



## Institute for Health Research

Biostatistics Lunch  
Lecture Series

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# CREATING TABLES AND FIGURES FOR REPRESENTING RESULTS

IHR BIOSTATISTICS LUNCH LECTURE SERIES PRESENTED BY  
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## Why use Tables and Figures?

Engage the reader!

- Summarises the data - concise and effective
- Provides a quick snap shot
- Easy for reader to digest
- Easy to access important contextual information
- Supplements the text in results
- Presents information that cannot be described well in text
- MUST be self explanatory
- Essential component of your results section



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## What constitutes a Table?

- Structure: information arranged in an orderly manner
- Rows and columns
- List of numbers or text in columns

Table 1  
Histopathological examination results of the patients

Histopathological diagnosis	Men n (%)	Women n (%)	Total n (%)
Adrenal cortical adenoma	1 (11.3)	8 (17.4)	11 (8.5)
Phaeochromocytoma	1 (8.2)	1 (8.2)	2 (2.6)
Ganglioneuroma	1 (8.2)	-	1 (8.2)
Myeloid metaplasia	-	1 (8.2)	1 (8.2)
Adrenal carcinoma	-	1 (8.2)	1 (8.2)
Total	7 (43.7)	8 (18.2)	18 (100)

*N*: sample, *n*: patients

Table example from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4548571/>

## Essential components of Tables

- Table number
- Table title
- Column titles
- Header row (column title)
- Table body (data)
- Units of measurement
- Descriptive table notations
- Consistent decimal places

Table Number

Table title

Column titles

Table body (data)

Footnotes

Table 1  
Histopathological examination results of the patients

Histopathological diagnosis	Men n (%)	Women n (%)	Total n (%)
Adrenal cortical adenoma	1 (11.3)	8 (17.4)	11 (8.5)
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Adrenal carcinoma	-	1 (8.2)	1 (8.2)
Total	7 (43.7)	8 (18.2)	18 (100)

*N*: sample, *n*: patients

Table example from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4548571/>

## Common elements of all Tables

- Information presented in an easy to understand format
- The table title (caption) goes above the table
  - what results are shown in the context of the study
  - sample size
- Specify units of measurement in column and row headings
- Use lines to separate header row, data and footnotes
- Use footnotes to clarify items of table including explanatory notes, abbreviations (avoid if possible), statistical notations

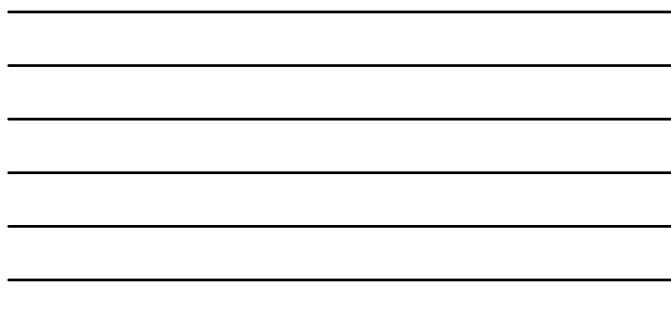
# Sample Tables

APA STYLE 7<sup>TH</sup> EDITION

From <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables>



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## Sample Demographic Characteristics Table

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> (from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables> for sample tables.)

Table 1

Sociodemographic Characteristics of Participants at Baseline

Baseline characteristic	Guided self-help		Unguided self-help		Wait-list control		Full sample	
	n	%	n	%	n	%	n	%
Gender								
Female	25	50	20	40	23	46	68	45.3
Male	25	50	30	60	27	54	82	54.7
Marital status								
Single	33	26	13	22	17	34	43	27.9
Married/partnered	85	70	58	76	38	76	105	67.9
Divorced/widowed	1	2	1	2	4	8	6	4.0
Other*	1	1	0	0	1	2	2	1.3
Children†	26	52	26	52	22	44	74	49.3
Consolidating	37	74	34	72	26	52	99	64.0
Highest educational level								
None	0	0	1	2	1	2	2	1.3
Middle school	21	44	17	34	13	26	52	34.7
High school/some college	27	54	30	60	32	64	89	58.3
University or postgraduate degree								
Employment								
Unemployed	9	8	9	10	2	4	10	6.7
Student‡	8	16	7	14	3	6	18	12.0
Employed	30	60	29	58	40	80	99	64.0
Self-employed	9	18	7	14	5	10	21	14.0
Retired	0	0	2	4	0	0	2	1.3
Previous psychiatric treatment*	37	74	38	76	24	48	59	37.3
Previous psychiatric medication†	6	12	13	26	11	22	30	20.0

Note. N = 150 (n = 50 for each condition). Participants were on average 39.3 years old (SD = 10.1), and participant age did not differ by condition.

