Assignment on Multinomial Regression

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# Introduction

In this assignment, we will explain the multinomial model and show how it is part of the exponential family. Then, assuming a set of regressors we will define the probability of the subject of being in category j, . Following that, we will simulate a dataset in R on which will apply the multinomial regression. This will enable us to validate the theory of the multinomial model. After that, we will interpret the outputs of the model to get an idea about the effect that our explanatory variables have on the response variable.

# Question 1

**Using appropriate notations, explain the multinomial model and show the multinomial model is part of the exponential dispersion family.**

## General equation of a distribution that is part of Exponential Family of distributions.

where,

* is the sufficient statistic;
* is the natural parameter;
* is the underlying measure.

All distributions that are part of the exponential dispersion family can have their distribution function rearranged into this form. Changing the different parts of the equation like the sufficient statistic, the natural parameter and the underlying measure will lead to different distributions. The mulitinomial distribution is part of the exponential dispersion family and this will be shown in the next section.

## Proof

Let

1. be a random variable
2. be the number of trials.
3. be the i-th events in a sequence of n trials.
4. be the probability of the i-th event of each trial.

The multinomial distribution has the following probability mass function:

Where and .

Using law of logarithms:

To put this in exponential family form, we eliminate and the corresponding component of to keep the same dimensionality:

Now that it is in the correct arrangement, we can find out the different parameters of the exponential family that make up the multinomial distribution.

Therefore,

Reintroducing , we have:

Which holds for , if we define , which we can do since we haven’t defined what is until now.

Since all sum to 1, we get:

Thus,

The log-partition function in terms of is:

Rewriting it in terms of :

Hence proved.

# Question 2

**Assuming set of regressors, provide an expression for the probability for the ith subject in the multinomial model.**

## Multinomial model explanation

The dependent variables of a multinomial distribution, has m unordered mutually exclusive outcomes. The outcomes are . The aim is to measure the probabilities of possible occurrence of outcomes, given covariates. The covariates can be of two types:

1. individual specific set of regressors
2. alternative set of regressors .

This can be denoted as:

where, means the probabilities of occurrence of each outcome.

It is to be noted that, m has to be both mutually exclusive and collectively exhaustive and each outcome is obligatorily between 0 and 1: . Moreover, probabilities of each category should sum to one: and we can have m-1 maximum coefficients to compare probability of a category to a base category.

To begin, we consider N independently identically distributed experiments, leading to one of m mutually exclusive outcomes: .

Assuming ,

The vector valued indicators will be as follows:

where . and are dependent.

Let , where, .

This represents the number of observations of in N trials. It is also to be noted that, . When variable X is multinomially distributed with N number of trials and with m possible outcomes with their corresponding occurrence probabilities, it is denoted as follows:

It is to be highlighted that, the probability density function for and is

## Multinomial logit model

Coming to the multinomial logit model, it is considered to be the simplest among the multinomial response model. When , that is the response variable has i independent observations, where, observations, it is expressed as follows:

We consider only the individual specific set of regressors, as covariates. Then, the outcome is denoted as:

for each and the corresponding binary indicators denoted by:

for each category.

The joint distribution of the multinomial probability function is:

with and for , due to the constraint that the probability of all outcomes sum up to one. Without losing generality, it is then denoted as:

## Multinomial logit link

To link the regressors with the parameters , we use a linear predictor based on alternative-specific coefficients . Then, we link the linear predictor to log-odds. For a multinomial model, the log-odds are the success probability of category j compared to success probability of category 1. In other words, it is the success probability with respect to a reference category.

Equation 1

Further elaboration leads to the following:

This is equivalent to:

This indeed leads to the following result:

More compactly, we can also write the Multinomial Logit Model as follows:

where, and is used as identification restriction which results into making category 1 to be termed as the reference category.

It is important to note that the reference category is arbitrarily chosen and that, any other can also be used as the reference category. The Multinomial Model is a multiple index model for m 2.

