A (Relatively) No-Nonsense Thesis Template

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1 Introduction

This is a template designed for a dissertation/thesis, or maybe even a fancy essay. It requires knowledge of RMarkdown and Latex, and it would also help if you knew how to navigate a .tex file to fix some niggly issues when knitting (compiling) this. It is a work in progress so please contact me if you have any suggestions/comments!

The layout of the template is as follows: Section 2 "gives a brief overview of relevant literature"; section 3 "presents the model and describes certain aspects of the data descriptively and graphically"; 4 is a section for results, section 5 "makes some recommendations for further research" and section 6 "concludes".

2 Brief Literature Review

2.1 Section

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2.2 Section

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3   Empirical Methodology and Data

3.1   Empirical Model

This is an equation:

$$A_{it} = f(T_i^{(t)}, S_i^{(t)}, P_i^{(t)}, B_i^{(t)}, I_i), \tag{3.1}$$

where A_{it} represents student i's outcome at time t, $T_i^{(t)}$ represents teacher inputs cumulatively up to time t, $S_i^{(t)}$ represents school inputs cumulatively up to time t, $P_i^{(t)}$ represents peer inputs cumulatively up to time t, $B_i^{(t)}$ represents a vector of family background traits cumulatively up to time t and I_i is a student-specific ability vector.

References are taken care of by using the `ref.bib` file in the `tex` folder. You can create/update this `ref.bib` file quite nicely using a program like Mendeley or just by going to Google Scholar, clicking on `cite` and then `BibTex` at the bottom of the article and copy-pasting this code into the `ref.bib` file. You can then reference in-text like this: Shepherd (2011), Shepherd (2011: 33) or with multiple authors like this: (Shepherd, 2011 & Shepherd (2011)).

You can refer in-text to equations like this: Equation 3.1 entails relatively strict blah blah blah. . .

The following is a little treat if you are trying to do some causal-econometrics analysis.

1. *What is the causal relationship of interest?* I am concerned with the causal effect of teacher job satisfaction on Grade 6 learner outcomes, represented by a β_{ij} coefficient in the $\boldsymbol{\beta}$ vector

in an equation.

2. *What is the experiment ideally capturing the causal effect?* The ideal experiment would be to have learner unobservables be invariant across subjects, to randomly assign teachers with different levels of accurately measured job satisfaction to South African schools (with teachers randomly assigned in all other aspects as well) and then to assess a causal difference in Grade 6 learner outcomes.

3. *What is the identification strategy?* Owing to the fact that the ideal experiment is infeasible for ethical and administrative reasons, the identification strategy is to analyse national systemic evaluation data instead. A soundly-based and well-implemented quasi-experimental method such as a learner fixed effects model would assist in approximating the causal relationship of concern.

4. *What is the mode of statistical inference?* Owing to (1) the population being Grade 6 learners in South Africa, (2) the national systemic evaluation survey being nationally representative of this group and (3) robust standard errors clustered around schools being implemented, there is a strong argument for valid statistical inference.

3.2 Data

Some more in-text referencing using Latex labels: Table A1 in the Appendix displays summary statistics, Table 1 below is not in the Appendix.

Table 1: **Learner achievement (%)**

Subject	Mean	Q1	Median	Q3
Maths	27	15	23	35

Source: Own calculations in Stata using 2004 Grade 6 Intermediate Phase Systemic Evaluation.

Here is a figure with an R chunk pointing to a file in the `results/graphs` folder:

Figure 1: **Cumulative graph for subject scores**
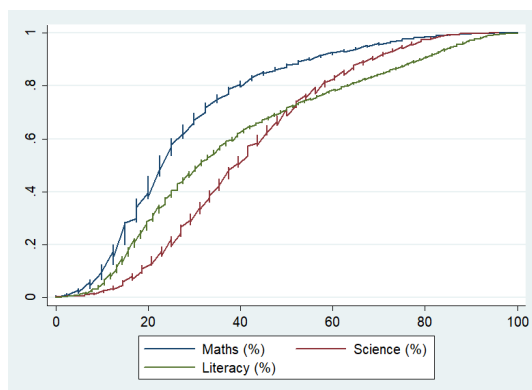
Source: Own calculations in Stata using 2004 Grade 6 Intermediate Phase Systemic Evaluation.

