15.6 Using the NLS panel data on $N = 716$ young women, we consider only years 1987 and 1988. We are interested in the relationship between ln(*WAGE*) and experience, its square, and indicator variables for living in the south and union membership. Some estimation results are in Table 15.10.

TABLE 15.10 **Estimation Results for Exercise 15.6**

	(1) OLS 1987	(2) OLS 1988	(3) FE	(4) FE Robust	(5) RE
C	0.9348	0.8993	1.5468	1.5468	1.1497
	(0.2010)	(0.2407)	(0.2522)	(0.2688)	(0.1597)
EXPER	0.1270	0.1265	0.0575	0.0575	0.0986
	(0.0295)	(0.0323)	(0.0330)	(0.0328)	(0.0220)
$EXPER^2$	−0.0033	−0.0031	−0.0012	−0.0012	−0.0023
	(0.0011)	(0.0011)	(0.0011)	(0.0011)	(0.0007)
SOUTH	−0.2128	−0.2384	−0.3261	−0.3261	−0.2326
	(0.0338)	(0.0344)	(0.1258)	(0.2495)	(0.0317)
UNION	0.1445	0.1102	0.0822	0.0822	0.1027
	(0.0382)	(0.0387)	(0.0312)	(0.0367)	(0.0245)
N	716	716	1432	1432	1432

(standard errors in parentheses)

a. The OLS estimates of the ln(*WAGE*) model for each of the years 1987 and 1988 are reported in columns (1) and (2). How do the results compare? For these individual year estimations, what are you assuming about the regression parameter values across individuals (heterogeneity)?

b. The ln(*WAGE*) equation specified as a panel data regression model is

$$\ln(WAGE_{it}) = \beta_1 + \beta_2 EXPER_{it} + \beta_3 EXPER_{it}^2 + \beta_4 SOUTH_{it} + \beta_5 UNION_{it} + (u_i + e_{it}) \qquad \text{(XR15.6)}$$

Explain any differences in assumptions between this model and the models in part (a).

c. Column (3) contains the estimated fixed effects model specified in part (b). Compare these estimates with the OLS estimates. Which coefficients, apart from the intercepts, show the most difference?

d. The *F*-statistic for the null hypothesis that there are no individual differences, equation (15.20), is 11.68. What are the degrees of freedom of the *F*-distribution if the null hypothesis (15.19) is true? What is the 1% level of significance critical value for the test? What do you conclude about the null hypothesis.

e. Column (4) contains the fixed effects estimates with cluster-robust standard errors. In the context of this sample, explain the different assumptions you are making when you estimate with and without cluster-robust standard errors. Compare the standard errors with those in column (3). Which ones are substantially different? Are the robust ones larger or smaller?

15.6

(a) 1987和1988的 OLS estimate
結果很接近
individual 間可能有 error

(b) 新增 u_i，個體間 error

(c) Exper, $Exper^2$ coefficient
有較大差異

(d) $H_0: u_i = 0$
$H_a: u_i \neq 0$
$df = (N-1, NT-N-K)$
$= (715, 1432-716-5)$
$= (715, 711)$
$F_{715;711,0.01} = 1.12 < 11.68$
reject H_0, individual differences exists.

(e) 考慮 residuals 的 variance 不是定值
採用 Robust
south 的 SE 差異較大

15.17 The data file *liquor* contains observations on annual expenditure on liquor (*LIQUOR*) and annual income (*INCOME*) (both in thousands of dollars) for 40 randomly selected households for three consecutive years.

a. Create the first-differenced observations on *LIQUOR* and *INCOME*. Call these new variables *LIQUORD* and *INCOMED*. Using OLS regress *LIQUORD* on *INCOMED* without a constant term. Construct a 95% interval estimate of the coefficient.

```
Coefficients:
        Estimate Std. Error t value Pr(>|t|)
incomed  0.02975    0.02922   1.018    0.312

Residual standard error: 1.417 on 79 degrees of freedom
Multiple R-squared:  0.01295,   Adjusted R-squared:  0.0004544
F-statistic: 1.036 on 1 and 79 DF,  p-value: 0.3118
```

```
               2.5 %      97.5 %
incomed -0.02841457 0.08790818
```

15.20 This exercise uses data from the STAR experiment introduced to illustrate fixed and random effects for grouped data. In the STAR experiment, children were randomly assigned within schools into three types of classes: small classes with 13–17 students, regular-sized classes with 22–25 students, and regular-sized classes with a full-time teacher aide to assist the teacher. Student scores on achievement tests were recorded as well as some information about the students, teachers, and schools. Data for the kindergarten classes are contained in the data file *star*.

a. Estimate a regression equation (with no fixed or random effects) where *READSCORE* is related to *SMALL*, *AIDE*, *TCHEXPER*, *BOY*, *WHITE_ASIAN*, and *FREELUNCH*. Discuss the results. Do students perform better in reading when they are in small classes? Does a teacher's aide improve scores? Do the students of more experienced teachers score higher on reading tests? Does the student's sex or race make a difference?

b. Reestimate the model in part (a) with school fixed effects. Compare the results with those in part (a). Have any of your conclusions changed? [*Hint*: specify *SCHID* as the cross-section identifier and *ID* as the "time" identifier.]

c. Test for the significance of the school fixed effects. Under what conditions would we expect the inclusion of significant fixed effects to have little influence on the coefficient estimates of the remaining variables?

a. Only aide is not significant.

```
Coefficients:
             Estimate Std. Error t value Pr(>|t|)
(Intercept) 437.76425    1.34622 325.180  < 2e-16 ***
small         5.82282    0.98933   5.886 4.19e-09 ***
aide          0.81784    0.95299   0.858    0.391
tchexper      0.49247    0.06956   7.080 1.61e-12 ***
boy          -6.15642    0.79613  -7.733 1.23e-14 ***
white_asian   3.90581    0.95361   4.096 4.26e-05 ***
freelunch   -14.77134    0.89025 -16.592  < 2e-16 ***
```

b. Sinificance results are same as in part a.

```
Coefficients:
               Estimate Std. Error t value Pr(>|t|)    
small           6.49023    0.91296   7.109 1.31e-12 ***
aide            0.99609    0.88169   1.130    0.259    
tchexper        0.28557    0.07084   4.031 5.63e-05 ***
boy            -5.45594    0.72759  -7.499 7.44e-14 ***
white_asian     8.02802    1.53566   5.228 1.78e-07 ***
freelunch     -14.59357    0.88001 -16.583  < 2e-16 ***
```

c. P-value < 0.05, reject H0.
   Fixed effects are significant.

```
	F test for individual effects

data:  readscore ~ small + aide + tchexper + boy + white_asian + freelunch
F = 16.698, df1 = 78, df2 = 5681, p-value < 2.2e-16
alternative hypothesis: significant effects
```