Inference for Two Means

Nate Wells

Math 141, 4/21/21

Outline

In this lecture, we will...

- Investigate the theoretical distribution for difference in two means.
- Create confidence intervals and perform hypothesis tests using *t* distribution for differences in means.
- Compare inference procedures for two independent samples vs. paired samples

Section 1

Inference for 2 Means

• Consider the following questions:

- Consider the following questions:
 - Are variations in test scores between two sections of Math 141 just due to random sampling, or do they suggest an underlying difference?

- Consider the following questions:
 - Are variations in test scores between two sections of Math 141 just due to random sampling, or do they suggest an underlying difference?
 - Does daily consumption of coffee improve cardiovascular health compared to a control?

- Consider the following questions:
 - Are variations in test scores between two sections of Math 141 just due to random sampling, or do they suggest an underlying difference?
 - Does daily consumption of coffee improve cardiovascular health compared to a control?
 - Is there a significant difference in price between .99 and 1.0 carat diamonds?

- Consider the following questions:
 - Are variations in test scores between two sections of Math 141 just due to random sampling, or do they suggest an underlying difference?
 - Does daily consumption of coffee improve cardiovascular health compared to a control?
 - Is there a significant difference in price between .99 and 1.0 carat diamonds?
- Each of these questions can be answered by analyzing the difference in means between samples taken from two groups.

- Consider the following questions:
 - Are variations in test scores between two sections of Math 141 just due to random sampling, or do they suggest an underlying difference?
 - Does daily consumption of coffee improve cardiovascular health compared to a control?
 - Is there a significant difference in price between .99 and 1.0 carat diamonds?
- Each of these questions can be answered by analyzing the difference in means between samples taken from two groups.
- Groups could be formed from...

- Consider the following questions:
 - Are variations in test scores between two sections of Math 141 just due to random sampling, or do they suggest an underlying difference?
 - Does daily consumption of coffee improve cardiovascular health compared to a control?
 - Is there a significant difference in price between .99 and 1.0 carat diamonds?
- Each of these questions can be answered by analyzing the difference in means between samples taken from two groups.
- Groups could be formed from...
 - Two different populations.
 - Two subsets within the same sample distinguished by levels of a categorical variable.
 - Two treatment groups in an experiment.

 Suppose random samples of size n₁ and n₂ are drawn independentally from populations with means μ₁ and μ₂ and standard deviations σ₁ and σ₂, respectively.

- Suppose random samples of size n_1 and n_2 are drawn **independentally** from populations with means μ_1 and μ_2 and standard deviations σ_1 and σ_2 , respectively.
- **Goal**: Estimate the value of the parameter $\mu_1 \mu_2$ using the statistic $\bar{x}_1 \bar{x}_2$.

- Suppose random samples of size n_1 and n_2 are drawn **independentally** from populations with means μ_1 and μ_2 and standard deviations σ_1 and σ_2 , respectively.
- Goal: Estimate the value of the parameter $\mu_1 \mu_2$ using the statistic $\bar{x}_1 \bar{x}_2$.
 - We need to know the shape, center, and spread of distribution of $\bar{x}_1 \bar{x}_2$.

- Suppose random samples of size n_1 and n_2 are drawn **independentally** from populations with means μ_1 and μ_2 and standard deviations σ_1 and σ_2 , respectively.
- Goal: Estimate the value of the parameter $\mu_1 \mu_2$ using the statistic $\bar{x}_1 \bar{x}_2$.
 - We need to know the shape, center, and spread of distribution of $\bar{x}_1 \bar{x}_2$.
- By CLT, the distributions of \bar{x}_1 and \bar{x}_2 are approximately Normal.

- Suppose random samples of size n₁ and n₂ are drawn independentally from populations with means μ₁ and μ₂ and standard deviations σ₁ and σ₂, respectively.
- Goal: Estimate the value of the parameter $\mu_1 \mu_2$ using the statistic $\bar{x}_1 \bar{x}_2$.
 - We need to know the shape, center, and spread of distribution of $\bar{x}_1 \bar{x}_2$.
- By CLT, the distributions of \bar{x}_1 and \bar{x}_2 are approximately Normal.





