

# Stem-and-Leaf and Box-plot Diagram

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## Question 2

For the class of 50 students of computing detailed in Exercise 1.1, use R to

- (a) form the stem-and-leaf display for each gender, and discuss the advantages of this representation compared to the traditional histogram;
- (b) construct a box plot for each gender and discuss the findings

### Part A: Stem-and-Leaf Display

In this section, we will generate the stem-and-leaf displays for male and female scores based on the data given in Exercise 1.1.

#### Stem-and-Leaf Display for Males

```
male_scores <-c(48, 49, 49, 30, 30, 31, 32, 35, 37, 41, 86, 42, 51, 53, 56, 42, 44,  
               50, 51, 65, 67, 51, 56, 58, 64, 64, 75)  
cat("\n Stem-and-Leaf display for Male students:\n")
```

```
##  
## Stem-and-Leaf display for Male students:
```

```
stem(male_scores)
```

```
##  
## The decimal point is 1 digit(s) to the right of the |  
##  
## 3 | 001257  
## 4 | 1224899  
## 5 | 01113668  
## 6 | 4457  
## 7 | 5  
## 8 | 6
```

**Figure 1:** *Stem-and-Leaf Display for Male Students*

#### Stem-and-Leaf Display fo Females

```
female_scores <- c(57, 59, 78, 79, 60, 65, 68, 71, 75, 48, 51, 55, 56, 41, 43, 44,
                  75, 78, 80, 81, 83, 83, 85)
cat("\n Stem-and-Leaf display for Female students:\n")
```

```
##
## Stem-and-Leaf display for Female students:
```

```
stem(female_scores)
```

```
##
## The decimal point is 1 digit(s) to the right of the |
##
## 4 | 1348
## 5 | 15679
## 6 | 058
## 7 | 155889
## 8 | 01335
```

**Figure 2:** *Stem-and-Leaf Display for Female Students*

## Stem-and-Leaf plot vs. Histogram

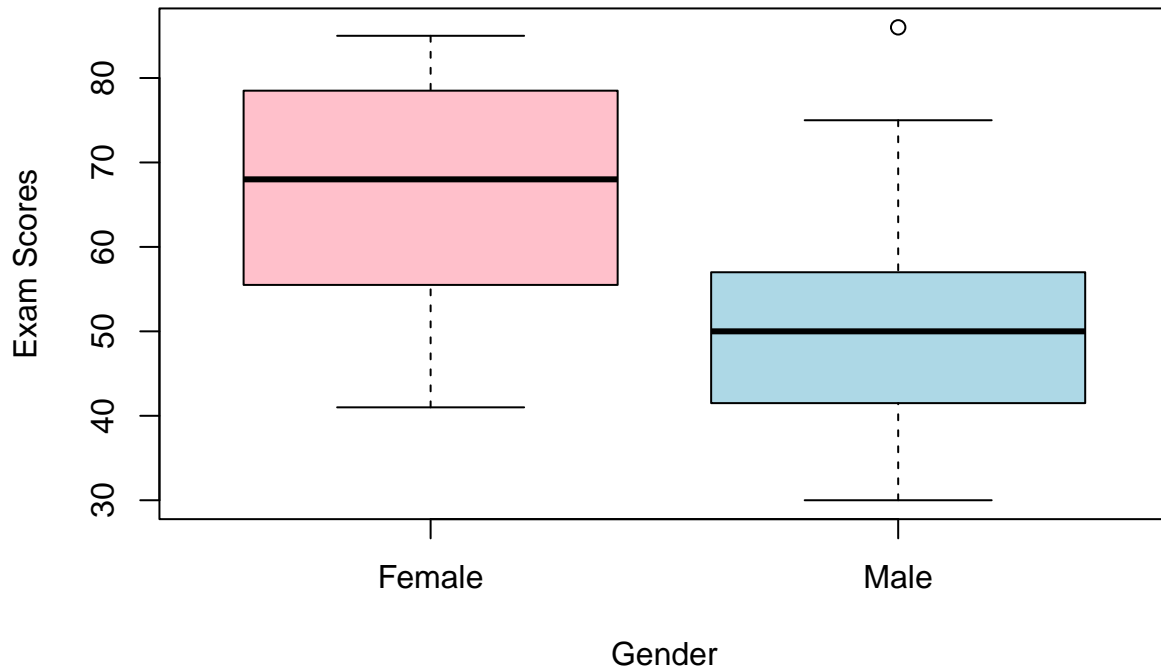
Stem-and-leaf plots have several advantages over traditional histograms for smaller to medium-sized data sets. It also allows easy extraction of particular values, unlike histograms, which pool data into bins and therefore lose individual data points. In addition, stem-and-leaf plots are relatively easy to construct, involving minimal work or effort than the more complicated process of specifying bin widths and figuring out frequencies for histograms. A stem-and-leaf diagram is a schematic representation of a set of data. In other words, the stem and leaf plot is a plot used to represent numerical data by showing its distribution (Pallavi, 2021b).

