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Contents

Preface xiv

1 Introduction 1

1.1 Multivariate Statistics: Why? 1

1.1.1 The Domain of Multivariate Statistics: Numbers of IVs and DVs 2

1.1.2 Experimental and Nonexperimental Research 2

1.1.3 Computers and Multivariate Statistics 3

1.1.4 Garbage In, Roses Out? 4

1.2 Some Useful Definitions 5

1.2.1 Continuous, Discrete, and Dichotomous Data 5

1.2.2 Samples and Populations 6

1.2.3 Descriptive and Inferential Statistics 7

1.2.4 Orthogonality: Standard and Sequential Analyses 7

1.3 Linear Combinations of Variables 9

1.4 Number and Nature of Variables to Include 10

1.5 Statistical Power 10

1.6 Data Appropriate for Multivariate Statistics 11

1.6.1 The Data Matrix 11

1.6.2 The Correlation Matrix 12

1.6.3 The Variance–Covariance Matrix 12

1.6.4 The Sum-of-Squares and Cross-Products Matrix 13

1.6.5 Residuals 14

1.7 Organization of the Book 14

A Guide to Statistical Techniques: Using the Book 15

2.1 Research Questions and Associated Techniques 15

2.1.1 Degree of Relationship Among Variables 15

2.1.1.1 Bivariate r 16

2.1.1.2 Multiple R 16

2.1.1.3 Sequential R 16

2.1.1.4 Canonical R 16

2.1.1.5 Multway Frequency Analysis 17

2.1.1.6 Multilevel Modeling 17

2.1.2 Significance of Group Differences 17

2.1.2.1 One-Way ANOVA and t Test 17

2.1.2.2 One-Way ANCOVA 17

2.1.2.3 Factorial ANOVA 18

2.1.2.4 Factorial ANCOVA 18

2.1.2.5 Hotelling’s T2 18

2.1.2.6 One-Way MANOVA 18

2.1.2.7 One-Way MANCOVA 19

2.1.2.8 Factorial MANOVA 19

2.1.2.9 Factorial MANCOVA 19

2.1.2.10 Profile Analysis of Repeated Measures 19

2.1.3 Prediction of Group Membership 20

2.1.3.1 One-Way Discriminant Analysis 20

2.1.3.2 Sequential One-Way Discriminant Analysis 20

2.1.3.4 Multiway Frequency Analysis (Logit) 21

2.1.3.4 Logistic Regression 21

2.1.3.5 Sequential Logistic Regression 21

2.1.3.6 Factorial Discriminant Analysis 21

2.1.3.7 Sequential Factorial Discriminant Analysis 22

2.1.4 Structure 22

2.1.4.1 Principal Components 22

2.1.4.2 Factor Analysis 22

2.1.4.3 Structural Equation Modeling 22

2.1.5 Time Course of Events 22

2.1.5.1 Survival/Failure Analysis 23

2.1.5.2 Time-Series Analysis 23

2.2 Some Further Comparisons 23

2.3 A Decision Tree 24

2.4 Technique Chapters 27

2.5 Preliminary Check of the Data 28

3 Review of Univariate and Bivariate Statistics 29

3.1 Hypothesis Testing 29

3.1.1 One-Sample z Test as Prototype 30

3.1.2 Power 32

3.1.3 Extensions of the Model 32

3.1.4 Controversy Surrounding Significance Testing 33

3.2 Analysis of Variance 33

3.2.1 One-Way Between-Subjects ANOVA 34

3.2.2 Factorial Between-Subjects ANOVA 36

3.2.3 Within-Subjects ANOVA 38

3.2.4 Mixed Between-Within-Subjects ANOVA 40

3.2.5 Design Complexity 41

3.2.5.1 Nesting 41

3.2.5.2 Latin-Square Designs 42

3.2.5.3 Unequal n and Nonorthogonality 42

3.2.5.4 Fixed and Random Effects 43

3.2.6 Specific Comparisons 43

3.2.6.1 Weighting Coefficients for Comparisons 43

3.2.6.2 Orthogonality of Weighting Coefficients 44

3.2.6.3 Obtained F for Comparisons 44

3.2.6.4 Critical F for Planned Comparisons 45

3.2.6.5 Critical F for Post Hoc Comparisons 45

3.3 Parameter Estimation 46

3.4 Effect Size 47
4 Cleaning Up Your Act: Screening Data Prior to Analysis

4.1 Important Issues in Data Screening
  4.1.1 Accuracy of Data File
  4.1.2 Honest Correlations
    4.1.2.1 Inflated Correlation
    4.1.2.2 Deflated Correlation
  4.1.3 Missing Data
    4.1.3.1 Deleting Cases or Variables
    4.1.3.2 Estimating Missing Data
    4.1.3.3 Using a Missing Data Correlation Matrix
    4.1.3.4 Treating Missing Data as Data
    4.1.3.5 Repeating Analyses with and without Missing Data
    4.1.3.6 Choosing Among Methods for Dealing with Missing Data
  4.1.4 Outliers
    4.1.4.1 Detecting Univariate and Multivariate Outliers
    4.1.4.2 Describing Outliers
    4.1.4.3 Reducing the Influence of Outliers
    4.1.4.4 Outliers in a Solution
  4.1.5 Normality, Linearity, and Homoscedasticity
    4.1.5.1 Normality
    4.1.5.2 Linearity
    4.1.5.3 Homoscedasticity, Homogeneity of Variance, and Homogeneity of Variance–Covariance Matrices
  4.1.6 Common Data Transformations
  4.1.7 Multicollinearity and Singularity
  4.1.8 A Checklist and Some Practical Recommendations

4.2 Complete Examples of Data Screening
  4.2.1 Screening Ungrouped Data
    4.2.1.1 Accuracy of Input, Missing Data, Distributions, and Univariate Outliers
    4.2.1.2 Linearity and Homoscedasticity
    4.2.1.3 Transformation
    4.2.1.4 Detecting Multivariate Outliers
    4.2.1.5 Variables Causing Cases to Be Outliers
    4.2.1.6 Multicollinearity
  4.2.2 Screening Grouped Data
    4.2.2.1 Accuracy of Input, Missing Data, Distributions, Homogeneity of Variance, and Univariate Outliers
    4.2.2.2 Linearity
    4.2.2.3 Multivariate Outliers
    4.2.2.4 Variables Causing Cases to Be Outliers
    4.2.2.5 Multicollinearity

