Lecture 7: Chapter 5, Sections 2-3 Relationships (Two Categorical Vars; begin Two Quantitative Vars.)

- Two-Way Tables
- Summarizing and Displaying
- Comparing Proportions or Counts
- Confounding Variables
- Display, Summarize 2 Quan. Vars; Correlation

Looking Back: *Review*

- **4 Stages of Statistics**
  - Data Production (discussed in Lectures 1-3)
  - Displaying and Summarizing
    - Single variables: 1 cat,1 quan (discussed Lectures 3-6)
    - Relationships between 2 variables:
      - Categorical and quantitative (discussed in Lecture 6)
      - Two categorical
      - Two quantitative
  - Probability
  - Statistical Inference

Single Categorical Variables *(Review)*

- **Display:**
  - Pie Chart
  - Bar Graph
- **Summarize**:
  - Count or Proportion or Percentage

Add categorical explanatory variable → display and summary of categorical responses are **extensions** of those used for single categorical variables.

Example: *Two Single Categorical Variables*

- **Background**: Data on students' gender and lenswear (contacts, glasses, or none) in two-way table:

	Contacts	Glasses	None	Total
Female	121	32	129	282
Male	42	37	85	164
Total	163	69	214	446

- **Question:** What parts of the table convey info about the individual variables gender and lenswear?
- **Response:**
  - _____ is about gender.
  - _____ is about lenswear.

Example: *Relationship between Categorical Variables*

- **Background**: Data on students' gender and lenswear (contacts, glasses, or none) in two-way table:

	Contacts	Glasses	None	Total
Female	121	32	129	282
Male	42	37	85	164
Total	163	69	214	446

- **Question:** What part of the table conveys info about the *relationship* between gender and lenswear?
- **Response:** _____ is about relationship.

Summarizing and Displaying Categorical Relationships

- Identify variables' roles (explanatory, response)
- Use rows for explanatory, columns for response
- Compare proportions or percentages in response of interest *(conditional proportions or percentages)* for various explanatory groups.
- Display with bar graph:
  - Explanatory groups identified on horizontal axis
  - Conditional percentages or proportions in response(s) of interest graphed vertically

Definition

- A **conditional** percentage or proportion tells the percentage or proportion in the response of interest, given that an individual falls in a particular explanatory group.

Example: *Comparing Counts vs. Proportions*

- **Background**: Data on students' gender and lenswear (contacts, glasses, or none) in two-way table:

	Contacts	Glasses	None	Total
Female	121	32	129	282
Male	42	37	85	164
Total	163	69	214	446

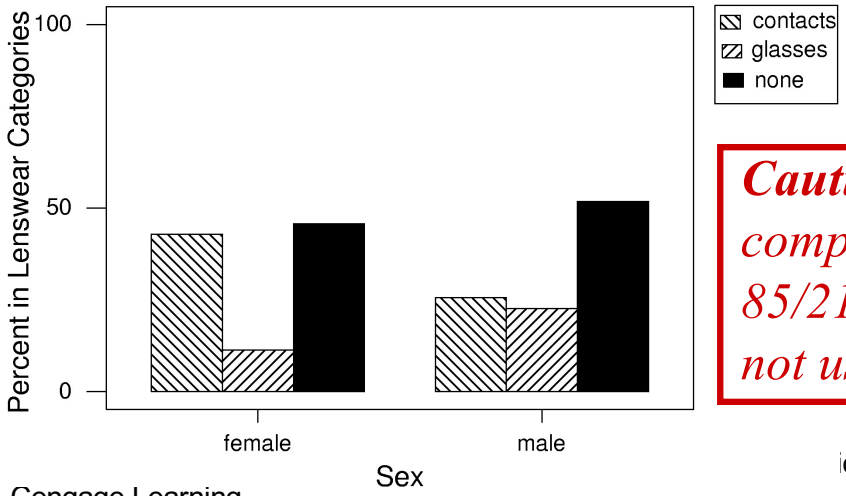
- **Question:** Since 129 females and 85 males wore no lenses, should we report that fewer males wore no lenses?
- **Response:**
  - proportion of females with no lenswear:
  - proportion of males with no lenswear:

Example: *Displaying Categorical Relationship*

- **Background**: Counts and conditional percentages produced with software:

Rows: Gender	Columns: Lenswear			
	contacts	glasses	none	All
female	121	32	129	282
	42.91	11.35	45.74	100.00
male	42	37	85	164
	25.61	22.56	51.83	100.00
All	163	69	214	446

- **Question:** How can we display this information?
- **Response:**



Caution: *If we made lenswear explanatory, we'd compare 129/214 =* ***60%*** *with no lenses female, 85/214=* ***40%*** *with no lenses male, etc. Why is this not useful?*

Practice: 5.21a-d p.161

Example: *Interpreting Results*

- **Background**: Counts and conditional percentages produced with software:

Rows: Gender	Columns: Lenswear			
	contacts	glasses	none	All
female	121	32	129	282
	42.91	11.35	45.74	100.00
male	42	37	85	164
	25.61	22.56	51.83	100.00
All	163	69	214	446

- **Questions:** Are you convinced that, in general,
  - all females wear contacts more than males do?
  - all males are more likely to wear no lenses?
- **Responses:** Consider *how* different sample percentages are:
  - Contacts:
  - No lenses:

Looking Ahead: *Inference will let us judge if sample differences are large enough to suggest a general trend. For now, we can guess that the first difference is "real", due to different priorities for importance of appearance.*

Practice: 5.20d-g p.161

Example: *Comparing Proportions*

- **Background**: An experiment considered if wasp larvae were less likely to attack an embryo if it was a brother:

	Attacked	Not attacked	Total
Brother	16	15	31
Unrelated	24	7	31
Total	40	22	62

- **Question:** What are the relevant proportions to compare?
- **Response:**
  - Brother: _____ were attacked
  - Unrelated: _____ were attacked

  → _____ likely to attack a brother wasp

Another Comparison in Considering Categorical Relationships

- Instead of considering how different are the *proportions* in a two-way table, we may consider how different the *counts* are from what we'd expect if the "explanatory" and "response" variables were in fact unrelated.

Example: *Expected Counts*

- **Background**: Experiment considered if wasp larvae were less likely to attack embryo if it was a brother:

	Attacked	Not attacked	Total
Brother	16	15	31
Unrelated	24	7	31
Total	40	22	62

- **Question:** What counts would we expect to see, if being a brother had no effect on likelihood of attack?
- **Response:** Overall 40/62 attacked→ expect _____ brothers, _____ unrelated to be attacked; expect remaining ___ brothers and ___ unrelated not to be attacked.

Example: *Comparing Counts*

- **Background**: Tables of observed and expected counts in wasp aggression experiment:

Obs	A	NA	T
B	16	15	31
U	24	7	31
T	40	22	62

Exp	A	NA	T
B	20	11	31
U	20	11	31
T	40	22	62

- **Question:** How do the counts compare?
- **Response:**

Looking Ahead: *Inference (Part 4) will help decide if these differences are large enough to provide evidence that kinship and aggression are related.*

Example: *Expected Counts in Lenswear Table*

- **Background**: Data on students' gender and lenswear (contacts, glasses, or none) in two-way table:

	C	G	N	Total
F	121	32	129	282
M	42	37	85	164
Total	163	69	214	446

- **Question:** What counts would we expect to wear glasses, if there were no relationship between gender and lenswear?
- **Response:** Altogether, 69/446 wore glasses. If there were no relationship, we'd expect _____ females and _____ males with glasses.

Example: *Observed vs. Expected Counts*

- **Background**:If gender and lenswear were unrelated, we'd expect 44 females and 25 males with glasses.

	C	G	N	Total
F	121	32	129	282
M	42	37	85	164
Total	163	69	214	446

- **Question:** How different are the observed and expected counts of females and males with glasses?
- **Response:** Considerably _____ females and _____ males wore glasses, compared to what would be expected if there were no relationship.

