The Development Gap in Economic Rationality of Future Elites Online Appendices

Alexander W. Cappelen   Shachar Kariv   Erik Ø. Sørensen

Bertil Tungodden

July 10, 2023

Contents

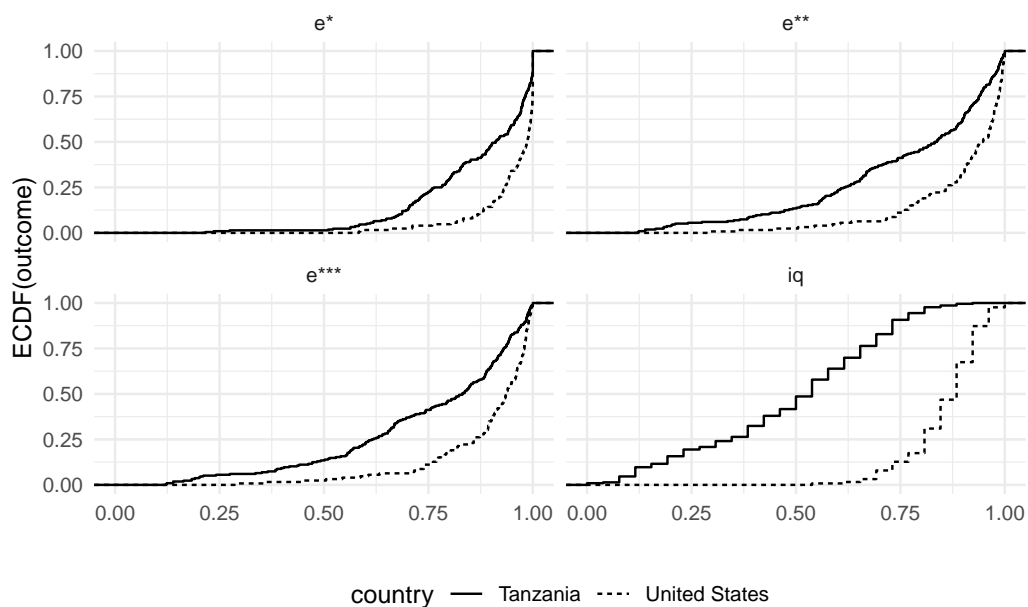# Appendix A Additional analysis and results

Figure A1: Empirical cumulative distribution function for main outcomes

Note: For each of the three rationalizability statistics and the IQ measure, the empirical cumulative distribution function is plotted, separately for each country.
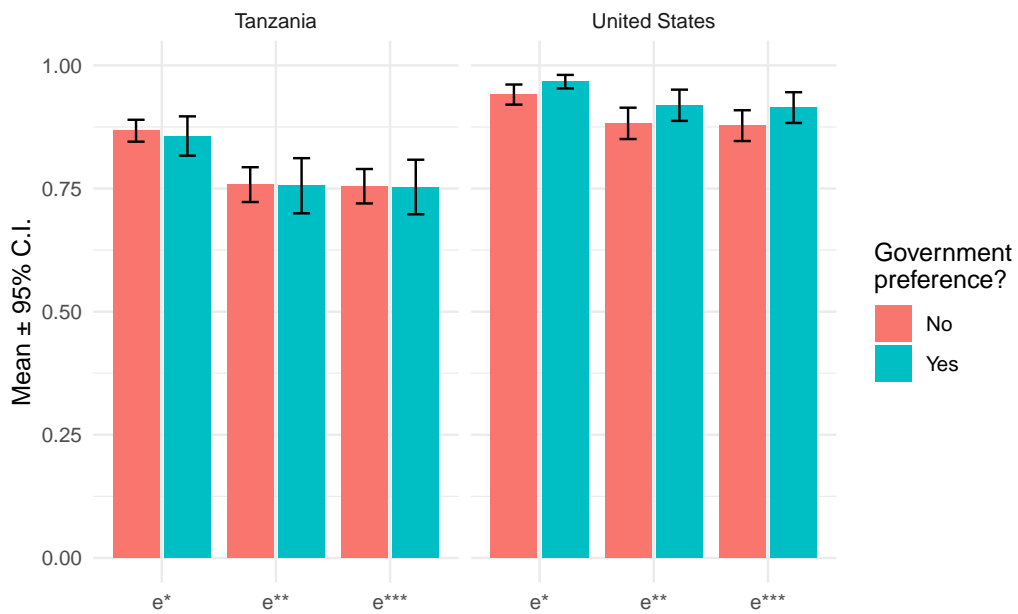
Figure A2: Rationalizability by country and public sector preference

