

Interpreting & Reporting your results

I. Descriptive Analyses

Participants

n = _____

Gender = % Male = _____
 % Female = _____

Procedures

Here report the *n* and the valid percent for each group and report the number (not %) of uncodable (unsure) cases.

Table 1

Descriptive Data for Phone Use and Group Membership.

	%	<i>n</i>
Cell Phone Use:		
No Use	??	??
Talking with Phone in hand	??	??
Manipulating Phone	??	??
Wearing Headset:		
No Talking	??	??
Uncodable	??	??
Total	??	??
Group Membership		
Alone	??	??
Pairs	??	??
Group	??	??
Uncodable	??	??
Total	??	??

Table 2

Descriptive Data for Time and Week Day.

	%	<i>n</i>
Observation Time:		
30 to > 20 min prior to start of class	??	??
20 to > 10 min prior to start of class	??	??
10 to > 5 min prior to start of class	??	??
5 to > 0 min prior to start of class	??	??
0 to < 5 min after start of class	??	??
5 to < 10 min after start of class	??	??
10 to < 20 min after start of class	??	??
20 + after start of class	??	??
Total	??	??
Day of the Week		
Monday	??	??
Tuesday	??	??
Wednesday	??	??
Thursday	??	??
Friday	??	??
Total	??	??

II. Preliminary Analyses

Here you need to report the results of the Goodness of fit chi square analyses, including the chi square statistics, observed frequencies, expected frequencies. Though the data reported here will be rather redundant with the frequencies reported in the procedures section as descriptive data, I want you to practice reporting data so we will report it in both places.

For gender, we will report the obtained values with expected values for the general population (equal group sizes assumed) and for the population here at Radford University (40% male and 60% female) and report the results in the text.

Conversely, for phone use we have reported the statistical results in a table. However, we still have to describe the results in the text.

I have written the first three descriptions of the analyses for you, and you will need to put them in your paper.

In preliminary analyses, goodness-of-fit chi square analyses were conducted for the main variables of interest. Participant's gender frequencies were significantly different from the frequencies expected by chance alone based on percentages found in the U.S. population, $\chi^2(1, N = 912) = 21.49, p < .001$. Observed values (expected values in parentheses) for males and females were 386 (456) and 526 (456), respectively, indicating that males were under-represented in the present sample. However, when compared to the expected frequencies based on the 40/60 male to female ratio found at Radford University the difference between the observed and expected frequencies was not significant, $\chi^2(1, N = 912) = 2.05, p < .001$.

The remaining analyses assumed equal group sizes. With respect to cell phone use, participants who did not use a cell phone were over-represented, while those who were manipulating their phone or were wearing a headset, but not talking, were under-represented (See Table 3). Due to the extremely low number of individuals in the headset group, these individuals were excluded from future analyses.....

Table 3

Goodness of Fit Results for Cell Phone Use

	No Use	Talking with Phone in Hand	Manipulating Phone	Headset and no Talking	χ^2
Cell Phone Use	?? (?.?)	?? (?.?)	?? (?.?)	?? (?.?)	?.??***

Note. *** = $p < .001$. $df = 3$. Expected frequencies appear in parentheses below observed frequencies.

You fill in the rest for the remaining variables in the following order: group membership, time, day of the week . You will need to decide whether to report the results in a table or in the text. However, I would strongly recommend reporting time and day of the week in a table.

III. Main Analyses-

For these analyses it will be best to report the observed frequencies and expected frequencies in tables. The chi square statistic can be reported either in the text or in the table. Bellow I have given you an example of each format.

I have written the paragraph reporting the result for the test of the association between time and phone use and the results for group and phone use. You will need to write the paragraph for

gender by phone use.

The hypothesis that time pressure would be associated with lower levels of cell phone use was tested using Pearson's chi square. Participants were neither significantly more or less likely to use their cellular phones when under time pressure, $\chi^2(14, N = 904) = 16.13, p > .05, V = .09$. See Table 4 for crosstabulations.