- Suppose random samples of size n₁ and n₂ are drawn independentally from populations with means μ₁ and μ₂ and standard deviations σ₁ and σ₂, respectively.
- Goal: Estimate the value of the parameter $\mu_1 \mu_2$ using the statistic $\bar{x}_1 \bar{x}_2$.
 - We need to know the shape, center, and spread of distribution of $\bar{x}_1 \bar{x}_2$.
- The distribution of the difference $\bar{x}_1 \bar{x}_2$ is approximately Normal also



• By the Central Limit Theorem, as both n_1 and n_2 get larger, the distribution of difference in sample means $\bar{x}_1 - \bar{x}_2$ becomes more Normally distributed, with mean

$$\mu_1 - \mu_2$$
 and standard error $SE = \sqrt{rac{\sigma_1^2}{n_1} + rac{\sigma_2^2}{n_2}}$

 By the Central Limit Theorem, as both n₁ and n₂ get larger, the distribution of difference in sample means x
₁ - x
₂ becomes more Normally distributed, with mean

$$\mu_1-\mu_2$$
 and standard error ${\it SE}=\sqrt{rac{\sigma_1^2}{n_1}+rac{\sigma_2^2}{n_2}}$

• In practice, we estimate the parameters σ_1 and σ^2 with the sampel statistics s_1 and s_2

 By the Central Limit Theorem, as both n₁ and n₂ get larger, the distribution of difference in sample means x
₁ - x
₂ becomes more Normally distributed, with mean

$$\mu_1 - \mu_2$$
 and standard error $SE = \sqrt{rac{\sigma_1^2}{n_1} + rac{\sigma_2^2}{n_2}}$

- In practice, we estimate the parameters σ_1 and σ^2 with the sampel statistics s_1 and s_2
- Consider the standardized difference in sample means:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\text{SE}} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

 By the Central Limit Theorem, as both n₁ and n₂ get larger, the distribution of difference in sample means x
₁ - x
₂ becomes more Normally distributed, with mean

$$\mu_1-\mu_2$$
 and standard error ${\it SE}=\sqrt{rac{\sigma_1^2}{n_1}+rac{\sigma_2^2}{n_2}}$

- In practice, we estimate the parameters σ_1 and σ^2 with the sampel statistics s_1 and s_2
- Consider the standardized difference in sample means:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\text{SE}} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Theorem

The standardized difference t is approximately t-distributed with degrees of freedom $df = \min\{n_1 - 1, n_2 - 1\}.$

This approximation is appropriate either when both sample sizes are large (i.e. $n_1, n_2 \ge 30$), or when both populations are approximately Normally distributed.

Question: Do 1.0 carat diamonds command a higher price than .99 carat diamonds beyond what you would expect due to increase in weight?

• To answer, we collect random samples of 30 1.0 and 23 .99 carat diamonds.

- To answer, we collect random samples of 30 1.0 and 23 .99 carat diamonds.
 - To decouple the effect of increase in size between the two groups, we divide price of the .99 carat diamonds by .99 to obtain price per carat ppc

- To answer, we collect random samples of 30 1.0 and 23 .99 carat diamonds.
 - To decouple the effect of increase in size between the two groups, we divide price of the .99 carat diamonds by .99 to obtain price per carat ppc
- Here are side-by-side boxplots of the diamonds, along with summary statistics

- To answer, we collect random samples of 30 1.0 and 23 .99 carat diamonds.
 - To decouple the effect of increase in size between the two groups, we divide price of the .99 carat diamonds by .99 to obtain price per carat ppc
- Here are side-by-side boxplots of the diamonds, along with summary statistics



- To answer, we collect random samples of 30 1.0 and 23 .99 carat diamonds.
 - To decouple the effect of increase in size between the two groups, we divide price of the .99 carat diamonds by .99 to obtain price per carat ppc
- Here are side-by-side boxplots of the diamonds, along with summary statistics



