# Introduction to Statistical Inference (QTM 100 Lab)

Lecture 9: Inference for Paired Data and Errors in Inference

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# Gameplan

**Preliminaries** 

Paired t-test

Errors in Inference

# Preliminaries

#### **Overview**

Two broad things to consider for today

- Using paired t-tests and when to use them. (We did  $\chi^2$  and proportion tests before, what about now?)
- Assessing the performance of the confidence intervals and hypothesis tests that we do

# Paired t-test

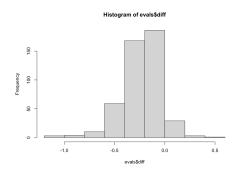
#### Revisiting CourseEvals

- Consider the CourseEvals.csv dataset we used last week.
- Suppose we have this research question. Are professor evaluations significantly different from course evaluations?
- We are looking at two scores (numeric variables) which are likely related.
- We need to use a paired t-test!

# Creating diff

We first need to calculate the difference between these two scores for each professor, and look at some stats

```
evals$diff <- evals$course_eval - evals$prof_eval
mean(evals$diff) # Average is -0.18
sd(evals$diff)
hist(evals$diff)
```



# Doing a paired t-test

We would like to test the null hypothesis below

$$H_0: \mu_{diff} = 0$$

$$H_{\rm a}:\mu_{\rm diff}
eq 0$$

You can run either of these commands

```
t.test(evals$diff)
t.test(evals$course_eval, evals$prof_eval, paired =
T)
```

#### Paired t-test

```
data: evals$course_eval and evals$prof_eval t = -19.155, df = 462, p-value < 2.2e-16 dternative hypothesis: true mean difference is not equal to 0 95 percent confidence interval: -0.1945611 -0.1583547 sample estimates: mean difference -0.1764579
```

#### Interpreting the paired t-test

- The test stat is t = -19.16 with 462 degrees of freedom.
- At the  $\alpha = 0.05$  level of significance, we reject  $H_0$
- We are 95% confident that the true average difference is in the interval -0.19 to -0.16 (zero is not in it)
- Average course evaluation is significantly lower than the average professor score
- Hence, professors get higher personal evaluations than course evaluations

$$\mu_{course} - \mu_{prof} < 0 \implies \mu_{course} < \mu_{prof}$$

# \_\_\_\_

**Errors in Inference** 

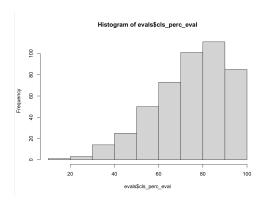
#### **MUST DO BEFORE YOU START**

We need to open and run TestingFunctions.R in your RStudio.

- You should see two functions if you ran it correctly.
  - inference.means which randomly selects samples from a given numerical variable and performs inference on that numerical variable
  - plot.ci which plots confidence intervals from an object created by inference.means

#### Recalling cls\_perc\_eval

What is the true population distribution of cls\_perc\_eval? Let' run the typical hist(), mean(), sd() commands on cls\_perc\_eval



Among 463 courses, the percentage completion is *left skewed* with a mean of 74.4 and a standard deviation of 16.8

#### Multiple Samples and Inference

- Let us see if the confidence interval actually captures the true mean value of 74.4. If it does, great! If it does not, there is an error in estimation
- Suppose we test the following hypothesis:

$$H_0: \mu = 74.4$$

$$H_a$$
 :  $\mu \neq 74.4$ 

• We risk making a Type I error (rejecting  $H_0$  when  $H_0$  is true). For each sample, we can determine if a Type I error was committed.

#### Using inference.means

inference.means has four arguments

- variable numerical variable of interest
- sample.size the sample size n
- alpha the level of significance
- num.reps the number of random samples to generate

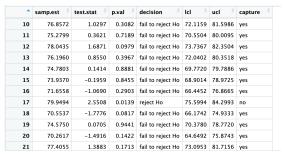
# Using inference.means

Suppose you want 100 samples of size n=50 and you want to perform inference at the  $\alpha=0.05$  level of significance

```
sim1 <- inference.means(variable =
evals$cls_perc_eval, sample.size = 50, alpha = 0.05,
num.reps = 100)
View(sim1)</pre>
```

Note, everyone will have different results because we got random samples!

#### Results



- samp.est is the point estimate
- test.stat is the t stat
- p.val is the p-value
- decision is the answer
- 1cl is the lower CB
- ucl is the upper CB
  - capture indicaes if the CI captured the true parameter  $\mu=74.4$ .

#### **Assessing Assumptions for Inference**

When performing inference about a mean, we have 3 assumptions to assess

- 1. The data represents a random sample of the population
- 2. All observations are independent
- The sampling distribution of the sample mean is approximately normally distributed

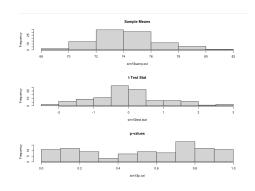
Our inference.means() function makes sure (1) and (2) are good, but we need to check if (3) is satisfied!!

# **Examining the Performance of Hypothesis Testing**

Let's look more closely at the distribution of the simulation exercise we did

Run codes that generate a histogram using the hist() command on the samp.est, test.stat and the p.val.

Histogram of sample means and t-stats should be approximately **normal** while the p-value should be approximately **uniform!** 



# **Understanding** $\alpha$

If you run table(sim1\$decision), you generate a frequency table to determine how many instances you commit a Type I error.

> table(sim1\$decision)

fail to reject Ho reject Ho 95 5

As you can see, the Reject  $H_0$  should be approx 5% since  $\alpha=0.05$ . In my case, it is perfectly 5% but slight variations should be expected.

#### **Examining the Performance of the Confidence Intervals**

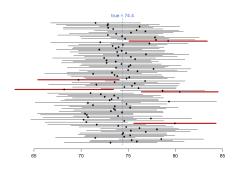
Now examine the inference results related to confidence interval estimation by visualizing the confidence intervals with the plot.ci function. This function takes two arguments

- results the name of the object that contains the simulation results from inference.means
- 2. true.val the true value of the parameter being tested.

Generating a plot of the confidence intervals for the simulation we did using the  $\mu=74.4$  true value needs the command

```
plot.ci(results = sim1, true.val = 74.4)
```

#### Results from the Confidence Interval Performance Test



- Clearly, we see 5 erroneous bands, similar to what we predicted before.
- Running table(sim1\$capture, sim1\$decision) reinforces this further.

#### **Long Run Performance**

- Increasing the sample size (from 100 to say a bigger number) can give us a better idea of the long run performance of the test.
- You expect that the probability of a type 1 error remains the same or improve somewhat.