

1 **Exploratory factor analysis in transportation research: current practices and**
2 **recommendations**

3 Rubén D. Ledesma^{ab*}, Pere J. Ferrando^c, Mario A. Trógolo^{ad}, Fernando M. Poó^{ab}, Jeremías D
4 Tosi^{ab}, & Cándida Castro ^e

5 ^a *National Scientific and Technical Research Council (CONICET), Mar del Plata, Argentina*

6 ^b *Faculty of Psychology, Universidad Nacional de Mar del Plata, Mar del Plata, Argentina*

7 ^c *Research Center for Behavior Assessment, Department of Psychology, Universitat Rovira i*
8 *Virgili, Tarragona, Spain*

9 ^d *Faculty of Psychology, Universidad Nacional de Córdoba, Córdoba, Argentina*

10 ^e *Brain, Mind, and Behavior Research Center (CIMCYC), Faculty of Psychology, University*
11 *of Granada, Spain*

12

13 *Corresponding author

14 *IPSIBAT, Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET) and*
15 *Universidad Nacional de Mar del Plata. Funes 3350, Mar del Plata (7600), Argentina.*

16 ORCID <https://orcid.org/0000-0002-8598-4680>

17 E-mail: rdledesma@conicet.gov.ar

18

19

20 **Exploratory factor analysis in transportation research: current practices and**
21 **recommendations**

22

23 Exploratory factor analysis (EFA) is a widely used statistical method in traffic and
24 transportation research, particularly for the development and validation of measurement
25 instruments. This article critically examines current practice in conducting and reporting EFA
26 in published transportation studies. One hundred and eighty papers published between 2016
27 and 2018 were examined, of which one hundred and nine were included in the present study
28 after applying eligibility criteria. The review suggests that the quality of EFA reported in the
29 field is routinely poor: (a) researchers fail to provide sufficient information to be able to
30 adequately assess the appropriateness and quality of both the input data and the reported
31 output; and (b) the decisions underlying the choices of EFA methods are not justified and rely
32 mostly on procedures advised against, particularly the Little-Jiffy approach. In summary, a
33 significant gap between current practice and experts' recommendations exists. We provide
34 some guidelines that may help in conducting, reporting and reviewing EFA in transportation
35 research.

36 Keywords: transportation; research methods; multivariate analysis; exploratory factor
37 analysis

38

39

40

41

42

67 section, these methods have many drawbacks and for this reason several researchers have
68 strongly discouraged their use (e.g., Costello & Osborne, 2005; Lloret-Segura, Ferreres-
69 Traver, Hernández-Baeza, & Tomás-Marco, 2014). Surprisingly, however, the use of Little-
70 Jiffy is still highly frequent (Henson & Roberts, 2006; Howard, 2016; Sakaluk & Short,
71 2017), suggesting that many researchers are either unfamiliar with recent developments in the
72 field or disconcerted by the various methods now available for conducting EFA, leading them
73 to resolve their uncertainty by automatically applying the default options present in popular
74 statistical software (Izquierdo et al., 2014). Both instances can lead to inappropriate or
75 erroneous decisions that compromise the integrity of the EFA results.

76 EFA is commonly reported in transportation studies, typically used, albeit not
77 exclusively, for the assessment of the dimensionality of psychosocial and behavioral
78 measures. Indeed, the factor structure underlying many of the most popular self-report
79 measures in road safety, such as the Driver Behavior Questionnaire (Reason Manstead,
80 Stradling, Baxter, & Campbell, 1990), the Multidimensional Driving Style Inventory
81 (Taubman-Ben-Ari, Mikulincer, & Guillath, 2004), the Driving Anger Expression Inventory
82 (Deffenbacher, Lynch, Oetting, & Swaim, 2002) or the Behavior of Young Novice Drivers
83 Scale (Scott-Parker, Watson, King, & Hyde, 2012) is based on EFA. Despite its widespread
84 use, studies critically examining current EFA practices in traffic and transportation studies
85 are lacking. We were able to identify only one study which examines the use of EFA in
86 maritime journals (Maskey, Fei, & Nguyen, 2018). The findings of this review are in line
87 with studies in other fields suggesting an important gap between current recommendations
88 and the choices made by researchers.

89 The present review examines common practices in conducting and reporting EFA in
90 transportation studies. It also provides an overview of current recommendations for best
91 practices. The intention is not to undertake a detailed analysis of EFA procedures, which lies

92 beyond the scope of this review, but to provide helpful guidelines for researchers regarding
93 (a) sample size, (b) selection of statistical software, (c) type of correlation matrix to be
94 analyzed, (c) estimation method (extraction), (d) number of factors (retention method), (e)
95 factor rotation method, and (f) reporting of the pattern loading matrix. In the last section we
96 provide a summary of conclusions and recommendations of use in conducting, reporting and
97 reviewing EFA in transportation research.

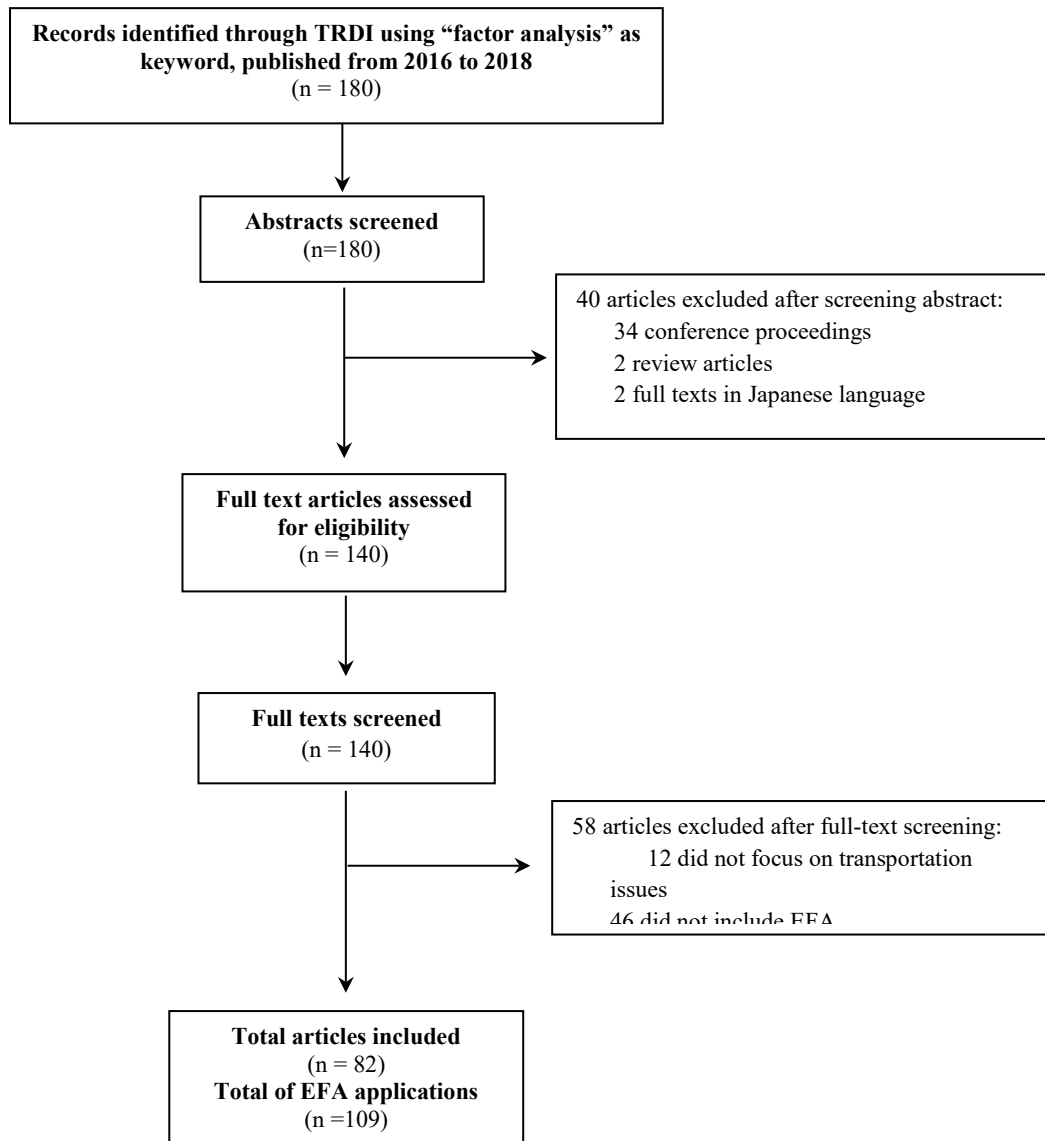
98 *1.1. The present literature review*

99 Figure 1 summarizes the literature search and selection criteria. The literature search was
100 conducted using the Transport Research International Documentation (TRDI) database, the
101 most comprehensive bibliographic resource on transportation research (Transportation
102 Research Board, 2020). A search using the keyword “factor analysis” in all fields yielded a
103 total of 180 references for the period between January 2016 and July 2018. Forty documents
104 were excluded after the abstract screening (thirty-four were conference proceedings, two
105 were literature review papers, and two had full text in the Japanese language). The remaining
106 full-text articles were then assessed for eligibility by the authors. Of these, a further fifty-
107 eight articles were excluded because they did not focus on transportation issues or they did
108 not include EFA. The final sample comprised eighty-two articles published in different
109 journals (Table 1), most of them addressing psychological and behavioral factors (human
110 factors). When several EFAs were applied to different subsets of data in the same article,
111 each EFA was recorded and analyzed separately. To assess consistency in data coding, a
112 random subsample of $n = 23$ papers was independently analyzed by two researchers. Almost
113 perfect agreement was observed among them (mean value of Cohen’s kappa across the
114 different variables was 0.91).

