

## An Introduction to Multivariate Statistics®

---

The term “**multivariate statistics**” is appropriately used to include all statistics where there are more than two variables simultaneously analyzed. You are already familiar with bivariate statistics such as the Pearson product moment correlation coefficient and the independent groups *t*-test. A one-way ANOVA with 3 or more treatment groups might also be considered a bivariate design, since there are two variables: one independent variable and one dependent variable. Statistically, one could consider the one-way ANOVA as either a bivariate curvilinear regression or as a multiple regression with the *K* level categorical independent variable dummy coded into *K*-1 dichotomous variables.

### Independent vs. Dependent Variables

We shall generally continue to make use of the terms “independent variable” and “dependent variable,” but shall find the distinction between the two somewhat blurred in multivariate designs, especially those observational rather than experimental in nature. Classically, the independent variable is that which is manipulated by the researcher. With such control, accompanied by control of extraneous variables through means such as random assignment of subjects to the conditions, one may interpret the correlation between the dependent variable and the independent variable as resulting from a cause-effect relationship from independent (cause) to dependent (effect) variable. Whether the data were collected by experimental or observational means is NOT a consideration in the choice of an analytic tool. Data from an experimental design can be analyzed with either an ANOVA or a regression analysis (the former being a special case of the latter) and the results interpreted as representing a cause-effect relationship regardless of which statistic was employed. Likewise, observational data may be analyzed with either an ANOVA or a regression analysis, and the results cannot be unambiguously interpreted with respect to causal relationship in either case.

We may sometimes find it more reasonable to refer to “independent variables” as “**predictors**”, and “dependent variables” as “response-,” “outcome-,” or “**criterion-variables**.” For example, we may use SAT scores and high school GPA as predictor variables when predicting college GPA, even though we wouldn’t want to say that SAT causes college GPA. In general, the independent variable is that which one considers the causal variable, the prior variable (temporally prior or just theoretically prior), or the variable on which one has data from which to make predictions.

### Descriptive vs. Inferential Statistics

While psychologists generally think of multivariate statistics in terms of making inferences from a sample to the population from which that sample was randomly or representatively drawn, sometimes it may be more reasonable to consider the data that one has as the entire population of interest. In this case, one may employ multivariate descriptive statistics (for example, a multiple regression to see how well a linear model fits the data) without worrying about any of the assumptions (such as homoscedasticity and normality of conditionals or residuals) associated with inferential statistics. That is, multivariate statistics, such as  $R^2$ , can be used as descriptive statistics. In any case, psychologists rarely ever randomly sample from some population specified a priori, but often take a sample of convenience and then generalize the results to some abstract population from which the sample could have been randomly drawn.

### Rank-Data

I have mentioned the assumption of normality common to “parametric” inferential statistics. Please note that ordinal data may be normally distributed and interval data may not, so scale of measurement is irrelevant. Rank-ordinal data will, however, be non-normally distributed (rectangular), so one might be concerned about the robustness of a statistic’s normality assumption with rectangular data. Although this is a

controversial issue, I am moderately comfortable with rank data when there are twenty to thirty or more ranks in the sample (or in each group within the total sample).

### Why (and Why Not) Should One Use Multivariate Statistics?

One might object that psychologists got along OK for years without multivariate statistics. Why the sudden surge of interest in multivariate stats? Is it just another fad? Maybe it is. There certainly do remain questions that can be well answered with simpler statistics, especially if the data were experimentally generated under controlled conditions. But many interesting research questions are so complex that they demand multivariate models and multivariate statistics. And with the greatly increased availability of high speed computers and multivariate software, these questions can now be approached by many users via multivariate techniques formerly available only to very few. There is also an increased interest recently with observational and quasi-experimental research methods. Some argue that multivariate analyses, such as ANCOV and multiple regression, can be used to provide statistical control of extraneous variables. While I opine that statistical control is a poor substitute for a good experimental design, in some situations it may be the only reasonable solution. Sometimes data arrive before the research is designed, sometimes experimental or laboratory control is unethical or prohibitively expensive, and sometimes somebody else was just plain sloppy in collecting data from which you still hope to distill some extract of truth.

But there is danger in all this. It often seems much too easy to find whatever you wish to find in any data using various multivariate fishing trips. Even within one general type of multivariate analysis, such as multiple regression or factor analysis, there may be such a variety of “ways to go” that two analyzers may easily reach quite different conclusions when independently analyzing the same data. And one analyzer may select the means that maximize e’s chances of finding what e wants to find or e may analyze the data many different ways and choose to report only that analysis that seems to support e’s a priori expectations (which may be no more specific than a desire to find something “significant,” that is, publishable). Bias against the null hypothesis is very great.

It is relatively easy to learn how to get a computer to do multivariate analysis. It is not so easy correctly to interpret the output of multivariate software packages. Many users doubtlessly misinterpret such output, and many consumers (readers of research reports) are being fed misinformation. I hope to make each of you a more critical consumer of multivariate research and a novice producer of such. I fully recognize that our computer can produce multivariate analyses that cannot be interpreted even by very sophisticated persons. Our perceptual world is three dimensional, and many of us are more comfortable in two dimensional space. Multivariate statistics may take us into hyperspace, a space quite different from that in which our brains (and thus our cognitive faculties) evolved.

### Categorical Variables and LOG LINEAR ANALYSIS

We shall consider multivariate extensions of statistics for designs where we treat all of the variables as categorical. You are already familiar with the bivariate (two-way) Pearson Chi-square analysis of contingency tables. One can expand this analysis into 3 dimensional space and beyond, but the **log-linear** model covered in **Chapter 17 of Howell** is usually used for such multivariate analysis of categorical data. As an example of such an analysis consider the analysis reported by [Moore, Wuensch, Hedges, & Castellow](#) in the *Journal of Social Behavior and Personality*, 1994, 9: 715-730. In the first experiment reported in this study mock jurors were presented with a civil case in which the female plaintiff alleged that the male defendant had sexually harassed her. The manipulated independent variables were the physical attractiveness of the defendant (attractive or not), and the social desirability of the defendant (he was described in the one condition as being socially desirable, that is, professional, fair, diligent, motivated, personable, etc., and in the other condition as being socially undesirable, that is, unfriendly, uncaring, lazy, dishonest, etc.) A third categorical independent variable was the gender of the mock juror. One of the dependent variables was also categorical, the verdict rendered (guilty or not guilty). When all of the variables are categorical, log-linear analysis is appropriate. When it is reasonable to consider one of the variables as dependent and the others as independent, as in this study, a special type of log-linear analysis called a **LOGIT ANALYSIS** is employed. In the second experiment in this study the physical attractiveness and social desirability of the plaintiff were manipulated.

Earlier research in these authors' laboratory had shown that both the physical attractiveness and the social desirability of litigants in such cases affect the outcome (the physically attractive and the socially desirable being more favorably treated by the jurors). When only physical attractiveness was manipulated (Castellow, Wuensch, & Moore, *Journal of Social Behavior and Personality*, 1990, 5: 547-562) jurors favored the attractive litigant, but when asked about personal characteristics they described the physically attractive litigant as being more socially desirable (kind, warm, intelligent, etc.), despite having no direct evidence about social desirability. It seems that we just assume that the beautiful are good. Was the effect on judicial outcome due directly to physical attractiveness or due to the effect of inferred social desirability? When only social desirability was manipulated (Egbert, Moore, Wuensch, & Castellow, *Journal of Social Behavior and Personality*, 1992, 7: 569-579) the socially desirable litigants were favored, but jurors rated them as being more physically attractive than the socially undesirable litigants, despite having never seen them! It seems that we also infer that the bad are ugly. Was the effect of social desirability on judicial outcome direct or due to the effect on inferred physical attractiveness? The 1994 study attempted to address these questions by simultaneously manipulating both social desirability and physical attractiveness.

In the first experiment of the 1994 study it was found that the verdict rendered was significantly affected by the gender of the juror (female jurors more likely to render a guilty verdict), the social desirability of the defendant (guilty verdicts more likely with socially undesirable defendants), and a strange Gender x Physical Attractiveness interaction: Female jurors were more likely to find physically attractive defendants guilty, but male jurors' verdicts were not significantly affected by the defendant's physical attractiveness (but there was a nonsignificant trend for them to be more likely to find the unattractive defendant guilty). Perhaps female jurors deal more harshly with attractive offenders because they feel that they are using their attractiveness to take advantage of a woman.

