

# Lecture 6: OLS asymptotics and further issues

# [ Topics we'll cover today ]

- Asymptotic consistency of OLS
- Lagrange multiplier test
- Data scaling
- Predicted values with logged dependent variables
- Interaction terms

# [ Consistency ]

$$n \rightarrow \infty$$

$$bias \rightarrow 0$$

- Consistency is a more relaxed form of unbiasedness. An estimator may be biased, but as  $n$  approaches infinity, it may be consistent (or unbiased in the limit).
- Consistency of the OLS slope estimate requires a relaxed version of MLR4
  - Each  $x_j$  is uncorrelated with  $u$

# [ Inconsistency ]

$$n \rightarrow \infty$$

$$bias \rightarrow |c| > 0$$

- If any  $x_j$  is correlated with  $u$ , each slope estimate is biased, and increasing sample size does not eliminate bias, so the slope estimates are inconsistent as well.

# Asymptotics of hypothesis testing

- MLR6 assumes that the error term is distributed normally, allowing us to perform t-tests and F-tests on the estimated parameters.
- In practice, the actual distribution of the error term has a lot to do with the distribution of the dependent variable. In many cases, with a highly non-normal dependent variable, the error term is nowhere near normally distributed.
- But . . .

# Asymptotics of hypothesis testing

- If assumptions MLR1 through MLR5 hold,

$$n \rightarrow \infty$$

$$\hat{\beta}_j \sim N(\beta_j, se(\hat{\beta}_j))$$

$$(\hat{\beta}_j - \beta_j) / se(\hat{\beta}_j) \overset{a}{\sim} N(0,1)$$

$$se(\hat{\beta}_j) \cong c_j / \sqrt{n}$$

- This means that t and F tests are valid as sample size increases. Also, the standard error will decrease proportional the increase in the square root of the sample size.

# Asymptotics of hypothesis testing

- If assumptions MLR1 through MLR5 hold,

$$n \rightarrow \infty$$

$$\hat{\beta}_j \sim N(\beta_j, se(\hat{\beta}_j))$$

$$(\hat{\beta}_j - \beta_j) / se(\hat{\beta}_j) \stackrel{a}{\sim} N(0,1)$$

$$se(\hat{\beta}_j) \cong c_j / \sqrt{n}$$

- We are not invoking MLR6 here. We make no assumption about the distribution of the error terms.
- This means that as  $n$  approaches infinity, our parameters are normally distributed.

# Asymptotics of hypothesis testing

- But how close to infinity do we need to get before we can invoke the asymptotic properties of OLS regression?
- Some econometricians say 30. Let's say above 200, assuming you don't have too many regressors.
- Note: Reviewers in criminology are typically not sympathetic to the asymptotic properties of OLS!



# [ Lagrange Multiplier test ]

- In large samples, an alternative to testing multiple restrictions using the F-test is the Lagrange multiplier test.
  1. Regress  $y$  on restricted set of independent variables
  2. Save residuals from this regression
  3. Regress residuals on unrestricted set of independent variables.
  4. R-squared times  $n$  in above regression is the Lagrange multiplier statistic, distributed chi-square with degrees of freedom equal to number of restrictions being tested.

# Lagrange Multiplier test example

- Does ethnicity/race, age, delinquency frequency, school attachment, income and antisocial peers explain any variation in high school gpa?
- We will compare to a model that only includes male, middle school gpa and math knowledge.

```
. reg hsgpa male msgpa r_mk
```

Source	SS	df	MS	Number of obs =	6574
Model	1488.67547	3	496.225156	F( 3, 6570) =	2030.42
Residual	1605.6756	6570	.244395069	Prob > F	= 0.0000
				R-squared	= 0.4811
				Adj R-squared	= 0.4809
Total	3094.35107	6573	.470766936	Root MSE	= .49436

hsgpa	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
male	-.1341638	.012397	-10.82	0.000	-.158466	-.1098616
msgpa	.4352299	.0081609	53.33	0.000	.4192319	.4512278
r_mk	.1728567	.0074853	23.09	0.000	.1581832	.1875303
_cons	1.554284	.0257374	60.39	0.000	1.50383	1.604738

```
. predict residual, r ← What do the residuals represent?
```

