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?

(sol) (a) 結果在1987和1988間具一致性、且SE相似

⇒可能不具異質變異數

(b) 各變數有和時間相關的SE

(c) 最大的不同：SOUTH 變數之係數從 -0.218 變成 -0.3261 及 -0.1133

(d) $F = 11.68 > 1.2 = F_{0.05}(715, 711)$

$\therefore$ reject H_0，應用 fixed effects model.

(e) 皆有更大的 SE

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.

(a) estimated regression with differenced data is

$$\widehat{LIQUORD} = 0.02975\ INCOMED$$
$$(se) \qquad\qquad (0.02922)$$

The 95% interval estimate of the coefficient of Income is [-0.02841, 0.08791]

The interval covers 0. we have no evidence against the hypothesis that income doesn't affect liquor expenditure.

```
95% 信賴區間：
> cat("            2.5 %         97.5 %\n")
            2.5 %         97.5 %
> cat(formatted_conf_int, sep = "\n")
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、

```
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
  (20 observations deleted due to missingness)
Multiple R-squared:  0.09685,	Adjusted R-squared:  0.09591
F-statistic: 102.9 on 6 and 5759 DF,  p-value: < 2.2e-16
```

small 不顯著，小班平均分較高 (5.82分)
aide 不顯著
tchexper 正顯著，
experienced teacher 分數較高
boy 為負顯著，男生分數較高
white-asian 為正且顯著，
白人 or 亞洲人平均分較高

b、

```
Call:
plm(formula = readscore ~ small + aide + tchexper + boy + white_asian +
    freelunch, data = pdata, effect = "individual", 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
```

控制FE後，small仍顯著，小班分數較高，
tchexper 係數則下降
white-asian 係數提升很多並有顯著性

(c) F=16.698，學校 FE 在統計上顯著

```
(c) 固定效果顯著性檢定：
> print(f_test)

	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
```