

Weak instruments assignment

Hard copies of the assignment are to be put in the designated box in the common room on the fourth floor of the second (middle) E tower before:

5pm, Friday January 19-th. (Nb you can't enter this space after 5pm!)

Maximum number of pages is 4 including figures! No code has to be provided.

1. Size distortions: To illustrate the size distortions of the 2SLS t -statistic, we simulate data from the following model:

$$\begin{aligned} Y &= X\beta + \varepsilon \\ X &= Z\Pi + V \end{aligned}$$

where Y and X are $N \times 1$ vectors which contain the endogenous variables and Z is a $N \times k$ matrix of instruments. ε and v are $N \times 1$ vectors that contain the disturbances. The different rows of $(\varepsilon : V)$, $(\varepsilon_i : V_i)'$, $i = 1, \dots, N$, are independently normal distributed: $(\varepsilon_i : V_i) \sim N(0, \Sigma)$, $\Sigma = \begin{pmatrix} 1 & \rho \\ \rho & 1 \end{pmatrix}$. We use $N = 100$, $k = 10$, $\Pi = a \times e_{10}$ with e_{10} a 10×1 vector whose top element is one and all remaining elements are equal to zero. All elements of Z are independently standard normal distributed. We only simulate them once and keep them fixed throughout the simulation experiment.

We use eight different values of a : (1 0.6 0.3 0.15 0.07 0.04 0.02 0) and ten different values of ρ : (0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.9 0.95).

For each value of a make a graph of the rejection frequency as a function of ρ when testing $H_0 : \beta = 0$ with 95% significance using the 2SLS t -statistic. Use 5000 simulations from the above model. You can combine these eight graphs in one figure. What do you conclude? (Start each simulation run with the same seed so you use the same random numbers for each of the graphs. The command: `randn('seed', some (prime) number)` sets the seed for the Matlab random number generator).

2. Compute and make a figure of the 95% critical value function of the LR statistic as a function of $r(\beta_0)$ for $k = 10$. Can you say anything specific about the critical value when $r(\beta_0) = 0$ or infinite? (Use the same seed for each simulation run).
3. Repeat the exercise in 1 for the AR, score and LR statistics. What do you conclude? (Use the same seed for each simulation run).
4. Compute and make a figure of the 95% critical value function of the LR statistic as a function of $r(\beta_0)$ for $k = 4$. (Use the same seed for each simulation run).

5. Card (1993)¹ analyzes the return on education. He uses different proximity to college variables as instruments. The file `assignmentweakinstruments.mat` contains that part of the Card data which we use for this assignment. The different variables in the file are: `nearc2`: if near a 2 year college, `nearc4`: if near a 4 year college, `nearc4a`: if near a 4 year community college, `nearc4b`: if near a 4 year private college, `ed`: years of education, `wage`: log-earnings, `age`: age in years, `age2`: squared age, `exper`: experience, `exper2`: experience squared, `south`: lives in the South, `smsa`: lives in a metropolitan area, `race`: racial indicator.

The variables `wage` and `ed` constitute the endogenous variables (y and x), `nearc2`, `nearc4`, `nearc4a`, `nearc4b` are instruments (z) and `exper`, `exper2`, `south`, `smsa`, `race` and the constant term are the included exogenous variables (w) (We do not use `age` and `age2`).

- (a) Using only `nearc2` as an instrument, construct the 95% confidence set for the return on education using the 2SLS t -statistic and the AR statistic.
- (b) Is there a difference between these confidence sets and if so can you explain why this difference occurs?
- (c) What is the value of the first stage F-statistic and what does the value of the AR statistic look like when the tested parameter is large.
- (d) We did not use the LM and LR statistics in a or did we?
- (e) Using `nearc4`, `nearc2`, `nearc4a` and `nearc4b` as instruments, construct the 95% confidence set for the return on education using the 2SLS t -statistic, AR, LM and LR statistics.
- (f) Is there a difference between these confidence sets and if so can you explain why this difference occurs?
- (g) Since the model is over-identified, we can test whether the instruments are exogenous. Do so using the over-identification test (which coincides with the minimal value of the AR-statistic over all values of the return on education parameter). Use the correct degrees of freedom for the χ^2 limiting distribution which is ...

¹Card, D. Using geographic variation in college proximity to estimate the return to schooling. In L.N. Christofides, E.K. Grant and R. Swidinsky, editor, *Aspects of Labour Market Behaviour: essays in honor of John Vanderkamp*, pages 201—222. University of Toronto Press, Toronto, Canada, 1995. (NBER Working Paper 4483 (1993)).