

# BYEUNG-KUK OH

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## EDUCATION

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**Texas A&M University**

Ph.D. in Economics

*August 2017 - May 2022 (Expected)*

**Texas A&M University**

M.S. Economics (with a concentration in Financial Econometrics)

*August 2015 - May 2017*

**Sungkyunkwan University, South Korea**

M.A. Economics

*March 2003 - August 2008*

**Sungkyunkwan University, South Korea**

B.S. Mathematics and B.A. Economics

*March 1999 - Feb 2003*

## RESEARCH FIELDS

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Public Economics, Labor Economics, Economics of Education, Health Economics

## RESEARCH INTERESTS

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Aging and Pension Policy, Education, Health and Health Care, and Tax Policy

## WORKING PAPERS

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### **Persistent Effects of Ordinal Rank: Evidence from Middle Schools in South Korea**

Academic rank in school has a significant role in generating an observed gap in educational outcomes among students; however, there is little evidence on the serial persistence of its impact. Using idiosyncratic variation in the test score distribution across classes, this paper examines the effect of class rank in 7<sup>th</sup> grade both on secondary and postsecondary outcomes. To avoid the problem of self-selection into classes, I exploit longitudinal data from middle schools in South Korea, where students are randomly assigned to classrooms. I find a consistently positive impact of students' class rankings in 7<sup>th</sup> grade on their test scores from 8<sup>th</sup> to 12<sup>th</sup> grade. I also find that math rank in 7<sup>th</sup> grade positively impacts the 11<sup>th</sup> grade reported likelihood of choosing the math-science track, taking higher-level math courses, and being interested in obtaining a STEM degree in college. The result of postsecondary outcomes indicates a positive effect of class rank in 7<sup>th</sup> grade on the probability of attending a university. The results also show that math rank in 7<sup>th</sup> grade has a positive impact on the likelihood of applying to a STEM major and majoring in a STEM field while attending a university. These effects are likely driven by changes in students' self-confidence and effort provisions, parental investment, and students' attendance in a preferred high school.

### **Watch Out for Misbehaving Boys! Contagion Effects in Randomly Assigned Classrooms**

This paper studies the spillover effects of misbehaving boys on others' behavioral outcomes, leveraging the random assignment of students into classrooms in South Korean middle schools. Peers with single parents are more likely to misbehave in class, providing an instrument for peers' misbehavior to overcome the reflection problem. Misbehaving boys lead to an increase in the intensity of other students' misbehaviors in the classroom, whereas misbehaving girls do not have statistically significant effect on others. These effects are even more salient for male pupils and among those in low-income households.

### **Retirement and Healthcare Utilization: Evidence from Pension Eligibility Ages in South Korea**

Using the exogenous rule for the public pension benefit and a dataset for the elderly population from

South Korea – one of the developed Asian countries, I provide new evidence of how pension eligibility affects retirement and healthcare utilization. To overcome selection bias, I rely on a regression discontinuity design (RDD) to compare the outcomes of those barely above and below eligibility age thresholds. The findings indicate that crossing pensionable ages increases the probability of being in retirement and inpatient care utilization, while doing so has no significant effect on outpatient care utilization. The local average treatment effect (LATE) of retirement on healthcare utilization is consistent with previous studies in developing country or some high-income countries finding that retirement has a positive impact on inpatient care utilization. However, an additional analysis relying on the Intent-to-Treat (ITT) parameters for covariates-based subgroups suggests that retirement might not be a strong driver of the changes in inpatient care utilization across all subgroups.

### **The Capitalization of School Violence: Evidence from the Housing Market**

This paper investigates the impact of school violence on housing prices in South Korea. I use a dataset on school violence and housing market transactions to conduct both fixed effects and shift-share instrumental variable (IV) approaches. By using the fixed effects strategy, I first observe that an increase in middle school offense rates has a negative and statistically significant effect on housing prices, whereas a higher high school offense rate has a positive and statistically weak effect on house values. Then, implementing the shift-share IV strategy yields negative point estimates for secondary violent offense rates. I do find, however, that the point estimate for only middle school violent offense rates is larger and still statistically different from zero. The negative effects of middle school violent offenses on housing prices are particularly revealed in apartment sales and low-size house sales. I also find that these effects are not substantially differentiated with respect to neighborhood quality and types of schools. These results are likely driven by the decreased demand for housing and changes in school attributes representing homeowners' preference for schools.

## **WORKS IN PROGRESS**

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Parental Investment and Educational Outcomes: Evidence from Private Tutoring in South Korea

Family Income and Class Rank: Evidence from the Earned Income Tax Credit

The Impact of Tax Subsidies to the Housing Market: A Bunching-Based Evidence from South Korea

## **PROFESSIONAL ACTIVITY**

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Korea Association of Public Finance Conference *Oct 2021*

E-economics of Education Ph.D. Student Conference *Dec 2020*

TAMU Applied Microeconomics Seminar *March 2020, Oct 2020, April 2021, Nov 2021*

## **RESEARCH EXPERIENCE AND OTHER EMPLOYMENT**

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Researcher, Korea Insurance Research Institute, South Korea *July 2010 - July 2015*

Researcher, Korea Institute of Public Finance, South Korea *Feb 2009 - June 2010*

## **TEACHING EXPERIENCE**

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Instructor of Record, Texas A&M University

Principles of Microeconomics *Summer 2021*

Teaching Assistant, Texas A&M University

Microeconomic Theory *Fall 2018, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021*

Economics of Multinational Firm *Spring 2019*

## **AWARDS AND HONORS**

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Economics Department Research Fellowship

*Spring 2020*

## SKILLS

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<b>Software</b>	Stata, Python, R, Matlab, ArcGIS, LaTeX
<b>Language</b>	Korean (Native), English

## REFERENCES

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**Dr. Jonathan Meer** (*Chair*)  
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