



University of
Nottingham
UK | CHINA | MALAYSIA

Autumn 2018

Econometric Theory I

Computer Lab Class II

Juergen Amann

juergen.amann@nottingham.ac.uk

Wednesday 12:00 - 13:00, C42 SCGB

Last week

- Using `earnings.xls` we analysed the effect of education and work experience on earnings.

Last week

- Using `earnings.xls` we analysed the effect of education and work experience on earnings.
- We estimated

$$\text{earnings}_i = \beta_1 + \beta_2 \text{educ}_i + \beta_3 \text{workexp}_i + u_i$$

where

- earnings_i : earnings of individual i in USD per hour
- educ_i : education of individual i as in years
- workexp_i : work experience of individual i in years
- u_i : idiosyncratic error of i .

Last week

- Using earnings.xls we analysed the effect of education and work experience on earnings.
- We estimated

$$\text{earnings}_i = \beta_1 + \beta_2 \text{educ}_i + \beta_3 \text{workexp}_i + u_i$$

where

- earnings_i : earnings of individual i in USD per hour
 - educ_i : education of individual i as in years
 - workexp_i : work experience of individual i in years
 - u_i : idiosyncratic error of i .
- We found educ and workexp to be highly significant and positive.

This week

Two exercises:

- **Exercise 1:** Examine the evidence of a gender pay gap.

This week

Two exercises:

- **Exercise 1:** Examine the evidence of a gender pay gap.
 - Dummy variables.

This week

Two exercises:

- **Exercise 1:** Examine the evidence of a gender pay gap.
 - Dummy variables.
 - What does it mean when we '*control for (a) variable(s)*'?

This week

Two exercises:

- **Exercise 1:** Examine the evidence of a gender pay gap.
 - Dummy variables.
 - What does it mean when we '*control for (a) variable(s)*'?
- **Exercise 2:** Examine the determinants of educational attainment.

This week

Two exercises:

- **Exercise 1:** Examine the evidence of a gender pay gap.
 - Dummy variables.
 - What does it mean when we '*control for (a) variable(s)*'?
- **Exercise 2:** Examine the determinants of educational attainment.
 - Joint parameter hypothesis testing of coefficients; e.g.
 $H_0 : \beta_2 = \beta_3$.

This week

Two exercises:

- **Exercise 1:** Examine the evidence of a gender pay gap.
 - Dummy variables.
 - What does it mean when we '*control for (a) variable(s)*'?
- **Exercise 2:** Examine the determinants of educational attainment.
 - Joint parameter hypothesis testing of coefficients; e.g.
 $H_0 : \beta_2 = \beta_3$.
 - Restricted Least Squares.

Exercise 1

- We examine evidence of a gender pay gap.

Exercise 1

- We examine evidence of a gender pay gap.
- Our data set `earnings2.xls` contains the same variables as `earnings.xls` plus two **dummy variables**:

Exercise 1

- We examine evidence of a gender pay gap.
- Our data set `earnings2.xls` contains the same variables as `earnings.xls` plus two **dummy variables**:
 - $\text{female}_i = \begin{cases} 1 & \text{if individual } i \text{ is female} \\ 0 & \text{otherwise} \end{cases}$

Exercise 1

- We examine evidence of a gender pay gap.
- Our data set `earnings2.xls` contains the same variables as `earnings.xls` plus two **dummy variables**:
 - $\text{female}_i = \begin{cases} 1 & \text{if individual } i \text{ is female} \\ 0 & \text{otherwise} \end{cases}$
 - $\text{male}_i = \begin{cases} 1 & \text{if individual } i \text{ is male} \\ 0 & \text{otherwise} \end{cases}$

Exercise 1

- We examine evidence of a gender pay gap.
- Our data set `earnings2.xls` contains the same variables as `earnings.xls` plus two **dummy variables**:
 - $\text{female}_i = \begin{cases} 1 & \text{if individual } i \text{ is female} \\ 0 & \text{otherwise} \end{cases}$
 - $\text{male}_i = \begin{cases} 1 & \text{if individual } i \text{ is male} \\ 0 & \text{otherwise} \end{cases}$
- We want to know if there is a significant difference in earnings between men and women **controlling for education and work experience**.

