

Introducción al Modelamiento de Ecuaciones Estructurales

Aplicaciones, metodología y perspectivas

Fecha: Domingo 3 de enero

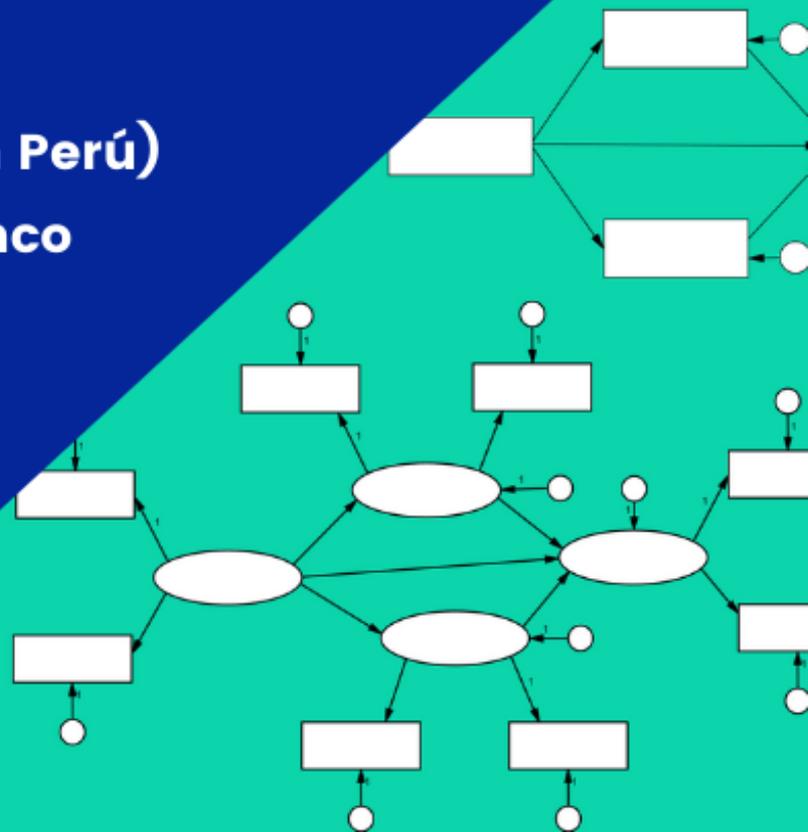
Hora: De 11:00am a 12:30pm (hora en Perú)

Expositor: Mg. Ronald W. Castillo Blanco

Conferencia por Zoom y 

Facebook Live  LIVE

Sociedad Peruana de
Psicometría

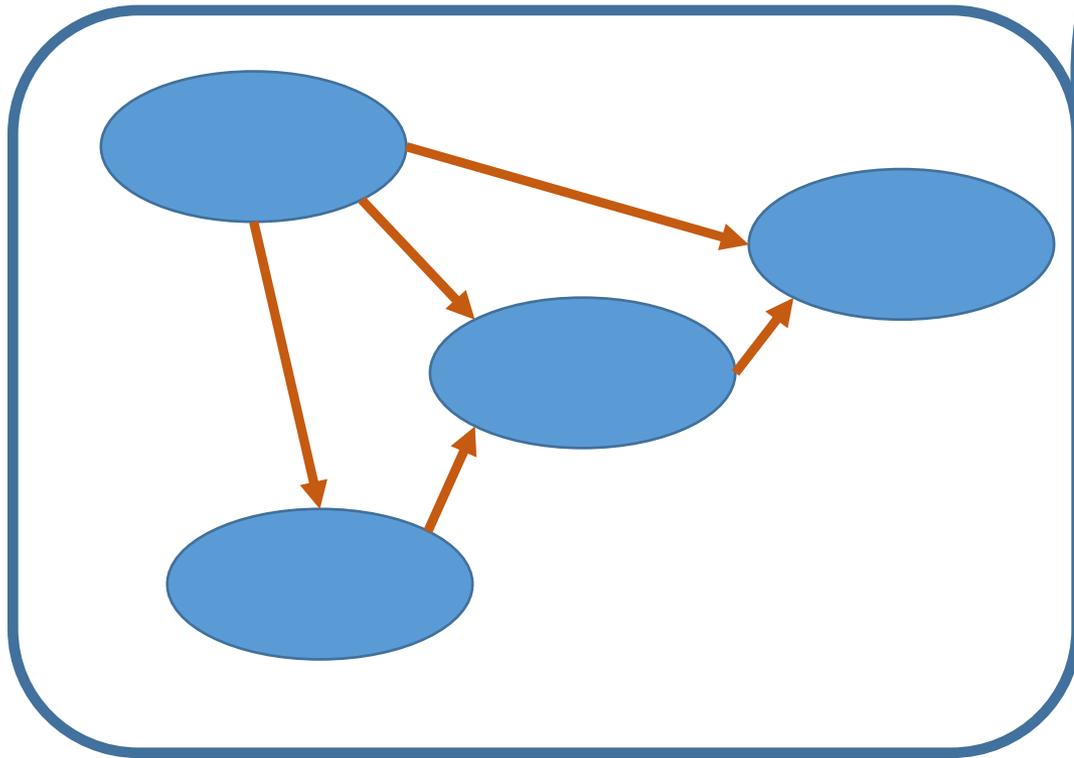


Temario de la sesión

- ¿Por qué SEM y cuál es su rol en metodología cuantitativa?
- ¿Por qué SEM es una mejor alternativa a las correlaciones y las regresiones múltiples?
- Introducción y cómo interpretar un resultado en SEM.
- Revisión de cómo trabajaron SEM en algunas revistas Q1

¿En qué consiste la investigación cuantitativa?

TEORÍA



HIPÓTESIS DE INVESTIGACIÓN

Contraste de hipótesis

EVIDENCIA EMPÍRICA



¿Cómo se estudiaba la relación entre variables?

Si tenemos el sustento empírico o teórico para argumentar que una variable Y depende de otras X_i , entonces podemos escribir:

$$Y = Y(X_1, X_2, X_3, \dots)$$

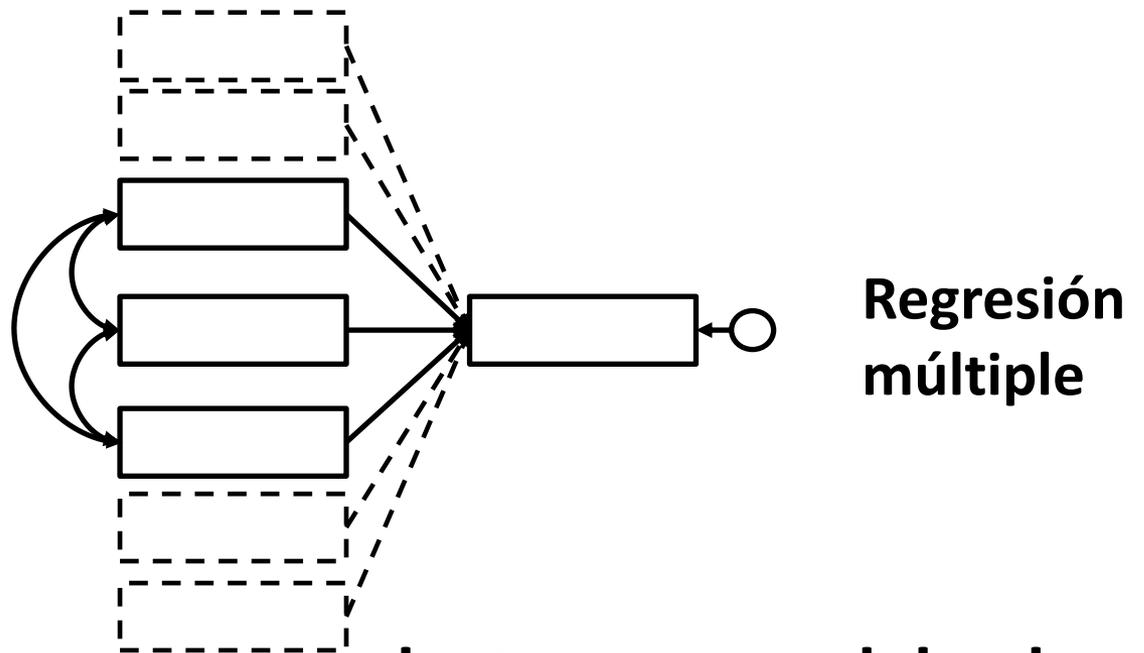
Y si tenemos el sustento y argumento para asumir esta dependencia como lineal, entonces:

$$Y = b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_0$$

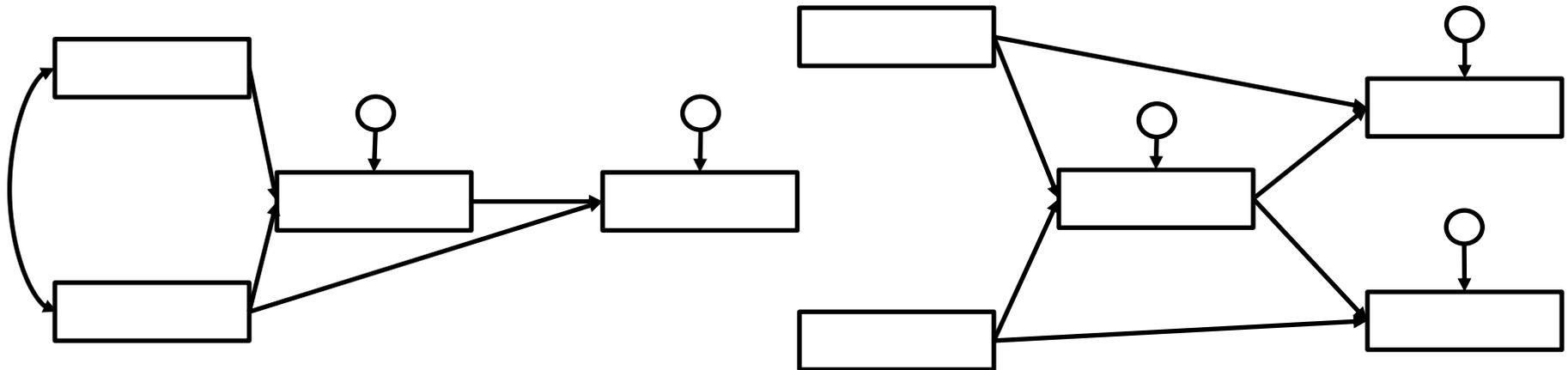
Regresión
lineal múltiple

Sin embargo, perdemos de vista lo que debe ser de nuestro mayor interés: El modelo de relación de variables.

