Subjects:

The subjects in the present study were male undergraduate students of various colleges affiliated to Maharshi Dayanand University, Rohtak. They were in the age group of 16 to 22 years. They were selected on the basis of their extraversion scores obtained on the Hindi version (Gupta & Poddar, 1979) of the Eysenck Personality Inventory—E.P.I. (Eysenck & Eysenck, 1964) based on the criterion of mean ± 1.5 standard deviation for the high (i.e., extraverts) and low (i.e., introverts) scores on the extraversion scale. The E.P.I. was initially administered to 900 students. Two hundred and seventy-six students who had lie scores of five or more were discarded. The mean and standard deviation of the remaining 624 students for the extraversion scores were 10.34 and 2.94, respectively. Eysenck (1967) suggests that the neuroticism dimension is not likely to play any role in performance if the experimental situation is not anxiety provoking. The task in the present study was a simple one and did not produce any anxiety. Hence, in the present study, it was not considered necessary to study neuroticism within the experimental paradigm. Thus, on the basis of their extraversion scores, 80 subjects, 40 for each extreme personality group (i.e., introverts and extraverts), were selected on the basis of the criterion of mean ± 1.5 S.D. The subjects with a score of 15 or more were placed in the extravert (E+) group and the Ss
with a score of six or less were placed in the introvert ($E^{-}$) group.

**Stimulus materials:**

1. **Eysenck Personality Inventory-E.P.I:**

The Hindi version (Gupta & Poddar, 1979) of the Eysenck Personality Inventory (Eysenck & Eysenck, 1964) was used for the selection of subjects. The Hindi version was preferred because of the Hindi knowing population, which would face difficulty with the English version.

The E.P.I. has two parallel forms-A and B, each having 57 items: 24 items for neuroticism, 24 items for extraversion and the remaining nine items for the lie scale. The test-retest reliability for extraversion and neuroticism scales runs between 0.80 to 0.97 and the split-half reliability from 0.74 to 0.91 for the separate forms-A and B, which in fact, are encouragingly high. Test-retest reliabilities are 0.78 and 0.74 for the forms-A and B, respectively.

2. **List of Similes:**

A list of similes patterned after Stein (1977) was prepared and used in the present study. The list was cyclostyled in Hindi so that the Ss would not face any language difficulty. It contained 30 similes in total which were so constructed as to be classified into animate and inanimate categories, e.g., "A monkey is like a man".
"A lake is like a pond". These similes contained only those nouns/objects/stimuli which were known to the Ss in the day-to-day life. The list of such similes was presented to the Ss in an identical sequence.

Experimental Design:

The present study involved three independent variables, namely, personality, elaboration of encoding, and time delay. The first factor, personality, had two levels, based on the extraversion scores of the Ss on the E.P.I., i.e., low scorers (introverts) and high scorers (extraverts). The second factor, elaboration of encoding, also had two levels of more and less elaborated conditions. In the more elaborated condition, Ss were required to classify the similes in good, moderate and poor categories. This was a more elaborated condition because the Ss could classify each simile in many ways such as meaning, function, structure etc. In the less elaborated condition, the Ss were required to classify each simile into animate and inanimate categories. This was a less elaborated condition because in this condition, the Ss had to classify each simile on the basis of only one desired factor, i.e., whether the words involved in the simile were animate or inanimate by nature. Finally, the third factor was time delay which was also manipulated at two levels, namely, immediate and delayed testings of retention. In immediate (0-hour delay) testing
condition, the Ss were tested for their retention immediately following the learning stage, while in the delayed testing condition, they were tested for their retention after one day. Thus, the design of the present study was a 2x2x2 factorial design. The total number of the Ss were 80 and 10 Ss were studied in each cell as shown below:

<table>
<thead>
<tr>
<th>Less Elaboration</th>
<th>More Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate Recall</td>
<td>Delayed Recall</td>
</tr>
<tr>
<td>Immediate Recall</td>
<td>Delayed Recall</td>
</tr>
</tbody>
</table>

The high and low extraversion scores on the E.P.I. were randomly assigned to other experimental conditions. 

Procedure:

The Ss were tested in individual situations. There were two conditions for encoding, i.e., more elaborated and less elaborated encoding. In the more elaborated condition, the list of the similes was given to the Ss and they were asked to read each simile loudly and classify it in one of the three categories, i.e., 'poor', 'moderate', or 'good'. The Ss were asked to write their judgements against each given simile. In the less elaborated condition, the Ss were asked to classify each simile in one of the two categories, i.e., 'animate' or inanimate'. The Ss were likewise asked to read the simile loudly and to write their category judgements about each of the similes.
The investigator, while doing the pilot study, had found that some Ss in the less elaborated condition, i.e., animate or inanimate classification, read completely only a few similes after which, realizing that either both the words were animate or inanimate in a simile, they started categorizing similes only on the basis of the first word. It was, therefore, decided to make the Ss read similes loudly and then write their categorization judgements so that the elaboration could be complete.

1. **Instructions:**

Before the commencement of the experiment, the following instructions were given to the Ss:

**Instructions for the more elaborated task:**

"This list contains some similes in Hindi. You have to read each simile loudly and classify it into one of the three categories, i.e. 'poor', 'moderate', or 'good'. Please give your judgement by writing an appropriate category against each simile".

**Instructions for the less elaborated task:**

"This list contains some similes in Hindi. You have to read each simile loudly and classify it into one of the two categories, i.e., 'animate' or 'inanimate'. Please give your judgement by writing an appropriate category against each simile."
2. **Retention testing:**

After simile-categorization, the Ss were tested for their retention by free-recall method. As per experimental design, half of the Ss were tested immediately following the simile-categorization task while the remaining half of the Ss were tested after a time delay of one day (24 hours). As the Ss were not informed at the categorization/learning stage that they would be tested for their retention on similes, the study was based on an incidental paradigm and not an intentional one. At the retention testing stage, the Ss were asked to recall freely the words involved in the similes and write them on a plain paper in whatever order they occurred to them. All Ss were given five minutes as free recall/retention testing period.