Again, you can reference the figure in-text: figure 1 is a figure and it displays etc. etc. etc.

This is an organic figure generated with an R chunk that is executed when the document is knitted (the image is also saved in the folder `final-article-template_files`):
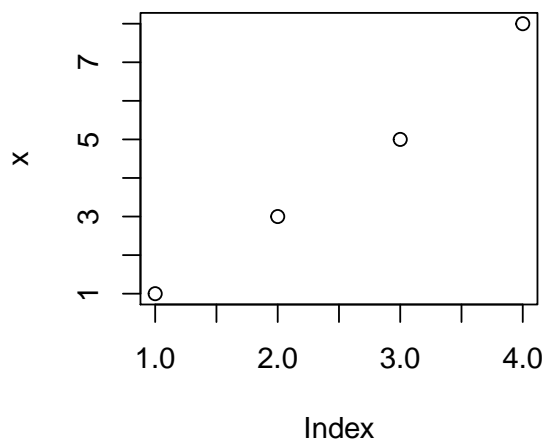
Regarding R chunks: If you want a chunk's code to be printed, include `set echo = TRUE`. `message = FALSE` stops R printing package loading details and setting `warning = FALSE` should suppress most warnings.

Here is a biiig table on it's own page:

Table 2: **Proportion of teachers wanting to change career or feeling under-appreciated, by teacher and classroom characteristics**

	Full teacher sample	Want to Change Career		Society Appreciates My Work		Principal Appreciates My Work		Learners Appreciate My Work	
		No	Yes	No	Yes	No	Yes	No	Yes
Male	45.6	41.7	52***	46.3	45.6	51	45.2	43.4	45.8
Female	54.4	58.3	48***	53.7	54.4	49	54.8	56.7	54.2
Home language same as LoLT	18.8	17.3	22.8***	67.8	11.7***	28.4	18.5***	79.9	14.3***
Home language different from LoLT	81.2	82.7	77.2***	32.2	88.3***	71.6	81.5***	20.1	85.7***
20 - 29	4.3	4	4.7	7	3.9	2.7	4.3	6.9	4
30 - 34	20.4	18	24.6***	17	21	17.6	20.6	17.2	20.7
35 - 39	26.8	23.1	33.2***	27.6	26.6	35.8	26.7	27	26.7
40 - 44	20.6	20.8	19.5	19.7	20.7	20.3	20.5	22.1	20.5
45 - 49	15.2	17.4	11.9***	13.5	15.5	15.5	15	14.2	15.4
50+	12.7	16.8	6.1***	15.1	12.4	8.1	12.8	12.8	12.7
Classroom management training	57.5	60.9	51.8	53.3	58.3	46.3	58.1	56.1	57.8
<Grade 12	2.4	2.8	1.8	0.9	2.7**	2.2	2.5	0.01	2.5
Grade 12	61.1	64.9	55.2***	50.3	62.9***	61	64.2	49.2	62.1**
Bachelor's Degree	28	25.7	31**	37.7	26.4***	27.9	26.3	44.5	26.5***
Honours Degree	8.1	6.2	11.4***	11.2	7.6	6.6	8.1	0.1	0.1
Masters Degree	0.5	0.4	0.6	0	0.5	0.01	0	0	0
<2 Years Training	2.8	2.9	2.5	6.5	2.2***	2.2	2.9	9.3	2.3***
2 Years Training	11	12.7	8.2**	4.9	12***	6.8	11.2	2.5	11.7***
3 Years Training	51.3	50.5	53.3	33.1	54.4***	54.7	51.5	29.9	53.2***
3+ Years Training	35	33.9	36	55.6	31.3***	36.5	34.5	58.3	32.8***
No School Library	52	49.8	54.6	59.4	28.9	82.5	46.5	50.8	11.8
No Internet	17.9	15.3	20.3	50.8	11.8	27.1	16.6	55.2	14.1
No Classroom Electricity	72.4	68.7	77.8	94.3	68.5	77.7	71.5	99.5	69.7
No Class Library	40.6	37.8	45.7**	29.3	42.7**	42.7	40.7	31.2	41.6**
No Teacher Resource Centre	33.7	33.5	32.3	59.4	28.9***	33.6	33	61.8	30.6***
School SES Q1	23.3	27	16.9***	4.1	26.4***	10.8	24.1***	0	25.3***
School SES Q2	21.3	21.6	21.5	5.1	23.9***	12.8	21.8**	3.4	22.9***
School SES Q3	19	18.6	20.9	9.7	21**	23.7	19	4.9	20.6***
School SES Q4	18.4	16.3	21.1**	21.9	17.6	26.4	17.8*	22.1	17.8
School SES Q5	18.2	16.6	19.7	59.2	11.2***	26.4	17.2**	69.6	13.5***

