**37252 Regression and Linear Models**

**Lab 3: Multiple Linear Regression I**

This lab is marked out of 26.

Please save your file in PDF format with name

**37252\_Lab3\_Surname\_FirstName**

**Due: 12 noon Wednesday 27 March 2024**

In this week’s lab we extend our model from the previous two labs into a multiple regression model. The data are available in **37252\_Lab3\_data.csv** which can be downloaded from Canvas.

The variables we now consider are summarised in the table below.

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Description** |
| $$score$$ | response | examination score |
| $$hours$$ | predictor | hours spent on revision |
| $$anxiety$$ | predictor | anxiety level |
| $$aPoints$$ | predictor | A-level entry points |

From Lab 1 we know the nature of the relationship between $score$ and $hours$, so we look now at the relationship between the response and other predictors.

> pairs(~ score + hours + anxiety + aPoints, data = scoredat)



1. Describe the direction, type and strength of the relationship between $score$ and $anxiety$ **[3 marks]** and between $score$ and $aPoints$ **[3 marks]**.

We now build our first multiple regression model.

> mod1 <- lm(score ~ ., data = scoredat)

> summary(mod1)

1. Write down the estimated regression equation **[1 mark]** and provide interpretations of the estimated beta coefficients **[4 marks]**.

Coefficients:

 Estimate Std. Error t value Pr(>|t|)

(Intercept) -11.82254 8.80575 -1.343 0.198143

hours 0.55114 0.17086 3.226 0.005284 \*\*

anxiety 0.10352 0.05762 1.796 0.091327 .

aPoints 1.98888 0.46918 4.239 0.000625 \*\*\*

---

Signif. codes: 0 ‘\*\*\*’ 0.001 ‘\*\*’ 0.01 ‘\*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Residual standard error: 4.468 on 16 degrees of freedom

Multiple R-squared: 0.8602, Adjusted R-squared: 0.834

F-statistic: 32.81 on 3 and 16 DF, p-value: 4.563e-07

1. Test if the overall regression is significant at the 0.05 level (“overall regression is significant” is code for an F-test in multiple regression context). Write down the null and alternative hypotheses **[1 mark]**, the value of the test statistic and associated p–value **[1 mark]**, the result of the test **[1 mark]** and your conclusion in non-mathematical language **[1 mark]**.

Below is a table of some quantiles from the relevant Student’s T distribution.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| $$t\_{0.005}$$ | $$t\_{0.01}$$ | $$t\_{0.025}$$ | $$t\_{0.05}$$ | $$t\_{0.1}$$ | $$t\_{0.9}$$ | $$t\_{0.95}$$ | $$t\_{0.975}$$ | $$t\_{0.99}$$ | $$t\_{0.995}$$ |
| -2.92 | -2.58 | -2.12 | -1.75 | -1.34 | 1.34 | 1.75 | 2.12 | 2.58 | 2.92 |

1. Using 0.05 significance level, test if each extra point achieved in A-level is associated with more than an extra 6/5 points in examination score. Write down the null and alternative hypotheses **[1 mark]**, the value of the test statistic **[1 mark]**, the result of the test **[1 mark]** and your conclusion in non-mathematical language **[1 mark]**.
2. Perform a visual analysis of the residuals for compliance with the normality, independence and constant variance assumptions **[3 marks]**.
3. Giving a reason for your answer, determine if multicollinearity is a problem with this model **[2 marks]**. Hint: use vif(mod1).

Now we check for influential points.

> library('olsrr')

> ols\_plot\_cooksd\_bar(mod1)



1. Calculating a relevant statistic **[1 mark]**, identify any potentially influential points **[1 mark]**.