Examples and exercises - Basic Statistics



Statistics course - Examples and exercises - Basic Statistics

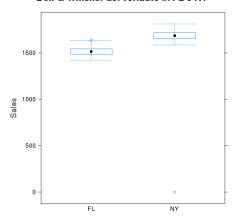
1 / 255

Elementary Statistics Comparison of the postcards sales in two countries

Computation of descriptive statistics and B-W graphic:

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
FL.Sales (N=91)	1420	1484	1514	1514	1544	1640	46.52
NY.Sales (N=91)	0	1654	1687	1671	1720	1813	183.65

Box-&-Whisker del venduto in FL e NY





Statistics course - Examples and exercises - Basic Statistics

3 / 255

Comparison of the postcards sales in two countries

Data: cardsales.txt

Postcard sales data in the countries of New York and Florida day by day, from 1 January to 31 March.

- * Let us numerically and graphically evaluate the distribution of the number of postcards sold in the two countries.
 - Which country has sold the most?
 - Which country has more variability?
 - Are there anomalies?
 - * Let us graphically check if the number of postcards sold daily in the two countries "is associated" somehow.



2 / 255

Comparison of the postcards sales in two countries

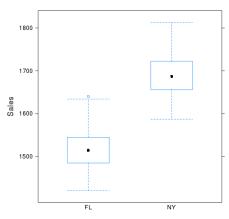
- * Both the mean and the standard deviation of the sold in New York are greater than the respective statistics of the sold in Florida.
- * It is necessary to note that the sold in New York has at least one day with 0 cards.
- * Analysing the data, It is possible to understand that the day 20 of January, 0 postcards have been sold in New York because of a strike.
- * That value will be removed to analyse again the data, in order to understand if the differences are still as relevant.



Computation of descriptive statistics and B-W graphic: (0 of NY deleted):

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
FL.Sales (N=91)	1420	1484	1514	1514	1544	1640	46.52
NY.Sales (N=90)	1587	1656	1687	1690	1721	1813	48.65

Box-&-Whisker del venduto in FL e NY

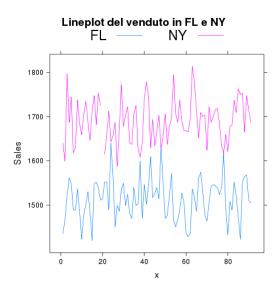




Statistics course - Examples and exercises - Basic Statistics

5 / 255

Comparison of the postcards sales in two countries



There are no relationship between the postcards sold in New York and in Florida.

7 / 255

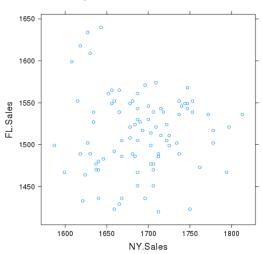
- * The elimination of the 0 value has changed much the values of the statistics for only New York.
- * Mean and median of the number of postcards sold daily are greater for New York.
- * Indeed, New York has a number of postcards sold daily almost always higher than the Florida.
- * The dispersion in the two countries is very similar.
- * The distribution of the number of postcards sold, in general, seems to differ only for location.

Statistics course - Examples and exercises - Basic Statistics

6 / 255

Comparison of the postcards sales in two countries

Scatterplot del venduto in FL e NY



There are no relationship between the postcards sold in New York and in Florida.



Data: adjust.txt

Monitoring data of two production processes equal but one constantly monitored, while the other not.

Aims:

- ★ Let us numerically and graphically evaluate if It is better to monitor the processes knowing that, for the parameter analysed, the technically acceptable values must fall between 1,485 and 1,515, with central value in 1.5.
 - Which are the main statistics of the two processes?
 - Which process is better?
 - Why?
 - What is the difference in performance of the two processes?
- * Let us do numerical and graphical analysis.

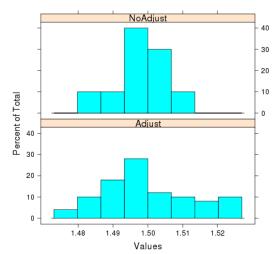


Statistics course - Examples and exercises - Basic Statistics

9 / 255

Comparison between an adjusted and a non adjusted productive process

Istogramma dei Processi Adjust e NoAdjust



Histograms illustrating the distribution of the data for the two processes.

Statistics course - Examples and exercises - Basic Statistics

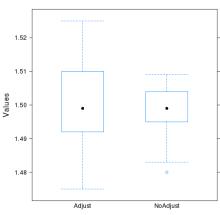


11 / 255

Computation of descriptive statistics and B-W graphic:

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
Adjust (N=50)	1.475	1.492	1.499	1.500	1.509	1.525	0.0128
NoAdjust (N=50)	1.480	1.495	1.499	1.498	1.504	1.509	0.0070

Box-&-Whisker dei Processi Adjust e NoAdjust



QUANTIDE

Statistics course - Examples and exercises - Basic Statistics

10 / 255

Elementary Statistics

Comparison between an adjusted and a non adjusted productive process

- * Data of both processes are centered around the central value of technical acceptability.
- * Both processes have a symmetrical distribution around the center.
- * The adjusted process seems to have a greater variability than the non adjusted process.

Lineplot dei processi Adjust NoAdjust 1.52 1.51 Values 1.49 1.48

The adjusted process is more variable. The non adjusted process seems to "go to drift" downward in the last measurements.

Statistics course - Examples and exercises - Basic Statistics

13 / 255

Elementary Statistics Bond Strength Analysis

Data: bondstrength.txt

Comparison data of the bond strenght of different formulations of glues over time.

Aims:

()UANTIDE

- * Data of the strength necessary to separate two bonded surfaces with 6 different formulations of adhesive at a distance of 3, 6, 9 months is detected.
 - Let us compare the holding of the 6 formulations.
 - Are there different variabilities in the 6 formulations?
 - Check if the holding decreases over time.
 - What are the formulations that satify the minimum requirement of holding 50 kg?
- * Let us do numerical and graphical analysis.



* If you try to see how many times you have had out of specification values for each of the two processes, you obtain the following tables:

AdjustIn	No	Sì	NoAdjustIn	No	Sì
Counts	12	38	Counts	3	47
%	24%	76%	%	6%	94%

- * It is evident how the non continuous adjusted processes generates a better final product, because It is more within specifications.
- * Probably the continuous intervention of the operator in turn induces constant shifts in the average value of the process, increasing the variability to the process itself.
- * The adjusted process produces significantly fewer pieces out of specification, as shown later (see the part relative to hypothesis testing)

OUANTIDE

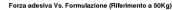
Statistics course - Examples and exercises - Basic Statistics

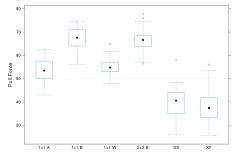
14 / 255

Bond Strength Analysis

Computation of descriptive statistics and B-W graphic:

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
1+1 A (N=72)	43.00	50.20	53.50	53.62	57.50	62.40	4.34
1+1 B (N=72)	56.20	64.00	67.55	67.23	70.95	74.60	3.98
1+1 W (N=72)	47.90	53.15	54.80	55.07	56.97	64.70	3.19
2+2 B (N=72)	56.50	63.82	66.60	66.27	68.48	77.70	4.34
SS (N=72)	25.90	35.18	40.55	39.47	44.05	58.00	6.24
XF (N=72)	25.60	33.65	37.45	37.83	41.78	56.00	6.55





- * It seems that the formulations with better holding are those characterized by the code **B**.
- \star The formulation with greater mean and median holding is 1+1 B.
- * The formulations with lesser holding are **SS** and **XF**. These formulations have also a greater variability.
- * The formulations **A** and **W** seem to have a non evedently higher variability than **B**.
- \star The formulation **1+1 W** is the one with lesser variability.
- * All the formulations present a distribution of the strength of separation approximately symmetrical.
- * The formulations that certainly satisfy the 50kg criterion, at least for the observed data, are 1+1 B and 2+2 B.



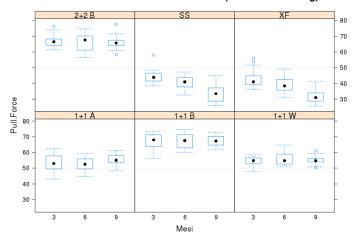
Statistics course - Examples and exercises - Basic Statistics

17 / 255

Bond Strength Analysis

- * The impression given by the analysis of the formulations are confirmed.
- * Over time, the bond strength decreases for the worst formulations.
- * The formulations with greater holding highligth a certain stability over time.





Description of the separation strength of the different formulations of glue varying the months (reference line: 50Kg).



Statistics course - Examples and exercises - Basic Statistics

18 / 255

Mean diameter of caps produced by a forging machine

Data: bottlecap.txt

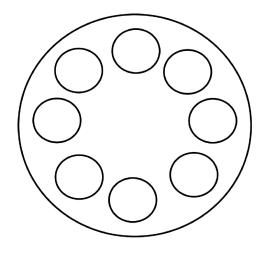
Aims: Data of the mean diameter of the caps produced by a forging machine (let us see the following picture). Let us check if the caps diameter measures are correlated, so that It is possible to non measure all tha caps produced by the same machine in quality control phase.

- Let us compute the main descriptive statistics for each cavity.
- Let us compute the correlations between the measures of cavities.
- Let us graphically represent the diameter values between the pairs of cavities.
- Is there very related cavities, enough to be "replaceable" in the measurements?





Scheme of the mould of caps:





Statistics course - Examples and exercises - Basic Statistics

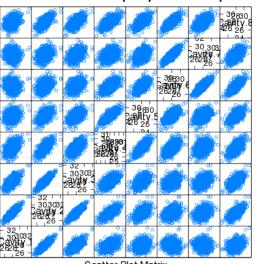
21 / 255

23 / 255

Mean diameter of caps produced by a forging machine

Scatterplot matrix of the relations between measures:

Matrice di scatterplot per Bottlecap



Correlation matrix:

	Cavity.1	Cavity.2	Cavity.3	Cavity.4	Cavity.5	Cavity.6	Cavity.7	Cavity.8
Cavity.1	1.000	0.858	0.650	0.459	0.193	-0.115	-0.037	0.343
Cavity.2	0.858	1.000	0.869	0.698	0.490	0.337	0.344	0.685
Cavity.3	0.650	0.869	1.000	0.604	0.471	0.401	0.399	0.601
Cavity.4	0.459	0.698	0.604	1.000	0.778	0.583	0.327	0.629
Cavity.5	0.193	0.490	0.471	0.778	1.000	0.627	0.417	0.627
Cavity.6	-0.115	0.337	0.401	0.583	0.627	1.000	0.847	0.747
Cavity.7	-0.037	0.344	0.399	0.327	0.417	0.847	1.000	0.542
Cavity.8	0.343	0.685	0.601	0.629	0.627	0.747	0.542	1.000



Statistics course - Examples and exercises - Basic Statistics

22 / 255

Mean diameter of caps produced by a forging machine

- \star Many of the measures have a high correlation value (> .7).
- * In particular, the measures of Cavity.1 and Cavity.2, Cavity.2 and Cavity.3, Cavity.6 and Cavity.7 have a correlation value greater than .845.
- * Therefore the value of Cavity.2 instead of Cavity.1, or instead of Cavity.3 could be used.
- * Interesting note: The correlations are not transitive: the correlation between Cavity.1 and Cavity.3 is .65, the correlation between Cavity.3 and Cavity.6 is .401; the correlation between Cavity.1 and Cavity.6 is negative!

Statistics course - Examples and exercises - Basic Statistics

Correlation pH measure tools

Data: labtest.txt

Comparison between the pH measure tools on the same samples of material.

Aims:

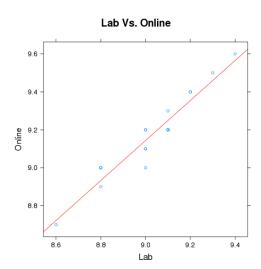
- * Let us check if the two tools (in lab and "on the field") give correlated values by measuring the same samples.
 - Let us compute the correlations between the measurements of the two equipments.
 - Let us graphically represent the diameter values between the pairs of measurements.



Statistics course - Examples and exercises - Basic Statistics

25 / 255

Scatterplot della relazione con retta di regressione:

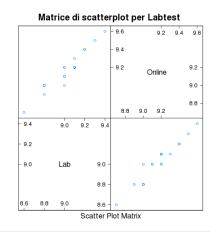




Correlation matrix:

	Lab	Online
Lab	1.000	0.959
Online	0.959	1.000

Scatterplot matrix of the relations between measures:





Statistics course - Examples and exercises - Basic Statistics

- * The two measurements have a very high correlation value.
- * Considering the correlation, the two tools could be "almost" interchangeable. However, considering the previous analysis, which analyse the differences in pairs between the measured values, the on-line tool seems to produce values systematically different from the laboratory instrument.

Data: cerealbx.txt

Data on the filling of cereal boxes.

Aims: A process of filling cereal boxes needs that each box contains on average 365 grams of cereals. Let us check to if the current process actually follows this constraint.

- Let us compute the descriptive statistics on data.
- Let us graphically summarise data.
- Let us try to check the hypothesis that the mean is 365 in the case that the standard deviation shall be 2.4.
- Let us try to verify the same hypothesis assuming that the standard deviation is unknown. What are the differences in respect to the previous test? Why?
- Let us compute the 95% confidence interval for the mean in both cases.



Statistics course - Examples and exercises - Basic Statistics

29 / 255

Test Z and t Filling cereal boxes

Computation of Z test:

Z = 1.7396, p-value = 0.08192

alternative hypothesis: true mean is not equal to 365 95 percent confidence interval:

364.7841 368.6249

sample estimates:

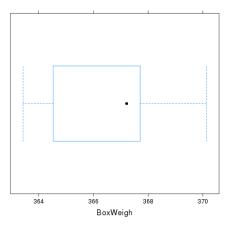
mean of x: 366.7045



Computation of descriptive statistics and B-W graphic:

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
BoxWeigh (N=6)	363.4	365.1	367.2	366.7	367.7	370.1	2.4029

Peso del contenuto delle scatole di cereali



Statistics course - Examples and exercises - Basic Statistics

30 / 255

Filling cereal boxes

Computation of t test:

t = 1.7375, df = 5, p-value = 0.1428

alternative hypothesis: true mean is not equal to 365 95 percent confidence interval:

364.1828 369.2262

sample estimates:

mean of x: 366.7045

- * According to tests Z there is no evidence that the current process does not respect the parameters expected.
- * The t-test confirms this result.
- * The two tests give a different value of p-value: in particular the p-value of Z test is lower than that of the t test. This is due to the fact that the t test has a reference distribution (t_5) much more dispersed than the Z test (N(0,1)). As the value of Z test and of t test are nearly equal, the probability to obtain "outer" values to the value of the test will be higher for the more dispersed distribution.
- * As a consequence of this statement, also the confidence interval computed under the hypothesis of knowing the standard deviation value of data results to be more "tight" than that computed under the hypothesis of not knowing the standard deviation value.



