# Hypothesis Testing Single Sample Mean

#### Student's t Test

While the z test for a population mean may be a good introduction to hypothesis testing, it doesn't hold much use in the real world.

#### Student's t Test

While the z test for a population mean may be a good introduction to hypothesis testing, it doesn't hold much use in the real world.

After all, how likely is it that you know for certain what the population standard deviation,  $\sigma$ , is, but you still have doubts about the population mean?

#### Student's t Test

While the z test for a population mean may be a good introduction to hypothesis testing, it doesn't hold much use in the real world.

After all, how likely is it that you know for certain what the population standard deviation,  $\sigma$ , is, but you still have doubts about the population mean?

William Sealy Gosset, under the pseudonym *Student*, created a hypothesis test for the population mean when the population standard deviation is unknown.

# Assumptions for Using the t Test for a Population Mean

**Assumptions:** 

# Assumptions for Using the t Test for a Population Mean

#### **Assumptions:**

 The sample come from a normally distributed population; especially important for small sample sizes

# Assumptions for Using the t Test for a Population Mean

#### **Assumptions:**

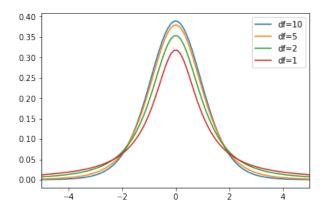
- The sample come from a normally distributed population; especially important for small sample sizes
- Sample was obtained randomly

### Degrees of Freedom

The **degrees of freedom** of a sample size n is given as n-1.

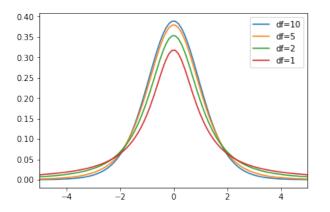
# Degrees of Freedom

The **degrees of freedom** of a sample size n is given as n-1.



### Degrees of Freedom

The **degrees of freedom** of a sample size n is given as n-1.



As the degrees of freedom grow, the t distribution becomes more normal.

# Summary Stats

Similar to a z score, the test statistic t can be found by calculating

$$t = \frac{\overline{x} - \mu}{s / \sqrt{n}}$$

# Summary Stats

Similar to a z score, the test statistic t can be found by calculating

$$t = \frac{\overline{x} - \mu}{s / \sqrt{n}}$$

*p*-value can be calculated using the test statistic and area under the curve.

# Summary Stats

Similar to a z score, the test statistic t can be found by calculating

$$t = \frac{\overline{x} - \mu}{s / \sqrt{n}}$$

*p*-value can be calculated using the test statistic and area under the curve.

Confidence intervals for t distribution are given by

$$\overline{x} \pm t_{\alpha/2} \left( \frac{s}{\sqrt{n}} \right)$$

where the degrees of freedom help determine the value of  $t_{lpha/2}$ 

If you understood the concepts and ideas behind the hypothesis testing we've done (in particular, being able to work with test statistics and critical values, *p*-values, or confidence intervals) then you should be alright with this section.

If you understood the concepts and ideas behind the hypothesis testing we've done (in particular, being able to work with test statistics and critical values, *p*-values, or confidence intervals) then you should be alright with this section.

Quite frankly, just about all of the remaining material regarding hypothesis testing is just a variation on that theme.

If you understood the concepts and ideas behind the hypothesis testing we've done (in particular, being able to work with test statistics and critical values, *p*-values, or confidence intervals) then you should be alright with this section.

Quite frankly, just about all of the remaining material regarding hypothesis testing is just a variation on that theme.

Remember, most modern statistics uses computers or other technology to crunch the numbers.

If you understood the concepts and ideas behind the hypothesis testing we've done (in particular, being able to work with test statistics and critical values, *p*-values, or confidence intervals) then you should be alright with this section.

Quite frankly, just about all of the remaining material regarding hypothesis testing is just a variation on that theme.

Remember, most modern statistics uses computers or other technology to crunch the numbers.

In the grand scheme of things, it's more valuable to be able to interpret those results.

A car company claims one model of their SUV gets 40 mpg. You want to test the claim that the mean mpg of this model of SUV is less than 40 mpg, so you obtain a random sample of 65 of these cars and find the sample mean is 39 mpg with a standard deviation of 5.1 mpg. Test your claim at the  $\alpha=0.05$  significance level.

A car company claims one model of their SUV gets 40 mpg. You want to test the claim that the mean mpg of this model of SUV is less than 40 mpg, so you obtain a random sample of 65 of these cars and find the sample mean is 39 mpg with a standard deviation of 5.1 mpg. Test your claim at the  $\alpha=0.05$  significance level.

 $H_0: \mu = 40 \; \mathrm{mpg} \ H_A: \mu < 40 \; \mathrm{mpg} \$ 

The critical value corresponding to  $\alpha=0.05$  of a left-tailed test is -1.669.

The critical value corresponding to  $\alpha = 0.05$  of a left-tailed test is -1.669.

```
t=-1.581
p-value = 0.0594
95% upper bound: 40.0558
(we are 95% confident the population mean is 40.0558 or less)
```

The critical value corresponding to  $\alpha = 0.05$  of a left-tailed test is -1.669.

```
t=-1.581 p-value = 0.0594 95% upper bound: 40.0558 (we are 95% confident the population mean is 40.0558 or less)
```

Do not reject the null hypothesis.

The critical value corresponding to  $\alpha = 0.05$  of a left-tailed test is -1.669.

```
t=-1.581 p	ext{-value}=0.0594 95% upper bound: 40.0558 (we are 95% confident the population mean is 40.0558 or less)
```

Do not reject the null hypothesis.

At the 95% confidence level, we do not have sufficient evidence to reject the claim that the mean mpg of this model SUV is 40 mpg, and conclude that our sample did not give us reason to believe the mean mpg might be less than 40.

A company claims it can boost your statistics grade by 10%. You want to test the claim that the mean grade increase is not 10%, so you randomly sample 20 statistics students who used the program and recorded their percent grade increase from one test to the next. Test your claim at the  $\alpha=0.1$  level of significance.

```
8 5 7 9 10
12 7 8 11 15
4 13 9 8 11
9 3 5 8 12
```

A company claims it can boost your statistics grade by 10%. You want to test the claim that the mean grade increase is not 10%, so you randomly sample 20 statistics students who used the program and recorded their percent grade increase from one test to the next. Test your claim at the  $\alpha=0.1$  level of significance.

 $H_0: \mu = 10$  $H_A: \mu \neq 10$ 

The critical values corresponding to  $\alpha=0.1$  of a left-tailed test are -1.729 and 1.729.

The critical values corresponding to  $\alpha=0.1$  of a left-tailed test are -1.729 and 1.729.

```
t = -1.877

p-value = 0.0759

90% confidence interval: (7.5027, 9.8973)
```

The critical values corresponding to  $\alpha = 0.1$  of a left-tailed test are -1.729 and 1.729.

```
t = -1.877

p-value = 0.0759

90% confidence interval: (7.5027, 9.8973)
```

Reject the null hypothesis

The critical values corresponding to  $\alpha = 0.1$  of a left-tailed test are -1.729 and 1.729.

```
t = -1.877

p-value = 0.0759

90% confidence interval: (7.5027, 9.8973)
```

Reject the null hypothesis

At the 90% confidence level, we have sufficient evidence to reject the claim that the mean increase in score is 10% and conclude that our sample gives us reason to believe the mean increase in score is not 10%.