Note: The figure shows the average rationalizability statistics by country and preference for being a government employee. The participants were asked the following question: "Assume that you could choose between the following job opportunities, and that income and work hours were exactly the same in all of them. How would you rate [government employee]?" The response scale was "Not so good," "Neutral," and "Very good.". In the figure, the response "Very Good" is coded as "Yes" and the other two responses are coded as "No."
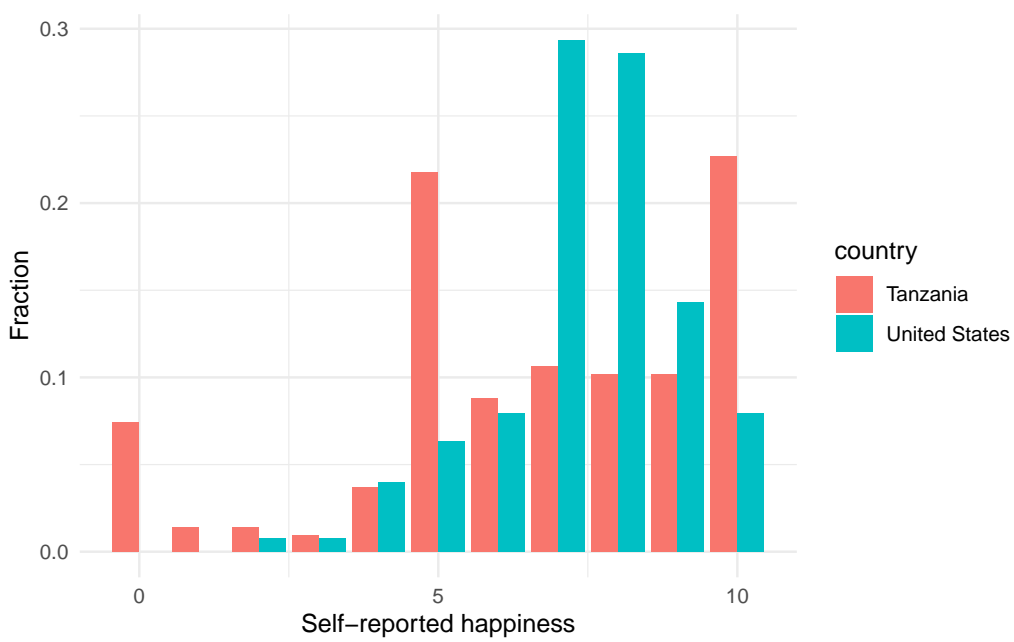
Figure A3: Distribution of Happiness

Note: The figure shows the distribution of self-reported happiness by country. The participants answered the question "All in all, how happy are you with your life these days?" on a scale from "unhappy" (0) to "happy" (10).

Table A1: Distribution of the field of study among the participants in Tanzania

Category	Proportion	Proportion with economics minor or major (conditional on category)
Social science	0.447	0.200
Science and engineering	0.293	0.000
Education	0.098	0.167
Humanities	0.088	0.000
Business management	0.037	0.000
Law	0.037	0.000

Note: The table reports an overview of the field of study for the participants in the Tanzania sample based on the follow-up survey. The fields of study are categorized into broad subject headings (the original survey question was free-form).

Table A2: Sources of income among the participants in Tanzania

Source	Share of participants reporting positive amount	Average share of total reported amount
Government support/loan	0.916	0.645
Support from family	0.805	0.232
Own work	0.251	0.042
Other grants	0.233	0.030
Loan from family	0.135	0.018
Scholarship grant	0.047	0.011
Support from NGO	0.051	0.010
Other	0.098	0.012

Note: The table reports an overview of funding sources for the participants in the Tanzania sample based on the follow-up survey. Participants were asked to "Specify how you finance your total annual expenses," with eight pre-specified categories. The table shows for each category the share of participants reporting a positive value in that category and the average share of each funding source in the total funding of each participant.

Table A3: Variant of main paper Table 1, controlling for additional variables

	Baseline			Baseline + Big-5			Baseline + Big-5 and IQ			Cognitive ability IQ	
	e^*	e^{**}	e^{***}	e^*	e^{**}	e^{***}	e^*	e^{**}	e^{***}		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Tanzania	-0.073***	-0.134***	-0.131***	-0.081***	-0.147***	-0.144***	-0.058**	-0.090**	-0.089**	-0.320***	-0.319***
	(0.020)	(0.032)	(0.031)	(0.022)	(0.034)	(0.034)	(0.025)	(0.039)	(0.038)	(0.030)	(0.032)
High stakes (Tanzania)	0.013	0.051*	0.049*	0.010	0.049*	0.047*	0.012	0.053**	0.050*	-0.022	-0.023
	(0.017)	(0.027)	(0.026)	(0.017)	(0.027)	(0.027)	(0.017)	(0.027)	(0.026)	(0.025)	(0.025)
Risk aversion	-0.046	-0.014	-0.003	-0.048	-0.008	0.004	-0.051	-0.016	-0.003	0.055	0.045
	(0.073)	(0.115)	(0.114)	(0.074)	(0.117)	(0.116)	(0.074)	(0.116)	(0.115)	(0.109)	(0.111)
Age	-0.002	-0.004	-0.004	-0.002	-0.004	-0.004	-0.002	-0.003	-0.003	-0.002	-0.002
	(0.002)	(0.004)	(0.004)	(0.002)	(0.004)	(0.004)	(0.002)	(0.004)	(0.004)	(0.003)	(0.003)
Female	0.007	0.014	0.015	0.006	0.011	0.013	0.003	0.004	0.006	0.040*	0.039*
	(0.015)	(0.023)	(0.023)	(0.015)	(0.023)	(0.023)	(0.015)	(0.023)	(0.023)	(0.022)	(0.022)
Parents have college education	0.015	0.016	0.014	0.018	0.021	0.020	0.017	0.017	0.016	0.022	0.022
	(0.016)	(0.025)	(0.025)	(0.016)	(0.025)	(0.025)	(0.016)	(0.025)	(0.025)	(0.023)	(0.024)
Income from work	0.015	0.025	0.025	0.014	0.024	0.024	0.015	0.025	0.025	-0.005	-0.006
	(0.020)	(0.031)	(0.031)	(0.020)	(0.032)	(0.032)	(0.020)	(0.032)	(0.031)	(0.029)	(0.030)
Happiness	-0.001	0.003	0.003	-0.002	0.002	0.003	-0.002	0.001	0.002	0.005	0.005
	(0.003)	(0.004)	(0.004)	(0.003)	(0.005)	(0.004)	(0.003)	(0.004)	(0.004)	(0.004)	(0.004)
Worried yesterday	-0.034**	-0.059**	-0.056**	-0.028	-0.053*	-0.050*	-0.028	-0.053*	-0.050*	-0.002	0.000
	(0.017)	(0.026)	(0.026)	(0.017)	(0.028)	(0.027)	(0.017)	(0.027)	(0.027)	(0.025)	(0.026)
Public sector preference	0.002	0.011	0.011	0.001	0.010	0.010	0.002	0.012	0.012	-0.013	-0.012
	(0.015)	(0.023)	(0.023)	(0.015)	(0.023)	(0.023)	(0.015)	(0.023)	(0.023)	(0.022)	(0.022)
Self image as gambler	-0.005	-0.003	-0.003	-0.003	-0.001	-0.001	-0.003	-0.001	-0.001	0.002	0.002
	(0.005)	(0.008)	(0.008)	(0.005)	(0.008)	(0.008)	(0.005)	(0.008)	(0.008)	(0.007)	(0.008)
Would spend money on education	0.012	0.020	0.022	0.014	0.023	0.024	0.015	0.025	0.026	-0.010	-0.010
	(0.014)	(0.022)	(0.021)	(0.014)	(0.022)	(0.021)	(0.014)	(0.021)	(0.021)	(0.020)	(0.021)
IQ							0.074***	0.180***	0.173***		
							(0.037)	(0.059)	(0.058)		
Constant	1.025***	0.945***	0.925***	1.008***	0.907***	0.883***	0.948***	0.760***	0.743***	0.792***	0.814***
	(0.079)	(0.124)	(0.123)	(0.083)	(0.131)	(0.130)	(0.088)	(0.138)	(0.137)	(0.117)	(0.124)
Big-5 included?	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Num.Obs.	337	337	337	337	337	337	337	337	337	337	337
R^2	0.127	0.143	0.142	0.136	0.149	0.149	0.147	0.174	0.172	0.504	0.507