Table 4

Crosstabulations for Cell Phone Use Across Observation Times

	Cell Phone Use		
	No Use	Talking with Phone in Hand	Manipulating
Observation Time:			
30 to > 20 min prior to start of class	?? (??)	?? (??)	?? (??)
20 to > 10 min prior to start of class	?? (??)	?? (??)	?? (??)
10 to > 5 min prior to start of class	?? (??)	?? (??)	?? (??)
5 to > 0 min prior to start of class	?? (??)	?? (??)	?? (??)
0 to < 5 min after start of class	?? (??)	?? (??)	?? (??)
5 to < 10 min after start of class	?? (??)	?? (??)	?? (??)
10 to < 20 min after start of class	?? (??)	?? (??)	?? (??)
20 + after start of class	?? (??)	?? (??)	?? (??)

Note. Expected frequencies appear in parentheses below observed frequencies.

To test the hypothesis that being in a group would influence cell phone use a Pearson's chi square analysis was conducted. A significant association was found between group membership and cell phone use, $\chi^2(4, N = 903) = 51.02, p < .001, V = .17$ (See Table 5 for crosstabulations). Among people who did not use cell phones, people who were alone were under-represented, while those walking in pairs or groups were over represented. However, individuals walking in pairs were more likely to be non-phone-users than those walking in groups. The opposite pattern was found among those who were observed to be talking on their cell phone. Individuals who were walking alone were over-represented, while those who were walking in pairs or groups were under-represented and therefore less likely to be observed talking on their cell phone. Finally, among those individuals observed manipulating their cell phones, people who walked alone or in groups were more like to be manipulating their phones than those walking in pairs. (Note: normally the statistics are only presented in the text or in a table. I have done both here, because you need the practice doing both).

Table 5

Crosstabulations for Cell Phone Use Across Group Membership and Gender

	Cell Phone Use			χ^2 (V)	df
	No Use	Talking with Phone in Hand	Manipulating		
Group Membership					
Alone	?? (??)	?? (??)	?? (??)	?.??*** (.??)	??
Pairs	?? (??)	?? (??)	?? (??)		
Group	?? (??)	?? (??)	?? (??)		
Gender					
Males	?? (??)	?? (??)	?? (??)	?.??*** (.??)	??
Females	?? (??)	?? (??)	?? (??)		

Note. *** = $p < .001$. Expected frequencies appear in parentheses below observed frequencies.

You will need to write the paragraph for the Gender (Subject Sex) x Cell Phone Use analysis. Please put the chi square and V statistic in the text and in the table as I have illustrated in the example paragraph above. Normally it would not go in both places but you need the practice.

You will also need to write up the analyses testing the interaction between Gender (Subject Sex) and Group Membership for Cell Phone Use. Again Put the chi square and V statistic in the text and the table.

Table 6

Crosstabulations for Cell Phone Use Across Gender, Separately for Each Level of Group Membership

		Cell Phone Use			χ^2 (v)	df
		No Use	Talking with Phone in Hand	Manipulating		
Alone						
	Males	?? (??)	?? (??)	?? (??)	?.??*** (??)	??
	Females	?? (??)	?? (??)	?? (??)		
Pairs						
	Males	?? (??)	?? (??)	?? (??)	?.??*** (??)	??
	Females	?? (??)	?? (??)	?? (??)		
Groups						
	Males	?? (??)	?? (??)	?? (??)	?.??*** (??)	??
	Females	?? (??)	?? (??)	?? (??)		

Note. *** = $p < .001$. Expected frequencies appear in parentheses below observed frequencies.

As a final Note.

In this handout, the tables have been presented with the text. In your paper, the tables will be put at the end of the manuscript along with the appendices and the figures. Please be sure to refer back to the apa guide and the apa sample paper for the order in which the these elements should appear.