115 The review was focused on the following main topics: (a) sample size, (b) software
116 used, (c) preliminary checks: factorability and choice of the correlation matrix, (d) fitting the

117 EFA model (extraction), (e) criteria for choosing the number of factors, (f) transformation
118 (rotation) methods, and (g) reporting of the EFA (pattern loading matrix). For each topic, we
119 provide a conceptual introduction and review of current recommendations, along with a
120 description of common practices in transportation research.

121
122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152



153 **Figure 1.** Literature search and selection criteria.

154
155
156
157
158

	n	%
Journal		
Transportation Research Part A: Policy and Practice	20	18.3
Transportation Research Part F: Traffic Psychology and Behavior	14	12.8
Transportation Research Part D: Transport and Environment	9	8.3
Accident Analysis & Prevention	5	4.6
Transport Policy	5	4.6
Journal of Modern Transportation	4	3.7
Journal of Transport Geography	4	3.7
Transportation Research Record	4	3.7
Travel Behaviour and Society	4	3.7
Maritime Policy & Management	3	2.8
Traffic Injury Prevention	3	2.8
Others (with less than three articles)	34	31.2
Variables		
Human factors	96	88.1
Environmental and Infrastructure factors	10	9.2
Others (e.g., vehicular factors)	3	2.7
Discipline of the authors		
Psychology	18	16.5
Engineering & technology	40	36.7
Business, economics and management	24	22.0
Geography, urbanism, and environmental sciences	10	9.2

Health sciences	2	1.8
Various disciplines	15	13.8

159

160

161 **Table 1.** Articles using Exploratory Factor Analysis (EFA) by journal, variable type, and
 162 discipline of the authors.

163

164 **2. Use of EFA in transportation research**

165 *2.1. Sample size*

166 One of the most important decisions during the design phase of transportation research
 167 concerns the sample size required to perform an EFA. There are two different approaches
 168 addressing this issue: (1) one suggests a minimum sample size and (2) one recommends a
 169 specific ratio of participants per variable or item (n:p). In the former case, suggestions for
 170 minimum sample size are variable, ranging from 150 to 500 participants (Comrey & Lee,
 171 1992; MacCallum, Widaman, Zhang, & Hong, 1999; Wirth & Edwards, 2007). In the latter
 172 case, several guidelines have been proposed, ranging from 5:1 to 20:1 (Gorsuch, 1983; Hair,
 173 Black, Babin, Anderson, & Tatham, 2006; Velicer & Fava, 1998). In either case, it should be
 174 noted that determining the adequate sample size for EFA is a complex decision, depending on
 175 many factors such as the type of correlation matrix used, the number of variables per factor,
 176 and the commonalities of the variables (Beavers et al., 2013; Mundfrom & Shaw, 2005). For
 177 this reason there can be no strict rule to follow, although a minimum of 200 participants is
 178 often recommended, particularly when there are high commonalities (greater than .70) and
 179 several variables per factor (at least six). In cases with low commonalities (around .30) and
 180 low number of variables per factor, on the other hand, a sample size of 400 or even 500
 181 would be necessary to obtain stable results (Lloret-Segura et al., 2014).

182 In summary, there is no a universal rule for sample size, but it should be kept in mind
 183 that EFA is a large-sample procedure (Costello & Osborne, 2005) and large samples are
 184 preferable whenever possible. Following current recommendations (e.g., Ferrando &
 185 Anguiano-Carrasco, 2010; Howard, 2016; Pérez & Medrano, 2010) we suggest a sample size
 186 of at least $n = 200$, and an $n:p$ ratio of at least 10, whichever is greater. The requirement for a
 187 larger sample size is particularly relevant when polychoric correlations are used, since
 188 estimations tend to be more unstable than the product-moment correlation (Holgado-Tello,
 189 Chacón-Moscoso, Barbero-García, & Vila-Abad, 2010).

190 Table 2 summarizes the sample sizes and $n:p$ ratio observed in the revised studies.
 191 Overall, most articles meet the proposed standards regarding the minimum sample size
 192 (68.8%) and nearly one-third of the studies employ large samples ($n > 600$). The $n:p$ ratio was
 193 at least 10 in the 74.4% of the articles.

194

	n	%
Sample size (n)		
< 100	8	7.3
100-200	26	23.9
201-300	12	11.0
301-600	28	25.7
> 600	32	29.3
Unspecified	3	2.8
Sample size/variables ratio (n:p)		
< 5	14	12.8
5-9.9	14	12.8

10-19.9	32	29.3
> 20	42	38.5
could not be calculated	7	6.4
Software used		
SPSS	46	42.2
R	4	3.7
FACTOR	1	0.9
Unspecified	58	53.2

195

196

197 **Table 2.** Sample size and software used in transportation studies applying EFA (n = 109)

198

199 **2.2. Statistical software**

200 A second important but often neglected issue in the design phase concerns the choice of
201 statistical software. There are many options available: Mplus (Muthén & Muthén, 2010),
202 FACTOR (Lorenzo-Seva & Ferrando, 2006), LISREL (Jöreskog & Sörbom, 2007), SPSS
203 (IBM Corp, 2012), SAS/STAT (SAS Institute Inc, 2011) and the "Psych" package in R (Mair,
204 2018), to name a few. It is important to note that choosing one or other of the available
205 alternatives is not trivial, since procedures can differ greatly across software packages (see
206 Lloret-Segura, Ferreres-Traver, & Tomás-Marco, 2017). For instance, FACTOR and Mplus
207 enable researchers to perform EFA using polychoric or product-moment correlation matrices,
208 whereas SPSS includes only the latter. In our view, software for EFA should at the very least
209 include tools to check the data and EFA's adequacy, enable several estimation, retention and
210 rotation methods, and allow different types of correlation matrix to be analyzed. The
211 FACTOR program has been developed specifically for conducting EFA and is perhaps the

212 most complete software for this type of analysis; furthermore, it is user-friendly and freely
213 available to researchers (Ferrando & Lorenzo-Seva, 2017).

214 Table 2 shows that more than half of the transportation studies reviewed did not report
215 the software used and among those that did, the overwhelming majority used SPSS (90% of
216 the total studies that reported the software). Other recommended programs, such as FACTOR
217 or R, were rarely used. This is worth noting since, as we illustrate next, common EFA
218 methods reported in transportation studies correspond to the default options in SPSS.

219

220 ***2.3. Preliminary checks: factorability and choice of the correlation matrix***

221 The common EFA is a linear model intended for continuous-unlimited variables. However, in
222 most transportation research applications (see Table 3) the model is applied to ordered
223 categorical (ordinal) variables, such as Likert scale items, for which the linear model is
224 theoretically inappropriate for two main reasons: firstly, categorical variables are non-linearly
225 related to the factors; secondly, the factor-variable relationships are attenuated due to
226 categorization. The extent to which these inadequacies are relevant in practice depends
227 mainly on three determinants (Ferrando & Lorenzo-Seva, 2014): the extremeness of the
228 distributions of the variables (skewness), the strength of the factor-variables relationships,
229 and the number of categories. Non-linearity thus becomes more pronounced when the
230 variables are both extreme and strongly related to the factors, while attenuation becomes
231 maximal (other things being equal) in the case of only two categories. The main impact of
232 these inadequacies on the factor results are: (a) differentially biased (attenuated) loading
233 estimates, and (b) distorted goodness-of-fit assessment in the sense that additional, spurious
234 factors of no substantive interest are generally needed for obtaining an acceptable fit
235 (McDonald & Ahlawat, 1974).