Source: Own calculations in Stata using 2004 Grade 6 Intermediate Phase Systemic Evaluation.

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4 Results: OLS Investigation into SES

Quite a complexly-formatted table:

Table 3: **OLS regressions for quintile 5 and quintile 1-4 schools**

	Quintile 5 Sample			Quintile 1-4 Sample		
	(1)	(2)	(3)	(4)	(5)	(6)
	Std Maths	Std Science	Std English	Std Maths	Std Science	Std English
Would Not Like to Change Careers	0.200*	0.0115	-0.0461	-0.0362	-0.111*	-0.0528
	(2.12)	(0.16)	(-0.86)	(-1.09)	(-2.47)	(-1.39)
Think Society Appreciates My Work	0.0115	-0.00387	-0.0857	-0.0645	-0.0366	-0.00950
	(0.09)	(-0.06)	(-1.16)	(-0.68)	(-0.40)	(-0.12)
Think The Principal Appreciates My Work	-0.110	0.255*	0.0623	-0.0318	-0.112	0.112
	(-0.79)	(2.14)	(0.43)	(-0.35)	(-1.34)	(1.41)
Think Learners Appreciate My Work	-0.0991	-0.255**	-0.0992	0.123	-0.0234	-0.0169
	(-1.09)	(-3.19)	(-1.40)	(0.83)	(-0.16)	(-0.14)
School SES	-2.046	4.509	6.111**	0.0874	0.125*	0.236***
	(-0.97)	(1.59)	(3.09)	(1.63)	(2.31)	(5.20)
School SES Squared	1.130	-1.469	-2.308**	0.0280	0.00920	0.0449*
	(1.32)	(-1.26)	(-2.63)	(1.28)	(0.34)	(2.27)
Household SES	0.0581	0.0614	0.171*	0.0796***	0.0973***	0.123***
	(0.82)	(0.56)	(2.00)	(5.49)	(5.22)	(7.39)
Household SES Squared	0.0871	0.0645	-0.0273	0.0299***	0.0310**	0.0369***
	(1.53)	(1.02)	(-0.57)	(3.69)	(3.07)	(4.17)
Constant	4.010**	0.00387	-2.077	0.830	-0.269	0.267
	(2.68)	(0.00)	(-1.69)	(1.47)	(-0.43)	(0.60)
Observations	3395	3016	3418	10387	10402	10445
R^2	0.620	0.597	0.650	0.245	0.299	0.445

Note: t-statistics in parentheses. Statistical significance at the 0.05, 0.01 and 0.001 level is represented as *, ** and *** respectively. All regressions include pupil, school and teacher controls listed in table A1 (coefficients omitted for brevity). Robust standard errors clustered around schools used.

Source: Own calculations in Stata using 2004 Grade 6 Intermediate Phase Systemic Evaluation.