• Our null and alternate hypotheses:

$$H_0: \mu_1 - \mu_{99} = 0 \qquad H_0: \mu_1 - \mu_{99} > 0$$

1 Our null and alternate hypotheses:

$$H_0: \mu_1 - \mu_{99} = 0 \qquad H_0: \mu_1 - \mu_{99} > 0$$

• Our null and alternate hypotheses:

$$H_0: \mu_1 - \mu_{99} = 0 \qquad H_0: \mu_1 - \mu_{99} > 0$$



• Our null and alternate hypotheses:

$$H_0: \mu_1 - \mu_{99} = 0 \qquad H_0: \mu_1 - \mu_{99} > 0$$



 The 1.0 carat diamonds show evidence of right-skew, but since n ≥ 30, this is probably fine.

• Our null and alternate hypotheses:

$$H_0: \mu_1 - \mu_{99} = 0 \qquad H_0: \mu_1 - \mu_{99} > 0$$



- The 1.0 carat diamonds show evidence of right-skew, but since n ≥ 30, this is probably fine.
- By construction, the two samples are independent. And observations within each sample are independent as well.

8 We compute our test statistic

8 We compute our test statistic

$$t = \frac{\bar{x}_1 - \bar{x}_2}{SE} = \frac{5585 - 4451}{\sqrt{\frac{1614^2}{30} + \frac{1332^2}{23}}} = 2.802$$

8 We compute our test statistic

$$t = \frac{\bar{x}_1 - \bar{x}_2}{SE} = \frac{5585 - 4451}{\sqrt{\frac{1614^2}{30} + \frac{1332^2}{23}}} = 2.802$$

O Calculate the P-Value.

8 We compute our test statistic

$$t = \frac{\bar{x}_1 - \bar{x}_2}{SE} = \frac{5585 - 4451}{\sqrt{\frac{1614^2}{30} + \frac{1332^2}{23}}} = 2.802$$

- 4 Calculate the P-Value.
- The theory-based method says t is approximately t-distributed with 22 degrees of freedom: df = min(23 1, 30 1) = 22

8 We compute our test statistic

$$t = \frac{\bar{x}_1 - \bar{x}_2}{SE} = \frac{5585 - 4451}{\sqrt{\frac{1614^2}{30} + \frac{1332^2}{23}}} = 2.802$$

4 Calculate the P-Value.

The theory-based method says t is approximately t-distributed with 22 degrees of freedom: df = min(23 - 1, 30 - 1) = 22

p_value<-1 - pt(2.802, df = 22)
p_value</pre>

[1] 0.0052

8 We compute our test statistic

$$t = \frac{\bar{x}_1 - \bar{x}_2}{SE} = \frac{5585 - 4451}{\sqrt{\frac{1614^2}{30} + \frac{1332^2}{23}}} = 2.802$$

4 Calculate the P-Value.

The theory-based method says t is approximately t-distributed with 22 degrees of freedom: df = min(23 - 1, 30 - 1) = 22

p_value<-1 - pt(2.802, df = 22)
p_value</pre>

[1] 0.0052

6 Conclude

8 We compute our test statistic

$$t = \frac{\bar{x}_1 - \bar{x}_2}{SE} = \frac{5585 - 4451}{\sqrt{\frac{1614^2}{30} + \frac{1332^2}{23}}} = 2.802$$

- 4 Calculate the P-Value.
- The theory-based method says t is approximately t-distributed with 22 degrees of freedom: df = min(23 1, 30 1) = 22

p_value<-1 - pt(2.802, df = 22)
p_value</pre>

- ## [1] 0.0052
 - 6 Conclude
 - At the $\alpha = 0.01$ significance level, we reject the null hypothesis. This sample suggests 1.0 carat diamonds command a higher price than is explained by increase in weight alone.