¿Y si nos ayudamos de los path diagram?

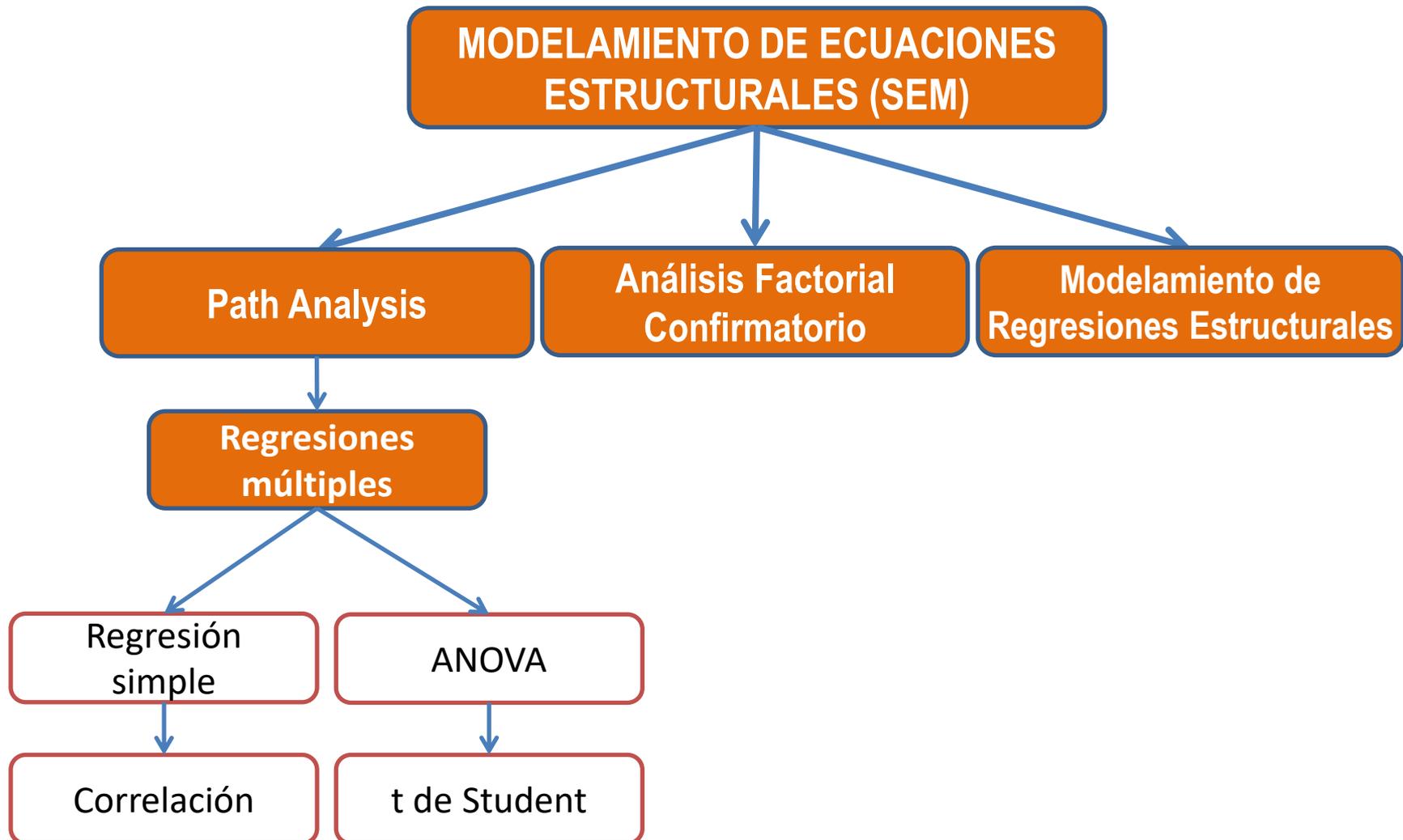


¿Qué alternativa tenemos para plantear un modelo algo más realista?

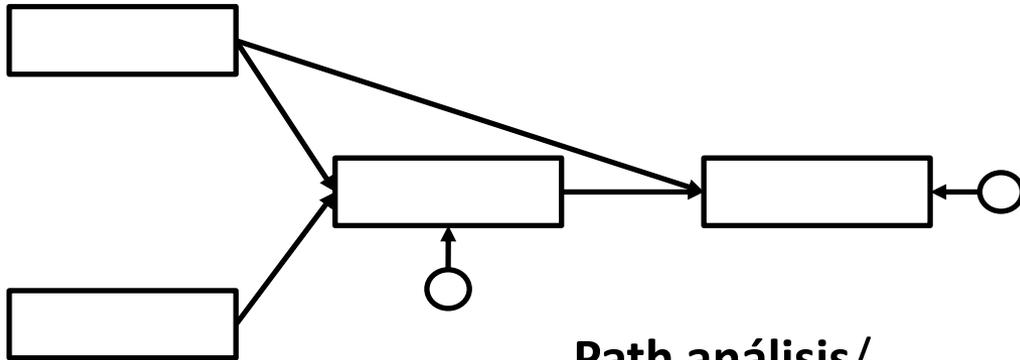


Path analysis

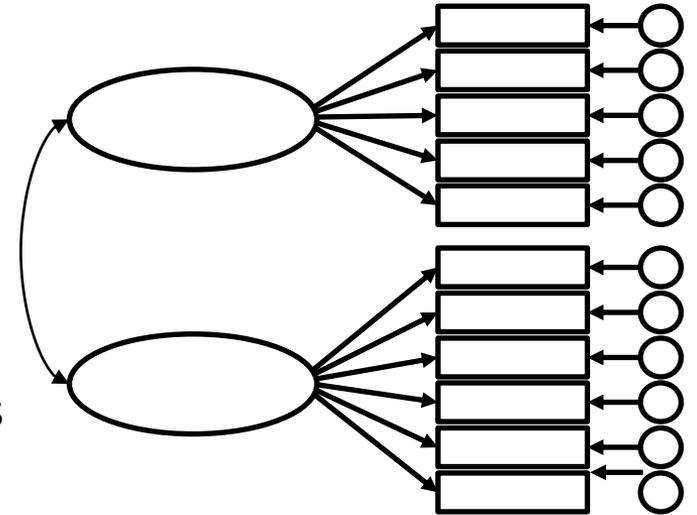
RELACIÓN ENTRE DIVERSAS TÉCNICAS ESTADÍSTICAS DEL MODELO LINEAL GENERAL (GLM)



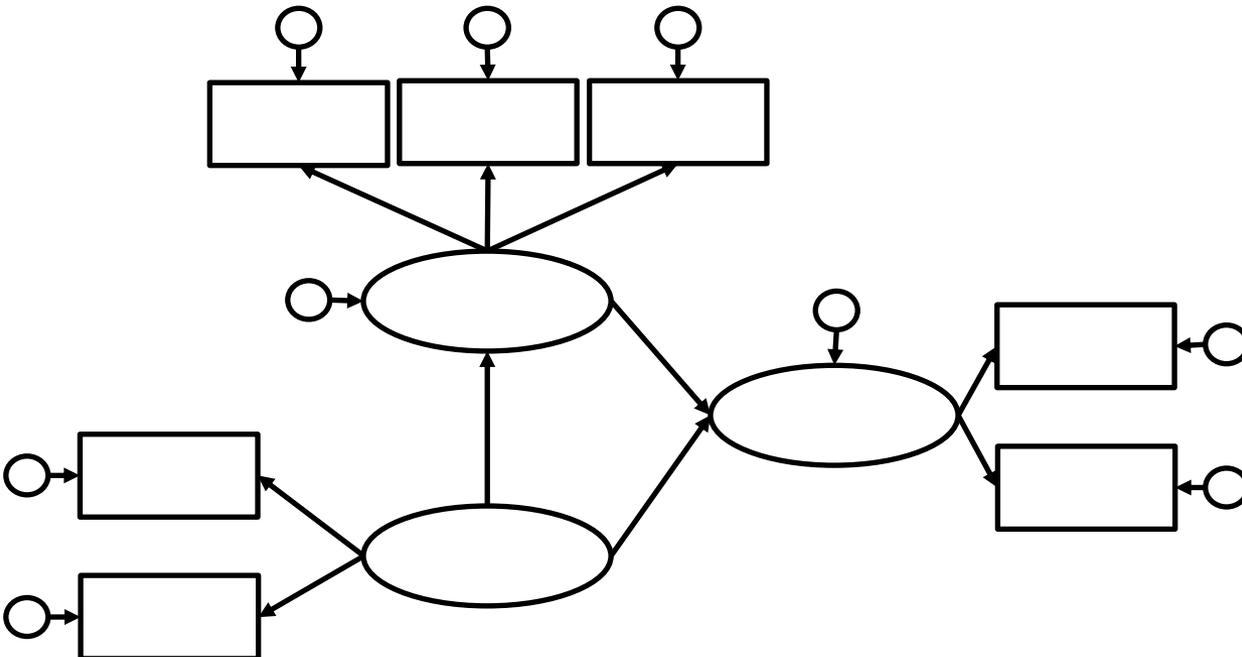
¿Qué es Modelamiento de Ecuaciones Estructurales (SEM)?



Path análisis/
Path analysis de variables observables



**Análisis factorial
confirmatorio**



**Modelos de regresiones
estructurales/**
Path analysis de variables
observables

Ideas clave:

- ✓ En metodología cuantitativa se evalúa un **modelo explicativo de relación de varias variables**.
- ✓ SEM permite relacionar las **variable latentes o constructos**.
- ✓ SEM permite hacer una reflexión transversal a todo el proceso de investigación mediante los path diagram. No perdemos de vista **lo importante: el modelo**.

