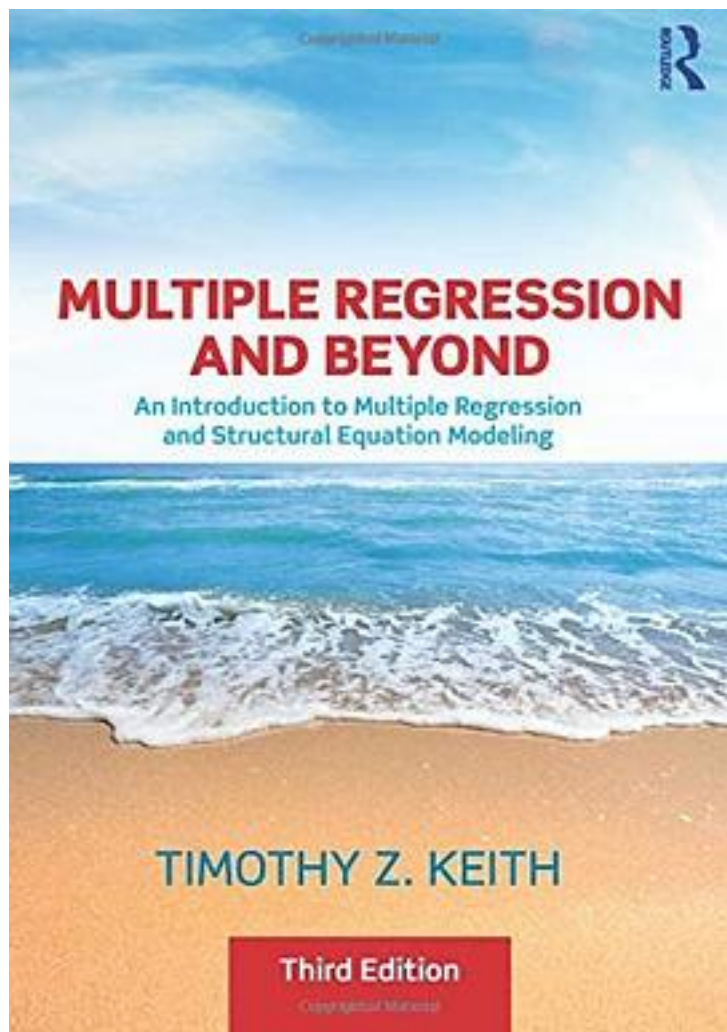# Multiple Regression and Beyond

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著者:Keith, Timothy Z.

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Multiple Regression and Beyond offers a conceptually oriented introduction to

multiple regression (MR) analysis, along with more complex methods that flow naturally from multiple regression: path analysis, confirmatory factor analysis, and structural equation modeling. By focusing on the concepts and purposes of MR and related methods, rather than the derivation and calculation of formulae (the "plug and chug" approach), students learn more clearly, in a less threatening way. As a result, they are more likely to be interested in conducting research using MR, CFA, or SEM -- and are more likely to use the methods wisely. This is undoubtedly the most readable book about multiple regression I have ever used. My students found it clear and understandable. Keith writes in a clear style that is designed to engage students rather than alienate them. The emphasis is on conceptual understanding rather than mathematical proofs. Formulas are used when necessary, but Keith takes care not to drown students in a sea of algebra. The aim throughout is to empower students to make the decisions that they will need to make in thier own research.Larry Greil, Alfred University Keith's approach is a "conceptually oriented introduction" to multiple regression. None of the negative connotations of that phrase apply here. Keith's coverage de-emphasizes complex mathematics yet is committed to a rigorous, model-building use of multiple regression in research data analysis...Material that can be quite difficult and confusing for students is covered with sufficient depth and clarity so that many issues will make considerably more sense to students than they usually do. Robert J. Crutcher, University of Dayton

作者介绍:

Timothy Z. Keith is Professor of Educational Psychology at the University of Texas, Austin. His research is focused on the nature and measurement of intelligence, including the validity of tests of intelligence and the theories from which they are drawn. His research has been recognized with awards from the three major journals in school psychology, and he was awarded the senior scientist distinction by the School Psychology division of APA.

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