

# Hypothesis testing

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# Example:



[https://www.ted.com/talks/hans\\_rosling\\_shows\\_the\\_best\\_stats\\_you\\_ve\\_ever\\_seen](https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen)

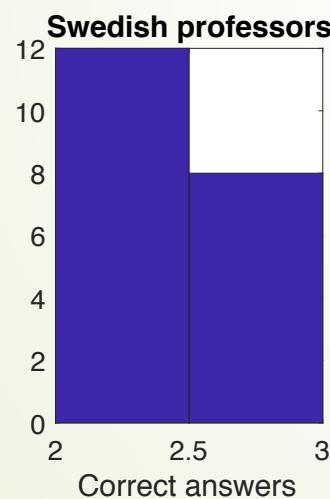
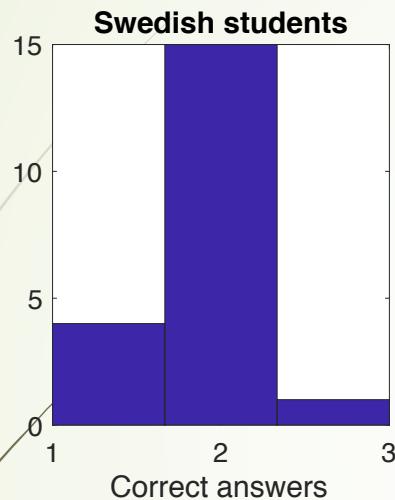
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# Example:





# Procedure of hypothesis tests

- ▶ Formulate the Null Hypothesis, Alternative Hypothesis
- ▶ Design your experiment and collect data
- ▶ Summarise and describe your data
- ▶ Think about what you would expect if  $H_0$  were true.
- ▶ Could your data be explained by the Null Hypothesis?
- ▶ Determine the probability of your data given  $H_0$
- ▶ Interpret your p value and make a decision
- ▶ Be aware that hypothesis tests are not perfect

# Null and alternative hypotheses

- ▶ **Null hypothesis: nothing is happening**
- ▶ In our example: Swedish students are able to distinguish child mortality between countries where it differs with ratio 2:1 **same as** chimpanzees
  
- ▶ **Alternative hypothesis: something is happening**
- ▶ In our example: Swedish students are able to distinguish child mortality between countries where it differs with ratio 2:1 **worse than** chimpanzees

T-test  $p < 10^{-5} \Rightarrow$  reject null hypothesis

# Statistical models: what are they?

Extract patterns from available data (*training data*)

- ▶ Can be used to predict new data (*testing data*)

**Are all wrong...**

**...but some are useful!** (George Box)

**What are their main elements?**

- ▶ **The generating process**, e.g.  $y = f(x)$

- ▶ **Parameters** that control it, e.g.

$$f(x | \mu, \sigma^2) = \frac{1}{\sqrt{2\pi\sigma^2}} e^{-\frac{(x-\mu)^2}{2\sigma^2}}$$



# Null and alternative hypotheses – formally speaking

- ▶ **Null hypothesis:** no difference between two parameters or a parameter and a constant
- ▶ **Alternative hypothesis:** difference between two parameters or a parameter and a constant

## Types of tests

- ▶ **Two-tailed:** can be less or more (default)
- ▶ **One-tailed** (need to be justified):
  - ▶ One should be bigger than the other (*right tailed*)
  - ▶ One should be smaller than the other (*left tailed*)

# Other examples: null

**Null Hypothesis ( $H_0$ ): “Nothing is happening”**

- ▶ The effect of the medication is the same as that of a placebo.
- ▶ Lack of sleep does not affect cognitive function.
- ▶ Wildtype mice and FMRP knockout mice show the same level of synaptic activity.
- ▶ Rates of TB infection have not changed between 1920 and 2010.

# Other examples: alternative

## **Null Hypothesis ( $H_0$ ): “Nothing is happening”**

- ▶ The effect of the medication is the same as that of a placebo.
- ▶ Lack of sleep does not affect cognitive function.
- ▶ Wildtype mice and FMRP knockout mice show the same level of synaptic activity.
- ▶ Rates of TB infection have not changed between 1920 and 2010.