5 Multiple Regression

5.1 General Purpose and Description

5.2 Kinds of Research Questions
  5.2.1 Degree of Relationship
  5.2.2 Importance of IVs
  5.2.3 Adding IVs
  5.2.4 Changing IVs
  5.2.5 Contingencies Among IVs
  5.2.6 Comparing Sets of IVs
  5.2.7 Predicting DV Scores for Members of a New Sample
  5.2.8 Parameter Estimates

5.3 Limitations to Regression Analyses

5.4 Fundamental Equations for Multiple Regression
  5.4.1 General Linear Equations
  5.4.2 Matrix Equations
  5.4.3 Computer Analyses of Small-Sample Example

5.5 Major Types of Multiple Regression
  5.5.1 Standard Multiple Regression
  5.5.2 Sequential Multiple Regression
  5.5.3 Statistical (Stepwise) Regression
  5.5.4 Choosing Among Regression Strategies

5.6 Some Important Issues
  5.6.1 Importance of IVs
    5.6.1.1 Standard Multiple Regression
    5.6.1.2 Sequential or Statistical Regression
    5.6.1.3 Commonality Analysis
    5.6.1.4 Relative Importance Analysis
  5.6.2 Statistical Inference
    5.6.2.1 Test for Multiple R
    5.6.2.2 Test of Regression Components
    5.6.2.3 Test of Added Subset of IVs
    5.6.2.4 Confidence Limits
    5.6.2.5 Comparing Two Sets of Predictors
  5.6.3 Adjustment of $R^2$
  5.6.4 Suppressor Variables
  5.6.5 Regression Approach to ANOVA
  5.6.6 Centering When Interactions and Powers of IVs Are Included
  5.6.7 Mediation in IVs Are Included
## 5.7 Complete Examples of Regression Analysis

### 5.7.1 Evaluation of Assumptions

- **5.7.1.1 Ratio of Cases to IVs**
- **5.7.1.2 Normality, Linearity, Homoscedasticity, and Independence of Residuals**
- **5.7.1.3 Outliers**
- **5.7.1.4 Multicollinearity and Singularity**

### 5.7.2 Standard Multiple Regression

### 5.7.3 Sequential Regression

### 5.7.4 Example of Standard Multiple Regression with Missing Values Multiply Imputed

---

## 5.8 Comparison of Programs

### 5.8.1 IBM SPSS Package

### 5.8.2 SAS System

### 5.8.3 SYSTAT System

---

## 6 Analysis of Covariance

### 6.1 General Purpose and Description

### 6.2 Kinds of Research Questions

- **6.2.1 Main Effects of IVs**
- **6.2.2 Interactions Among IVs**
- **6.2.3 Specific Comparisons and Trend Analysis**
- **6.2.4 Effects of Covariates**
- **6.2.5 Effect Size**
- **6.2.6 Parameter Estimates**

### 6.3 Limitations to Analysis of Covariance

- **6.3.1 Theoretical Issues**
- **6.3.2 Practical Issues**

#### 6.3.2.1 Unequal Sample Sizes, Missing Data, and Ratio of Cases to IVs

#### 6.3.2.2 Absence of Outliers

#### 6.3.2.3 Absence of Multicollinearity and Singularity

#### 6.3.2.4 Normality of Sampling Distributions

#### 6.3.2.5 Homogeneity of Variance

#### 6.3.2.6 Linearity

#### 6.3.2.7 Homogeneity of Regression

#### 6.3.2.8 Reliability of Covariates

### 6.4 Fundamental Equations for Analysis of Covariance

- **6.4.1 Sums of Squares and Cross-Products**
- **6.4.2 Significance Test and Effect Size**
- **6.4.3 Computer Analyses of Small-Sample Example**

### 6.5 Some Important Issues

- **6.5.1 Choosing Covariates**
- **6.5.2 Evaluation of Covariates**
- **6.5.3 Test for Homogeneity of Regression**
- **6.5.4 Design Complexity**

#### 6.5.4.1 Within-Subjects and Mixed Within-Between Designs

#### 6.5.4.2 Unequal Sample Sizes

### 6.6 Complete Example of Analysis of Covariance

#### 6.6.1 Evaluation of Assumptions

- **6.6.1.1 Unequal n and Missing Data**
- **6.6.1.2 Normality**
- **6.6.1.3 Linearity**
- **6.6.1.4 Outliers**
- **6.6.1.5 Multicollinearity and Singularity**
- **6.6.1.6 Homogeneity of Variance**
- **6.6.1.7 Homogeneity of Regression**
- **6.6.1.8 Reliability of Covariates**

#### 6.6.2 Analysis of Covariance

- **6.6.2.1 Main Analysis**
- **6.6.2.2 Evaluation of Covariates**
- **6.6.2.3 Homogeneity of Regression Run**

### 6.7 Comparison of Programs

#### 6.7.1 IBM SPSS Package

#### 6.7.2 SAS System

#### 6.7.3 SYSTAT System

---

## 7 Multivariate Analysis of Variance and Covariance

### 7.1 General Purpose and Description

### 7.2 Kinds of Research Questions

- **7.2.1 Main Effects of IVs**
- **7.2.2 Interactions Among IVs**
- **7.2.3 Importance of DVs**
- **7.2.4 Parameter Estimates**
- **7.2.5 Specific Comparisons and Trend Analysis**
- **7.2.6 Effect Size**
- **7.2.7 Effects of Covariates**
- **7.2.8 Repeated-Measures Analysis of Variance**

### 7.3 Limitations to Multivariate Analysis of Variance and Covariance

- **7.3.1 Theoretical Issues**
- **7.3.2 Practical Issues**

#### 7.3.2.1 Unequal Sample Sizes, Missing Data, and Power

#### 7.3.2.2 Multivariate Normality

#### 7.3.2.3 Absence of Outliers

#### 7.3.2.4 Homogeneity of Variance–Covariance Matrices

#### 7.3.2.5 Linearity

#### 7.3.2.6 Homogeneity of Regression

#### 7.3.2.7 Reliability of Covariates

#### 7.3.2.8 Absence of Multicollinearity and Singularity

### 7.4 Fundamental Equations for Multivariate Analysis of Variance and Covariance

- **7.4.1 Multivariate Analysis of Variance**

7.4.2 Computer Analyses of Small-Sample Example 218
7.4.3 Multivariate Analysis of Covariance 221

7.5 Some Important Issues 223
7.5.1 MANOVA Versus ANOVAs 223
7.5.2 Criteria for Statistical Inference 223

7.5.3 Assessing DVs 224
7.5.3.1 Univariate F 224
7.5.3.2 Roy–Bargmann Stepdown Analysis 226
7.5.3.3 Using Discriminant Analysis 226
7.5.3.4 Choosing Among Strategies for Assessing DVs 227