And another complexly-formatted table:

Table 4: **Teacher attributes for fixed effects over subject pairs**

	(1)	(2)	(3)	(4)
	All Subjects	Maths/Science	Science/English	English/Maths
Would Not Like to Change Careers	0.0136	0.0129	0.0211	0.0183
	(0.69)	(0.43)	(0.73)	(0.57)
Think Society Appreciates My Work	0.0502	0.0163	0.0742	0.110†
	(1.41)	(0.31)	(1.40)	(1.95)
Think The Principal Appreciates My Work	-0.0149	0.0319	-0.00744	-0.0476
	(-0.41)	(0.57)	(-0.17)	(-0.94)
Think Learners Appreciate My Work	-0.00574	-0.0163	0.0812	-0.0430
	(-0.13)	(-0.28)	(1.29)	(-0.65)
Job Satisfaction Aspects Are Valued	0.00184	-0.0152	-0.00308	0.0159
	(0.19)	(-1.21)	(-0.23)	(0.97)
Constant	-0.435**	-0.177	-0.354*	-0.691*
	(-2.87)	(-0.73)	(-2.09)	(-2.37)
Teacher Demographic Controls	Yes	Yes	Yes	Yes
Teacher Training Controls	Yes	Yes	Yes	Yes
Classroom Resource Controls	Yes	Yes	Yes	Yes
Observations	58538	38712	38911	39453
R^2	0.021	0.035	0.051	0.062

Note: t-statistics in parentheses. Statistical significance at the 0.1, 0.05, 0.01 and 0.001 level is represented as †, *, ** and *** respectively. Robust standard errors clustered around schools used.

Source: Own calculations in Stata using 2004 Grade 6 Intermediate Phase Systemic Evaluation.

5   Recommendations for Further Research

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6   Concluding Remarks

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Appendix

A table in the Appendix:

Table A1: **Summary statistics of model variables**

Variable	Mean	S.D.	Min	Max	N
Educational Outcomes					
Maths Score (%)	27.58797	17.82077	0	100	102048
Science Score (%)	41.04531	18.54542	0	95.83334	102045
English Score (%)	38.49276	24.3848	0	100	102048
Variables of Interest					
Would Not Like to Change Careers	.6278206	.4833884	0	1	94261
Think Society Appreciates My Work	.8589375	.3480878	0	1	95681
Think The Principal Appreciates My Work	.9442797	.2293819	0	1	95118
Think Learners Appreciate My Work	.9206386	.2703035	0	1	95777
Job Satisfaction Aspects Are Valued	-5.85e-10	1	-5.426387	1.264366	95878
Teacher Demographics					
Female Teacher	.5456909	.4979105	0	1	96912
Teacher Age Group	4.620139	1.414589	1	7	97491
Teacher Lang Same as LoLT	.1941929	.39558	0	1	102048
Teacher Training					
Highest Qualification	1.244398	1.585643	0	5	90725
Professional Teacher Training	2.407594	1.864552	0	6	97126
Curriculum Training This Year	1.608552	1.780161	0	4	96207
Inclusive Education Training	.4495686	.497453	0	1	86692
Learning Area Training	.7477317	.4343168	0	1	91478
Classroom Mgmt. Training	.5687338	.4952559	0	1	88901
HIV/Aids Training	.5322763	.4989599	0	1	90004
Race and Values Training	.2388007	.4263532	0	1	85653

Source: Own calculations in Stata using 2004 Grade 6 Intermediate Phase Systemic Evaluation.

Another table in the Appendix spread over pages:

Table A2: **Teacher attributes for fixed effects across all three subjects**

	(1)	(2)	(3)	(4)	(5)
Would Not Like to Change Careers	0.0233	0.0143	0.0232	0.0200	0.0136
	(1.22)	(0.75)	(1.20)	(1.04)	(0.69)
Think Society Appreciates My Work	0.0655	0.0722*	0.0666	0.0514	0.0502
	(1.81)	(2.05)	(1.84)	(1.38)	(1.41)
Think The Principal Appreciates My Work	0.0122	0.00778	0.00800	-0.00698	-0.0149
	(0.34)	(0.23)	(0.22)	(-0.18)	(-0.41)
Think Learners Appreciate My Work	-0.0324	-0.00676	-0.0279	-0.0417	-0.00574
	(-0.69)	(-0.14)	(-0.58)	(-0.97)	(-0.13)
Job Satisfaction Aspects Are Valued	-0.000127	0.00257	-0.000799	0.00100	0.00184
	(-0.01)	(0.26)	(-0.08)	(0.10)	(0.19)

	58538	58538	58538	58538	58538
Observations	58538	58538	58538	58538	58538
R^2	0.001	0.010	0.004	0.009	0.021

Note: t-statistics in parentheses. Statistical significance at the 0.05, 0.01 and 0.001 level is represented as *, ** and ***
respectively. Robust standard errors clustered around schools used.
Source: Own calculations in Stata using 2004 Grade 6 Intermediate Phase Systemic Evaluation.

