APPENDIX E

Instructions; Experiment 2

In this experiment, I am going to present information about some boy students of Standard X. They have been drawn randomly from a quite large population of boy students. Naturally they vary widely with respect to some of the characteristics which make one successful in life.

You will receive 3 types of information about each student. One type of information would indicate how much effort the student puts in. Effort on task means how vigorously that student tries on any assigned task or work. This information is obtained from one teacher of each student. The teacher indicated his opinion of the student's effort on any assigned task using labels Never, Very rarely, Once in a while, Sometimes, Quite often, Very often, and Always. You have to consider opinion of the teacher as valid information about the trying habit of each student.

The second type of information indicates the intellectual capacity of the student. This information is obtained from 1 teacher who knew each student quite well. The teacher indicated his opinion of the student's intelligence along a 7-point scale: Extremely low, Very much below average, Below average, Average, Above average, Very much above average, and Extremely high. You have to con-
sider opinion of the teacher as valid information in forming your judgment of student's intelligence.

The third type of information indicates how much opportunity for growth is available to each student. The available opportunity will range from *very very low, a little bit of, some, a moderate amount of, fairly much, a great deal of, and all*. This information is obtained from a teacher who had known student's family quite well.

Knowing effort on task and intelligence of the student as well as opportunity available to him, you have to predict how well the described student would perform in his life. That is, how high he would go in life. (We assume that each student would go to some profession. By life performance we mean performance in profession only.) Your prediction of his life performance will be made along a 21-step ladder scale. This scale begins with 1 and ends with 21. 1 means he would remain at the bottom; 21 means he would reach the peak. Other numbers denote performance of different magnitude. For each student, you have to predict the level of his life performance. (We assume that effort on task and intelligence will remain at the same level throughout his life.)
To make you familiar with the nature of the task and the use of response scale, I will give 10 practice examples. Please work with all the 10 examples one by one, and try to understand the task. It is extremely important that you understand the task fully. If there is any question, please feel free to ask.

After the practice period, I will give you this pack of 36 cards. Go through all the cards to familiarize yourself with the characteristics of target student and then shuffle the cards thoroughly. Rate all the 36 cards one by one. Enter the Code No. in the first column of the Record Sheet and your prediction of his life performance in the second column. Once you rate all the 36 cards, shuffle all the cards thoroughly and go to the second Record Sheet. Rate the cards for the second time. This means you will really be making 72 judgments.

Please take the task seriously and extend your best cooperation.

Thank you.