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Antes:

Resumen del modelo

Modelo	R	R cuadrado	R cuadrado ajustado	Error estándar de la estimación
1	,582 ^a	,339	,336	8,04121

a. Predictores: (Constante), Locus de control, Estatus socio-económico, Logros previos, Autoestima

Coefficientes^a

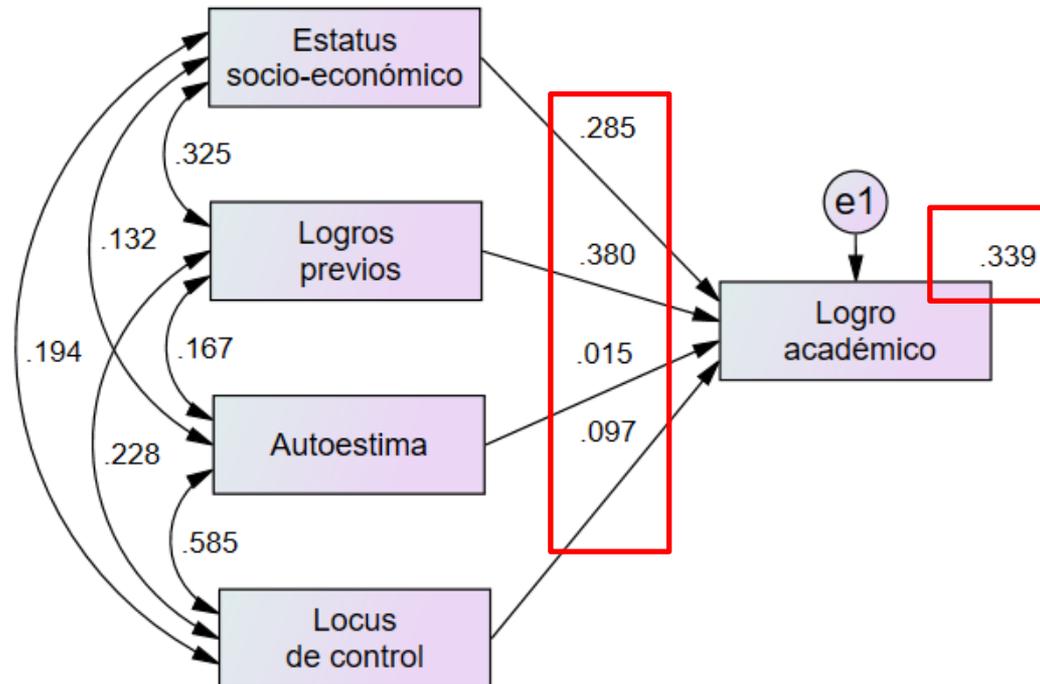
Modelo		Coeficientes no estandarizados		Coeficientes estandarizados	t	Sig.
		B	Error estándar	Beta		
1	(Constante)	35,517	1,226		28,981	,000
	Estatus socio-económico	3,690	,378	,285	9,772	,000
	Logros previos	5,150	,399	,380	12,910	,000
	Autoestima	,218	,501	,015	,436	,663
	Locus de control	1,554	,552	,097	2,814	,005

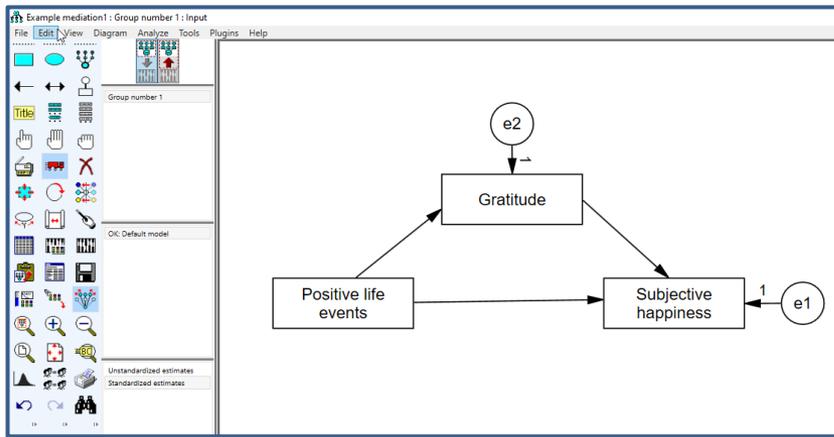
a. Variable dependiente: Logro académico

Resultados con software para regresiones

Ahora:

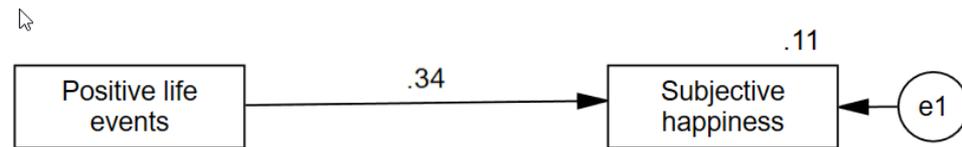
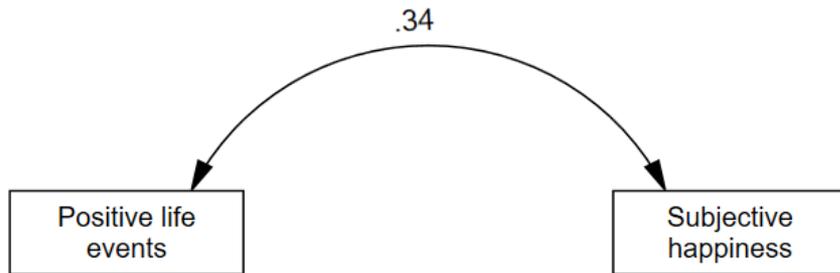
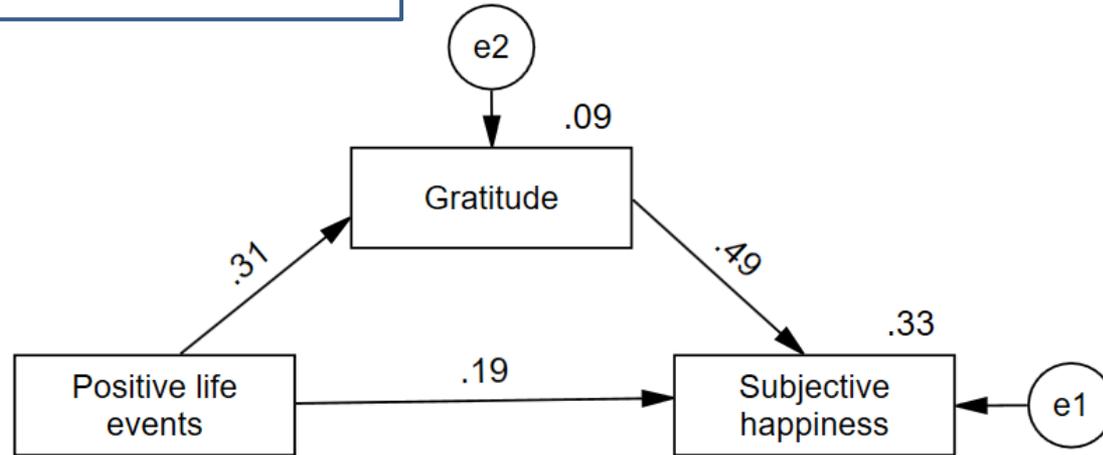
Resultados con software para SEM



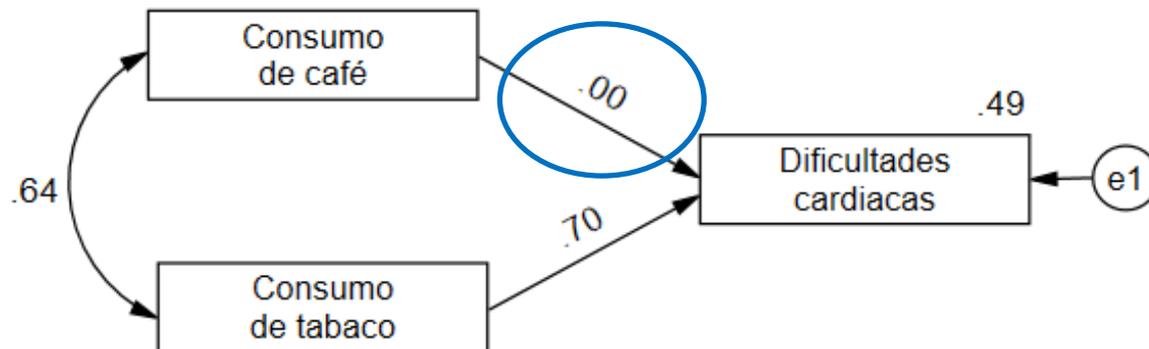


Sample Correlations (Group number 1)

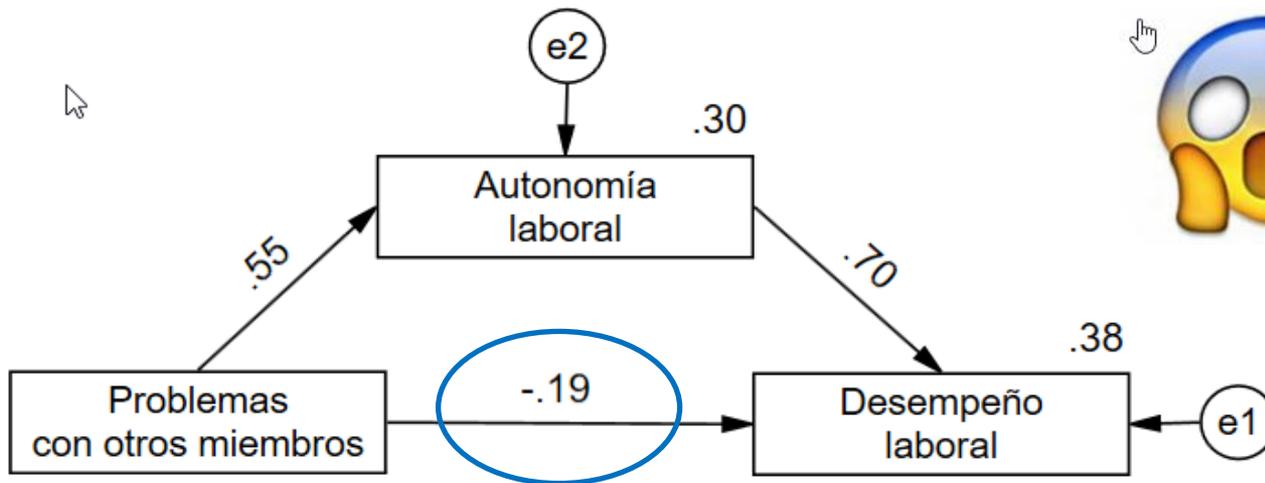
	PosLifEv	Gratitud	SubjHapp
PosLifEv	1.00		
Gratitud	.31	1.00	
SubjHapp	.34	.55	1.00