# Lagrange Multiplier test example

```
. reg residual male hisp black other agedol dfreq1 schattach msgpa r_mk income1 antipeer
```

Source	SS	df	MS	Number of obs =	6574
Model	76.3075043	11	6.93704584	F( 11, 6562) =	29.76
Residual	1529.3681	6562	.233064325	Prob > F =	0.0000
Total	1605.6756	6573	.244283524	R-squared =	0.0475
				Adj R-squared =	0.0459
				Root MSE =	.48277

residual	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
male	-.0232693	.0122943	-1.89	0.058	-.0473701	.0008316
hisp	-.0600072	.0174325	-3.44	0.001	-.0941806	-.0258337
black	-.1402889	.0152967	-9.17	0.000	-.1702753	-.1103024
other	-.0282229	.0186507	-1.51	0.130	-.0647844	.0083386
agedol	-.0105066	.0048056	-2.19	0.029	-.0199273	-.001086
dfreq1	-.0002774	.0004785	-0.58	0.562	-.0012153	.0006606
schattach	.0216439	.0032003	6.76	0.000	.0153702	.0279176
msgpa	-.0260755	.0081747	-3.19	0.001	-.0421005	-.0100504
r_mk	-.0408928	.0077274	-5.29	0.000	-.0560411	-.0257445
income1	1.21e-06	1.60e-07	7.55	0.000	8.96e-07	1.52e-06
antipeer	-.0167256	.0041675	-4.01	0.000	-.0248953	-.0085559
_cons	.0941165	.0740153	1.27	0.204	-.0509776	.2392106

# Lagrange Multiplier test example

```
. di "This is the Lagrange multiplier statistic:", e(r2)*e(N)  
This is the Lagrange multiplier statistic: 312.42022
```

```
. di chi2tail(8, 312.42022)  
9.336e-63
```

- Null rejected.
- The degrees of freedom in either the restricted or unrestricted model plays no part on the test statistic. This is because the test relies on large sample properties.
- The residual from the first regression represents variation in high school gpa not explained by the first three variables (sex, middle school gpa and math knowledge).
- The second regression shows us whether the excluded variables can explain any variation in the dependent variable that the included variables couldn't.

# [ In-class exercise ]

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Do questions 1 through 4

# Data scaling and OLS estimates

- If you multiply  $y$  by a constant  $c$ 
  - the coefficients are multiplied by  $c$
  - SST, SSR, SSE are multiplied by  $c^2$
  - RMSE multiplied by  $c$
  - *R-squared, F-statistic, t-statistics, p values* **unchanged**
  - If you have really small coefficients that are statistically significant, multiply your dependent variable by a constant for ease of interpretation.
- If you add a constant  $c$  to  $y$ 
  - Intercept changes by same amount.
  - Nothing else changes.

# Data scaling and OLS estimates

- If you multiply  $x_j$  by a constant  $c$ 
  - the coefficient  $\beta_j$ ,  $\text{se}(\beta_j)$ ,  $\text{CI}(\beta_j)$  are *divided* by  $c$
  - Nothing else changes
- If you add a constant  $c$  to  $x_j$ 
  - Intercept reduces by  $c \cdot \beta_j$
  - Standard error and confidence interval of intercept changes as well.
  - Nothing else changes.

# Predicted values with logged dependent variables

- It is incorrect to simply exponentiate the predicted value from the regression with the logged dependent variable. The error term must be taken into account:

$$\hat{y} = \exp(\hat{\sigma}^2 / 2) \cdot \exp(\log \hat{y})$$

- Where  $\sigma^2$  (hat) is the mean squared error of the regression.
- Even better, where  $\alpha$  hat is the expected value of the exponentiated error term:

$$\hat{y} = \hat{\alpha}_0 \cdot \exp(\log \hat{y})$$



# Predicted values with logged dependent variables

- Alpha hat can be estimated two different ways.
  - Take the average of the exponentiated residuals (“smearing estimate”, I kid you not)
  - Regress  $y$  on the expected value of  $\log(y)$  from the initial regression (no constant). The slope estimate is an estimate of alpha.
- Example of smearing estimate in ceosal1.dta:



# Predicted values with logged dependent variables, example

```
. reg lsalary lsales
```

Source	SS	df	MS	Number of obs = 209		
Model	14.0661688	1	14.0661688	F( 1, 207) = 55.30		
Residual	52.6559944	207	.254376785	Prob > F = 0.0000		
Total	66.7221632	208	.320779631	R-squared = 0.2108		
				Adj R-squared = 0.2070		
				Root MSE = .50436		

lsalary	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
lsales	.2566717	.0345167	7.44	0.000	.1886224	.3247209
_cons	4.821997	.2883396	16.72	0.000	4.253538	5.390455

```
. gen wronghat=exp(4.821997+.2566717*lsales)
```

```
. summ wronghat
```

Variable	Obs	Mean	Std. Dev.	Min	Max
wronghat	209	1079.71	292.9326	467.755	2370.687

# Predicted values with logged dependent variables, example

```
. predict resid, r
```

```
. gen expresid=exp(resid)
```

```
. summ expresid
```

Variable	Obs	Mean	Std. Dev.	Min	Max
expresid	209	1.199045	1.364334	.3640822	16.63112

```
. gen righthat2=1.199045*exp(4.821997+.2566717*lsales)
```

```
. summ righthat2
```

Variable	Obs	Mean	Std. Dev.	Min	Max
righthat2	209	1294.621	351.2394	560.8593	2842.561

- Another way to obtain an estimate of  $\alpha$ -hat:

```
. reg lsalary sales
```

Source	SS	df	MS	Number of obs =	209
Model	5.27916955	1	5.27916955	F( 1, 207) =	17.79
Residual	61.4429937	207	.296826056	Prob > F =	0.0000
Total	66.7221632	208	.320779631	R-squared =	0.0791
				Adj R-squared =	0.0747
				Root MSE =	.54482

lsalary	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
sales	.000015	3.55e-06	4.22	0.000	7.98e-06	.000022
_cons	6.84665	.045003	152.14	0.000	6.757927	6.935373

```
. predict p
(option xb assumed; fitted values)

. gen ep=exp(p)

. reg salary ep, noc
```

Source	SS	df	MS	Number of obs =	209
Model	337331623	1	337331623	F( 1, 208) =	176.55
Residual	397426261	208	1910703.18	Prob > F =	0.0000
Total	734757884	209	3515587.96	R-squared =	0.4591
				Adj R-squared =	0.4565
				Root MSE =	1382.3

salary	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
ep	1.158517	.0871908	13.29	0.000	.9866264	1.330408

# [ In-class exercise ]

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Do questions 5 and 6

# [ Assumption #0: Additivity ]

- This assumption, usually unstated, implies that for each  $X_j$ , the effect is constant regardless of the values other independent variables.
- If we believe, on the other hand, that the effect of  $X_j$  depends on values of some other independent variable  $X_k$ , then we estimate an interactive (non-additive) model

# [ Interactive model, non-additivity ]

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 (X_1 X_2) \dots + \beta_k X_k + u$$

- In this model, the effects of  $X_1$  and  $X_2$  on  $Y$  are no longer constant.
- The effect of  $X_1$  on  $Y$  is  $(\beta_1 + \beta_3 X_2)$
- The effect of  $X_2$  on  $Y$  is  $(\beta_2 + \beta_3 X_1)$

