Childhood and Current SES and entitlement - June 2018 study (#12122)

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1) Have any data been collected for this study already?
No, no data have been collected for this study yet.

2) What's the main question being asked or hypothesis being tested in this study?
We are testing the hypothesis that childhood and current SES interact to predict feelings of entitlement. Among those with higher childhood SES, there is a significant positive association between current SES and entitlement. Among those with lower childhood SES, there is an attenuated positive association or no positive association between current SES and entitlement.

3) Describe the key dependent variable(s) specifying how they will be measured.
We will administer the 9-item Psychological Entitlement Scale (Campbell et al., Journal of Personality Assessment, 2004).

4) How many and which conditions will participants be assigned to?
There are no conditions. Both predictors are continuous measures.

5) Specify exactly which analyses you will conduct to examine the main question/hypothesis.
We will use regression analysis to test interactions between childhood and current SES predicting entitlement. We will probe interactions by testing simple slopes. We will conduct the analyses separately for three facets of SES: subjective SES, personal income, and education.

6) Describe exactly how outliers will be defined and handled, and your precise rule(s) for excluding observations.
We don't expect outliers with these measures and will not remove outliers. We will not exclude any observations except when data are missing.

7) How many observations will be collected or what will determine sample size? No need to justify decision, but be precise about exactly how the number will be determined.
We will recruit 1,046 participants, which is the sample size required to test another research question (that is pre-registered separately) with the same data. In our own previous research, we detected the predicted interactions with sample sizes of approximately this size (or smaller).

8) Anything else you would like to pre-register? (e.g., secondary analyses, variables collected for exploratory purposes, unusual analyses planned?)
We will measure both personal and parental income by asking participants to choose one of 32 categories starting with $0 (no income), $1-$4,999, $5,000-$9,999, … $50,000-$59,999, … $100,000-$124,999, … $200,000-$249,999, … $500,000-$599,999, … $1,000,000 (one million) or more. We will assign the midpoint of each category. For the largest category, we will use a strategy described by Hout (2004) used in previous research (e.g., Côté et al., PNAS, 2015).

We will administer the standard versions of the McArthur scale of current and childhood subjective SES (Adler et al., Health Psychology, 2000). Scores range from 1 (bottom rung of the ladder, or lowest SES) to 10 (top rung of the ladder, or highest SES).

Education will be measured with the following options: Less than high school (coded as 1), High school diploma or GED (coded as 2), Associate or vocational degree (coded as 3), Bachelor's degree (coded as 4), Master's degree (coded as 5), PhD degree (coded as 6), or Professional degree (also coded as 6, unless the verbal description is clearly not a Professional degree such as a doctor or lawyer). Participants will also be able to check “Other” and provide a verbal description. In these (likely few) cases, we will assign a value corresponding to the most similar category (that will be seen in the data file that will be posted online).

If Cronbach alpha for the entitlement measure is lower than .60, we will not conduct any analyses.

A pilot sample of 20 Prolific Academic workers completed a draft of this survey. The pilot was done to find out how long the survey takes and, in turn, offer appropriate payment for the survey. We also conducted the pilot to verify that there are not confusing or malfunctioning parts of the survey. These participants will not be included in the study.

The survey includes a number of questions that are collected for exploratory purposes, in order to inform theory development and confirmatory research.