\* Reflects the number and percentage of participants answering "yes" to this question.



## Sample t Tests Table

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> (from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables> for sample tables.)

Table 2

Results of Curve-Fitting Analysis Examining the Time Course of Fixations to the Target

Logistic parameter	9-year-olds		16-year-olds		t(60)	p	Cohen's d
	M	SD	M	SD			
Maximum asymptote, proportion	.843	.135	.877	.082	0.951	.347	0.302
Crossover, in ms	759	87	694	42	2.877	.006	0.840
Slope, as change in proportion per ms	.001	.0002	.002	.0002	2.635	.012	2.078

Note. For each subject, the logistic function was fit to target fixations separately. The maximum asymptote is the asymptotic degree of looking at the end of the time course of fixations. The crossover point is the point in time the function crosses the midway point between peak and baseline. The slope represents the rate of change in the function measured at the crossover. Mean parameter values for each of the analyses are shown for the 9-year-olds (n = 24) and 16-year-olds (n = 38), as well as the results of t tests (assuming unequal variance) comparing the parameter estimates between the two ages.



Sample Correlation Table

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> (from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>.)

**Table 1**  
Descriptive Statistics and Correlations for Study Variables

Variable	n	M	SD	1	2	3	4	5	6	7
1. Internal <sup>a</sup> external status <sup>a</sup>	3,687	0.43	0.49	—						
2. Manager job performance <sup>a</sup>	2,138	3.14	0.62	-.08**	—					
3. Starting salary <sup>a</sup>	3,687	1.01	0.27	.45**	-.03	—				
4. Subsequent promotion <sup>a</sup>	3,687	0.33	0.47	.08**	-.07*	.04*	—			
5. Organizational tenure <sup>a</sup>	3,687	8.45	6.62	-.29**	.09**	.01	.09**	—		
6. Unit service performance <sup>a</sup>	3,505	85.00	8.98	-.25**	-.39**	.24*	.08**	.01	—	
7. Unit financial performance <sup>a</sup>	494	42.61	5.86	.00	-.03	.12*	-.07	-.02	.16**	—

<sup>a</sup>1 = internal hires and 3 = external hires.  
<sup>\*</sup>A linear transformation was performed on the starting salary values to maintain pay practice confidentiality. The standard deviation (0.27) can be interpreted as 27% of the average starting salary for all managers. Thus, \$1.00 includes a range of starting salaries from 73% (i.e., 1.00 - 0.27) to 127% (i.e., 1.00 + 0.27) of the average starting salaries for all managers.  
<sup>\*</sup>Values reflect the average across 3 years of data.  
<sup>\*\*</sup>p < .05. <sup>\*\*\*</sup>p < .01.

Sample ANOVA Table

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> (from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>.)

**Table 1**  
Means, Standard Deviations, and One-Way Analyses of Variance in Psychological and Social Resources and Cognitive Appraisals

Measure	Urban		Rural		F(1, 294)	η <sup>2</sup>
	M	SD	M	SD		
Self-esteem	2.91	0.49	3.35	0.35	68.87**	.19
Social support	4.22	1.50	5.56	1.20	62.60**	.17
Cognitive appraisals						
Threat	2.78	0.87	1.99	0.88	56.35**	.20
Challenge	2.48	0.88	2.83	1.20	7.87**	.03
Self-efficacy	2.65	0.79	3.53	0.92	56.35**	.16

\*\*p < .001.

Sample Factor Analysis Table

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> (from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>.)