The second experiment in the 1994 study, in which the plaintiff's physical attractiveness and social desirability were manipulated, found that only social desirability had a significant effect (guilty verdicts were more likely when the plaintiff was socially desirable). Measures of the strength of effect ( $\phi^2$ ) of the independent variables in both experiments indicated that the effect of social desirability was much greater than any effect of physical attractiveness, leading to the conclusion that social desirability is the more important factor—if jurors have no information on social desirability, they infer social desirability from physical attractiveness and such inferred social desirability affects their verdicts, but when jurors do have relevant information about social desirability, litigants' physical attractiveness is of relatively little importance.

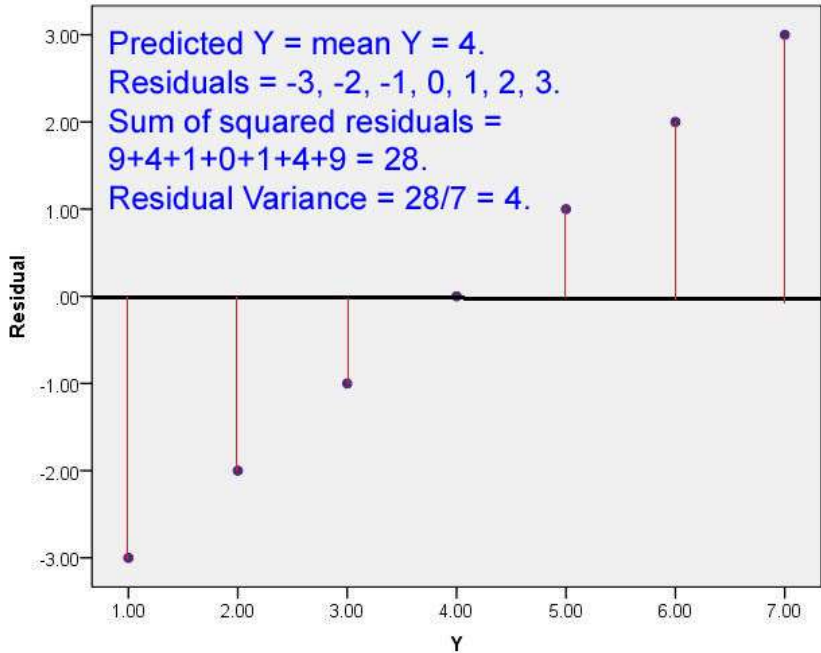
## Continuous Variables

We shall usually deal with multivariate designs in which one or more of the variables is considered to be continuously distributed. We shall not nit-pick on the distinction between continuous and discrete variables, as I am prone to do when lecturing on more basic topics in statistics. If a discrete variable has a large number of values and if changes in these values can be reasonably supposed to be associated with changes in the magnitudes of some underlying construct of interest, then we shall treat that discrete variable as if it were continuous. IQ scores provide one good example of such a variable.

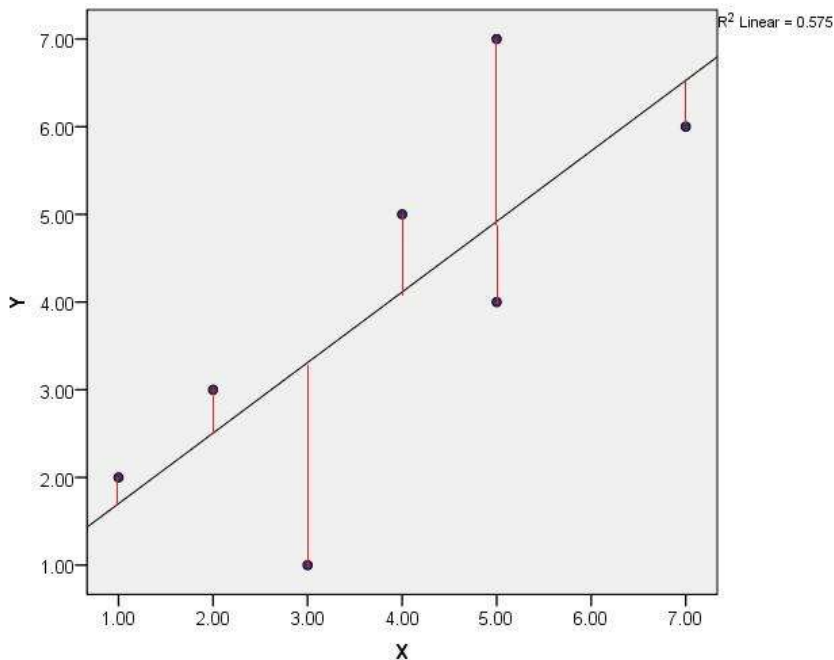
## MULTIPLE REGRESSION

**Univariate regression.** Here you have only one variable,  $Y$ . Predicted  $Y$  will be that value which satisfies the least squares criterion – that is, the value which makes the sum of the squared deviations about it as small as possible --  $\hat{Y} = a$ , error =  $Y - \hat{Y}$ . For one and only one value of  $Y$ ,  $a$ , the intercept, is it true that  $\sum(Y - \hat{Y})^2$  is as small as possible. Of course you already know that, as it was one of the three definitions of the mean you learned very early in PSYC 6430. Although you did not realize it at the time, the first time you calculated a mean you were actually conducting a regression analysis.

Consider the data set 1,2,3,4,5,6,7. Predicted  $Y = \text{mean} = 4$ . Here is a residuals plot. The sum of the squared residuals is 28. The average squared residual, also known as the residual variance, is  $28/7 = 4$ . I am considering the seven data points here to be the entire population of interest. If I were considering these data a sample, I would divide by 6 instead of 7 to estimate the population residual variance. Please note that this residual variance is exactly the variance you long ago learned to calculate as  $\sigma^2 = \frac{\sum(Y - \mu)^2}{n}$ .



**Bivariate regression.** Here we have a value of  $X$  associated with each value of  $Y$ . If  $X$  and  $Y$  are not independent, we can reduce the residual (error) variance by using a bivariate model. Using the same values of  $Y$ , but now each paired with a value of  $X$ , here is a scatter plot with regression line in black and residuals in red.

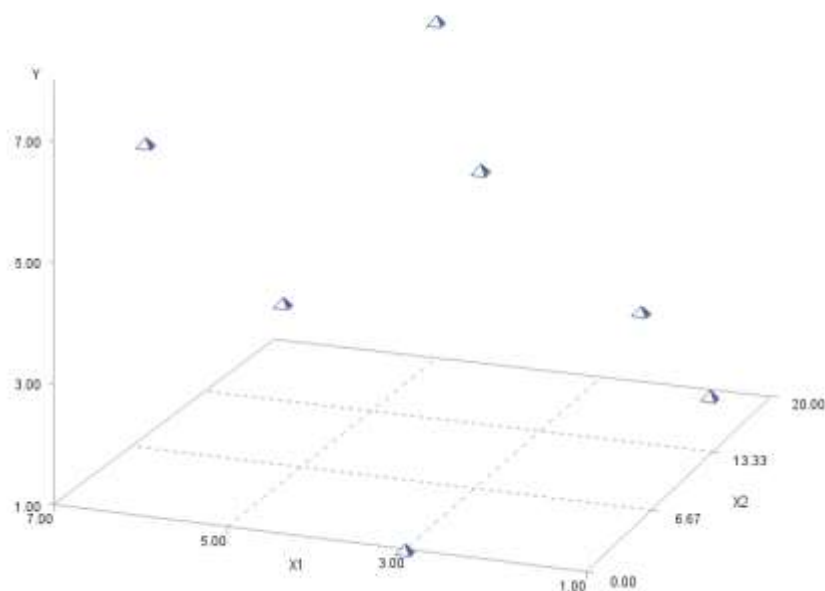


The residuals are now -2.31, .30, .49, -.92, .89, -.53, and 2.08. The sum of the squared residuals is 11.91, yielding a residual variance of  $11.91/7 = 1.70$ . With our univariate regression the residual variance was 4. By adding X to the model we have reduced the error in prediction considerably.