# Question 3

**Create a toy example (or a simulation study) of the multinomial regression model, specifying the input parameters and run the multinomial regression model using R. Interpret your outputs. [Hint: You may refer to libraries in R for implementing the multinomial regression model]**

## Dataset Description

To create a toy example of a multinomial regression model, we created synthetic enrollment data for a university, detailing the socioeconomic status of students (ses), their writing score at the entrance exam (write) and the school type they attended before university (schtyp). The goal of our modelling is to find out how this information affects the program type that they get into (prog).

1. "ses" is a categorical variable with three levels, low, middle and high.
2. "write" has a normal distribution for low socioeconomic status and skewed-normal for middle and high socioeconomic status, around different means and sds.
3. "schtyp" is also a categorical variable with two levels, public and private, with different proportions of students going to public or private schools based on their socioeconomic status.
4. "prog", the target variable, is categorical with three levels academy, general and vocation with academy being the reference category.

After generating the dataset, with 10,000 students so as to minimize the standard error on the estimates, we defined the two linear predictors for general and vocation programs. Then we created a matrix of probabilities using the linear predictors and the formula for . Using the generated probabilities, the vector for program type is created. Now that the dataset has been generated, we can use the multinom function from the package nnet to fit the multinomial regression model on the data.

## Linear predictors

Referring to the equation on the log odds (Equation 1), and expanding it we get linear predictors:

## Coefficients Explanation

Here are the model coefficients and standard errors.

Call:  
multinom(formula = prog ~ ses + write + schtyp, data = enrollment,   
 trace = FALSE)  
  
Coefficients:  
 (Intercept) sesmiddle seshigh write schtyppublic  
general 2.274338 -0.4205934 -1.063186 -0.05631971 0.3770877  
vocation 3.169315 0.4141368 -1.022549 -0.10310304 1.6454736  
  
Std. Errors:  
 (Intercept) sesmiddle seshigh write schtyppublic  
general 0.1750069 0.06590892 0.07458548 0.00306963 0.07268874  
vocation 0.1828433 0.06697754 0.08454983 0.00322049 0.09500439  
  
Residual Deviance: 17670.02   
AIC: 17690.02

We got back the coefficients that we used in our linear predictors, within a margin of error, thereby verifying the theory of the previous sections.

As expected, the standard error on the estimates are quite low. However, the model has a high deviance of 17670 and Akaike Information Criterion (AIC) of 17690 which could mean that the model is not a good fit for the data. We can compare these values with a model that is fit only on the intercept to see if our variables improved the model or not.

summary(multinom(prog ~ 1, data = enrollment))  
# weights: 6 (2 variable)  
initial value 10986.122887   
final value 10085.209388   
converged  
Call:  
multinom(formula = prog ~ 1, data = enrollment)  
  
Coefficients:  
 (Intercept)  
general -0.9404609  
vocation -0.7594095  
  
Std. Errors:  
 (Intercept)  
general 0.02572553  
vocation 0.02414497  
  
Residual Deviance: 20170.42   
AIC: 20174.42

This shows that our variables explain the data better than just the intercept. We also checked if the variables themselves are all significant in the model by computing an Anova of the model. If the p value for each variable is , we know that the variable has an effect on the model.

car::Anova(m)  
Analysis of Deviance Table (Type II tests)  
  
Response: prog  
 LR Chisq Df Pr(>Chisq)   
ses 590.59 4 < 2.2e-16 \*\*\*  
write 1264.58 2 < 2.2e-16 \*\*\*  
schtyp 378.95 2 < 2.2e-16 \*\*\*  
---

All 3 variables are thus signficant at the 95% level.

