



# PREFACE

In my view statistics has no reason for existence except as a catalyst for learning and discovery.

— GEORGE BOX

This quotation serves as the guiding rationale for this book and, I hope, provides an outlook for teaching and learning about statistics. From the main content to the pedagogical aids and end-of-the-chapter exercises, this textbook fosters learning and discovery. As students learn how to perform calculations and interpret the results, they will discover new ways to think about the world around them, uncover previously unrecognized relationships among disparate variables, and make better judgments about how and why people behave the way they do.

*Statistics and Data Analysis for the Behavioral Sciences* teaches the theory behind statistics and the analysis of data through a practical, hands-on approach. Students will learn the “how to” side of statistics: how to select an appropriate test, how to collect data for research, how to perform statistical calculations in a step-by-step manner, how to be intelligent consumers of statistical information, and how to write up analyses and results in American Psychological Association (APA) style. Linking theory with practice will help students retain what they learn for use in future behavioral science courses, research projects, graduate school, or any career where problem solving is used. Combining statistics with data analysis leads to a practical pedagogical goal—helping students to see that both are tools for intellectual discovery that examine the world and events in it in new ways.

## To the Student

Two events spurred me to write this book, and I want you to know that I wrote it with students foremost in my mind. First, I have taught statistics for over 12 years. In that time, I’ve come to believe that some students struggle with statistics and quantitative material simply because it is not well presented by existing textbooks. Few authors, for example, adequately translate abstract ideas into concrete terms and examples that can be easily understood. Consequently, as I wrote this book, I consciously tried to make even the most complex material as accessible as possible. I also worked to develop applications and asides that bring the material to life, helping readers to make connections between abstract statistical ideas and their concrete application in daily life.

Second, the first statistics course that I took as an undergraduate was an unmitigated disaster, really, a nightmare—it was dull, difficult, and daunting. I literally had no idea what the professor was talking about, nor did I know how to use statistics for any purpose. I lost that battle but later won the war by consciously trying to think about how statistics and the properties of data reveal themselves in everyday life. I came to appreciate the utility and even—dare I say it—the beauty of statistics. In doing so, I also vowed that when I became a professor, no student of mine would suffer the pain and intellectual doubt that I did as a first-time statistics student. Thus, I wrote this book with my unfortunate “growing” experience in mind. I never want anyone in my classes or using my book to feel the anxiety that I did and, though it is a cliché, I think that the book is better because of my trying first experience.

How can you ensure that you will do well in your statistics class? Simple: Attend classes, do the reading, do the homework, and review what you learn regularly. Indeed, it is a very good idea to reserve some meaningful period of time *each day* for studying statistics and data analysis (yes, I am quite serious). When you do not understand something mentioned in this book or during class, ask the instructor for clarification *immediately*, not later, when your uncertainty has had time to blossom into full-blown confusion (remember my first experience in a statistics class—I know whereof I speak). Remember, too, the importance of reminding yourself that *statistics is for something*. You should be able to stop at any given point in the course of performing a statistical test in order to identify what you are doing, why, and what you hope to find out by using it. If you cannot do so, then you must backtrack to the point where you last understood what you were doing and why; to proceed without such understanding is not only a waste of time, it is perilous, even foolhardy, and will not help you to comprehend the material. By the way, if you feel that you need a review of basic mathematics, Appendix A provides one, including some helpful ideas on dealing with math anxiety.

Beyond these straightforward steps, you should also take advantage of the pedagogical tools I created for this book. They are reviewed in detail in the *To the Instructor* section, and I suggest you take a look at their descriptions below. I do, however, take the time to explain these tools and their use *as they appear* in the first few chapters of the book. I urge you to take these devices seriously, to see them as complementary to and not replacements for your usual study habits. I promise you that your diligence will have a favorable payoff in the end—actual understanding, reduced anxiety, and probably a higher grade than you expected when you first began the class.