Stem-and-leaf also excels or shows skills in identifying outliers, since every single data point is readily visible and therefore readily to identify, but extreme values are lost or might be obscured in histograms. For instance, we can notice in Fig. 1 that scores in the 40s are very few, only a few students get marks in that range while 50s slightly increase frequency but there is a noticeable dip in the 60s suggesting fewer students scored in this middle range. On the other hand, the 70s and 80s show a lot of clustering, with many students able to attain these high scores, especially in the mid-to-high 70s and low-to-mid 80s. This shows that a large proportion of the students performed well in the Java Programming Examination. These facts may not be as clear in a histogram. Moreover, another significant advantage is its comparative analysis—back-to-back stem-and-leaf plots have the ability to show two datasets side by side, making comparison simple and easy to interpret. For very large datasets, however, stem-and-leaf plots might get cluttered; hence, histograms are better for describing and summarizing general trends. Despite this limitation, stem-and-leaf plots are still favorable tools in exploratory data analysis. It is capable of maintaining the individual data points while at the same time providing a concise distribution. Its capacity to maintain the individual data points while showing in a modern way the distribution concisely makes it very suitable for intensive statistical analysis, especially for small datasets.

## Part B: Box-Plot Construction

In this section, we will construct the box-plot for male and female scores based on the data given in Exercise 1.1.

## Comparison of Scores in Programming Exam



**Figure 3:** *Box Diagram of Student Scores in the Java Programming Examination*

The comparative analysis of scores for the Java programming examination among female and male students is shown by the boxplot. The median score from female students appears to be around 68 and that of male students around 50. This therefore suggests that, on average, the scores for female students were better than that of male students. The spread of scores for female students is greater because the IQR is from around 52 to 78. For the males, the IQR is around 38 to 55, which means their scores are closer to the middle. On the other hand, the maximum and minimum scores can be analyzed, showing that the female students scored between about 40 and 82, whereas the male students had a larger range from around 30 to 72. This means that although some male students did extremely well, the lowest-scoring male students were much lower than their female counterparts. Additionally, the existence of an outlier above 80 in the male group indicates that at least one male student performed above the norm.

Overall, the analysis shows that female students performed better than their counterparts generally because they have a higher median score and their scores diverge more widely. Male students were more consistent in their performance as their scores fluctuate less. The presence of an outlier among male students suggests that although most of them scored lower than the females, some of them scored much higher than that. In addition, the minimum around 30 by males means a percentage of students male students underperformed women students. A general finding suggests that female students tend to produce better overall success, but if there is much variation, excellent potential is realized in male students.

### Reference:

Pallavi. (2021b, November 18). *Stem and leaf plot*. Helping With Math. <https://helpingwithmath.com/stem-and-leaf-plot/>