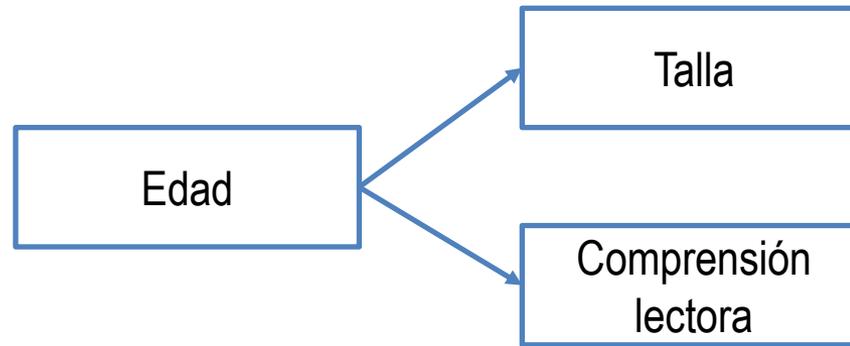
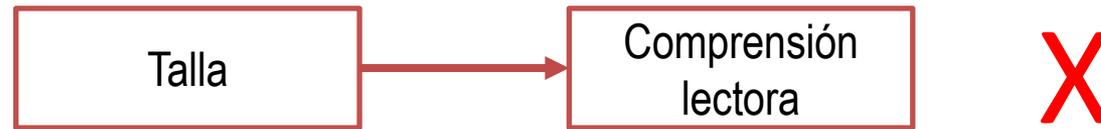
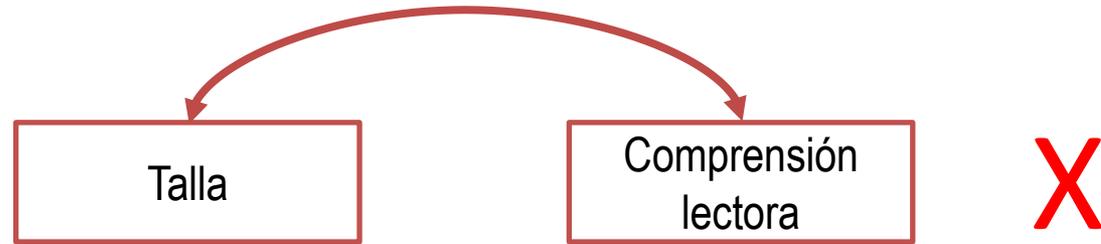
	Consumo de tabaco	Consumo de café	Dificultades cardiacas
Consumo de tabaco	-		
Consumo de café	.64	-	
Dificultades cardiacas	.70	.45	-



	Problemas con los otros miembros	Desempeño laboral	Autonomía laboral
Problemas con los otros miembros	-		
Desempeño laboral	.20	-	
Autonomía laboral	.55	.60	-

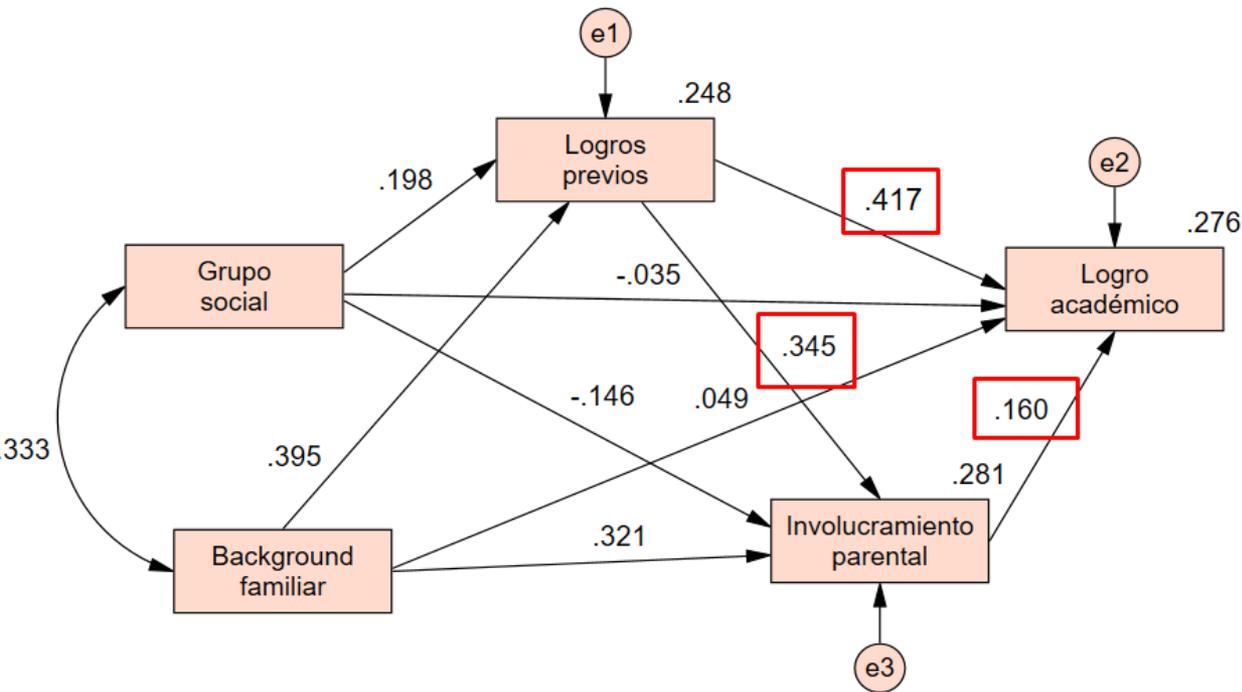


Problema de la tercera variable (causa común)



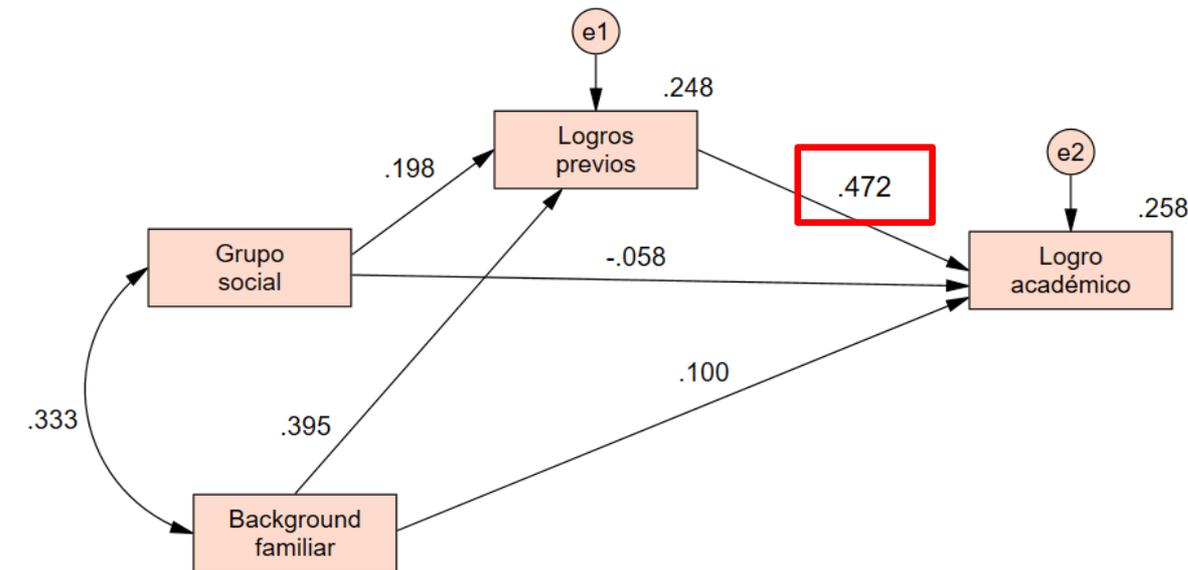
Si una causa común se omite del modelo, la consecuencia será la de sobre-estimar un efecto.

- Debemos identificar las causas comunes e incluirlas en el modelo

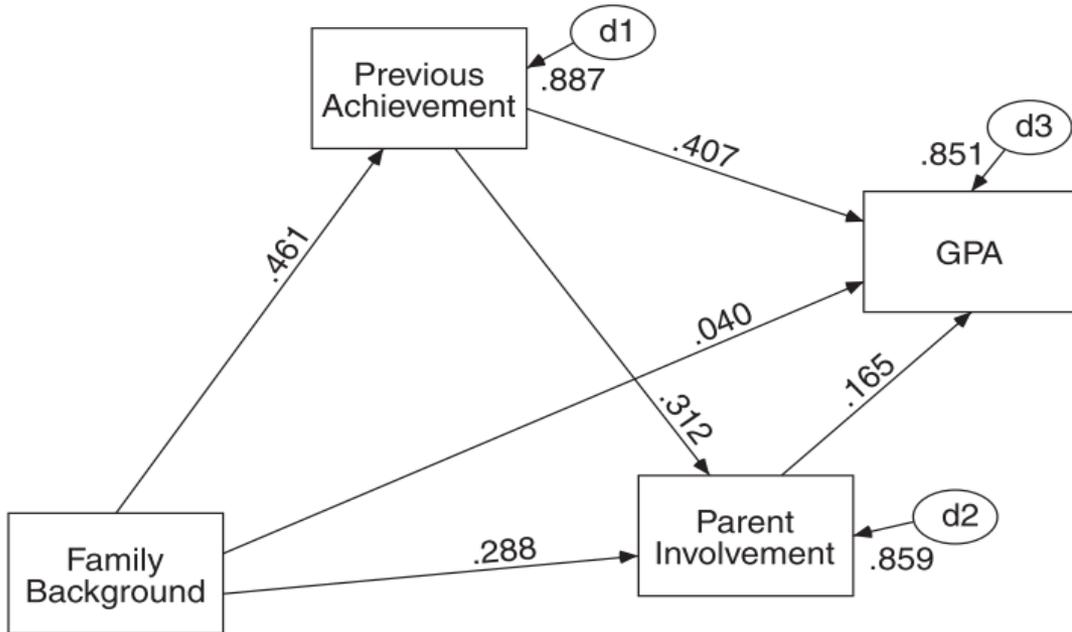
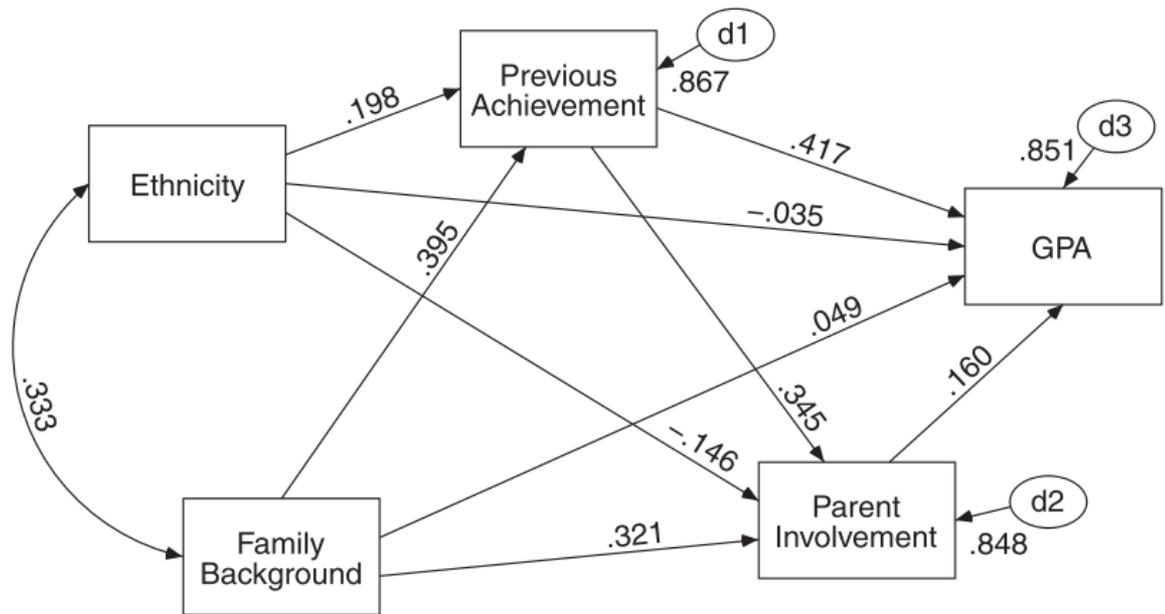


