Measurement Invariance of the Dirty Dozen: Student and Working Adult Samples

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11   Abstract

12   One or two sentences providing a **basic introduction** to the field, comprehensible to a

13   scientist in any discipline.

14   Two to three sentences of **more detailed background**, comprehensible to scientists

15   in related disciplines.

16   One sentence clearly stating the **general problem** being addressed by this particular

17   study.

18   One sentence summarizing the main result (with the words "**here we show**" or their

19   equivalent).

20   Two or three sentences explaining what the **main result** reveals in direct comparison

21   to what was thought to be the case previously, or how the main result adds to previous

22   knowledge.

23   One or two sentences to put the results into a more **general context**.

24   Two or three sentences to provide a **broader perspective**, readily comprehensible to

25   a scientist in any discipline.

26   *Keywords:* keywords

27   Word count: X

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Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

Participants

In total 1106 individuals responded to the Dirty Dozen (as well as additional scales not the focus of the current presentation). This total was comprised of 208 working adults low-stakes, 527 working adults high-stakes, and 371 students low-stakes individuals. After screening for undifferentiated responses via the `R` package `careless` (Yentes & Wilhelm, 2021), we retained 1054 respondents who had no more than 6 undifferentiated similar responses across the 12 total items.

Material

Procedure

Data analysis

We used R [Version 4.0.5; R Core Team (2021)] and the R-packages *careless* [Version 1.2.1; Yentes and Wilhelm (2021)], *foreign* [Version 0.8.81; R Core Team (2020)], and *papaja* [Version 0.1.0.9997; Aust and Barth (2020)] for all our analyses.

Results

We looked at structural invariance as well as latent means (Meredith, 1993; Steinmetz, Schmidt, Tina-Booh, Wieczorek, & Schwartz, 2009).

Discussion

References

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Steinmetz, H., Schmidt, P., Tina-Booh, A., Wieczorek, S., & Schwartz, S. H. (2009). Testing measurement invariance using multigroup CFA: Differences between educational groups in human values measurement. *Quality & Quantity*, *43*(4), 599–616.

Yentes, R. D., & Wilhelm, F. (2021). *Careless: Procedures for computing indices of careless responding.*