**Trivariate regression.** Here we add a second X variable. If that second X is not independent from error variance in Y from the bivariate regression, the trivariate regression should provide even better prediction of Y.

Here is a three-dimensional scatter plot of the trivariate data (produced with Proc g3d):

The lines (“needles”) help create the illusion of three-dimensionality, but they can be suppressed.



The predicted values here are those on the plane that passes through the three-dimensional space such that the residuals (differences between predicted Y, on the plane, and observed Y) are as small as possible.

	Y	X1	X2	Predicted	Residual	SqResid	var
1	1.00	3.00	.00	1.02896	-.02896	.00084	
2	2.00	1.00	13.00	1.89590	.10410	.01084	
3	3.00	2.00	15.00	3.17695	-.17695	.03131	
4	4.00	5.00	5.00	3.79276	-.20724	.04295	
5	5.00	4.00	16.00	5.13391	-.13391	.01793	
6	6.00	7.00	8.00	6.15314	-.15314	.02345	
7	7.00	5.00	20.00	6.81838	.18162	.03299	
8							

The sum of the squared residuals now is .16 for a residual variance of  $.16/7 = .023$ . We have almost eliminated the error in prediction.

**Hyperspace.** If we have three or more predictors, our scatter plot will be in hyperspace, and the predicted values of Y will be located on the “regression surface” passing through hyperspace in such a way that the sum of the squared residuals is as small as possible.

**Dimension-Jumping.** In univariate regression the predicted values are a constant. You have a point in one-dimensional space. In bivariate regression the predicted values form a straight line regression surface in two-dimensional space. In trivariate regression the predicted values form a plane in three dimensional space. I have not had enough bourbons and beers tonight to continue this into hyperspace.

**Standard multiple regression.** In a standard multiple regression we have one continuous Y variable and two or more continuous X variables. Actually, the X variables may include dichotomous variables and/or categorical variables that have been “dummy coded” into dichotomous variables. The goal is to construct a linear model that minimizes error in predicting Y. That is, we wish to create a linear combination of the X variables that is maximally correlated with the Y variable. We obtain standardized regression coefficients ( **$\beta$  weights**  $\Rightarrow \hat{Z}_Y = \beta_1 Z_1 + \beta_2 Z_2 + \dots + \beta_p Z_p$ ) that represent how large an “effect” each X has on Y above and beyond the effect of the other X’s in the model. The predictors may be entered all at once (simultaneous) or in sets of one or more (sequential). We may use some a priori **hierarchical** structure to build the model sequentially (enter first  $X_1$ , then  $X_2$ , then  $X_3$ , etc., each time seeing how much adding the new X improves the model, or, start with all X’s, then first delete  $X_1$ , then delete  $X_2$ , etc., each time seeing how much deletion of an X affects the model). We may just use a statistical algorithm (one of several sorts of **stepwise** selection) to build what we hope is the “best” model using some subset of the total number of X variables available.

For example, I may wish to predict college GPA from high school grades, SATV, SATQ, score on a “why I want to go to college” essay, and quantified results of an interview with an admissions officer. Since some of these measures are less expensive than others, I may wish to give them priority for entry into the model. I might also give more “theoretically important” variables priority. I might also include sex and race as predictors. I can also enter interactions between variables as predictors, for example,  $SATM \times SEX$ , which would be literally represented by an X that equals the subject’s SATM score times e’s sex code (typically 0 vs. 1 or 1 vs. 2). I may fit nonlinear models by entering transformed variables such as  $LOG(SATM)$  or  $SAT^2$ . We shall explore lots of such fun stuff later.

As an example of a multiple regression analysis, consider the research reported by [McCammon, Golden, and Wuensch](#) in the *Journal of Research in Science Teaching*, 1988, 25, 501-510. Subjects were students in freshman and sophomore level Physics courses (only those courses that were designed for science majors, no general education <football physics> courses). The mission was to develop a model to predict performance in the course. The predictor variables were CT (the Watson-Glaser Critical Thinking Appraisal), PMA (Thurstone’s Primary Mental Abilities Test), ARI (the College Entrance Exam Board’s Arithmetic Skills Test), ALG (the College Entrance Exam Board’s Elementary Algebra Skills Test), and ANX (the Mathematics Anxiety Rating Scale). The criterion variable was subjects’ scores on course examinations. All of the predictor variables were significantly correlated with one another and with the criterion variable. A simultaneous multiple regression yielded a **multiple R** of .40 (which is more impressive if you consider that the data were collected across several sections of different courses with different instructors). Only ALG and CT had significant **semipartial correlations** (indicating that they explained variance in the criterion that was not explained by any of the other predictors). Both **forward and backwards selection** analyses produced a model containing only ALG and CT as predictors. At Susan McCammon’s insistence, I also separately analyzed the data from female and male students. Much to my surprise I found a remarkable sex difference. Among female students every one of the predictors was significantly related to the criterion, among male students none of the predictors was. There were only small differences between the sexes on variance in the predictors or the criterion, so it was not a case of there not being sufficient variability among the men to support covariance between their grades and their scores on the predictor variables. A posteriori searching of the literature revealed that Anastasi (*Psychological Testing*, 1982) had noted a relatively consistent finding of sex

differences in the predictability of academic grades, possibly due to women being more conforming and more accepting of academic standards (better students), so that women put maximal effort into their studies, whether or not they like the course, and according they work up to their potential. Men, on the other hand, may be more fickle, putting forth maximum effort only if they like the course, thus making it difficult to predict their performance solely from measures of ability.

## CANONICAL CORRELATION/REGRESSION:

Also known as multiple multiple regression or multivariate multiple regression. All other multivariate techniques may be viewed as simplifications or special cases of this “fully multivariate general linear model.” We have two sets of variables (set X and set Y). We wish to create a **linear combination** of the X variables ( $b_1X_1 + b_2X_2 + \dots + b_pX_p$ ), called a **canonical variate**, that is maximally correlated with a linear combination of the Y variables ( $a_1Y_1 + a_2Y_2 + \dots + a_qY_q$ ). The coefficients used to weight the X’s and the Y’s are chosen with one criterion, maximize the correlation between the two linear combinations.

As an example, consider the research reported by [Patel, Long, McCammon, & Wuensch](#) (*Journal of Interpersonal Violence*, 1995, 10: 354-366). We had two sets of data on a group of male college students. The one set was personality variables from the MMPI. One of these was the PD (psychopathically deviant) scale, Scale 4, on which high scores are associated with general social maladjustment and hostility. The second was the MF (masculinity/femininity) scale, Scale 5, on which low scores are associated with stereotypical masculinity<sup>†</sup>. The third was the MA (hypomania) scale, Scale 9, on which high scores are associated with overactivity, flight of ideas, low frustration tolerance, narcissism, irritability, restlessness, hostility, and difficulty with controlling impulses. The fourth MMPI variable was Scale K, which is a validity scale on which high scores indicate that the subject is “clinically defensive,” attempting to present himself in a favorable light, and low scores indicate that the subject is unusually frank. The second set of variables was a pair of homonegativity variables. One was the IAH ([Index of Attitudes Towards Homosexuals](#)), designed to measure affective components of homophobia. The second was the SBS, (Self-Report of Behavior Scale), designed to measure past aggressive behavior towards homosexuals, an instrument specifically developed for this study.

With luck, we can interpret the weights (or, even better, the **loadings**, the correlations between each canonical variable and the variables in its set) so that each of our canonical variates represents some **underlying dimension** (that is causing the variance in the observed variables of its set). We may also think of a canonical variate as a **superordinate variable**, made up of the more molecular variables in its set. After constructing the first pair of canonical variates we attempt to construct a second pair that will explain as much as possible of the (residual) variance in the observed variables, variance not explained by the first pair of canonical variates. Thus, each canonical variate of the X’s is **orthogonal** to (independent of) each of the other canonical variates of the X’s and each canonical variate of the Y’s is **orthogonal** to each of the other canonical variates of the Y’s. Construction of canonical variates continues until you can no longer extract a pair of canonical variates that accounts for a significant proportion of the variance. The maximum number of pairs possible is the smaller of the number of X variables or number of Y variables.