$a = .345$
 $b = .160$
 $c = .417$
 Efecto total:
 $a * b + c = .472$

- Un mediador puede ser pensado como un **“carrier or transporter of information”**.
- No es necesario incluir los efectos indirectos para que los modelos sean válidos, pero estos ayudan a entender cómo se dan los efectos.

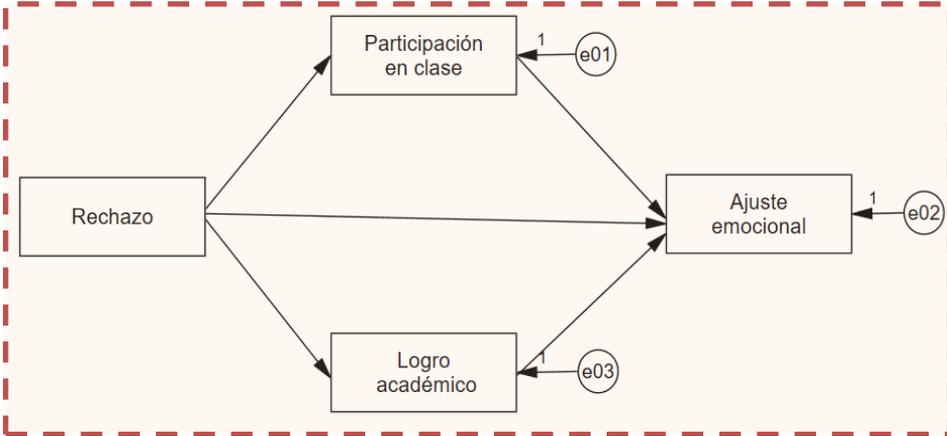


¿Será ethnicity una “causa común”, lo que conllevaría a que necesariamente tenga que estar en el modelo?

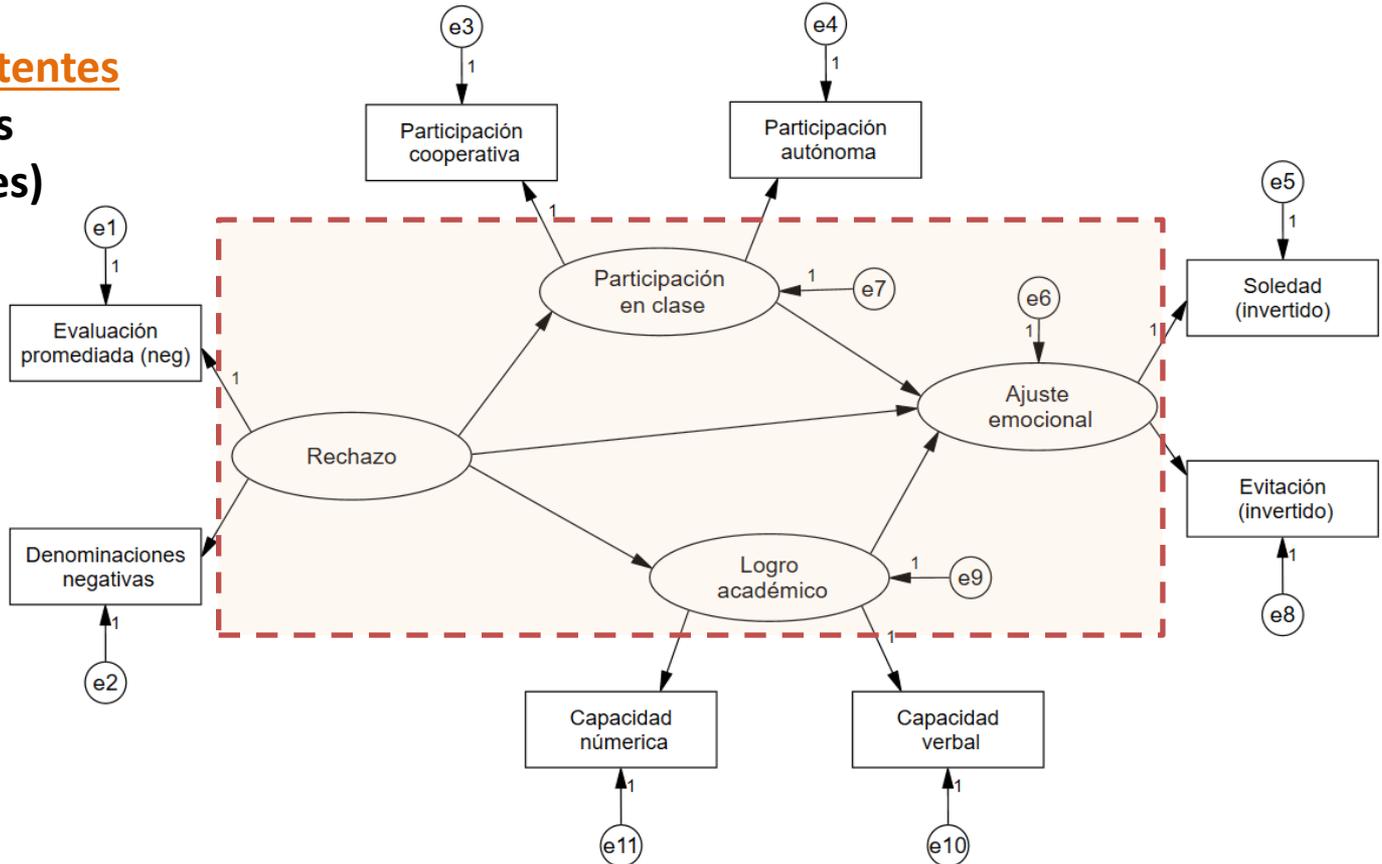


No se visualiza que sea una causa común. Podríamos prescindir de ella en consideración de simplicidad del modelo.

Modelo de variables observables (Path analysis)



Modelo de variables latentes (regresiones estructurales)

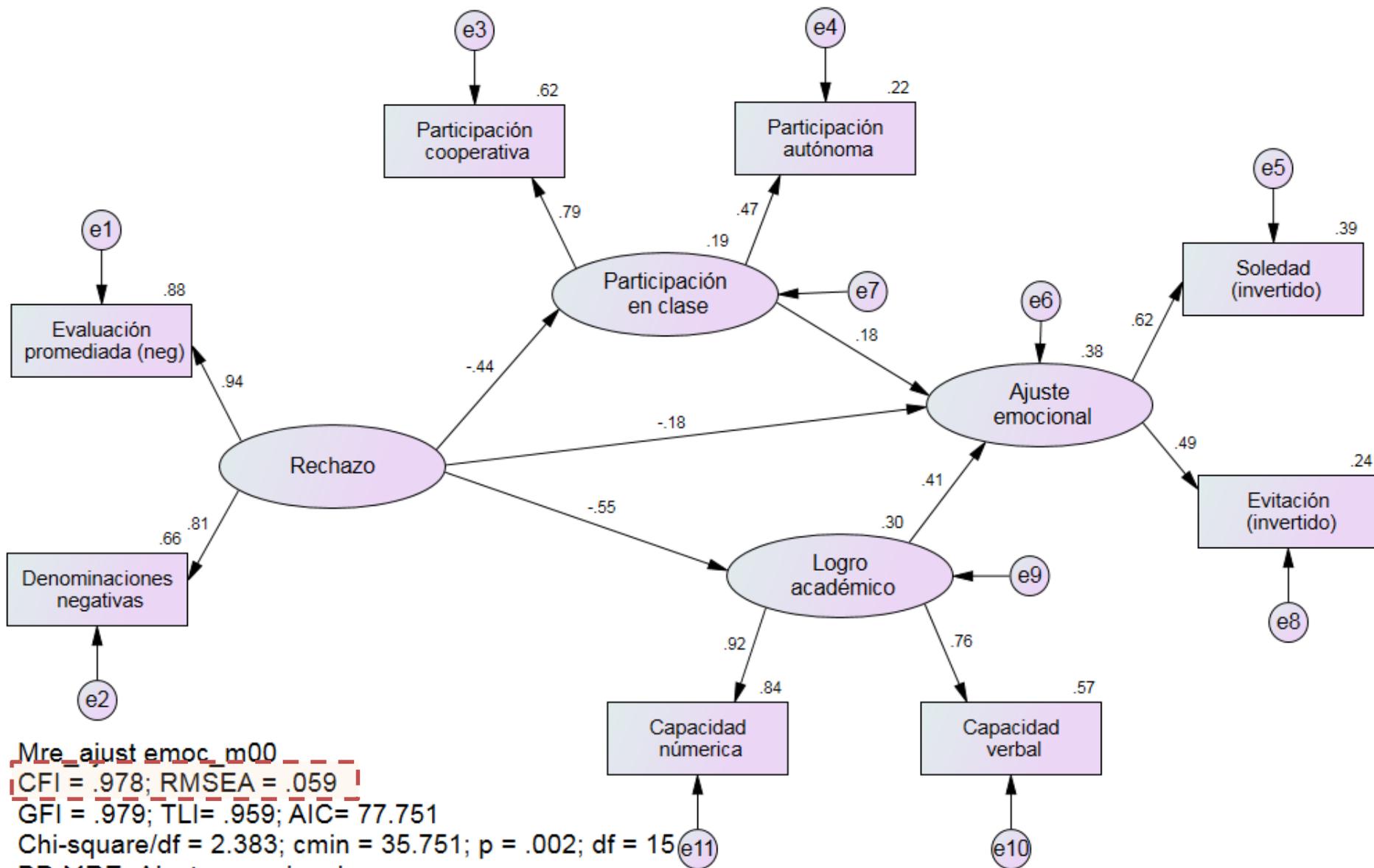


Ideas clave:

- ✓ Las regresiones múltiples son un **caso especial de los path analysis**.
- ✓ SEM **permite evaluar modelos más complejos** que los de una regresión múltiple.
- ✓ Las correlaciones pueden cargar componentes espúreos, los cuales son **removidos o redistribuidos en SEM** llegando a una mejor explicación de los efectos entre las variables o fenómenos.
- ✓ SEM permite **aproximarnos a la variable latente**.