Aaand one last one:

Table A3: **Teacher attribute SES interactions for fixed effects, by SES**

	Quintile 5				Quintile 1-4			
	All	M/S	S/E	E/M	All	M/S	S/E	E/M
1. Would Not Like to Change Careers	-0.0771	0.203**	0.0136	-0.00172	0.0184	-0.0108	-0.000547	0.0255
	(-1.62)	(2.78)	(0.24)	(-0.02)	(0.74)	(-0.31)	(-0.01)	(0.68)
1. × Household SES	0.0310	0.103	-0.0662	-0.0167	-0.0270	-0.0212	-0.0107	-0.0352
	(0.69)	(1.80)	(-1.37)	(-0.22)	(-1.30)	(-0.73)	(-0.34)	(-1.32)
2. Think Society Appreciates Work	0.143	0.223	0.119	0.304***	0.00933	-0.106	0.106	-0.00589
	(1.69)	(1.60)	(1.39)	(3.99)	(0.17)	(-1.43)	(1.39)	(-0.07)
2. × Household SES	-0.0440	-0.0919	0.0300	-0.0985	0.0415	0.00348	-0.0258	0.235***
	(-0.76)	(-0.91)	(0.54)	(-1.20)	(0.92)	(0.08)	(-0.49)	(3.50)
3. Think Principal Appreciates Work	-0.162*	0.172	-0.240**	-0.546***	0.0223	0.0717	-0.0792	0.0392
	(-1.99)	(1.13)	(-2.63)	(-6.45)	(0.58)	(1.04)	(-1.39)	(0.68)
3. × Household SES	0.0759	0.112	0.0279	0.169**	0.0436	0.0904	0.0949	-0.00261
	(1.79)	(1.89)	(0.54)	(3.16)	(1.49)	(1.88)	(1.86)	(-0.06)
4. Think Learners Appreciate Work	0.0645	-0.260	0.0266	-0.0525	0.0563	-0.0291	0.332**	0.0468
	(0.78)	(-1.83)	(0.26)	(-0.64)	(0.60)	(-0.31)	(2.89)	(0.49)
4. × Household SES	-0.0719	-0.114	0.0105	-0.0651	-0.111	-0.0988	-0.0115	-0.152*
	(-1.23)	(-1.31)	(0.16)	(-0.84)	(-1.60)	(-0.95)	(-0.17)	(-2.53)
5. Job Satisfaction Aspects Are Valued	0.0597*	0	0	0	0	0	0	0
	(2.53)	(.)	(.)	(.)	(.)	(.)	(.)	(.)
5. × Household SES	-0.0544*	-0.0376	-0.00473	-0.0157	0.00763	0.00755	-0.0203	0.0375
	(-2.60)	(-1.09)	(-0.22)	(-0.50)	(0.57)	(0.65)	(-1.25)	(1.94)
Observations	11946	21738	21798	22230	42010	31923	31726	32158
R^2	0.085	0.158	0.193	0.216	0.021	0.038	0.065	0.075

Note: t-statistics in parentheses. Statistical significance at the 0.05, 0.01 and 0.001 level is represented as *, ** and ***
respectively. Robust standard errors clustered around schools used.
Source: Own calculations in Stata using 2004 Grade 6 Intermediate Phase Systemic Evaluation.

Note that the references need to be re-ordered in the .tex file manually (at least until I fix it).

Shepherd, D.L. 2011. Constraints to school effectiveness: what prevents poor schools from delivering results? *Stellenbosch Economic Working Papers.* 1–37.

References