Exponentiating the coefficients gives the relative risk ratio (RRR) of variable with respect to the base category.

exp(coef(m))  
 (Intercept) sesmiddle seshigh write schtyppublic  
general 9.721479 0.6566571 0.3453539 0.9452369 1.458032  
vocation 23.791172 1.5130641 0.3596769 0.9020340 5.183464

For example, the RRR of sesmiddle for general is 0.66. This means that students from a middle socioeconomic status compared are 0.65 times as likely to be in the general program compared to academy as one with a low socioeconomic status. In other words, the odds decreased by 35%. The RRR of write for vocation is 0.90. This means that for each unit increase in writing scores, the odds of being in vocation compared to academy decreased by 10%. Finally, the RRR schtyppublic for vocation is 5.18. This means that students that went to a public school were 5.18 times as likely as students who went to private school to be in the vocation program compared to the academy program.

## Effects plots

We can also visualize the effect that each variable had on the probability of being in each program type.

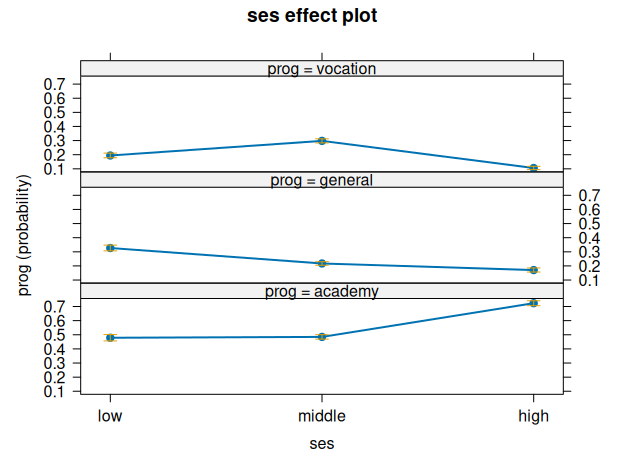


Figure 1: ses effects

As shown in Figure 1, when ses was high the probability of being in academy was much higher than the probability of being in other programs.

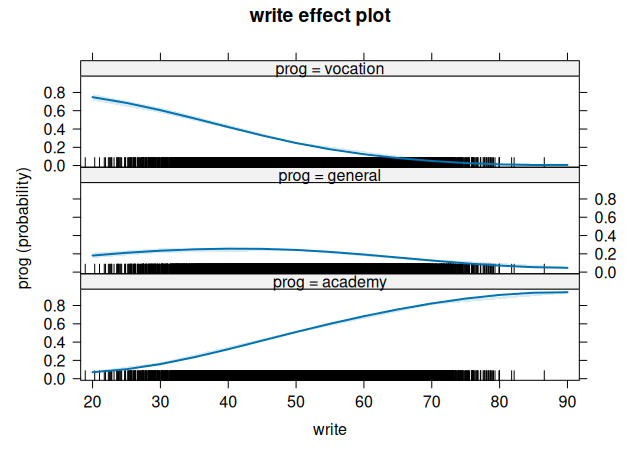


Figure 2: write effects

Figure 2 describes how a higher writing score leads to a steady decrease in the probability of being in programs other than academy.

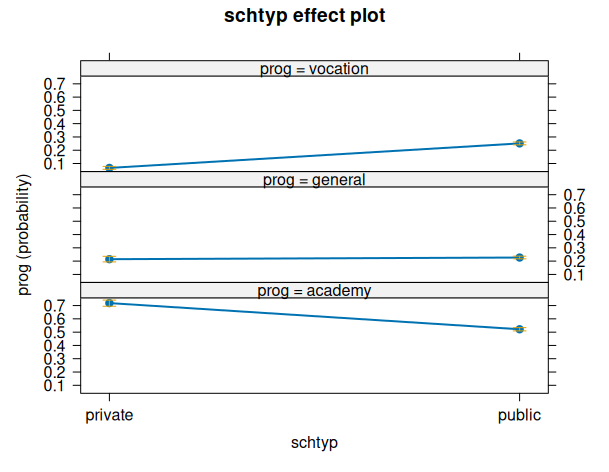


Figure 3: schtyp effects

From Figure 3 we see that, while being from a public school decreased the probability of being in academy, it was still at 0.6, showing that the model favoured academy a lot more than other program types.