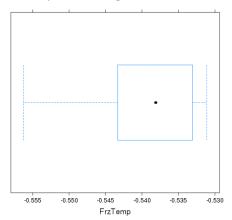
Statistics course - Examples and exercises - Basic Statistics

33 / 255

Computation of descriptive statistics and B-W graphic:

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
FrzTemp(N=10)	-0.5562	-0.5427	-0.5381	-0.5394	-0.5335	-0.5311	0.0078

Temperatura di congelamento del latte





Statistics course - Examples and exercises - Basic Statistics

35 / 255

Data: cheese.txt

Data of the freezing temperature of the milk supply.

Aims: A cheese factory receives milk from its suppliers. The owner suspects that milk received from one of the suppliers is "watered down". To check that, he collects milk samples and he checks the characteristics measuring the freezing temperature. If the milk is "good", It should freeze at a temperature on average not higher than -0.545°C.

- Let us compute the main descriptive statistics and let us graphically summarise data.
- Let us try to check the if the average temperature is not higher than -0.545°C against if It is.
- Let us try to apply a two-sided test. What are the results? Why is there a difference?
- Let us compute the 95% confidence interval of the mean in both cases.



Statistics course - Examples and exercises - Basic Statistics

34 / 255

Computation of t test (unilateral hypothesis):

t = 2.2835, df = 9, p-value = 0.02414

alternative hypothesis: true mean is greater than -0.545 95 percent confidence interval:

-0.5438892

Tnf

sample estimates:

mean of x: -0.5393685

Computation of t test (bilateral hypothesis):

t = 2.2835, df = 9, p-value = 0.04828

alternative hypothesis: true mean is not equal to -0.545 95 percent confidence interval:

-0.5449473 -0.5337897

sample estimates:

mean of x: -0.5393685



Statistics course - Examples and exercises - Basic Statistics

37 / 255

Test Z and t Ball bearings diameter

Data: bearings.txt

Data on the measurements of the ball bearings diameter.

Aims: A mechanical firm produces ball bearings. From past experience, It is known that the standard deviation of the diameter measurements is about 0.004 cm. 10 bearings have been collected to check the hypothesis that the mean value is equal to 0.5 cm.

- Let us compute the main descriptive statistics and let us graphically summarise the data.
- Let us check the hypothesis that the mean diameter is 0.5 cm against the hypothesis that It is not using Z and t test.
- Let us compute the 95% confidence interval for the mean in both cases.
- Let us check the hypothesis of normality of the data using Normal Probability Plot and A-D test.

Statistics course - Examples and exercises - Basic Statistics



* The unilateral test rejects the hypothesis that the milk is not watered down.

- * Also the bilateral test rejects this hypothesis, but with a p-value very close to 0.05; so It obtains a "borderline" result.
- * The difference between the two tests is found only on the value of the p-value; all the others statistics (apart from the confidence intervals) are equal.



Statistics course - Examples and exercises - Basic Statistics

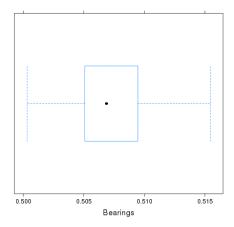
38 / 255

Test Z and t Ball bearings diameter

Computation of descriptive statistics and B-W graphic:

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
Bearings(N=10)	0.5003	0.5051	0.5069	0.5072	0.509	0.5154	0.0041

Diametro dei cuscinetti a sfera



Computation of Z test:

Z = 5.6727, p-value = 0.0000

alternative hypothesis: true mean is not equal to 0.5

95 percent confidence interval:

0.50470 0.50965

sample estimates:

mean of x: 0.50717



Statistics course - Examples and exercises - Basic Statistics

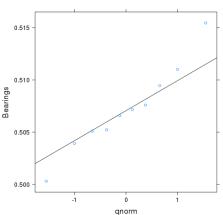
41 / 255

Ball bearings diameter

Computation of normality test:

A = 0.2234, p-value = 0.7602

Normal Probability Plot per Bearings



Computation of t test:

t = 5.476, df = 9, p-value = 0.0003922 alternative hypothesis: true mean is not equal to 0.5 95 percent confidence interval:

0.5042113 0.5101397

sample estimates

mean of x: 0.5071755



Statistics course - Examples and exercises - Basic Statistics

42 / 255

Test Z and t Ball bearings diameter

- * The diameter values of the ball bearings is rather stable, with standard deviation close to the expected values.
- * The average of the sampled diameter values doesn't seem to be compatible with the hypothesized value of 0.5cm: both Z test and t test reject the null hypothesis.
- * Both tests are reliable because the normal probability plots and the Anderson-Darling tests confirm the hypothesis of normality for observed data.

Data: plastic.txt

Two columns of measurement data of resistance for wafer plastic of two suppliers.

Aims: Two companies provided plastic wafer to compare the performance of resistance (measured in Newton).

- Let us compute the main descriptive statistics and let us graphically summarise data of both companies.
- Let us check the hypothesys that the mean resistance of the two products is fundamentally the same.
- Let us check the hypothesis that the variability of the resistance of the two products is fundamentally the same.
- Let us check the hypothesis of normality of data using Normal Probability Plot and A-D test.
- What conclusions can be drawn to the medium? And for the variability?



Statistics course - Examples and exercises - Basic Statistics

45 / 255

Test Z and t Comparison of two suppliers of plastics

Computation of t test:

data: SupplrA and SupplrB

t = 2.2651, df = 30.168, p-value = 0.03085

alternative hypothesis:

true difference in means is not equal to 0.5

95 percent confidence interval:

0.8252722 6.7747278

sample estimates:

mean of x: 163.815 mean of y: 160.015

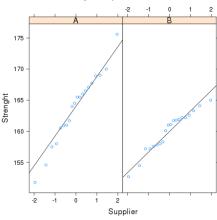


47 / 255

Computation of descriptive statistics and B-W graphic:

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
SupplrA(N=20)	151.8	160.8	165	163.8	167.2	175.6	5.66
SupplrB(N=20)	152.7	157.8	161	160.0	162.2	165.0	3.23

Normal Probability Plot per i valori di Resistenza



()UANTIDE

Statistics course - Examples and exercises - Basic Statistics

46 / 255

Test Z and t Comparison of two suppliers of plastics

Check of the equality of variances (F or Bartlett test):

F = 3.0777, num df = 19, denom df = 19, p-value = 0.01831 alternative hypothesis:

true ratio of variances is not equal to 1 95 percent confidence interval:

1.218190 7.775652

sample estimates: ratio of variances = 3.077698

Check of the equality of variances (Levene test):

	Df	F value	p-value	
group	1	3.5557	0.067	
	38			



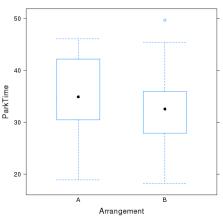
Computation of normality test:

SupplrA

SupplrB

A = 0.4927, p-value = 0.1928 A = 0.2474, p-value = 0.7179

Tempi di parcheggio per i due allestimenti





Statistics course - Examples and exercises - Basic Statistics

49 / 255

Parking time of two different car equipment

Data: carctl.txt

Comparison between the parking time of a same car with two different equipments.

Aims: The aim is to check if the parking time of a same car with two different equipment are equal in average. Both cars were parked by 20 drivers, and the related times are collected (a row for each driver parking). The trials are randomized.

- Let us compute the main descriptive statistics and let us graphically summarise data of both equipments.
- Let us check the hypothesis that the parking time of the two equipments is the same.
- What test was used? Why?
- Let us to check the hypothesis of normality of data using Normal Probability Plot and A-D test.



- * Two-sample t test, for the check of the hypothesis of equality of the averages, doesn't confirm this hypothesis.
- * Test to check the equality of the variances of the two suppliers provides conflicting results: Bartlett (or F) Test, which is based on the assumption of the normality of data, asserts that there are significant differences, however the Levene Tets (more robust) doesn't find evidence of rejecting the hypothesis of equality of variance.
- * As the normal probability plot and the Andreson-Darling test confirm the hypothesis of normality for observed data, It is possible to conclude that both t test and Bartlett test are valid. However, It is still better to accept carefully the results of the second.

Statistics course - Examples and exercises - Basic Statistics

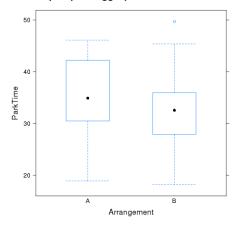
50 / 255

Parking time of two different car equipments

Computation of descriptive statistics and B-W graphic:

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
Car_A(N=20)	18.9	30.75	34.90	34.86	42.20	46.1	7.59
Car_B(N=20)	18.2	28.25	32.55	32.90	35.92	49.7	7.27

Tempi di parcheggio per i due allestimenti



t = 2.2911, df = 19, p-value = 0.03356 alternative hypothesis: true mean is not equal to 0 95 percent confidence interval: 0.1698814 3.7601186 sample estimates: mean of x: 1.965



Statistics course - Examples and exercises - Basic Statistics

53 / 255

Parking time of two different car equipments

Computatio of two-sample t test:

t = 0.8358, df = 37.931, p-value = 0.4085 alternative hypothesis: true difference in means is not equal to 0 95 percent confidence interval: -2.794713 6.724713 sample estimates: mean of y: 32.900 mean of x: 34.865

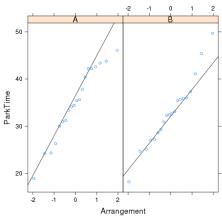


55 / 255

Computation of normality test:



Normal Probability Plot per i tempi di parcheggio



()UANTIDE

Statistics course - Examples and exercises - Basic Statistics

54 / 255

- * The paired t test highlight a significant difference between the two equipments.
- * The equipment A seems to produce longer parking times.
- * The check for normality of data confirms the possibility of using t test.
- * If an unpaired t test was used, It would obtain a non significant difference between averages.

Paired t test pH measure tools

Data: labtest.txt

Comparison between the pH measure tools on the same samples of material.

Aims: The aim is to check if the two instruments (in lab and "on the field") don't give systematic differences measuring the same samples.

- Let us check the hypothesis that the two tools don't give systematic differences measuring the same samples.
- What test was used? Why?
- Let us to check the hypothesis of normality of data using Normal Probability Plot and A-D test.
- Are two "interchangeable" tools, considering also the previous evaluation on the same data?



Statistics course - Examples and exercises - Basic Statistics

Statistics course - Examples and exercises - Basic Statistics

57 / 255

Computation of paired t test (t-test for differences):

t = -10.7218, df = 19, p-value = 1.693e-09 alternative hypothesis: true mean is not equal to 0

95 percent confidence interval:

-0.1733058 -0.1166942

sample estimates:

mean of x: -0.145

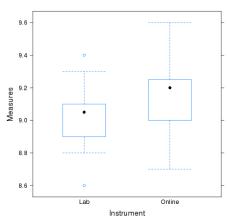


59 / 255

Computation of descriptive statistics and B-W graphic:

	Min.	1st.Qu.	Median	Mean	3rd.Qu.	Max.	Sd
Lab(N=20)	8.6	8.95	9.05	9.025	9.100	9.4	0.1916
Online(N=20)	8.7	9.00	9.20	9.170	9.225	9.6	0.2105

Misurazioni con due strumenti differenti



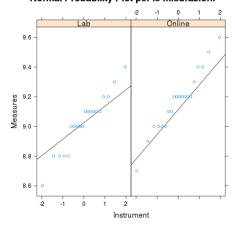
Statistics course - Examples and exercises - Basic Statistics

58 / 255

Computation of the normality test:

Lab Online A = 0.6207, p-value = 0.09116 A = 0.4793, p-value = 0.2087

Normal Probability Plot per le misurazioni



Computation of two-sample t test:

t = -2.2781, df = 37.668, p-value = 0.02848 alternative hypothesis: true difference in means is not equal to 0 95 percent confidence interval -0.27388987 -0.01611013 sample estimates: mean of x: 9.025 mean of y: 9.170



Statistics course - Examples and exercises - Basic Statistics

61 / 255

Paired t test pH measure tools

- * The paired t test highlight a significant difference between the two equipments.
- * The laboratory tool (Lab) seems to produce measurements systematically lower than the Online tool.
- * The check for normality of data confirms the possibility of using the t test, even if the NPP doesn't seem to be "beautiful".
- * Also unpaired t test highlight differences, even if the application of this method is not methodologically correct.
- * The test for the check of equality of variances, even if It is not required, doesn't seem to highlight evident differences between the two tools.



Check of the equality of variances (F or Bartlett test):

F = 0.8284, num df = 19, denom df = 19, p-value = 0.6857 alternative hypothesis:

true ratio of variances is not equal to 1 95 percent confidence interval:

0.3278848 2.0928735

sample estimates:

ratio of variances: 0.8283848

Check of the equality of variances (Levene test):

	Df	F value	p-value	
group	1	0.0136	0.9078	
	38			



Statistics course - Examples and exercises - Basic Statistics

62 / 255

Analysis on one proportion

Check on the pencentage of defectiveness water filters for air conditioners.

Aims: The aim is to check if the number of defective pieces produced by a company that produces water filters for air conditioners is less than or equal to 2%, against the hypothesis that It is greater than 2%.

- Let us to check the hypothesis that the percentage of defective pieces could be less or equal to 2%, knowing that from a sample of 500 filters collected, 18 are defective.
- What will be the "real minimum" percentage compatible with the extracted data?

Computation of test for one proportion with unilateral alternative hypothesis:

```
number of successes = 18
number of trials = 500
p-value = 0.01339
alternative hypothesis:
 true probability of success is greater than 0.02
95 percent confidence interval:
 0.02339513 1.00000000
sample estimates:
probability of success: 0.036
```



Statistics course - Examples and exercises - Basic Statistics

65 / 255

P and Chi-Squared Test Analysis of two proportions

Check on the pencentage of defectiveness water filters for air conditioners.

Aims: The previous test highlights a significant difference between the percentage of expected defectiveness and that observed. The aim is to check if changing glue the percentage decreases significantly. So, other 100 filters with the new glue was studied, without finding any defective piece.

> - Let us check the hypothesis that the percentage of defective pieces with the new glue is significantly different than that observed with the old glue.

- * The test for one proportion highlighted a discordance between the expected value and the observed number of defective pieces: the null hypothesis is not accepted.
- * The test has been performed using an unilateral alternative hypothesis.
- * The 95% lower bound for the real proportion of defective pieces is about 2.34%.



Statistics course - Examples and exercises - Basic Statistics

66 / 255

Analysis of two proportions

Computation of the test for two proportion with bilateral alternative:

```
X-squared = 2.5773, df = 1, p-value = 0.1084
alternative hypothesis: two.sided
95 percent confidence interval:
 0.01367125 0.05832875
sample estimates:
prop 1 prop 2
 0.036 0.000
```

- * The test for two proportion confirms the hypothesis that two subsamples could belong to the same population: It is accepted the null hypothesis of equality of proportion.
- * The test was performed using the bilateral alternative hypothesis.
- * The real value of the proportion will be included between l'1.367% e il 5.833%, with 95% confidence level.



Statistics course - Examples and exercises - Basic Statistics

Let us check the hypothesis that the two processes (adjusted and not) have the same proportion of pieces out of specification, against the alternative hypothesis that the adjusted process has a lower percentage of pieces out of specification than the non adjusted process.

data: c(38, 47) out of c(50, 50)X-squared = 5.0196, df = 1, p-value = 0.01253 alternative hypothesis: less 95 percent confidence interval: -1.00000000 -0.04632645 sample estimates: prop 1 prop 2 0.76 0.94



Let us use the same data already seen previously to analyse if the differences between the percentage of pieces out specification are significantly different for the adjusted process and for the non adjusted process.