Exercise 1

- Launch Stata.
- Download and import data `earnings2.xls` into Stata.

Exercise 1

- Launch Stata.
- Download and import data `earnings2.xls` into Stata.
- First, estimate last week's regression again:

$$\text{earnings}_i = \beta_1 + \beta_2 \text{educ}_i + \beta_3 \text{workexp}_i + u_i$$

Exercise 1

- Launch Stata.
- Download and import data earnings2.xls into Stata.
- First, estimate last week's regression again:

$$\text{earnings}_i = \beta_1 + \beta_2 \text{educ}_i + \beta_3 \text{workexp}_i + u_i$$

Type: `regress EARNINGS EDUC WORKEXP`

Exercise 1

- Launch Stata.
- Download and import data `earnings2.xls` into Stata.
- First, estimate last week's regression again:

$$\text{earnings}_i = \beta_1 + \beta_2 \text{educ}_i + \beta_3 \text{workexp}_i + u_i$$

Type: `regress EARNINGS EDUC WORKEXP`

- How can we use the dummy variables to examine whether there is evidence of a gender pay gap?

Exercise 1

- Launch Stata.
- Download and import data `earnings2.xls` into Stata.
- First, estimate last week's regression again:

$$\text{earnings}_i = \beta_1 + \beta_2 \text{educ}_i + \beta_3 \text{workexp}_i + u_i$$

Type: `regress EARNINGS EDUC WORKEXP`

- How can we use the dummy variables to examine whether there is evidence of a gender pay gap?

$$\text{earnings}_i = \beta_1 + \beta_2 \text{educ}_i + \beta_3 \text{workexp}_i + \beta_4 \text{female}_i + u_i$$

Exercise 1

- Launch Stata.
- Download and import data earnings2.xls into Stata.
- First, estimate last week's regression again:

$$\text{earnings}_i = \beta_1 + \beta_2 \text{educ}_i + \beta_3 \text{workexp}_i + u_i$$

Type: `regress EARNINGS EDUC WORKEXP`

- How can we use the dummy variables to examine whether there is evidence of a gender pay gap?

$$\text{earnings}_i = \beta_1 + \beta_2 \text{educ}_i + \beta_3 \text{workexp}_i + \beta_4 \text{female}_i + u_i$$

Type: `regress EARNINGS EDUC WORKEXP FEMALE`

Exercise 1

Stata Code

```
. regress EARNINGS EDUC WORKEXP
```

Exercise 1

Stata Code

```
. regress EARNINGS EDUC WORKEXP
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
EDUC	2.678125	.2336497	11.46	0.000	2.219146	3.137105
WORKEXP	.5624327	.1285136	4.38	0.000	.3099816	.8148837
_cons	-26.48501	4.27251	-6.20	0.000	-34.87789	-18.09213

Exercise 1

Stata Code

```
. regress EARNINGS EDUC WORKEXP
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
EDUC	2.678125	.2336497	11.46	0.000	2.219146	3.137105
WORKEXP	.5624327	.1285136	4.38	0.000	.3099816	.8148837
_cons	-26.48501	4.27251	-6.20	0.000	-34.87789	-18.09213

```
. regress EARNINGS EDUC WORKEXP FEMALE
```


Exercise 1

Stata Code

```
. regress EARNINGS EDUC WORKEXP
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
EDUC	2.678125	.2336497	11.46	0.000	2.219146	3.137105
WORKEXP	.5624327	.1285136	4.38	0.000	.3099816	.8148837
_cons	-26.48501	4.27251	-6.20	0.000	-34.87789	-18.09213

```
. regress EARNINGS EDUC WORKEXP FEMALE
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
EDUC	2.591137	.2285497	11.34	0.000	2.142174	3.0401
WORKEXP	.4056773	.1288199	3.15	0.002	.1526236	.658731
FEMALE	-5.90905	1.113972	-5.30	0.000	-8.097337	-3.720764
_cons	-19.69195	4.36076	-4.52	0.000	-28.25822	-11.12567

Exercise 1

- In the previous regression FEMALE captures the difference between male and female earnings.