236

	n	%
KMO's values		
.61-.69	5	4.6
.70-.79	10	9.2
.80-.89	23	21.1
.90-1.00	12	11
Unspecified	51	46.8
Provided a KMO' cutoff value (e.g., > .60)	8	7.3
Bartlett's test of sphericity		
Reported*	51	46.8
Did not report	56	51.4
Did not specify the results of the test	1	0.9
Reporting error	1	0.9
Type of variable		
Binary / Dichotomous	1	0.9
Ordered categorical (Likert-type data)	87	79.8
Continuous	11	10.1
Mixture	3	2.8
Unspecified	7	6.4
Type of correlation matrix		
Pearson	4	3.7
Unspecified	105	96.3
Descriptive statistics: central tendency and dispersion		
Reported	42	38.5

Did not report	67	61.5
Descriptive statistics: kurtosis and skewness		
Reported	5	4.6
Did not report	104	95.4

*In all cases significant p-values ($p < .05$) are reported

237

238 **Table 3.** Preliminary checks of sample's adequacy for EFA, type of variables analyzed and
 239 correlation matrix used in transportation studies (n = 109)

240 A theoretically more appropriate model for ordered categorical variables is non-linear
 241 EFA based on the underlying variables approach (UVA; Muthén, 1984), which treats the
 242 variables explicitly as ordered-categorical. The basic concepts of ~~the~~-UVA are that (a) ~~there~~
 243 ~~are~~-continuous variables of response strength ~~that~~-underlie the observed ordered-categorical
 244 responses, such that the ~~latter~~~~se~~~~observed~~~~responses~~ arise as a result of a categorization of
 245 the underlying variables at given thresholds, and (b) the standard linear FA model holds for
 246 the underlying variables. ~~From a practical viewpoint, t~~The choice between fitting -the linear
 247 model ~~fitted~~-directly to the observed responses; or to the UVA model; in practice means
 248 ~~entails~~-fitting the EFA model to the Pearson correlation matrix (linear EFA) or to the
 249 polychoric correlation matrix (nonlinear UVA-EFA; see Ferrando & Lorenzo-Seva, 2014).

250 Overall, tThere is a large body of literature on the appropriateness of either linear
 251 EFA or nonlinear UVA-EFA (see Ferrando & Lorenzo-Seva, 2014), and rigid positions are
 252 quite common. Our position, however, is that all models are approximations, so the choice of
 253 which model is most appropriate should be based on a careful scrutiny of the data to be
 254 analyzed. This scrutiny should mainly consider: the size of the sample, the number of
 255 response categories, the magnitude of the correlations among the variables, and the mean and
 256 skewness of the distributions. Indeed, we recommend against the indiscriminate use of the
 257 Pearson matrix (i.e. the linear model) just because it is the default option or the only one

258 available in mainstream programs. To give a clear example, for the case of moderately
259 correlated variables, ~~that use~~with five or more categories ~~and, with~~ no skewed distributions
260 ~~and, which are~~ measured in a medium-to-small sample of, say, 200 individuals, the linear
261 EFA model is a reasonable choice. At the other extreme, the case of binary variables with
262 extreme distributions measured in a large sample calls for the use of the nonlinear UVA-EFA
263 model.

264 Regardless of the correlation matrix that is finally chosen, a recommendable
265 preliminary step in the analysis is to assess whether there is sufficient correlation among the
266 variables to justify the structural hypotheses imposed by the EFA. We shall denote this type
267 of evidence as factorability of the correlation matrix. Initial evidence of factorability can be
268 obtained by inspecting the magnitude of the correlations among the variables. However, the
269 most common statistics used are global and summarize factorability with a single value. They
270 are: Bartlett's (1950) test of sphericity and the Kaiser-Meyer-Olkin (KMO) sampling
271 adequacy measure (Kaiser & Rice, 1974). Bartlett's test is a global statistic that tests the null
272 hypothesis that the correlation matrix is an identity matrix. Hence, failure to reject this
273 hypothesis means that the variables are essentially uncorrelated, so that no relationships exist
274 for EFA to summarize. If, on the other hand, the test is statistically significant, then there is at
275 least one factor that can be obtained from the data (Everitt & Wykes, 2001). Nevertheless,
276 due to its high sensitivity and dependence on sample size, Bartlett's test tends to be
277 significant with medium and large samples sizes even if correlations are very low
278 (Tabachnick & Fidell, 2013). Thus, Bartlett's test should be interpreted with caution,
279 particularly in the case of large sample sizes. Alternatively, the KMO is an indicator of
280 common variance among the measured variables which is independent of sample size, and
281 ranges from 0 to 1 (Kaiser, 1970). It has been suggested that only KMO values above .60 are
282 acceptable for applying EFA (Dziuban & Shirkey, 1974; Kaiser, 1970). Other authors have

283 proposed more conservative KMO cut-off values of .70 or even .80 (Hoelzle & Mayer, 2013;
 284 Hair, Anderson, Tatham, & Black, 1999; Ferrando & Anguiano-Carrasco, 2010). In the
 285 present study, values $\geq .70$ are considered adequate.

286 The information necessary to assess the adequacy of the EFA for the data-type and
 287 factorability of the correlation matrix was largely absent in the reviewed studies. As can be
 288 seen in Table 3, most of them did not report the type of correlation matrix used (96.3%).
 289 However, as most of them reported the use of SPSS for the analysis, it can be inferred that
 290 Pearson's correlation was generally used as the input matrix. Furthermore, measures of shape
 291 distribution were almost always omitted (95.5%), more than half the studies did not report
 292 measures of central tendency and variability (61.5%), and the KMO and Bartlett's test were
 293 unreported in half or nearly half of the studies (46.8% and 51.4%, respectively). Because of
 294 the type of variable usually analyzed (ordered-categorical in 79.8% of cases), one would
 295 expect a more careful scrutiny of the data.

296

297 **2.4. Fitting the EFA model (extraction)**

298 EFA involves making choices in three important areas: in the selection of an estimation procedure
 299 (factor extraction method), in deciding the number of factors to retain, and in selecting a rotation
 300 method. Table 4 summarizes the choices made in the reviewed studies.

	n	%
Extraction		
Principal Component Analysis (PCA)	63	57.8
Principal Axis Factoring (PAF)	14	12.8
Maximum Likelihood (ML)	5	4.6
Unweighted least squares (ULS)	1	0.9
Unspecified	26	23.9

Number of factor *		
Kaiser's rule (Eigenvalues > 1)	68	62.4
Cattell's Scree test	19	17.4
Parallel Analysis	5	4.6
Unspecified	22	22.0
Rotation		
Orthogonal	54	49.5
Oblique	24	22.0
Unspecified	27	24.8
Not applicable (unidimensional solutions)	4	3.7

* Each single application of EFA may contain multiple factor retention methods

301
302
303

Table 4. Extraction, retention, and rotation methods used in transportation studies.

304

305

From a methodological perspective, EFA is a structural equation model that can be

306

fitted and assessed in the same way as any other model of this type. However, this obvious

307

fact is not generally reflected in EFA applications, which tend to favour the use of

308

approximate (but simpler) procedures at the expense of those that are more theoretically

309

sound. In particular, previous studies suggest that Principal Components Analysis (PCA) is

310

the most common approach for fitting an EFA model (Frías-Navarro & Pascual-Soler, 2012;

311

Norris & Lecavalier, 2010; Roberson, Elliott, Chang, & Hill, 2014). This is in line with our

312

findings showing that PCA was used in 58% of cases and 76% if cases that do not report the

313

estimation method are excluded. PCA, however, is not the correct procedure for the EFA

314

model, rather it is intended to obtain linear composites of observed variables with maximal

315

variance. When used for fitting the EFA model, PCA fails to separate common variance from

316 error variance, and this failure has two potential consequences: (a) upwardly biased loading
317 estimates, and (b) overestimation of the number of common factors (e.g. Ferrando &
318 Anguiano-Carrasco, 2010). These problems are mitigated when there are many observed
319 variables and these variables have small amounts of measurement error, in which case PCA
320 might be a simple and reasonable option. However, this scenario is not usual in EFA
321 applications in which the variables have typically large amounts of error.

322 When PCA is fitted to a reduced correlation matrix with communality estimates in the
323 main diagonal, the resulting approach is known as principal axis factoring (PAF), a
324 theoretically correct method for fitting the EFA model that separates between common and
325 error variance. PAF can be considered as an “approximate” least-squares EFA-fitting
326 procedure because the communalities used in the diagonal are not the “true” (unknown)
327 communalities. ~~Thus, So,~~ depending on the choice of ~~the~~ estimated communalities, the PAF
328 solution may vary, and, more importantly, the reduced correlation matrix may fail to be positive
329 definite; ~~this, which,~~ in turn, may lead to improper solutions and/or biased parameter estimates
330 (Lorenzo-Seva & Ferrando, 2020). ~~In spite of~~ Despite these shortcomings, ~~however,~~ PAF is
331 nevertheless a ~~defensible-justifiable~~ option, especially in analyses in which the reduced
332 correlation matrix is positive definite and which are based on a large number of variables and
333 sample sizes that are not ~~overtoo~~ large ~~sample sizes~~. PAF is also the logical choice when the
334 theoretically superior procedures described below show convergence problems. In the
335 reviewed studies, PAF was the second-most chosen option (12.8%).

336 “Modern” procedures for fitting the EFA model have three main features: (a) they
337 have a statistical basis that allows standard errors of the parameter estimates and inferential
338 goodness-of-fit statistics to be obtained (although under very restrictive assumptions); (b)
339 they are iterative; and (c) they do not require preliminary commonality estimation. Of these
340 features, (b) can be considered as a potential shortcoming, because it means that the

341 estimation process is more complex and that problems of convergence and improper solutions
342 might appear. However, (a) and (c) are, clearly, advantages. Feature (c) avoids the
343 indeterminacy and variability due to the particular choice of the communality estimates.
344 Feature (a) provides a rigorous ~~ways for~~ means of assessing the salience or relevance of a
345 factor loading (via standard errors) and the goodness of fit of the solution under study, which,
346 in the EFA case, is used for deciding the most appropriate number of common factors.