Note: Same specification as Table 1 in the main paper, with added controls: "Risk aversion:" the average share of the cheapest asset in the portfolio, "Self image as a gambler:" measured on a scale from strongly disagree (1) to strongly agree (5), and "Would spend money on education:" dummy for whether the respondent states that the preferred way to spend 1 million TZS in Tanzania (or 20 thousand USD in the United States) is to fund their education. We have incomplete background data for five subjects from Tanzania. Standard errors in parentheses (*: $p < 0.1$, **: $p < 0.05$, ***: $p < 0.01$).

Table A4: Treatment effect of high stakes on risk aversion

	Mean share cheapest asset		
	(1)	(2)	(3)
High stakes	−0.025**	−0.022*	−0.023*
	(0.012)	(0.013)	(0.013)
Age		−0.001	−0.001
		(0.003)	(0.003)
Female		0.005	0.006
		(0.014)	(0.014)
Parents have college education		−0.010	−0.010
		(0.014)	(0.014)
Income from work?		0.040	0.041
		(0.026)	(0.026)
Happiness		−0.004	−0.004
		(0.002)	(0.002)
Worried yesterday		−0.007	−0.007
		(0.018)	(0.018)
Public sector preference		−0.002	−0.002
		(0.014)	(0.014)
IQ			−0.016
			(0.030)
Constant	0.617***	0.646***	0.653***
	(0.009)	(0.083)	(0.084)
Num.Obs.	216	211	211
R2	0.020	0.062	0.064
Big-5 included?	No	Yes	Yes

* p < 0.1, ** p < 0.05, *** p < 0.01

Note: Column (1): Linear regressions of risk aversion measured as the mean share of the cheapest asset in the portfolio without any control variables. Columns (2): controls for "High stakes:" dummy for a participant in Tanzania being in the high-stakes treatment, "Age:" age in years, "Female:" dummy for whether the participant is a female, "Parents have college education:" dummy for whether one or both parents have college education", "Income from work:" dummy for whether the participant has income from work, "Happiness" self-reported happiness (0–10), "Worried yesterday:" dummy for whether the participant was worried yesterday, "Public sector preference:" dummy for whether they indicate a positive preference for being a public sector employee, and the Big Five personality traits. Columns (3): also controls for IQ score. We have incomplete background data for five subjects from Tanzania. Standard errors in parentheses (*: $p < 0.1$, **: $p < 0.05$, ***: $p < 0.01$).