Exercise 1

- In the previous regression FEMALE captures the difference between male and female earnings.
- We find a **negative and significant** effect for this parameter:

Exercise 1

- In the previous regression FEMALE captures the difference between male and female earnings.
- We find a **negative and significant** effect for this parameter:
 - Controlling for education and work experience, women earn significantly **less** than men.

Exercise 1

- In the previous regression FEMALE captures the difference between male and female earnings.
- We find a **negative and significant** effect for this parameter:
 - Controlling for education and work experience, women earn significantly **less** than men.
 - More specifically:

$$\widehat{earnings}_i = \begin{cases} (-19.69 - 5.91) + 2.59 * educ + 0.41 * workexp & \text{if female}_i = 1 \\ -19.69 & + 2.59 * educ + 0.41 * workexp & \text{if female}_i = 0 \end{cases}$$

Exercise 1

- In the previous regression FEMALE captures the difference between male and female earnings.
- We find a **negative and significant** effect for this parameter:
 - Controlling for education and work experience, women earn significantly **less** than men.
 - More specifically:

$$\widehat{earnings}_i = \begin{cases} (-19.69 - 5.91) + 2.59 * educ + 0.41 * workexp & \text{if female}_i = 1 \\ -19.69 & + 2.59 * educ + 0.41 * workexp & \text{if female}_i = 0 \end{cases}$$

- Structural stability in cross-section setting:

Exercise 1

- In the previous regression FEMALE captures the difference between male and female earnings.
- We find a **negative and significant** effect for this parameter:
 - Controlling for education and work experience, women earn significantly **less** than men.
 - More specifically:

$$\widehat{earnings}_i = \begin{cases} (-19.69 - 5.91) + 2.59 * educ + 0.41 * workexp & \text{if female}_i = 1 \\ -19.69 + 2.59 * educ + 0.41 * workexp & \text{if female}_i = 0 \end{cases}$$

- Structural stability in cross-section setting:
 - A different relationship exists for different cross-sectional groups, i.e. there is a significant difference in earnings between men and women.

How important are controls in this example?

```
. regress EARNINGS EDUC WORKEXP FEMALE
```


How important are controls in this example?

```
. regress EARNINGS EDUC WORKEXP FEMALE
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
EDUC	2.591137	.2285497	11.34	0.000	2.142174	3.0401
WORKEXP	.4056773	.1288199	3.15	0.002	.1526236	.658731
FEMALE	-5.90905	1.113972	-5.30	0.000	-8.097337	-3.720764
_cons	-19.69195	4.36076	-4.52	0.000	-28.25822	-11.12567

How important are controls in this example?

```
. regress EARNINGS EDUC WORKEXP FEMALE
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
EDUC	2.591137	.2285497	11.34	0.000	2.142174	3.0401
WORKEXP	.4056773	.1288199	3.15	0.002	.1526236	.658731
FEMALE	-5.90905	1.113972	-5.30	0.000	-8.097337	-3.720764
_cons	-19.69195	4.36076	-4.52	0.000	-28.25822	-11.12567

```
. regress EARNINGS FEMALE
```

How important are controls in this example?

```
. regress EARNINGS EDUC WORKEXP FEMALE
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
EDUC	2.591137	.2285497	11.34	0.000	2.142174	3.0401
WORKEXP	.4056773	.1288199	3.15	0.002	.1526236	.658731
FEMALE	-5.90905	1.113972	-5.30	0.000	-8.097337	-3.720764
_cons	-19.69195	4.36076	-4.52	0.000	-28.25822	-11.12567

```
. regress EARNINGS FEMALE
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
FEMALE	-6.956519	1.205095	-5.77	0.000	-9.323786	-4.589251
_cons	23.11448	.8521306	27.13	0.000	21.44057	24.78839