## Confusion matrix

We can draw a confusion matrix to show this imbalance.

pred\_acc <- table(enrollment$prog, predict(m, enrollment[2:4]))  
pred\_acc

Table 1: Confusion Matrix

|  |  | **Predicted** | | |
| --- | --- | --- | --- | --- |
|  |  | academy | general | vocation |
| **Actual** | academy | 4730 | 23 | 628 |
| general | 1459 | 31 | 611 |
| vocation | 1237 | 30 | 1251 |

Table 1 shows the confusion matrix of our model predictions. We see that especially for general program types, a lot were misclassified as academy. The same can be found for vocation even if it has a better prediction accuracy than general. Academy was the most correctly classified outcome.

# Conclusion

In this assignment, we applied the Multinomial Regression model using a toy dataset to show its functionality and interpret the outcomes. The synthetic data helped to demonstrate how different variables can theoretically impact categorical outcomes, such as enrollment probabilities in educational programs. We highlighted the model’s coefficients and standard errors, emphasizing its robustness while also pointing out the model’s shortcomings.

# Citations

A lot of the proof for question 1 derives from Geyer, 2024, statisticsmatt, 2019 and (https://stats.stackexchange.com/users/384664/rocky-tseng), 2023. For question 2, it is mainly inspired from Kleiber, 2024. The original dataset used to estimate coefficients and data distributions for the synthetic data comes from Multinomial Logistic Regression — R Data Analysis Examples 2024. The simulation itself is done with the help of Simulating Multinomial Logistic Regression Data — UVA Library 2024 from which the code structure comes from. Last mention is the wikipedia articles Multinomial logistic regression 2024 and Exponential family 2024 which have helped when trying to understand the subject.

# Codes

All the code can be found at [https://github.com/G3ordan1/multinomial\_logit](https://github.com/G3ordan1/multinomial_logit%20in%20the%20file%20simulation.R) in the file simulation.R.

# References

(https://stats.stackexchange.com/users/384664/rocky-tseng), Rocky Tseng (Apr. 1, 2023). *Exponential family form of multinomial distribution*. Cross Validated. URL:https://stats.stackexchange.com/q/611455 (version: 202304-01). eprint: [https://stats.stackexchange.com/q/611455.](https://stats.stackexchange.com/q/611455) url: [https://stats.stackexchange.com/q/611455.](https://stats.stackexchange.com/q/611455)

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# Annex

# Enrollment data for a university detailing the program type   
# of students and some information about them.  
# Dependent variable program type. General Academy Vocational  
# Predictors: ses (socioeconomic status), write   
# (writing score), schtyp (school type they attended)  
  
# loading required libraries  
library(dplyr)  
library(nnet)  
set.seed(7) # set seed for reproducibility  
# Generate a random sample of socioeconomic statuses (ses)  
ses <- sample(   
 c("low", "middle", "high"), # Categories to sample from  
 size = 10000L, # Sample size of 10,000  
 replace = TRUE, # Allow repetition in sampling  
 prob = c(0.235, 0.475, 0.29)   
 # Probability weights for each category  
)  
  
  
# Convert the 'ses' vector to a factor with specified levels  
ses <- factor(ses, levels = c("low", "middle", "high"))  
  
# Define parameters for skew-normal distribution for write   
# with "high" SES  
high\_params <- sn::cp2dp(c(56, 9.44, -0.5), "SN")  
  
# Define mean and standard deviation for normal distribution   
# for write with "low" SES  
low\_params <- list("mean" = 50.6, "sd" = 9.49)  
  
# Define parameters for skew-normal distribution for write   
# with "middle" SES  
middle\_params <- sn::cp2dp(c(51.9, 9.11, -0.25), "SN")  
  