In the Patel et al. study both of the canonical correlations were significant. The first canonical correlation indicated that high scores on the SBS and the IAH were associated with stereotypical masculinity (low Scale 5), frankness (low Scale K), impulsivity (high Scale 9), and general social maladjustment and hostility (high Scale 4). The second canonical correlation indicated that having a low IAH but high SBS (not being homophobic but nevertheless aggressing against gays) was associated with being high on Scales 5 (not being stereotypically masculine) and 9 (impulsivity). The second canonical variate of the homonegativity variables seems to reflect a general (not directed towards homosexuals) aggressiveness.

## LOGISTIC REGRESSION

Logistic regression is used to predict a categorical (usually dichotomous) variable from a set of predictor variables. With a categorical dependent variable, discriminant function analysis is usually employed if

all of the predictors are continuous and nicely distributed; logit analysis is usually employed if all of the predictors are categorical; and logistic regression is often chosen if the predictor variables are a mix of continuous and categorical variables and/or if they are not nicely distributed (logistic regression makes no assumptions about the distributions of the predictor variables). Logistic regression has been especially popular with medical research in which the dependent variable is whether or not a patient has a disease.

For a logistic regression, the predicted dependent variable is the estimated probability that a particular subject will be in one of the categories (for example, the probability that Suzie Cue has the disease, given her set of scores on the predictor variables).

As an example of the use of logistic regression in psychological research, consider the research done by [Wuensch and Poteat](#) and published in the *Journal of Social Behavior and Personality*, 1998, 13, 139-150. College students ( $N = 315$ ) were asked to pretend that they were serving on a university research committee hearing a complaint against animal research being conducted by a member of the university faculty. Five different research scenarios were used: Testing cosmetics, basic psychological theory testing, agricultural (meat production) research, veterinary research, and medical research. Participants were asked to decide whether or not the research should be halted. An ethical inventory was used to measure participants' idealism (persons who score high on idealism believe that ethical behavior will always lead only to good consequences, never to bad consequences, and never to a mixture of good and bad consequences) and relativism (persons who score high on relativism reject the notion of universal moral principles, preferring personal and situational analysis of behavior).

Since the dependent variable was dichotomous (whether or not the respondent decided to halt the research) and the predictors were a mixture of continuous and categorical variables (idealism score, relativism score, participant's gender, and the scenario given), logistic regression was employed. The scenario variable was represented by  $k-1$  dichotomous dummy variables, each representing the contrast between the medical scenario and one of the other scenarios. Idealism was negatively associated and relativism positively associated with support for animal research. Women were much less accepting of animal research than were men. Support for the theoretical and agricultural research projects was significantly less than that for the medical research.

In a logistic regression, **odds ratios** are commonly employed to measure the strength of the partial relationship between one predictor and the dependent variable (in the context of the other predictor variables). It may be helpful to consider a simple univariate odds ratio first. Among the male respondents, 68 approved continuing the research, 47 voted to stop it, yielding odds of 68 / 47. That is, approval was 1.45 times more likely than nonapproval. Among female respondents, the odds were 60 / 140. That is, approval was only .43 times as likely as was nonapproval. Inverting these odds (odds less than one are difficult for some people to comprehend), among female respondents nonapproval was 2.33 times as likely as approval. The ratio of these odds,  $\frac{68 \div 47}{60 \div 140} = 3.38$ , indicates that a man was 3.38 times more likely to approve the research than was a woman.

The odds ratios provided with the output from a logistic regression are for partial effects, that is, the effect of one predictor holding constant the other predictors. For our example research, the odds ratio for gender was 3.51. That is, holding constant the effects of all other predictors, men were 3.51 times more likely to approve the research than were women.

The odds ratio for idealism was 0.50. Inverting this odds ratio for easier interpretation, for each one point increase on the idealism scale there was a doubling of the odds that the respondent would not approve the research. The effect of relativism was much smaller than that of idealism, with a one point increase on the nine-point relativism scale being associated with the odds of approving the research increasing by a multiplicative factor of 1.39. Inverted odds ratios for the dummy variables coding the effect of the scenario variable indicated that the odds of approval for the medical scenario were 2.38 times higher than for the meat scenario and 3.22 times higher than for the theory scenario.



**Classification:** The results of a logistic regression can be used to predict into which group a subject will fall, given the subject's scores on the predictor variables. For a set of scores on the predictor variables, the model gives you the estimated probability that a subject will be in group 1 rather than in group 2. You need a **decision rule** to determine into which group to classify a subject given that estimated probability. While the most obvious decision rule would be to classify the subject into group 1 if  $p > .5$  and into group 2 if  $p < .5$ , you may well want to choose a different decision rule given the relative seriousness of making one sort of error (for example, declaring a patient to have the disease when she does not) or the other sort of error (declaring the patient not to have the disease when she does). For a given decision rule (for example, classify into group 1 if  $p > .7$ ) you can compute several measures of how effective the classification procedure is. The **Percent Correct** is based on the number of correct classifications divided by the total number of classifications. The **Sensitivity** is the percentage of occurrences correctly predicted (for example, of all who actually have the disease, what percentage were correctly predicted to have the disease). The **Specificity** is the percentage of nonoccurrences correctly predicted (of all who actually are free of the disease, what percentage were correctly predicted not to have the disease). Focusing on error rates, the **False Positive** rate is the percentage of predicted occurrences which are incorrect (of all who were predicted to have the disease, what percentage actually did not have the disease), and the **False Negative** rate is the percentage of predicted nonoccurrences which are incorrect (of all who were predicted not to have the disease, what percentage actually did have the disease). For a screening test to detect a potentially deadly disease (such as breast cancer), you might be quite willing to use a decision rule that makes false positives fairly likely, but false negatives very unlikely. I understand that the false positive rate with mammograms is rather high. That is to be expected in an initial screening test, where the more serious error is the false negative. Although a false positive on a mammogram can certainly cause a woman some harm (anxiety, cost and suffering associated with additional testing), it may be justified by making it less likely that tumors will go undetected. Of course, a positive on a screening test is followed by additional testing, usually more expensive and more invasive, such as collecting tissue for biopsy.

For our example research, the overall percentage correctly classified is 69% with a decision rule being "if  $p > .5$ , predict the respondent will support the research." A slightly higher overall percentage correct (71%) would be obtained with the rule "if  $p > .4$ , predict support" (73% sensitivity, 70% specificity) or with the rule "if  $p > .54$ , predict support" (52% sensitivity, 84% specificity).

## HIERARCHICAL LINEAR MODELING

Here you have data at two or more levels, with cases at one level nested within cases at the next higher level. For example, you have pupils at the lowest level, nested within schools at the second level, with schools nested within school districts at the third level.

You may have different variables at the different levels and you may be interested in relating variables to one another within levels and between levels.

Consider the research conducted by Rowan et al. (1991). At the lowest level the cases were teachers. They provided ratings of the climate at the school (the “dependent” variables: Principal Leadership, Teacher Control <of policy>, and Staff Cooperation) as well as data on Level 1 predictors such as race, sex, years of experience, and subject taught. Teachers were nested within schools. Level 2 predictors were whether the school was public or Catholic, its size, percentage minority enrollment, average student SES, and the like. At Level 1, ratings of the climate were shown to be related to the demographic characteristics of the teacher. For example, women thought the climate better than did men, and those teaching English, Science, and Math thought the climate worse than did those teaching in other domains. At Level 2, the type of school (public or Catholic) was related to ratings of climate, with climate being rated better at Catholic schools than at public schools.

As another example, consider the analysis reported by [Tabachnick and Fidell](#) (2007, pp. 835-852), using data described in the article by [Fidell et al.](#) (1995). Participants from households in three different neighborhoods kept track of

- How annoyed they were by aircraft noise the previous night
- How long it took them to fall asleep the previous night
- How noisy it was at night (this was done by a noise-monitoring device in the home).

At the lowest level, the cases were nights (data were collected across several nights). At the next level up the cases were the humans. Nights were nested within humans. At the next level up the cases were households. Humans were nested within households. Note that Level 1 represents a repeated measures dimension (nights).

There was significant variability in annoyance both among humans and among households, and both sleep latency and noise level were significantly related to annoyance. The three different neighborhoods did not differ from each other on amount of annoyance.

