Children’s Understanding and Use of 4 Dimensions Social Status: Study2 (#22171)

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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?
Question: Do children link differences in wealth, physical dominance, decision making power, and prestige to differences in social status?

Hypothesis: We predict that children will link wealth, physical dominance, decision making power, and prestige with social status. Specifically we predict that children will say that wealthy individuals are higher in status than less wealthy individuals, physically dominant individuals are higher in status than less physically dominant individuals, individuals who make decisions are higher in status than individuals who do not make decisions, and prestigious individuals are higher in status than less prestigious individuals.

3) Describe the key dependent variable(s) specifying how they will be measured.
There will be 16 vignettes total (4 vignettes on wealth, 4 vignettes on physical dominance, 4 vignettes on decision making power, and 4 vignettes on prestige) used in this study. For each vignette, participants will be asked to place a (presumed) higher status and a (presumed) lower status individual on a ladder with 6 rungs where 1 is for the lowest-status individuals and 6 is for highest-status individuals. We will record which rung children place the (presumed) high-status character and the (presumed) low-status character for each of the 16 vignettes (scores could range from 1 to 6). Participants can put both children on the same rung so judgments for each character are independent of one another.

We will average children’s score of their placement of the (presumed) high-status character and of the (presumed) low-status character for each condition (e.g., wealth). We will also compute an overall composite score for all (presumed) high-status characters and one composite score for all (presumed) low-status characters (collapsing across condition).

4) How many and which conditions will participants be assigned to?
The study will be completely within-subjects with four conditions (wealth, physical dominance, decision making power, prestige).

5) Specify exactly which analyses you will conduct to examine the main question/hypothesis.
To determine whether children map wealth, physical dominance, decision making power, and prestige differences onto social status, we will conduct five dependent-samples t-tests. In each of the four conditions, we will run a paired-samples t-test comparing the mean rating of the (presumed) high status individuals to the (presumed) low status individuals. Further, we will compute an overall paired-samples t-test using the overall composites of all high and low status individuals.

6) Describe exactly how outliers will be defined and handled, and your precise rule(s) for excluding observations.
We will only include children who complete the entire study. Additionally, we will only include children who participate in the study without their parent in the room. If a child is not able to understand or speak English fluently, has a major cognitive delay or limitation that impacts participation (e.g., severe autism that impairs language skills, is blind and cannot see the stimuli, etc.), or if a child refuses to participate we will not include their data (if they produce any) in analyses.

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 are running a total of 48 children who complete the experiment. To count, participants need to complete all trials. We will recruit 24 4-year-old participants and 24 5-year-old participants. Approximately half of participants will be boys and half will be girls and we will not be selecting participants based on race, SES, or other demographic variables.

8) Anything else you would like to pre-register? (e.g., secondary analyses, variables collected for exploratory purposes, unusual analyses planned?)
We also wish to pre-register a secondary analysis:
We will also investigate whether age influenced children’s responses. To do this, we will correlate children’s age in months with the difference between their overall composite rating of high-status individuals and their overall composite rating of low-status individuals.