

# ... Problem Solutions

## CHAPTER 1

1. Descriptive statistics are procedures used to summarize, organize, and make sense of a set of scores or observations, whereas inferential statistics are procedures that allow researchers to infer or generalize observations made with samples to the larger population from which they were selected.
2. Data describe a set of measurements (made up of raw scores); a raw score describes individual measurements.
3. Samples are selected from populations of interest. Hence, samples consist of a portion of individuals in a population of interest.
4. Experimental, quasi-experimental, and correlational research methods.
5. (a) Independent variable. (b) Dependent variable.
6. The four scales of measurement are nominal, ordinal, interval, and ratio. Ratio scale measurements are the most informative.
7. Yes. Nominal values are often coded (i.e., converted to numeric values) when entered into statistical software.
8. Interval variables *do not* have a true zero, and ratio variables *do* have a true zero.
9. Amount; Class.
10. Continuous and discrete variables.
11. (a) Descriptive statistics. (b) Inferential statistics. (c) Descriptive statistics.
12. (a) False. (b) True. (c) True.
13. No, it is not necessary to make inferences, because *all* individuals in the population were observed.
14. The statistics class has a *population* of 25 students enrolled, but a *sample* of only 23 students attended.
15. By definition, samples will always be smaller than the population. Samples constitute a subset (or a smaller set of values) than those in the population.
16. An experimental research method because the researcher claims to have demonstrated *cause*.
17. A correlational research method because pairs of scores (height, income) were measured and compared for each participant.
18. (a) Quasi-independent variable. (b) Quasi-independent variable. (c) Independent variable. (d) Independent variable. (e) Quasi-independent variable. (f) Independent variable.
19. (a) Sleeping pill (real or fake). (b) Time spent sleeping.

20. (a) Cocaine use (dependent vs. inexperienced). (b) Impulsive behavior.
21. (a) Nominal. (b) Yes, it is appropriate to numerically code “months” because it is a nominal scale variable.
22. Nominal, ordinal, interval, and ratio.
23. The main disadvantage of measuring qualitative data is that the data are on a nominal scale, which limits the types of conclusions that researchers can draw. For this reason, quantitative variables are more often measured because they are more informative in terms of order, differences, and ratios.
24. (a) Qualitative. (b) Quantitative. (c) Quantitative. (d) Qualitative.
25. (a) Continuous. (b) Discrete. (c) Continuous. (d) Discrete.
- 26.

Variable	Qualitative vs. Quantitative	Continuous vs. Discrete	Type of Measurement
Sex	Qualitative	Discrete	Nominal
Seasons	Qualitative	Discrete	Nominal
Time of day	Quantitative	Continuous	Ratio
Rating scale score	Quantitative	Discrete	Interval
Movie ratings (1 to 4 stars)	Quantitative	Discrete	Ordinal
Number of students in your class	Quantitative	Discrete	Ratio
Temperature (degrees Fahrenheit)	Quantitative	Continuous	Interval
Time (in minutes) to prepare dinner	Quantitative	Continuous	Ratio
Position standing in line	Quantitative	Discrete	Ordinal

27. (a) Descriptive statistics. (b) Overall, gun ownership really has not changed in the last 40 years with the percent of gun owners in 1972 being identical to the percent of gun owners in 2012.
28. An operational definition.
29. No, an experimental method is not possible because the variable (sex) is a preexisting variable; it is a quasi-independent variable.
30. (a) Continuous. (b) Quantitative. (c) Ratio scale.
31. The 91,373 nineteen-year-old-men likely represent a sample of all 19-year-old men in a much larger population.
32. Equidistant scales. Variables on an interval scale have equidistant scales, meaning that differences on this scale are informative.

## CHAPTER 2

1. Step 1: Find the real range. Step 2: Find the interval width. Step 3: Construct the frequency distribution.
2. Grouped data are distributed in intervals; ungrouped data are not.
3. (a) No. (b) Yes.
4. To ensure that a single score cannot be counted in more than one interval.
5. A percentile rank.
6. Ungrouped data sets with only a few different scores, and qualitative or categorical variables.
7. Rule 1: A vertical rectangle represents each interval, and the height of the rectangle equals the frequency recorded for each interval. Rule 2: The base of each rectangle begins and ends at the upper and lower boundaries of each interval. Rule 3: Each rectangle touches adjacent rectangles at the boundaries of each interval.
8. Midpoint; Upper boundary.
9. When the data are discrete. Histograms are only used with continuous data.
10. Discrete/categorical data.
11. (a)

Intervals	$f(x)$
18–22	5
13–17	3
8–12	7
3–7	5

(b) Interval: 8–12.

12. (a)

Classes	$f(x)$
L	9
C	16
R	5

(b) Yes, the rat did press the center lever the most.