## PRINCIPAL COMPONENTS AND FACTOR ANALYSIS

Here we start out with one set of variables. The variables are generally correlated with one another. We wish to reduce the (large) number of variables to a smaller number of **components or factors** (I’ll explain the difference between components and factors when we study this in detail) that capture most of the variance in the observed variables. Each factor (or component) is estimated as being a linear (weighted) combination of the observed variables. We could extract as many factors as there are variables, but generally most of them would contribute little, so we try to get a few factors that capture most of the variance. Our initial extraction generally includes the restriction that the factors be orthogonal, independent of one another.

Consider the analysis reported by [Chia, Wuensch, Childers, Chuang, Cheng, Cesar-Romero, & Nava](#) in the *Journal of Social Behavior and Personality*, 1994, 9, 249-258. College students in Mexico, Taiwan, and the US completed a 45 item Cultural Values Survey. A principal components analysis produced seven components (each a linear combination of the 45 items) which explained in the aggregate 51% of the variance in the 45 items. We could have explained 100% of the variance with 45 components, but the purpose of the PCA is to explain much of the variance with relatively few components. Imagine a **plot in seven dimensional space** with seven perpendicular (orthogonal) axes. Each axis represents one component. For each variable I plot a point that represents its loading (correlation) with each component. With luck I’ll have seven “clusters” of dots in this hyperspace (one for each component). I may be able to improve my solution by rotating the axes so that each one more nearly passes through one of the clusters. I may do this by an **orthogonal rotation** (keeping the axes perpendicular to one another) or by an **oblique rotation**. In the latter case I allow the axes

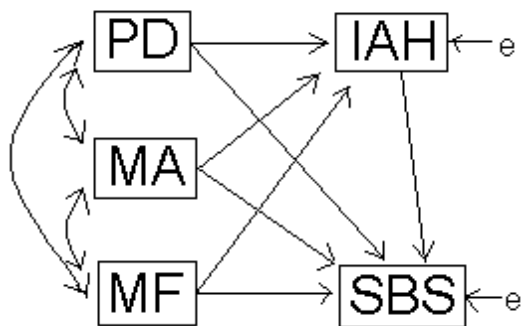
to vary from perpendicular, and as a result, the components obtained are no longer independent of one another. This may be quite reasonable if I believe the underlying dimensions (that correspond to the extracted components) are correlated with one another.

With luck (or after having tried many different extractions/rotations), I'll come up with a set of loadings that can be interpreted sensibly (that may mean finding what I expected to find). From consideration of which items loaded well on which components, I named the components Family Solidarity (respect for the family), Executive Male (men make decisions, women are homemakers), Conscience (important for family to conform to social and moral standards), Equality of the Sexes (minimizing sexual stereotyping), Temporal Farsightedness (interest in the future and the past), Independence (desire for material possessions and freedom), and Spousal Employment (each spouse should make decisions about his/her own job). Now, using weighting coefficients obtained with the analysis, I computed for each subject a score that estimated how much of each of the seven dimensions he had. These **component scores** were then used as dependent variables in 3 x 2 x 2, Culture x Sex x Age (under 20 vs. over 20) ANOVAs. US students (especially the women) stood out as being sexually egalitarian, wanting independence, and, among the younger students, placing little importance on family solidarity. The Taiwanese students were distinguished by scoring very high on the temporal farsightedness component but low on the conscience component. Among Taiwanese students the men were more sexually egalitarian than the women and the women more concerned with independence than were the men. The Mexican students were like the Taiwanese in being concerned with family solidarity but not with sexual egalitarianism and independence, but like the US students in attaching more importance to conscience and less to temporal farsightedness. Among the Mexican students the men attached more importance to independence than did the women.

Factor analysis also plays a prominent role in **test construction**. For example, I factor analyzed subjects' scores on the 21 items in Patel's SBS discussed earlier. Although the instrument was designed to measure a single dimension, my analysis indicated that three dimensions were being measured. The first factor, on which 13 of the items loaded well, seemed to reflect avoidance behaviors (such as moving away from a gay, staring to communicate disapproval of proximity, and warning gays to keep away). The second factor (six items) reflected aggression from a distance (writing anti-gay graffiti, damaging a gay's property, making harassing phone calls). The third factor (two items) reflected up-close aggression (physical fighting). Despite this evidence of three factors, item analysis indicated that the instrument performed well as a measure of a single dimension. **Item-total correlations** were good for all but two items. **Cronbach's alpha** was .91, a value which could not be increased by deleting from the scale any of the items. Cronbach's alpha is considered a measure of the **reliability or internal consistency** of an instrument. It can be thought of as the mean of all possible **split-half** reliability coefficients (correlations between scores on half of the items vs. the other half of the items, with the items randomly split into halves) with the Spearman-Brown correction (a correction for the reduction in the correlation due to having only half as many items contributing to each score used in the split-half reliability correlation coefficient—reliability tends to be higher with more items, *ceteris paribus*). Please read the document [Cronbach's Alpha and Maximized Lambda4](#). Follow the instructions there to conduct an item analysis with SAS and with SPSS. Bring your output to class for discussion.

## STRUCTURAL EQUATION MODELING (SEM)

This is a special form of hierarchical multiple regression analysis in which the researcher specifies a particular **causal model** in which each variable affects one or more of the other variables both directly and through its effects upon intervening variables. The less complex models use only **unidirectional paths** (if  $X_1$  has an effect on  $X_2$ , then  $X_2$  cannot have an effect on  $X_1$ ) and include only **measured variables**. Such an analysis is referred to as a **path analysis**. Patel's data, discussed earlier, were originally analyzed (in her thesis) with a path analysis. The model was that the MMPI scales were noncausally correlated with one another but had direct causal effects on both IAH and SBS, with IAH having a direct causal effect on SBS. The path analysis was not well received by reviewers the first journal to which we sent the manuscript, so we



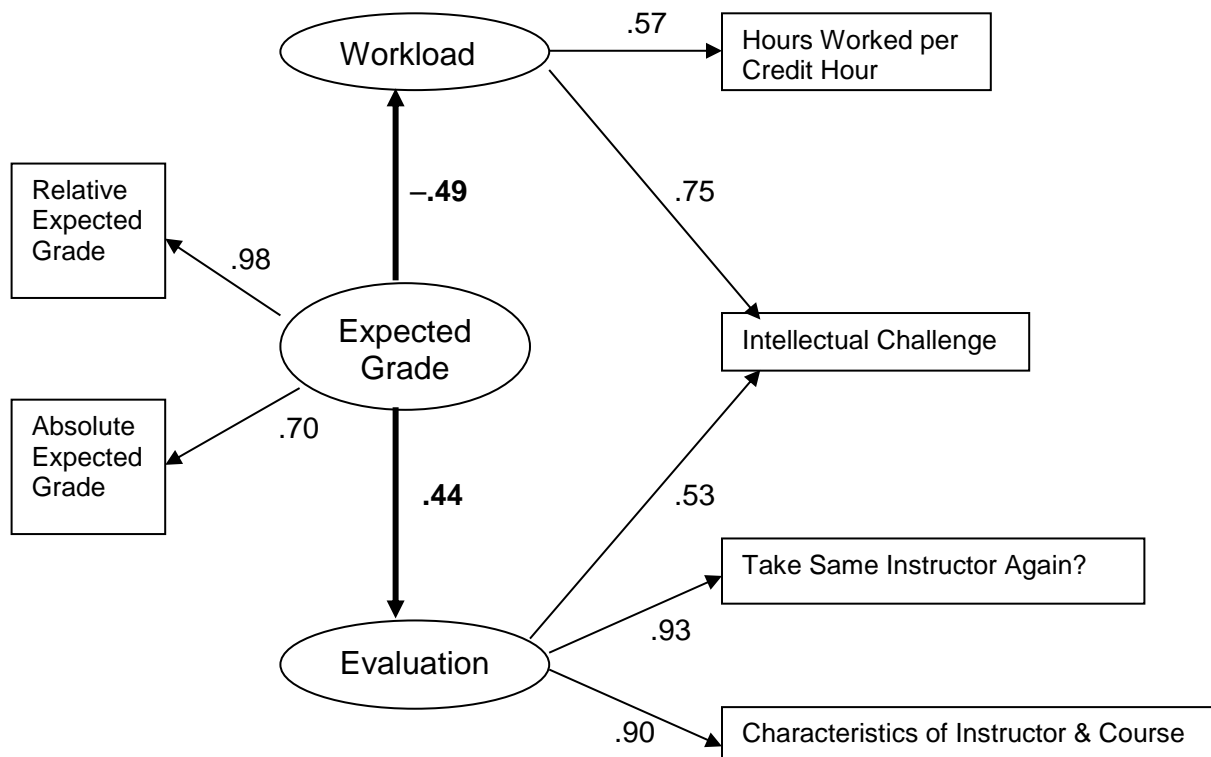
reanalyzed the data with the atheoretical canonical correlation/regression analysis presented earlier and submitted it elsewhere. Reviewers of that revised manuscript asked that we supplement the canonical correlation/regression analysis with a hierarchical multiple regression analysis (essentially a path analysis).