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Mre_ajust_emoc_m00

CFI = .978; RMSEA = .059

GFI = .979; TLI = .959; AIC = 77.751

Chi-square/df = 2.383; cmin = 35.751; p = .002; df = 15

BD.MRE_Ajuste emocional

Desde el aspecto más básico e introductorio, la valoración de los índices de ajuste los podríamos resumir de la siguiente forma:

Índice de ajuste	Buen ajuste	Ajuste adecuado
CFI	>.90	>.95
RMSEA	<.080	<.050

Más adelante haremos precisión sobre estos y otros índices.

Body Image

journal homepage: www.elsevier.com/locate/bodyimage



Self-compassion as a mediator between attachment anxiety and body appreciation: An exploratory model

Trisha L. Raque-Bogdan^{a,*}, Sarah Piontkowski^b, Kayi Hui^c, Kathryn Schaefer Ziemer^d,
Patton O. Garriott^e

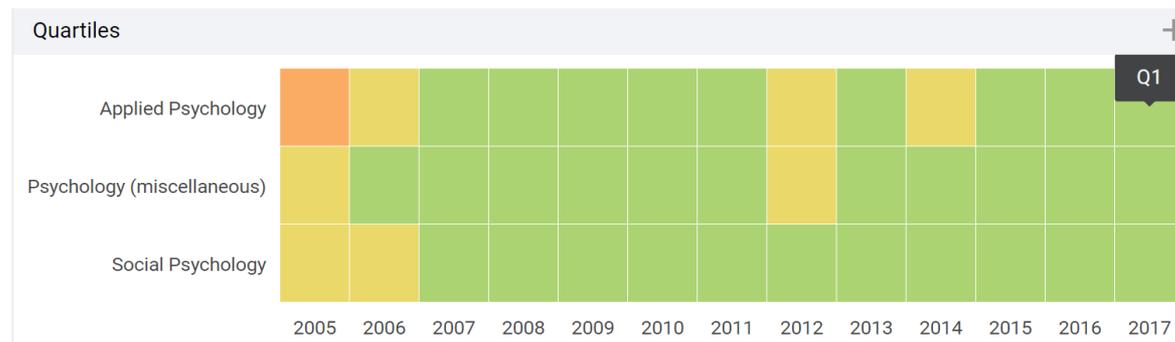
^a *University of Denver, Department of Counseling Psychology, Katherine A. Ruffatto Hall, 263, 1999 E. Evans Ave., Denver, CO 80208, USA*

^b *Boston College, University Counseling Services, Gasson 001, Chestnut Hill, MA 02467, USA*

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^d *Virginia Tech, Biocomplexity Institute of Virginia Tech (0379), National Capitol Region, 900 N. Glebe Road, Arlington, VA 22203, USA*

^e *Department of Counseling Psychology, University of Denver, 1999 E. Evans Ave., KRH 201A, Denver, CO 80208, USA*



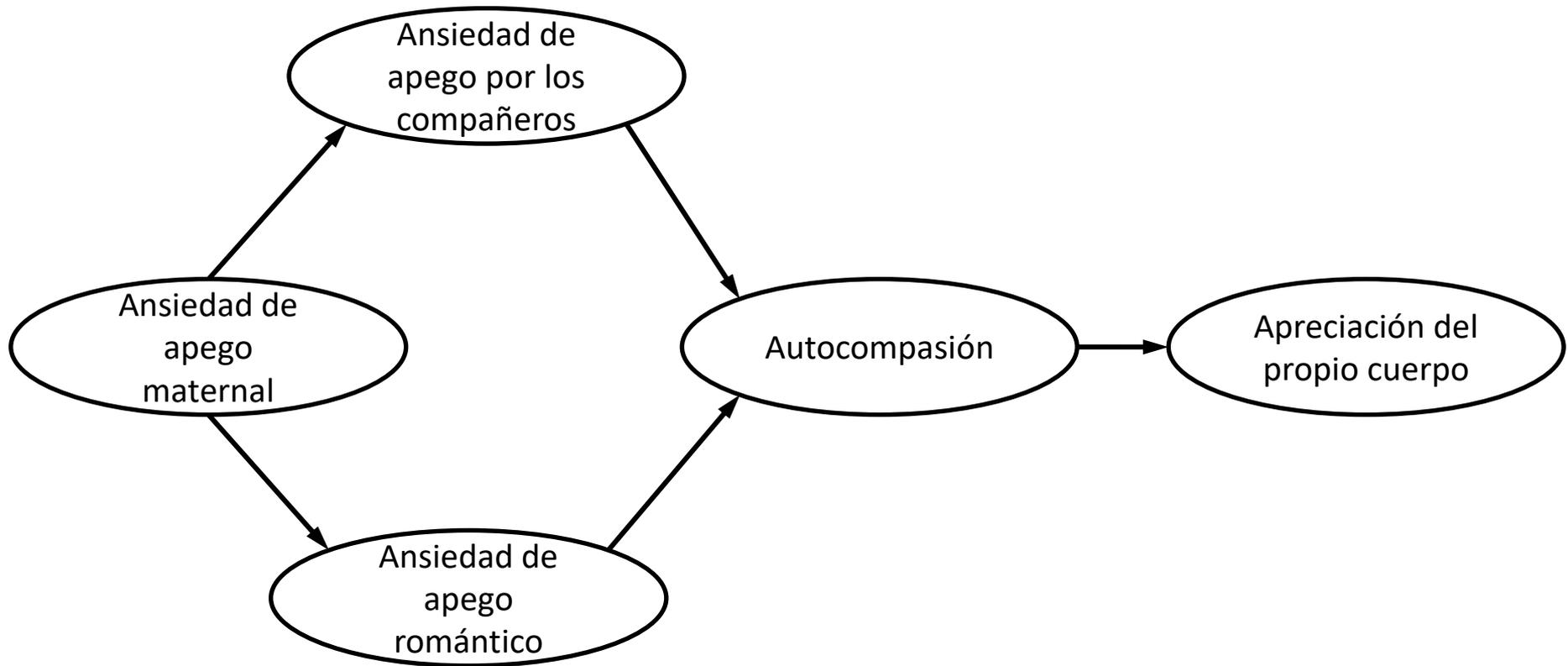


Fig. 1. Modelo estructural hipotetizado.

Primary Analyses

Structural model. Means, standard deviations, and correlations among variables are included in Table 1. The hypothesized model in Fig. 1 was tested and provided an adequate fit to the

Table 1

Means, standard deviations, and correlations among study variables.

Variable	1	2	3	4	5
1. Maternal Anxiety	-	.26	.22	-.17	-.17
2. Peer Anxiety		-	.46	-.36	-.28
3. Romantic Anxiety			-	-.38	-.29
4. Self-Compassion				-	.58
5. Body Appreciation					-
<i>M</i>	1.22	2.00	2.42	84.18	51.10
<i>SD</i>	0.63	1.27	1.58	17.38	9.26

Note: All correlations are statistically significant at the $p < .001$ level.

data, with all fit indices meeting acceptable cut-off criteria, $\chi^2(84, N = 1306) = 227.81, p < .001$; CFI = .983; RMSEA = .036 (90% CI = .031, .041); SRMR = .035. All paths within the model were statistically significant. Hypothesis 1 was supported as maternal attachment anxiety positively related to peer and romantic attachment anxiety. Hypothesis 2 was supported with peer and romantic attachment anxiety negatively related to self-compassion. In support of Hypothesis 3, self-compassion strongly related to body appreciation ($\beta = .63, p < .001$). The structural model explained 40% ($p < .001$) of the variance in body appreciation, 22% ($p < .001$) of the variance in self-compassion, 9% ($p < .001$) of the variance in friend attachment anxiety, and 6% ($p < .001$) of romantic partner attachment anxiety. Fig. 2 contains the structural coefficients for the hypothesized model.

Ideas clave:

- ✓ La interpretación de un modelo en SEM requiere una **evaluación global y localizada de los resultados.**
- ✓ Para del procedimiento de SEM implica la posibilidad de proponer una **reespecificación del modelo a partir de los resultados y de la teoría.**

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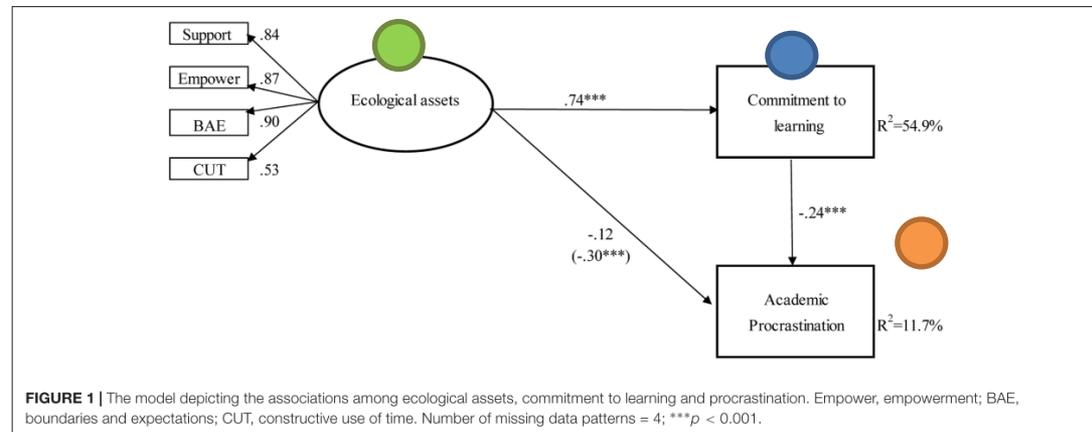
Ecological Assets and Academic Procrastination among Adolescents: The Mediating Role of Commitment to Learning

Bin-Bin Chen* and Wen Han

Department of Psychology, Fudan University, Shanghai, China



The goal of this study was to test the associations among ecological assets, commitment to learning, and academic procrastination in a sample of Chinese adolescents. There were **two hypotheses** to be tested in the present study. **First**, consistent with previous research, **ecological assets were hypothesized to be negatively related to academic procrastination**. **Second**, **commitment to learning was hypothesized to be a mediator in the relationship between ecological assets and academic procrastination**.



