there was no difference in the effect of attractive men and unattractive men in influencing self disclosure ($F_{(1,234)} = 1.02$, $p > 0.05$), there was also difference effect between attractive women with unattractive women ($F_{(1,234)} = 15.78$, $p < 0.01$).

From the analysis of physical attractiveness effects and gender showed that

students tended to have self-disclosure to attractive counselors and women's gender. Overall, it was very high self disclosure to attractive female counselors ($M = 120.13$) while lower self disclosure tended to unattractive male counselors (92.89). Visually for self-disclosure differences can be seen in Figure 2.

This study aims to see the student's self disclosure based on the physical attractiveness of the counselor to know whether there are differences of respondent's self disclosure to the counselor. Physical appearance is the most obvious personal characteristic and can be

accessed by others in direct interpersonal interactions (Abel, Croysdale, and Stiles, 2009).



Picture 2. Graph of Physical Attractiveness and Gender on Self Disclosure

The results of this study indicated that physical attractiveness has a strong positive effect in self disclosure. Two forms of physical attractiveness (attractive and unattractive) have different significance values on self disclosure effect. In this study, it is known that male and female respondents have the same self disclosure towards the physical attractiveness counselor. The results of the instruments processed using SPSS showed that both male and female respondents had higher self-disclosure to attractive counselors than unattractive counselors. Thus results indicated that there were effects of physical attractiveness in influencing self disclosure.

This is supported by the results of research by Harris, and Busby (1998) physical attractiveness which shows that most people believe that attractive men and women display calm, sociable, independent, dominant, happy, adaptable, successful, more masculine (male) and more feminine (female) than unattractive people. So, someone tended to choose interacting with people who are attractive than unattractive, because attractive people have more positive characteristics. According to Kunin and Rodin (in Harris, and Busby, 1998), attractiveness is a characteristic of therapists who are easily to assess and can contribute to the client's disclosure decision making process.

Parks, and Kennedy (2007) stated that teacher's expectations about students showed that physical attractiveness is associated with

academic expectations and intellectual abilities of students in the class. Actually, teachers tended to value attractive students, preferably in terms of intelligence, social skills, academic abilities and achievement values. Attractive students are also seen as more disclosure and have more leadership potential and social skills and higher self-esteem. In addition, attractive student's violations were not considered severe and tended to be associated with external factors compared to those done by unattractive students. In addition, Buck, and Tiene (1989) research showed that teacher's attractiveness plays a major role in student evaluation.

In this study showed that the counselor's physical attractiveness towards students 'first impressions influenced students' self disclosure. Attractive counselors display positive characteristics which affect the student's decision making to disclosure themselves or not. This finding showed that person's characteristics are easily assessed such as physical attractiveness can contribute to self disclosure. Counselor physical attractiveness showed the impression on the counselor's competence and feasibility on the client's perceptions to the counselor.

Therefore, it is expected that the counselor can display a positive attraction such as being well-dressed which can make best first impression to the client when they appear in counseling activities. It is because someone consciously or unconsciously made conclusions that they have gained from their experience with others, where there was a certain meaning attached to the one's appearance such certain clothing.

The limitation of this study is the lack of counselor's personal characteristics. Because there was no other information about the counselor, respondents will only use physical appearance as a basis for drawing other conclusions, especially conclusions regarding the credibility of the counselor in conducting counseling activities. By adding character traits, attitudes and physical attractiveness have a significant effect on respondents. The difference of influence patterns on personal characteristics can be compared with the physical attractiveness conditions of the counselor. Respondents may

not be attracted to unattractive counselors but if the respondent sees the character and attitude of the counselor can increase the respondent's self disclosure. Maybe the respondent's self disclosure will be reduced if they saw a counselor who has attractive physical attractiveness but did not have the character and attitude favored by the respondents

In addition, this research also does not specifically display the counselors physical such as counselor clothing. So it is expected that further research can add the effect of clothing to be one indicator that can influence evaluation or assessment and also the client's response to the counselor. The client's perception of the attractiveness and manner of counselor's clothing as a form of first impression in influencing the client's self disclosure.