**Table 1**  
Results from a Factor Analysis of the Parental Care and Tenderness (P-CAT) Questionnaire

P-CAT item	Factor loadings		
	1	2	3
<b>Factor 1: Tenderness—Positive</b>			
20. You make a baby laugh over and over again by making silly faces.	.88	.04	.01
22. A baby shows you kisses to say goodbye.	.85	-.02	-.01
16. A newborn baby curls its hand around your finger.	.84	-.06	.00
19. You watch an toddler open their first step and tumble gently back down.	.77	.03	-.01
25. You see a father teasing his giggling baby via into the air as a game.	.70	.13	-.03
<b>Factor 2: Caring</b>			
9. I think that kids are amusing (R).	-.01	.88	.06
8. I can't stand how children whine at the time (R).	-.12	.83	-.03
2. When I hear a child crying, my first thought is "what's up?" (R).	.04	.73	.01
13. I don't like to be around babies (R).	.11	.70	-.01
14. If I could, I would hire a nanny to take care of my children (R).	.08	.68	-.02
<b>Factor 3: Protection</b>			
7. I would hurt anyone who was a threat to a child.	-.13	-.03	.88
11. I would give my money to someone who was a danger to a child.	.00	-.01	.76
15. I would use any means necessary to protect a child, even if had to hurt others.	.06	.03	.73
4. I would feel compelled to punish anyone who tried to harm a child.	.07	.03	.68
6. I would never go to bed tonight, than let a child go without food.	.08	-.03	.66

Note. N = 307. The extraction method was principal axis factoring with an oblique (promax) with Kaiser normalization rotation. Factor loadings above .30 are in bold. Reverse-scored items are denoted with an (R). Adapted from "Individual Differences in Adherence of the Parental Care Multidimensional Assessment, Predictions, and Implications," by E. E. Bucken, A. T. Beal, M. K. Haber, E. Y. Liu, Z. Zhou, and M. Schaller, 2015, *Journal of Personality and Social Psychology*, 108(3), p. 503. <https://doi.org/10.1037/psp0000020>. Copyright 2015 by the American Psychological Association.

### Sample Regression Table

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>

**Table 3**  
Moderator Analysis: Types of Measurement and Study Year

Effect	Estimate	SE	95% CI		p
			LL	UL	
<b>Fixed effects</b>					
Intercept	.119	.040	-.041	.198	.003
Creativity measurement*	.097	.028	-.042	.153	.001
Academic achievement measurement*	-.039	.018	-.074	-.004	.03
Study year <sup>1</sup>	-.0002	.001	-.001	.002	.76
Goal <sup>2</sup>	-.003	.029	-.060	.054	.91
Published <sup>3</sup>	.054	.030	-.005	.114	.07
<b>Random effects</b>					
Within-study variance	.029	.001	.028	.031	<.001
Between-study variance	.018	.003	.012	.023	<.001

Note. Number of studies = 130, number of effects = 782, total N = 52,578. CI = confidence interval; LL = lower limit; UL = upper limit.  
\*0 = self-report, 1 = test. <sup>1</sup>0 = test, 1 = grade point average. <sup>2</sup>Study year was grand centered. <sup>3</sup>0 = other, 1 = yes. <sup>4</sup>0 = no, 1 = yes.

### Sample Qualitative Table

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>

**Table 2**  
Master Narrative Vocab: Struggle and Success and Emancipation

Discourse and dimension	Example quote
<b>Struggle and success</b> Self-actualization as member of a larger gay community is the end goal of healthy sexual identity development, or "coming out"	"My path of openness... going from denial to being, well this is it, and then the process of coming out, and the process of just not let, looking around and seeing, well where did I stand in the world, and sort of having uh, political beliefs" (201, age 50)
Maintaining healthy sexual identity entails vigilance against internalization of societal discrimination	"When I'm like thinking of criticisms of more mainstream gay culture, I'm like... make sure it's coming from an appropriate place and not like a piece of self-hatred" (219, age 50)
Emancipation? Open exploration of an individual's fluid sexual self is the goal of healthy sexual identity development	"She [heterosexuality] the man penetrates the female, whereas with gay people, I feel like there is this potential for really playing around with that model a lot, you know, and just experimenting and exploring" (219, age 50)
Questioning discursive, monolithic categories of sexual identity	"SPEAK, you know, and asked on so many letters, like, and it does tend to raise the question about what the terms mean and whether... are terms an adequately descriptive" (201, age 50)