AdjustIn	No	Yes	NoAdjustIn	No	Yes
Counts	12	38	Counts	3	47
%	24%	76%	%	6%	94%



Statistics course - Examples and exercises - Basic Statistics

70 / 255

Comparison between adjusted and non adjusted productive process

Let us check the hypothesis that the two processes (adjusted and not) have the same proportion of pieces out of specification, against the alternative hypothesis that they have a different percentage.

data: c(38, 47) out of c(50, 50)

X-squared = 5.0196, df = 1, p-value = 0.02506

alternative hypothesis: two.sided

95 percent confidence interval:

-0.33545039 -0.02454961

sample estimates:

prop 1 prop 2

0.76 0.94



Data: titanic.txt

Percentage of survived passengers for sex, class of travel and age

Aims: Data concern personal and travel informations of the single passengers, as well as their survival. The aim is to determine if there are differences in survival probability by varying the class of travel and by varying the sex of the passenger.

- Let us compute the survival percenatge for sex and class of travel.
- Let us check if the survival probability is equal for the two classes of travel.
- Let us check if the survival probability is equal for the two sexes.



Statistics course - Examples and exercises - Basic Statistics

73 / 255

Computation of the test for two proportions to check the survival probabilities for the two classes of travel:

X-squared = 413.0191, df = 2, p-value < 2.2e-16 alternative hypothesis: two.sided null values: prop 1 prop 2 0.5 0.5 sample estimates: prop 1 prop 2



0.7292111 0.3753846

Frequency tables and survival percentage for classes of travel:

	Died	Survived		Died	Survived
Coach	1368	508	Coach	72.9%	27.1%
First	122	203	First	37.5%	62.5%

Frequency tables and survival percentage for sex:

	Died	Survived		Died	Survived
Female	126	344	Female	26.8%	73.2%
Male	1364	367	Male	78.8%	21.2%

()UANTIDE

Statistics course - Examples and exercises - Basic Statistics

74 / 255

Computation of the test for two proportions to check the survival probabilities for the two sexes:

X-squared = 673.2777, df = 2, p-value < 2.2e-16 alternative hypothesis: two.sided null values:

prop 1 prop 2

0.5 0.5

sample estimates:

prop 1 prop 2 0.2680851 0.7879838

- * The percentage of survived passengers for class of travel and for sex are very different from the expected values, that is .5.
- * Both the test for the check of equality of survival percentage between classes of travel, and that for the check of equality between the percentage of sex categorically reject this hypothesis.
- * The survival probability is much higher for women and for first class passengers.

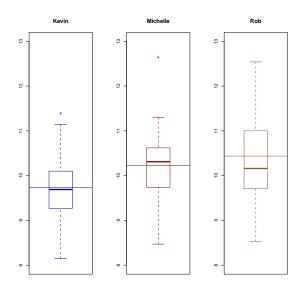


Statistics course - Examples and exercises - Basic Statistics

77 / 255

One-way analysis of variance

B-W Graphics of *Strength* separately for each operator:





Data: carseat.txt Description:

- * Operator: identifies which operator performed the measurement (factor);
- * Strength: identifies the breaking load of the fabric (in kg).

Aims: Three quality inspectors, which control the resistance of the fabric of car seats, want to conduct a reproducibility study. The aim is to check if there are differences in observed measurements due to the operator that perform the measurement.

- Let us draw the BW plot of *Strength* for each operator.
- Let us check that the different groups belong to a normally distributed population.
- Let us check that the different groups have the same variance (homoskedasticity).
- Let us check if there are differences between the averages of different groups.

Statistics course - Examples and exercises - Basic Statistics

78 / 255

The p-values of the Anderson-Darling normality test on operators are:

★ Rob: 0.371;

★ Kevin: 0.975;

★ Michelle: 0.419.

For each α between those normally used, it is not possible to establish that data don't belong to a normally distributed population.

It is possible to assert that the normality assumption required by ANOVA is satisfied.

One of the assumption of ANOVA is that different groups have variance equal between them. The hypothesis for this test are:

 H_0 : all operators have the same variance;

 H_A : almost one operator has variance different from others.

Both Bartlett test (p-value = 0.301) and Levene test (p-value = 0.400) show that the variances are not significantly different.

This fact means that the observed differences in the variances of groups are due to chance alone, so the homoskedasticity assumption required by ANOVA is satisfied.



Statistics course - Examples and exercises - Basic Statistics

81 / 255

One-way analysis of variance

The p-value is 2.577%. It gives different conclusion according to the fixed significance level α :

- * The null hypothesis asserts that the averages are all equal and the alternative hypothesis asserts that at least one of the averages is **different**. Considering a 5% confidence level, the null hypothesis H_0 is rejected;
- * Considering a 1% confidence level, instead, the null hypothesis is not rejected. The conclusion is that the averages are statistically equal to each other.

The variance analysis gives the following result:

	Df	Sum Sq	Mean Sq	F value	p value
Operator	2	6.621	3.3104	3.8508	0.02577
Residuals	72	61.895	0.8597		

F test is the ratio between MS of Operatore factor and residuals (or error).

An F value close to 1 means that the differences in the averages of the factors are not significant but they can be due to chance.

The ratio F is distributed as a random variable F with 2 and 72 degrees of freedom.



Statistics course - Examples and exercises - Basic Statistics

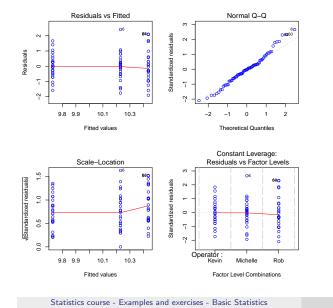
82 / 255

84 / 255

Since, at least for $\alpha=0.05$, the averages of the groups seem to be all equal to each other, It can be useful apply the contrasts to analyse the differences between different operators.

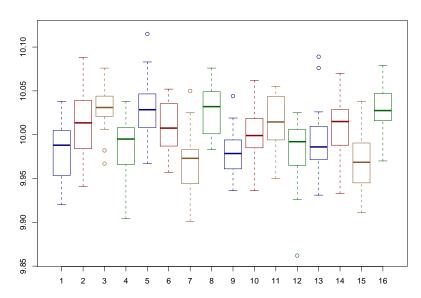
It only makes sense if Rob, Kevin e Michelle are the only operators of the company and so we are applying a fixed effects ANOVA.

Graphical check of the model:



One-way analysis of variance Multi-head machine

B-W Graph of Width separately for each head:



()UANTIDE

OUANTIDE

Statistics course - Examples and exercises - Basic Statistics

87 / 255

85 / 255

Data: pencap.txt

Description: * Cavity: indicates the number of head (factor);

* Width: indicates the measurement (in mm).

variations on the means of the different heads.

Aims: A society that produces ballpoint pens uses a multi-head machine for the production of caps for pens. The productor wants to compare the means and the variances on all 16 heads and to determine if there are

- Let us show the BW plot of Width for each head.

- Let us check if different groups belong to a normally distributed population.
- Let us check if the different groups have the same variance (homoskedasticity).
- Let us check if there are differences between the means of the different groups.



Statistics course - Examples and exercises - Basic Statistics

86 / 255

One-way analysis of variance

Normality

Homoskedasticity of variances

Anderson-Darling Test:

11

13

14

15

16

Cavity p value 0.2155 0.9142 0.3541 0.1333 0.5674

> 0.3454 0.2569

> 0.5680

0.8530 0.6430

0.5147 0.0264

0.0845

0.5149

0.5856

0.2628

Levene Test:

Bartlett Test:

p value: 0.726

p value: 0.899

Variance analysis:

Sum Sq Mean Sq F value p value

Cavity 15 0.14199 0.0094659 8.3501 5.922e-16

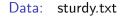
Residuals 304 0.34462 0.0011336



Statistics course - Examples and exercises - Basic Statistics

89 / 255

One-way analysis of variance Tear resistance



Description:

- * Time: indicates the time between the solicitation and the tear (in minutes);
- * Group: indicates the raincoats brand (factor).

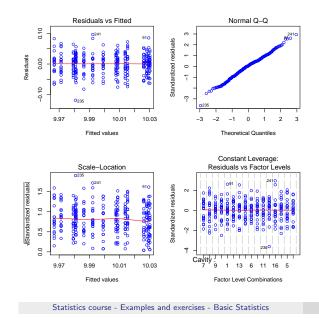
Aims: The aim is to study the tear resistance of five different raincoats brand. The raincoats were subjected to the same solicitation, and the time between the solicitation and the tear (in minutes and in decimal fractions of a minute) was measured.

- Let us show the BW plot of *Time* for each brand.
- Let us check that different groups belong to a normally distributed population.
- Let us check if the different groups have the same variance (homoskedasticity)
- Let us check if there are differnces between thwe means of the different groups.



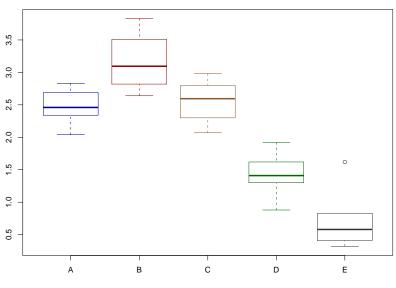
91 / 255

Graphical check of the model:



One-way analysis of variance

B-W Graph of *Time* separately for each brand:



Normality

Because of the low number of units within each groups, It is not possible to perform Anderson Darling test. However, analysing the B-W plot of the previous slide, the normality assumption is considered valid.

Homoskedasticity of variances

Bartlett Test

p value: 0.7722

Levene Test

p value: 0.9214

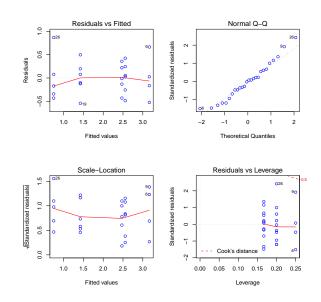


Statistics course - Examples and exercises - Basic Statistics

93 / 255

One-way analysis of variance

Graphical check of the model:





Statistics course - Examples and exercises - Basic Statistics

95 / 255

Variance analysis:

Df Sum Sq Mean Sq F value p value 4 18.1681 4.5420 28.261 3.475e-08 Group Residuals 21 3.3751 0.1607

Statistics course - Examples and exercises - Basic Statistics

94 / 255

Data: rats.txt

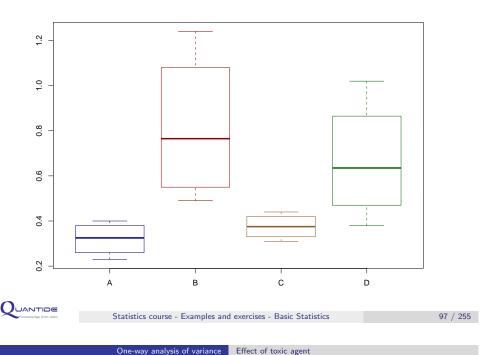
Description:

- * Time: identifies the survival time (in tens of hours);
- * Poison: identifies the poison type (factor);
- * Treatment: identifies the type of treatment (factor).

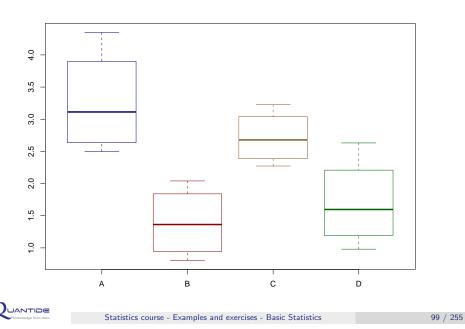
Aims: The aim is to study the survival time to different types of rats treatments to which has been administered the second type of poison.

- Let us show the BW plot of *Time* for each treatment.
- Let us check if the different groups belong to a normally distributed population.
- Let us check if the different groups have the same variance (homoskedasticity).
- Is It posible to make a comparison? How?

B-W Graph of *Time* separately for each treatment:



B-W graph of the reciprocal of *Time* for each treatment:



Normality

Because of the low number of units within each group, It is not possible to perform Anderson Darling test. However, analysing the B-W plot of the previous slide, the normality assumption is considered valid.

Homoskedasticity of variances

Bartlett Test - p value: 0.0229 Levene Test - p value: 0.0373

The homoskedasticity hypothesis is rejected with a 5% confidence level.

Statistics course - Examples and exercises - Basic Statistics

98 / 255

Normality

Because of the low number of units within each group, It is not possible to perform Anderson Darling test. However, analysing the B-W plot of the previous slide, the normality assumption is considered valid.

Homoskedasticity of variances

Bartlett Test:

p value: 0.7337

Levene Test:

p value: 0.6244



Variance analysis:

Df Sum Sq Mean Sq F value p value

Treatment 3 9.1424 3.04747 7.3913 0.004594

12 4.9477 0.41231 Residuals



Statistics course - Examples and exercises - Basic Statistics

101 / 255

Multi-factor variance analysis Stopping distance of a car on wet road



Description:

- * Tire: identifies the tyre model (factor);
- * Tread: identifies the tread depth, 1.5 or 10.0 mm (factor);
- * ABS: indicates whether the ABS is in operation (factor);
- * Distance: indicates the distance traveled, on wet surfaces, by the vehicle before stopping (in meters).

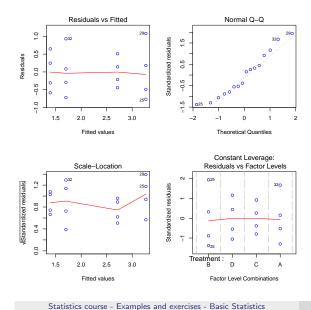
Aims: The engineers want to know if the distance traveled by a car on wet surfaces is influenced by the tyre model, by the wear of the tread, the operation or not of the ABS. Data are collected with the same car at the speed of 60 km/h before braking.

> - Let us check which factors influence the stopping distance on wet surfaces.



103 / 255

Graphical check of the model:



Stopping distance of a car on wet road

The first model analysed includes all factors and all possible interactions.

The model is indicated in the following way:

 $Distance = Tire \mid Tread \mid ABS.$

The variance analysis produces the following result:

	Df	Sum Sq	Mean Sq	F value	p value
Tire	2	37.316	18.658	9.4074	0.003488
Tread	1	0.107	0.107	0.0538	0.820517
ABS	1	140.167	140.167	70.6723	2.255e-06
Tire:Tread	2	6.656	3.328	1.6779	0.227740
Tread:ABS	1	1.215	1.215	0.6126	0.448979
Tire:ABS	2	2.986	1.493	0.7527	0.492074
Tire:Tread:ABS	2	2.572	1.286	0.6485	0.540199
Residuals	12	23.800	1.983		

OUANTIDE

Only two coefficient of the previous model are significant.

By eliminating a term at a time, starting from that with the higher p-value, we arrive at the following reduced model:

	Df	Sum Sq	Mean Sq	F value	p value
Tire	2	37.316	18.658	9.9946	0.0009792
ABS	1	140.167	140.167	75.0843	3.322e-08
Residuals	20	37.336	1.867		

So, It is possible to conclude that the stopping distance is influenced by the tyre model and by the operation of ABS.



