descriptive statistics 1-1: more than one variable; relationships

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this version: Thursday 10th September, 2020 08:22

outline

summarizing more than one variable: crosstabs and correlation, (**?**, ch3,4)

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howto describe data?

- numbers
- graphs (always better unless very few data, say <5)
  humans recognize patterns in graphs better and faster
- break it up into subsets/subsamples! dig deeper!
  - say see hist/tab for males and females separately
  - say corr or crosstab for low and hi val separately
    that's a quick way to see nonlinear relationship!
    eg it may first rise and then fall
- googSheet or whiteboard

few categories / categorical

- ◇ use contingency table / cross-tabs
  (because you cross-tabulate data)
- ◇ use percents, not counts: then usually it's clear

: so what's the relationship: age and being a student?

What is your age?	Are you a student?			
	Yes - Full Time	Yes - Part Time	No	To
15 and under	88%	12%	-	8
16 - 18	95%	-	5%	4
19 - 23	68%	12%	20%	20
24 - 29	16%	10%	74%	35
30 - 35	5%	9%	86%	19
36 - 45	4%	8%	88%	16
over 45	1%	7%	92%	12

crosstabs: row percents v col percents

- Sort: Cols ▾ Rows ▾ | Count | All % | **Row %** | Col %

Job Satisfaction	Number of Employees at Company: 1-25	26-100	101-999	1,000-3,000	> 3000	To
Hate my job	24.4%	14.1%	26.9%	12.8%	21.8%	
I'm not happy in my job	31.6%	21.3%	19.2%	6.3%	21.5%	
It's a paycheck	27.6%	20.4%	22.6%	7.7%	21.8%	
I enjoy going to work	32.3%	21.8%	21.3%	7.0%	17.6%	
Love my job	47.8%	17.2%	17.0%	5.0%	13.0%	

- Sort: Cols ▾ Rows ▾ | Count | All % | Row % | **Col %**

Job Satisfaction	Number of Employees at Company: 1-25	26-100	101-999	1,000-3,000	> 300
Hate my job	0.8%	0.8%	1.5%	2.2%	
I'm not happy in my job	6.6%	7.9%	7.1%	7.2%	
It's a paycheck	12.6%	16.4%	18.1%	18.9%	2

percentage change v percentage point change

- say good school's dropout rate increases from 2% to 4%
  - percentage point increase is $4 - 2 = 2$
  - percentage increase is $(\frac{4-2}{2}) * 100 = 100$
- say bad school's dropout rate increases from 50% to 75%
  - percentage point increase is $75 - 50 = 25$
  - percentage increase is $(\frac{75-50}{50}) * 100 = 50$
- if you start from low base (eg 2), then small percentage point increase is huge percent increase!