### To the Instructor

This book was written for use in a basic, first, non-calculus-based statistics course for undergraduate students in psychology, education, sociology, or one of the other behavioral sciences. I assume little mathematical sophistication, as any statistical procedure is presented conceptually first, followed by calculations demonstrated in a step-by-step manner. Indeed, it is important for both students and instructors to remember that statistics is *not* mathematics, nor is it a subfield of mathematics (Moore, 1992).

This book has a variety of pedagogical features designed to make it appeal to instructors of statistics (as well as students) including the following:

**Decision Trees.** Appearing on the opening page of each chapter, these very simple flow charts identify the main characteristics of the descriptive or inferential procedures reviewed therein, guiding readers through what a given test *does* (e.g., mean comparison), *when* to use it (i.e., to what research designs does it apply), and *what* sort of data it analyzes (e.g., continuous). At the close of each chapter, readers are reminded to rely

on the decision trees in a section called “Looking forward, then back.” A special icon (□) prompts them to recall the features found in the decision tree(s) opening the chapters.

**Key Terms and Concepts.** Key terms (e.g., mean, variance) and concepts (e.g., random sampling, central limit theorem) are highlighted throughout the text to gain readers’ attention and to promote retention. An alphabetical list of key terms (including the page number where each is first cited) appears at the end of every chapter.

**Marginal Notes.** The reader’s attention will occasionally be drawn by marginal notes—key concepts, tips, suggestions, important points, and the like—appearing in the margins of the text. An icon (☒) drawn from the book’s cover design identifies these brief marginal notes.

**Straightforward Calculation of Descriptive and Inferential Statistics by Hand.** Statistical symbols and notation are explained early in the book (chapter 1). All of the descriptive and inferential statistics in the book are presented conceptually in the context of an example, and then explained in a step-by-step manner. Each step in any calculation is numbered for ease of reference (example: [2.2.3] refers to chapter 2, formula 2, step 3). Readers who have access to a basic calculator can do any statistical procedure presented in the book. Naturally, step-by-step advice also teaches students to read, understand, and use statistical notation as well as the statistical tables presented in Appendix B. Appendix A reviews basic mathematics and algebraic manipulation for those students who need a self-paced refresher course. The second half of Appendix A discusses math anxiety, providing suggestions and references to alleviate it.

**Data Boxes.** Specific examples of published research or methodological issues using germane statistical procedures or concepts appear in Data Boxes throughout the text. By reading Data Boxes, students learn ways in which statistics and data analysis are tools to aid the problem solver. To quote Box, they are tools for “learning and discovery.”

**Focus on Interpretation of Results and Presenting Them in Written Form.** All statistical procedures conclude with a discussion of how to interpret what a result *actually* means. These discussions have two points: what the test literally concludes about some statistical relationship in the data and what it means descriptively—how did participants behave in a study, what did they do? The focus then turns to clearly communicating results in prose form. Students will learn how to put these results into words for inclusion in American Psychological Association (APA) style reports or draft articles. I used this approach successfully in a previous book (Dunn, 1999). Appendix C, which provides a brief overview of writing APA style reports, gives special emphasis to properly presenting research results and statistical information.

**Statistical Power, Effect Size, and Planned and Post Hoc Comparisons.** Increasingly, consideration of statistical power and effect size estimates is becoming more commonplace in psychology textbooks as well as journals. I follow this good precedent by attaching discussion of the strength of association of independent to dependent variables along with specific inferential tests (e.g., estimated omega-squared— $\hat{\omega}^2$ —is presented with the *F* ratio). In the same way, review of planned or post hoc comparisons of means are attached to discussions of particular tests. I focus on conceptually straightforward approaches for doing mean comparisons (e.g., Tukey’s Honestly Significant Difference

[HSD] test), but I also discuss the important—but often neglected—perspectives provided by contrast analysis (e.g., Rosenthal & Rosnow, 1985).