# [ Interactive model, non-additivity ]

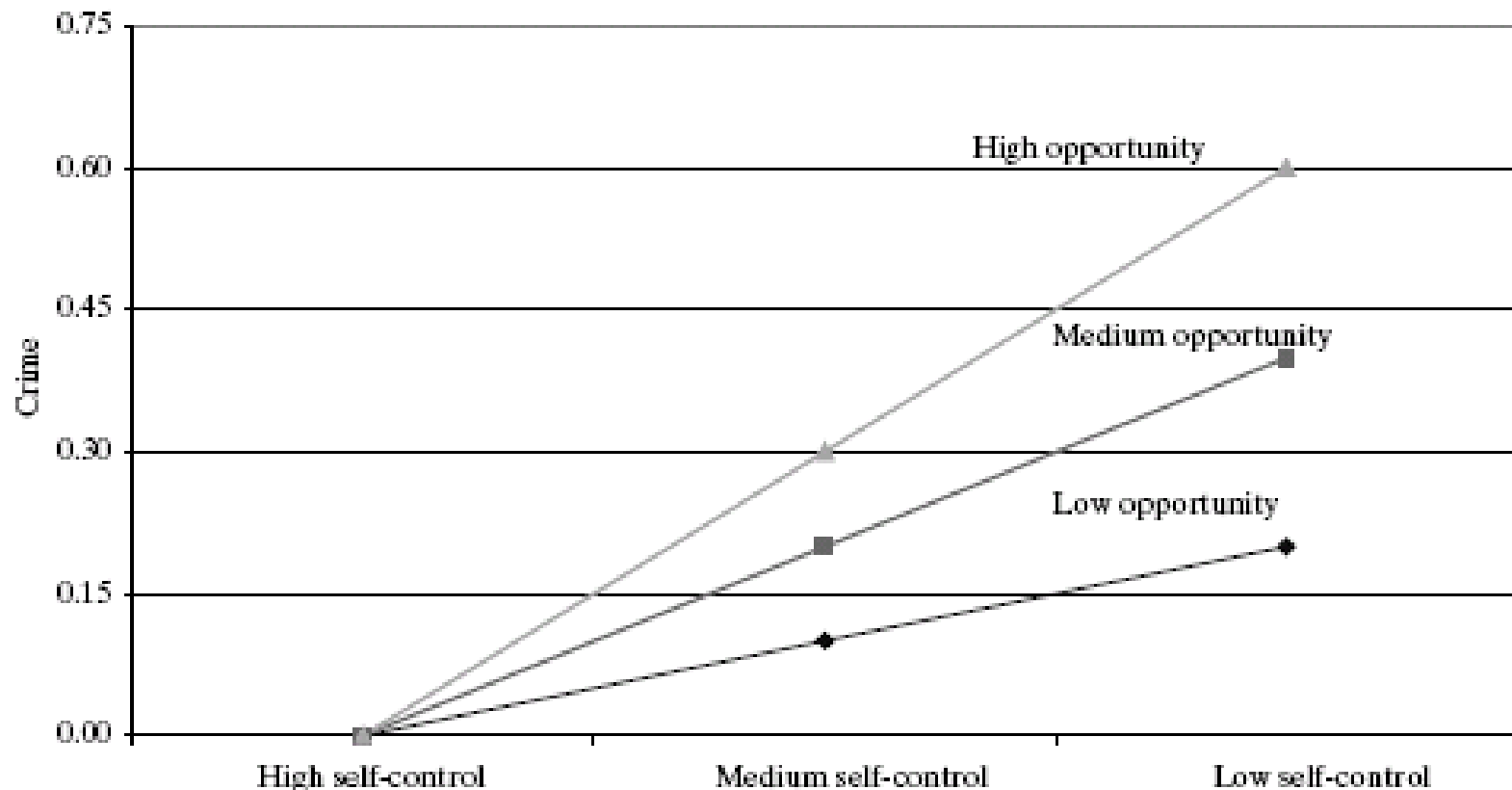
$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 (X_1 X_2) \dots + \beta_k X_k + u$$

- This drastically changes the meaning of  $\beta_1$  and  $\beta_2$
- $\beta_1$  is now the effect of  $X_1$  on  $Y$  **when  $X_2$  equals zero.**
- $\beta_2$  is now the effect of  $X_2$  on  $Y$  **when  $X_1$  equals zero.**
- If  $X_2$  never equals zero in your sample,  $\beta_1$  is meaningless!
- If  $X_1$  never equals zero in your sample,  $\beta_2$  is meaningless!
- Do not interpret the magnitude of  $\beta_3$  by itself. It is interpreted in combination with either  $\beta_1$  or  $\beta_2$ .
- If  $\beta_3$  is statistically significant, it means that the effect of  $X_1$  on  $Y$  depends on  $X_2$ , or that the effect of  $X_2$  on  $Y$  depends on  $X_1$ , or both.