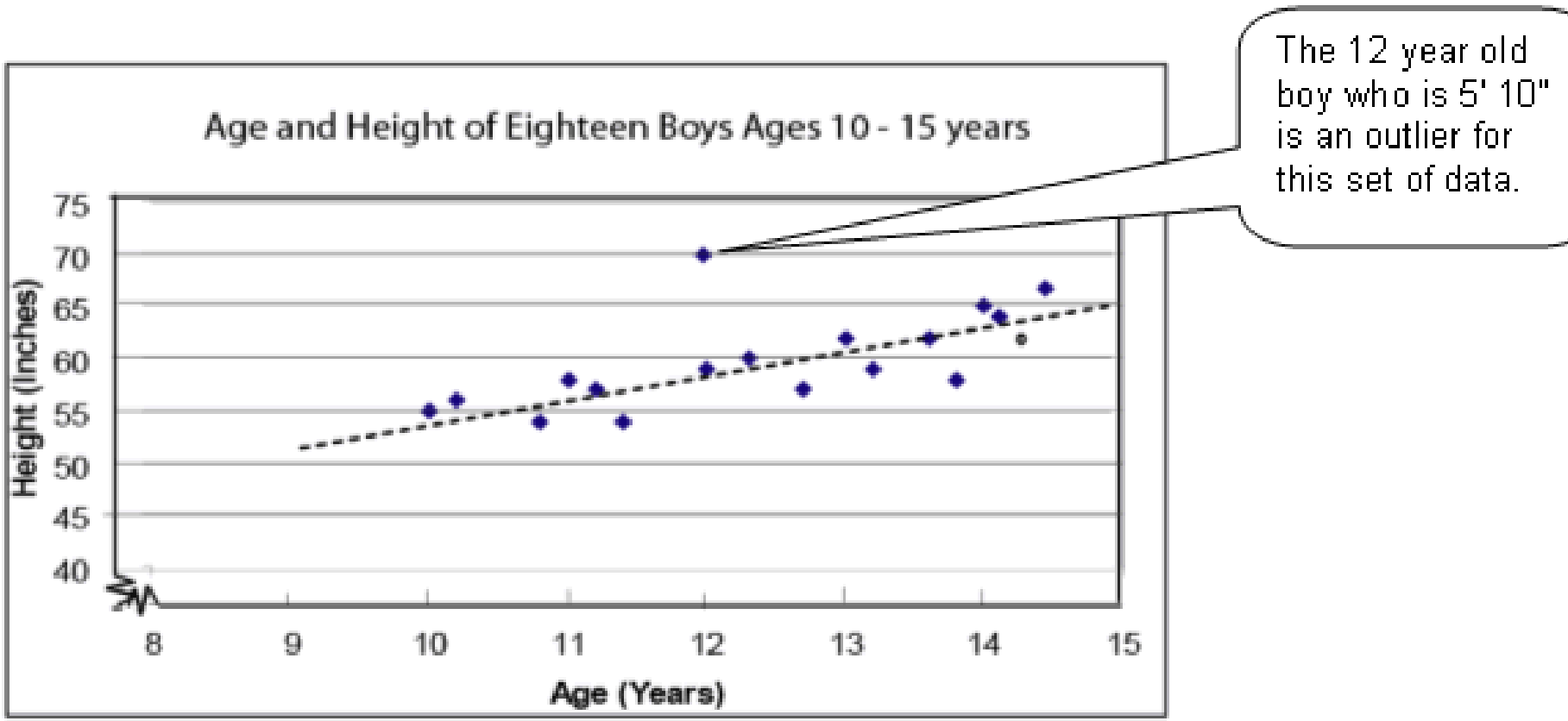
many categories / continuous data

- use correlation and scatterplots
  - just plot them in scatterplot; identify outliers!
  - blackboard: examples with outliers
  - correlation ranges between -1 and 1
  - $< |4|$ low
  - $|.4 - .6|$ moderate
  - $> |.7|$ strong
- again, keep in mind causation v correlation

TODO: just insert here one of these corr coef graphs showng strength of relationship based on look