347 The main procedures in the group so far discussed are (see e.g. Ferrando & Lorenzo-
348 Seva, 2017): Maximum Likelihood (ML), unweighted least squares (ULS) and weighted least
349 squares (WLS). These procedures have been considerably improved in recent decades and are
350 recommendable options when feasible. The main improved versions available at present are
351 robust procedures that maintain the relative simplicity of the original procedure for estimating
352 the model parameters, but provide corrections to the standard errors and goodness-of-fit
353 statistic, allowing for the assessments described above to be correctly made under based on
354 more realistic assumptions. In ~~more detail, in~~ the case of the linear EFA model, the robust
355 corrections are expected to provide correct assessments even when the variables do not
356 follow a multivariate normal distribution. If this model is to be used, then, robust maximum
357 likelihood (MLR; Muthén & Muthén, 2010) is a the recommended choice.

358 In the case of ordered-categorical variables that are to be fitted with the nonlinear
359 UVA-EFA model, ML is not generally recommended, since it does not take into account the
360 data's categorical nature (Barendse, Oort, & Timmerman, 2014; Wirth & Edwards, 2007).
361 Instead, least squares methods such as ULS and WLS have been recommended (Lee, Zhang,
362 & Edwards, 2012). The ULS based on a polychoric correlation matrix has been shown to
363 perform well (Forero, Maydeu-Olivares, & Gallardo-Pujol, 2009) even with small samples
364 and furthermore diminishes the likelihood of improper solutions, such as Heywood cases
365 (Lloret-Segura et al., 2017). Full WLS is, theoretically, the most efficient estimator for

366 ordinal variables, but is only recommended if samples large enough to obtain accurate and
367 stable estimations of model parameters are available (Wirth & Edwards, 2007). Lastly, robust
368 corrections for ULS and WLS (RULS and WLSMV) have proven to work well under
369 different conditions (e.g. different sample sizes and number of categories; Barendse et al.,
370 2014; Li 2016a, 2016b), and are therefore recommendable options.

371 ~~To~~ In sum-up, selection of one or other of the different methods available for factor
372 extraction should be based on the data type and the shape of the variables distribution. For
373 continuous variables in which the linear EFA model is the chosen option, robust ML is
374 possibly the best choice ~~unless~~ it gives rise to convergence problems, in which case a
375 computationally simpler method such as ULS or even PAF (~~the~~ computationally the simplest)
376 is preferable. For ordered-categorical variables fitted with the non-linear UVA-EFA model,
377 robust diagonally-weighted WLS or robust ULS are expected to work well except in the
378 limiting case of too many variables and ~~too small~~ samples that are too small. Finally, as
379 discussed earlier, we do not in general recommend ~~in general~~ using PCA when conducting
380 EFA. However, In contrast with these recommendations, our findings suggest that current
381 practices depart considerably from the above recommendations ~~are far from optimal in this~~
382 ~~regard~~. A quarter of the studies reviewed did not report the extraction method and among
383 those that did, the rationale for the decision was almost never provided. ~~In~~
384 ~~addition~~ Furthermore, PCA continues to be the main method of choice.

385 386 **2.5. Selecting the number of factors**

387 Since the main goal of EFA is to explain the correlations among observed variables in terms
388 of a reduced number of theoretically meaningful factors, deciding the appropriate number of
389 factors to extract is clearly of great relevance. Underestimation (selecting too few factors) and
390 overestimation (selecting too many factors) can have adverse effects on the EFA results. In
391 the former case, the factor pattern loadings may become overly complex and the identified

392 factors therefore difficult to interpret. In the latter case, additional factors are produced
393 without any substantive interpretation (Watkins, 2018).

394 Previous reviews show that Kaiser’s criterion of eigenvalues greater than one remains
395 the most utilized criterion among researchers to select the number of factors (e.g., Conway &
396 Huffcutt, 2003; Maskey et al., 2018). The present findings also show this criterion to be the
397 most used one in transportation research (see table 4). According to this rule, only factors
398 with eigenvalues greater than one are retained. Despite its widespread use, experts agree that
399 the procedure is not recommendable (e.g. Baglin, 2014; Costello & Osborne, 2005) for
400 several reasons. Firstly, its rationale is unclear and is based on the PCA method instead of the
401 EFA model (Cliff, 1988). Secondly, and most important, the number of factors retained
402 according to this rule is proportional to the number of variables being analyzed (Ferrando &
403 Anguiano-Carrasco, 2010). In practice, the use of this rule tends to grossly overestimate the
404 number of factors that are truly meaningful and interpretable (Kline, 2014; Ruscio & Roche,
405 2012).

406 Another widely used method is Cattell’s scree test (Cattell, 1966). The scree test is a
407 graphical representation of the eigenvalues, and the factors to be retained are suggested by
408 marked drops until the curve flattens out. Although this procedure is simple and can provide a
409 useful complement to determine the number of factors, it involves subjective assessment,
410 which may be problematic especially in cases where the plot does not offer an obvious
411 solution – there is no clear drop point or “elbow” (Ledesma, Valero-Mora, & Macbeth,
412 2015). Thus, though a scree plot may provide an initial idea of the number of factors, it is
413 necessary to complement the method with a less subjective alternative (Baglin, 2014).

414 Instead of using a single method to decide the number of factors, experts recommend
415 that the decision be based on multiple criteria, a first set of which derives from the analysis of
416 the residual correlations after extracting a determined number of factors (see Ferrando &

417 Anguiano-Carrasco, 2010). The rationale of this approach is that if the number of common
418 factors is correctly estimated, the residual correlations between the variables after removing
419 the factor influences should be close to zero. If nontrivial covariation remains unexplained,
420 extracting more common factors could be attempted.

421 As stated above, if a statistical procedure is used to fit an EFA solution, rigorous
422 assessments based on the magnitude of the residuals can be made as in any structural model
423 (via goodness-of-fit test statistics and more descriptive indices derived from these statistics;
424 see Ferrando & Lorenzo-Seva, 2017). ~~A Less formal recommendations that can be used~~
425 ~~with valid for any method (including PAF) or that provide auxiliary information is for~~
426 ~~example are now given. First is~~ visual inspection of the residual correlations, and the root
427 mean square of the residual correlations (RMSRC) as an overall summary index. ~~However,~~
428 ~~A~~ although useful, ~~however, these is recommendation methods~~ involves subjective assessment
429 ~~and. So,~~ a more rigorous ~~critereon measure such~~ as Kelleey's ~~critereon would be better an be~~
430 ~~used. This Kelley's~~ criterion is simply ~~to~~ compares the RMSRC value ~~to~~ with the
431 approximate standard error of a zero correlation (if residuals were negligible the compared
432 values should be about the same).

433 ~~Several A~~ auxiliary methods that have proven to be efficient and are ~~recommended by~~
434 ~~experts can be used to that~~ complement those based on residual analyses, ~~which and are~~
435 ~~recommended by the experts, are:~~ Horn's Parallel Analysis (Horn, 1965), Velicer's Minimum
436 Average Partial test (Velicer, 1976), and the Hull method (Timmerman, Lorenzo-Seva, &
437 Ceulemans, 2018). Among these methods, Parallel Analysis is the only one reported in a
438 small fraction of the analyzed studies (4.6%). PA can be viewed as a refinement of the scree -
439 test in which the subjectivity of the ~~letter-latter~~ method is avoided. The basic idea is to
440 determine the point ~~of intersection betweenat which~~ the empirical scree curve and a simulated
441 scree curve based on random data ~~intersect~~. PA has been found to generally perform well for

442 identifying the correct number of factors under different situations (Hayton, Allen, &
443 Scarpello, 2004; Peres-Neto, Jackson, & Somers, 2005; Lim & Jahng, 2019) and is therefore
444 recommended.

445 Lastly, it is also important to use criteria related to the strength and interpretability of
446 the factor-solution under scrutiny (e.g. h-index, determinacy index, and percentage of
447 explained common variance; see Ferrando & Lorenzo-Seva, 2018). ~~As a Briefly summar, y,~~
448 these indices quantify the extent to which an EFA solution is strong and replicable regardless
449 of the degree of statistical goodness of model-data fit. In effect, there is little sense in
450 retaining a “weak”, poorly-defined factor that is unlikely to generalize further, even if this
451 factor is considered to be statistically significant. ~~We further note that t~~ ~~These properties of~~
452 ~~strength and replicability mostly depend on the quality of the items: large commonalities and~~
453 ~~so, thus a small amounts of measurement error, which in turn~~ means that the percentage of
454 common variance explained by the fitted solution (or the particular factor under scrutiny) will
455 be high (see Ferrando & Lorenzo-Seva, 2018).