Comparison with infer

```
set.seed(101)
diamonds_null <- diamonds %>% specify(ppc ~ carat) %>%
hypothesize(null = "independence") %>%
generate(reps = 5000, type = "permute") %>%
calculate(stat = "diff in means", order = c("1", "0.99"))
diamonds_null %>% visualize()+shade_p_value(obs_stat = 1135, direction = "right")
```



diamonds_null %>% get_p_value(obs_stat = 1135, direction = "right")

```
## # A tibble: 1 x 1
## p_value
## <dbl>
## 1 0.0042
```

Goal: Create a confidence interval that corresponds to **one-sided** $\alpha = 0.01$ significance

Goal: Create a confidence interval that corresponds to **one-sided** $\alpha = 0.01$ significance



Goal: Create a confidence interval that corresponds to **one-sided** $\alpha = 0.01$ significance



What is the t* critical value for 98% confidence? t_star<- qt(.99, df = 22) t_star

[1] 2.5

Goal: Create a confidence interval that corresponds to **one-sided** $\alpha = 0.01$ significance



What is the t* critical value for 98% confidence? t_star<- qt(.99, df = 22) t_star

[1] 2.5

Note that our observed t statistic was t = 2.802, which was more extreme than the critical value for 98% confidence

Create a 98% confidence interval to estimate the difference $\mu_1 - \mu_{99}$

Create a 98% confidence interval to estimate the difference $\mu_1-\mu_{99}$

The formula for our confidence interval is

$$(\bar{x}_1 - \bar{x}_{99}) \pm t^* \cdot SE$$

Create a 98% confidence interval to estimate the difference $\mu_{1}-\mu_{99}$

The formula for our confidence interval is

$$(ar{x}_1 - ar{x}_{99}) \pm t^* \cdot SE$$

Giving an interval of

$$(5585 - 4451) \pm 2.508 \cdot \sqrt{\frac{1614^2}{30} + \frac{1332^2}{23}}$$

or

(118.42, 2149.58)

Create a 98% confidence interval to estimate the difference $\mu_{1}-\mu_{99}$

The formula for our confidence interval is

$$(ar{x}_1 - ar{x}_{99}) \pm t^* \cdot SE$$

Giving an interval of

$$(5585 - 4451) \pm 2.508 \cdot \sqrt{\frac{1614^2}{30} + \frac{1332^2}{23}}$$

or

(118.42, 2149.58)

Since this interval does not contain 0, we conclude that there IS a price increase for $1.0\ carat$ diamonds.

Comparison with infer

```
set.seed(101)
diamonds_boot <- diamonds %>% specify(ppc - carat) %>%
generate(reps = 5000, type = "bootstrap") %>%
calculate(stat = "diff in means", order = c("1", "0.99"))
diamonds_ci <- diamonds_boot %>% get_ci(level = 0.98, type = "percentile")
diamonds_ci
## # A tibble: 1 x 2
## lower_ci upper_ci
## _ odbl> _ odbl>
```

```
## 1 247. 2113.
diamonds boot %>%visualize()+ shade_ci(endpoints = diamonds_ci)
```



Simulation–Based Bootstrap Distribution

Nate Wells

Section 2

Inference for Paired Samples

• Suppose you intend to design an experiment to determine whether the mean of two populations are equal.

- Suppose you intend to design an experiment to determine whether the mean of two populations are equal.
- You could obtain an SRS from each population, compute means for each sample, take the difference, and assess variability based on previous procedures.

- Suppose you intend to design an experiment to determine whether the mean of two populations are equal.
- You could obtain an SRS from each population, compute means for each sample, take the difference, and assess variability based on previous procedures.
 - It *is* possible that any observed effect is not due to the explanatory variable, but to some confounding variable present in one sample but not other.

- Suppose you intend to design an experiment to determine whether the mean of two populations are equal.
- You could obtain an SRS from each population, compute means for each sample, take the difference, and assess variability based on previous procedures.
 - It *is* possible that any observed effect is not due to the explanatory variable, but to some confounding variable present in one sample but not other.
- To reduce effect of confounding variable, you could match individuals in one sample with similar individuals in the other sample.