Practice: 5.31e p.164

Confounding Variable in Categorical Relationships

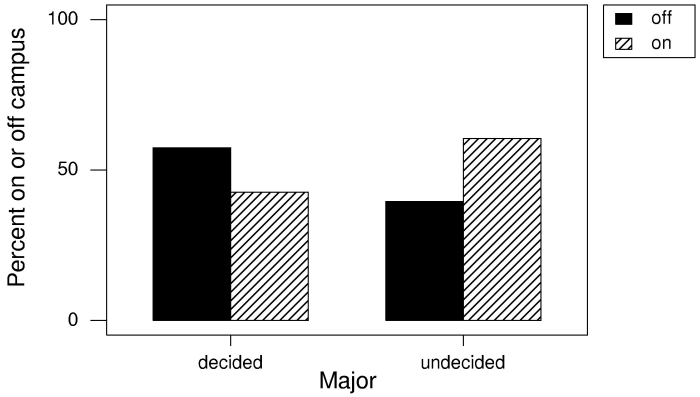
- If data in two-way table arise from an observational study, consider possibility of confounding variables.

Looking Back: *Sampling and Design issues should always be considered before reporting summaries of single variables or relationships.*

Example: *Confounding Variables*

- **Background**: Survey results for full-time students:

	On Campus	Off Campus	Total	Rate On Campus
Undecided	124	81	205	124/205=60%
Decided	96	129	225	96/225=43%

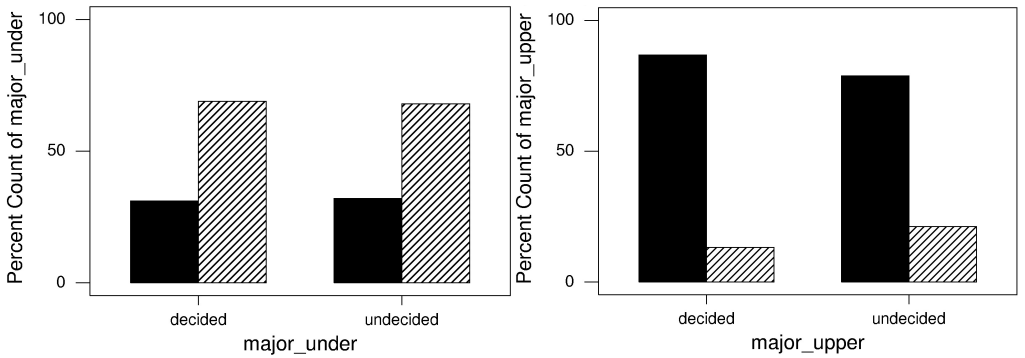


- **Question:** Is there a relationship between whether or not major is decided and living on or off campus?
- **Response:**

Example: *Handling Confounding Variables*

- **Background**: Year at school may be confounding variable in relationship between major decided or not and living situation.
- **Question:** How should we handle the data?
- **Response:** _____

Underclassmen	On Campus	Off Campus	Total	Rate On Campus
Undecided	117	55	172	117/172=68%
Decided	82	37	119	82/119=69%
Upperclassmen	On Campus	Off Campus	Total	Rate On Campus
Undecided	7	26	33	7/33=21%
Decided	14	92	106	14/106=13%



Underclassmen (1st&2nd yr): proportions on campus are _____ _____ for those with major decided or not. Upperclassmen (3rd &4th yr): proportions are _____.

Practice: 5.32c p.164

Simpson's Paradox

If the nature of a relationship changes, depending on whether groups are combined or kept separate, we call this phenomenon "Simpson's Paradox".

Looking Back: *Review*

- **4 Stages of Statistics**
  - Data Production (discussed in Lectures 1-3)
  - Displaying and Summarizing
    - Single variables: 1 cat,1 quan (discussed Lectures 3-6)
    - Relationships between 2 variables:
      - Categorical and quantitative (discussed in Lecture 6)
      - Two categorical (just discussed in Lecture 7)
      - Two quantitative
  - Probability
  - Statistical Inference