RESULTS

Descriptive Analyses

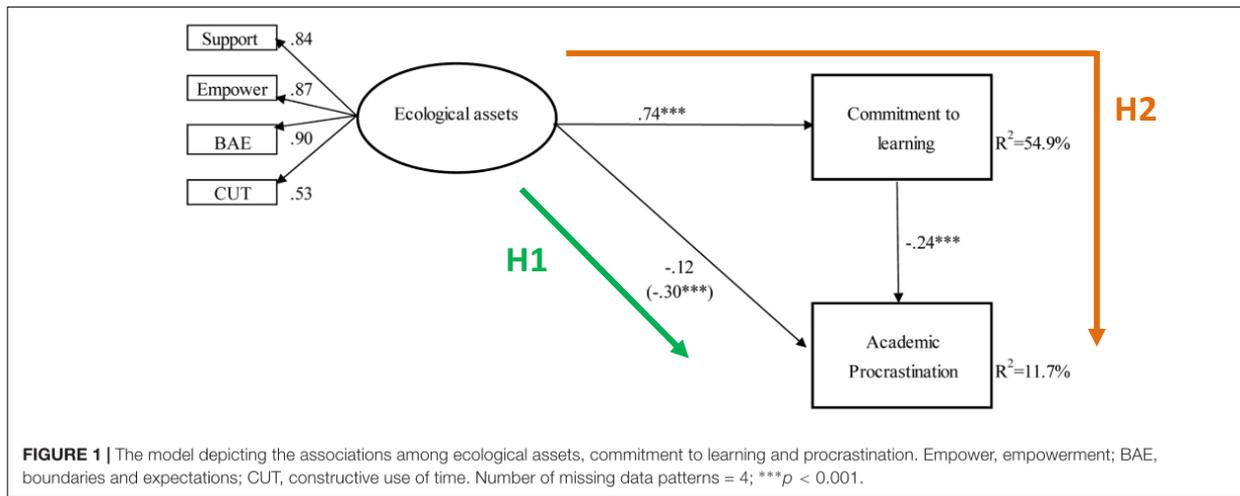
Table 1 shows all means, standard deviations, and correlations. All four ecological assets were positively correlated with each other. In addition, all four ecological assets were negatively associated with academic procrastination, but positively associated with commitment to learning. Lastly, academic procrastination was negatively correlated with commitment to learning.

Since there were statistically significant positive correlations among some study variables, preliminary regression analyses were conducted to check multicollinearity effects using variance inflation factor (VIF). The VIF values ranged from 1.38 to 3.60, indicating that multicollinearity was not a problem.

TABLE 1 | Descriptive statistics of observed variables.

	1	2	3	4	5	6
(1) Support	–					
(2) Empowerment	0.73***	–				
(3) Boundaries and expectations	0.75***	0.78***	–			
(4) Constructive use of time	0.49***	0.48***	0.45***	–		
(5) Academic procrastination	–0.23***	–0.26***	–0.30***	–0.13**	–	
(6) Commitment to learning	0.60***	0.63***	0.69***	0.38***	–0.33***	–
<i>N</i>	577	577	577	576	560	576
<i>M</i>	2.89	3.20	3.20	2.35	1.99	3.18
<i>SD</i>	0.63	0.61	0.64	0.80	1.05	0.63
<i>Skewness</i>	–0.15	–0.49	–0.57	0.47	1.18	–0.37
<i>Kurtosis</i>	–0.43	–0.20	–0.24	–0.43	0.82	–0.57

p* < 0.01; *p* < 0.001.



RESULTS

Descriptive Analysis

....

Main Analyses

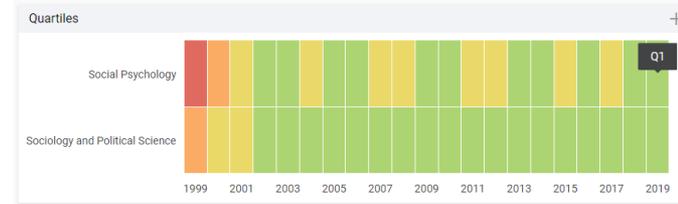
The structural models, using Mplus 7.0 (Muthén and Muthén, 2012), were developed to test the hypotheses. **First, the hypothesis that ecological assets were negatively correlated with academic procrastination was tested. We used four subscales (i.e., support, empowerment, boundaries and expectations, and constructive use of time) of the External Assets Scale to measure the ecological assets construct. The use of four subscales can provide more rigorous multi-indicator measurement of the ecological assets construct within the SEM framework. This multi-indicator approach is a psychometrical strength. The model fit the data well, $\chi^2(5) = 14.35$, $p < 0.05$, RMSEA = 0.06, CFI = 0.99, SRMR = 0.02. The result indicated that ecological assets was negatively correlated with academic procrastination ($\beta = -0.30$, $p < 0.001$), suggesting that participants who had more ecological assets had lower levels of academic procrastination.**

Next, **commitment to learning was added into the model to test the hypothesis that commitment to learning mediated the association between ecological assets and academic procrastination. The model fit the data well, $\chi^2(8) = 22.06$, $p < 0.01$, RMSEA = 0.06, CFI = 0.99, SRMR = 0.02. It indicated that ecological assets were positively related to commitment to learning ($\beta = 0.74$; $p < 0.001$), and commitment to learning was negatively related to academic procrastination ($\beta = -0.24$; $p < 0.001$). But the direct path between ecological assets and academic procrastination become statistically non-significant ($\beta = -0.12$; $p = 0.07$). This indicated that it was a full mediation model.** The significance of the mediating role of commitment to learning on the association between ecological assets and academic procrastination was tested using the Bootstrap estimation procedure. We generated 1000 bootstrapping samples from the original data set ($N = 577$) by random sampling. The standardized indirect effect of ecological assets on academic procrastination through commitment to learning was significant (point estimate = -0.18 , $SE = 0.05$, $p < 0.001$, 95% CI = $[-0.28; -0.08]$). Therefore, the mediating effect of commitment to learning, proposed in the hypothesis, was supported (see Figure 1).

DISCUSSION ..

How Normative Multiculturalism Relates to Immigrant Well-Being

Colleen Ward, Inkuk Kim, Johannes Alfons Karl, Stephen Epstein, and Hea-Jin Park
Victoria University of Wellington



Following this line of research, we test a model whereby perceived normative MC, MI, and MPP predict well-being, exerting both direct effects and indirect effects through belongingness.

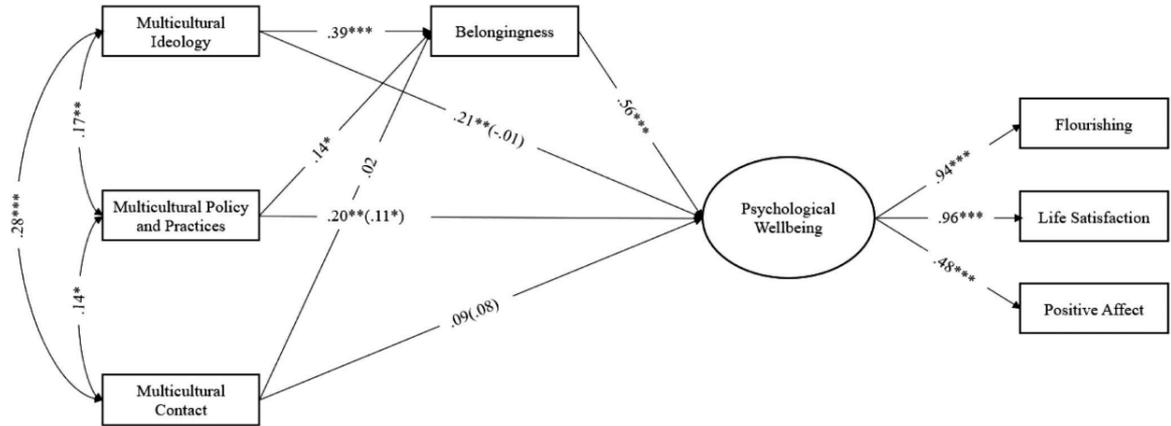


Figure 1. Structural model of normative multiculturalism, belongingness, and psychological well-being. Values are standardized estimate coefficients. The values in the parenthesis indicate standardized estimate coefficients when the mediator was included. Gender, age, and length of residence were included as covariates. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table 1
Psychometric Properties of the Measurement Scales and Their Intercorrelations

Variables	1	2	3	4	5	6	7	8	9	M	SD	α
1. Gender										1.56	0.50	
2. Age	-.18**									31.17	10.46	
3. LoR	-.13*	.36***								10.04	7.21	
4. MI	-.04	.09	.05							3.63	0.60	.65
5. MPP	.09	.13*	.01	.17**						3.24	0.66	.65
6. MC	.09	-.07	.25***	.28***	.14*					4.08	0.70	.64
7. GBS	.13*	.04	.06	.41***	.23***	.18**				5.07	1.00	.89
8. Flourishing	.09	.08	.01	.26***	.25***	.17**	.58***			5.45	0.96	.89
9. SWLS	.12*	.10	-.05	.19***	.23***	.01	.48***	.75***		4.81	1.25	.88
10. PA	-.02	.11*	.05	.16**	.16**	.12*	.27***	.61***	.50***	3.65	0.78	.78

Note. Gender (1 = male, 2 = female). LoR = length of residence; MI = Multicultural Ideology; MPP = Multicultural Policies and Practices; MC = Multicultural Contact; GBS = General Belongingness Scale; SWLS = Satisfaction With Life Scale; PA = positive affect.
* $p < .05$. ** $p < .01$. *** $p < .001$.