- Suppose you intend to design an experiment to determine whether the mean of two populations are equal.
- You could obtain an SRS from each population, compute means for each sample, take the difference, and assess variability based on previous procedures.
 - It *is* possible that any observed effect is not due to the explanatory variable, but to some confounding variable present in one sample but not other.
- To reduce effect of confounding variable, you could match individuals in one sample with similar individuals in the other sample.
 - But if matching is used in sample design, it is not appropriate to use the 2 sample procedures. (Why?)

- Suppose you intend to design an experiment to determine whether the mean of two populations are equal.
- You could obtain an SRS from each population, compute means for each sample, take the difference, and assess variability based on previous procedures.
 - It *is* possible that any observed effect is not due to the explanatory variable, but to some confounding variable present in one sample but not other.
- To reduce effect of confounding variable, you could match individuals in one sample with similar individuals in the other sample.
 - But if matching is used in sample design, it is **not** appropriate to use the 2 sample procedures. (Why?)
- You can create a new variable recording the **difference** in measurements in each pair of individuals

- Suppose you intend to design an experiment to determine whether the mean of two populations are equal.
- You could obtain an SRS from each population, compute means for each sample, take the difference, and assess variability based on previous procedures.
 - It *is* possible that any observed effect is not due to the explanatory variable, but to some confounding variable present in one sample but not other.
- To reduce effect of confounding variable, you could match individuals in one sample with similar individuals in the other sample.
 - But if matching is used in sample design, it is **not** appropriate to use the 2 sample procedures. (Why?)
- You can create a new variable recording the **difference** in measurements in each pair of individuals
- This new variable can be used to perform statistical inference using the 1-sample procedures for mean.

- Suppose you intend to design an experiment to determine whether the mean of two populations are equal.
- You could obtain an SRS from each population, compute means for each sample, take the difference, and assess variability based on previous procedures.
 - It *is* possible that any observed effect is not due to the explanatory variable, but to some confounding variable present in one sample but not other.
- To reduce effect of confounding variable, you could match individuals in one sample with similar individuals in the other sample.
 - But if matching is used in sample design, it is **not** appropriate to use the 2 sample procedures. (Why?)
- You can create a new variable recording the **difference** in measurements in each pair of individuals
- This new variable can be used to perform statistical inference using the 1-sample procedures for mean.
 - Rather than looking at the difference in means, we look at the mean of differences!

The World's Fastest Swimsuit

In the 2008 Olympics, controversy erupted over whether a new swimsuit design provided an unfair advantage to swimmers. Eventually, the International Swimming Organization banned the new suit. But can a certain suit really make a swimmer faster?



Data

A study anal	yzed max velocities	for 12 pro sv	wimmers with	and without the suit:
--------------	---------------------	---------------	--------------	-----------------------

swimmer	with_suit	without_suit	difference
1	1.6	1.5	0.08
2	1.5	1.4	0.10
3	1.4	1.4	0.07
4	1.4	1.3	0.08
5	1.2	1.1	0.10
6	1.8	1.6	0.11
7	1.6	1.6	0.05
8	1.6	1.5	0.05
9	1.6	1.5	0.06
10	1.5	1.4	0.08
11 12	1.5 1.5	1.4 1.4	0.05 0.10

Data

A SLUDY ANALYZED MAX VEIOCILIES IOF 12 PIO SWIMMERS WILL AND WILLIOUL LIES	A	study	analyzed	max	velocities	for	12	pro	swimmers	with	and	without	the si	uit
--	---	-------	----------	-----	------------	-----	----	-----	----------	------	-----	---------	--------	-----

swimmer	with_suit	without_suit	difference
1	1.6	1.5	0.08
2	1.5	1.4	0.10
3	1.4	1.4	0.07
4	1.4	1.3	0.08
5	1.2	1.1	0.10
6	1.8	1.6	0.11
7	1.6	1.6	0.05
8	1.6	1.5	0.05
9	1.6	1.5	0.06
10	1.5	1.4	0.08
11	1.5	1.4	0.05
12	1.5	1.4	0.10

• Without performing any statistical inference, what is the likely conclusion to draw from this data?