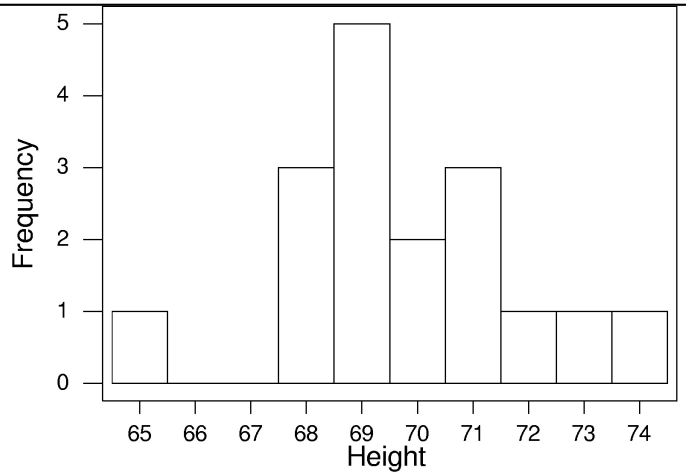
Review

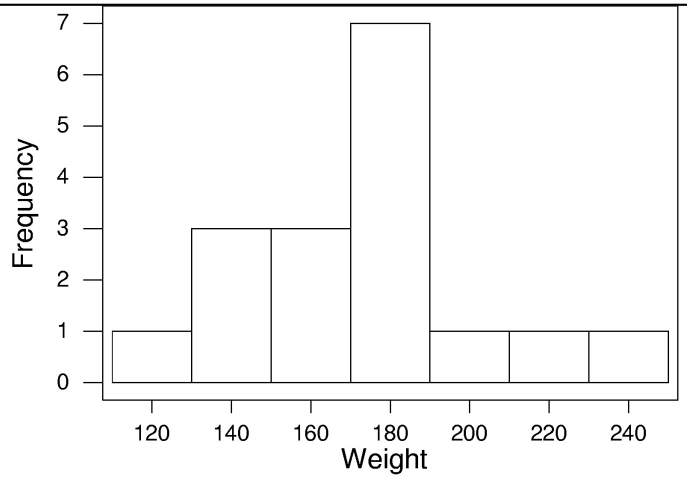
- Single quantitative variables
  - Display with histogram
  - Summarize with mean and standard deviation

Example: *Two Single Quantitative Variables*

- **Background**: Data on male students' heights and weights:

Variable	N	Mean	Median	TrMean	StDev	SE Mean
height	17	69.765	69.000	69.800	2.137	0.518
weight	17	170.59	175.00	169.33	28.87	7.00





- **Question:** What do these tell us about the relationship between male height and weight?
- **Response:**

Definition

- **Scatterplot** displays relationship between 2 quantitative variables:
  - Explanatory variable (x) on horizontal axis
  - Response variable (y) on vertical axis

Example: *Explanatory/Response Roles*

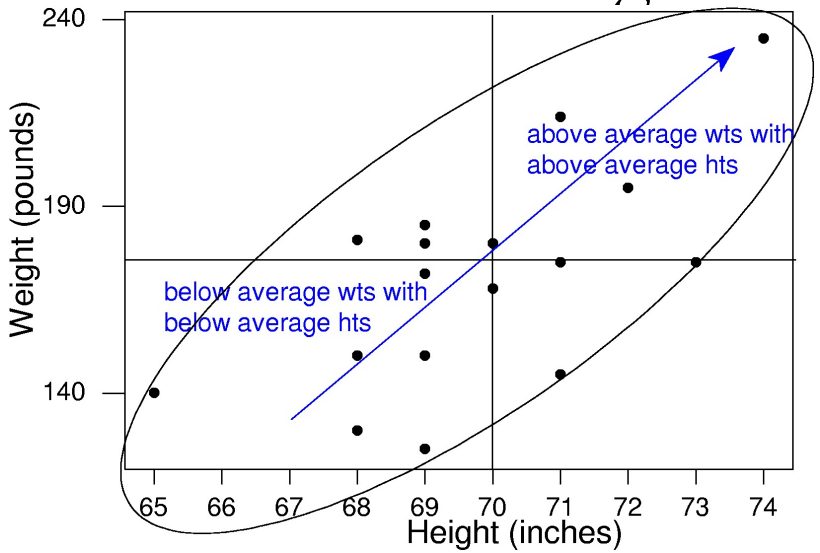
- **Background**: We're interested in the relationship between male students' heights and weights.
- **Question:** Which variable should be graphed along the horizontal axis of the scatterplot?
- **Response:**

Definitions

- **Form:** relationship is linear if scatterplot points cluster around some straight line
- **Direction:** relationship is
  - positive if points slope upward left to right
  - negative if points slope downward left to right

Example: *Form and Direction*

- **Background**: Scatterplot displays relationship between male students' heights and weights.