Statistics course - Examples and exercises - Basic Statistics

105 / 255

Data: rioja.txt

Description:

- * Judge: indicates the name of the taster (factor);
- * Wine: indicates the wine name (factor);
- * Trial: indicates the order of tasting;
- * Score: indicates the evaluation reached (score).

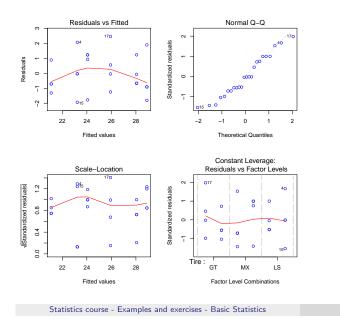
Aims: A society wants to determine if there are significant differences in the quality of three types of wine: Matador, Conquistador e Saeta. Ten judges have assigned a score to the wine tasted. The order of tasting was random.

- Let us perform a variance analysis to check if the mean of the score is equal for all types of wine.
- Let us perform a variance analysis to check if the mean of the score is equal for all the judges.
- Let us perform a variance analysis to check if the mean of the score depends by the type of wine and by the judge.



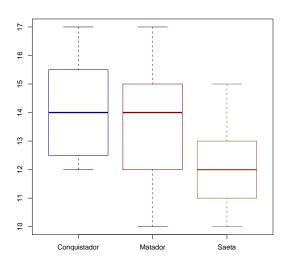
107 / 255

Graphical check of the model:

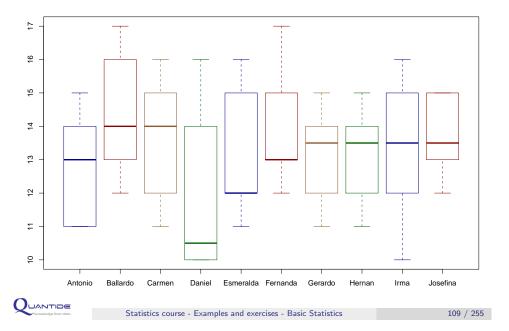


B-W Graph of *Score* separately for each type of wine:

Multi-factor variance analysis



B-W Graph of *Score* separately for each judge:



Multi-factor variance analysis Wine quality

Variance analysis:

Df Sum Sq Mean Sq F value p value 2 39.433 19.7167 7.0794 0.001794 Wine Residuals 57 158.750 2.7851

Homoskedasticity of variances

For each type of wine: For each judge:

Bartlett Test: Bartlett Test:

p value: 0.5726 p value: 0.9267

Levene Test: Levene Test:

p value: 0.6283 p value: 0.9763



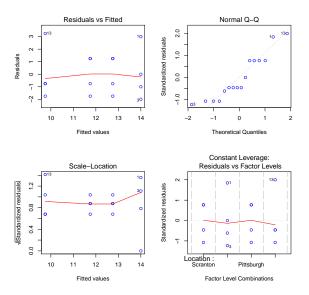
OUANTIDE

Statistics course - Examples and exercises - Basic Statistics

110 / 255

Multi-factor variance analysis

Graphical check of the model:



Variance analysis:

Df Sum Sq Mean Sq F value p value

Judge 24.683 2.7426 0.7904 0.6264

Residuals 50 173.500 3.4700



Statistics course - Examples and exercises - Basic Statistics

113 / 255

115 / 255

Multi-factor variance analysis Wine quality

Variance analysis:

Df Sum Sq Mean Sq F value p value

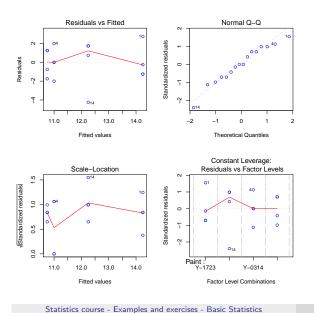
2 39.433 19.7167 7.0592 0.002054 Wine

Judge 24.683 2.7426 0.9819 0.466912

48 134.067 2.7931 Residuals



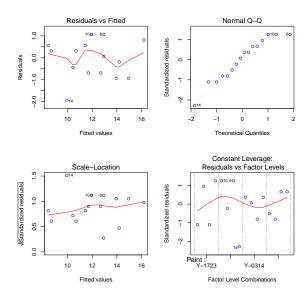
Graphical check of the model:



Multi-factor variance analysis

Graphical check of the model:

QUANTIDE



Data: pntwear.txt

Description:

- * Location: indicates the place of the test (factor);
- * Paint: indicates the type of paint (factor);
- * PntWear: indicates the wear of paint (score).

Aims: Pennsylvania Department of Transportation is studying the use of four different types of yellow paint for the street. The test is performed on the streets of Philadelphia, Pittsburgh, Harrisburg e Scranton, in Pennsylvania. After a period of exposure to the weather conditions and to the traffic, the wear of paint is measured in the four cities. For the classification, a higher score was given to a lower wear of the paint.

- Let us perform an analysis of variance to check if the mean of the wear of the paint is equal for the four cities.
- Let us perform an analysis of variance to check if the mean of the wear of the paint is equal for the four types of paint.
- Let us perform an analysis of variance to check if the mean of the wear of the paint is different between the place and the type of paint.

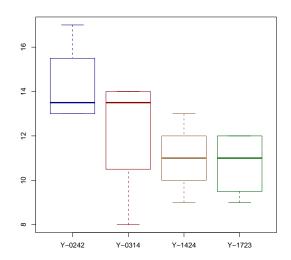


Statistics course - Examples and exercises - Basic Statistics

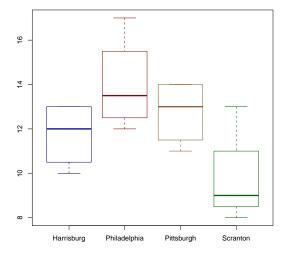
117 / 255

Multi-factor variance analysis Wear of paint

B-W Graph of *PntWear* separately for each type of paint:



B-W Graph of *PntWear* separately for each place:



Statistics course - Examples and exercises - Basic Statistics

118 / 255

Multi-factor variance analysis

Homoskedasticity of variances

For each place: For each type of paint:

Bartlett Test: Bartlett Test:

p value: 0.8644 p value: 0.6940

Levene Test: Levene Test:

p value: 0.899 p value: 0.9231

Variance analysis:

Df Sum Sq Mean Sq F value p value

Location 3 38.688 12.8958 3.6627 0.04404

Residuals 12 42.250 3.5208



Statistics course - Examples and exercises - Basic Statistics

121 / 255

Multi-factor variance analysis Wear of paint

Variance analysis:

Df Sum Sq Mean Sq F value p value

Statistics course - Examples and exercises - Basic Statistics

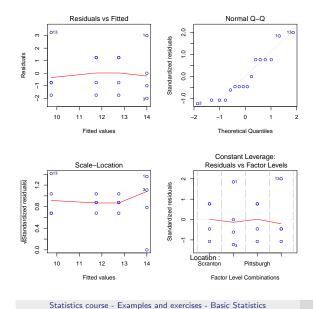
3 30.688 10.2292 2.4428 0.1145 Paint

12 50.250 4.1875 Residuals



123 / 255

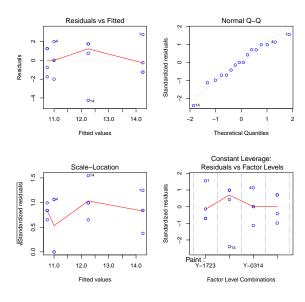
Graphical check of the model:



Multi-factor variance analysis

Graphical check of the model:

QUANTIDE



Variance analysis:

Df Sum Sq Mean Sq F value p value

Paint 3 30.688 10.2292 7.9622 0.006685

Location 3 38.688 12.8958 10.0378 0.003133

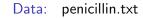
Residuals 9 11.563 1.2847



Statistics course - Examples and exercises - Basic Statistics

125 / 255

Multi-factor variance analysis



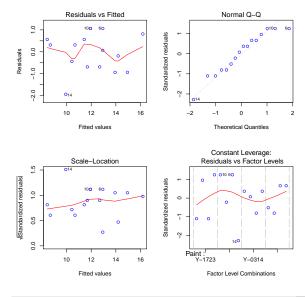
Description:

- * Mixture: indicates the type of mixture chosen for the production (factor);
- * Mode: indicates the mode of production (factor);
- * Penicillin: indicates the quantity of penicillin produced.

Aims: The aim is to determine as the different modes of penicillin production (A, B, C, D) influence the quantity produced. Earlier It was observed that the mixture chosen for the production is rather variable and that this factor could somehow affect the production. So, It was decided to control also the effect of the mixture considering 5 mixtures (I, II, IV, V) and using each of these in the four production processes. Let us note as in this case the interest is in the check if a difference of the effect on the quantities of penicillin produced with production mode exists, independently from the type of mixture used.



Graphical check of the model:



Statistics course - Examples and exercises - Basic Statistics

126 / 255

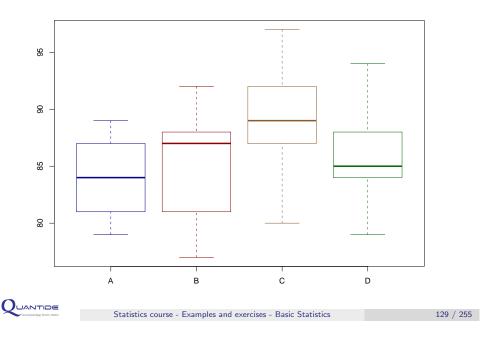
Multi-factor variance analysis

Penicillin production

Aims:

- Let us show the BW plot OF Penicillin for each production mode and for each type of mixture.
- By examining the BW plot, let us try to hypothesise if the modalities of production could detemine differences in the quantities of penicillin producted.
- Performing an analysis of variance, let us check the hypothesis that the mode of production doesn't influence the quantity producted.
- Let us look at what the differences may be due and let us repeat the analysis of variance considering the type of mixture.

B-W Graph of *Penicillin* for each mode of production:



Multi-factor variance analysis Penicillin production

Homoskedasticity of variances of Penicillin for each mode of production

Bartlett Test:

p value: 0.8755

Levene Test:

p value: 0.9388

Homoskedasticity of variances of Penicillin for each type of mixture

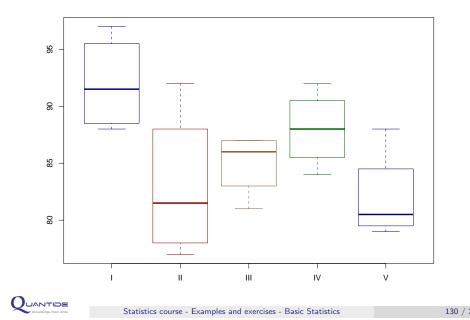
Bartlett Test:

p value: 0.6652

Levene Test:

p value: 0.5311

B-W Graph of *Penicillin* for each type of mixture:



Multi-factor variance analysis

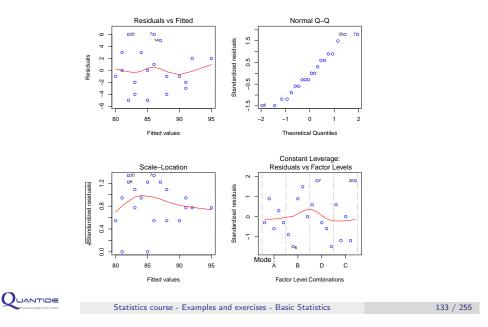
Variance analysis (model that does not consider the type of mixture):

Df Sum Sq Mean Sq F value p value 70 23.333 0.7619 0.5318 Mode Residuals 16 490 30.625

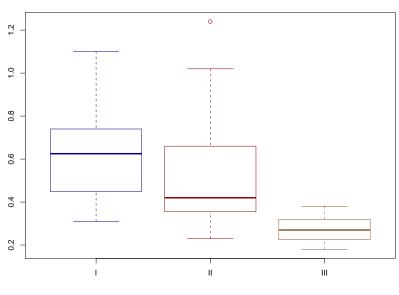
Variance analysis (model that consider the type of mixture):

Df Sum Sq Mean Sq F value p value 70 23.333 1.2389 0.33866 Mode 66.000 3.5044 0.04075 Mixture Residuals 226 18.833 12

Graphical check of the model:



B-W Graph of *Time* separately for each type of poison:



Statistics course - Examples and exercises - Basic Statistics

135 / 255

Data: rats.txt

Description: * Time: identifies the survival time (in tens of hours);

* Poison: identifies the poison type (factor);

* Treatment: identifies the type of treatment (factor).

Aims: Let us consider three types of poison and four types of treatment. Each combination poison-treatment is administered to four rats.

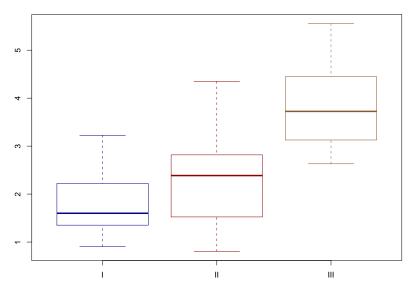
- Let us show BW plot OF *Time* for each type of poison.
- Let us transform the variable *Time* in its reciprocal.
- Let us check the presence of the interaction effect between poison and type of treatment.

Statistics course - Examples and exercises - Basic Statistics

134 / 255

Multi-factor variance analysis

B-W Graph for the reciprocal of *Time* for each type of poison:



Normality

Because of the low number of units within each groups, It is not possible to perform Anderson Darling test. However, analysing the B-W plot of the previous slide, the normality assumption is considered valid.

Homoskedasticity of variances of the reciprocal of *Time* for each type of poison

Bartlett Test:

p value: 0.2105

Levene Test:

p value: 0.1915

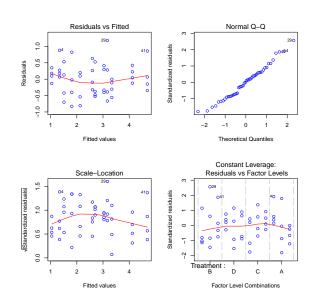


Statistics course - Examples and exercises - Basic Statistics

137 / 255

Multi-factor variance analysis

Graphical check of the model:





Statistics course - Examples and exercises - Basic Statistics

139 / 255

Variance analysis (model with interaction):

Df Sum Sq Mean Sq F value p value Treatment 3 20.414 6.8048 28.3431 1.376e-09 2 34.877 17.4386 72.6347 2.310e-13 Poison Treatment:Poison 6 1.571 0.2618 1.0904 0.3867 Residuals 8.643 0.2401

Variance analysis (model without interaction):

Df Sum Sq Mean Sq F value p value Treatment 3 20.414 6.8048 27.982 4.192e-10 2 34.877 17.4386 71.708 2.865e-14 Poison Residuals 42 10.214 0.2432



Statistics course - Examples and exercises - Basic Statistics

138 / 255

Multi-factor variance analysis

Data: varnish.txt

Description:

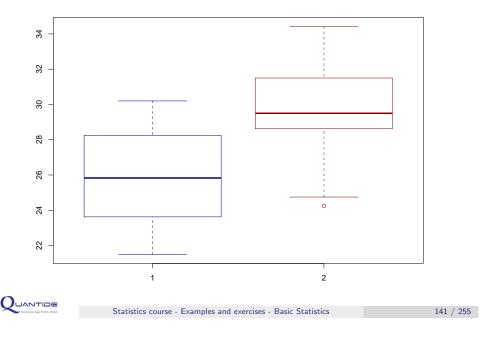
- * Solvent: indicates the type of solvent (factor);
- * Varnish: indicates the type of varnish (factor);
- * Time: indicates the time necessary to dissolve the stain (minutes).