456 Overall, in applying EFA one seeks an optimal solution that is plausible for the data,
457 parsimonious, strong and replicable, and theoretically interpretable, such that the decision
458 regarding the number of factors should be based on an integrated and comprehensive analysis
459 of the factor solution (Henson & Roberts, 2006; Lloret-Segura et al., 2014, 2017; Lorenzo-
460 Seva et al., 2011). Our findings suggest that these recommendations regarding EFA are far
461 from being heeded in transportation research. The least recommended procedure (i.e. Kaiser’s
462 rule) is the one most used by researchers, and in very few cases is its use well founded. It is
463 also worth noting that 24% of the studies did not report on how the number-of-factors
464 decision was taken.

465

466 ***2.6. Transformation (rotation) methods***

467 In cases where more than one factor is retained, the direct solution is usually not interpretable
468 after initial extraction, and must be rotated in order to transform the original factor solution
469 into one that is mathematically equivalent but simpler and interpretable (Yaremko, Harari,
470 Harrison, & Lynn, 1986). The term rotation derives from the fact that these transformations
471 were originally performed graphically using geometrical representations (see Thurstone,
472 1938). Overall, rotation methods can be classified into two broad categories: orthogonal and
473 oblique. In the orthogonal rotation factors are restricted to being uncorrelated, whereas in the
474 oblique rotation they are allowed to correlate. Traditionally, researchers have used orthogonal
475 rotations based on the assumption that they provide simpler factor structures that are more
476 easily interpretable (e.g., Nunnally, 1978). In particular, the most commonly used method is
477 Varimax, most likely because it is the default option in many statistical software applications
478 (Baglin, 2014). However, this argument is flawed and in most cases unrealistic: in
479 transportation and the social sciences, variables are usually interconnected and consequently
480 some degree of relationship between the factors is to be expected (Gaskin & Happell, 2013).
481 In this case, oblique rotations do not incorrectly constrain the inter-factor correlations to be
482 zero but rather freely estimate them, which makes them the appropriate choice. Furthermore,
483 when factors are non-trivially related, orthogonal rotations do not produce simpler solutions.
484 (Fabrigar, Wegener, MacCallum, & Strahan, 1999). For these reasons, oblique rotations are
485 to be favoured unless there is a strong argument supporting the utilization of an orthogonal
486 rotation (Beavers et al., 2013).

487 In short, the choice of the rotation procedure must be guided by theory and
488 expectations. If theory suggests that the factors are related, then an oblique rotation should be
489 chosen. Since most EFA applications in transportation research deal with multiple
490 dimensions of a general construct that are expected to be correlated with one another, oblique
491 rotation should in principle be applied. In the absence of this information (i.e. a blind, purely

492 exploratory study), our advice is to use Browne's (2001) recommendation of performing an
493 oblique rotation as default. If the rotated solution suggests minor or negligible inter-factor
494 correlations (say $< .30$), then an orthogonal solution can be specified in a second step (Lloret-
495 Segura et al., 2014). Researchers should avoid the widespread practice of applying default
496 orthogonal rotations because, if the factors are truly correlated, results will be biased (but not
497 the reverse; see Fabrigar & Wegener, 2012).

498 A plethora of specific rotation procedures exist within each of the categories so far
499 discussed (for a comprehensive review, see Browne 2001; Sass & Schmitt, 2010). However,
500 the choice of a particular rotation procedure is generally of far less consequence than the
501 overall choice of orthogonal or oblique rotation, as specific procedures tend to perform
502 comparably well (Fabrigar et al., 1999; Sass & Schmitt, 2010). Thus, Varimax (Kaiser, 1958)
503 for example is a good choice when the factors are expected to be uncorrelated. If factors are
504 expected to be correlated, the popular Oblimin (Clarkson & Jennrich, 1988), Promax
505 (Hendrickson & White, 1964) or Promin (Lorenzo-Seva, 1999) methods are good choices.
506 Researchers should in all instances justify their choice of rotation criterion.

507 The rotation methods used in transportation studies are summarized in Table 4.
508 Almost half of the studies applied orthogonal rotation (mainly Varimax), but the rationale for
509 this choice is not provided, nor was the correlation between factors usually reported. Notably,
510 in the few cases where correlations were reported, the factors are strongly correlated but do
511 not appear to influence the type of rotation selected. A significant number of studies (24.8%)
512 did not provide information on this point.

513

514 **2.7. Reporting EFA results**

515 In addition to clearly stating the procedures followed and decisions taken, it is also
516 important to clearly report the EFA's results. The pattern loading matrix is perhaps the most

517 obvious and important EFA output to be reported. In an orthogonal solution, pattern
518 coefficients can be interpreted both as standardized regression coefficients (i.e. Beta weights),
519 and as factor-variable correlations. They therefore indicate both the strength and direction of
520 the relationship between the observed variables and the common factors and are crucial in
521 interpreting factor solutions. Surprisingly, we identified few cases (31%) reporting the full
522 pattern loading matrix.

523 Although it is recommended that researchers report the full pattern loading matrix,
524 reporting only factor loadings above a certain value (usually $|\cdot30|$ or $|\cdot40|$) remains a common
525 practice. We found that 45% of the revised studies edited the matrix in this fashion,
526 suppressing values under $|\cdot30|$ or $|\cdot40|$ in most cases. This practice is based on proposed
527 criteria to determine “salient” loadings and to subsequently assign variables to factors
528 (Costello & Osborne, 2005; MacCallum et al., 1999; Williams, Brown, & Onsman, 2010). It
529 is highly recommended that the full matrix be reported because it provides a complete picture
530 of the solution (Norris & Lecavalier, 2010). For example, it allows for a better inspection of
531 variables with “cross-loadings” (i.e., variables with salient loading on more than one factor),
532 which is something that researchers attempt to avoid, or at least minimize. The presence of
533 cross-loadings in a variable suggests that this variable simultaneously measures more than
534 one factor. A “complex” variable of this type does not contribute to clearly and univocally
535 define the factors. Howard (2016) suggests retaining variables that “(a) load onto their
536 primary factor above 0.40, (b) load onto alternative factors below 0.30, and (c) demonstrate a
537 difference of 0.20 between their primary and alternative factor loadings” (p. 55). There is no
538 agreement on the specific values proposed by the author, but the general approach is still
539 useful.

540 In summary, although there are no strict rules as regards cross-loading and minimum
541 acceptable values for factor-loadings, in the interests of improving reporting transparency it is

542 preferable to report the full pattern loading matrix rather than just loading values above a
543 given cut-off value. In this way other researchers can evaluate whether an alternative cut-off
544 gives a different result or whether the loading matrix lends itself to different interpretations
545 (Norris & Lecavalier, 2010). As mentioned, few of the revised articles reported the full
546 matrix, and even worse, 24% of them failed to provide any table at all showing the factor-
547 loadings. It should be highlighted that under-reporting this information hinders not only the
548 correct interpretation of the EFA results but also their reproducibility/replicability.

549 ~~When researchers use~~ oblique rotations, the pattern loadings ~~do not~~ no longer ~~are~~
550 ~~represent~~ simultaneously standardized regression coefficients and correlations, ~~and variable-~~
551 ~~factors correlations. Rather, the elements of the pattern loading matrix but~~ -are ~~solely merely~~
552 standardized regression coefficients. ~~The~~ the variable-factors correlations in this case are the
553 elements of a different matrix known as a “structure coefficient matrix”. Pattern loadings and
554 structure coefficients tend to be similar in the case of small inter-factor correlations and the
555 higher the correlation, the greater the discrepancy. Researchers often refer to both types of
556 coefficients as "factor loadings," making it difficult to know which type of coefficient they
557 are referring to (Thompson, xxx). Reporting both matrices is therefore recommended for a
558 more accurate interpretation of oblique factor solutions (Henson & Roberts, 2006;
559 Thompson, 2004). In the case of an oblique solution, the estimated inter-factor correlation
560 matrix should always be reported.

561

562 3. Discussion

563 The present article critically examines current practices in using EFA in transportation
564 studies. Overall, the findings suggest that: (1) researchers fail to provide sufficient
565 information to be able to adequately assess the appropriateness and quality of both the input
566 data and the reported output; (2) methods used for extraction, retention and rotation are

567 frequently unreported, and even those studies which do provide this information did not
568 follow current recommendations; and (3) researchers do not offer clear justifications for the
569 decisions made when applying EFA. In particular, the Little Jiffy approach (i.e., PCA,
570 Kaiser's rule, and orthogonal Varimax rotation) remains widely used despite
571 recommendations to the contrary. The pervasive use of these methods is in line with previous
572 literature reviews (e.g., Fabrigar et al., 1999; Frías-Navarro & Pascual-Soler, 2012; Henson &
573 Roberts, 2006; Howard, 2016; Norris & Lecavalier, 2010). The Little Jiffy approach is the
574 default option in most used statistical software (Lloret-Segura et al., 2017), which seems to
575 strongly influence how the EFA is applied. However, researchers should be aware that
576 default options are not necessarily the best options and may lead to incorrect results when
577 applied indiscriminately.