7.5.4 Specific Comparisons and Trend Analysis 227
7.5.5 Design Complexity 228
7.5.5.1 Within-Subjects and Between-Within Designs 228
7.5.5.2 Unequal Sample Sizes 228

7.6 Complete Examples of Multivariate Analysis of Variance and Covariance 230
7.6.1 Evaluation of Assumptions 230
7.6.1.1 Unequal Sample Sizes and Missing Data 230
7.6.1.2 Multivariate Normality 231
7.6.1.3 Linearity 231
7.6.1.4 Outliers 232
7.6.1.5 Homogeneity of Variance–Covariance Matrices 233
7.6.1.6 Homogeneity of Regression 233
7.6.1.7 Reliability of Covariates 235
7.6.1.8 Multicollinearity and Singularity 235
7.6.2 Multivariate Analysis of Variance 235
7.6.3 Multivariate Analysis of Covariance 244
7.6.3.1 Assessing Covariates 244
7.6.3.2 Assessing DVs 245

7.7 Comparison of Programs 252
7.7.1 IBM SPSS Package 252
7.7.2 SAS System 254
7.7.3 SYSTAT System 255

8 Profile Analysis: The Multivariate Approach to Repeated Measures 256
8.1 General Purpose and Description 256
8.2 Kinds of Research Questions 257
8.2.1 Parallelism of Profiles 258
8.2.2 Overall Difference Among Groups 258
8.2.3 Flatness of Profiles 258
8.2.4 Contrasts Following Profile Analysis 258
8.2.5 Parameter Estimates 258
8.2.6 Effect Size 259
8.3 Limitations to Profile Analysis 259
8.3.1 Theoretical Issues 259
8.3.2 Practical Issues 259
8.3.2.1 Sample Size, Missing Data, and Power 259
8.3.2.2 Multivariate Normality 260
8.3.2.3 Absence of Outliers 260
8.3.2.4 Homogeneity of Variance–Covariance Matrices 260
8.3.2.5 Linearity 260
8.3.2.6 Absence of Multicollinearity and Singularity 260

8.4 Fundamental Equations for Profile Analysis 260
8.4.1 Differences in Levels 262
8.4.2 Parallelism 262
8.4.3 Flatness 265
8.4.4 Computer Analyses of Small-Sample Example 266

8.5 Some Important Issues 269
8.5.1 Univariate Versus Multivariate Approach to Repeated Measures 269
8.5.2 Contrasts in Profile Analysis 270
8.5.2.1 Parallelism and Flatness Significant, Levels Not Significant (Simple-Effects Analysis) 272
8.5.2.2 Parallelism and Levels Significant, Flatness Not Significant (Simple-Effects Analysis) 274
8.5.2.3 Parallelism, Levels, and Flatness Significant (Interaction Contrasts) 275
8.5.2.4 Only Parallelism Significant 276
8.5.3 Doubly Multivariate Designs 277
8.5.4 Classifying Profiles 279
8.5.5 Imputation of Missing Values 279

8.6 Complete Examples of Profile Analysis 280
8.6.1 Profile Analysis of Subscales of the WISC 280
8.6.1.1 Evaluation of Assumptions 280
8.6.1.2 Profile Analysis 283
8.6.2 Doubly Multivariate Analysis of Reaction Time 288
8.6.2.1 Evaluation of Assumptions 289
8.6.2.2 Doubly Multivariate Analysis of Slope and Intercept 290

8.7 Comparison of Programs 297
8.7.1 IBM SPSS Package 297
8.7.2 SAS System 298
8.7.3 SYSTAT System 298

9 Discriminant Analysis 299
9.1 General Purpose and Description 299
9.2 Kinds of Research Questions 302
9.2.1 Significance of Prediction 302
9.2.2 Number of Significant Discriminant Functions 302
9.2.3 Dimensions of Discrimination 302
9.2.4 Classification Functions 303
9.2.5 Adequacy of Classification 303
9.2.6 Effect Size 303
9.2.7 Importance of Predictor Variables 303
9.2.8 Significance of Prediction with Covariates 304
9.2.9 Estimation of Group Means 304
9.3 Limitations to Discriminant Analysis 304
  9.3.1 Theoretical Issues 304
  9.3.2 Practical Issues 304
    9.3.2.1 Unequal Sample Sizes, Missing Data, and Power 304
    9.3.2.2 Multivariate Normality 305
    9.3.2.3 Absence of Outliers 305
    9.3.2.4 Homogeneity of Variance–Covariance Matrices 305
    9.3.2.5 Linearity 306
    9.3.2.6 Absence of Multicollinearity and Singularity 306
  9.4 Fundamental Equations for Discriminant Analysis 306
    9.4.1 Derivation and Test of Discriminant Functions 307
    9.4.2 Classification 309
    9.4.3 Computer Analyses of Small-Sample Example 311
  9.5 Types of Discriminant Analyses 315
    9.5.1 Direct Discriminant Analysis 315
    9.5.2 Sequential Discriminant Analysis 315
    9.5.3 Stepwise (Statistical) Discriminant Analysis 316
  9.6 Some Important Issues 316
    9.6.1 Statistical Inference 316
      9.6.1.1 Criteria for Overall Statistical Significance 317
      9.6.1.2 Stepping Methods 317
    9.6.2 Number of Discriminant Functions 317
    9.6.3 Interpreting Discriminant Functions 318
      9.6.3.1 Discriminant Function Plots 318
      9.6.3.2 Structure Matrix of Loadings 318
    9.6.4 Evaluating Predictor Variables 320
    9.6.5 Effect Size 321
      9.6.6 Design Complexity: Factorial Designs 321
      9.6.7 Use of Classification Procedures 322
        9.6.7.1 Cross-Validation and New Cases 322
        9.6.7.2 Jackknifed Classification 323
        9.6.7.3 Evaluating Improvement in Classification 323
  9.7 Complete Example of Discriminant Analysis 324
    9.7.1 Evaluation of Assumptions 325
      9.7.1.1 Unequal Sample Sizes and Missing Data 325
      9.7.1.2 Multivariate Normality 325
      9.7.1.3 Linearity 325
      9.7.1.4 Outliers 325
      9.7.1.5 Homogeneity of Variance–Covariance Matrices 326
      9.7.1.6 Multicollinearity and Singularity 327
    9.7.2 Direct Discriminant Analysis 327
  9.8 Comparison of Programs 340
    9.8.1 IBM SPSS Package 344
    9.8.2 SAS System 344
    9.8.3 SYSTAT System 345