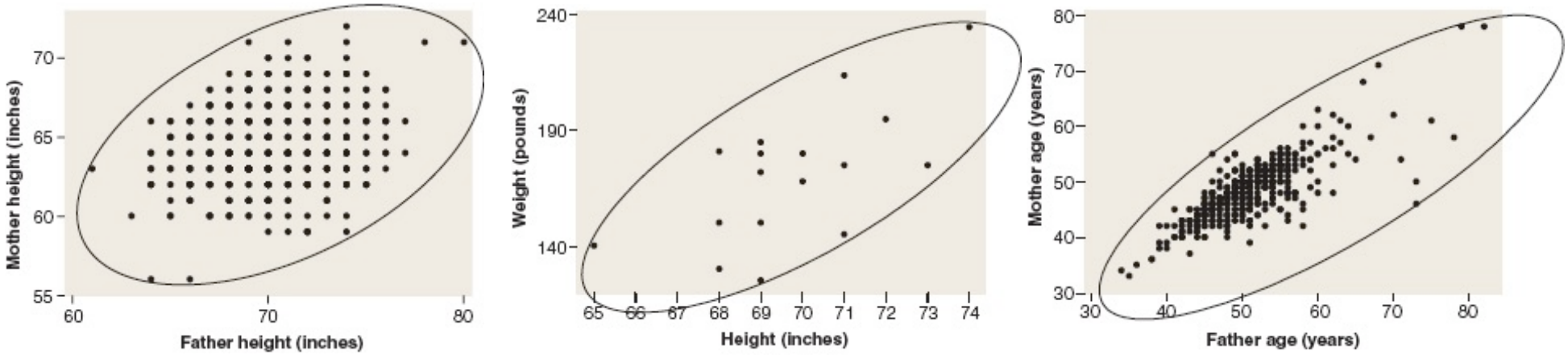
- **Question:** What are the form and direction of the relationship?
- **Response:** Form is _____ direction is _____

Strength of a Linear Relationship

- **Strong:** scatterplot points tightly clustered around a line
  - Explanatory value tells us a lot about response
- **Weak:** scatterplot points loosely scattered around a line
  - Explanatory value tells us little about response

Example: *Relative Strengths*

- **Background**: Scatterplots display:
  - mothers' ht. vs. fathers' ht. (left)
  - males' wt. vs. ht. (middle)
  - mothers' age vs. fathers' age (right):

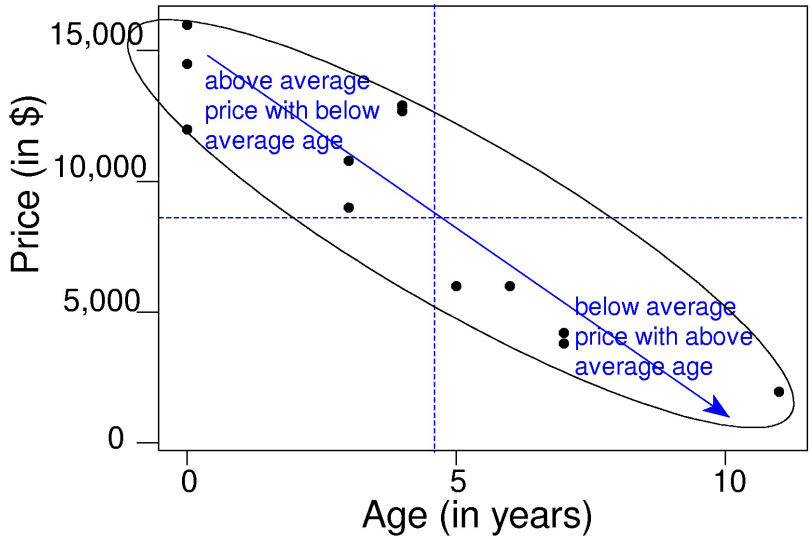


- **Question:** How do relationships' strengths compare? (Which is strongest, which is weakest?)
- **Response:** Strongest is on _____, weakest is on _____

Practice: 5.37a p.193

Example: *Negative Relationship*

- **Background**: Scatterplot displays price vs. age for 14 used Pontiac Grand Am's.