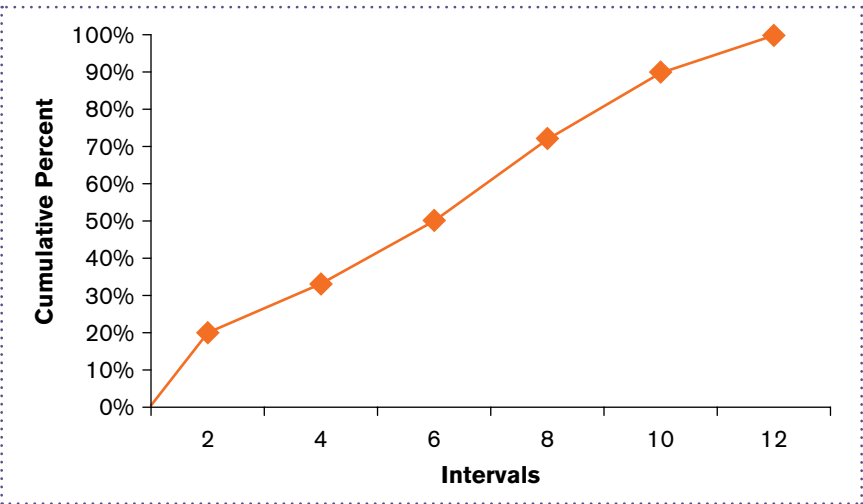
13. The intervals overlap at the upper and lower boundaries, which might lead to some scores being counted in more than one interval.
14. Three errors are (1) the intervals overlap, (2) the class width for each interval is not equal, and (3) the distribution includes an open interval.

15. The lower boundaries are 35, 46, 57, and 68.
16. The upper boundaries are 3, 6, 9, 12, 15, and 18.
17. No, the data should remain ungrouped because the data are categorical.
18. The interval width for each interval is 3.
19. (a)

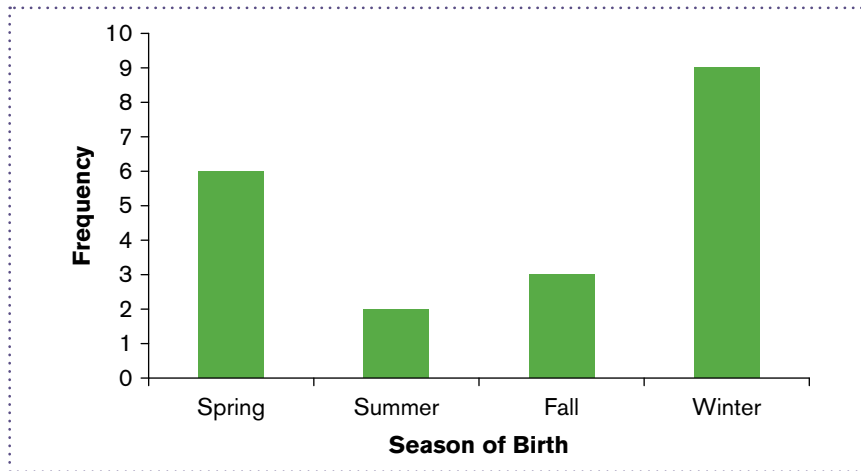
Number of Dreams	Percentile Rank
4	100%
3	88%
2	60%
1	24%
0	10%

(b) Two Dreams

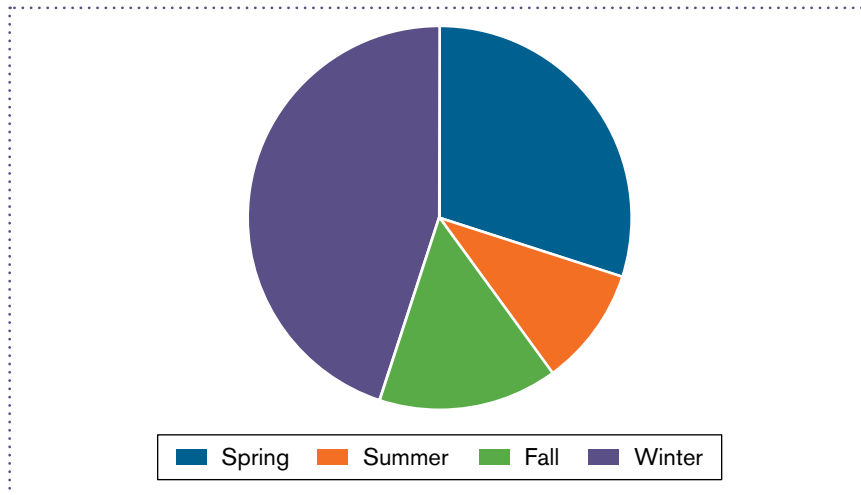
20. Sixty children qualify for the new cognitive-behavioral therapy.
21. (a) A bar chart or pie chart if distributing the letter grades along the  $x$ -axis. A histogram or frequency polygon if distributing the numeric values on a 4.0 grading scale. (b) A bar chart or pie chart. (c) A bar chart or pie chart distributing the frequencies for each behavioral therapy. (d) A histogram or frequency polygon.
22. (a) Histogram. (b) Bar chart. (c) Histogram. (d) Bar chart.
23. A = 8, B = 3, C = 12
24. (a) A = 78, B = 86, C = 68, D = 13. (b) Yes, this was a difficult test because half the class would fail.
25. (a) 35 students. (b) 6 students. (c) 15 students.
- 26.



27. (a)



(b)



28.