<sup>1</sup>The struggle and success master narrative states that same-sex desire/behavior is a natural if relatively uncommon developmental variant distinguishable from heterosexuality. Healthy sexual development entails "coming out" as well as joining a larger gay community in a shared struggle to overcome societal discrimination and be socially recognized as normal.  
<sup>2</sup>The emancipation master narrative states that discursive, monolithic, and mutually exclusive categories of homosexuality and heterosexuality are social constructions, conceptually subject in their ability to fully capture the complexities of sexual subjectivities, desires, and behaviors. This circumvention of sexual self within culturally contingent and hegemonic sexual identity categories must be resisted.

### Sample Mixed Methods Table

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>

**Table 3**  
Integrated Results Matrix for the Effect of Topic Familiarity on Reliance on Author Expertise

Quantitative results	Qualitative results	Example quote
When the topic was more familiar (climate change) and cards were more relevant, participants placed less value on author expertise.	When an assertion was considered to be more familiar and considered to be general knowledge, participants perceived less need to rely on author expertise.	Participant 144: "I feel that I know more about climate and there are several things on the climate cards that are obvious, and that if sort of know it already, then the source is not so critical... whereas with nuclear energy, I don't know so much so then I'm maybe more interested in who says what."
When the topic was less familiar (nuclear power) and cards were more relevant, participants placed more value on authors with higher expertise.	When an assertion was considered to be less familiar and not general knowledge, participants perceived more need to rely on author expertise.	Participant 3: "[Nuclear power], which I know much, much less about, I would back up my arguments more with what I read from the professors."

Note. We integrated quantitative data (whether students selected a card about nuclear power or about climate change) and qualitative data (interviews with students) to provide a more comprehensive description of students' card selections between the two topics.

## Example generalised estimating equation

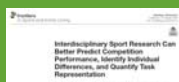


TABLE 1 | Univariate generalised estimating equations for prediction of disposal efficiency

Model	Parameter	Estimate (B)	SE	95% CI	p
Model 1 (KIC 176.116)	Intercept	108.45	21.87	68.39 to 148.52	0.001
	S = 1 Item	-0.027	0.08	-0.13 to 0.07	0.347
Model 2 (KIC 2234.463)	Intercept	48.06	7.91	33.39 to 62.73	0.001
	MTC	0.37	0.16	0.09 to 0.52	0.0007
Model 3 (KIC 110.216)	Intercept	-1.62	30.48	-37.26 to 34.01	0.481
	SSG Test Score	12.51	3.52	5.48 to 19.38	0.001

\*Indicates a significant difference p < 0.05. SE, standard error; CI, confidence intervals; MTC, Mental Toughness Coach; KIC, Quick Likelihood under Independence Model Criterion.

TABLE 2 | Multivariate generalised estimating equations for prediction of disposal efficiency (n = 21)

Parameter	Estimate (B)	SE	95% CI	p
Intercept (KIC 84.153)	22.88	31.65	-39.15 to 84.32	0.470
S = 1 Item	-0.06	0.03	-0.13 to 0.01	0.077
MTC	0.37	0.12	0.13 to 0.61	0.002*
SSG Test Score	12.34	3.09	6.20 to 18.38	0.001*

\*Indicates a significant difference p = 0.05. SE, standard error; CI, confidence intervals; MTC, Mental Toughness Coach; KIC, Quick Likelihood under Independence Model Criterion.

## Common problems with tables Adapted from Lu 2018.

- X Insufficient data for tabulating
- X Title is inadequate:
  - does not describe data being presented
  - Repetition of table headings
- X First column heading missing
- X Set out of columns and rows is not logical or easy to follow
- X Table format uses “enter” key instead of new table row
- X Blank or empty cells ambiguous
- X Information duplicated across text and table
- X Column and row headings:
  - do not describe their contents
  - missing units of measurement
  - totals are missing or incorrect
- X Blank or empty cells ambiguous
- X Inconsistency with:
  - font format
  - inconsistency with decimal places
- X Abbreviations &/or notations are not defined
- X Results in tables are not self-explanatory or stand alone

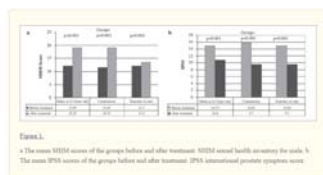


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## What constitutes a Figure?