10 Logistic Regression 346
  10.1 General Purpose and Description 346
  10.2 Kinds of Research Questions 348
    10.2.1 Prediction of Group Membership or Outcome 348
    10.2.2 Importance of Predictors 348
    10.2.3 Interactions Among Predictors 349
    10.2.4 Parameter Estimates 349
    10.2.5 Classification of Cases 349
    10.2.6 Significance of Prediction with Covariates 349
    10.2.7 Effect Size 349
  10.3 Limitations to Logistic Regression Analysis 350
    10.3.1 Theoretical Issues 350
    10.3.2 Practical Issues 350
      10.3.2.1 Ratio of Cases to Variables 350
      10.3.2.2 Adequacy of Expected Frequencies and Power 351
      10.3.2.3 Linearity in the Logit 351
      10.3.2.4 Absence of Multicollinearity 351
      10.3.2.5 Absence of Outliers in the Solution 351
      10.3.2.6 Independence of Errors 352
  10.4 Fundamental Equations for Logistic Regression 352
    10.4.1 Testing and Interpreting Coefficients 353
    10.4.2 Goodness of Fit 354
    10.4.3 Comparing Models 355
    10.4.4 Interpretation and Analysis of Residuals 355
    10.4.5 Computer Analyses of Small-Sample Example 356
  10.5 Types of Logistic Regression 360
    10.5.1 Direct Logistic Regression 360
    10.5.2 Sequential Logistic Regression 360
    10.5.3 Statistical (Stepwise) Logistic Regression 362
    10.5.4 Probit and Other Analyses 362
  10.6 Some Important Issues 363
    10.6.1 Statistical Inference 363
      10.6.1.1 Assessing Goodness of Fit of Models 363
    10.6.2 Effect Sizes 365
      10.6.2.1 Effect Size for a Model 365
      10.6.2.2 Effect Sizes for Predictors 366
    10.6.3 Interpretation of Coefficients Using Odds 367
    10.6.4 Coding Outcome and Predictor Categories 368
    10.6.5 Number and Type of Outcome Categories 369
    10.6.6 Classification of Cases 372
    10.6.7 Hierarchical and Nonhierarchical Analysis 372
10.6.8 Importance of Predictors 373
10.6.9 Logistic Regression for Matched Groups 374
10.7 Complete Examples of Logistic Regression 374
10.7.1 Evaluation of Limitations 374
10.7.1.1 Ratio of Cases to Variables and Missing Data 374
10.7.1.2 Multicollinearity 376
10.7.1.3 Outliers in the Solution 376
10.7.2 Direct Logistic Regression with Two-Category Outcome and Continuous Predictors 377
10.7.2.1 Limitation: Linearity in the Logit 377
10.7.2.2 Direct Logistic Regression with Two-Category Outcome 377
10.7.3 Sequential Logistic Regression with Three Categories of Outcome 384
10.7.3.1 Limitations of Multinomial Logistic Regression 384
10.7.3.2 Sequential Multinomial Logistic Regression 387
10.8 Comparison of Programs 396
10.8.1 IBM SPSS Package 396
10.8.2 SAS System 399
10.8.3 SYSTAT System 400

11 Survival/Failure Analysis 401
11.1 General Purpose and Description 401
11.2 Kinds of Research Questions 403
11.2.1 Proportions Surviving at Various Times 403
11.2.2 Group Differences in Survival 403
11.2.3 Survival Time with Covariates 403
11.2.3.1 Treatment Effects 403
11.2.3.2 Importance of Covariates 403
11.2.3.3 Parameter Estimates 404
11.2.3.4 Contingencies Among Covariates 404
11.2.3.5 Effect Size and Power 404
11.3 Limitations to Survival Analysis 404
11.3.1 Theoretical Issues 404
11.3.2 Practical Issues 404
11.3.2.1 Sample Size and Missing Data 404
11.3.2.2 Normality of Sampling Distributions, Linearity, and Homoscedasticity 405
11.3.2.3 Absence of Outliers 405
11.3.2.4 Differences Between Withdrawn and Remaining Cases 405
11.3.2.5 Change in Survival Conditions over Time 405
11.3.2.6 Proportionality of Hazards 405
11.3.2.7 Absence of Multicollinearity 405
11.4 Fundamental Equations for Survival Analysis 405
11.4.1 Life Tables 406
11.4.2 Standard Error of Cumulative Proportion Surviving 408
11.4.3 Hazard and Density Functions 408
11.4.4 Plot of Life Tables 409
11.4.5 Test for Group Differences 410
11.4.6 Computer Analyses of Small-Sample Example 411
11.5 Types of Survival Analyses 415
11.5.1 Actuarial and Product-Limit Life Tables and Survivor Functions 415
11.5.2 Prediction of Group Survival Times from Covariates 417
11.5.2.1 Direct, Sequential, and Statistical Analysis 417
11.5.2.2 Cox Proportional-Hazards Model 417
11.5.2.3 Accelerated Failure-Time Models 419
11.5.2.4 Choosing a Method 423
11.6 Some Important Issues 423
11.6.1 Proportionality of Hazards 423
11.6.2 Censored Data 424
11.6.2.1 Right-Censored Data 425
11.6.2.2 Other Forms of Censoring 425
11.6.3 Effect Size and Power 425
11.6.4 Statistical Criteria 426
11.6.4.1 Test Statistics for Group Differences in Survival Functions 426
11.6.4.2 Test Statistics for Prediction from Covariates 427
11.6.5 Predicting Survival Rate 427
11.6.5.1 Regression Coefficients (Parameter Estimates) 427
11.6.5.2 Hazard Ratios 427
11.6.5.3 Expected Survival Rates 428
11.7 Complete Example of Survival Analysis 429
11.7.1 Evaluation of Assumptions 430
11.7.1.1 Accuracy of Input, Adequacy of Sample Size, Missing Data, and Distributions 430
11.7.1.2 Outliers 430
11.7.1.3 Differences Between Withdrawn and Remaining Cases 433
11.7.1.4 Change in Survival Experience over Time 433
11.7.1.5 Proportionality of Hazards 433
11.7.1.6 Multicollinearity 434
11.7.2 Cox Regression Survival Analysis 436
11.7.2.1 Effect of Drug Treatment 436
11.7.2.2 Evaluation of Other Covariates 436
11.8 Comparison of Programs 440
11.8.1 SAS System 444
11.8.2 IBM SPSS Package 445
11.8.3 SYSTAT System 445