- **Questions:**
  - Why should we expect the relationship to be negative?
  - Does it appear linear? Is it weak or strong?
- **Responses:**
  - _____
  - _____

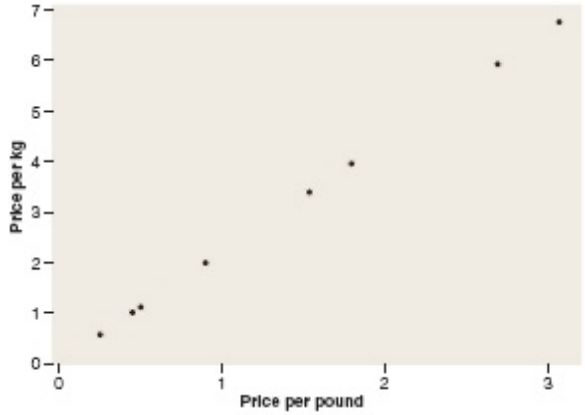
Practice: 5.38 p.194

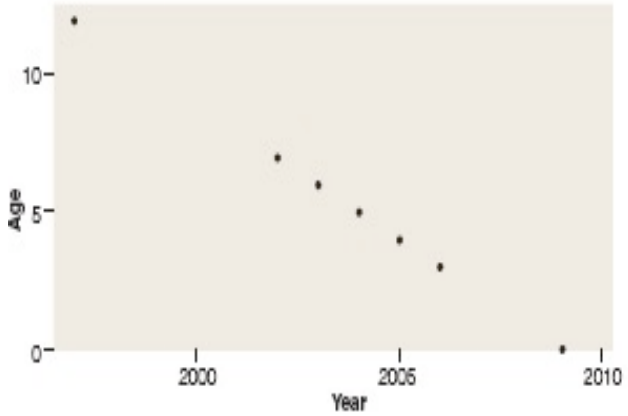
Definition

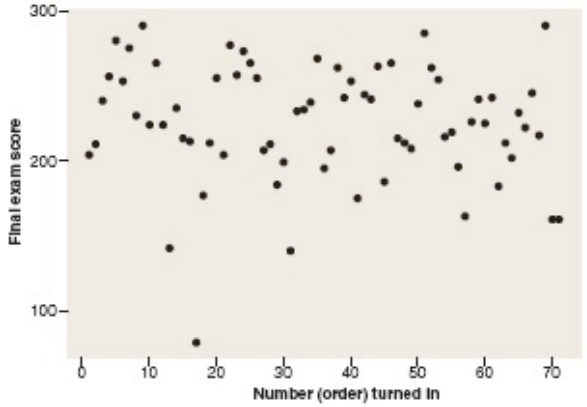
- **Correlation *r*:** tells direction and strength of linear relation between 2 quantitative variables
  - **Direction:** *r* is
    - positive for positive relationship
    - negative for negative relationship
    - zero for no relationship
  - **Strength:** *r* is between -1 and +1; it is
    - close to 1 in absolute value for strong relationship
    - close to 0 in absolute value for weak relationship
    - close to 0.5 in absolute value for moderate relationship

Example: *Extreme Values of Correlation*

- **Background**: Scatterplots show relationships…
  - (left) Price per kilogram vs. price per pound for groceries
  - (middle) Used cars' age vs. year made
  - (right) Students' final exam score vs. order handed in





