

| Question 1: What is a null hypothesis (H_0) and why is it important in hypothesis testing? | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------|-------|--|--|----------|-----------|-----------|-------|------|----|----|----|--------|----|----|----|-------|----|----|-----|----|----|---|----|----|
| answer, | Provides a clear Hypothesis testing begins by assuming the null hypothesis is true. This gives researchers a baseline against which evidence is evaluated. | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Allows objective decision-making Statistical tests calculate the probability (p-value) of observing the sample results if the null hypothesis were true. This helps determine whether the evidence is strong enough to reject H_0 . | | | | | | | | | | | | | | | | | | | | | | | | | |
| Question 2: What does the significance level (α) represent in hypothesis testing? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| answer, | The significance level (α) in hypothesis testing represents the probability of rejecting the null hypothesis (H_0) when it is actually true. This is known as a Type I error. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Question 3 : Diffrent between type I and type II errors. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Answer, | Type I and Type II errors are mistakes that can occur in hypothesis testing when making decisions about the null hypothesis. | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Type I Error | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Definition: Rejecting the null hypothesis when it is actually true. Meaning: Concluding that there is an effect or difference when none exists (false positive). Probability: Equal to the significance level (α). Example: Saying a new drug works when it actually does not. | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Type II Error | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Definition: Failing to reject the null hypothesis when it is actually false. Meaning: Missing a real effect or difference (false negative). Probability: Denoted by β . Example: Saying a new drug does not work when it actually does. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Question 4: Explain the difference between a one-tailed and two-tailed test. Give an example of each. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Answer, | The difference between one-tailed and two-tailed tests lies in the direction of the hypothesis and how the rejection region is defined. A one-tailed test is used when the alternative hypothesis specifies a direction of the effect A two-tailed test is used when the alternative hypothesis looks for any difference, without specifying a direction. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Question 5: A company claims that the average time to resolve a customer complaint is 10 minutes. A random sample of 9 complaints gives an average time of 12 minutes and a standard deviation of 3 minutes. At $\alpha = 0.05$, test the claim. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| answer, | The data do not contradict the claim that the average complaint resolution time is 10 minutes. | | | | | | | | | | | | | | | | | | | | | | | | | |
| question 6: When should you use aZ-test instead of a t-test? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| answer, | Z-test: Known population variability, often large samples. t-test: Unknown population variability, especially small samples. The population standard deviation is unknown and must be estimated using the sample standard deviation. The sample size is small ($n < 30$) and the population is approximately normal. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Question 7: The productivity of 6 employees was measured before and after a training program. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Answer, | <table border="1"> <thead> <tr> <th>Employee</th><th>before</th><th>after</th></tr> </thead> <tbody> <tr> <td>1</td><td>50</td><td>55</td></tr> <tr> <td>2</td><td>60</td><td>65</td></tr> <tr> <td>3</td><td>58</td><td>59</td></tr> <tr> <td>4</td><td>55</td><td>58</td></tr> <tr> <td>5</td><td>62</td><td>63</td></tr> <tr> <td>6</td><td>56</td><td>59</td></tr> </tbody> </table> | | | | | Employee | before | after | 1 | 50 | 55 | 2 | 60 | 65 | 3 | 58 | 59 | 4 | 55 | 58 | 5 | 62 | 63 | 6 | 56 | 59 |
| Employee | before | after | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 50 | 55 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 60 | 65 | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 58 | 59 | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 55 | 58 | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 62 | 63 | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 56 | 59 | | | | | | | | | | | | | | | | | | | | | | | | |
| | Since $4.11 > 2.015$, we reject the null hypothesis. | | | | | | | | | | | | | | | | | | | | | | | | | |
| | At the 5% significance level, there is strong statistical evidence that the training program improved employee productivity. | | | | | | | | | | | | | | | | | | | | | | | | | |
| | The training program was effective. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Question 8: A company wants to test if product preference is independent of gender. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Answer, | <table border="1"> <thead> <tr> <th>Gender</th><th>Product A</th><th>Product B</th><th>Total</th></tr> </thead> <tbody> <tr> <td>Male</td><td>30</td><td>20</td><td>50</td></tr> <tr> <td>female</td><td>10</td><td>40</td><td>50</td></tr> <tr> <td>Total</td><td>40</td><td>60</td><td>100</td></tr> </tbody> </table> | | | | | Gender | Product A | Product B | Total | Male | 30 | 20 | 50 | female | 10 | 40 | 50 | Total | 40 | 60 | 100 | | | | | |
| Gender | Product A | Product B | Total | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 30 | 20 | 50 | | | | | | | | | | | | | | | | | | | | | | | |
| female | 10 | 40 | 50 | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 40 | 60 | 100 | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | Since $16.66 > 3.841$, we reject the null hypothesis. Step 7: Conclusion At the 5% significance level, there is strong evidence that product preference is not independent of gender. Conclusion: Product preference depends on gender. | | | | |
|--|---|--|--|--|--|