



MPPU 1034: Application of Statistic in Educational Research

Kruskal Wallis Test

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The Kruskal Wallis Test

- The Kruskal Wallis test can be viewed as an alternative to One-Way ANOVA.
- The test is used to compare more than two treatments for data in ordinal scales, or data in interval and ratio scales that do not satisfy the standard assumptions of parametric tests.
- In order to use the test, the data should be able to be ranked.





Example of Kruskal Wallis Test

A researcher conducted a research to examine students' level of self-concept of ability when taking Statistics Test. The research is conducted towards students from four classes, that is Class A, Class B, Class C, and Class D using a 5-point Likert scale question and is shown in the Table 1 in the next slide.

| I cannot answer | | | | | | l can answer |
|-----------------|---|---|---|---|---|-----------------|
| Statistics Test | 1 | 2 | 3 | 4 | 5 | Statistics Test |
| confidently | | | | | | confidently |

Perform a complete Kruskal Wallis test at 0.05 level of significance to say about students' level of self-concept of ability when taking Statistics Test of the four classes.





Example of Kruskal Wallis Test

Table 1. Students' level of self-concept of ability when taking statistics test in 4 classes

| Class A | Class B | Class C | Class D |
|---------|---------|---------|---------|
| 2 | 1 | 5 | 2 |
| 5 | 4 | 2 | 4 |
| 3 | 4 | 3 | 5 |
| 3 | 3 | 5 | 3 |
| 5 | 2 | 2 | 1 |
| 4 | 2 | 4 | 4 |
| | 5 | 2 | 5 |
| | 4 | 5 | |
| | 5 | | |





Step 1: State Hypotheses

Null Hypothesis, H_o: There are no differences between students' level of self-concept of ability when taking statistics test among the four classes.

Alternative Hypothesis, H_1 : There are differences between students' level of self-concept of ability when taking statistics test among the four classes.





Step 2: Locate Critical Region

When $\alpha = 0.05$ and df = k - 1 = 4 - 1 = 3; where k is number of groups

from Chi Square table $\rightarrow \chi^2 = 7.81$







Step 3: Compute Kruskal Wallis H Value

- 1. The raw data should be arranged ascendingly as shown in the first column of the table in next slide.
- 2. Put number from 1, 2, 3, and so on until the last raw data as shown in the middle column of the table.
- 3. The ranked data formula is

Sum all number of the middle column of the same raw data The frequency of the same raw data

e.g: ranked data for raw data of 1 = (1 + 2)/2 = 1.5





Step 3: Compute Kruskal Wallis H Value

| Raw Data | | Ranked Data | Raw Data | | Ranked Data |
|----------|----|-------------|----------|----|-------------|
| 1 | 1 | 1.5 | 4 | 16 | 18 |
| 1 | 2 | 1.5 | 4 | 17 | 18 |
| 2 | 3 | 6 | 4 | 18 | 18 |
| 2 | 4 | 6 | 4 | 19 | 18 |
| 2 | 5 | 6 | 4 | 20 | 18 |
| 2 | 6 | 6 | 4 | 21 | 18 |
| 2 | 7 | 6 | 5 | 22 | 26 |
| 2 | 8 | 6 | 5 | 23 | 26 |
| 2 | 9 | 6 | 5 | 24 | 26 |
| 3 | 10 | 12 | 5 | 25 | 26 |
| 3 | 11 | 12 | 5 | 26 | 26 |
| 3 | 12 | 12 | 5 | 27 | 26 |
| 3 | 13 | 12 | 5 | 28 | 26 |
| 3 | 14 | 12 | 5 | 29 | 26 |
| 4 | 15 | 18 | 5 | 30 | 26 |





Step 3: Compute Kruskal Wallis H Value

Ranked Data

| Class A | Class B | Class C | Class D | |
|---------|---------|---------|---------|--------|
| 6 | 1.5 | 26 | 6 | N = 30 |
| 26 | 18 | 6 | 18 | |
| 12 | 18 | 12 | 26 | |
| 12 | 12 | 26 | 12 | |
| 26 | 6 | 6 | 1.5 | |
| 18 | 6 | 18 | 18 | |
| | 26 | 6 | 26 | |
| | 18 | 26 | | |
| | 26 | | | |
| 100 | 131.5 | 126 | 107.5 | Т |
| 6 | 9 | 8 | 7 | n |





Step 3: Compute Kruskal Wallis H Value

$$H = \frac{12}{N(N+1)} \left(\sum_{i=1}^{N-1} \frac{T_i^2}{n_i} \right) - 3(N+1)$$

$$=\frac{12}{30(31)}\left(\frac{100^{2}}{6}+\frac{131.5^{2}}{9}+\frac{126^{2}}{8}+\frac{107.5^{2}}{7}\right)-3(31)$$







Step 4: Make Decision

Since H lies outside the critical region, we do not have enough evidence to reject the null hypothesis. Therefore, there are no differences between students' level of self-concept of ability when taking statistics test among the four classes, $\chi^2(3) = 0.2054$, p > 0.05.





Table 2. Descriptive statistics

| | Ν | | Minimum | Maximum | 50 th (Median) |
|-----------|---|----|---------|---------|---------------------------|
| SCAbility | | 30 | 1 | 5 | 4.0 |
| Class | | 30 | 1 | 4 | 2.5 |





Table 3. Ranks

| | Class | Ν | Mean Rank |
|-----------|-------|----|-----------|
| SCAbility | 1 | 6 | 16.67 |
| | 2 | 9 | 14.61 |
| | 3 | 8 | 15.75 |
| | 4 | 7 | 15.36 |
| | Total | 30 | |





Table 4. Test statistics

| | SCAbility |
|------------|-----------|
| Chi-Square | .218 |
| df | 3 |
| Asymp. Sig | .975 |





Since the significance value, p = 0.975, greater than alpha value of 0.05, we failed to reject the null hypothesis. Therefore, there are no differences between students' level of self-concept of ability when taking statistics test among the four classes, $\chi^2(3)$ = 0.2054, p = 0.975.





Thank You