scatterplot

◇



- also see `http://www.socialresearchmethods.net/kb/statcorr.php`

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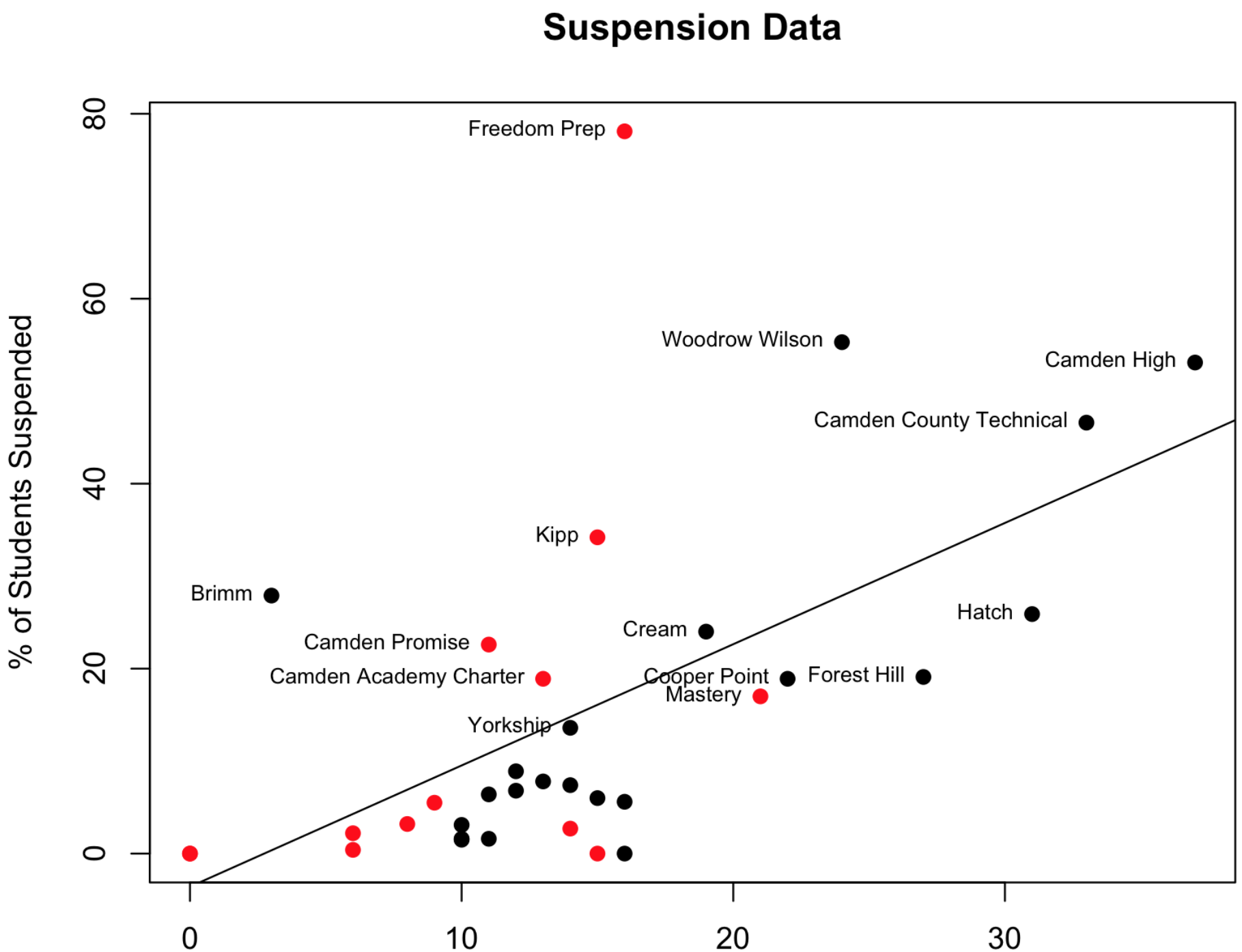
◇ next slide: `https://danley.camden.rutgers.edu/2017/04/13/who-suspends-the-highest-percentage-of-camden-students-freedom-prep/`


Suspension Data
% of Students Suspended
0
20
40
60
80
0
10
20
30
Freedom Prep
Woodrow Wilson
Camden High
Camden County Technical
Kipp
Brimm
Hatch
Cream
Camden Promise
Camden Academy Charter
Cooper Point
Forest Hill
Mastery
Yorkship

do scatterplots

- it is useful to produce a scatterplot
  - you'd see outliers–
  - and whether the relationship is due to them
  - blackboard: relationships biased due to outliers
  - say marriage rate and divorce rate and Nevada

