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# 1 Formatting results task

| | (1) | (2) | (3) |
|---|---|---|---|
| | Attendance Rate | Grade Point Average | Height (in cm) |
| Treatment | 12.41*** | 0.000803 | 0.483* |
| | (65.48) | (0.03) | (2.26) |
| Constant | 25.05*** | 5.010*** | 129.9*** |
| | (187.27) | (250.38) | (859.94) |
| $R^2$ | 0.094 | 0.000 | 0.000 |
| Adjusted $R^2$ | 0.094 | 0.000 | 0.000 |
| Observations | 41309 | 41309 | 41309 |

*Notes* The table presents OLS estimates in all models. Roburst standard errors are reported in parenthesis

Level of Significance: $^{*}\ p < 0.05$, $^{**}\ p < 0.01$, $^{***}\ p < 0.001$

# 2 Econometrics knowledge task

- Name of method: Regression Discontinuity Design (RDD)
- Assumptions
  - Continuity of eligibility index: This requires the index being exploited as a proxy for randomnization should not jump, smooth at the cut-off point.
  - Comparability of units around the cut-off point
- Evaluation of RDD assumption
  - Visualization of eligibility index
  - Covariates comparison
  - Falsification outcomes
  - Adjustment in bandwidth selection

### Answer C.

Disparity in gender between the two groups (treatment and control) could create selection bias, particularly if gender affects level of altruism.

### Answer D.

- Non-comparability of treatment and control group, potentially causing selection bias.

## 3 Result interpretation task

The table presents regression results on the impact of a scholarship (treatment) on three outcome variables: worked hours, average grades, and stress level.

- **Worked Hours:** All other things being equal, students who received scholarship, on average, have a reduction of 268.95 hours in worked hours, significant at ($p < 0.01$). The $R^2$ and adjusted $R^2$ values of 0.176 indicate that the model explains 17.6% of the variance in worked hours. This suggests a moderate effect of the scholarship on reducing the need for work hours.
- **Average Grades:** Other things being equal, those who received scholarship, on average, have an increase of 9.99 points in average grade ($p < 0.01$). The model's $R^2$ of 0.029 implies that only 2.9% of the variation in grades is explained by the treatment, indicating a relatively weak effect.
- **Stress Level:** Other things being equal, those who received scholarship do not experience a significant reduction in stress level (coefficient = -0.03), with no statistically significant effect ($p > 0.05$). The $R^2$ is effectively 0, suggesting that the model does not explain any variation in stress levels.