12 Canonical Correlation 446
12.1 General Purpose and Description 446
12.2 Kinds of Research Questions 448
12.2.1 Number of Canonical Variate Pairs 448
12.2.2 Interpretation of Canonical Variates 448
12.2.3 Importance of Canonical Variates and Predictors 448
12.2.4 Canonical Variate Scores 449
12.3 Limitations 449
12.3.1 Theoretical Limitations 449
12.3.2 Practical Issues 450
12.3.2.1 Ratio of Cases to IVs 450
12.3.2.2 Normality, Linearity, and Homoscedasticity 450
12.3.2.3 Missing Data 451
12.3.2.4 Absence of Outliers 451
12.3.2.5 Absence of Multicollinearity and Singularity 451
12.4 Fundamental Equations for Canonical Correlation 451
12.4.1 Eigenvalues and Eigenvectors 452
12.4.2 Matrix Equations 454
12.4.3 Proportions of Variance Extracted 457
12.4.4 Computer Analyses of Small-Sample Example 458
12.5 Some Important Issues 462
12.5.1 Importance of Canonical Variates 462
12.5.2 Interpretation of Canonical Variates 463
12.6 Complete Example of Canonical Correlation 463
12.6.1 Evaluation of Assumptions 463
12.6.1.1 Missing Data 463
12.6.1.2 Normality, Linearity, and Homoscedasticity 463
12.6.1.3 Outliers 466
12.6.1.4 Multicollinearity and Singularity 467
12.6.2 Canonical Correlation 467
12.7 Comparison of Programs 473
12.7.1 SAS System 473
12.7.2 IBM SPSS Package 474
12.7.3 SYSTAT System 475

13 Principal Components and Factor Analysis 476
13.1 General Purpose and Description 476
13.2 Kinds of Research Questions 479
13.2.1 Number of Factors 479
13.2.2 Nature of Factors 479
13.2.3 Importance of Solutions and Factors 480
13.2.4 Testing Theory in FA 480
13.2.5 Estimating Scores on Factors 480
13.3 Limitations 480
13.3.1 Theoretical Issues 480
13.3.2 Practical Issues 481
13.3.2.1 Sample Size and Missing Data 481
13.3.2.2 Normality 482
13.3.2.3 Linearity 482
13.3.2.4 Absence of Outliers Among Cases 482
13.3.2.5 Absence of Multicollinearity and Singularity 482
13.3.2.6 Factorability of R 482
13.3.2.7 Absence of Outliers Among Variables 483
13.4 Fundamental Equations for Factor Analysis 483
13.4.1 Extraction 485
13.4.2 Orthogonal Rotation 487
13.4.3 Communalities, Variance, and Covariance 488
13.4.4 Factor Scores 489
13.4.5 Oblique Rotation 491
13.4.6 Computer Analyses of Small-Sample Example 493
13.5 Major Types of Factor Analyses 496
13.5.1 Factor Extraction Techniques 496
13.5.1.1 PCA Versus FA 496
13.5.1.2 Principal Components 498
13.5.1.3 Principal Factors 498
13.5.1.4 Image Factor Extraction 498
13.5.1.5 Maximum Likelihood Factor Extraction 499
13.5.1.6 Unweighted Least Squares Factoring 499
13.5.1.7 Generalized (Weighted) Least Squares Factoring 499
13.5.1.8 Alpha Factoring 499
13.5.2 Rotation 500
13.5.2.1 Orthogonal Rotation 500
13.5.2.2 Oblique Rotation 501
13.5.2.3 Geometric Interpretation 502
13.5.3 Some Practical Recommendations 503
13.6 Some Important Issues 504
13.6.1 Estimates of Communalities 504
13.6.2 Adequacy of Extraction and Number of Factors 504
13.6.3 Adequacy of Rotation and Simple Structure 507
13.6.4 Importance and Internal Consistency of Factors 508
13.6.5 Interpretation of Factors 509
13.6.6 Factor Scores 510
13.6.7 Comparisons Among Solutions and Groups 511
13.7 Complete Example of FA 511
13.7.1 Evaluation of Limitations 511
13.7.1.1 Sample Size and Missing Data 512
13.7.1.2 Normality 512
13.7.1.3 Linearity 512
13.7.1.4 Outliers 513
13.7.1.5 Multicollinearity and Singularity 514
13.7.1.6 Factorability of R 514
13.7.1.7 Outliers Among Variables 515
13.7.2 Principal Factors Extraction with Varimax Rotation 515
14 Structural Equation Modeling by Jodie B. Ullman 528

14.1 General Purpose and Description 528
14.2 Kinds of Research Questions 531
14.2.1 Adequacy of the Model 531
14.2.2 Testing Theory 531
14.2.3 Amount of Variance in the Variables Accounted for by the Factors 532
14.2.4 Reliability of the Indicators 532
14.2.5 Parameter Estimates 532
14.2.6 Intervening Variables 532
14.2.7 Group Differences 532
14.2.8 Longitudinal Differences 532
14.2.9 Multilevel Modeling 533
14.2.10 Latent Class Analysis 533
14.3 Limitations to Structural Equation Modeling 533
14.3.1 Theoretical Issues 533
14.3.2 Practical Issues 534
14.3.2.1 Sample Size and Missing Data 534
14.3.2.2 Multivariate Normality and Outliers 534
14.3.2.3 Linearity 534
14.3.2.4 Absence of Multicollinearity and Singularity 535
14.3.2.5 Residuals 535
14.4 Fundamental Equations for Structural Equations Modeling 535
14.4.1 Covariance Algebra 535
14.4.2 Model Hypotheses 537
14.4.3 Model Specification 538
14.4.4 Model Estimation 540
14.4.5 Model Evaluation 543
14.4.6 Computer Analysis of Small-Sample Example 545
14.5 Some Important Issues 555
14.5.1 Model Identification 555
14.5.2 Estimation Techniques 557
14.5.2.1 Estimation Methods and Sample Size 559
14.5.2.2 Estimation Methods and Nonnormality 559
14.5.2.3 Estimation Methods and Dependence 559
14.5.2.4 Some Recommendations for Choice of Estimation Method 560
14.5.3 Assessing the Fit of the Model 560
14.5.3.1 Comparative Fit Indices 560
14.5.3.2 Absolute Fit Index 562
14.5.3.3 Indices of Proportion of Variance Accounted 562
14.5.3.4 Degree of Parsimony Fit Indices 563
14.5.3.5 Residual-Based Fit Indices 563
14.5.3.6 Choosing Among Fit Indices 564
14.5.4 Model Modification 564
14.5.4.1 Chi-Square Difference Test 564
14.5.4.2 Lagrange Multiplier (LM) Test 565
14.5.4.3 Wald Test 569
14.5.4.4 Some Caveats and Hints on Model Modification 570
14.5.5 Reliability and Proportion of Variance 570
14.5.6 Discrete and Ordinal Data 571
14.5.7 Multiple Group Models 572
14.5.8 Mean and Covariance Structure Models 573
14.6 Complete Examples of Structural Equation Modeling Analysis 574
14.6.1 Confirmatory Factor Analysis of the WISC 574
14.6.1.1 Model Specification for CFA 574
14.6.1.2 Evaluation of Assumptions for CFA 574
14.6.1.3 CFA Model Estimation and Preliminary Evaluation 576
14.6.1.4 Model Modification 583
14.6.2 SEM of Health Data 589
14.6.2.1 SEM Model Specification 589
14.6.2.2 Evaluation of Assumptions for SEM 591
14.6.2.3 SEM Model Estimation and Preliminary Evaluation 593
14.6.2.4 Model Modification 596
14.7 Comparison of Programs 607
14.7.1 EQS 607
14.7.2 LISREL 607
14.7.3 AMOS 612
14.7.4 SAS System 612