  
# Create a numeric vector of length 10,000 to store data  
write <- vector("numeric", 10000L)  
  
# Fill the vector with normally distributed data for "low"  
# SES  
write[ses == "low"] <- rnorm(sum(ses == "low"),   
 low\_params$mean,  
 low\_params$sd)  
  
# Fill the vector with skew-normal distributed data for "middle" SES  
write[ses == "middle"] <- sn::rsn(sum(ses == "middle"),   
dp = middle\_params)  
  
# Fill the vector with skew-normal distributed data for "high" SES  
write[ses == "high"] <- sn::rsn(sum(ses == "high"), dp = high\_params)  
  
# Create a character vector of length 10,000 to store school types  
schtyp <- vector("character", 10000L)  
  
# Assign school types to subjects with "low" SES with specified   
# probabilities  
schtyp[ses == "low"] <- sample(c("private", "public"), sum(ses == "low"),  
 replace = TRUE, prob = c(0.04, 0.96))  
  
# Assign school types to subjects with "middle" SES with specified   
# probabilities  
schtyp[ses == "middle"] <- sample(c("private", "public"),   
 sum(ses == "middle"),  
 replace = TRUE,  
 prob = c(0.2, 0.8))  
  
# Assign school types to subjects with "high" SES with specified   
probabilities  
schtyp[ses == "high"] <- sample(c("private", "public"),  
 sum(ses == "high"),  
 replace = TRUE,  
 prob = c(0.2, 0.8))  
  
# Calculate the linear predictor for general education  
lp\_general <- 2.39 + -0.43 \* (ses == "middle") + -1.10 \* (ses == "high") +  
-0.06 \* write + 0.48 \* (schtyp == "public")  
  
# Calculate the linear predictor for vocational education  
lp\_vocation <- 3.23 + 0.51 \* (ses == "middle") + -0.83 \* (ses == "high") +  
-0.11 \* write + 1.84 \* (schtyp == "public")  
  
# Calculate the denominator for the multinomial logistic   
# model probabilities  
denominator <- (1 + exp(lp\_general) + exp(lp\_vocation))  
  
# Calculate the probability of the first outcome  
p1 <- 1 / denominator  
  
# Calculate the probability of the second outcome (general education)  
p2 <- exp(lp\_general) / denominator  
  
# Calculate the probability of the third outcome (vocational education)  
p3 <- exp(lp\_vocation) / denominator  
  
# Combine the probabilities into a matrix  
P <- cbind(p1, p2, p3)  
  
# Display the first few rows of the probability matrix  
head(P)  
  
# Check that the sum of probabilities for each row is 1  
all(round(apply(P, 1, sum)) == 1)  
  
# Simulate enrollment outcomes based on the probabilities  
y <- apply(P, MARGIN = 1,  
 function(x) sample(x = c("academy", "general", "vocation"),  
 size = 1, prob = x)  
 )  
  
# Convert the outcome variable to a factor with specified levels  
y <- factor(y, levels = c("academy", "general", "vocation"))  
  
# Display the frequency table of the outcome variable  
table(y)  
  
# Create a data frame with the simulated data  
enrollment <- data.frame(prog = y, write, ses, schtyp)  
  
# Display the structure of the data frame  
str(enrollment)  
  
# Fit a multinomial logistic regression model  
m <- multinom(prog ~ ses + write + schtyp,  
 data = enrollment,  
 trace = FALSE)  
  
# Display a summary of the model  
summary(m)  
  
# RRR  
exp(coef(m))  
  
# Perform an ANOVA on the model  
car::Anova(m)  
  
# Fit on intercept  
summary(multinom(prog ~ 1, data = enrollment))  
  
# Plot how the variables affect the probability of being in a category  
library(effects)  
effects <- allEffects(m)  
plot(effects$ses)  
plot(effects$write)  
plot(effects$schtyp)  
  
# Confusion matrix  
pred\_acc <- table(enrollment$prog, predict(m, enrollment[2:4]))  
pred\_acc