578 The reporting of EFA findings is routinely poor: basic information regarding whether
579 the reported factor loading matrix is the pattern matrix or the structure matrix is omitted and
580 in many cases a factor loading matrix is not even provided. This is worrisome since there is
581 no guarantee of the validity of the results and replication becomes difficult. It is essential that
582 studies provide the full loading matrix along with information regarding the software used,
583 the type of correlation matrix analyzed, the factor extraction method, the criteria used for
584 choosing the number of factors, the rotation method and the information supporting each
585 decision, all of which serve to increase transparency in communicating EFA findings
586 (Izquierdo et al., 2014).

587 The findings of the present study reveal a need to improve the application of EFA in
588 transportation research. A joint effort by authors and reviewers will be necessary to promote
589 best practices in this regard. Authors are encouraged to update their knowledge on EFA and
590 to provide detailed information on the procedures used, justifying the choices made at each
591 stage of an EFA application. Reviewers should examine applications of EFA more critically

592 and where appropriate request more information on methods used, decisions taken and
 593 results. It is also important to strengthen data sharing in transportation research to facilitate
 594 the replicability of the results. Moreover, dissemination of practical guidelines on how to use,
 595 report and review applications of EFA would also be useful. A proposal of this type for
 596 authors and reviewers is presented in Table 5. We hope that this work helps to bridge the gap
 597 between recommended and reported EFA practices in transportation research.

Basic information and preliminary checks	<p>Does EFA fit the research aims and the questions addressed? Is there any other more suitable approach (e.g. Confirmatory Factor Analysis)?</p> <p>Are the variables and data type clearly described? Is the sample size reasonable for conducting EFA?</p> <p>Are descriptive statistics (measures of central tendency, variability, distribution, and discrimination) for the variables reported?</p> <p>Is the type of correlation matrix (Pearson, Polychoric or Tetrachoric correlations) reported? Is it in line with the data type?</p> <p>Are sampling adequacy indices (e.g. KMO, Barlett's test) presented? Are their values adequate for EFA (e.g., KMO above 0.70)?</p> <p>Is the statistical software used stated?</p>
Extraction method	<p>Is the extraction method (ML, PAF, etc.) mentioned and justified?</p> <p>Is Principal Components Analysis (PCA) used instead of other superior methods? Is there a well-founded reason for this choice?</p>
Factor retention	<p>Are the factors retained theoretically well justified and supported by multiple criteria? Is the decision based on a comprehensive analysis of the factor solution?</p> <p>Is Kaiser's eigenvalues-greater-than-one rule avoided as a main criterion for factor retention? Or are other superior methods applied? (e.g. parallel analysis, MAP, analysis of residual correlations, model fit indices)</p> <p>Are there potential issues of underestimation (selecting too few factors) or overestimation (selecting too many factors)?</p>
Factor Rotation	<p>Is a rotation method used? Is the type of rotation method reported and justified?</p> <p>Is an oblique procedure selected as the first choice?</p> <p>Is the rotation method in line with the expected correlation between factors? Do the results include the correlations between factors?</p>
Pattern loading matrix	<p>Is the full pattern loading matrix reported?</p> <p>If an oblique rotation is used, is it clear what type of matrix is being reported (structure matrix, pattern matrix or both)?</p> <p>Do the variables load on their primary factor? Are there cross-loading issues (variables loadings on multiple factors)? How are the items with substantial cross-loadings handled?</p> <p>Does the factor-loading table include complementary information about the EFA (e.g., percentage of explained variance by each factor, extraction and rotation methods, type of correlation matrix, etc.)?</p>

598
 599 **Table 5.** Guiding questions for reporting Exploratory Factor Analysis.
 600

601
602 Two caveats are worth mentioning. First, although the present study focuses on EFA
603 methods used in transportation studies, Confirmatory Factor Analysis (CFA) is also a widely
604 used statistical approach in the field and therefore a similar examination of its application
605 would be valuable. Second, we provide some guidelines regarding good practices in EFA.
606 However, the application of sound EFA methods can never compensate for limitations in
607 primary data quality. In some cases we observed methodological weaknesses that
608 significantly undermined the quality of the data used. Hence, studies examining prior
609 decisions affecting the quality of the primary data (sampling strategy, selection/construction
610 of instruments, data collection strategy, etc.) are also important.

611 Lastly, it is important to keep in mind that the proposed guidelines are by no means
612 definitive. EFA procedures and approaches are continually evolving and authors should
613 therefore make sure they are both aware of updates to well-established methods and alert to
614 alternative and emerging approaches. Thus, ~~t-start with,~~ this review has only dealt with
615 analytical rotations. However, alternative solutions obtained by target or bifactor rotations
616 (see Ferrando & Lorenzo-Seva, 2017) can be clearly be of clear interest in transportation
617 research. More generally, new FA developments appear to vergeseem to orient
618 “hybrid” forms of modeling that combine the flexibility of EFA with some of the advantages
619 of CFA advantages. For example, Bayesian FA allows an essentially CFA solution to be
620 obtained in which certain cross-loadings and correlated residuals are not constrained to ~~be~~
621 zero but estimated using informative “priors” based on researcher’s knowledge. Exploratory
622 structural equation modeling (ESEM) allows a flexible EFA solution to be embedded into a
623 full structural model, among other things allowing, among other things, to test measurement
624 invariance to be tested across groups or relations between factors and external variables to be
625 estimated directly, the relations between factors and external variables without no
626 needing to regress these variables on factor score estimates. Marsh, Morin, Parker and Kaur

627 ~~et al.~~ (2014) provide a good overview of these new developments, ~~that which are have~~
628 ~~already proven already feasible-viable~~ and ~~that will~~ hopefully find their way ~~into~~ future
629 transportation applications.

630

631 **Acknowledgements**

632 This research was supported by Consejo Nacional de Investigaciones Científicas y Técnicas
633 (CONICET) and Universidad Nacional de Mar del Plata (Argentina). We express our
634 gratitude to these institutions for their support.

635

636 **References**

- 637 Baglin, J. (2014). Improving your exploratory factor analysis for ordinal data: A
638 demonstration using FACTOR. *Practical Assessment, Research, and Evaluation, 19*,
639 5. <https://doi.org/10.7275/dsep-4220>
- 640 Barendse, M. T., Oort, F. J., & Timmerman, M. E. (2014). Using exploratory factor analysis
641 to determine the dimensionality of discrete responses. *Structural Equation Modeling:
642 A Multidisciplinary Journal, 22*, 87–101.
643 <https://doi.org/10.1080/10705511.2014.934850>
- 644 Bartlett, M. S. (1950). Tests of significance in factor analysis. *British Journal of Statistical
645 Psychology, 3*, 77–85. <https://doi.org/10.1111/j.2044.8317.1950.tb00285.x>
- 646 Beavers, A. S., Lounsbury, J. W., Richards, J. K., Huck, S. W., Skolits, G. J., & Esquivel, S.
647 L. (2013). Practical considerations for using exploratory factor analysis in educational
648 research. *Practical Assessment, Research & Evaluation, 18*, 6.
649 <https://doi.org/10.7275/qv2q-rk76>

- 650 Browne, M. W. (2001). An overview of analytic rotation in exploratory factor
651 analysis. *Multivariate Behavioral Research*, *36*, 111–150.
652 https://doi.org/10.1207/S15327906MBR3601_05
- 653 Cattell, R. (1966). The Scree Test for the number of factors. *Multivariate Behavioral*
654 *Research*, *1*, 141–161. https://doi.org/10.1207/s15327906mbr0102_10
- 655 Clarkson, D. B., & Jennrich, R. I. (1988). Quartic rotation criteria algorithms. *Psychometrika*,
656 *53*, 251–259. <https://doi.org/10.1007/BF02294136>
- 657 Cliff, N. (1988). The eigenvalues-greater-than-one rule and the reliability of components.
658 *Psychological Bulletin*, *103*, 276–279. [https://doi.org/doi/10.1037/0033-](https://doi.org/doi/10.1037/0033-2909.103.2.276)
659 [2909.103.2.276](https://doi.org/doi/10.1037/0033-2909.103.2.276)
- 660 Comrey, A. L., & Lee H. B. (1992). *A first course in factor analysis*. Hillsdale, NJ: Erlbaum.
- 661 Conway, J. M., & Huffcutt, A. I. (2003). A review and evaluation of exploratory factor
662 analysis practices in organizational research. *Organizational Research Methods*, *6*,
663 147–168. <https://doi.org/10.1177/1094428103251541>
- 664 Costello, A. B., & Osborne, J. W. (2005). Best practices in exploratory factor analysis: Four
665 recommendations for getting the most from your analysis. *Practical Assessment,*
666 *Research & Evaluation*, *10*, 7. <https://doi.org/10.7275/jyj1-4868>
- 667 Deffenbacher, J. L., Lynch, R. S., Oetting, E. R., & Swaim, R. C. (2002). The Driving Anger
668 Expression Inventory: A measure of how people express their anger on the road.
669 *Behaviour Research and Therapy*, *40*, 717–737. [https://doi.org/10.1016/S0005-](https://doi.org/10.1016/S0005-7967(01)00063-8)
670 [7967\(01\)00063-8](https://doi.org/10.1016/S0005-7967(01)00063-8)
- 671 Dziuban, C. D., & Shirkey, E. C. (1974). When is a correlation matrix appropriate for factor
672 analysis? Some decision rules. *Psychological Bulletin*, *81*, 358–361.
673 <https://psycnet.apa.org/doi/10.1037/h0036316>
- 674 Everitt, B. S., & Wykes, T. (2001). *Diccionario de estadística para psicólogos*. Spain: Ariel.