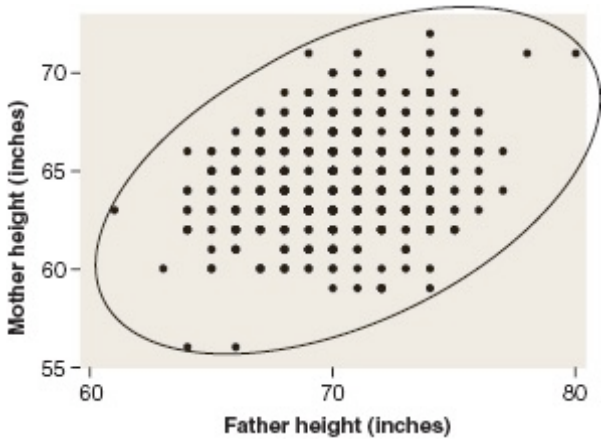


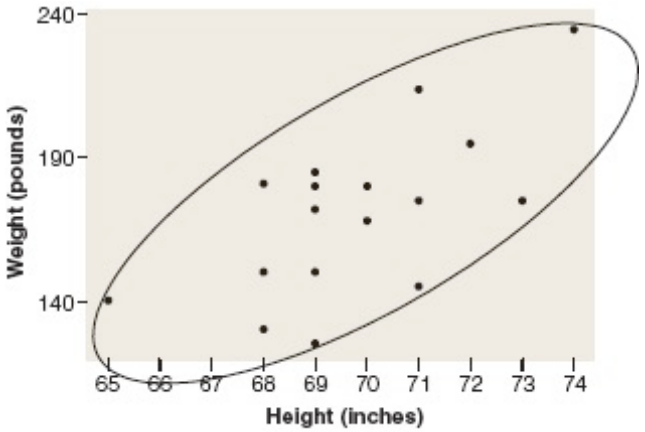
- **Question:** Correlations (scrambled) are -1, 0, +1. Which goes with each scatterplot?
- **Response:** left $r =$ ____; middle $r =$ ____; right $r =$ ____

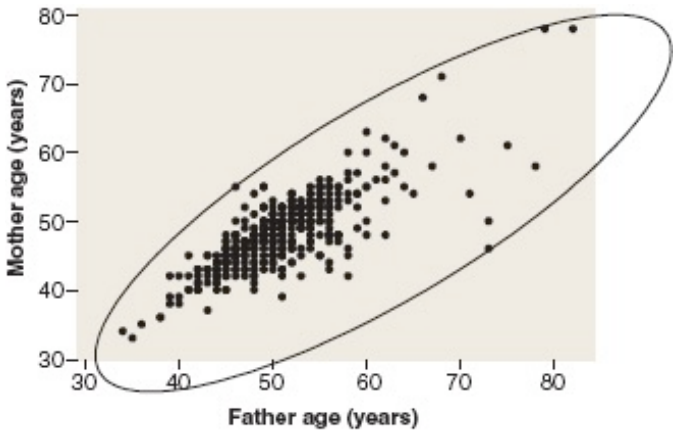
Practice: 5.40 p.194

Example: *Relative Strengths*

- **Background**: Scatterplots display:
  - mothers' ht. vs. fathers' ht. (left)
  - males' wt. vs. ht. (middle)
  - mothers' age vs. fathers' age (right):





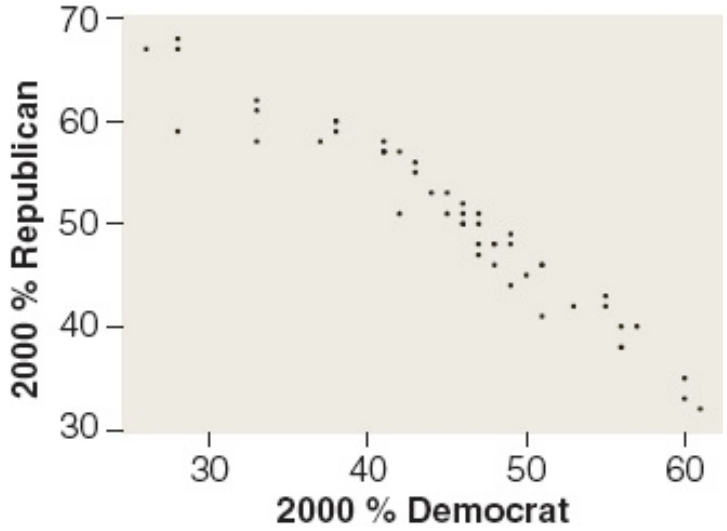


- **Question:** Which graphs go with which correlation: $r = 0.23$, $r = 0.78$, $r = 0.65$?
- **Response:** left $r =$ _____; middle $r =$ _____; right $r =$ _____

Practice: 5.42 p.195

Example: *Imperfect Relationships*

- **Background**: For 50 states, % voting Republican vs. % Democrat in 2000 presidential election had $r = -0.96$.



- **Questions:** Why should we expect the relationship to be negative? Why is it imperfect?
- **Responses:**
  - Negative:
  - Imperfect:

Practice: 5.37b p.193

Lecture Summary
(Categorical Relationships)

- **Two-Way Tables**
  - Individual variables in margins
  - Relationship inside table
- **Summarize:** Compare (conditional) proportions.
- **Display:** Bar graph
- **Interpreting Results:** How different are proportions?
- **Comparing Observed and Expected Counts**
- **Confounding Variables**

Lecture Summary
(Quantitative Relationships; Correlation)

- Display with scatterplot
- Summarize with form, direction, strength
- Correlation *r* tells direction and strength