- A visual representation
- Unbiased
- Demonstrates trends or patterns of relationships



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## Essential components of Figures

- Dependent variables on vertical axis (y)
- Independent variables on horizontal axis (x)
- Axis labels with units
- Descriptive legends or captions
- Abbreviations (avoid if possible), statistical notations, explanatory notes in figure heading.

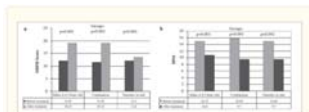
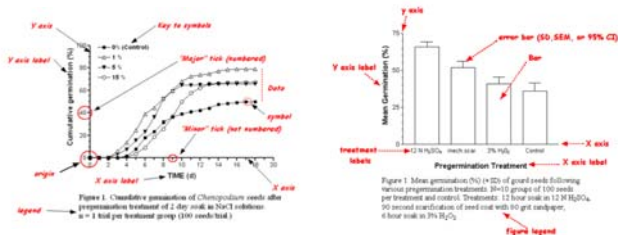


Figure example from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4548571/>

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## Figure anatomy

from <http://abaacus.bates.edu/~spanderso/biology/resources/writing/MTWtablefigs.html>



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## Common elements of Figures

- Make sure axis labels and ticks are legible (not too small)
- Use colour/shading to convey information easily
- Always include error bars when plotting means
- Use median and interquartile ranges for non-parametric data
- Use sensible major and minor tick marks
- Standardise font style and size across figures
- Use compound figures for related graphs

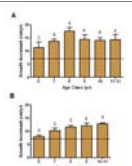


Figure example from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4548571/>

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### Common figure types

from <http://libccc.bates.edu/~ganderso/biology/resources/writing/HTMLtablefigs.html>

#### Bar graph

#### Scatterplot

#### Boxplot

#### Histogram

#### Line graph

#### Photo

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## Sample Figures

APA STYLE 7<sup>TH</sup> EDITION

From <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables>

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### Sample Bar Graph

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> [from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables> for sample tables.]

**Figure 1**  
Framing Scores for Different Reward Sizes

Risk Level	Age Group	Small Reward	Medium Reward	Large Reward
Low Risk	Adolescent	~0.20	~0.08	~0.05
	Young Adult	~0.30	~0.25	~0.22
High Risk	Adolescent	~0.12	~0.10	~0.08
	Young Adult	~0.18	~0.15	~0.12

Note. Framing scores of adolescents and young adults are shown for low and high risks and for small, medium, and large rewards (error bars show standard errors).

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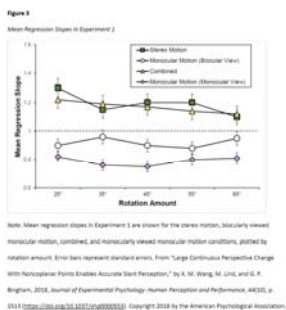
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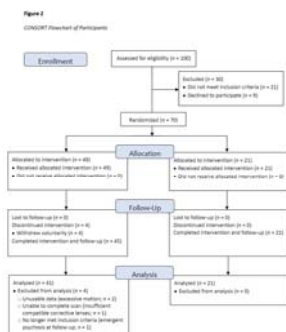
### Sample Line Graph

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> (from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>.)



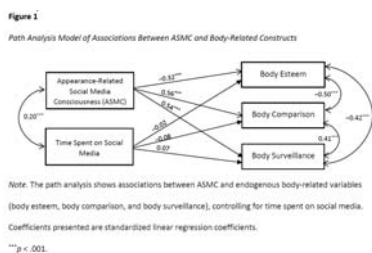
### Sample CONSORT Flowchart

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> (from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>.)



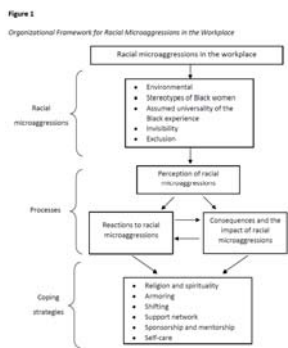
### Sample Path Model (e.g. SEM)

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> (from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>.)