- 675 Fabrigar, L. R., & Wegener, D. T. (2012). *Understanding statistics: Exploratory factor*
676 *analysis*. New York, NY: Oxford University.
- 677 Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the
678 use of exploratory factor analysis in psychological research. *Psychological Methods*,
679 *4*, 272–299. <https://psycnet.apa.org/doi/10.1037/1082-989X.4.3.272>
- 680 Ferrando, P. J., & Anguiano-Carrasco, C. (2010). El Análisis factorial como técnica de
681 investigación en Psicología. *Papeles del Psicólogo*, *31*, 18–33.
- 682 Ferrando, P. J., & Lorenzo-Seva, U. (2014). Exploratory item factor analysis: Additional
683 considerations. *Anales de Psicología*, *30*, 1170–1175.
684 <https://doi.org/10.6018/analesps.30.3.199991>
- 685 Ferrando, P. J., & Lorenzo-Seva, U. (2017). Program FACTOR at 10: Origins, development
686 and future directions. *Psicothema*, *29*, 236–240.
687 <https://doi.org/10.7334/psicothema2016.304>
- 688 Ferrando, P. J., & Lorenzo-Seva, U. (2018). Assessing the quality and appropriateness of
689 factor solutions and factor score estimates in exploratory item factor
690 analysis. *Educational and Psychological Measurement*, *78*, 762–780.
691 <https://doi.org/10.1177/0013164417719308>
- 692 Forero, C. G., Maydeu-Olivares, A., & Gallardo-Pujol, D. (2009). Factor analysis with
693 ordinal indicators: A Monte Carlo study comparing DWLS and ULS estimation.
694 *Structural Equation Modeling*, *16*, 625–641.
695 <https://doi.org/10.1080/10705510903203573>
- 696 Frías-Navarro, D., & Pascual-Soler, M. (2012). Prácticas del análisis factorial exploratorio
697 (AFE) en la investigación sobre conducta del consumidor y marketing. *Suma*
698 *Psicológica*, *19*, 45–58.

699 Gaskin, C. J., & Happell, B. (2013). On exploratory factor analysis: A review of recent
700 evidence, an assessment of current practice, and recommendations for future use.
701 *International Journal of Nursing Studies*, 51, 511–521.
702 <https://doi.org/10.1016/j.ijnurstu.2013.10.005>

703 Goldberg, L. R., & Velicer, W. F. (2006). Principles of exploratory factor analysis. In S.
704 Strack (Ed.), *Differentiating normal and abnormal personality* (pp. 209–237). New
705 York, NY: Springer.

706 Golino H. F., & Epskamp., S. (2017) Exploratory graph analysis: A new approach for
707 estimating the number of dimensions in psychological research. *PLoS ONE*, 12,
708 e0174035. <https://doi.org/10.1371/journal.pone.0174035>

709 Goretzko, D., Pham, T. T. H., & Bühner, M. (2019). Exploratory factor analysis: Current use,
710 methodological developments and recommendations for good practice. *Current*
711 *Psychology*, 1–12. <https://doi.org/10.1007/s12144-019-00300-2>

712 Gorsuch, R. L. (1983). *Factor analysis*. Hillsdale, NJ: Lawrence Erlbaum.

713 Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1999). *Análisis Multivariante*.
714 Madrid: Prentice Hall.

715 Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate*
716 *data analysis* (Vol. 6). Upper Saddle River, NJ: Pearson Prentice Hall.

717 Hayton, J. C., Allen, D. G., & Scarpello, V. (2004). Factor retention decisions in exploratory
718 factor analysis: A tutorial on parallel analysis. *Organizational Research Methods*, 7,
719 191–205. <https://doi.org/10.1177%2F1094428104263675>

720 Hendrickson, A. E., & White, P. O. (1964). Promax: A quick method for rotation to oblique
721 simple structure. *British Journal of Statistical Psychology*, 17, 65–70.
722 <https://doi.org/10.1111/j.2044-8317.1964.tb00244.x>

723 Henson, R. K., & Roberts, J. K. (2006). Use of exploratory factor analysis in published
724 research: Common errors and some comment on improved practice. *Educational and*
725 *Psychological Measurement*, 66, 393–416.
726 <https://doi.org/10.1177/0013164405282485>

727 Hoelzle, J. B., & Meyer, G. J. (2013). Exploratory factor analysis: Basics and beyond. In I. B.
728 Weiner, J. A. Schinka, & W. F. Velicer (Eds.), *Handbook of psychology: Research*
729 *methods in psychology* (Vol. 2, 2nd ed., pp. 164–188). Hoboken, NJ: Wiley.

730 Holgado-Tello, F.P., Chacón-Moscoso, S., Barbero-García, I. & Vila-Abad, E. (2010).
731 Polychoric versus pearson correlations in exploratory and confirmatory factor analysis
732 of ordinal variables. *Quality and Quantity*, 44, 153–166.
733 <https://doi.org/10.1007/s11135-008-9190-y>

734 Horn, J. L. (1965). A rationale and test for the number the factors in factor analysis.
735 *Psychometrika*, 30, 179–185. <https://doi.org/10.1007/BF02289447>

736 Howard, M. (2016). A review of exploratory factor analysis decisions and overview of
737 current practices: What we are doing and how can we improve? *International Journal*
738 *of Human-Computer Interaction*, 32, 51–62.
739 <https://doi.org/10.1080/10447318.2015.1087664>

740 IBM Corp. (2012). *IBM SPSS Statistics 21 for Windows*. Armonk, NY: IBM Corp.

741 Izquierdo, I., Olea, J., & Abad, F. J. (2014). Exploratory factor analysis in validation studies:
742 Uses and recommendations. *Psicothema*, 26, 395–400.
743 <https://doi.org/10.7334/psicothema2013.349>

744 Jöreskog, K. G., & Sörbom, D. (2007). *LISREL 8.80*. Lincolnwood, IL: Scientific Software
745 International, Inc.

746 Kaiser, H. F. (1958). The varimax criterion for analytic rotation in factor analysis.
747 *Psychometrika*, 23, 187–20. <https://doi.org/10.1007/BF02289233>

748 Kaiser, H. F. (1970). A second generation little jiffy. *Psychometrika*, 35, 401–415.
749 <https://doi.org/10.1007/BF02291817>

750 Kaiser, H. F., & Rice, J. (1974). Little Jiffy, mark IV. *Educational and Psychological*
751 *Measurement*, 34, 111–117. <https://doi.org/10.1177%2F001316447403400115>

752 Kline, P. (2014). *An easy guide to factor analysis*. New York, NY: Routledge.

753 Lawley, D. W., & Maxwell, A. E. (1963). *Factor analysis as a statistical method* (2nd ed.).
754 London, UK: Butterworth.

755 Ledesma, R. D., Valero-Mora, P., & Macbeth, G. (2015). The scree test and the number of
756 factors: A dynamic graphics approach. *The Spanish Journal of Psychology*, 18, 1–10.
757 <https://doi.org/10.1017/sjp.2015.13>

758 Lee, C. H., Zhang, G., & Edwards, M. C. (2012). Ordinary least squares estimation of
759 Parameters in exploratory factor analysis with ordinal data. *Multivariate Behavioral*
760 *Research*, 47, 314–339. <https://doi.org/10.1080/00273171.2012.658340>

761 Li, C.-H. (2016a). Confirmatory factor analysis with ordinal data: Comparing robust
762 maximum likelihood and diagonally weighted least squares. *Behavior Research*
763 *Methods*, 48, 936–949. <https://doi.org/10.3758/s13428-015-0619-7>

764 Li, C.-H. (2016b). The performance of ML, DWLS, and ULS estimation with robust
765 corrections in structural equation models with ordinal variables. *Psychological*
766 *Methods*, 21, 369–387. <https://doi.org/10.1080/10705511.2014.934850>

767 Lim, S., & Jahng, S. (2019). Determining the number of factors using parallel analysis and its
768 recent variants. *Psychological Methods*, 24, 452–467. [https://doi.](https://doi.org/10.1037/met0000230)
769 [org/10.1037/met0000230](https://doi.org/10.1037/met0000230)

770 Lloret-Segura, S., Ferreres-Traver, A., & Tomás-Marco, I (2017). The exploratory factor
771 analysis of items: Guided analysis based on empirical data and software. *Anales de*
772 *Psicología*, 33, 417–432. <https://doi.org/10.6018/analesps.33.2.270211>