## **Alternative hypothesis ( $H_A$ ): “Something is happening”**

- ▶ The medication has a different effect than a placebo.
- ▶ Lack of sleep affects cognitive function.
- ▶ Wildtype mice and FMRP knockout mice show different levels of synaptic activity.
- ▶ Rates of TB infection changed between 1920 and 2010.

# Statistical tests: the procedure

- ▶ Use data obtained from sample(s) to make a decision whether or not to reject the null hypothesis

**Swedish students sample:**

2 1 2 2 1 2 1 2 2 1 2 2 1 2 3 2 2 2 2 2

**Swedish professors sample:**

2 3 2 3 2 3 2 2 2 2 3 2 3 2 3 2 3 2 3 2 3

<https://www.naturalworldsafaris.com/wildlife/chimpanzees>

**Chimpanzees?**

Presumably  
50-50!...



**Really? ☺**

<https://media.treehugger.com/assets/images/2011/10/psychic-german-octopus-world-cup-football.jpg>



# Example: t-tests

**Swedish students sample:**

2 1 2 2 1 2 1 2 2 1 2 2 1 2 3 2 2 2 2 2 2

**Swedish professors sample:**

2 3 2 3 2 3 2 2 2 2 3 2 3 2 3 2 3 2 2 3

**Chimpanzees?** Presumably 50% chance!...

Students vs. Professors:  **$p = 7 * 10^{-4}$**

Students vs. Chimpanzees:  **$p = 9 * 10^{-6}$**

Professors vs. Chimpanzees:  **$p = 0.38$**

# What is P value?

- **Probability** of observing a value **as or more extreme** as the one you observed **if the null hypothesis were true.**

What do we do with it?

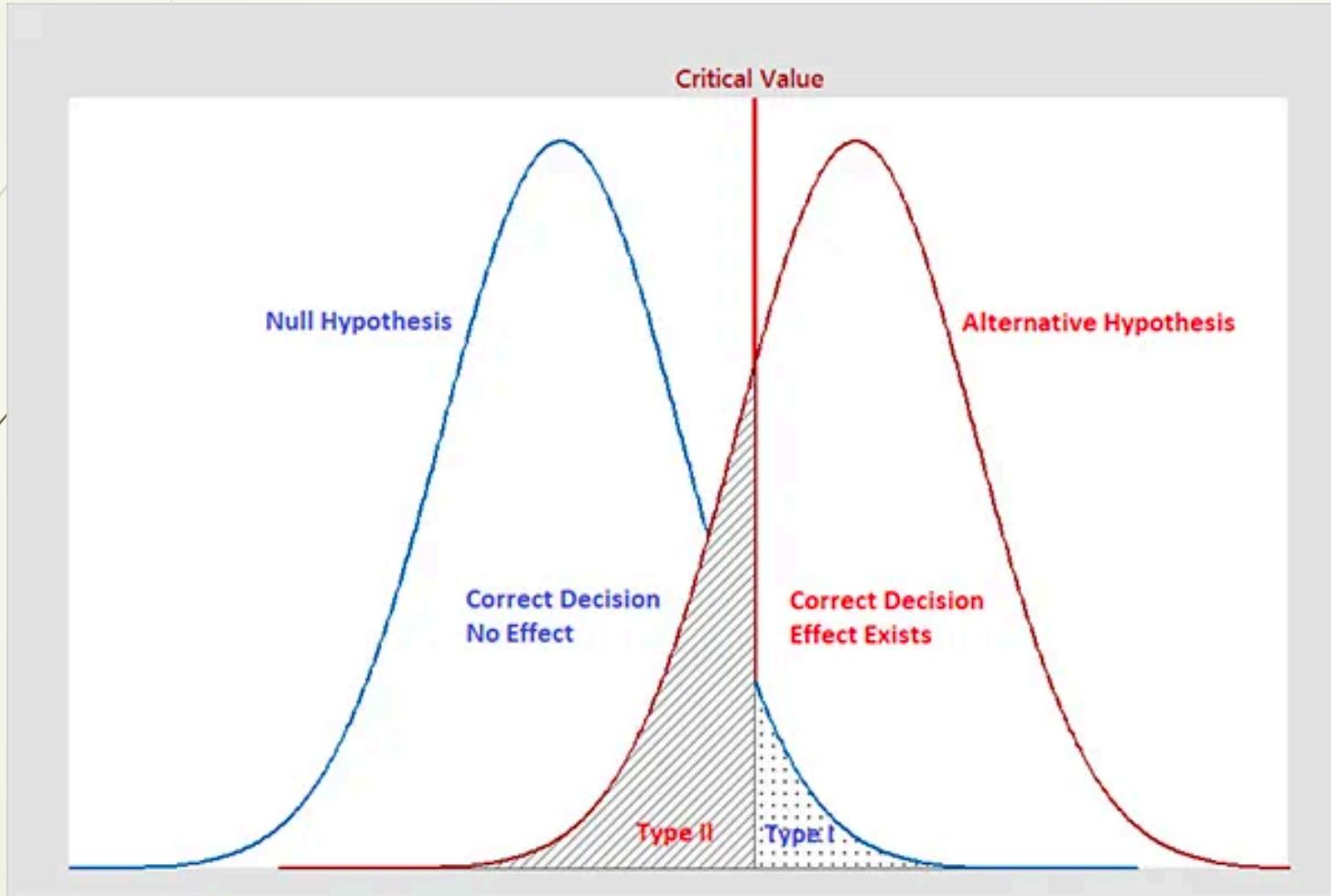
**Level of significance** – convention (no magic!)