How important are controls in this example?

```
. regress EARNINGS EDUC WORKEXP FEMALE
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
EDUC	2.591137	.2285497	11.34	0.000	2.142174	3.0401
WORKEXP	.4056773	.1288199	3.15	0.002	.1526236	.658731
FEMALE	-5.90905	1.113972	-5.30	0.000	-8.097337	-3.720764
_cons	-19.69195	4.36076	-4.52	0.000	-28.25822	-11.12567

```
. regress EARNINGS FEMALE
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
FEMALE	-6.956519	1.205095	-5.77	0.000	-9.323786	-4.589251
_cons	23.11448	.8521306	27.13	0.000	21.44057	24.78839

- The gender pay gap is bigger if we do **not** control for educ and workexp.

How important are controls in this example?

```
. regress EARNINGS EDUC WORKEXP FEMALE
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
EDUC	2.591137	.2285497	11.34	0.000	2.142174	3.0401
WORKEXP	.4056773	.1288199	3.15	0.002	.1526236	.658731
FEMALE	-5.90905	1.113972	-5.30	0.000	-8.097337	-3.720764
_cons	-19.69195	4.36076	-4.52	0.000	-28.25822	-11.12567

```
. regress EARNINGS FEMALE
```

EARNINGS	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
FEMALE	-6.956519	1.205095	-5.77	0.000	-9.323786	-4.589251
_cons	23.11448	.8521306	27.13	0.000	21.44057	24.78839

- The gender pay gap is bigger if we do **not** control for educ and workexp.
- This is what is meant when you hear '*The gender pay gap shrinks when we take into account ...*' in our case education and work experience.
- Also, there's more to the question than it seems! [▶ Let's take a look!](#)

Exercise 2

- Let's examine the determinants of educational attainment.
- Download `education.xls` and import it into Stata.

Exercise 2

- Let's examine the determinants of educational attainment.
- Download `education.xls` and import it into Stata.
- We estimate

$$\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \text{mothereduc}_i + \beta_4 \text{fathereduc}_i + u_i$$

where

- educ_i : education of individual i in years
- aptitude_i : test score of individual i attained on aptitude test
- mothereduc_i : years i 's mother spent in full-time education
- fathereduc_i : years i 's father spent in full-time education
- u_i : idiosyncratic error of i .

Exercise 2

Check for significance and interpret results!

Exercise 2

Check for significance and interpret results!

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

Exercise 2

Check for significance and interpret results!

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

EDUC	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
APTITUDE	.1257087	.0098533	12.76	0.000	.1063528	.1450646
MOTHEREDUC	.0492425	.0390901	1.26	0.208	-.027546	.1260309
FATHEREDUC	.1076825	.0309522	3.48	0.001	.04688	.1684851
_cons	5.370631	.4882155	11.00	0.000	4.41158	6.329681

Exercise 2

Check for significance and interpret results!

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

EDUC	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
APTITUDE	.1257087	.0098533	12.76	0.000	.1063528	.1450646
MOTHEREDUC	.0492425	.0390901	1.26	0.208	-.027546	.1260309
FATHEREDUC	.1076825	.0309522	3.48	0.001	.04688	.1684851
_cons	5.370631	.4882155	11.00	0.000	4.41158	6.329681

- All coefficients are positive.
- Coefficient for mothereduc is insignificant.

Exercise 2

- Use an F-test to test the hypothesis that a father's and mother's educational attainments have the *same* impact on individual i 's educational attainment.

Exercise 2