Aims: The aim is to evaluate the efficacy of a solvent to dissolve stains of nail varnish from fabrics. It is used two types of solvent and three types of varnish. The experiment consists of immersing 5 stained fabrics by a certain type of varnish into a bowl with a solvent, measuring the time (in minutes) necessary to dissolve the stain.

> - Let us evaluate also if there are differences in the types of solvent in respect of the types varnish that produced the stain.



B-W Graph of *Time* separately for each type of solvent:



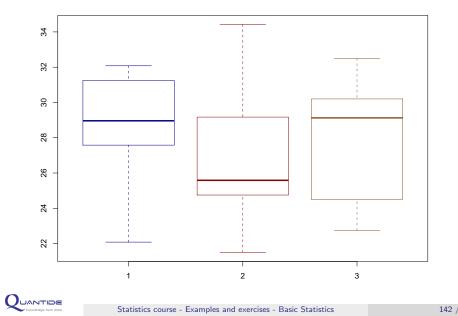
Normality

Anderson-Darling test doesn't reject the hypothesis of normality of *Time* separately for each type of solvent and of *Time* separately for each type of varnish.

Homoskedasticity of variances

Both levene and Bartlett test doesn't reject the hypothesis of the homoskedasticity of Timeseparately for each type of solvent and of Timeseparately for each type of varnish.

B-W Graph of the reciprocal of *Time* for each type of varnish:



Multi-factor variance analysis

Variance analysis (complete model):

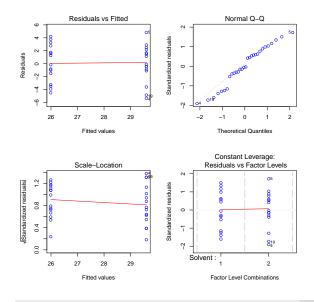
Df Sum Sq Mean Sq F value p value Varnish 18.636 9.318 1.0695 0.358990 Solvent 97.416 97.416 11.1810 0.002706 Varnish:Solvent 2 7.673 3.836 0.4403 0.648930 Residuals 24 209.104 8.713

Variance analysis (model which considers only the type of solvent):

Df Sum Sq Mean Sq F value p value Solvent 1 97.416 97.416 11.587 0.002022 Residuals 28 235.412 8.408

Impurities in paints

Graphical check of the model:



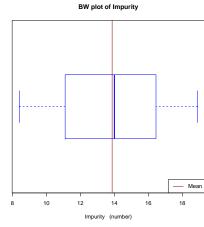
()UANTIDE

Statistics course - Examples and exercises - Basic Statistics

145 / 255

Computation of descriptive statistics and B-W graphic of *Impurity*:

n	Min.	1st. Qu.	Median	Mean	3rd. Qu.	Max.	Sd
12	8.40	11.45	14.00	13.87	16.42	18.90	3.4076





Statistics course - Examples and exercises - Basic Statistics

147 / 255

Data: paint.txt

Description:

- * Stirrate: identifies the rate of agitation (revolution) applied to the container (rpm, revolutions per minute);
- * Impurity: indentifies the number of impurities (lumps) present in the containers of paint.

Aims: The number of impurities (lumps) present in the containers of paint depends on the rate of agitation applied to the container. The aim is to determine the relation between the rate of agitation (revolution) and the number of lumps.

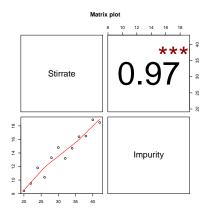
- Let us compute the main descriptive statistics of *Impurity*.
- Let us compute the correlation between Impurity and Stirrate.
- Let us graphically represent the relation between these variables.
- Let us compute a simple linear regression between Stirrate and Impurity.
- Does Stirrate influence Impurity? How?
- How many variability is explained by the regression? Which is the residual variability?



Statistics course - Examples and exercises - Basic Statistics

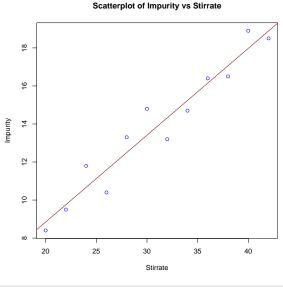
146 / 255

Scatterplot matrix of the relation between correlation and significativity:





Scatterplot of the relation with the regression line:

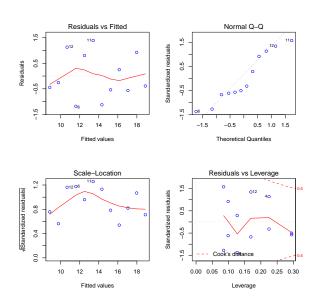




Statistics course - Examples and exercises - Basic Statistics

149 / 255

Graphical check of the regression model:





Statistics course - Examples and exercises - Basic Statistics

151 / 255

Regression analysis:

Coefficients:

	Estimate	Std. Error	t value	p value
(Intercept)	-0.28928	1.22079	-0.237	0.817
Stirrate	0.45664	0.03844	11.880	3.21e-07

Residual standard error: 0.9193 on 10 degrees of freedom Multiple R-squared: 0.9338, Adjusted R-squared: 0.9272 F-statistic: 141.1 on 1 and 10 DF, p-value: 3.211e-07

Anderson-Darling test:

A = 0.4329, p-value = 0.2515



Statistics course - Examples and exercises - Basic Statistics

- * The relation that "links" the revolution rate seems to be well described by a simple linea regression, at least for the considered interval of Stirrate.
- * The estimated formula is the follows: $Impurity = -0.2893 + 0.4566 \cdot Stirrate.$
- * The p-value for the significativity of the coefficient of *Stirrate* is extremely low. This fact confirms the "non random" existing relation between the two variables.
- $\star~R^2$ value is equal to 0.9338; this fact confirms that the model explais well the observed data.
- * The standard deviation of the residual is 0.9193.
- * The p-value of the intercept estimate is 0.817. This would indicate an intercept potentially equal to 0.
- * Keeping the intercept value equal to the estimate, with value of *Stirrate*=0, the mean number of imputities would be negative: the results of the regression couldn't be "extended" too outside experimental field.



Data: temperatures.txt

Description:

- * Yield: indicates the resistance of a polypropylene film;
- * Temperature: indicates the temperature of a chemical process.

Aims: The resistance of a polypropylene film depends on the temperature on which the chemical process is performed. The aim is to determine the relation between resistance and temperature.

- Let us graphically represent the relation between the two variables.
- Let us compute a simple linear regression between Yield and Temperature.
- Does Yield influences Temperature? How?
- How many variability is explained by the regression? Which is the residual variability?



Statistics course - Examples and exercises - Basic Statistics

Resistance of a polypropylene film

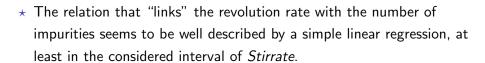
Data:

production.txt

- Description:
- * RunSize: indicates the number of pieces produced in a productive process:
- * RunTime: indicates the duration of a productive process.

Aims: The duration of a productive process depends on the number of pieces produced.

- Let us graphically represent the relation between the two variables.
- Let us compute a simple linear regression between RunTime a RunSize.
- Does RunSize influences RunTime? How?
- How many variability is explained by the regression? Which is the residual variability?



* The estimated formula is the follows:

 $Yield = 17.00 + 2.00 \cdot Temperature.$

- * The p-value for the significativity of the coefficient of *Temperature* is extremely low. This fact confirms the "non random" existing relation between the two variables.
- \star R^2 value is 0.9831. This fact confirms that the model explains well the observed data



Statistics course - Examples and exercises - Basic Statistics

Resistance of a polypropylene film

- * The relation that "links" the duration of the productiove process with the number of pieces produced seems to be well descibed by a simple linear regression.
- * The esimated formula is the follows: $RunTime = 149.75 + 0.26 \cdot RunSize.$
- * The p-value for the significativity of the coefficient of *RunSize* is extremely low. This fact confirms the "non random" existing relation between the two variables.
- \star R^2 value is 0.7302. This fact confirms that the model explains well the observed data.



Data: switch.txt

Description:

- * BuildOrder: indicates the order in which the switches have been assembled;
- * RunOrder: indicates the order in which the observations have been collected:
- * DThickness: indicates the thickness of the diaphragm (mm);
- * SetPoint: indicates the pressure at which the switch opens (KPa).

Aims: A pressure switch has a membrane whose thickness (in mm) influences the pressure required to trigger the switch itself. The aim is to determine the thickness of the membrane for which the switch "trig" with a pressure equal to 165 ± 15 KPa. 25 switches with different thickness of the membrane was analysed.

- Let us compute the descriptive statistics of the variable SetPoint.
- Let us graphically represent the relation DThickness-SetPoint.
- Let us compute a linear regression between the two variables.
- Does DThickness influences SetPoint? Is the model correct?
- How can be modified the model? Which are the final characteristics?



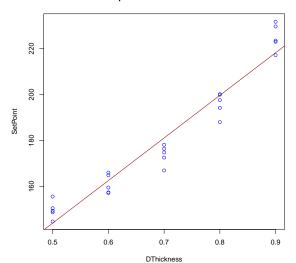
Statistics course - Examples and exercises - Basic Statistics

157 / 255

Polynomial regression Pressure Switch

Scatterplot of the relation with regression line:

Scatterplot of SetPoint vs DThickness



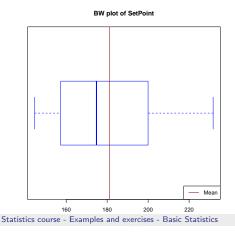


Statistics course - Examples and exercises - Basic Statistics

159 / 255

Computation of the descriptive statistics and of the B-W Graphic of SetPoint:

					3rd. Qu.			
25	144.7	157.4	174.8	181.1	200.0	231.7	27.70	



Regression analysis:

Coefficients:

	Estimate	Std.	Error	t	value	р	value
(Intercept)	51.145		7.266		7.039	3.5	58e-07
DThickness	185.637	1	0.174	-	18.246	3.5	54e-15

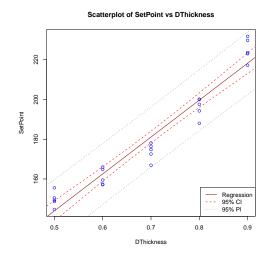
Residual standard error: 7.194 on 23 degrees of freedom Multiple R-squared: 0.9354, Adjusted R-squared: 0.9326 F-statistic: 332.9 on 1 and 23 DF, p-value: 3.542e-15

Anderson-Darling test:

A = 0.1865, p-value = 0.8949



Regression line with confidence and prediction intervals at 95% level:





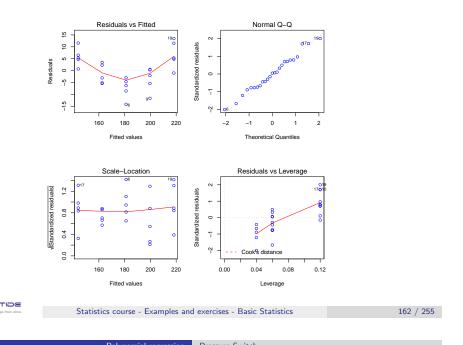
Statistics course - Examples and exercises - Basic Statistics

161 / 255

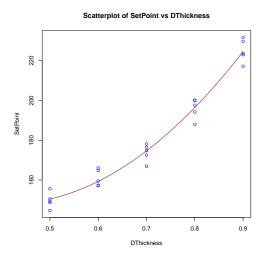
- * The relation that "links" the thickness of diaphragm with the pressure for which the switch trigs seems well described by a simple linear regression, at least in the considered interval.
- * The estimated formula is the follows: $SetPoint = 51.145 + 185.637 \cdot DThickness.$
- * The p-value for the significativity of the coefficient of *DThickness* is extremely low. This fact confirms the "non random" existing relation between the two variables.
- $\star~R^2$ value is 0.9354. This fact confirms that the model explains well the observed data.
- * The p-value of the estimate of the intercept is very low. The intercept is significative.
- * The graphic of the residual values in respect of the estimated values shows a curvilinear trend. This fact implies that the model could be improved, for example with a quadratic model.



Graphical check of the regression model:



Scatterplot of the relation with polynomial regression curve:



Polynomial regression analysis:

Coefficients:

	Estimate S	td. Error	t value	p value
(Intercept)	202.47	26.24	7.717	1.07e-07
DThickness	-265.10	77.19	-3.434	0.00237
DThickness^2	321.96	54.94	5.860	6.76e-06

Residual standard error: 4.597 on 22 degrees of freedom Multiple R-squared: 0.9748, Adjusted R-squared: 0.9725 F-statistic: 424.9 on 2 and 22 DF, p-value: < 2.2e-16

Anderson-Darling test:

$$A = 0.4204$$
, p-value = 0.3005



Statistics course - Examples and exercises - Basic Statistics

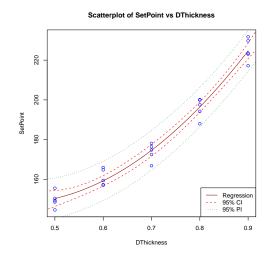
Polynomial regression

- * The p-value of the quadratic term is significant, so the quadratic term explains a great quantity of variation in the response in respect of that explained by the linear model.
- * The estimated formula is the follows: $SetPoint = 202.47 - 265.10 \cdot DThickness + 321.96 \cdot DThickness^2$.
- $\star~R^2$ value is 0.9748, This value is certainly better than the same value of the simple linear model.
- $\star~R^2$ can never decrease. It will be always higher with the addiction of predictors, even if the predictors addicted don't improve the model.
- \star The value of the adjusted R^2 allows one to compare models with different number of parameters.
- \star The value of the adjusted R^2 of the polynomial model (0.9725) is greater than the same value of the simple linear model (0.9326).



167 / 255

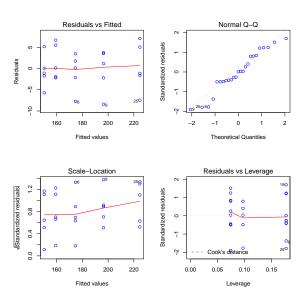
Polynomial regression curve with a confidence and prediction interval at 95% level:



Statistics course - Examples and exercises - Basic Statistics

166 / 255

Graphical check of the polynomial regression model:



- * The graphic of the estimated values vs residuals doesn't show any systematic trend of the residuals and the variance seems to be the same for each estimated value.
- * The residuals are quite well aligned on the line representing the quantile of the normal distribution: It is reasonable to assume that they are then normally distributed.



Statistics course - Examples and exercises - Basic Statistics

171 / 255

Data: erosion.txt

Description:

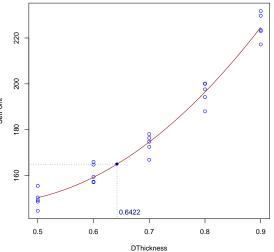
- * Hardness: indicates the hardness of the turbine;
- * Abrasion: indicates the abrasion.