Table A5: Treatment effect of high stakes (in Tanzania)

	No controls			Baseline controls w. Big-5			Adding IQ		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
High stakes	0.012	0.043	0.041	0.012	0.050	0.048	0.013	0.054*	0.052*
	(0.020)	(0.031)	(0.030)	(0.020)	(0.031)	(0.031)	(0.020)	(0.031)	(0.031)
Age				−0.005	−0.008	−0.008	−0.005	−0.009	−0.008
				(0.005)	(0.008)	(0.008)	(0.005)	(0.008)	(0.008)
Female				0.023	0.024	0.027	0.017	0.010	0.013
				(0.022)	(0.035)	(0.034)	(0.022)	(0.035)	(0.034)
Parents have college education				0.029	0.034	0.031	0.027	0.029	0.026
				(0.023)	(0.035)	(0.035)	(0.022)	(0.035)	(0.035)
Income from work?				0.010	−0.005	−0.002	0.007	−0.014	−0.010
				(0.041)	(0.064)	(0.063)	(0.041)	(0.063)	(0.063)
Happiness				−0.003	0.001	0.001	−0.003	0.000	0.000
				(0.004)	(0.006)	(0.006)	(0.004)	(0.006)	(0.005)
Worried yesterday				−0.028	−0.054	−0.053	−0.028	−0.055	−0.054
				(0.027)	(0.043)	(0.043)	(0.027)	(0.042)	(0.042)
Public sector preference				−0.014	−0.006	−0.006	−0.014	−0.006	−0.006
				(0.022)	(0.034)	(0.034)	(0.022)	(0.033)	(0.033)
IQ							0.075	0.189***	0.180**
							(0.046)	(0.071)	(0.071)
Constant	0.857***	0.733***	0.731***	0.914***	0.828***	0.814***	0.885***	0.753***	0.744***
	(0.014)	(0.022)	(0.022)	(0.130)	(0.205)	(0.203)	(0.131)	(0.204)	(0.202)
Num.Obs.	216	216	216	211	211	211	211	211	211
R2	0.002	0.009	0.008	0.056	0.058	0.058	0.069	0.090	0.088
Big-5 included?	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes

Note: Columns (1)–(3): Linear regressions of e^*, e^{**} and e^{***} without any control variables. Columns (4)–(6): controls for "Tanzania:" dummy for the participant being in the Tanzania sample, "High stakes (Tanzania):" dummy for a participant in Tanzania being in the high-stakes treatment, "Age:" age in years, "Female:" dummy for whether the participant is a female, "Parents have college education:" dummy for whether one or both parents have college education", "Income from work:" dummy for whether the participant has income from work, "Happiness" self-reported happiness (0–10), "Worried yesterday:" dummy for whether the participant was worried yesterday, "Public sector preference:" dummy for whether they indicate a positive preference for being a public sector employee, and the Big Five personality traits. Columns (7)–(9): also controls for IQ score. We have incomplete background data for five subjects from Tanzania. Standard errors in parentheses (*: $p < 0.1$, **: $p < 0.05$, ***: $p < 0.01$).

Table A6: The Big-5 coefficients not reported in Table 1 of the main paper

	Baseline			Baseline + Big-5			Baseline + Big-5 and IQ			Cognitive ability	
	e^*	e^{**}	e^{***}	e^*	e^{**}	e^{***}	e^*	e^{**}	e^{***}	IQ	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Agreeableness				0.024	0.016	0.021	0.026	0.022	0.026		−0.033
				(0.020)	(0.032)	(0.032)	(0.020)	(0.032)	(0.031)		(0.030)
Conscientiousness				0.011	0.031	0.029	0.011	0.030	0.028		0.005
				(0.017)	(0.028)	(0.027)	(0.017)	(0.027)	(0.027)		(0.026)
Extraversion				0.004	−0.011	−0.012	0.005	−0.009	−0.010		−0.012
				(0.016)	(0.025)	(0.025)	(0.016)	(0.025)	(0.025)		(0.024)
Neuroticism				−0.006	−0.003	−0.003	−0.004	0.000	0.001		−0.020
				(0.017)	(0.027)	(0.027)	(0.017)	(0.027)	(0.027)		(0.026)
Openness to experience				−0.002	0.006	0.008	−0.002	0.005	0.007		0.005
				(0.019)	(0.030)	(0.030)	(0.019)	(0.030)	(0.029)		(0.028)

Note: The regressions of Table 1 of the main paper, the coefficients that were not reported because of space constraints. Columns (4)–(9) and (11): also controls for the Big Five personality traits Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness to experience which are based on the Big-5 Inventory of John, Donahue, and Kentle (1991). Standard errors in parentheses (*: $p < 0.1$, **: $p < 0.05$, ***: $p < 0.01$).

Appendix B Instructions

B.1 Introduction

Welcome. My name is NN and I will lead this session. The instructions will be in English, since this is part of an international research project financed by the Norwegian Research Council [the National Science Foundation in the US]. Please listen carefully to the instructions.

In this experiment you can earn money depending on the decisions you make. Your earnings will be paid to you in cash at the end of the session.

You are not allowed to communicate or use the internet during the session. Violation of this rule will lead to the exclusion from the session and all payments. If you have questions, please raise your hand. A member of the research team will come to you and answer them in private.

You will be **completely anonymous** throughout the session, which means that it will not be possible for the other participants - or us - to identify which decisions you make. At the end of the session you will be asked to write your desk number down on the sheet that is in the folder next to you. You will show this sheet when you leave the session, and you will then be handed over an envelope with the corresponding number, which contains the money you have earned in the session. The research assistants who have prepared the envelope will not be in the room when the envelopes are distributed, which ensures that no one can identify how much each of you have earned in the session.

The experiment will have two parts and you will be given instructions before each part of the experiment.

B.2 Part 1

SHORT INTRO TO PART 1

In the first part of the experiment, we will ask you various questions. There may be some waiting after you have finished your part as we will have to wait for everyone to finish. We therefore ask you to be patient. Remember, it is not allowed to communicate or to use the internet during the experiment.

THE LEADER OPENS FOR PART 1.