- $p < 0.05$ : **reject the null hypothesis**
- $p > 0.05$ : **cannot reject the null hypothesis** (not the same as confirm it!)

# Different outcomes

	<b>Something is happening</b>	<b>Nothing is happening</b>
<b>We found something</b>	True positive (correct)	False positive <b>(Type 1 error)</b>
<b>We found nothing</b>	False negative <b>(Type 2 error)</b>	True negative (correct)

# Type 1 and 2 errors



Where should  
the critical  
value be?

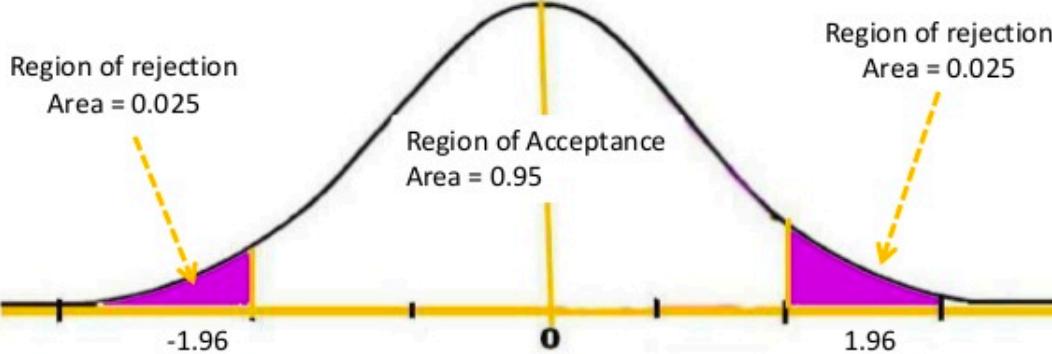
<https://i1.wp.com/statisticsbyjim.com/wp-content/uploads/2018/07/TypesErrorHypothesisTests.png?fit=600%2C400>

# Critical values and critical regions

## Example: Two Tailed

- Given: critical z values are  $\pm 1.96$ ,  $\alpha = 0.05$

► Significance level need not always be 0.05!



<https://image.slidesharecdn.com/statisticshypothesistesting-130115004420-phpapp02/95/statistics-hypothesis-testing-14-638.jpg?cb=1358210733>

# Hypothesis testing steps

- ▶ Formulate a hypothesis
- ▶ Choose a significance level
- ▶ Calculate the critical value
- ▶ Calculate the test statistic
- ▶ Calculate p value
- ▶ **Make a decision**

Buridan's Donkey



<https://mayooshin.com/wp-content/uploads/2018/11/boridans-ass.jpg>