Aims: A builder of turbines wants to know how an antierosion screen is able to resist the abrasive action during use. The direct measurement of abrasion is difficult, expensive and destructive. However, the builder hopes to produce an abrasion resistance using the hardness of the steel. The loss due to abrasion and the hardness were measured on 24 antierosion screens, chosen randomly.

- Let us graphically represent the relation between the variables.
- Let us compute a simple linear regression between the variables.
- Let us try to introduce the terms of second and third degree in the model.



Scatterplot of SetPoint vs DThickness



Using the quadratic regression model, the best choice for the thickness of diaphragm is approximately 0.64 mm. This result is obtained

- (y) in the regression model and solving the thickness (DThickness
- (x) using a quadratic equation.

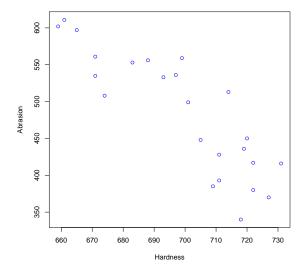
replacing 165 for SetPoint

Statistics course - Examples and exercises - Basic Statistics

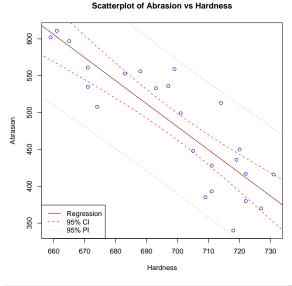
170 / 255

Scatterplot:

Scatterplot of Abrasion vs Hardness



Regression line:

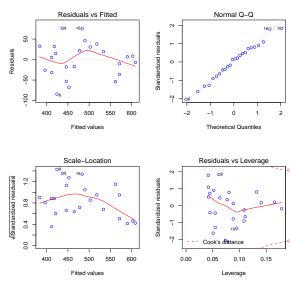




Statistics course - Examples and exercises - Basic Statistics

173 / 255

Graphical check of the model:





Statistics course - Examples and exercises - Basic Statistics

175 / 255

Regression analysis:

Coefficients:

Estimate Std. Error t value p value (Intercept) 2671.0980 279.0055 9.574 2.65e-09 -3.1292 х 0.3991 -7.841 8.22e-08

Residual standard error: 42.85 on 22 degrees of freedom Multiple R-squared: 0.7365, Adjusted R-squared: 0.7245 F-statistic: 61.49 on 1 and 22 DF, p-value: 8.22e-08

Anderson-Darling test:

A = 0.1559, p-value = 0.9471



Statistics course - Examples and exercises - Basic Statistics

174 / 255

Quadratic regression curve:

Scatterplot of Abrasion vs Hardness Abrasion 400 Regression 95% CI 95% PI 700 710 720 670 690



Regression analysis:

Coefficients:

Estimate Std. Error t value p value (Intercept) -5.095e+03 1.055e+04 -0.483 0.634 х 1.927e+01 3.041e+01 0.634 0.533 x^2 -1.613e-02 2.190e-02 -0.737 0.470

Residual standard error: 43.3 on 21 degrees of freedom Multiple R-squared: 0.7431, Adjusted R-squared: 0.7187 F-statistic: 30.37 on 2 and 21 DF, p-value: 6.342e-07

Anderson-Darling test:

A = 0.2841, p-value = 0.6

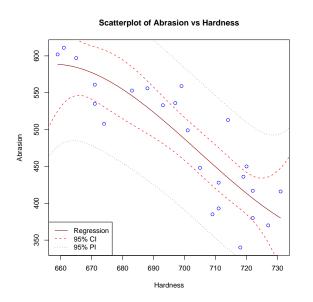


Statistics course - Examples and exercises - Basic Statistics

177 / 255

Polynomial regression Antierosion screens

Cubic regression curve:

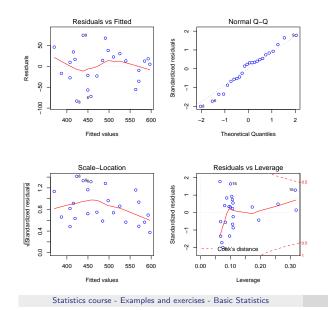


OUANTIDE

Statistics course - Examples and exercises - Basic Statistics

179 / 255

Graphical check of the model:



Polynomial regression

Regression analysis:

Coefficients:

OUANTIDE

Estimate Std. Error t value p value (Intercept) -1.955e+05 3.938e+05 -0.496 0.625 х 8.416e+02 1.701e+03 0.495 0.626 x^2 -1.200e+00 2.448e+00 -0.4900.629 x^3 5.675e-04 1.174e-03 0.484 0.634

Residual standard error: 44.12 on 20 degrees of freedom Multiple R-squared: 0.7461, Adjusted R-squared: 0.708 F-statistic: 19.59 on 3 and 20 DF, p-value: 3.615e-06

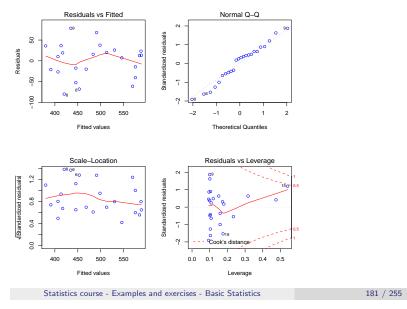
Anderson-Darling test:

A = 0.3706, p-value = 0.3958



178 / 255

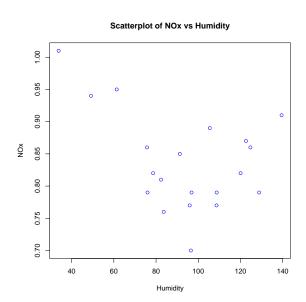
Graphical check of the model:



Emissions from diesel trucks

Scatterplot:

OUANTIDE



OUANTIDE

Statistics course - Examples and exercises - Basic Statistics

183 / 255

Data: diesel.txt

Description:

- * NOx: indicates the emissions of nitrogen oxide;
- * Humidity: indicates the percentage of humidity.

The data derive from a study on the influence of weather conditions on pollutant emissions.

Aims: Let us analyse the effects of humidity on the emissions of the diesel trucks.

- Let us graphically represent the relation between the variables.
- Let us compute a simple linear regression between variables.
- Let us try to introduce the terms of second and third degree in the model.



Statistics course - Examples and exercises - Basic Statistics

Scatterplot of NOx vs Humidity

182 / 255

Emissions from diesel trucks

Regression line:

1.00 0.95 NOX 0.85 Regression 95% CI 95% PI 0.70 100 120 140



Humidity

Regression analysis:

Coefficients:

Estimate Std. Error t value p value (Intercept) 0.9420426 0.0581198 16.209 3.5e-12 х -0.0011124 0.0005951 -1.869 0.078

Residual standard error: 0.07074 on 18 degrees of freedom Multiple R-squared: 0.1626, Adjusted R-squared: 0.116 F-statistic: 3.494 on 1 and 18 DF, p-value: 0.07794

Anderson-Darling test:

A = 0.264, p-value = 0.6596

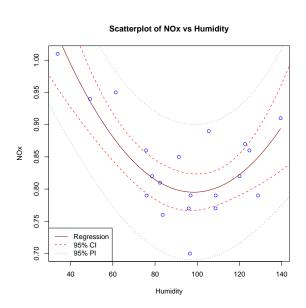


Statistics course - Examples and exercises - Basic Statistics

185 / 255

Polynomial regression Emissions from diesel trucks

Quadratic regression curve:

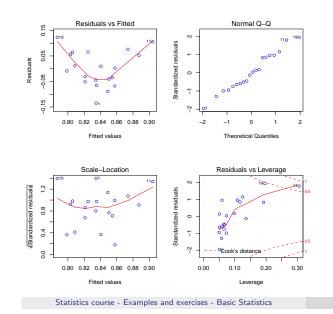


()UANTIDE

Statistics course - Examples and exercises - Basic Statistics

187 / 255

Graphical check of the model:



Emissions from diesel trucks

Regression analysis:

Coefficients:

OUANTIDE

Estimate Std. Error t value p value (Intercept) 1.360e+00 9.729e-02 13.980 9.42e-11 х -1.149e-02 2.244e-03 -5.119 8.55e-05 x^2 5.841e-05 1.243e-05 4.700 0.000206

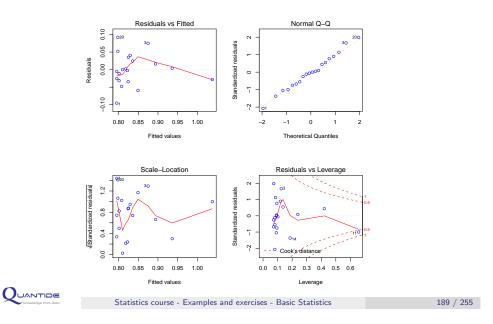
Residual standard error: 0.048 on 17 degrees of freedom Multiple R-squared: 0.6358, Adjusted R-squared: 0.593 F-statistic: 14.84 on 2 and 17 DF, p-value: 0.0001867

Anderson-Darling test:

A = 0.1576, p-value = 0.9425

186 / 255

Graphical check of the model:



Emissions from diesel trucks

Regression analysis:

Coefficients:

Estimate Std. Error t value p value (Intercept) 1.196e+00 2.442e-01 4.899 0.000161 Х -4.565e-03 9.716e-03 -0.470 0.644807 x^2 -2.841e-05 1.191e-04 -0.239 0.814492 x^3 3.339e-07 4.554e-07 0.733 0.474107

Residual standard error: 0.04867 on 16 degrees of freedom Multiple R-squared: 0.6477, Adjusted R-squared: 0.5816 F-statistic: 9.804 on 3 and 16 DF, p-value: 0.000657

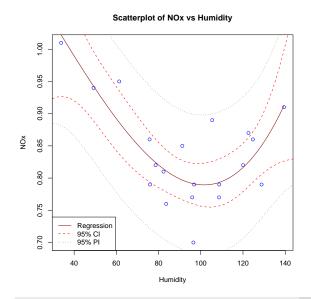
Anderson-Darling test:

$$A = 0.3708$$
, p-value = 0.3892



191 / 255

Cubic regression curve:



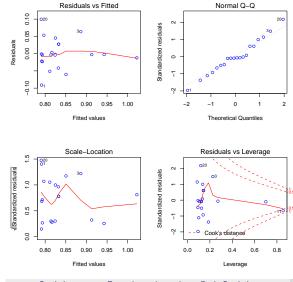
OUANTIDE

Statistics course - Examples and exercises - Basic Statistics

190 / 255

Emissions from diesel trucks

Graphical check of the model:



Data: knock.txt

Description:

- * Spark: indicates the time of advance of the spark plug ignition;
- * AFR: indicates the air fuel ratio (Air Fuel Ratio);
- * Intake: indicates the inlet temperature;
- * Exhaust: indicates the exhaust temperature;
- * Knock: indicates the knocking of the engine.

Aims: The engeneers want to reduce the knocking of the engines. Before doing this, they have to identify which variables influence this phenomenon. Data are randomly collected from 13 engines.

- Let us graphically represent the relations between *Knock* and the predictors and let us compute the correlation.
- Let us compute a multiple linear regression between Knock and the predictors.
- Is It possible to improve the resulting model? How?



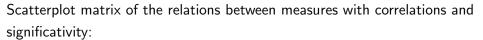
Statistics course - Examples and exercises - Basic Statistics

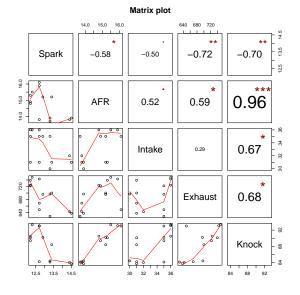
193 / 255

195 / 255

Knocking of the engine

- * The graph shows each possible combination between the variables. The last line shows the scatterplot of *Knock* and each of the predictors.
- * Knock and Spark seem to be negatively correlated; Knock is positively correlated with each of other predictors.





OUANTIDE

Statistics course - Examples and exercises - Basic Statistics

194 / 255

Multiple regression analysis:

Coefficients:

	Estimate	Std. Error	t value	p value
(Intercept)	23.814922	8.136731	2.927	0.01909
Spark	-0.296490	0.307181	-0.965	0.36271
AFR	3.191814	0.239804	13.310	9.7e-07
Intake	0.358704	0.078482	4.571	0.00182
Exhaust	0.013376	0.005421	2.467	0.03886

Residual standard error: 0.5106 on 8 degrees of freedom Multiple R-squared: 0.9879, Adjusted R-squared: 0.9818 F-statistic: 163.3 on 4 and 8 DF, p-value: 1.062e-07

Anderson-Darling test:

A = 0.3214, p-value = 0.4873



- * The equation of the estimated regression model is: $Knock = 23.8 - 0.296 \cdot Spark + 3.19 \cdot AFR + 0.359 \cdot Intake + 0.0134 \cdot Exhaust$
- * The p-value of each variable specifies if It is significant in the current model. For example the variable *Spark* seems to be not significant, but if we exclude the variable Exhaust from the model, then Spark becomes significant. This fact is due to the high correlation between the two variables.
- ★ Overall the model explains the 98.79% of the variability of the response; also the value of the adjusted R^2 (98.18%) is very high.
- * Then a step forward could be the estimation of a new regression model, without considering the variable Spark, which is not significant.
- * If more than a variable would not be significant, It is important deleting them one at a time.



Statistics course - Examples and exercises - Basic Statistics

197 / 255

Multiple regression

- * The equation of the estimated regression model is: $Knock = 16.5 + 3.21 \cdot AFR + 0.386 \cdot Intake + 0.0166 \cdot Exhaust$
- \star The R^2 of the model is clearly lower than that of the model with four predictors, and It is equal to 98.65%.
- \star The adjusted R^2 , on the other hand, is improved, and It is equal to 98.20%.
- * Because of also the graphics of the residuals (next slide) shows that all the assumptions about the errors have been satisfied, it is possible to consider this as a good model to explain the knocking engine.

Statistics course - Examples and exercises - Basic Statistics



199 / 255

Multiple regression analysis:

Coefficients:

	Estimate	${\tt Std.} \ {\tt Error}$	t value	p value
(Intercept)	16.487725	2.917508	5.651	0.000313
AFR	3.214814	0.237709	13.524	2.76e-07
Intake	0.386365	0.072784	5.308	0.000488
Exhaust	0.016576	0.004273	3.879	0.003737

Residual standard error: 0.5086 on 9 degrees of freedom Multiple R-squared: 0.9865, Adjusted R-squared: 0.982 F-statistic: 219.1 on 3 and 9 DF, p-value: 9.962e-09

Anderson-Darling test:

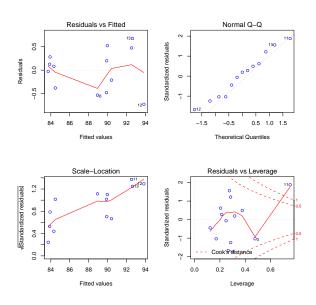
A = 0.1965, p-value = 0.8599



Statistics course - Examples and exercises - Basic Statistics

198 / 255

Graphical check of the regression model multipla:



Aims: The aim is to determine which variables are related with the percentage of mortality. Data was adapted from StatLib Website.