15 Multilevel Linear Modeling 613

15.1 General Purpose and Description 613
15.2 Kinds of Research Questions 616
15.2.1 Group Differences in Means 616
15.2.2 Group Differences in Slopes 616
15.2.3 Cross-Level Interactions 616
15.2.4 Meta-Analysis 616
15.2.5 Relative Strength of Predictors at Various Levels 617
15.2.6 Individual and Group Structure 617
15.2.7 Effect Size 617
15.2.8 Path Analysis at Individual and Group Levels 617
15.2.9 Analysis of Longitudinal Data 617
15.2.10 Multilevel Logistic Regression 618
15.2.11 Multiple Response Analysis 618
15.3 Limitations to Multilevel Linear Modeling 618
  15.3.1 Theoretical Issues 618
  15.3.2 Practical Issues 618
    15.3.2.1 Sample Size, Unequal-n, and Missing Data 619
    15.3.2.2 Independence of Errors 619
    15.3.2.3 Absence of Multicollinearity and Singularity 620
  15.4 Fundamental Equations 620
    15.4.1 Intercepts-Only Model 623
      15.4.1.1 The Intercepts-Only Model: Level-1 Equation 623
      15.4.1.2 The Intercepts-Only Model: Level-2 Equation 623
      15.4.1.3 Computer Analyses of Intercepts-Only Model 624
    15.4.2 Model with a First-Level Predictor 627
      15.4.2.1 Level-1 Equation for a Model with a Level-1 Predictor 627
      15.4.2.2 Level-2 Equations for a Model with a Level-1 Predictor 628
      15.4.2.3 Computer Analysis of a Model with a Level-1 Predictor 630
    15.4.3 Model with Predictors at First and Second Levels 633
      15.4.3.1 Level-1 Equation for Model with Predictors at Both Levels 633
      15.4.3.2 Level-2 Equations for Model with Predictors at Both Levels 633
      15.4.3.3 Computer Analyses of Model with Predictors at First and Second Levels 634
  15.5 Types of MLM 638
    15.5.1 Repeated Measures 638
    15.5.2 Higher-Order MLM 642
    15.5.3 Latent Variables 642
    15.5.4 Nonnormal Outcome Variables 643
    15.5.5 Multiple Response Models 644
  15.6 Some Important Issues 644
    15.6.1 Intraclass Correlation 644
    15.6.2 Centering Predictors and Changes in Their Interpretations 646
    15.6.3 Interactions 648
    15.6.4 Random and Fixed Intercepts and Slopes 648
    15.6.5 Statistical Inference 651
      15.6.5.1 Assessing Models 651
      15.6.5.2 Tests of Individual Effects 652
    15.6.6 Effect Size 653
    15.6.7 Estimation Techniques and Convergence Problems 653
    15.6.8 Exploratory Model Building 654
  15.7 Complete Example of MLM 655
    15.7.1 Evaluation of Assumptions 656
    15.7.1.1 Sample Sizes, Missing Data, and Distributions 656
    15.7.1.2 Outliers 659
    15.7.1.3 Multicollinearity and Singularity 659
    15.7.1.4 Independence of Errors: Intraclass Correlations 659
    15.7.2 Multilevel Modeling 661
  15.8 Comparison of Programs 668
    15.8.1 SAS System 668
    15.8.2 IBM SPSS Package 670
    15.8.3 HLM Program 671
    15.8.4 MLwiN Program 671
    15.8.5 SYSTAT System 671

16 Multiway Frequency Analysis 672
  16.1 General Purpose and Description 672
  16.2 Kinds of Research Questions 673
    16.2.1 Associations Among Variables 673
    16.2.2 Effect on a Dependent Variable 674
    16.2.3 Parameter Estimates 674
    16.2.4 Importance of Effects 674
    16.2.5 Effect Size 674
    16.2.6 Specific Comparisons and Trend Analysis 674
  16.3 Limitations to Multiway Frequency Analysis 675
    16.3.1 Theoretical Issues 675
    16.3.2 Practical Issues 675
      16.3.2.1 Independence 675
      16.3.2.2 Ratio of Cases to Variables 675
      16.3.2.3 Adequacy of Expected Frequencies 675
      16.3.2.4 Absence of Outliers in the Solution 676
  16.4 Fundamental Equations for Multiway Frequency Analysis 676
    16.4.1 Screening for Effects 678
      16.4.1.1 Total Effect 678
      16.4.1.2 First-Order Effects 679
      16.4.1.3 Second-Order Effects 683
    16.4.2 Modeling 683
    16.4.3 Evaluation and Interpretation 685
      16.4.3.1 Residuals 685
      16.4.3.2 Parameter Estimates 686
    16.4.4 Computer Analyses of Small-Sample Example 690
  16.5 Some Important Issues 695
    16.5.1 Hierarchical and Nonhierarchical Models 695
    16.5.2 Statistical Criteria 696
      16.5.2.1 Tests of Models 696
      16.5.2.2 Tests of Individual Effects 696
    16.5.3 Strategies for Choosing a Model 696
      16.5.3.1 IBM SPSS HILOGLINEAR (Hierarchical) 697
16.5.3.2 IBM SPSS GENLOG
(General Log-Linear) 697
16.5.3.3 SAS CATMOD and IBM
SPSS LOGLINEAR (General
Log-Linear) 697