In a path analysis one obtains **path coefficients**, measuring the strength of each path (each causal or noncausal link between one variable and another) and one assesses how well the model fits the data. The arrows from 'e' represent error variance (the effect of variables not included in the model). One can compare two different models and determine which one better fits the data. Our analysis indicated that the only significant paths were from MF to IAH (-.40) and from MA (.25) and IAH (.4) to SBS.

SEM can include **latent variables (factors)**, constructs that are not directly measured but rather are inferred from measured variables (**indicators**).

The relationships between latent variables are referred to as the structural part of a model (as opposed to the measurement part, which is the relationship between latent variables and measured variables). As an example of SEM including latent variables, consider the research by Greenwald and Gillmore (*Journal of Educational Psychology*, 1997, 89, 743-751) on the validity of student ratings of instruction (check out [my review of this research](#)). Their analysis indicated that when students expect to get better grades in a class they work less on that class and evaluate the course and the instructor more favorably. The indicators (measured variables) for the Workload latent variable were questions about how much time the students spent on the course and how challenging it was. Relative expected grade (comparing the grade expected in the rated course with that the student usually got in other courses) was a more important indicator of the Expected Grade latent variable than was absolute expected grade. The Evaluation latent variable was indicated by questions about challenge, whether or not the student would take this course with the same instructor if e had it to do all over again, and assorted items about desirable characteristics of the instructor and course.

Greenwald's research suggests that instructors who have lenient grading policies will get good evaluations but will not motivate their students to work hard enough to learn as much as they do with instructors whose less lenient grading policies lead to more work but less favorable evaluations.



**Confirmatory factor analysis** can be considered a special case of SEM. In confirmatory factor analysis the focus is on testing an a priori model of the factor structure of a group of measured variables. Tabachnick and Fidell (5<sup>th</sup> edition) present an example (pages 732 - 749) in which the tested model hypothesizes that intelligence in learning disabled children, as estimated by the WISC, can be represented by two factors (possibly correlated with one another) with a particular simple structure (relationship between the indicator variables and the factors).

## DISCRIMINANT FUNCTION ANALYSIS

You wish to predict group membership from a set of two or more continuous variables. The analysis creates a set of **discriminant functions** (weighted combinations of the predictors) that will enable you to **predict** into which **group** a case falls, based on scores on the predictor variables (usually continuous, but could include dichotomous variables and dummy coded categorical predictors). The total possible number of discriminant functions is one less than the number of groups, or the number of predictor variables, whichever is less. Generally only a few of the functions will do a good job of discriminating group membership. The second function, orthogonal to the first, analyses variance not already captured by the first, the third uses the residuals from the first and second, etc. One may think of the resulting functions as dimensions on which the groups differ, but one must remember that the weights are chosen to **maximize the discrimination among groups**, not to make sense to you. **Standardized discriminant function coefficients** (weights) and **loadings** (correlations between discriminant functions and predictor variables) may be used to label the functions. One might also determine how well a function separates each group from all the rest to help label the function. It is possible to do hierarchical/stepwise analysis and factorial (more than one grouping variable) analysis.

Consider what the [IRS](#) does with the data they collect from “random audits” of taxpayers. From each taxpayer they collect data on a number of predictor variables (gross income, number of exemptions, amount of deductions, age, occupation, etc.) and one classification variable, is the taxpayer a cheater (underpaid e’s taxes) or honest. From these data they develop [a discriminant function model](#) to predict whether or not a return is likely fraudulent. Next year their computers automatically test every return, and if yours fits the profile of a cheater you are called up for a “discriminant analysis” audit. Of course, the details of the model are a closely guarded secret, since if a cheater knew the discriminant function e could prepare his return with the maximum amount of cheating that would result in e’s (barely) not being classified as a cheater.

As another example, consider the research done by [Poulson, Braithwaite, Brondino, and Wuensch](#) (1997, *Journal of Social Behavior and Personality*, 12, 743-758). Subjects watched a simulated trial in which the defendant was accused of murder and was pleading insanity. There was so little doubt about his having killed the victim that none of the jurors voted for a verdict of not guilty. Aside from not guilty, their verdict options were Guilty, NGRI (not guilty by reason of insanity), and GBMI (guilty but mentally ill). Each mock juror filled out a questionnaire, answering 21 questions (from which 8 predictor variables were constructed) about e’s attitudes about crime control, the insanity defense, the death penalty, the attorneys, and e’s assessment of the expert testimony, the defendant’s mental status, and the possibility that the defendant could be rehabilitated. To avoid problems associated with **multicollinearity** among the 8 predictor variables (they were very highly correlated with one another, and such multicollinearity can cause problems in a multivariate analysis), the scores on the 8 predictor variables were subjected to a principal components analysis, with the resulting orthogonal components used as predictors in a discriminant analysis. The verdict choice (Guilty, NGRI, or GBMI) was the criterion variable.

Both of the discriminant functions were significant. The **first function** discriminated between jurors choosing a guilty verdict and subjects choosing a NGRI verdict. Believing that the defendant was mentally ill, believing the defense’s expert testimony more than the prosecution’s, being receptive to the insanity defense, opposing the death penalty, believing that the defendant could be rehabilitated, and favoring lenient treatment were associated with rendering a NGRI verdict. Conversely, the opposite orientation on these factors was associated with rendering a guilty verdict. The **second function** separated those who rendered a GBMI verdict from those choosing Guilty or NGRI. Distrusting the attorneys (especially the prosecution attorney), thinking

rehabilitation likely, opposing lenient treatment, not being receptive to the insanity defense, and favoring the death penalty were associated with rendering a GBMI verdict rather than a guilty or NGRI verdict.

## MULTIPLE ANALYSIS OF VARIANCE, MANOVA

This is essentially a DFA turned around. You have two or more continuous Y's and one or more categorical X's. You may also throw in some continuous X's (covariates, giving you a MANCOVA, multiple analysis of covariance). The most common application of MANOVA in psychology is as a device to guard against inflation of **familywise alpha** when there are **multiple dependent variables**. The logic is the same as that of the protected *t*-test, where an omnibus ANOVA on your *K*-level categorical X must be significant before you make pairwise comparisons among your *K* groups' means on Y. You do a MANOVA on your multiple Y's. If it is significant, you may go on and do univariate ANOVAs (one on each Y), if not, you stop. In a factorial analysis, you may follow-up any effect which is significant in the MANOVA by doing univariate analyses for each such effect.

As an example, consider the MANOVA I did with data from a simulated jury trial with Taiwanese subjects (see [Wuensch, Chia, Castellow, Chuang, & Cheng](#), *Journal of Cross-Cultural Psychology*, 1993, 24, 414-427). The same experiment had earlier been done with American subjects. X's consisted of whether or not the defendant was physically attractive, sex of the defendant, type of alleged crime (swindle or burglary), culture of the defendant (American or Chinese), and sex of subject (juror). Y's consisted of length of sentence given the defendant, rated seriousness of the crime, and ratings on 12 attributes of the defendant. I did two MANOVAs, one with length of sentence and rated seriousness of the crime as Y's, one with ratings on the 12 attributes as Y's. On each I first inspected the MANOVA. For each effect (main effect or interaction) that was significant on the MANOVA, I inspected the univariate analyses to determine which Y's were significantly associated with that effect. For those that were significant, I conducted follow-up analyses such as simple interaction analyses and simple main effects analyses. A brief summary of the results follows: Female subjects gave longer sentences for the crime of burglary, but only when the defendant was American; attractiveness was associated with lenient sentencing for American burglars but with stringent sentencing for American swindlers (perhaps subjects thought that physically attractive swindlers had used their attractiveness in the commission of the crime and thus were especially deserving of punishment); female jurors gave more lenient sentences to female defendants than to male defendants; American defendants were rated more favorably (exciting, happy, intelligent, sociable, strong) than were Chinese defendants; physically attractive defendants were rated more favorably (attractive, calm, exciting, happy, intelligent, warm) than were physically unattractive defendants; and the swindler was rated more favorably (attractive, calm, exciting, independent, intelligent, sociable, warm) than the burglar.