This study aims to see the form of student self-disclosure based on student gender to see whether there were differences in the form of self disclosure to respondents for male and female counselors. In other hands of the physical attractiveness, gender is the most obvious personal characteristic and can be accessed by others in direct interpersonal interactions.

From the results, it is known that among respondents have the same self disclosures. From the results of the instruments processed using SPSS, it was shown that the respondents had higher self-disclosure to female counselors compared to male counselors. It indicated that there was a gender effect in influencing self disclosure and female counselors are more profitable than male counselors.

In a study conducted by Croucher, Faulkner, Oommen, and Long (2010) asserted that gender influenced self disclosure. The results of this study indicated that expressed preference for female therapists. The most common response is that they feel women will be better able to understand their concerns. They showed that because women experience a greater range of emotions, they are better able to be empathetic and face problems more deeply. A number of these students noted that previous experience with male therapists had influenced their preferences. Some people felt that they can

connect better with women and be less defensive with them. Many people argued that men as less trustworthy than women or noted that they felt more comfortable and safe with women. Some women showed that they are afraid of male therapists and how they are treated.

In addition, Cooper (2006) conducted a study which examined three specific factors that might influence students' willingness to attend school-based counseling services. Where the last question is whether students prefer to meet male or female counselors. The result of Coopeer (2006) study is that the preference of female counselors among female students seems to be most prominent in younger women and younger male students also tend to express greater preference for same-sex counselors. However, this finding showed that female counselors tended to receive more positive acceptance by many students - especially women in school and may also able to reduce barriers to attending, and approach counseling services. Of course, there was no indication that female counselors will actually be more effective in their work, and there was also no indication of the strength of feelings towards male and female counselors.

Interestingly, Chia, Allred, Grossnickle, and Lee (1998) found that in the effects of significant interactions, unattractive men benefited more from unattractive women. Kaplan (in Chia, Allred, Grossnickle, and Lee, 1998) also found negative bias towards women who were not attractive in the United States when they were judged by male judges. This bias arose in research conducted by Chia, Allred, Grossnickle, and Lee (1998) even though it contained male and female participants. And also uninteresting negative bias towards women was also found in recruitment decision research conducted by Marlowe, Scheneider and Nelson (in Chia, Allred, Grossnickle, and Lee, 1998). This study answered the research of them and also Kaplan (in Chia, Allred, Grossnickle, and Lee, 1998) that previous research provided input so that further researchers can compensate for negative bias towards women.

Associated with gender, the results of this study are similar to those of Cooper (2006) and

research by Croucher, Faulkner, Oommen, and Long (2010) that female and male students tended to prefer female counselors. The most common response was because women are better to understand their concerns, more able to be empathetic. Some female students showed that they were afraid of male counselors.

For improving self-disclosure to male counselors, male counselors can show the feminine side that needs to be shown such as love, attention, empathy, etc. in order to influence their preferences that male counselors can also be empathetic, give attention, and can understand their concerns. However, someone can do self disclosure to people they like.

CONCLUSION

This research was conducted to see the effect of the physical attractiveness and gender of the counselor on self disclosure to the students in SMAN 12 Semarang. The results showed that physical attractiveness and gender had an influence on self disclosure. There were differences in self-disclosure of students when viewed from the attractiveness and counselor's gender. The results showed that students were more disclosure to attractive counselors than to unattractive counselors and also more disclosure to female counselors than male counselors. Overall, students were more disclosure to attractive women. So it was concluded that attractive female counselors more benefited from unattractive male counselors.

Furthermore, the results of this intervention are expected to be an alternative by further researchers to make perfect limitations in the study, namely the lack of personal characteristics of the counselor. Because there was no other information about the counselor, respondents will only use physical appearance as a basis for drawing other conclusions, especially conclusions regarding the credibility of the counselor in conducting counseling activities. By adding character traits, attitudes and physical attractiveness have a significant effect on respondents. Different patterns of influence on personal characteristics can be compared with the

physical attractiveness conditions of the counselor. Respondents may not be attracted to unattractive counselors but if the respondent sees the character and attitude of the counselor, it can increase the respondent's self disclosure. Maybe the respondent's self disclosure will be reduced if they see a counselor who has attractive physical attractiveness but does not have the character and attitude favored by the respondents.