- Use an F-test to test the hypothesis that a father's and mother's educational attainments have the *same* impact on individual i 's educational attainment.
- In the context of our model:

Exercise 2

- Use an F-test to test the hypothesis that a father's and mother's educational attainments have the *same* impact on individual i 's educational attainment.
- In the context of our model:
 - $\beta_f = \beta_m \Leftrightarrow \beta_f - \beta_m = 0$

Exercise 2

- Use an F-test to test the hypothesis that a father's and mother's educational attainments have the *same* impact on individual i 's educational attainment.
- In the context of our model:
 - $\beta_f = \beta_m \Leftrightarrow \beta_f - \beta_m = 0$
 - $H_0 : \beta_f - \beta_m = 0, H_a : \beta_f - \beta_m \neq 0$

Exercise 2

- Use an F-test to test the hypothesis that a father's and mother's educational attainments have the *same* impact on individual i 's educational attainment.
- In the context of our model:
 - $\beta_f = \beta_m \Leftrightarrow \beta_f - \beta_m = 0$
 - $H_0 : \beta_f - \beta_m = 0, H_a : \beta_f - \beta_m \neq 0$
- $F_{1,T-k-1} = \left(\frac{(\hat{\beta}_f - \hat{\beta}_m) - (\beta_f - \beta_m)}{\sqrt{se_{\beta_f}^2 + se_{\beta_m}^2 + 2 \times se_{\beta_f} se_{\beta_m}}} \right), H_0 : \left(\frac{(\hat{\beta}_f - \hat{\beta}_m)}{\sqrt{se_{\beta_f}^2 + se_{\beta_m}^2 + 2 \times se_{\beta_f} se_{\beta_m}}} \right)$

Exercise 2

- Use an F-test to test the hypothesis that a father's and mother's educational attainments have the *same* impact on individual i 's educational attainment.
- In the context of our model:
 - $\beta_f = \beta_m \Leftrightarrow \beta_f - \beta_m = 0$
 - $H_0 : \beta_f - \beta_m = 0, H_a : \beta_f - \beta_m \neq 0$
- $F_{1, T-k-1} = \left(\frac{(\hat{\beta}_f - \hat{\beta}_m) - (\beta_f - \beta_m)}{\sqrt{se_{\beta_f}^2 + se_{\beta_m}^2 + 2 \times se_{\beta_f} se_{\beta_m}}} \right), H_0 : \left(\frac{(\hat{\beta}_f - \hat{\beta}_m)}{\sqrt{se_{\beta_f}^2 + se_{\beta_m}^2 + 2 \times se_{\beta_f} se_{\beta_m}}} \right)$
 - $se^2 = \hat{\sigma}^2$, the sample variance.
 - $\hat{\beta}_j$, the estimated coefficient.
 - As before: Observed Value – Value Predicted under H_0 (here equal to 0) divided by the estimated standard error of the estimator.

Exercise 2

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

Exercise 2

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

EDUC	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
APTITUDE	.1257087	.0098533	12.76	0.000	.1063528	.1450646
MOTHEREDUC	.0492425	.0390901	1.26	0.208	-.027546	.1260309
FATHEREDUC	.1076825	.0309522	3.48	0.001	.04688	.1684851
_cons	5.370631	.4882155	11.00	0.000	4.41158	6.329681

Exercise 2

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

EDUC	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
APTITUDE	.1257087	.0098533	12.76	0.000	.1063528	.1450646
MOTHEREDUC	.0492425	.0390901	1.26	0.208	-.027546	.1260309
FATHEREDUC	.1076825	.0309522	3.48	0.001	.04688	.1684851
_cons	5.370631	.4882155	11.00	0.000	4.41158	6.329681

```
. test MOTHEREDUC = FATHEREDUC
```

Exercise 2

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

EDUC	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
APTITUDE	.1257087	.0098533	12.76	0.000	.1063528	.1450646
MOTHEREDUC	.0492425	.0390901	1.26	0.208	-.027546	.1260309
FATHEREDUC	.1076825	.0309522	3.48	0.001	.04688	.1684851
_cons	5.370631	.4882155	11.00	0.000	4.41158	6.329681