**Knowledge Base Concept Checks.** Periodically, readers encounter digressions within each chapter called “Knowledge Bases,” as in “students will add to their statistical knowledge base.” Any Knowledge Base provides a quick concept check for students. In lieu of a diagnostic quiz, readers can think about and then answer a few questions dealing with the key points in the chapter section they just finished reading (these exercises will obviously help pace the students’ reading of conceptually challenging material, as well). Completion of each Knowledge Base in the book will incrementally add to their knowledge base of statistical concepts and data analysis techniques. Answers to Knowledge Base questions are provided immediately after the questions.

**Project Exercises.** Each chapter contains a “Project Exercise,” an activity that applies or extends issues presented therein. Project Exercises are designed to give students the opportunity to think about how statistical concepts can actually be employed in research or to identify particular issues that can render data analysis useful for the design of experiments or the interpretation of behavior. On occasion, a chapter’s Project Exercise might be linked to a Data Box.

**End-of-Chapter Problems.** Each chapter in the text concludes with a series of problems. Most problems require traditional numerical answers, but many are designed to help students think coherently and write cogently about the properties of statistics and data. Answers to the odd-numbered problems are provided in the back of the textbook in Appendix E.

**Special Appendixes.** Beyond the traditional appendixes devoted a review of basic math (with suggestions about combating math anxiety; Appendix A), statistical tables (Appendix B), and answers to odd-numbered end-of-chapter problems (Appendix E), I also include three more specialized offerings. Appendix C presents guidance on writing up research in APA style, highlighting specific ways to write and cogently present statistical results. Advice on organizing a research project using statistics and data analysis is presented in Appendix D. I emphasize the importance of being organized, how to manage time, and—most importantly—how to prepare raw data for analysis in this appendix. Finally, Appendix F introduces qualitative research approaches as emerging alternatives—not foils—for the statistical analysis of data. Though by no means commonplace, such approaches are gradually being accepted as new options—really, opportunities—for researchers.

## Supplements

*Statistics and Data Analysis for the Behavioral Sciences* has several supplements designed to help both instructors and students. These supplements include:

***Elementary Data Analysis Using Microsoft Excel by Mehan and Warner (2000).*** This easy to use workbook introduces students to Microsoft Excel spreadsheets as a tool to be used in introductory statistics courses. By utilizing a familiar program such as Excel, students can concentrate more on statistical concepts and outcomes and less on the mechanics of software.

***Instructor's Manual and Test Bank.*** The book has a detailed *Instructor's Manual* (IM) and Test Bank (TB). The IM includes syllabus outlines for one- or two-semester statistics courses, detailed chapter outlines, key terms, lecture suggestions, suggestions for classroom activities and discussions, film recommendations (where available and appropriate), and suggested readings for the instructor (i.e., articles and books containing teaching tips, exercises). The TB contains test items (i.e., multiple choice items, short essays, problems), and is also available on computer diskette for PC and Macintosh.

***Dedicated Website.*** The book has a dedicated website ([www.mhhe.com.dunn](http://www.mhhe.com.dunn)) so that potential instructors can examine a synopsis of the book, its table of contents, descriptions of the available supplements, and ordering information. Links to other sites on the Web related to statistics, data analysis, and psychology (including links to other parts of the McGraw-Hill site) are available. In addition, portions of the *Instructor's Manual* and Test Bank appear on the website and are "password" accessible to instructors who have selected the text and their students. The website also has an online SPSS guide, which is an alternative to the expensive printed guides. Beginning with computing a correlation between two variables and a continuing with *t* tests, ANOVAs, and chi-square, this site will help your students understand the basics of the SPSS program.

***Study Guide for Statistics and Data Analysis for the Behavioral Sciences.*** Instructors (or students) can order a study guide to accompany *Statistics and Data Analysis for the Behavioral Sciences*. The *Study Guide* contains a review of key terms, concepts, and practice problems designed to highlight statistical issues. Answers to any problems will be provided in the back of the *Study Guide*.