REFERENCES

- Abel, M. H., Croysdale, A., & Stiles, S. (2009). The Influence of Physical Attractiveness on Promotion Recommendations in Male and Female Applicants. *American Journal of Psychological Research*, 5(1), 97-110. Retrieved from <https://www.mcneese.edu/f/c/75b8a09b/AJPR%2009-10%20Abel%209-14.pdf>
- Barocas, R., & Black, H. K. (1974). Referral Rate and Physical Attractiveness in Third-Grade Children. *Perceptual and Motor Skills*, 39(2), 731-734. Retrieved from <https://journals.sagepub.com/doi/10.2466/pms.1974.39.2.731>
- Barocas, R., & Vance, F. L. (1974). Physical Appearance and Personal Adjustment Counseling. *Journal of Counseling Psychology*, 21(2), 96-100. Retrieved from <https://psycnet.apa.org/doiLanding?doi=10.1037%2Fh0036263>
- Buck, S., & Tiene, D. (1989). The Impact of Physical Attractiveness, Gender, and Teaching Philosophy on Teacher Evaluations. *The Journal of Educational Research*, 82(3), 172-177. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/00220671.1989.10885887>
- Chia, R. C., Allred, L. J., Grossnickle, W. F., & Lee, G. W. (1998). Effects of Attractiveness and Gender on the Perception of Achievement-Related Variables. *The Journal of Social Psychology*, 138(4), 471-477. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/00224549809600401>
- Cooper, M. (2006). Scottish Secondary School Students' Preferences for Location, Format of Counselling and Sex of Counsellor. *School Psychology International*, 27(5), 627-638. Retrieved from

- <https://journals.sagepub.com/doi/10.1177/0143034306073421>
- Croucher, S. M., Faulkner, S. L., Oommen, D., & Long, B. (2010). Demographic and Religious Differences in the Dimensions of Self-Disclosure Among Hindus and Muslims in India. *Journal of Intercultural Communication Research*, 39(1), 29-48. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/17475759.2010.520837>
- Farber, B. A. (2006). *Self-Disclosure in Psychotherapy*. New York: The Guilford Press.
- Harris, S. M., & Busby, D. M. (1998). Therapist Physical Attractiveness: An Unexplored Influence On Client Disclosure. *Journal of Marital and Family Therapy*, 24(2), 251-257. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1752-0606.1998.tb01081.x>
- Heilman, M. (1983). Sex Bias in Work Settings: The Lack of Fit model. *Research in Organizational Behavior*, 5, 269-298. Retrieved from https://www.researchgate.net/publication/232516742_Sex_bias_in_work_settings_The_Lack_of_Fit_model
- Jawahar, I. M., & Mattsson, J. (2005). Sexism and Beautyism Effects in Selection as a Function of Self-Monitoring Level of Decision Maker. *Journal of Applied Psychology*, 90(3), 563-573. Retrieved from <http://dx.doi.org/10.1037/0021-9010.90.3.563>
- Kwan, S., & Trautner, M. N. (2011). Judging Books by Their Covers: Teaching about Physical Attractiveness Biases. *Teaching Sociology*, 39(1), 16-26. Retrieved from <https://journals.sagepub.com/doi/10.1177/0920555X10390655>
- Parks, F. R., & Kennedy, J. H. (2007). The Impact of Race, Physical Attractiveness, and Gender On Education Majors' and Teachers' Perceptions of Student Competence. *Journal of Black Studies*, 37(6), 936-943. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0021934705285955>
- Rais, F. A. 2014. Perbedaan Pengungkapan Diri Mahasiswa Berdasar Tipe Kepribadian. *Undergraduate Thesis*. Surabaya: UIN Sunan Ampel Surabaya. Retrieved from <http://digilib.uinsby.ac.id/516>
- Snell, W. E., Miller, R. S., & Belk, S. (1988). Development of the Emotional Self-Disclosure Scale. *Sex Roles*, 18(1-2), 59-73. Retrieved from <https://link.springer.com/article/10.1007/BF00288017>
- Umberson, D., & Hughes, M. (1987). The Impact of Physical Attractiveness on Achievement and Psychological Well-Being. *Social Psychology Quarterly*, 50(3), 227-236. Retrieved from <https://www.jstor.org/stable/2786823?origin=crossref>