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# Reporting Statistics in APA Format

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## **Cronbach's Alphas**

**Values to report:** the number of items that make up the subscale, and the associated Cronbach's alpha.

### **Examples**

The extraversion subscale consisted of 8 items ( $\alpha = .66$ ), the agreeableness subscale consisted of 6 items ( $\alpha = .70$ ), and the neuroticism subscale consisted of 7 items ( $\alpha = .52$ ).

Cronbach's alphas for the 12 academic and 13 social self-efficacy items were .80 and .68, respectively.

The stress inventory was found to be highly reliable (20 items;  $\alpha = .86$ ).

## **Correlations**

**Values to report:** correlation ( $r$ ) and significance level ( $p$ ).

### **Examples**

Self-efficacy and grade-point average were significantly correlated,  $r = .54, p < .05$ .

There was a nonsignificant correlation of .08 ( $p = \text{n.s.}$ ) between self-efficacy and grade-point average.

## **Regression**

**Values to report:**  $R^2$ , F value (F), degrees of freedom (numerator, denominator; in parentheses separated by a comma next to F), and significance level ( $p$ ),  $\beta$ . Report the  $\beta$  and the corresponding t-test for that predictors for *each* predictor in the regression

### **Example**

Multiple regression analysis was used to test if the personality traits significantly predicted participants' ratings of aggression. The results of the regression indicated the two predictors explained 35.8% of the variance ( $R^2 = .38, F(2,55) = 5.56, p < .01$ ). It was found that extraversion significantly predicted aggressive tendencies ( $\beta = .56, p < .001$ ), as did agreeableness ( $\beta = -.36, p < .01$ ).

## **t-Tests**

**Values to report:** means ( $M$ ) and standard deviations ( $SD$ ) for each group,  $t$  value ( $t$ ), degrees of freedom (in parentheses next to  $t$ ), and significance level ( $p$ ).

### **Examples**

Women ( $M = 3.66$ ,  $SD = .40$ ) reported significantly higher levels of happiness than men ( $M = 3.20$ ,  $SD = .32$ ),  $t(1) = 5.44$ ,  $p < .05$ .

Men ( $M = 4.05$ ,  $SD = .50$ ) and women ( $M = 4.11$ ,  $SD = .55$ ) did not differ significantly on levels of extraversion,  $t(1) = 1.03$ ,  $p = n.s.$

## **ANOVA's**

**Values to report:** means ( $M$ ) and standard deviations ( $SD$ ) for each group,  $F$  value ( $F$ ), degrees of freedom (numerator, denominator; in parentheses separated by a comma next to  $F$ ), and significance level ( $p$ ).

### **Examples**

The main effect of year in college was not significant,  $F(3, 98) = 2.33$ ,  $p = n.s.$  First-, second-, third-, and fourth-year participants did not differ on the reported amounts of alcohol consumed (see Table 1 for means).

A main effect of year in school was found for satisfaction with life,  $F(3, 98) = 10.21$ ,  $p < .03$ . Freshmen ( $M = 3.88$ ,  $SD = .67$ ) and seniors ( $M = 3.90$ ,  $SD = .60$ ) reported significantly less satisfaction with life than did sophomores ( $M = 4.32$ ,  $SD = .50$ ) and juniors ( $M = 4.44$ ,  $SD = .44$ ).

A main effect of testing time was found,  $F(2, 99) = 12.24$ ,  $p < .001$ . Participants reported significantly more boredom after the experiment ( $M = 5.00$ ,  $SD = 0.33$ ) than either before ( $M = 3.33$ ,  $SD = .80$ ) or during the experiment ( $M = 2.50$ ,  $SD = 1.00$ ).