### Sample Qualitative research figure

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> [from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>]




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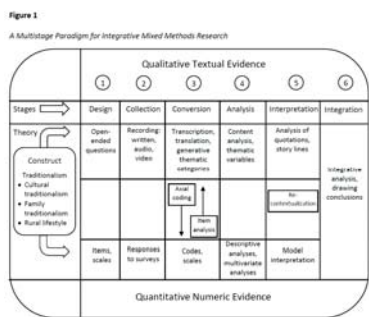
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### Sample Mixed methods research figure

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> [from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>]




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### Sample Illustration

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Retrieved from <https://doi.org/10.1037/0000165-000> [from <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables-for-sample-tables>]

Figure 4  
Examples of Stimuli Used in Experiment 2



Note. Stimuli were computer-generated cartoon bees that varied on four binary dimensions, for a total of 16 unique stimuli. They had two or six legs, a striped or spotted body, single or double wings, and antennae or no antennae. The two stimuli shown here demonstrate the use of opposite values on all four binary dimensions.

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Example Box plots

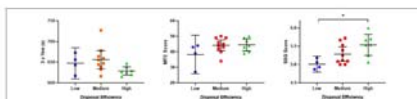


FIGURE 2 | Mean and 95% CI scores for sub-discipline performance test scores for low, median, and high scoring groups for speed efficiency. \*Indicates significant difference,  $p < 0.05$  between sub-groups. NTC, Netball Tug-of-War Coach; 2015, 2016, 2017, 2018, 2019, 2020.

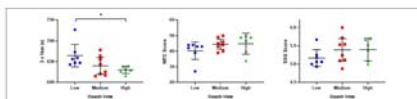


FIGURE 3 | Mean and 95% CI scores for sub-discipline performance test scores for low, median, and high scoring groups for coordination. \*Indicates significant difference,  $p < 0.05$  between sub-groups. NTC, Netball Tug-of-War Coach; 2015, 2016, 2017, 2018, 2019, 2020.

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Common problems with figures

- X Distorting the data:
  - Mistakes with scales
  - Unequal intervals
  - Incomplete data
- X Unnecessary 3D or effects
- X Not showing differences clearly
- X Using too many or too few tick marks
- X Not including legends
- X Not including units of measurement
- X Inconsistency with:
  - font format
  - inconsistency with decimal places
- X Information duplicated across text and figure
- X Abbreviations &/or notations are not defined
- X Figures are not self-explanatory or stand alone



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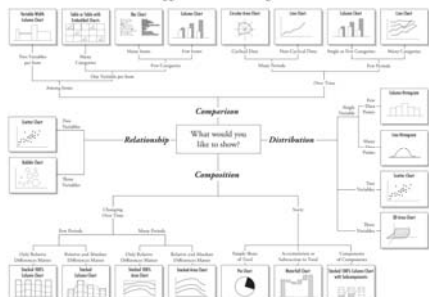
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Chart Suggestions—A Thought-Starter



<https://www.stps.edu.au/wp-content/uploads/choosing-a-good-graph.pdf>



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## High resolution SPSS figures

1. Right click on your SPSS graph in your output file.
2. Select Export.
3. In new pop up window
  - i. In Document Type select 'None (Graphics only)' as.
  - ii. In Graphics Type select 'Encapsulated Postscript (\*.eps)' or 'Portable Document Format (\*.pdf)'
  - iii. Choose the file path and name of the file.

Visit YouTube for video instructions by how2stats  
<https://www.youtube.com/watch?v=fSkrKtZz4Oo>



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## Summary

Effective tables and figures should:

- summarise a lot of information simply and concisely
- be self explanatory
- not repeat information presented as text
- have clear labelling including measurement units
- have meaningful title linking contents to the project
- Engage the reader!



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## References and further reading

Abela, A. (2009). Chart suggestions – a thought-starter. Retrieved from <https://www.cjps.edu.au/wp-content/uploads/choosing-a-good-graph.pdf>

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