The Setup

We want to determine whether the *average* max velocity with the suit is larger than the average without the suit.

The Setup

We want to determine whether the *average* max velocity with the suit is larger than the average without the suit.

```
    What is wrong with the following infer code? (If you try to run it, you'll get an error)
    swim %>% specify(with_suit ~ without_suit) %>%
    hypothesize(null = "independence") %>%
    generate(reps = 1000, type = "permute") %>%
    calculate(stat = "diff in means", order = c("with_suit", "without_suit"))
```

The Setup

We want to determine whether the *average* max velocity with the suit is larger than the average without the suit.

• What is wrong with the following infer code? (If you try to run it, you'll get an error) swim %>% specify(with_suit ~ without_suit) %>% hypothesize(null = "independence") %>% generate(reps = 1000, type = "permute") %>% calculate(stat = "diff in means", order = c("with_suit", "without_suit"))

swimmer	with_suit	without_suit	difference
1	1.6	1.5	0.08
2	1.5	1.4	0.10
3	1.4	1.4	0.07
4	1.4	1.3	0.08
5	1.2	1.1	0.10
6	1.8	1.6	0.11

• Review the data again...

The Setup, redux

We want to determine whether the *average* difference in max velocity (with - without) is positive. Let μ be the average difference.

$$H_0: \mu = 0$$
 $H_a: \mu > 0$

The Setup, redux

We want to determine whether the *average* difference in max velocity (with - without) is positive. Let μ be the average difference.

```
H_0: \mu = 0 \quad H_a: \mu > 0
```

```
set.seed(1234)
swim_stat <- swim %>% specify(response = difference) %>%
    calculate(stat = "mean")
swim_stat
## # A tibble: 1 x 1
## stat
## <dbl>
## 1 0.0775
swim_null <- swim %>% specify(response = difference) %>%
    hypothesize(null = "point", mu = 0) %>%
    generate(reps = 1000, type = "bootstrap") %>%
    calculate(stat = "mean")
```

swim_null %>% visualise()+shade_p_value(obs_stat = swim_stat, direction = "right")



Simulation-Based Null Distribution

• P-Value?

swim_null %>% visualise()+shade_p_value(obs_stat = swim_stat, direction = "right")

to 100-0-0.000 0.025 0.050 0.075 stat

Simulation-Based Null Distribution

swim_null %>% visualise()+shade_p_value(obs_stat = swim_stat, direction = "right")

to 100-0-0.000 0.025 0.050 0.075 stat

Simulation-Based Null Distribution

• P-Value?

• This study gives good evidence at the $\alpha = 0.01$ significance level that the suit does increase max velocity.

swim_null %>% visualise()+shade_p_value(obs_stat = swim_stat, direction = "right")

to 100-0-0-0.000 0.025 0.050 0.050 0.075

Simulation-Based Null Distribution

P-Value?

- This study gives good evidence at the $\alpha = 0.01$ significance level that the suit does increase max velocity.
- Is a difference of 0.077 max velocity of practical significance?

swim_null %>% visualise()+shade_p_value(obs_stat = swim_stat, direction = "right")

to 100-0-0-0.000 0.025 0.050 0.050 0.075

Simulation-Based Null Distribution

P-Value?

- This study gives good evidence at the $\alpha = 0.01$ significance level that the suit does increase max velocity.
- Is a difference of 0.077 max velocity of practical significance?
 - If the average max velocity is about 1.4, this is about a 5% increase in speed.

swim_null %>% visualise()+shade_p_value(obs_stat = swim_stat, direction = "right")

Simulation-Based Null Distribution

P-Value?

- This study gives good evidence at the $\alpha = 0.01$ significance level that the suit does increase max velocity.
- Is a difference of 0.077 max velocity of practical significance?
 - If the average max velocity is about 1.4, this is about a 5% increase in speed.
- In the 2008 Beijing Olympics, swimmers wearing the suit...
 - Were awarded 98% of all medals (including 33 of 36 gold medals).
 - Represented 23 of the total 25 world records broken.