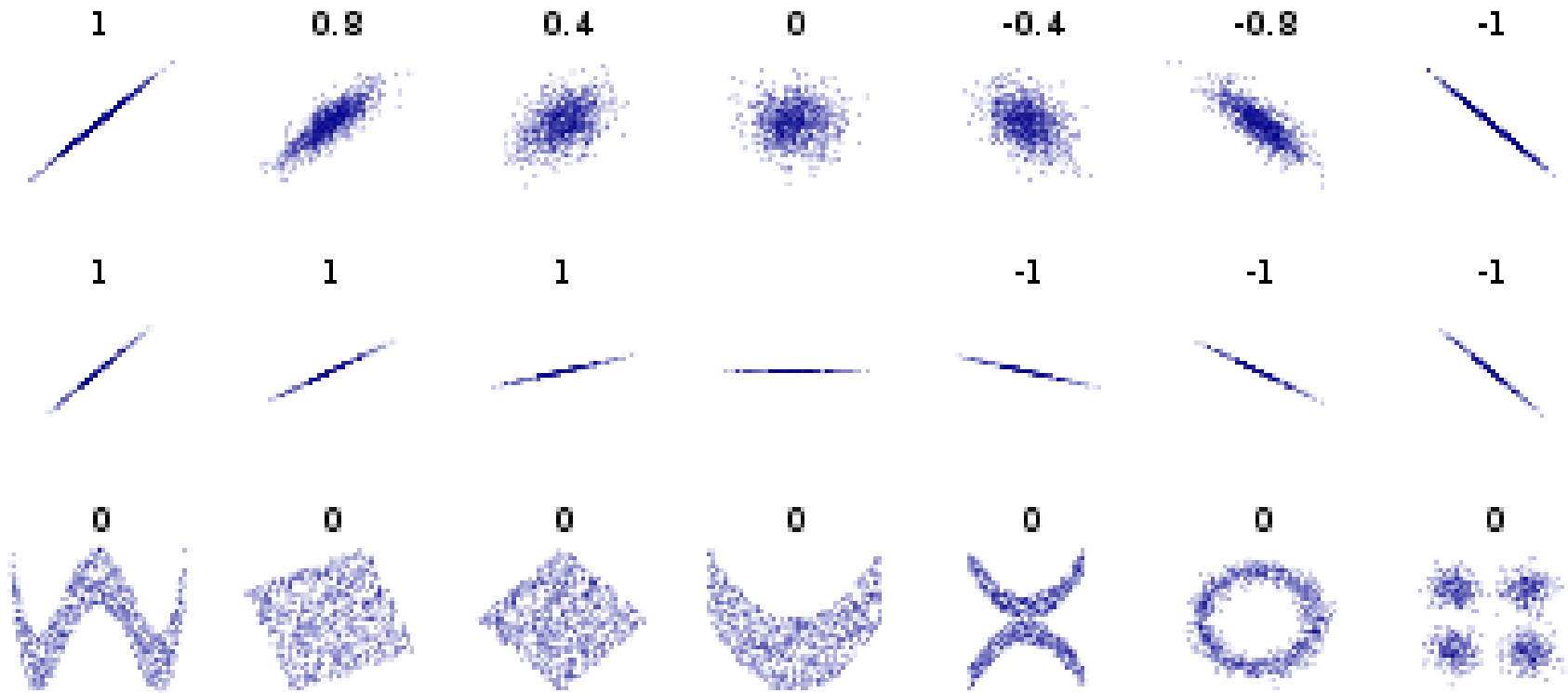
Wheelan in ch11 mentions Whitehall studies

- fascinating stuff!
- high status causes better health!
  - great book 'Status Syndrome' `http://a.co/jaUuwT7`
- say nobel prize or oscar boosts one's health and longevity
  - these successful folks live longer and in better health
  - than exact same people (income, lifestyle, etc) but without status

closer look at status syndrome

- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2566175/
- see Table 2A for correlations
  - especially 'Decision latitude'
  - conclusions? extra credit

correlations for different scenarios



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wrap-up

- end every class discussing what we covered and quick look at next week
- end with a review Q&A,
- give some examples (essp in pub pol and pub adm) for concepts covered
- students will discuss concepts from the class
-
- quick look at next class

bibliography I