You will now receive an IQ-test on the screen. This is time-restricted and you will have 13 minutes to answer as many of the questions as possible. You will first receive two examples where the correct answer is given so that you can see the logic of the test. Your job is to fill in the answer and press submit. The time will start running immediately. You can start now.

AFTER THE TIME IS OUT.

Time is out, please press the submit button.

AFTER EVERYONE HAS SUBMITTED WE OPEN THE IQ TEST.

WHEN EVERYONE HAS FINISHED IQ (13 MINUTES) THERE IS ANOTHER BUTTON FOR STARTING BIG-5 AND THE REMAINING QUESTIONS.

This is the instruction for the second section. You will see a number of statements about you and you should answer on a scale from 1 to 5 how much you think that statement fits you. 1 is strongly disagree and 5 is strongly agree. You have several statements on each page and you have to tick an answer for all of these statements before you press submit. There are no right or wrong answers to these questions, it is just about how much you feel the statement is true for yourself. After everyone has answered these questions you will be given another set of questions to answer. Please start.

LEADER WAITS UNTIL STATUS PAGE SHOWS THAT EVERYONE HAS ANSWERED ALL QUESTIONS.

Everyone has now answered all the questions. You will soon be taken to the second part of the experiment. The assistants will now come to your computer and open part 2.

B.3 Part 2

On your screen, you see a program like the one I have here. This is a program for decision making. In this part of the experiment you will make 50 decisions. We will in this introduction describe how you make decisions. Please raise your hand if there are any questions, as it is important that you understand.

In each decision you will be asked to allocate tokens between two accounts, labeled x and y, which correspond to the vertical and horizontal axis that you see in this figure and on your screen.

You should think of the tokens as real money, because how much you earn in the experiment depends on how many tokens you get in payoff. The value of each token is given on a separate sheet at your desk. You can think of tokens as a foreign currency, which you can convert into shillings [dollars] by the conversion rate that is on the instruction sheet handed out. This means that you multiply the tokens with the value of each token given on your sheet. Please have a look on your sheet now and write down the answer to the four test questions on this sheet. Please raise your hand if you are uncertain about the meaning of a token. Afterwards we will continue explaining how you make decisions.

The line connecting the two axes in the figure is what we call a budget line, and this shows all possible ways of sharing the tokens you have available between the two accounts. The budget line will differ for each decision and individuals as the computer chooses them randomly. Your task is very simple. In each of the 50 decisions, we ask you to choose a point on the budget line. Let me now explain in more detail what this means.

To illustrate, think of the x account and the y account as two baskets. The line presents possible allocations of tokens between the accounts. When you put money in one account, that is one basket, you will have less money in the other account.

At the end of the decision round, the computer will randomly select one of the accounts as the one determining your payoff in this round, where it is equally likely that the computer selects x or y. So the decision problem is like a lottery, and your choice is to decide how much to allocate to x and y in this lottery. You make a new decision in each round, so in each round you decide how much to put into the x and y account.

Let me explain how you make your choice on screen. You choose an allocation on the budget line by moving the cursor to the point you like. You can always see your allocation in the boxes x and y in the right part of the screen, or in the box over the cursor. If you see here I move the cursor to the y-intercept, which means that I allocate ... tokens to the y account and nothing to the x account account. So if the y account is randomly drawn your payoff in this round is ... tokens. If however, the x account is drawn, the payoff is 0 in this round.

Here is another example of a choice you can make.

The cursor now points at ... tokens in the y account and ... tokens in the x account. This means that if the y-account is drawn your payoff is ... tokens in this round, whereas if the x account is drawn your payoff is ... in this round.

When you are ready to make your decision, left click on the point you desire to submit your chosen allocation.

A box like this one will pop up asking you to confirm your decision and you do that by clicking yes. To move on to the next decision, press OK button.

To repeat, here is how the payoff in each round is determined. At the end of each round, the computer will randomly select one of the accounts, x or y, where it is equally likely that account x or account y will be chosen. Your payoff in this round is determined by the number of tokens you have in the selected account.

You make 50 decisions and at the end of the experiment the computer will randomly and with equal probability select one of the rounds as the one determining your earnings from this experiment. You will receive in Tanzanian Shilling [dollars] your tokens times the value of each token. Since you do not know which round is the one determining your earnings, you should think of each round as real. At the end of the whole experiment, we will pay you the earnings privately.

You will now be presented with the 50 decision problems. Remember. There is no right or wrong decision. In each round you should try to find the allocation you prefer.

There may be some technical issues because of network connection. If your program does not respond please raise your hand and we will restart it for you. It will continue from your last decision and no data is lost.

This completes the instructions to the second part of the experiment. Any questions?

LEADER OPENS FOR ROUND TWO.

LEADER WAITS UNTIL EVERYONE HAS COMPLETED ALL 50 ROUNDS

Everyone has now completed all 50 rounds. You will now see on your screen which round the computer selected.

Please write down your desk number on the payment form available at your work station. Make sure that you write the correct number, since this is your identification for receiving your payment. We will then have to wait for the envelopes with the payment to be prepared and brought to the lab before we can proceed. Again, while we wait, we ask you to remain quiet and seated at your desk.

LEADER WAITS UNTIL THE ENVELOPES ARRIVES AND THE SA2 WHO HAS PREPARED THEM HAS LEFT THE ROOM.

My assistant will now hand over the envelopes to you. He will do so by asking you to form a line, and you should show the payment form with your desk number to collect the envelope with your payment. Please leave the pen at your desk.