- Let us build the complete model, with all the regressors.
- Let us reach to a model in which all the regressors have significant terms at the 5% level, by eliminating a regressor at a time.



Statistics course - Examples and exercises - Basic Statistics

201 / 255

Mortality in the most important american cities

Complete regression model:

Coefficients:				
	Estimate	Std. Error	t value	p value
(Intercept)	1.760e+03	4.270e+02	4.122	0.000159
Rain	1.916e+00	8.890e-01	2.156	0.036483
JanTemp	-1.976e+00	8.172e-01	-2.418	0.019714
JulyTemp	-3.115e+00	1.860e+00	-1.674	0.101021
PctOver65	-9.218e+00	7.868e+00	-1.172	0.247501
HHSize	-1.072e+02	6.862e+01	-1.562	0.125213
Education	-1.714e+01	1.172e+01	-1.462	0.150678
${\tt PctHomesLiveable}$	-5.965e-01	1.404e+00	-0.425	0.673079
PopDensity	3.625e-03	3.955e-03	0.917	0.364262
PctLowIncome	4.424e+00	1.126e+00	3.930	0.000290
PctWhiteCollar	-1.704e-01	1.613e+00	-0.106	0.916322
Hydrocarbon	-6.702e-01	4.841e-01	-1.385	0.173024
NititeOxide	1.338e+00	9.935e-01	1.347	0.184813
SulphurDioxide	8.686e-02	1.454e-01	0.597	0.553222
RelHum	1.174e-01	1.139e+00	0.103	0.918323

Residual standard error: 34.54 on 45 degrees of freedom Multiple R-squared: 0.7649, Adjusted R-squared: 0.6917 F-statistic: 10.46 on 14 and 45 DF, p-value: 6.576e-10

Anderson-Darling test:

A = 0.2774, p-value = 0.641



Statistics course - Examples and exercises - Basic Statistics

203 / 255

Data: mortality.txt

Description:

- * Rain: indicates the annual average rainfall;
- * JanTemp: indicates the average temperatures in January;
- * JulyTemp: indicates the average temperatures in July;
- * PctOver65: indicates the percentage of the population over 65 years;
- * HHSize: indicates the average size of housing;
- Education: indicates the years of education;
- * PctHomesLiveable: indicates the percentage of "habitable" homes;
- PopDensity: indicates the density of population;
- PctLowIncome: indicates the percentage of low-income families;
- PctWhiteCollar: indicates the percentage of employees;
- * Hydrocarbon: indicates the pollution level by hydrocarbons:
- * NititeOxide: indicates the pollution level of nitrite oxide;
- SulphurDioxide: indicates the pollution level of sulfur dioxide;
- * RelHum: indicates the annual average relative humidity at 1 PM;
- * MortalityRate: indicates the mortality rate for 100'000 people.



Statistics course - Examples and exercises - Basic Statistics

202 / 255

Mortality in the most important american cities

- * The complete model includes lots of non significant coefficients (at 5% level).
- * Starting from the coefficient with the highest p-value, you must delete the non significant terms of the model one at a time. In this way, you arrive to the model displayed in the next slide.
- * Using other criterions to determine the significant variables, the resulting model could be different.



Reduced regression model:

Coefficients:

	Estimate	Std. Error	t value	p value
(Intercept)	1145.1944	70.2397	16.304	< 2e-16
JanTemp	-1.5629	0.5937	-2.633	0.01103
Education	-19.3693	6.1794	-3.135	0.00278
PctLowIncome	4.4613	0.6531	6.831	7.75e-09
Hydrocarbon	-0.9844	0.3308	-2.976	0.00436
NititeOxide	1.9924	0.6341	3.142	0.00272

Residual standard error: 35.78 on 54 degrees of freedom Multiple R-squared: 0.6972, Adjusted R-squared: 0.6691 F-statistic: 24.87 on 5 and 54 DF, p-value: 6.603e-13

Anderson-Darling test: A = 0.2651, p-value = 0.6824



Statistics course - Examples and exercises - Basic Statistics

205 / 255

Multiple regression Sleep duration

Data: sleep.txt

Description:

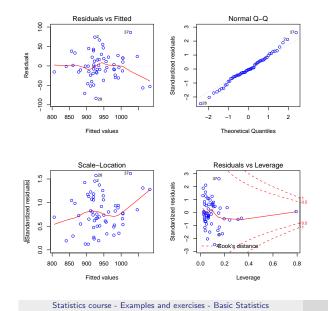
- * Species: indicates the kind of animal (string);
- * BodyWght: indicates the weight (kg);
- * MaxLife: indicates the life duration (years);
- * Gestation: indicates the gestation period (days);
- * Predation: indicates the probability index for the animal to be preyed (from 1, lower probability, to 5);
- * Exposure: indicates the index of the level of exposure during sleep (from 1, animal who sleeps in a safe location, to 5);
- * Sleep: indicates the daily hours of sleep.

Aims: The aim is to determine which variable are related to the sleep duration in the 51 species analysed.

- Let us build the complete model, with all the regressors.
- Let us reach to a model in which all the regressors have significant terms at the 5% level, by eliminating a regressor at a time.

()UANTIDE

Graphical check of the multiple regression model:



Complete regression model:

Coefficients:

()UANTIDE

Estimate Std. Error t value p value (Intercept) 16.9311593 1.1681738 14.494 <2e-16 BodyWght 0.0007099 0.0006693 1.061 0.2945 MaxLife -0.0181089 0.0342994 -0.5280.6001 Gestation -0.0174520 0.0066645 -2.6190.0120 Predation -0.9063605 0.4593231 -1.9730.0546 Exposure -0.5386782 0.5294925 -1.0170.3144

Residual standard error: 3.234 on 45 degrees of freedom Multiple R-squared: 0.5701, Adjusted R-squared: 0.5223 F-statistic: 11.94 on 5 and 45 DF, p-value: 2.213e-07

Anderson-Darling test: A = 0.5624, p-value = 0.1385



206 / 255

- * The complete model includes lots of non significant coefficients (at 5% level).
- * Starting from the coefficient with the highest p-value, you must delete the non significant terms of the model one at a time. In this way, you arrive to the model displayed in the next slide.
- * Using other criterions to determine the significant variables, the resulting model could be different.



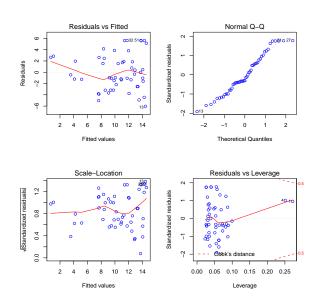
Statistics course - Examples and exercises - Basic Statistics

209 / 255

211 / 255

Multiple regression

Graphical check of the multiple regression model:





Statistics course - Examples and exercises - Basic Statistics

Reduced regression model:

Coefficients:

```
Estimate Std. Error t value p value
(Intercept) 16.426357
                       1.045378 15.713 < 2e-16
Gestation
           -0.018909
                       0.003259
                                 -5.801 5.04e-07
Predation
           -1.192701
                       0.311999 -3.823 0.00038
```

Residual standard error: 3.251 on 48 degrees of freedom Multiple R-squared: 0.5367, Adjusted R-squared: 0.5174 F-statistic: 27.81 on 2 and 48 DF, p-value: 9.54e-09

Anderson-Darling test: A = 0.5876, p-value = 0.1192



Statistics course - Examples and exercises - Basic Statistics

210 / 255

Weight differences between sexes

Data: istat.txt

Description:

- ★ Gender: indicates the sex (factor);
- * Area: indicates the geographic area (factor);
- * Weight: indicates the weight (in kg);
- * Height: indicates the height (in cm).

Data become to an ISTAT research of 2005 and interest the thirty-year-old italians.

Aims: Let us study the differences in weight between the two sexes.

- Use a t test for independent samples to check if there are differences in weight between male and female.
- Use, for the same check, a linear regression model.

The t test for two independent samples gives the following result:

```
t = -33.5243, df = 1804, p-value < 2.2e-16
alternative hypothesis: true difference in means
  is not equal to 0
95 percent confidence interval:
 -17.26791 -15.35912
```

It is necessary to note that the "center" of the 95% level of the confidence interval for the real difference between means is -16.31352 (point estimate). The reason will be clear in the next slide.



Statistics course - Examples and exercises - Basic Statistics

213 / 255

Weight differences between sexes

It is useful to note that:

- * The coefficient associated with the dummy variable has the same value of the point estimate of the difference between the means of the two groups;
- \star The relative value of the index t is the same of the index t of the previous test.

Statistics course - Examples and exercises - Basic Statistics



215 / 255

A similar method to conduct the same comparison consists in using the linear regression model with an unique dummy variable as regressor, in addition to the intercept.

Coefficients:

```
Estimate Std. Error t value p value
(Intercept) 76.0668
                        0.3450 220.46
                                         <2e-16
            -16.3135
                        0.4866 -33.52
zFemale
                                         <2e-16
```

Residual standard error: 10.34 on 1804 degrees of freedom Multiple R-squared: 0.3839, Adjusted R-squared: 0.3835 F-statistic: 1124 on 1 and 1804 DF, p-value: < 2.2e-16

Anderson-Darling test:

A = 22.713, p-value < 2.2e-16



Statistics course - Examples and exercises - Basic Statistics

214 / 255

Differences among sexes in the relationship between weight and

Data: istat.txt

Description:

- ★ Gender: indicates the sex (factor);
- * Area: indicates the geographic area (factor);
- * Weight: indicates the weight (in kg);
- * Height: indicates the height (in cm).

Data become to an ISTAT research of 2005 and interest the thirty-year-old italians.

Aims: The aim is to study if there are differences in the relation between weight and height due to sex.

- Let us graphically represent the relation between weight and height, highlighting the different sex.
- Let us compute a linear regression that considers the differences of intercept between male and female in the relation between weight and height.
- Let us compute a linear regression that considers the differences of male and femal slope in the relation between weight and height.
- Let us compute a linear regression that considers the differences both of intercept and of male and female slope in the relation between weight and height.



Regression analysis with dummy variables (difference of intercept):

Coefficients:

Estimate Std. Error t value p value (Intercept) -39.23019 5.99508 -6.544 7.8e-11 0.65415 0.03397 19.258 < 2e-16 -8.71260 **zFemale** 0.59353 - 14.679 < 2e - 16

Residual standard error: 9.419 on 1803 degrees of freedom Multiple R-squared: 0.489, Adjusted R-squared: 0.4884 F-statistic: 862.6 on 2 and 1803 DF, p-value: < 2.2e-16

Anderson-Darling test:

A = 27.0344, p-value < 2.2e-1



120

100

Weight

Statistics course - Examples and exercises - Basic Statistics

218 / 255

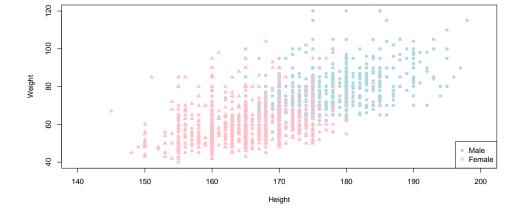
Differences among sexes in the relationship between weight and

180

170

Height

Statistics course - Examples and exercises - Basic Statistics





Statistics course - Examples and exercises - Basic Statistics

Differences among sexes in the relationship between weight and

- * The equation of the estimated regression model is: $Weight = -39.23 + 0.654 \cdot Height - 8.713 \cdot Female$
- \star If the subject is male, then *Female* is equal to 0 and so the model equation becomes: $Weight = -39.23 + 0.654 \cdot Height$; if the subject is female, the model equation becomes $Weight = -47.94 + 0.654 \cdot Height$
- * The dummy coefficient related to the difference of intercept between sexes is significant.
- \star R^2 of the model is equal to 48.90%.
- * The graphic is the next slide shows the two estimated regression lines.



150

Male regression Female regression

Coefficients:

Estimate Std. Error t value p value (Intercept) -42.333280 5.792810 -7.308 4.06e-13 x 0.671981 0.032864 20.447 < 2e-16 x:zFemale -0.052143 0.003483 -14.970 < 2e-16

Residual standard error: 9.399 on 1803 degrees of freedom Multiple R-squared: 0.4911, Adjusted R-squared: 0.4906 F-statistic: 870.1 on 2 and 1803 DF, p-value: < 2.2e-16

Anderson-Darling test:

A = 27.3062, p-value < 2.2e-16

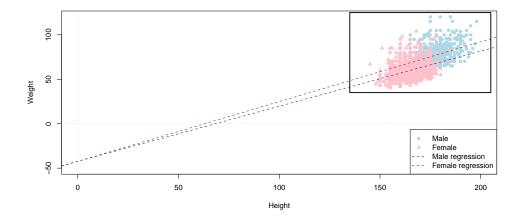
QUANTIDE

Statistics course - Examples and exercises - Basic Statistics

221 / 255

Regression with dummmy variable

Differences among sexes in the relationship between weight and



- \star The equation of the estimated regression model is: $Weight = -42.33 + 0.672 \cdot Height 0.052 \cdot Height \cdot Female$
- * If the subject is a male, than Female is equal to 0 and so the equation of the model becomes: $Weight = -42.33 + 0.672 \cdot Height$; if the subject is a female then the equation becomes $Weight = -42.33 + 0.667 \cdot Height$
- ★ The coefficient of the dummy variable related to the difference of slope among sexes is significant.
- * The R^2 of the model is 49.11%.
- * The graphics of the next slides shows the two estimated regression lines. The first graph shows the graph starting from the origin of axes. In this way It is clear that the two lines have the same intercept. The second graph shows only the part of plan that includes the points. This part is highlighted by a black box in the first graph.

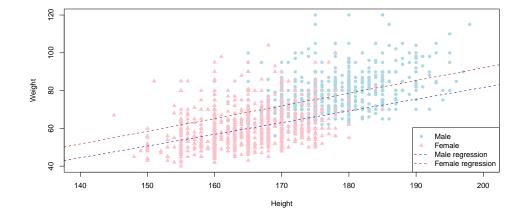


Statistics course - Examples and exercises - Basic Statistics

222 / 255

Regression with dummmy variable

Differences among sexes in the relationship between weight and height



Regression analysis with dummy variables (differences both of intercept and of slope):

Coefficients:

	Estimate	Std. Error	t value	p value
(Intercept)	-68.44263	7.98282	-8.574	< 2e-16
x	0.81989	0.04526	18.116	< 2e-16
zFemale	54.44344	11.52739	4.723	2.50e-06
x:zFemale	-0.37191	0.06779	-5.486	4.70e-08

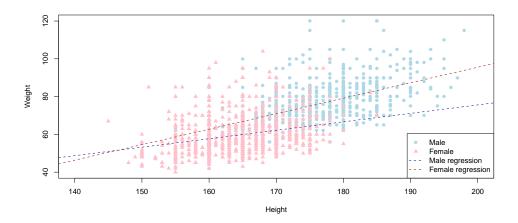
Residual standard error: 9.344 on 1802 degrees of freedom Multiple R-squared: 0.4974, Adjusted R-squared: 0.4965 F-statistic: 594.4 on 3 and 1802 DF, p-value: < 2.2e-16

Anderson-Darling test:

A = 26.6082, p-value < 2.2e-16

Statistics course - Examples and exercises - Basic Statistics

Differences among sexes in the relationship between weight and



Statistics course - Examples and exercises - Basic Statistics

227 / 255

- \star The equation of the estimated model is: Weight = $-68.44 + 0.820 \cdot Height - 54.44 \cdot Female - 0.372 \cdot Height \cdot Female$
- * If the subject is a male, than Female is equal to 0 and so the equation of the model is: $Weight = -68.44 + 0.820 \cdot Height$; if the subject is a female than the equation becomes $Weight = -14.00 + 0.44798 \cdot Height$
- * The coefficients are all significant.
- $\star R^2$ of the model is 49.74%.
- * The graph in the next slide shows the two estimated regression lines.