16.6 Complete Example of Multiway
Frequency Analysis 698
16.6.1 Evaluation of Assumptions:
 Adequacy of Expected Frequencies 698
16.6.2 Hierarchical Log-Linear Analysis
 16.6.2.1 Preliminary Model Screening 700
16.6.2.2 Stepwise Model Selection 702
16.6.2.3 Adequacy of Fit 702
16.6.2.4 Interpretation of the
 Selected Model 705

16.7 Comparison of Programs 710
16.7.1 IBM SPSS Package 710
16.7.2 SAS System 712
16.7.3 SYSTAT System 713

17 Time-Series Analysis 714

17.1 General Purpose and Description 714
17.2 Kinds of Research Questions
 17.2.1 Pattern of Autocorrelation 717
17.2.2 Seasonal Cycles and Trends 717
17.2.3 Forecasting 717
17.2.4 Effect of an Intervention 718
17.2.5 Comparing Time Series 718
17.2.6 Time Series with Covariates 718
17.2.7 Effect Size and Power 718

17.3 Assumptions of Time-Series Analysis 718
17.3.1 Theoretical Issues 718
17.3.2 Practical Issues
 17.3.2.1 Normality of Distributions
   of Residuals 719
17.3.2.2 Homogeneity of Variance
   and Zero Mean of Residuals 719
17.3.2.3 Independence of Residuals 719
17.3.2.4 Absence of Outliers 719
17.3.2.5 Sample Size and Missing Data 719

17.4 Fundamental Equations for
Time-Series ARIMA Models
17.4.1 Identification of ARIMA
 (p, d, q) Models 720
17.4.1.1 Trend Components, d: Making
   the Process Stationary 721
17.4.1.2 Auto-Regressive Components 722
17.4.1.3 Moving Average Components 724
17.4.1.4 Mixed Models 724
17.4.1.5 ACFs and PACFs 724
17.4.2 Estimating Model Parameters 729
17.4.3 Diagnosing a Model 729
17.4.4 Computer Analysis of Small-Sample
 Time-Series Example 734

17.5 Types of Time-Series Analyses
17.5.1 Models with Seasonal Components 737
17.5.2 Models with Interventions 738
17.5.2.1 Abrupt, Permanent Effects 741
17.5.2.2 Abrupt, Temporary Effects 742
17.5.2.3 Gradual, Permanent Effects 745
17.5.2.4 Models with Multiple Interventions 746
17.5.3 Adding Continuous Variables 747

17.6 Some Important Issues 748
17.6.1 Patterns of ACFs and PACFs 748
17.6.2 Effect Size 751
17.6.3 Forecasting 752
17.6.4 Statistical Methods for Comparing
 Two Models 752

17.7 Complete Examples of Time-Series
 Analysis
17.7.1 Time-Series Analysis of
 Introduction of Seat Belt Law 753
17.7.1.1 Evaluation of Assumptions 754
17.7.1.2 Baseline Model
   Identification and Estimation 755
17.7.1.3 Baseline Model Diagnosis 758
17.7.1.4 Intervention Analysis 758
17.7.2 Time-Series Analysis of
 Introduction of a Dashboard to
 an Educational Computer Game 762
17.7.2.1 Evaluation of Assumptions 763
17.7.2.2 Baseline Model Identification
   and Diagnosis 765
17.7.2.3 Intervention Analysis 766

17.8 Comparison of Programs 771
17.8.1 IBM SPSS Package 771
17.8.2 SAS System 774
17.8.3 SYSTAT System 774

18 An Overview of the General
Linear Model 775

18.1 Linearity and the General Linear Model 775
18.2 Bivariate to Multivariate Statistics
 and Overview of Techniques 775
18.2.1 Bivariate Form 775
18.2.2 Simple Multivariate Form 777
18.2.3 Full Multivariate Form 778

18.3 Alternative Research Strategies 782

Appendix A

A Skimpy Introduction to
Matrix Algebra 783
A.1 The Trace of a Matrix 784
A.2 Addition or Subtraction of a
 Constant to a Matrix 784
A.3 Multiplication or Division of a
 Matrix by a Constant 784
A.4 Addition and Subtraction
 of Two Matrices 785
A.5 Multiplication, Transposes, and Square
 Roots of Matrice 785
Appendix B
Research Designs for Complete Examples
B.1 Women’s Health and Drug Study 791
B.2 Sexual Attraction Study 793
B.3 Learning Disabilities Data Bank 794
B.4 Reaction Time to Identify Figures 794
B.5 Field Studies of Noise-Induced Sleep Disturbance 795
B.6 Clinical Trial for Primary Biliary Cirrhosis 795

Appendix C
Statistical Tables 797
C.1 Normal Curve Areas 798
C.2 Critical Values of the $t$ Distribution for $\alpha = .05$ and .01, Two-Tailed Test 799
C.3 Critical Values of the $F$ Distribution 800
C.4 Critical Values of Chi Square ($\chi^2$) 804
C.5 Critical Values for Squares Multiple Correlation ($R^2$) in Forward Stepwise Selection: $\alpha = .05$ 805
C.6 Critical Values for $F_{MAX}$ ($S^2_{MAX}/S^2_{MIN}$) Distribution for $\alpha = .05$ and .01 807
References 808
Index 815
Preface

SOME GOOD THINGS SEEM TO GO ON FOREVER: FRIENDSHIP AND UPDATING THIS BOOK. IT IS DIFFICULT TO BELIEVE THAT THE FIRST EDITION MANUSCRIPT WAS TYPED, WITH REAL CUTTING AND PASTING. THE PUBLISHER REQUIRED A PAPER MANUSCRIPT WITH NUMBERED PAGES—THAT WAS ALMOST OUR DOWNFALL. WE COULD WRITE A BOOK ON MULTIVARIATE STATISTICS, BUT WE COULDN’T GET THE SAME NUMBER OF PAGES (ABOUT 1200, DOUBLE-SPACED) TWICE IN A ROW. SPSS WAS IN RELEASE 9.0, AND THE OTHER PROGRAM WE DEMONSTRATED WAS BMDP. THERE WERE A MERE 11 CHAPTERS, OF WHICH 6 OF THEM WERE DESCRIBING TECHNIQUES. MULTILEVEL AND STRUCTURAL EQUATION MODELING WERE NOT YET READY FOR PRIME TIME. LOGISTIC REGRESSION AND SURVIVAL ANALYSIS WERE NOT YET POPULAR.

