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)?

兩年OLS的結果相當接近，各變數的係數估計值與標準誤差變化不大
OLS模型假設所有個體的母體參數值皆相同
忽略了異質性

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

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

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

加入了個體固定效果u_i，允許個體特質的差異，這些特質會影響工資結果

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?

固定效果的信賴區間:

EXPER: $(-0.0085, 0.1235)$

$EXPER^2$: $(-0.0034, 0.001)$

SOUTH: $(-0.5777, -0.0745)$

UNION: $(0.0198, 0.1446)$

只有 OLS 對 EXPER 的估計落在此區間之外

∴ OLS 估計值和固定效果模型有差異

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.

$H_0: u_i = 0$

$H_1: u_i \neq 0$

test statistic: $F \sim F_{N-n,\, n-1}$

$N = 1432$

$n = 716$

$F = 11.68 > F_{0.99}(1432-716,\, 716-1) = 1.24$

∴ reject H_0, there are individual differences.

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?

UNION are substantially different

robust SE are larger

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.

FD ⇒ 消除個體固定效應

```
Call:
lm(formula = LIQUORD ~ INCOMED - 1, data = liquor_fd)

Residuals:
    Min      1Q  Median      3Q     Max
-3.6852 -0.9196 -0.0323  0.9027  3.3620

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
  (因為不存在，40 個觀察量被刪除了)
Multiple R-squared:  0.01295,	Adjusted R-squared:  0.0004544
F-statistic: 1.036 on 1 and 79 DF,  p-value: 0.3118

> confint(fd_mod, level = 0.95)
               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?

```
Call:
lm(formula = readscore ~ small + aide + tchexper + boy + white_asian +
    freelunch, data = star)

Residuals:
     Min       1Q   Median       3Q      Max
-107.220  -20.214   -3.935   14.339  185.956

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 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 30.19 on 5759 degrees of freedom
  (因為不存在，20 個觀察量被刪除了)
Multiple R-squared:  0.09685,	Adjusted R-squared:  0.09591
F-statistic: 102.9 on 6 and 5759 DF,  p-value: < 2.2e-16
```

+5.82 ⇒ Yes, perform better in small classes

p-value = 0.391, not significant

+0.49 ⇒ Yes, more experienced teachers score higher

Yes, make 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.]

```
Call:
plm(formula = readscore ~ small + aide + tchexper + boy + white_asian +
    freelunch, data = star_panel, model = "within")

Unbalanced Panel: n = 79, T = 34-137, N = 5766

Residuals:
     Min.   1st Qu.    Median   3rd Qu.      Max.
-102.6381  -16.7834   -2.8473   12.7591  198.4169

Coefficients:
              Estimate Std. Error  t-value  Pr(>|t|)
small         6.490231   0.912962   7.1090 1.313e-12 ***
aide          0.996087   0.881693   1.1297    0.2586
tchexper      0.285567   0.070845   4.0309 5.629e-05 ***
boy          -5.455941   0.727589  -7.4987 7.440e-14 ***
white_asian   8.028019   1.535656   5.2277 1.777e-07 ***
freelunch   -14.593572   0.880006 -16.5835 < 2.2e-16 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Total Sum of Squares:    4628000
Residual Sum of Squares: 4268900
R-Squared:      0.077592
Adj. R-Squared: 0.063954
F-statistic: 79.6471 on 6 and 5681 DF, p-value: < 2.22e-16
>
```

small 效果↑
aide 仍不顯著
tchexper 效果下降
boy 效果上升
white_asian 效果上升
freelunch 一致

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?

```
        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
```

p-value < 0.05 學校固定效果顯著

當學校固定效果與主解釋變數幾乎不相關，主要變數的迴歸係數不會有明顯改變。