Before we proceed with the payments, let me take the opportunity to thank you all for participating in this experiment. Your participation is valuable to the research that we do. May we also ask you not to talk to anyone about the experiment before the end of the week, since we will conduct more session later today. Thank you.
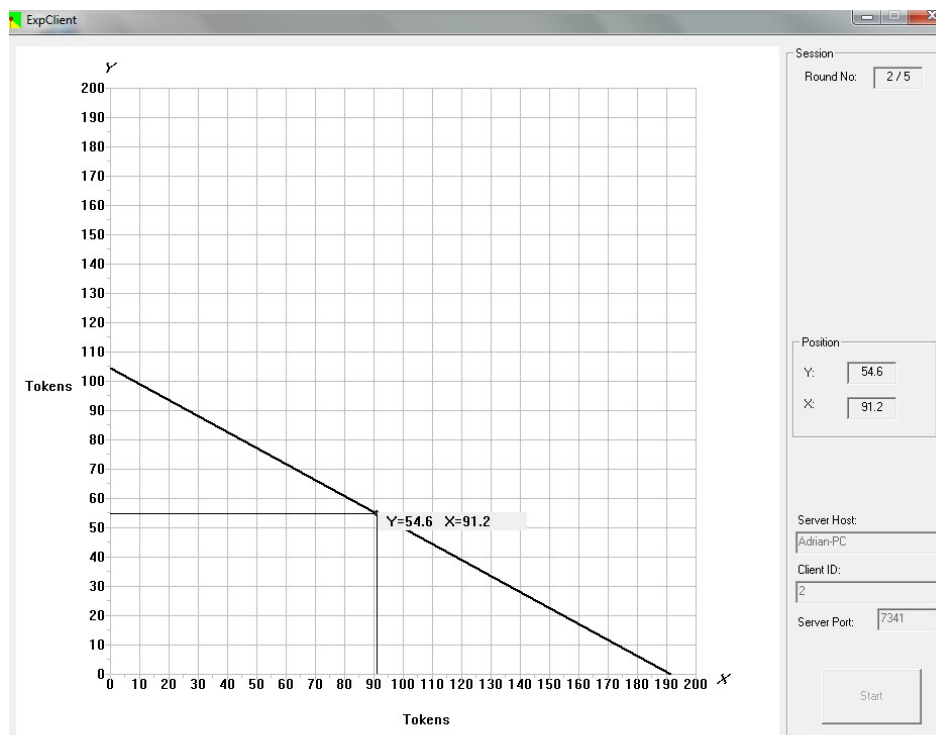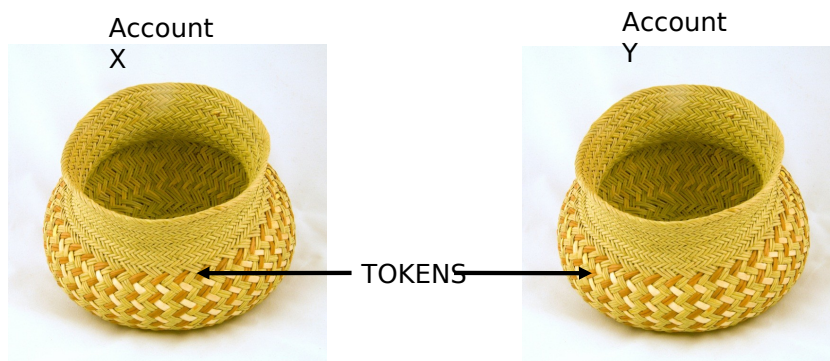
Figure B1: First slide used for instruction

Figure B2: Second slide used for instruction

Appendix C   Other variables collected as part of the experiment

In addition to the decisions in the computerized graphical interface of Choi et al. (2007), participants were asked a number of other questions, the responses to these can be linked to the decisions they made:

- The Big-5 inventory of John et al. (1991), consisting of 44 questions on a 1–5 scale, divided into 4 different screens. No difference in questionnaires between Tanzania and the United States. See Figures C1–C4 for screenshots.

- Questions about parental background, income from work, and how they would use a large amount of money (20 000 USD in the United States, 1 000 000 TZS in Tanzania). See Figure C5 for a screenshot of the Tanzania questionnaire, and Figure C6 for the US questionnaire.

- Questions about preferences for jobs/professions, happiness, and mood. In Tanzania, a question was added about income inequality intended for another purpose. See Figure C7 for a screenshot of the Tanzania. questionnaire, and Figure C8 for the US questionnaire.

- The matrix progression part of the Wechsler Adult Intelligence Scale (WAIS-IV). Copyrighted material we cannot re-publish.

- Basic demographics and feedback from participants. No difference in questionnaires between Tanzania and United States. See Figure C9 for screenshot.

Questions 1.1:

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who *likes to spend time with others?* Please tick off a number to indicate the extent to which you agree or disagree with that statement.

I see myself as someone who ...

	1: disagree strongly	2: Disagree a little	3: Neither agree nor disagree	4: Agree a little	5: Agree strongly
Is talkative	○	○	○	○	○
Tends to find fault with others	○	○	○	○	○
Does a thorough job	○	○	○	○	○
Is depressed, blue	○	○	○	○	○
Is original, comes up with new ideas	○	○	○	○	○
Is reserved	○	○	○	○	○
Is helpful and unselfish with others	○	○	○	○	○
Can be somewhat careless	○	○	○	○	○
Is relaxed, handles stress well	○	○	○	○	○
Is curious about many different things	○	○	○	○	○
Is full of energy	○	○	○	○	○

Submit answers

Figure C1: Questionnaire page, Big-5 Inventory 1/4

16

Questions 1.2:

I see myself as someone who ...