Statistics course - Examples and exercises - Basic Statistics

226 / 255

Differences among geographical areas in the relation between

Data: istat.txt

Description:

- ★ Gender: indicates the sex (factor);
- * Area: indicates the geographic area (factor);
- * Weight: indicates the weight (in kg);
- * Height: indicates the height (in cm).

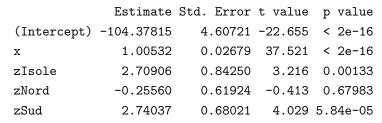
Data become to an ISTAT research of 2005 and interest the thirty-year-old italians.

The aim is to study if in the relation between weight and height there are differences due to the geographical area of residence (North, Centre, South and Islands).

- Let us graphically represent the relation between weight and heigh. highlighting the different geographical areas.
- Let us compute a linear regression that considers the differences of intercept among the different geographical areas in the relation between weight and height.

Regression analysis with dummy variables (differences of intercept):

Coefficients:



Residual standard error: 9.873 on 1801 degrees of freedom Multiple R-squared: 0.4392, Adjusted R-squared: 0.4379 F-statistic: 352.6 on 4 and 1801 DF, p-value: < 2.2e-16

Anderson-Darling test: A = 14.1561, p-value < 2.2e-16

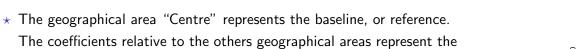


Statistics course - Examples and exercises - Basic Statistics

230 / 255

Regression with dummmy variable

Differences among geographical areas in the relation between weight and height



 \star For $\alpha=0.05$, the coefficient of South and Islands are significant.

deviation of the intercept from the coefficient of the region Centre.

Statistics course - Examples and exercises - Basic Statistics

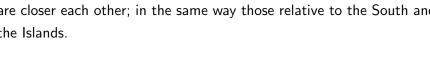
170

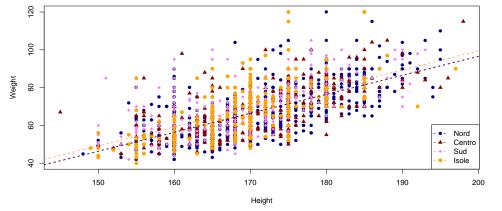
Height

180

Differences among geographical areas in the relation between eight and height

- \star R^2 of the model is 43.92%.
- * The graph in the next slide shows the estimated regression lines. It is possible to note as the estimated regression lines of North and Centre are closer each other; in the same way those relative to the South and the Islands.





120

100

9

40

()UANTIDE

Weight

Nord

CentroSudIsole

190

Differences among geographical areas in the relation between

Regression analysis with dummy variables (differences both of intercept and of slope):

Coefficients:

Estimate Std. Error t value Pr(>|t|) (Intercept) -1.032e+02 9.950e+00 -10.370 <2e-16 zIsole -1.651e+01 1.662e+01 -0.994 0.321 zNord -1.410e+00 1.212e+01 -0.1160.907 zSud 9.432e+00 1.373e+01 0.687 0.492 9.983e-01 5.813e-02 17.172 х <2e-16 zIsole:x 1.138e-01 9.788e-02 1.162 0.245 zNord:x 6.753e-03 7.075e-02 0.095 0.924 -3.963e-02 8.063e-02 -0.4920.623 zSud:x

Residual standard error: 9.874 on 1798 degrees of freedom Multiple R-squared: 0.44, Adjusted R-squared: 0.4378 F-statistic: 201.8 on 7 and 1798 DF, p-value: < 2.2e-16

Statistics course - Examples and exercises - Basic Statistics

233 / 255

Linearizable models Body weight and brain weight

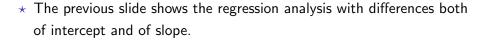
Data: brainbod.txt

Description:

- * Species: indicates the animal species (string);
- * Body: indicates the weight of the animal (in kg);
- * Brain: indicates the weight of the brain of the animal (in g).

Aims: The aim is to establish if there is a relation between the weight of the body and the weight of the brain of fifteen mammal (african elephant, cow, monkey, man, gray wolf, red fox, armadillo, chinchilla and so on).

- Let us show the descriptive univariate graphics (histograms and BW plot) of the two variables.
- Let us show a scatterplot of the two variables and let us estimate a linear regression model.
- The linear model between the two variables is adequate? Why? How could it been improved?



- \star For $\alpha = 0.05$, none coefficient of the dummy variables seems to be significant.
- * It is not correct to eliminate all the non significant terms: we must always eliminate one at a time.
- * At the end of a backwise procedure, the resulting model is the same displayed previously. The difference is only the intercept.

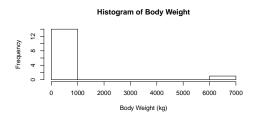
OUANTIDE

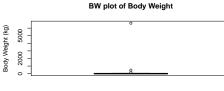
Statistics course - Examples and exercises - Basic Statistics

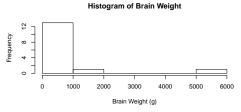
234 / 255

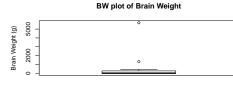
Body weight and brain weight

Descriptive graphics:

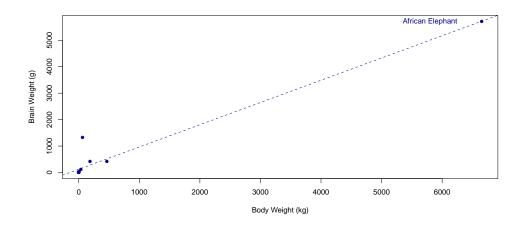








Scatterplot:

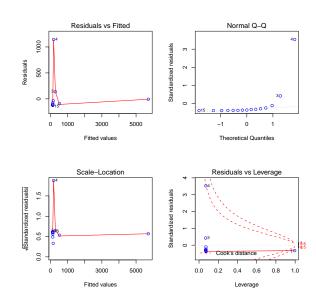


OUANTIDE

Statistics course - Examples and exercises - Basic Statistics

237 / 255

Graphical check of the regression model:





Statistics course - Examples and exercises - Basic Statistics

239 / 255

Regression analysis:

Coefficients:

```
Estimate Std. Error t value p value
(Intercept) 124.52517
                        90.60557
                                   1.374
                                            0.193
              0.84086
                         0.05259
                                 15.990 6.26e-10
```

Residual standard error: 336.1 on 13 degrees of freedom Multiple R-squared: 0.9516, Adjusted R-squared: 0.9479 F-statistic: 255.7 on 1 and 13 DF, p-value: 6.257e-10

Anderson-Darling test:

A = 3.5975, p-value = 1.677e-09



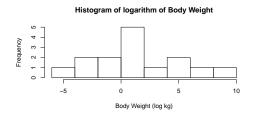
Statistics course - Examples and exercises - Basic Statistics

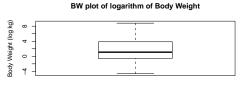
238 / 255

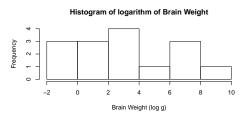
Body weight and brain weight

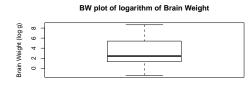
- * A linear regression seems to exist between the two variables.
- \star An high value of the R^2 (95.16%) implies that the link between body weight and brain weight is well explained by a linear regression.
- * However, the weight of the African elephant is much higher than that of other animals, and It makes the graph and the regression curve illegible.
- * A logarithmic transformation of the two variables may suggest a more clear reading of the graph and It may show understandably the relation between the two variables.

descriptive graphics:











Statistics course - Examples and exercises - Basic Statistics

241 / 255

Linearizable models Body weight and brain weight

Regression analysis:

Coefficients:

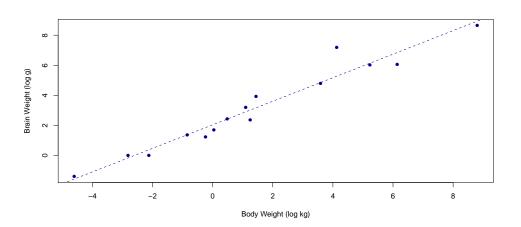
Estimate Std. Error t value p value (Intercept) 2.04818 0.19261 10.63 8.78e-08 log(x) 0.78218 0.05123 15.27 1.11e-09

Residual standard error: 0.6891 on 13 degrees of freedom Multiple R-squared: 0.9472, Adjusted R-squared: 0.9431 F-statistic: 233.1 on 1 and 13 DF, p-value: 1.110e-09

Anderson-Darling test:

A = 0.7164, p-value = 0.04826

Scatterplot:



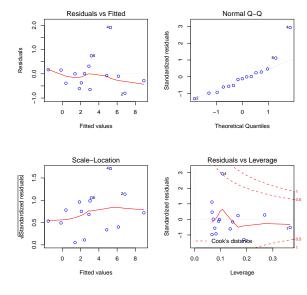
QUANTIDE

Statistics course - Examples and exercises - Basic Statistics

242 / 255

Body weight and brain weight

Graphical check of the regression model:



- * The scatterplot of the logarithms of the weights seems to be more clear than in the same graph on the original data. .
- * Moreover, the Anderson-Darling test rejects the hypothesis of residual normality, for all values of α among those commonly used. However, in the model that considers logarithmic transformation the hypothesis of residual normality seems to be accepted.



Statistics course - Examples and exercises - Basic Statistics

Scatterplot of the relation with regression line:

Scatterplot of Impurity vs Stirrate 8 9 Impurity 13.41 2 9 25



Statistics course - Examples and exercises - Basic Statistics

247 / 255

Data: paint.txt

Description:

- * Stirrate: identifies the rate of agitation (revolution) applied to the container (rpm, revolutions per minute);
- * Impurity: indentifies the number of impurities (lumps) present in the containers of paint.

Aims: The number of impurities (lumps) present in the containers of paint depends on the rate of agitation applied to the container. Previously we determined the linear relation that links the revolution rate applied to the container with the number of lumps. We want to use that relation to forecast the number of lumps present in the container with varinish, starting from the applied agitation rate.

- Let us estimate the value of *Impurity* if *Stirrate* is equal to 30.
- Let us estimate the confidence and prediction intervals at 95 %level for the linear regression model.
- Let us estimate a prediction interval of Impurity at 95 % level if Stirrate is equal to 30.

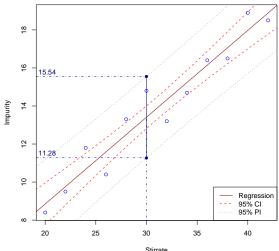


Statistics course - Examples and exercises - Basic Statistics

246 / 255

Regression line with confidence and prediction intervals at 95% level:

Scatterplot of Impurity vs Stirrate





Statistics course - Examples and exercises - Basic Statistics

- * A possible use of the linear regression model to make predictions on *Stirrate* values not present in the sample.
- * For example, let us assume you want to estimate the number of impurities present in the containers of paint when the revolution rate is equal to 30 rpm.
- * The first graph shows than an estimate (punctual) of the number of impurities is 13.41. It means that you can expect about 13 impurities.
- * It is necessary to consider the variability of the estimates of the model, so the prediction interval, built starting from the regression line, must be used.
- * Let us assume a value of *Stirrate* equal to 30, the 95% level prediction interval is 11.28 - 15.54. It means that the number of lumps can vary from 11 to 16, when the revolutio rate is equal to 30 rpm.



Statistics course - Examples and exercises - Basic Statistics

Effect of susceptibility to hypnosis

The following slide shows three graphics that highlight how:

- * without considering the individual susceptibility of the patients, the induction to hypnosis is similar between subjects treated with medicine A and those treated with medicine B, as the left graph shows;
- * the susceptibility and the induction to hypnosis is different in the two groups, as the central graph shows;
- * in fact, when you removed the component due to susceptibility, the induction to hypnosis of the subjects treated with medicine A is greater than the induction to hypnosis of the subjects treated with medicine B, as the right graph shows.

Statistics course - Examples and exercises - Basic Statistics



Data: suggestibility.txt

Description:

- * Induction: indicates the score of the induction to hypnosis (from 1 to 50):
- * Suggestibility: indicates the score of punteggio di susceptibility (from 1 to 50);
- * Method: indicates the type of medicine (factor).

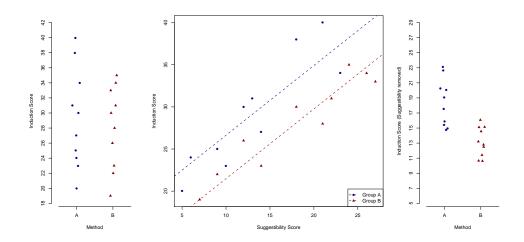
Aims: The aim is to establish if two hypnotic medicines, A and B, are equally effective in inducing the hypnotic state in patients. However, the effective of the hypnotic induction is subjective because It depends on the individual susceptibility of the patient. Then, before the medicine administration, the subjects have to do a susceptibility test to hypnosis.

> - Let us show, at least graphically, that the differences between the two medicines, A e B, are much more evident when the component due to the susceptibility of the patient is removed.



Statistics course - Examples and exercises - Basic Statistics

Effect of susceptibility to hypnosis



251 / 255

Effect of the height on the obesity

Effect of the height on the obesity

Data: weight.txt

Description:

- * Region: indicates the region of residence (factor);
- * Weight: indicates the weight (in kg);
- * Height: indicates the height (in cm).

Aims: The aim is to establish if the inhabitants of two italian regions close to each other, Lombardy and Veneto, have different "obesity". The weight is used as obesity index.

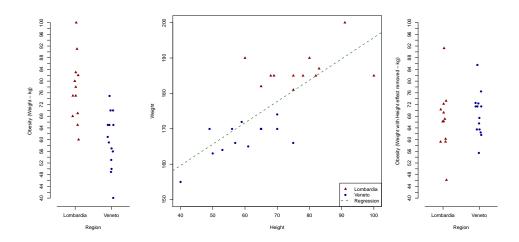
> - Let us show how, at least graphically, the differences between the "obesity" of the Lombardy and Veneto inhabitants are due to the different heights of the subjects of both groups.



Statistics course - Examples and exercises - Basic Statistics

253 / 255

Effect of the height on the obesity





Statistics course - Examples and exercises - Basic Statistics

255 / 255

The following slide shows three graphs that highlight how:

- * the obesity, without considering the height, is lower for Veneto inhabitants, as the left graph shows;
- * the weight and height are different in the two regions, as the central graph shows;
- * in fact, when you removed the component due to the differences in height, the degree of obesity of the Veneto inhabitants not seem to be different from that of the Lombardy inhabitants.



Statistics course - Examples and exercises - Basic Statistics

254 / 255