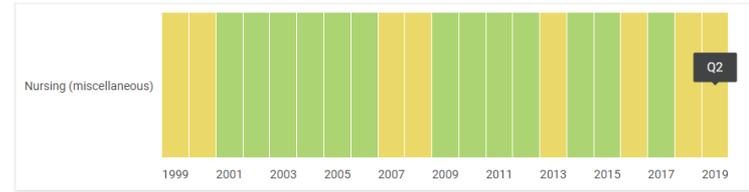
Table 2
Indirect Effects of Normative Multiculturalism on Psychological Well-Being Through Sense of Belongingness

NMS	B	SE B	β	95% MC CI	
				LL	UL
MI	.46	.10	.22***	.28	.68
MPP	.15	.07	.08*	.02	.29
MC	.02	.06	.01	-.10	.15

Note. NMS = Normative Multiculturalism Scale; MI = Multicultural Ideology; MPP = Multicultural Policies and Practices; MC = Multicultural Contact; MC CI = Monte Carlo confidence interval; LL = lower limit; UL = upper limit.
* $p < .05$. *** $p < .001$.

Nurses' Fatigue, Job Stress, Organizational Culture, and Turnover Intention: A Culture-Work-Health Model

Western Journal of Nursing Research
 1-16
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 DOI: 10.1177/0193945919839189
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Eunsook Lee¹ and Insil Jang² 

Purpose

This study was conducted to (a) identify factors affecting nurses' turnover intention in South Korea (e.g., organizational culture, job stress, and fatigue), (b) examine their relationships, (c) construct an appropriate structural equation model of clinical nurses' turnover intention based on a literature review and CWHM, and (d) investigate the adequacy of the developed model.

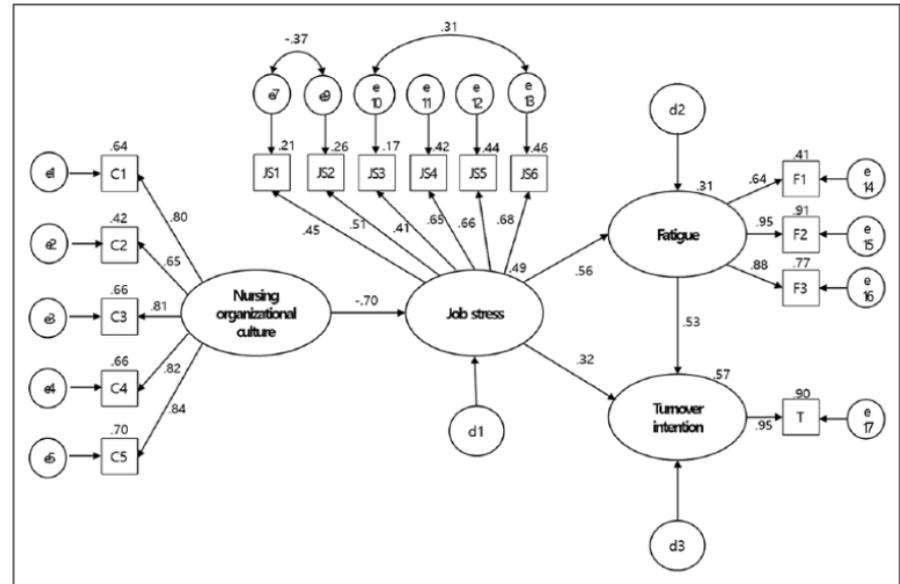
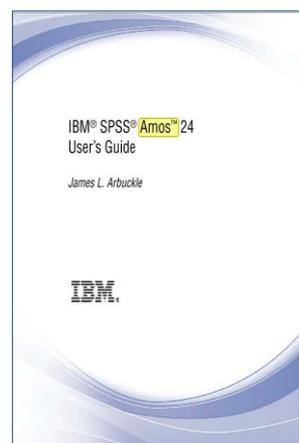
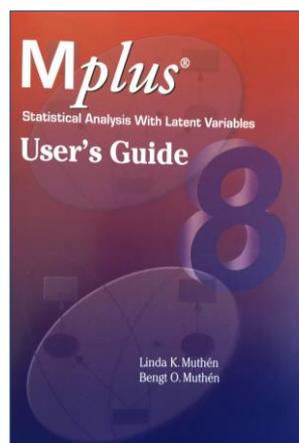
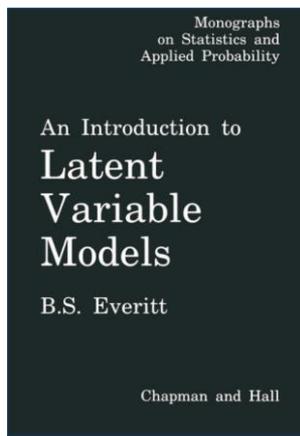
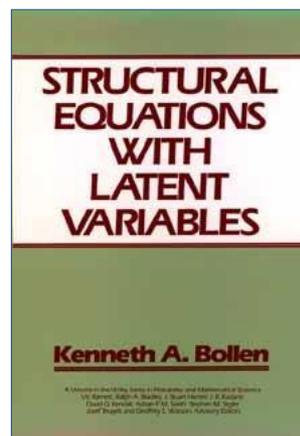
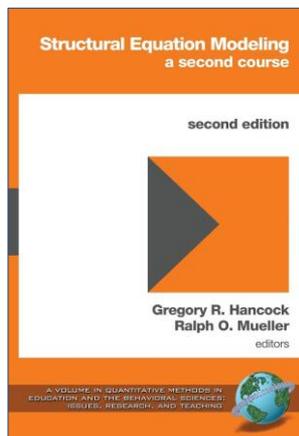
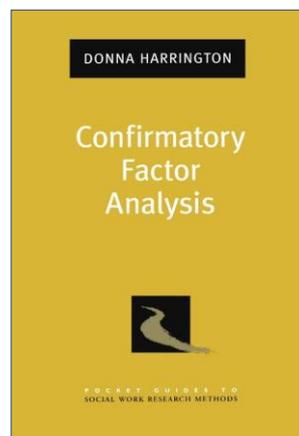
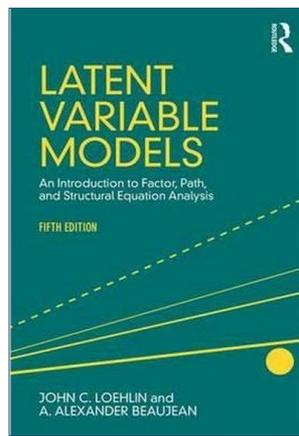
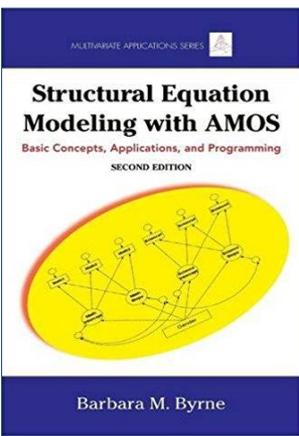
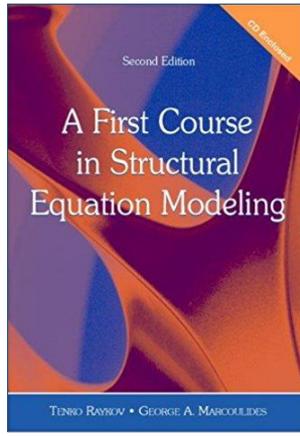
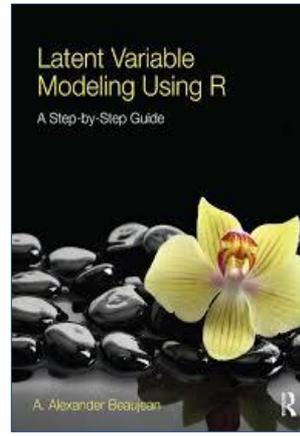
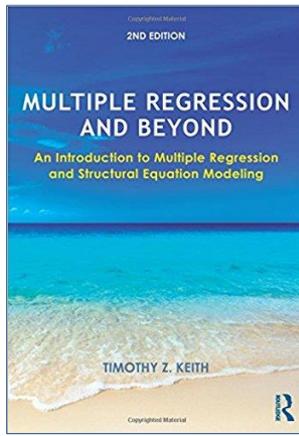
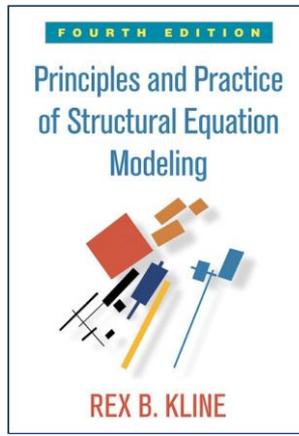
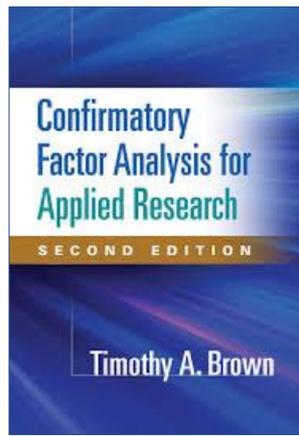
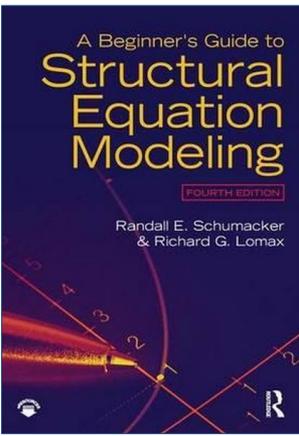


Figure 2. Path diagram for modified model.

Note. C1 = team communication and morale; C2 = information flow; C3 = employee involvement; C4 = supervision; C5 = meetings and customer service; JS1 = job demands; JS2 = conflicts; JS3 = job instability; JS4 = organization system; JS5 = improper compensation; JS6 = organization culture; F1 = exhaustion fatigue; F2 = tension fatigue; F3 = cumulative fatigue; T = turnover intention.

Ideas clave:

- ✓ Principalmente, los estudios de varias variables en revistas de alto nivel **se realizan con SEM.**
- ✓ La enseñanza y la capacitación en SEM debe estar de la mano con la **revisión de la práctica de la comunidad académica de alto nivel:** revisión de revistas de alto impacto.



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