

## HYPOTHESIS TESTING - POPULATION MEAN $\mu$ , $\sigma$ KNOWN (SMALL SAMPLE $n < 30$ )

When the standard deviation of the population is not known, it is estimated by The sample standard deviation 's' where  $s = \sqrt{\frac{1}{n-1} \sum (X - \bar{X})^2}$ .

### Example 1:

A manufacturing company making automobile tires claims that the average life its product is 35000 miles. A random sample of 16 tires was selected; and it was found that the mean life was 34000 miles with a standard deviation  $s = 2000$  miles. Test hypothesis  $H_0 : \mu = 35000$  against the alternative  $H_1 : \mu < 35000$  at  $\alpha = 0.05$ .

### Solution:

**Step 1: Null hypothesis:**  $H_0 : \mu = 35000$

**Alternative hypothesis:**  $H_1 : \mu < 35000$

**Step 2: Level of significance:**  $\alpha = 0.05$

**Step 3: Test statistics:**

$$t = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$$

**Step 4: Critical Region:**  $t < -1.753$

(From the t-table, we have  $-t_{\alpha(n-1)} = -t_{0.05(15)} = -1.753$ )

**Step 5: Computation:**

Here  $n = 16$ ,  $\bar{X} = 34000$ ,  $s = 200$  and hence

$$\begin{aligned} t &= \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}} \\ t &= \frac{34000 - 35000}{\frac{2000}{\sqrt{16}}} \end{aligned}$$

$$t = -\frac{1000}{2000}(4) = -2$$

**Step 6: Conclusion:**

Since the calculated value of “t = -2” falls in the critical region; so, we reject our null hypothesis  $H_0 : \mu = 35000$  at 5 % level of significance.

**Example 2:**

A random sample of 8 cigarettes of a certain brand has an average nicotine content of 4.2 milligrams and a standard deviation of 1.4 milligrams. Is this in line with the manufacturer's claim that the average nicotine content does not exceed 3.5 milligrams? Use 1% level of significance and assume the distribution of nicotine contents to be normal.

**Solution:**

**Step 1: Null hypothesis:**  $H_0 : \mu \leq 3.5$

**Alternative hypothesis:**  $H_1 : \mu < 3.5$

**Step 2: Level of significance:**  $\alpha = 0.01$

**Step 3: Test statistics:**

$$t = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$$

**Step 4: Critical Region:**  $t > 2.998$

(From the t-table, we have  $t_{\alpha(n-1)} = t_{0.01(7)} = 2.998$ )

**Step 5: Computation:**

Here  $n = 8, \bar{X} = 4.2, s = 1.4$  and hence

$$t = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$$

$$t = \frac{4.2 - 3.5}{\frac{1.4}{\sqrt{8}}}$$

$$t = \frac{0.7}{1.4} \sqrt{8} = 1.414$$

### Step 6: Conclusion:

Since the calculated value of  $t = 1.414$  falls in the acceptance region, so we accept our null hypothesis at 1 % level of significance.

### HYPOTHESIS TESTING DIFFERENCE BETWEEN TWO POPULATION MEANS $\mu_1 - \mu_2$ , $\sigma_1^2$ AND $\sigma_2^2$ NOT KNOWN, NORMAL POPULATION (SMALL SAMPLES)

Let  $X_{11}, X_{12}, \dots, X_{1n_1}$  and  $X_{21}, X_{22}, \dots, X_{2n_2}$  be two independent random samples from two normal populations with means  $\mu_1$  and  $\mu_2$ , standard deviations  $\sigma_1$  and  $\sigma_2$  respectively. If  $(\sigma_1^2 = \sigma_2^2 = \sigma^2)$  but unknown, then the unbiased pooled or combined means of the common variance  $\sigma^2$ .

The variances  $\sigma_1^2$  and  $\sigma_2^2$  are unknown but  $\sigma_1^2 = \sigma_2^2 = \sigma^2$ . The parameter  $\sigma^2$  is estimated by the sample variances. The sample estimator of  $\sigma^2$  is  $s_p^2$ , where

$$s_p^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} = \frac{\sum(X_1 - \bar{X}_1)^2 + \sum(X_2 - \bar{X}_2)^2}{n_1 + n_2 - 2}$$

and  $s_p = \sqrt{\frac{\sum(X_1 - \bar{X}_1)^2 + \sum(X_2 - \bar{X}_2)^2}{n_1 + n_2 - 2}}$ ,

$s_p^2$  is called pooled estimator of the common population variance  $\sigma^2$ . The difference  $(\bar{X}_1 - \bar{X}_2)$  has the t-distribution with  $(n_1 + n_2 - 2)$  degrees of freedom where

$$t = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_p^2}{n_1} + \frac{s_p^2}{n_2}}} = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

The tabulated value of 't' for  $n_1 + n_2 - 2$  degrees of freedom is seen from the t-table.

For  $H_1: \mu_1 \neq \mu_2$  the critical values are  $-t_{\alpha/2(n_1+n_2-2)}$  and  $t_{\alpha/2(n_1+n_2-2)}$

For  $H_1: \mu_1 > \mu_2$  the critical value is  $t_{\alpha(n_1+n_2-2)}$

and For  $H_1: \mu_1 < \mu_2$  the critical value is  $-t_{\alpha(n_1+n_2-2)}$

The null hypothesis  $H_0$  is rejected when the calculated value of  $t$  lies in rejection region.

**Example 2:**

Two samples are randomly selected from two classes of students who have been taught by different methods. An examination is given, and the results are shown as follows:

	Class I	Class II
Sample Size	$n_1 = 8$	$n_2 = 10$
Mean	$\bar{X}_1 = 95$	$\bar{X}_2 = 97$
Variance	$s_1^2 = 47$	$s_2^2 = 30$

On the assumption that the test scores of the two classes of students have identical variances, determine whether the two different methods of teaching are equally effective at  $\alpha = 0.01$ .

**Solution:**

**Step 1: Null hypothesis:**  $H_0: \mu_1 = \mu_2$

**Alternative hypothesis:**  $H_1: \mu_1 \neq \mu_2$

**Step 2: Level of significance:**  $\alpha = 0.01$

**Step 3: Test statistics:**

$$t = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

**Step 4: Critical Region:**  $|t| > 2.921$  ( $t < -2.921$  and  $t > 2.921$ )

(From the t-table, we have  $t_{\frac{\alpha}{2}(n_1+n_2-2)} = t_{0.005(16)} = 2.921$ )

**Step 5: Computation:**

Here  $n_1 = 8, \bar{X}_1 = 95, n_2 = 10, \bar{X}_2 = 97, s_1^2 = 47, s_2^2 = 30$

$$s_p^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}$$

$$s_p^2 = \frac{(8-1)47 + (10-1)30}{8+10-2} = \frac{599}{16} = 37.4375$$

$$s_p = \sqrt{37.4375} = 6.12 \text{ and hence}$$

$$t = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{(95 - 97) - (0)}{6.12 \sqrt{\frac{1}{8} + \frac{1}{10}}} = -\frac{2}{2.9030} = -0.689$$

**Step 6: Conclusion:**

Since the calculated value of  $t = -0.689$  falls in the acceptance region, so we accept our null hypothesis  $H_0: \mu_1 = \mu_2$  at 1 % level of significance. On the basis of the evidence, we may conclude that the two different methods of teaching are equally effective.