	1: disagree strongly	2: Disagree a little	3: Neither agree nor disagree	4: Agree a little	5: Agree strongly
Starts quarrels with others	○	○	○	○	○
Is a reliable worker	○	○	○	○	○
Can be tense	○	○	○	○	○
Is ingenious, a deep thinker	○	○	○	○	○
Generates a lot of enthusiasm	○	○	○	○	○
Has a forgiving nature	○	○	○	○	○
Tends to be disorganized	○	○	○	○	○
Worries a lot	○	○	○	○	○
Has an active imagination	○	○	○	○	○
Tends to be quiet	○	○	○	○	○
Is generally trusting	○	○	○	○	○

Submit answers

Copyright Department of Economics, Norwegian School of Economics.

Figure C2: Questionnaire page, Big-5 Inventory 2/4

17

Questions 1.3:

I see myself as someone who ...

	1: disagree strongly	2: Disagree a little	3: Neither agree nor disagree	4: Agree a little	5: Agree strongly
Tends to be lazy	○	○	○	○	○
Is emotionally stable, not easily upset	○	○	○	○	○
Is inventive	○	○	○	○	○
Has an assertive personality	○	○	○	○	○
Can be cold and aloof	○	○	○	○	○
Perseveres until the task is finished	○	○	○	○	○
Can be moody	○	○	○	○	○
Values artistic, aesthetic experiences	○	○	○	○	○
Is sometimes shy, inhibited	○	○	○	○	○
Is considerate and kind to almost everyone	○	○	○	○	○
Does things efficiently	○	○	○	○	○

Submit answers

Figure C3: Questionnaire page, Big-5 Inventory 3/4

18

Questions 1.4:

I see myself as someone who ...

	1: disagree strongly	2: Disagree a little	3: Neither agree nor disagree	4: Agree a little	5: Agree strongly
Remains calm in tense situations	○	○	○	○	○
Prefers work that is routine	○	○	○	○	○
Is outgoing, sociable	○	○	○	○	○
Is sometimes rude to others	○	○	○	○	○
Makes plans and follows through with them	○	○	○	○	○
Gets nervous easily	○	○	○	○	○
Likes to reflect, play with ideas	○	○	○	○	○
Has few artistic interests	○	○	○	○	○
Likes to cooperate with others	○	○	○	○	○
Is easily distracted	○	○	○	○	○
Is sophisticated in art, music, or literature	○	○	○	○	○
Likes to gamble for its own sake	○	○	○	○	○

Submit answers

Figure C4: Questionnaire page, Big-5 Inventory 4/4

19

Questions 1.5:

Did your mother go to secondary school?   ○ yes
                                           ○ no

Did your father go to secondary school?   ○ yes
                                           ○ no

Did your mother go to university?   ○ yes
                                           ○ no

Did your father go to university?   ○ yes
                                           ○ no

Do you have income from work?   ○ yes, type of work: [   ]
                                           ○ no

What would you do if you had 1 million Tsh? ○ Buy something nice for myself or my family
                                             ○ Start a business
                                             ○ Pay for my education
                                             ○ Other, specify: [   ]

[Submit answers]

Copyright Department of Economics, Norwegian School of Economics.

Figure C5: Questionnaire page (Tanzania)

Questions 1.5:

Did your mother go to secondary school?   ○ yes
                                            ○ no

Did your father go to secondary school?   ○ yes
                                            ○ no

Did your mother go to university?   ○ yes
                                            ○ no

Did your father go to university?   ○ yes
                                            ○ no

Do you have income from work?   ○ yes, type of work: [   ]
                                            ○ no

What would you do if you had 20 000 dollars? ○ Buy something nice for myself or my family
                                                ○ Start a business
                                                ○ Pay for my education
                                                ○ Other, specify: [   ]

[Submit answers]

_____

Copyright Department of Economics, Norwegian School of Economics.

Figure C6: Questionnaire page (United States)

21

Questions 1.6:

Assume that you could choose between the following job opportunities, and that income and work hours were exactly the same in all of them. How would you rate these jobs?

	1: Not so good	2: Neutral	3: Very good
Government employee	○	○	○
Own business	○	○	○
Farmer	○	○	○

A teacher earns 250 000 Tsh per month, while a doctor in a private clinic earns 1.2 million Tsh per month, both working full time. How do you feel about this difference in income? Use a scale from 1 to 5:

1: Completely fair	2: Somewhat fair	3: Neutral	4: Somewhat unfair	5: Completely unfair
○	○	○	○	○

All in all, how happy are you with your life these days? Use a scale from zero to 10, where zero means "unhappy" and 10 means "happy":

0: unhappy	1	2	3	4	5	6	7	8	9	10: happy
○	○	○	○	○	○	○	○	○	○	○

Were you pleased most of the day yesterday?   ○ yes
                                               ○ no

Were you worried most of the day yesterday?   ○ yes
                                               ○ no

Were you happy most of the day yesterday?   ○ yes
                                               ○ no

[Submit answers]

Copyright Department of Economics, Norwegian School of Economics.

Figure C7: Questionnaire page (Tanzania)

Questions 1.6:

Assume that you could choose between the following job opportunities, and that income and work hours were exactly the same in all of them. How would you rate these jobs?