In MANOVA the Y's are weighted to maximize the correlation between their linear combination and the X's. A different linear combination (**canonical variate**) is formed **for each** effect (main effect or interaction—in fact, a different linear combination is formed for each **treatment *df***—thus, if an independent variable consists of four groups, three *df*, there are three different linear combinations constructed to represent that effect, each orthogonal to the others). **Standardized discriminant function coefficients** (weights for predicting X from the Y's) and **loadings** (for each linear combination of Y's, the correlations between the linear combination and the Y's themselves) may be used better to define the effects of the factors and their interactions. One may also do a “stepdown analysis” where one enters the Y's in an a priori order of importance (or based solely on statistical criteria, as in stepwise multiple regression). At each step one evaluates the contribution of the newly added Y, above and beyond that of the Y's already entered.

As an example of an analysis which uses more of the multivariate output than was used with the example two paragraphs above, consider again the research done by [Moore, Wuensch, Hedges, and Castellow](#) (1994, discussed earlier under the topic of log-linear analysis). Recall that we manipulated the physical attractiveness and social desirability of the litigants in a civil case involving sexual harassment. In each of the experiments in that study we had subjects fill out a rating scale, describing the litigant (defendant or plaintiff) whose attributes we had manipulated. This analysis was essentially a manipulation check, to verify that our manipulations were effective. The rating scales were nine-point scales, for example,

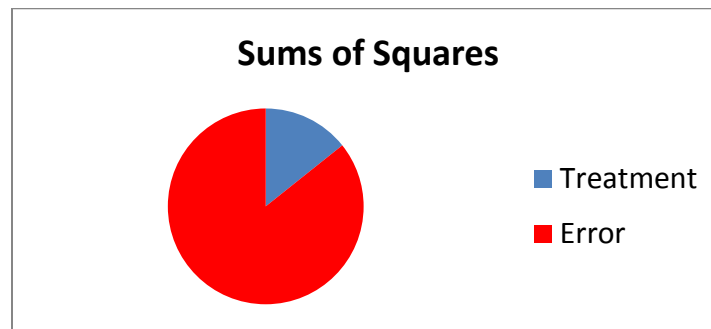


Overall and Spiegel's Method I least-squares ANOVA is the method that is approximated by the "by hand" unweighted means ANOVA that you learned earlier.

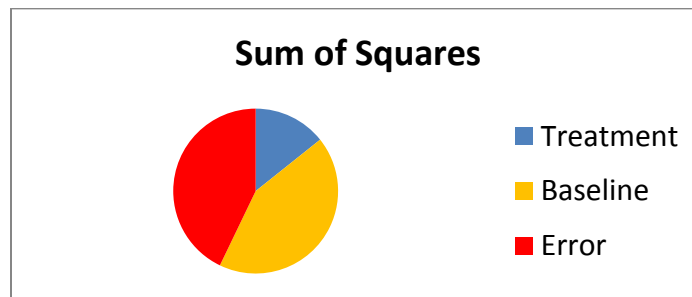
## ANCOV

In the analysis of covariance you enter one or more **covariates** (usually continuous, but may be dummy coded categorical variables) into the multiple correlation before or at the same time that you enter categorical predictor variables (dummy codes). The effect of each factor or interaction is the increase in the  $SS_{reg}$  when that factor is added to a model that already contains all of the other factors and interactions and all of the covariates.

In the ideal circumstance, you have experimentally manipulated the categorical variables (independent variables), randomly assigned subjects to treatments, and measured the covariate(s) prior to the manipulation of the independent variable. In this case, the inclusion of the covariate(s) in the model will reduce what would otherwise be error in the model, and this can greatly increase the power of your analysis. Consider the following partitioning of the sums of squares of post-treatment wellness scores. The Treatment variable is Type of Therapy used with your patients, three groups. The  $F$  ratio testing the treatment will be the ratio of the Treatment Mean Square to the Error Mean Square.



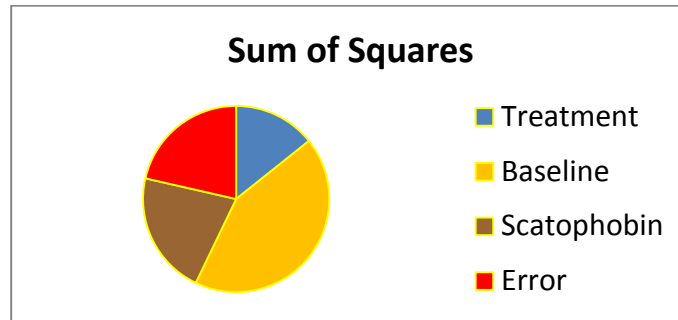
Your chances of getting a significant result are going to be a lot better if you can do something to reduce the size of the error variance, which goes into the denominator of the  $F$  ratio. Reducing the size of the Mean Square Error (the denominator of the  $F$  ratio) will increase the value of  $F$  and lower the  $p$  value. Suppose you find that you have, for each of your subjects, a score on the wellness measure taken prior to the treatment. Those baseline scores are likely well correlated with the post-treatment scores. You add the baseline wellness to the model. – that is, baseline wellness becomes a covariate.



Wow! You have cut the error in half. This will greatly increase the value of the  $F$  testing the effect of the treatment. In statistics, getting a big  $F$  is generally a good thing, as it leads to significant results.

Now you discover that you also have, for each subject, a pre-treatment measure of blood levels of scotophobin, a neurohormone thought to be associated with severity of the treated illness. You now include that as a second covariate.





Double WOW! You have reduced the error variance even more, gaining additional power and additional precision with respect to your estimates of effect sizes (tighter confidence intervals).

**If your categorical predictor variables are correlated with the covariate(s)**, then removing the effects of the covariates may also remove some of the effects of the factors, which may not be what you wanted to do. Such a confounding of covariates with categorical predictors often results from:

- subjects not being randomly assigned to treatments
- the covariates being measured after the manipulations of the independent variables(s) -- and those manipulations changed subjects' scores on the covariates
- the categorical predictors being nonexperimental (not manipulated),

Typically the psychologist considers the continuous covariates to be nuisance variables, whose effects are to be removed prior to considering the effects of categorical predictor variables. The same model can be used to predict scores on a continuous outcome variable from a mixture of continuous and categorical predictor variables, even when the researcher does not consider the continuous covariates to be nuisance variables. For example, consider the study by [Wuensch and Poteat](#) discussed earlier as an example of logistic regression. A second dependent variable was respondents' scores on a justification variable (after reading the case materials, each participant was asked to rate on a 9-point scale how justified the research was, from "not at all" to "completely"). We used an ANCOV model to predict justification scores from idealism, relativism, gender, and scenario. Although the first two predictors were continuous ("covariates"), we did not consider them to be nuisance variables, we had a genuine interest in their relationship with the dependent variable. A brief description of the results of the ANCOV follows:

There were no significant interactions between predictors, but each predictor had a significant main effect. Idealism was negatively associated with justification,  $\beta = -0.32$ ,  $r = -0.36$ ,  $F(1, 303) = 40.93$ ,  $p < .001$ , relativism was positively associated with justification,  $\beta = .20$ ,  $r = .22$ ,  $F(1, 303) = 15.39$ ,  $p < .001$ , mean justification was higher for men ( $M = 5.30$ ,  $SD = 2.25$ ) than for women ( $M = 4.28$ ,  $SD = 2.21$ ),  $F(1, 303) = 13.24$ ,  $p < .001$ , and scenario had a significant omnibus effect,  $F(4, 303) = 3.61$ ,  $p = .007$ . Using the medical scenario as the reference group, the cosmetic and the theory scenarios were found to be significantly less justified.

