

## UNIVERSITY OF AMSTERDAM

**Research Institute of Child Development and Education** 



Using cross-level invariance constraints when testing multilevel mediation using SEM

Suzanne Jak S.Jak@uva.nl



## **Overview**

- Multilevel data
- Multilevel mediation and factor analysis

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- Problems
  - □ Interpretation
  - □ Estimation
- Small simulation study



#### **Multilevel data**





## **Multilevel hypotheses**

- Typology of variables:
  - <u>Level 1 variables</u>: all variables on which individuals in the same cluster can have different scores
  - <u>Level 2 variables</u>: all variables on which individuals in the same cluster can not have different scores
- Most Level 1 variables have variance at level 2 as well! E.g. the average job performance differs across companies, the average math ability may differ across school classes
- Hypotheses may involve variables at different levels
  - E.g. Math self-efficacy mediates the influence of classroom climate on math achievement



# Multilevel variable decomposition















## Within / between formulation

 Observed variable is decomposed into a withinand a between-component





#### **Multilevel** mediation

Psychological Methods 2010, Vol. 15, No. 3, 209-233

© 2010 American Psychological Association 1082-989X/10/\$12.00 DOI: 10.1037/a0020141

#### A General Multilevel SEM Framework for Assessing Multilevel Mediation

Kristopher J. Preacher University of Kansas

Michael J. Zyphur University of Melbourne

Zhen Zhang Arizona State University

Several methods for testing mediation hypotheses with 2-level nested data have been proposed by researchers using a multilevel modeling (MLM) paradigm. However, these MLM approaches do not accommodate mediation pathways with Level-2 outcomes and may produce conflated estimates of between- and within-level components of indirect effects. Moreover, these methods have each appeared in isolation, so a unified framework that integrates the existing methods, as well as new multilevel mediation models, is lacking. Here we show that a multilevel structural equation modeling (MSEM) paradigm can overcome these 2 limitations of mediation analysis with MLM. We present an integrative 2-level MSEM mathematical framework that subsumes new and existing multilevel mediation approaches as special cases. We use several applied examples and accompanying software code to illustrate the flexibility of this framework and to show that different substantive conclusions can be drawn using MSEM versus MLM.

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### **Multilevel mediation**



Each of the three variables can be on the within-level or on the between-level (Preacher, Zyphur & Zhang, 2010) Most common models (McNeish, 2017)

	Χ	Μ	Y	
Level	1	1	1	
	1	2	1	
	1	2	2	
	2	1	1	
	2	2	1	
	2	2	2	
	1	1	2	
	2	1	2	
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## **Example 1-1-1 mediation**

Students nested in classes

Student-level indirect effect:  $a_W^*b_W$ Class-level indirect effect:  $a_B^*b_B$ 

- X: Student self-esteem
- M: Student effort
- Y: Student math performance





## **Example 2-1-1 mediation**

If any of the three variables is a between-level variable, mediation occurs at the between-level only

Employees nested in teams

Indirect effect: a<sub>B</sub>\*b<sub>B</sub>

- X: Treatment variable 'Training on the job'
- M: Job-related skills
- Y: Job performance





## Multilevel mediation with latent variables

#### Examples from Preacher et al. (2010)





## Multilevel mediation with latent variables

Example from Morin et al. (2014)





## Multilevel mediation with latent variables

- Li and Beretvas (2013)
- Comparing mediation models with composite scores vs. latent variables
  - Serious convergence issues with  $N_{between} < 80$
  - Low power to detect indirect effect
- "Unfortunately, MLSEM cannot be recommended over the use of composite scores for the majority of conditions examined"



### **Multilevel confirmatory factor analysis**

Article

Journal of Educational and Behavioral Statistics 2016, Vol. 41, No. 5, pp. 481–520 DOI: 10.3102/1076998616646200 © 2016 AERA. http://jebs.aera.net

#### **Construct Meaning in Multilevel Settings**

Laura M. Stapleton Ji Seung Yang Gregory R. Hancock University of Maryland

We present types of constructs, individual- and cluster-level, and their confirmatory factor analytic validation models when data are from individuals nested within clusters. When a construct is theoretically individual level, spurious construct-irrelevant dependency in the data may appear to signal cluster-level dependency; in such cases, however, and consistent with theory, a single-level analysis with a correction for dependency may be appropriate. Regarding cluster-level constructs. we discuss two types—shared and config-

### **Interpretation two-level factor model**





## **Cross-level** invariance

- Not mentioned by Preacher et al. (2010) or Li and Beretvas (2013)
- Li and Beretvas generated data with cross-level invariance, but did not constrain Λ when fitting the model
  - □ Interpretation problems
  - □ Estimation problems



## **Simulation study**

- Effect of not-applying cross-level invariance constraints on convergence and power
- Generate 2000 datasets under model with crosslevel invariance
- Fit model with and without across-level invariance with lavaan



## **Population model**

ICC = .33



Level 1





#### ■ Non-convergence ICC = .17

N <sub>between</sub>	Invariant	Free
20	0	42
30	0	5
40	0	1
50	0	0
100	0	0

#### 2000 replications

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■ Warnings ("some estimated ov variances are negative")





■ Significant indirect effect (based on delta-method)





#### Significant direct effect





## **Conclusion and discussion**

- Cross-level invariance of lambda (if appropriate)
   Facilitates interpretation
  - $\hfill\square$  Enhances estimation and power
- If not appropriate
  - □ Biased mediational effects (Guenole, 2016)



## **Conclusion and discussion**

- If strong factorial invariance across clusters holds: Λ<sub>within</sub> = Λ<sub>between</sub> and θ<sub>between</sub> = 0
   □ Reduces number of parameters → less estimation problems?
- Need to extend simulation study
  Very N
  - $\Box$  Vary N<sub>within</sub>, vary ICC, bootstrap SEs



## Thank you for listening!

#### Questions?

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