	1: Not so good	2: Neutral	3: Very good
Government employee	○	○	○
Own business	○	○	○
Farmer	○	○	○

All in all, how happy are you with your life these days? Use a scale from zero to 10, where zero means "unhappy" and 10 means "happy":

0: unhappy	1	2	3	4	5	6	7	8	9	10: happy
○	○	○	○	○	○	○	○	○	○	○

Were you pleased most of the day yesterday? ○ yes
○ no

Were you worried most of the day yesterday? ○ yes
○ no

Were you happy most of the day yesterday? ○ yes
○ no

Submit answers

Copyright Department of Economics, Norwegian School of Economics.

Figure C8: Questionnaire page (United States)

Questions 2.1:

What program are you studying in?

- ○ Bachelor programme
- ○ Master programme
- ○ Other programme

What is your gender?

- ○ Male
- ○ Female

What is your age?

Do you have any comments on your experience in this experiment?

Submit answers

Copyright Department of Economics, Norwegian School of Economics.

Figure C9: Questionnaire page (United States)

Appendix D   Follow-up survey of participants in Tanzania

The week after the survey, the participants were re-contacted and asked to take part in a small survey. The data from this survey cannot be linked to the decisions made in the experiment. A scan of a sample response follows in Figures D1–D5.

RESEARCH PROJECT ON ECONOMIC DECISION MAKING

UNIVERSITY OF DAR ES SALAAM, TANZANIA, FEBRUARY 2012

SHORT FOLLOW-UP SURVEY

Thank you for participating in the lab experiment last week. You participation is most valuable for our research on economic decision making. We would now like to ask you some follow-up questions about your living conditions. If you would like to receive an electronic copy of the report from this research project, please give us your email address.

1. BASIC INFORMATION – PARTICIPANT

1. 1 Name of participant. Surname	Other names:
███████████████	███████████████

1.2 Phone number and email address
███████████████

1.3 Sex (M=Male/F=Female)	1.4 Age (in years)
Female	26 yrs.

1.5 In which district were you born?	1.6 What subject are you studying?
MBEYA	COMPTURE SCIENCE

Figure D1: Page 1/5 of the follow-up survey

1.7 Do you live:

- On your own (1)

- With your parents or other close relatives (2)

- Together with others who support you economically (3)   1

- Together with others whom you support economically (4)

1.8 How many years have you been studying at the university?	1.9 When do you plan to complete your undergraduate studies (state a year)?
Two years	2013

2. EXPENSES AND INCOME

2.1 Specify all your expenses yesterday (starting from the morning to the evening).

Item	Amount (in Tsh)
Breakfast	1000 /=
Launch	2000/=
Dinner	2000/=
Communication	1000 /=
Transport	600 /=
Total	6600/=

Figure D2: Page 2/5 of the follow-up survey

2.2 Specify the most important expenses that you have in a year (like school fees, housing, etc)

Item	Amount (in Tsh)
Tuition fee	1,500,000/=
Accomodation	360,000/=
Meals	1,010,000/=
Transport	140,000/=
Stationary	100,000/=
Total	3,110000/=

2.3 Specify an estimate of your <u>total</u> annual expenses in the last year	Amount (in Tsh)
	3,500,000/=

2.4 Specify how you finance your <u>total</u> annual expenses. The total here should be equal to the total in 2.3.

Item	Amount (in Tsh)
Support/loan from government	3,500,000/=
Support from family	
Loan from family	
Own work	
Scholarship grant	
Other grants	
Support from NGO	
Other, please specify:	
Total	3,500,000/=

Figure D3: Page 3/5 of the follow-up survey

2.5 If you have income from own work, please specify what kind of work this is and how many hours every week you spend on these activities. The total income calculated here should be equal to the number in the row "total income from own work" in 2.4.

Activity	Income per year (in Tsh)	Hours spent on this per week
Total		

2.6 Do you receive any support from family (like free meals, clothes etc)?	Yes/No NO
2.7 How much do you think the support you get costs in a typical week?	Amount (in Tsh)

2.8 Specify an estimate of the amount of savings you have available:	Amount (in Tsh)

2.9 If you have savings, how have you been able to acquire them? - From work (W) - From parents/guardians (P/G) - From loans (L) - Other (O)

2.10 How large a share of your student costs is covered by a government loan?	In % 80%

Figure D4: Page 4/5 of the follow-up survey

2.11 Have you experienced not having enough money to buy food or any other basic items during the last year

- Never (N)

- Sometimes (S)   *S*

- Regularly (R)

- Always (A)

Please add more details if you have experienced not having enough money to basic items the last year

I dont have any other support apart
from government loan when the loan
delay I experience shorteg of money
for basic items,

2.12 Where do you expect to work when you have finished your university studies?	Government
	Employee in the private sector ✓
	Self-employed
	Farming
	Unemployed

2.13 What do you expect to be your annual salary when you start working?	Amount (in Tsh)
	2,000,000/= x 12

Thank you!

Figure D5: Page 5/5 of the follow-up survey

References

Choi, Syngjoo, et al. (2007). "Revealing preferences graphically: An old method gets a new tool kit." *American Economic Review*, 97(2): 153–158.

John, O. P., E. M. Donahue, and R. L. Kentle (1991). "The Big Five Inventory—versions 4a and 54." Berkeley, CA: University of California, Berkeley, Institute of Personality and Social Research.