- 773 Lloret-Segura, S., Ferreres-Traver, A., Hernández-Baeza, A., & Tomás-Marco, I. (2014).
774 Exploratory item factor analysis: A practical guide revised and updated. *Anales de*
775 *Psicología, 30*, 1151–1169. <https://doi.org/10.6018/analesps.30.3.199361>
- 776 Lorenzo-Seva, U. (1999). Promin: A method for oblique factor rotation. *Multivariate*
777 *Behavioral Research, 34*, 347–365. https://doi.org/10.1207/S15327906MBR3403_3
- 778 Lorenzo-Seva, U., & Ferrando, P. J. (2006). FACTOR: A computer program to fit the
779 exploratory factor analysis model. *Behavior Research Methods, 38*, 88–91.
780 <https://doi.org/10.3758/BF03192753>
- 781 Lorenzo-Seva, U., & Ferrando, P. J. (2020). Not positive definite correlation matrices in
782 exploratory item factor analysis: Causes, consequences and a proposed
783 Solution. *Structural Equation Modeling: A Multidisciplinary Journal*, 1–10.
784 <https://doi.org/10.1080/10705511.2020.1735393>
- 785 Lorenzo-Seva, U., Timmerman, M. E., & Kiers, H. A. (2011). The Hull method for selecting
786 the number of common factors. *Multivariate Behavioral Research, 46*, 340–364.
787 <https://doi.org/10.1080/00273171.2011.564527>
- 788 MacCallum, R. C., Widaman, K. F., Zhang, S., & Hong, S. (1999). Sample size in factor
789 analysis. *Psychological Methods, 4*, 84–99. [https://doi.org/doi/10.1037/1082-](https://doi.org/doi/10.1037/1082-989X.4.1.84)
790 [989X.4.1.84](https://doi.org/doi/10.1037/1082-989X.4.1.84)
- 791 Mair, P. (2018). *Modern psychometrics with R*. New York, NY: Springer.
- 792 Marsh, H. W., Morin, A. J., Parker, P. D., & Kaur, G. (2014). Exploratory structural equation
793 modeling: An integration of the best features of exploratory and confirmatory factor
794 analysis. *Annual Review of Clinical Psychology, 10*, 85–110.
795 <https://doi.org/10.1146/annurev.psych.53.100901.135239>

796 Maskey, R., Fei, J., & Nguyen, H. O. (2018). Use of exploratory factor analysis in maritime
797 research. *The Asian Journal of Shipping and Logistics*, 34, 91–111.
798 <https://doi.org/10.1016/j.ajsl.2018.06.006>

799 McDonald, R. P. y Ahlawat, K. S. (1974). Difficulty factors in binary data. *British Journal of*
800 *Mathematical and Statistical Psychology*, 27, 82-99. [https://doi.org/10.1111/j.2044-](https://doi.org/10.1111/j.2044-8317.1974.tb00530.x)
801 [8317.1974.tb00530.x](https://doi.org/10.1111/j.2044-8317.1974.tb00530.x)

802 Mundfrom, D. J., & Shaw, D. G. (2005). Minimum sample size recommendations for
803 conducting factor analyses. *International Journal of Testing*, 5, 159–168.
804 https://doi.org/10.1207/s15327574ijt0502_4

805 Muthén, B. (1984). A general structural equation model with dichotomous, ordered
806 categorical, and continuous latent variable indicators. *Psychometrika*, 49, 115–132.
807 <https://doi.org/10.1007/BF02294210>

808 Muthén, B. O., & Muthén, L. K. (2010). *Mplus user's guide: Statistical analysis with latent*
809 *variables*. Los Angeles, CA: Muthén & Muthén.

810 Norris, M., & Lecavalier (2010). Evaluating the use of exploratory factor analysis in
811 developmental disability psychological research. *Journal of Autism and*
812 *Developmental Disorders*, 40, 8–20. <https://doi.org/10.1007/s10803-009-0816-2>

813 Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York, NY: McGraw-Hill.

814 Peres-Neto, P. R., Jackson, D. A., & Somers. K. M. (2005). How many principal
815 components? Stopping rules for determining the number of non-trivial axes revisited.
816 *Computational Statistics and Data Analysis*, 49, 974–997.
817 <https://doi.org/10.1016/j.csda.2004.06.015>

818 Pérez, E. R., & Medrano, L. (2010). Análisis factorial exploratorio: Bases conceptuales y
819 metodológicas. *Revista Argentina de Ciencias del Comportamiento (RACC)*, 2, 58–
820 66.

821 Preacher, K. J., Zhang, G., Kim, C., & Mels, G. (2013). Choosing the optimal number of
822 factors in exploratory factor analysis: A model selection perspective. *Multivariate*
823 *Behavioral Research*, 48, 28–56. <https://doi.org/10.1080/00273171.2012.710386>

824 Reason, J., Manstead, A., Stradling, S., Baxter, J., & Campbell K. (1990). Errors and
825 violations on the roads: A real distinction? *Ergonomics*, 33, 1315–1332.
826 <https://doi.org/10.1080/00140139008925335>

827 Roberson, R. B. III, Elliott, T. R., Chang, J. E., & Hill, J. N. (2014). Exploratory factor
828 analysis in Rehabilitation Psychology: A content analysis. *Rehabilitation Psychology*,
829 59, 429–438. <https://doi.org/10.1037/a0037899>

830 Ruscio, J., & Roche, B. (2012). Determining the number of factors to retain in an exploratory
831 factor analysis using comparison data of known factorial structure. *Psychological*
832 *Assessment*, 24, 282–92. <https://doi.org/10.1037/a0025697>

833 Sakaluk, J. K., & Short, S. D. (2017). A methodological review of exploratory factor analysis
834 in sexuality research: Used practices, best practices, and data analysis resources. *The*
835 *Journal of Sex Research*, 54, 1–9. <https://doi.org/10.1080/00224499.2015.1137538>

836 SAS Institute Inc. (2011). *Base SAS® 9.3 Procedures Guide*. Cary, NC: SAS Institute Inc.

837 Sass, D. A., & Schmitt, T. A. (2010). A comparative investigation of rotation criteria within
838 exploratory factor analysis. *Multivariate Behavioral Research*, 45, 73–103.
839 <https://doi.org/10.1080/00273170903504810>

840 Scott-Parker, B., Watson, B., King, M. J., & Hyde, M. K. (2012). Confirmatory factor
841 analysis of the behaviour of young novice drivers scale (BYNDS). *Accident Analysis*
842 *& Prevention*, 49, 385–391. <https://doi.org/10.1016/j.aap.2012.02.021>

843 Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Boston,
844 MA: Pearson.

845 Taubman–Ben-Ari, O., Mikulincer, M., & Gillath, O. (2004). The multidimensional driving
846 style inventory—scale construct and validation. *Accident Analysis & Prevention*, *36*,
847 323–332. [https://doi.org/10.1016/S0001-4575\(03\)00010-1](https://doi.org/10.1016/S0001-4575(03)00010-1)

848 Thompson, B. (2004). *Exploratory and confirmatory factor analysis*. Washington, DC:
849 American Psychological Association.

850 Thurstone, L. L. (1938). A new rotational method in factor analysis. *Psychometrika*, *3*, 199–
851 218. <https://doi.org/10.1007/BF02287928>

852 Timmerman, M. E., & Lorenzo-Seva, U. (2011). Dimensionality assessment of ordered
853 polytomous items with parallel analysis. *Psychological Methods*, *16*, 209–220.
854 <https://doi.org/10.1037/a0023353>

855 Timmerman, M. E., Lorenzo-Seva, U., & Ceulemans, E. (2018). The number of factors
856 problem. In P. Irwing, T. Booth, & D. J. Hughes (Eds.), *The Wiley-Blackwell*
857 *handbook of psychometric testing* (pp. 305–324). Chichester, UK: John Wiley &
858 Sons.

859 Transportation Research Board (2020). *Transport Research International Documentation*
860 *database (TRID)*. <https://trid.trb.org/>

861 Velicer, W. F. (1976). Determining the number of components from the matrix of partial
862 correlations. *Psychometrika*, *41*, 321–327. <https://doi.org/10.1007/BF02293557>

863 Velicer, W. F., & Fava, J. L. (1998). Effects of variable and subject sampling on factor
864 pattern recovery. *Psychological Methods*, *3*, 231–251. <https://doi.org/10.1037/1082-989X.3.2.231>

865

866 Watkins, M. W. (2018). Exploratory factor analysis: A guide to best practice. *Journal of*
867 *Black Psychology*, *44*, 219–246. <https://doi.org/10.1177%2F0095798418771807>

- 868 Williams, B., Onsman, A., & Brown, T. (2010). Exploratory factor analysis: A five-step
869 guide for novices. *Australasian Journal of Paramedicine*, 8(3).
870 <https://doi.org/10.33151/ajp.8.3.93>
- 871 Wirth, R. J., & Edwards, M. C. (2007). Item factor analysis: Current approaches and future
872 directions. *Psychological Methods*, 12, 58–79. [https://dx.doi.org/10.1037%2F1082-](https://dx.doi.org/10.1037%2F1082-989X.12.1.58)
873 [989X.12.1.58](https://dx.doi.org/10.1037%2F1082-989X.12.1.58)
- 874 Yaremko, R. M., Harari, H., Harrison, R. C., & Lynn, E. (1986). *Handbook of research and*
875 *quantitative methods in psychology: For students and professionals*. Hillsdale, NJ:
876 Lawrence Erlbaum Associates.
- 877