# Non-additivity example: Hay & Forrest 2008

**Figure 1. Opportunity as an Hypothesized Moderator of the Relationship Between Low Self-Control and Crime**



**Table 2. Results for OLS Regressions of Crime on Low Self-Control, Opportunity, and the Interaction between the Two**

	Unsupervised Time from Home (Mother)		Unsupervised Time from Home (Child)		Time with Peers		Adult Absence	
Intercept	-.62	(.37)	-.59	(.37)	-.68	(.38)	-.65	(.37)
Age	.06**	(.03)	.06**	(.03)	.07**	(.03)	.07**	(.03)
Male	.11**	(.05)	.10**	(.04)	.11**	(.05)	.13**	(.05)
Black	.10	(.06)	.12**	(.06)	.14**	(.06)	.14**	(.06)
Hispanic	-.04	(.06)	-.05	(.06)	-.02	(.06)	-.01	(.06)
Parental attachment	-.13***	(.04)	-.10**	(.04)	-.15***	(.04)	-.13***	(.04)
Deviant peer pressure	.79***	(.16)	.78***	(.17)	.85***	(.17)	.83***	(.17)
Low self-control	.11***	(.03)	.13***	(.03)	.14***	(.03)	.11***	(.03)
Opportunity	.08***	(.02)	.11***	(.03)	.03	(.02)	.06**	(.03)
Low self-control × opportunity	.09***	(.03)	.06*	(.03)	.02	(.02)	.05	(.04)
<i>N</i> (Clusters)	749 (692)		743 (686)		744 (687)		740 (683)	
<i>R</i> <sup>2</sup>	.240		.253		.226		.222	
<i>F</i> -test for <i>R</i> <sup>2</sup> differences <sup>a</sup>	22.79***		7.15***		.87		4.58**	

NOTES: Unstandardized coefficients and robust standard errors (in parentheses) are shown in the top row, and standardized coefficients are shown in the bottom row.

<sup>a</sup>The *F*-test is computed by comparing the *R*-squared in these equations to the *R*-squared that was obtained in the table 1 equations that do not contain the interactions (Bohrnstedt and Knoke, 1988: 414).

\**p* < .06; \*\**p* < .05; \*\*\**p* < .01.

# Non-additivity example: Hay & Forrest 2008

- The standardized coefficients in the first column can be interpreted as follows:
  - On average (when opportunity=0, the average), a 1 standard deviation decrease in self-control is associated with a .16 s.d. increase in crime
  - But for those with 1 s.d. less unsupervised time, a 1 s.d. decrease in self-control is associated with a .01 s.d. increase in crime
  - And for those with 1 s.d. more unsupervised time, a 1 s.d. decrease in self-control is associated with a .31 s.d. increase in crime.
- Or, we could focus on the standardized effect of unsupervised time, with self-control as a moderator:
  - .12 on average, for those with average self-control
  - -.03 for those with 1 s.d. higher self-control
  - .27 for those with 1 s.d. lower self-control

## [ Non-additivity: interaction terms ]

- Interpretation of the main effects in non-additive models is easier if 0 has a substantive meaning for both variables in the interaction term.
- Wooldridge (p. 197) notes that if we would like the main effects to have specific meanings, we can subtract particular values from  $X_1$  and  $X_2$  before multiplying them.

## [ Non-additivity: interaction terms ]

- To determine if interaction term adds to explanation, look at t-statistic for interaction term, or conduct F-test for restricted/unrestricted models.
- Hay and Forrest used an r-squared version of the restricted/unrestricted F-test. It's equivalent.
- In general, in order to interpret interaction effects, you have to plug in interesting values for the  $X_2$  term and see how the effect on  $X_1$  changes, or vice versa. Either that, or learn how to use the margins command.

# [ In-class exercise ]

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Do questions 7 through 9

[Next time:

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Homework 7 Problems C4.10, C5.2, C5.3, C6.4i, ii, iii,  
C6.6i, ii, iii, iv

Read: Wooldridge Chapter 7