MATERIAL NEW TO THIS EDITION INCLUDES A REDO OF ALL SAS EXAMPLES, WITH A PRETTY NEW OUTPUT FORMAT AND REPLACEMENT OF INTERACTIVE ANALYSES THAT ARE NO LONGER AVAILABLE. WE’VE ALSO RE-RUN THE IBM SPSS EXAMPLES TO SHOW THE NEW OUTPUT FORMAT. WE’VE TRIED TO UPDATE THE REFERENCES IN ALL CHAPTERS, INCLUDING ONLY CLASSIC CITATIONS IF THEY DATE PRIOR TO 2000. NEW WORK ON RELATIVE IMPORTANCE HAS BEEN INCORPORATED IN MULTIPLE REGRESSION, CANONICAL CORRELATION, AND LOGISTIC REGRESSION ANALYSIS—COMPLETE WITH DEMONSTRATIONS. MULTIPLE IMPUTATION PROCEDURES FOR DEALING WITH MISSING DATA HAVE BEEN UPDATED, AND WE’VE ADDED A NEW TIME-SERIES EXAMPLE, TAKING ADVANTAGE OF AN IBM SPSS EXPERT MODELER THAT REPLACES PREVIOUS TEA-LEAF READING ASPECTS OF THE ANALYSIS.

OUR GOALS IN WRITING THE BOOK REMAIN THE SAME AS IN ALL PREVIOUS EDITIONS— TO PRESENT COMPLEX STATISTICAL PROCEDURES IN A WAY THAT IS MAXIMALLY USEFUL AND ACCESSIBLE TO RESEARCHERS WHO ARE NOT NECESSARILY STATISTICIANS. WE STRIVE TO BE SHORT ON THEORY BUT LONG ON CONCEPTUAL UNDERSTANDING. THE STATISTICAL PACKAGES HAVE BECOME INCREASINGLY EASY TO USE, MAKING IT ALL THE MORE CRITICAL TO MAKE SURE THAT THEY ARE APPLIED WITH A GOOD UNDERSTANDING OF WHAT THEY CAN AND CANNOT DO. BUT ABOVE ALL ELSE—WHAT DOES IT ALL MEAN?

WE HAVE NOT CHANGED THE BASIC FORMAT UNDERLYING ALL OF THE TECHNIQUE CHAPTERS, NOW 14 OF THEM. WE START WITH AN OVERVIEW OF THE TECHNIQUE, FOLLOWED BY THE TYPES OF RESEARCH QUESTIONS THE TECHNIQUES ARE DESIGNED TO ANSWER. WE THEN PROVIDE THE CAUTIONARY TALE— WHAT YOU NEED TO WORRY ABOUT AND HOW TO DEAL WITH THOSE WORRIES. THEN COME THE FUNDAMENTAL EQUATIONS UNDERLYING THE TECHNIQUE, WHICH SOME READERS TRULY ENJOY WORKING THROUGH (WE KNOW BECAUSE THEY HELPFULLY POINT OUT ANY ERRORS AND/OR INCONSISTENCIES THEY FIND); BUT OTHER READERS DISCOVER THEY CAN SKIM (OR SKIP) THE SECTION WITHOUT ANY LOSS TO THEIR ABILITY TO CONDUCT MEANINGFUL ANALYSIS OF THEIR RESEARCH. THE FUNDAMENTAL EQUATIONS ARE IN THE CONTEXT OF A SMALL, MADE-UP, USUALLY SILLY DATA SET FOR WHICH COMPUTER ANALYSES ARE PROVIDED—USUALLY IBM SPSS AND SAS. NEXT, WE DELVE INTO ISSUES SURROUNDING THE TECHNIQUE (SUCH AS DIFFERENT TYPES OF THE ANALYSIS, FOLLOW-UP PROCEDURES TO THE MAIN ANALYSIS, AND EFFECT SIZE, IF IT IS NOT AMPLY COVERED ELSEWHERE). FINALLY, WE PROVIDE ONE OR TWO FULL-BORE ANALYSES OF AN ACTUAL REAL-LIFE DATA SET TOGETHER WITH A RESULTS SECTION APPROPRIATE FOR A JOURNAL. DATA SETS FOR THESE EXAMPLES ARE AVAILABLE AT WWW.PEARSONHIGHERED.COM IN IBM SPSS, SAS, AND ASCII FORMATS. WE END EACH TECHNIQUE CHAPTER WITH A COMPARISON OF FEATURES AVAILABLE IN IBM SPSS, SAS, SYSTAT AND SOMETIMES OTHER SPECIALIZED PROGRAMS. SYSTAT IS A STATISTICAL PACKAGE THAT WE RELUCTANTLY HAD TO DROP A FEW EDITIONS AGO FOR LACK OF SPACE.

WE APOLOGIZE IN ADVANCE FOR THE HEFT OF THE BOOK; IT IS NOT OUR INTENTION TO LINE THE COFFERS OF CHIROPRACTORS, PHYSICAL THERAPISTs, ACUPUNCTURISTS, AND THE LIKE, BUT THERE’S REALLY JUST SO MUCH TO SAY. AS TO OUR FRIENDSHIP, IT’S STILL GOING STRONG DESPITE LIVING IN DIFFERENT CITIES. ART HAS TAKEN THE PLACE OF CREATING BELLY DANCE COSTUMES FOR BOTH OF US, BUT WE REMAIN SILLY IN OUTLOOK, ALTHOUGH SERIOUS IN OUR ANALYSIS OF RESEARCH.

THE LINEUP OF PEOPLE TO THANK GROWS WITH EACH EDITION, FAR TOO EXTENSIVE TO LIST: STUDENTS, REVIEWERS, EDITORS, AND READERS WHO SEND US CORRECTIONS AND POINT OUT AREAS OF CONFUSION. AS ALWAYS, WE TAKE FULL RESPONSIBILITY FOR REMAINING ERRORS AND LACK OF CLARITY.

Barbara G. Tabachnick
Linda S. Fidell
students are expected to know the assumptions of the most frequently used multivariate statistical analyses. students are expected to know how to report the learned analyses in APA format. students are expected to know the limitations of the learned analyses. attitude: students are expected to gain confidence in making their own decisions about statistical procedures. Using Multivariate Statistics Barbara G. Tabachnick California State University, Northridge Linda S. Fidell California State University, Northridge Boston New York San Francisco Mexico City Montreal Toronto London Madrid Munich Paris Hong Kong Singapore Tokyo Cape Town Sydney. 2 Preface xxvii _L Introduction Multivariate Statistics: Why? The Domain of Multivariate Statistics: Numbers of IVs and DVs Experimental and Nonexperimental Research