## MULTIVARIATE APPROACH TO REPEATED MEASURES ANOVA

An ANOVA may include one or more categorical predictors for which the groups are not independent. Subjects may be measured at each level of the treatment variable (repeated measures, within-subjects). Alternatively, subjects may be blocked on the basis of variables known to be related to the dependent variable and then, within each block, randomly assigned to treatments (the randomized blocks design). In either case, a repeated measures ANOVA may be appropriate if the dependent variable is normally distributed and other assumptions are met.

The traditional repeated measures analyses of variance (aka "**univariate approach**") has a **sphericity assumption**: the standard error of the difference between pairs of means is constant across all pairs of means. That is, for comparing the mean at any one level of the repeated factor versus any other level of the repeated factor, the  $\sigma_{diff}$  is the same as it would be for any other pair of levels of the repeated factor. Howell

(page 443 of the 6<sup>th</sup> edition of *Statistical Methods for Psychology*) discusses **compound symmetry**, a somewhat more restrictive assumption. There are adjustments (of degrees of freedom) to correct for violation of the sphericity assumption, but at a cost of lower power.

A more modern approach, the **multivariate approach** to repeated measures designs, does not have such a sphericity assumption. In the multivariate approach the effect of a repeated measures dimension (for example, whether this score represents Suzie Cue's headache duration during the first, second, or third week of treatment) is coded by computing  $k-1$  difference scores (one for each degree of freedom for the repeated factor) and then treating those difference scores as dependent variables in a MANOVA.

You are already familiar with the basic concepts of main effects, interactions, and simple effects from our study of independent samples ANOVA. We remain interested in these same sorts of effects in ANOVA with repeated measures, but we must do the analysis differently. While it might be reasonable to conduct such an analysis by hand when the design is quite simple, typically computer analysis will be employed.

If your ANOVA design has one or more repeated factors and multiple dependent variables, then you can do a **doubly multivariate analysis**, with the effect of the repeated factor being represented by a set of  $k-1$  difference scores for each of the two or more dependent variables. For example, consider [my study on the effects of cross-species rearing](#) of house mice (*Animal Learning & Behavior*, 1992, 20, 253-258). Subjects were house mice that had been reared by house mice, deer mice, or Norway rats. The species of the foster mother was a between-subjects (independent samples) factor. I tested them in an apparatus where they could visit four tunnels: One scented with clean pine shavings, one scented with the smell of house mice, one scented with the smell of deer mice, and one scented with the smell of rats. The scent of the tunnel was a within-subjects factor, so I had a mixed factorial design (one or more between-subjects factor, one or more within-subjects factor). I had three dependent variables: The latency until the subject first entered each tunnel, how many visits the subject made to each tunnel, and how much time each subject spent in each tunnel. Since the doubly multivariate analysis indicated significant effects (interaction between species of the foster mother and scent of the tunnel, as well as significant main effects of each factor), **singly multivariate ANOVA** (that is, on one dependent variable at a time, but using the multivariate approach to code the repeated factor) was conducted on each dependent variable (latency, visits, and time). The interaction was significant for each dependent variable, so simple main effects analyses were conducted. The basic finding (somewhat simplified here) was that with respect to the rat-scented tunnel, those subjects who had been reared by a rat had shorter latencies to visit the tunnel, visited that tunnel more often, and spent more time in that tunnel. If you consider that rats will eat house mice, it makes good sense for a house mouse to be disposed not to enter tunnels that smell like rats. Of course, my rat-reared mice may have learned to associate the smell of rat with obtaining food (nursing from their rat foster mother) rather than being food!

## CLUSTER ANALYSIS

In a cluster analysis the goal is to cluster cases (research units) into groups that share similar characteristics. Contrast this goal with the goal of principal components and factor analysis, where one groups variables into components or factors based on their having similar relationships with with latent variables. While cluster analysis can also be used to group variables rather than cases, I have no familiarity with that application.

I have never had a set of research data for which I thought cluster analysis appropriate, but I wanted to play around with it, so I obtained, from online sources, data on faculty in my department: Salaries, academic rank, course load, experience, and number of published articles. I instructed SPSS to group the cases (faculty members) based on those variables. I asked SPSS to **standardize** all of the variables to z scores. This results in each variable being measured on the same scale and the variables being equally weighted. I had SPSS use **agglomerative hierarchical clustering**. With this procedure each case initially is a cluster of its own. SPSS compares the distance between each case and the next and then clusters together the two cases which are closest. I had SPSS use the **squared Euclidian distance** between cases as the measure of

distance. This is quite simply  $\sum_{i=1}^v (X_i - Y_i)^2$ , the sum across variables (from  $i = 1$  to  $v$ ) of the squared

difference between the score on variable  $i$  for the one case ( $X_i$ ) and the score on variable  $i$  for the other case ( $Y_i$ ). At the next step SPSS recomputes all the distances between entities (cases and clusters) and then groups together the two with the smallest distance. When one or both of the entities is a cluster, SPSS computes the averaged squared Euclidian distance between members of the one entity and members of the other entity. This continues until all cases have been grouped into one giant cluster. It is up to the researcher to decide when to stop this procedure and accept a solution with  $k$  clusters.  $K$  can be any number from 1 to the number of cases.

SPSS produces both tables and graphics that help the analyst follow the process and decide which solution to accept. I obtained 2, 3, and 4 cluster solutions. In the  $k = 2$  solution the one cluster consisted of all the adjunct faculty (excepting one) and the second cluster consisted of everybody else. I compared the two clusters (using  $t$  tests) and found compared to the regular faculty the adjuncts had significantly lower salary, experience, course load, rank, and number of publications.

In the  $k = 3$  solution the group of regular faculty was split into two groups, with one group consisting of senior faculty (those who have been in the profession long enough to get a decent salary and lots of publications) and the other group consisting of junior faculty (and a few older faculty who just never did the things that gets one merit pay increases). I used plots of means to show that the senior faculty had greater salary, experience, rank, and number of publications than did the junior faculty.

In the  $k = 4$  solution the group of senior faculty was split into two clusters. One cluster consisted of the acting chair of the department (who had a salary and a number of publications considerably higher than the others) and the other cluster consisting of the remaining senior faculty (excepting those few who had been clustered with the junior faculty).

There are other ways of measuring the distance between clusters and other methods of doing the clustering. For example, one can do divisive hierarchical clustering, in which one starts out with all cases in one big cluster and then splits off cases into new clusters until every case is a cluster all by itself.

Aziz and Zickar (2006: A cluster analysis investigation of workaholism as a syndrome, *Journal of Occupational Health Psychology*, 11, 52-62) is a good example of the use of cluster analysis with psychological data. Some have defined workaholism as being high in work involvement, high in drive to work, and low in work enjoyment. Aziz and Zickar obtained measures of work involvement, drive to work, and work enjoyment and conducted a cluster analysis. One of the clusters in the three-cluster solution did look like workaholics – high in work involvement and drive to work but low in work enjoyment. A second cluster consisted of positively engaged workers (high on work involvement and work enjoyment) and a third consisted of unengaged workers (low in involvement, drive, and enjoyment).

- [Multivariate Effect Size Estimation](#) – supplemental chapter from Kline, Rex. B. (2004). *Beyond significance testing: Reforming data analysis methods in behavioral research*. Washington, DC: American Psychological Association.
- [Statistics Lessons](#)
- [MANOVA, Familywise Error, and the Boogey Man](#)
- [SAS Lessons](#)
- [SPSS Lessons](#)

#### Endnote

† A high Scale 5 score indicates that the individual is more like members of the other gender than are most people. A man with a high Scale 5 score lacks stereotypical masculine interests, and a woman with a high Scale 5 score has interests that are stereotypically masculine. Low Scale 5 scores indicate stereotypical masculinity in men and stereotypical femininity in women. MMPI Scale scores are “T-scores” – that is, they

---

have been standardized to mean 50, standard deviation 10. The normative group was residents of Minnesota in the 1930's. The MMPI-2 was normed on what should be a group more representative of US residents.

Copyright 2017 Karl L. Wuensch - All rights reserved.