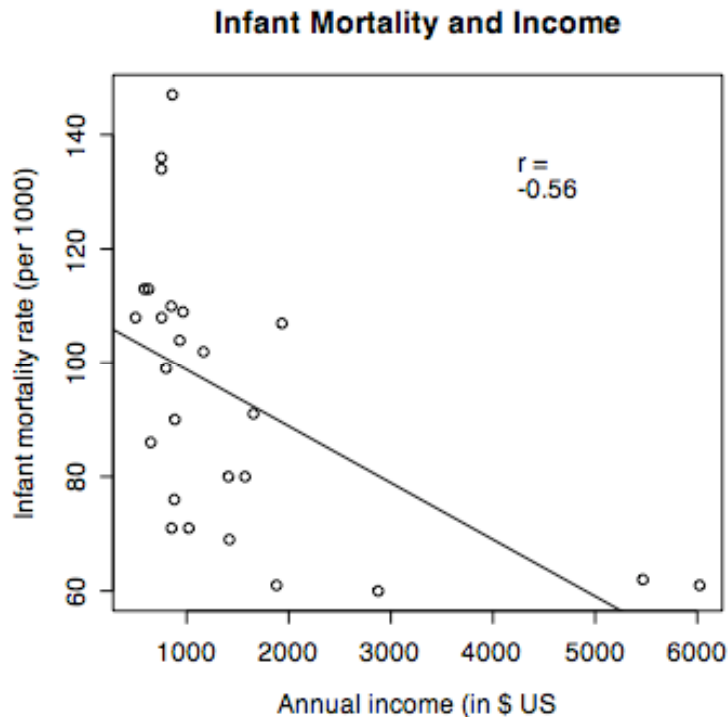


# Chapter 9-Correlation

## 9.1 Low birthweight statistics:



The two outliers would appear to have a distorting effect on the correlation coefficient. However, if you replot the data without those points the relationship is still apparent and the correlation only drops to  $-.54$ .

9.3 With 24 degrees of freedom, and two-tailed test at  $\alpha = .05$  would require  $r > \pm .388$ .

9.4 The two strongest predictors are income and availability of contraception.

9.5 We can conclude that infant mortality is closely tied to both income and the availability of contraception. Infants born to people living in poverty are much more likely to die before their first birthday, and the availability of contraception significantly reduces the number of infants put at risk in the first place.

9.7 Because both income and contraception are related to mortality, we might expect that using them together would lead to a substantial increase in predictability. But note that they are correlated with each other, and therefore share some of the same variance.

9.9 Psychologists have a professional interest in infant mortality because some of the variables that contribute to infant mortality are behavioral ones, and we care about understanding, and often controlling, behavior. Psychologists have an important role to play in world health that has little to do with pills and irrigation systems.

9.11 The relationship is extremely curvilinear, even though the linear correlation is quite high. You can see that the best fitting line misses almost all of the data points at each end of the distribution.

9.13 The relationship between test scores in Katz' study and SAT scores for application purposes is a relevant question because we would not be satisfied with a set of data that used SAT questions and yet gave answers that were not in line with SAT performance. We want to know that the tests are measuring at least roughly the same thing. In addition, by knowing the correlation between SATs and performance without seeing the questions, we get a better understanding of some of what the SAT is measuring.

9.15 Correlation for the data in Exercise 9.14:

$$\begin{array}{lll} \text{SAT:} & \text{mean} = 598.57 & \sum X = 16760 \quad \text{St. Dev.} = 61.57 \\ \text{Test:} & \text{mean} = 46.21 & \sum Y = 1294 \quad \text{St. Dev.} = 6.73 \end{array}$$

$$\text{cov}_{YX} = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{N - 1} = \frac{780500 - \frac{16760 * 1294}{28}}{27} = 220.3175$$

$$r = \frac{\text{cov}_{YX}}{s_Y s_{X_1}} = \frac{220.3175}{61.57 * 6.73} = .53$$

With 26 *df* we would need a correlation of .374 to be significant. Since our value exceeds that, we can conclude that the relationship between test scores and the SAT is reliably different from 0.

9.17 When we say that two correlations are not significantly different, we mean that they are sufficiently close that they could both have come from samples from populations with exactly the same population correlation coefficient.

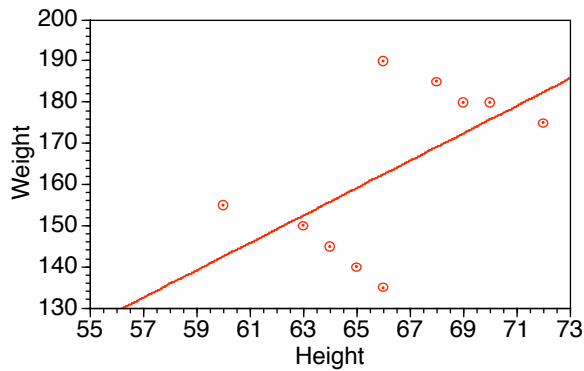
9.19 The answer to this question depends on the students' expectations.

9.21 It is sometimes appropriate to find the correlation between two variables even if you know that the relationship is slightly curvilinear. A straight line often does a remarkably good job of fitting a curved function, provided that it is not too curved.

9.23 The amount of money that a country spends on health care may have little to do with life expectancy because to change a country's life expectancy you have to change the health of a great many individuals. Spending a great deal of money on one person, even if it were to extend her life by dozens of years, would not change the average life expectancy in any noticeable way. Often the things that make a major change in life expectancy, like inoculations, really cost very little money.

9.25 Extremely exaggerated data on male and female weight and height to show a negative slope within gender but a positive slope across gender:

Height	68	72	66	69	70	66	60	64	65	63
Weight	185	175	190	180	180	135	155	145	140	150
Gender	Male	Male	Male	Male	Male	Fem.	Fem.	Fem.	Fem.	Fem.



9.27 I would expect a high correlation between performance in Intermediate French and in English Literature, but there is no reason to assume a causal relationship between them. The causal factor, common to both, would be something like general scholastic ability.

9.29 This is an Internet search with no fixed answer.