```
. test MOTHEREDUC = FATHEREDUC
```

```
( 1) MOTHEREDUC - FATHEREDUC = 0
```

```
F( 1, 536) = 0.90  
Prob > F = 0.3440
```

- We **fail** to reject H_0 as F-statistic is smaller than the critical value.
- Important: This is **not** a test of joint significance of both coefficients!
- You can also get the above F-statistic 'by hand'. [▶ See how it's done!](#)

Exercise 2

- Re-estimate the regression imposing the constraint that $\beta_f = \beta_m \Leftrightarrow \beta_3 = \beta_4$.

Exercise 2

- Re-estimate the regression imposing the constraint that $\beta_f = \beta_m \Leftrightarrow \beta_3 = \beta_4$.
- We just saw how super tedious this is using Stata's menu.

Exercise 2

- Re-estimate the regression imposing the constraint that $\beta_f = \beta_m \Leftrightarrow \beta_3 = \beta_4$.
- We just saw how super tedious this is using Stata's menu.
- More intuitive and faster if we note:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \text{mothereduc}_i + \beta_4 \text{fathereduc}_i + u_i$

Exercise 2

- Re-estimate the regression imposing the constraint that $\beta_f = \beta_m \Leftrightarrow \beta_3 = \beta_4$.
- We just saw how super tedious this is using Stata's menu.
- More intuitive and faster if we note:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \text{mothereduc}_i + \beta_4 \text{fathereduc}_i + u_i$
 - If $\beta_3 = \beta_4$ then our model becomes:

Exercise 2

- Re-estimate the regression imposing the constraint that $\beta_f = \beta_m \Leftrightarrow \beta_3 = \beta_4$.
- We just saw how super tedious this is using Stata's menu.
- More intuitive and faster if we note:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \text{mothereduc}_i + \beta_4 \text{fathereduc}_i + u_i$
 - If $\beta_3 = \beta_4$ then our model becomes:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \underbrace{(\text{mothereduc}_i + \text{fathereduc}_i)}_{\text{parentseduc}_i} + u_i$

Exercise 2

- Re-estimate the regression imposing the constraint that $\beta_f = \beta_m \Leftrightarrow \beta_3 = \beta_4$.
- We just saw how super tedious this is using Stata's menu.
- More intuitive and faster if we note:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \text{mothereduc}_i + \beta_4 \text{fathereduc}_i + u_i$
 - If $\beta_3 = \beta_4$ then our model becomes:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \underbrace{(\text{mothereduc}_i + \text{fathereduc}_i)}_{\text{parentseduc}_i} + u_i$

```
. generate PARENTSEDUC = MOTHEREDUC + FATHEREDUC
```

Exercise 2

- Re-estimate the regression imposing the constraint that $\beta_f = \beta_m \Leftrightarrow \beta_3 = \beta_4$.
- We just saw how super tedious this is using Stata's menu.
- More intuitive and faster if we note:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \text{mothereduc}_i + \beta_4 \text{fathereduc}_i + u_i$
 - If $\beta_3 = \beta_4$ then our model becomes:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \underbrace{(\text{mothereduc}_i + \text{fathereduc}_i)}_{\text{parentseduc}_i} + u_i$

```
. generate PARENTSEDUC = MOTHEREDUC + FATHEREDUC  
  
. regress EDUC APTITUDE PARENTSEDUC
```

Exercise 2

- Re-estimate the regression imposing the constraint that $\beta_f = \beta_m \Leftrightarrow \beta_3 = \beta_4$.
- We just saw how super tedious this is using Stata's menu.
- More intuitive and faster if we note:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \text{mothereduc}_i + \beta_4 \text{fathereduc}_i + u_i$
 - If $\beta_3 = \beta_4$ then our model becomes:
 - $\text{educ}_i = \beta_1 + \beta_2 \text{aptitude}_i + \beta_3 \underbrace{(\text{mothereduc}_i + \text{fathereduc}_i)}_{\text{parentseduc}_i} + u_i$

```
. generate PARENTSEDUC = MOTHEREDUC + FATHEREDUC  
  
. regress EDUC APTITUDE PARENTSEDUC
```

EDUC	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
APTITUDE	.1253106	.0098434	12.73	0.000	.1059743	.1446469
PARENTSEDUC	.0828368	.0164247	5.04	0.000	.0505722	.1151014
_cons	5.29617	.4817972	10.99	0.000	4.349731	6.242608

Thank you and see you next week!

Juergen Amann

juergen.amann@nottingham.ac.uk

Wednesday 12:00 - 13:00, C42 SCGB

Exercise 1: Gender differences

[◀ Go back](#)

In our data set men have (on average) higher education and more work experience:

```
. tabstat EARNINGS EDUC WORKEXP, stat(mean sd) long by(FEMALE)
```

Exercise 1: Gender differences [◀ Go back](#)

In our data set men have (on average) higher education and more work experience:

```
. tabstat EARNINGS EDUC WORKEXP, stat(mean sd) long by(FEMALE)
```

FEMALE	stats	EARNINGS	EDUC	WORKEXP
-----+-----				
0	mean	23.11448	13.72222	17.87201
	sd	16.05073	2.575381	3.993107
-----+-----				
1	mean	16.15796	13.62222	15.9287
	sd	11.59666	2.297135	4.641399
-----+-----				
Total	mean	19.63622	13.67222	16.90036
	sd	14.41566	2.438476	4.433377

There is also notably more variation in earnings and work experience for men (check standard deviation).

Exercise 1: Gender differences [◀ Go back](#)

In our data set men have (on average) higher education and more work experience:

```
. tabstat EARNINGS EDUC WORKEXP, stat(mean sd) long by(FEMALE)
```

FEMALE	stats	EARNINGS	EDUC	WORKEXP
-----+-----				
0	mean	23.11448	13.72222	17.87201
	sd	16.05073	2.575381	3.993107
-----+-----				
1	mean	16.15796	13.62222	15.9287
	sd	11.59666	2.297135	4.641399
-----+-----				
Total	mean	19.63622	13.67222	16.90036
	sd	14.41566	2.438476	4.433377

There is also notably more variation in earnings and work experience for men (check standard deviation).

Lastly, do the blue numbers look familiar? Compare them with the output when running

```
. regress EARNINGS FEMALE
```

Exercise 2: F-statistic 'by hand' [◀ Go back](#)

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

Exercise 2: F-statistic 'by hand'

[◀ Go back](#)

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

EDUC	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
APTITUDE	.1257087	.0098533	12.76	0.000	.1063528	.1450646
MOTHEREDUC	.0492425	.0390901	1.26	0.208	-.027546	.1260309
FATHEREDUC	.1076825	.0309522	3.48	0.001	.04688	.1684851
_cons	5.370631	.4882155	11.00	0.000	4.41158	6.329681

Exercise 2: F-statistic 'by hand'

[◀ Go back](#)

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

EDUC	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
APTITUDE	.1257087	.0098533	12.76	0.000	.1063528	.1450646
MOTHEREDUC	.0492425	.0390901	1.26	0.208	-.027546	.1260309
FATHEREDUC	.1076825	.0309522	3.48	0.001	.04688	.1684851
_cons	5.370631	.4882155	11.00	0.000	4.41158	6.329681

```
. vce
```

Exercise 2: F-statistic 'by hand' [◀ Go back](#)

```
. regress EDUC APTITUDE MOTHEREDUC FATHEREDUC
```

EDUC	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
APTITUDE	.1257087	.0098533	12.76	0.000	.1063528	.1450646
MOTHEREDUC	.0492425	.0390901	1.26	0.208	-.027546	.1260309
FATHEREDUC	.1076825	.0309522	3.48	0.001	.04688	.1684851
_cons	5.370631	.4882155	11.00	0.000	4.41158	6.329681

```
. vce
```

Covariance matrix of coefficients of regress model

e(V)	APTITUDE	MOTHEREDUC	FATHEREDUC	_cons
APTITUDE	.00009709			
MOTHEREDUC	-.00008909	.00152803		
FATHEREDUC	-.00006315	-.00066072	.00095804	
_cons	-.00320754	-.00529709	-.00044575	.23835441

```
. display ((.0492425 - .1076825) / (sqrt(.00152803 + .00095804 + 2 * .00066072)))^2
```

```
. 89697298 <- this is the F-statistic F( 1, 536) = 0.90!
```