

REPLICATION OF “EDUCATIONAL  
EXPANSION AND ITS HETEROGENEOUS  
RETURNS FOR WAGE WORKERS”  
BY  
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TODO: include outline of present.

# THEORETICAL PART

# INTRODUCTION

# SUMMARY OF GEBEL & PFEIFFER (2010)

- basic idea: examine evolution of returns to education in West German labour market.
- Focus on change in returns to education over time as a consequence to education expansion in Germany.
- methodology:
  - Wooldridge's (2004) **conditional mean independence**
  - Garen's (1984) **control function** approach, that requires an *exclusion restriction*
  - as well as OLS
- data: SOEP 1984-2006

# DATA AND VARIABLES

- Log of hourly wage
- Years of education (constructed from categorical variable)
- Age and age squared
- Gender
- Father's education
- Mother's education
- Father's occupation
- Rural or urban household
- Number of Siblings (as instrument)

TODO: more detailed table? (Comment) not necessary

# BACKGROUND INFORMATION

- **increase in educational attainment** in the 1960s. From 1984 to 2006, average years of schooling increased:
  - woman: 11.3  $\rightarrow$  12.8
  - men: 11.9  $\rightarrow$  12.9
- **How can educational expansion affect the returns to education?**
- Standard theory: an increase of labor supply of high-skilled workers should decrease the returns to education
- High-educated workers with higher unobserved motivation / ability which positively affects wages
- More “less talented” accepted to higher education & thereby decreasing the average productivity levels of higher educated workers  $\rightarrow$  overall effect not clear
- unobserved characteristics leading to **selection bias**:
  - higher ability and motivation to stay longer in education

# A FEW A PRIORI HYPOTHESES

(Comment) imo not super important, could be neglected because we have enough stuff tot alk about - but nice table!

Factors affecting RtE	↑ RTE	↓ RTE
Increase in female labour participation		✓
Birth cohort sizes (Baby boom)		✓
Wage determination processes (entrants)		✓
Skill-biased technological change	✓	



# ECONOMETRIC APPROACH

# EMPIRICAL FRAMEWORK (DERIVATION) I

The study is based on the **correlated random coefficient model** (Blundell / Dearden / Sianesi, 2005; Heckman / Vytlacil, 1998; Wooldridge, 2004).

$$\ln Y_i = a_i + b_i S_i$$

with  $a_i = a'X_i + \varepsilon_{ai}$ , and  $b_i = b'X_i + \varepsilon_{bi}$

where  $\ln Y_i$  : log of wages and  $S_i$  years of schooling of individual  $i$

- The model has, therefore, an **individual-specific intercept**  $a_i$  and **slope**  $b_i$  dependent on **observables**  $X_i$  and **unobservables**  $\varepsilon_{ai}$  and  $\varepsilon_{bi}$ .
- Does not assume that  $b_i$  and  $S_i$  are independent  $\rightarrow$  Individuals with higher expected benefits from education are more likely to remain longer in education  $\rightarrow b_i$  may be correlated with  $S_i$  meaning positive self-selection.

# EMPIRICAL FRAMEWORK (DERIVATION) II

- focus: estimate average partial effect (APE), which is the return per additional year of education for a randomly chosen individual (or averaged across the population)

$$E(\partial \ln Y / \partial S) = E(b_i) = \beta$$

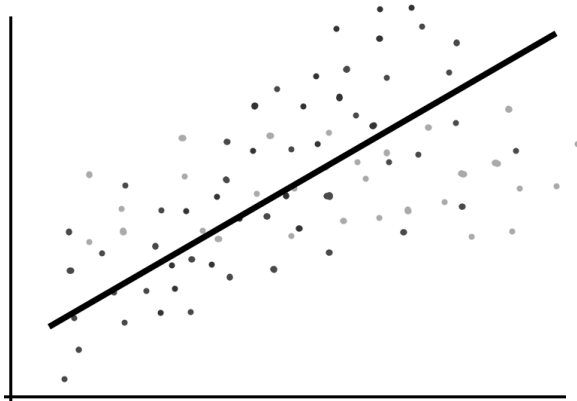
In case of homogenous returns to education the wage equation reduces to:

$$\ln Y_i = a'X_i + \bar{b}S_i + \varepsilon_{ai}$$

- Unobserved heterogeneity may only affect the **intercept** of the wage equation.

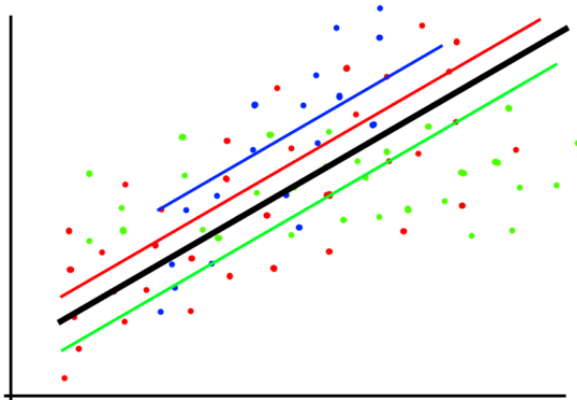
- still potential endogeneity if  $\varepsilon_{ai}$  correlates with  $S_i$

# EMPIRICAL FRAMEWORK (INTUITION) I



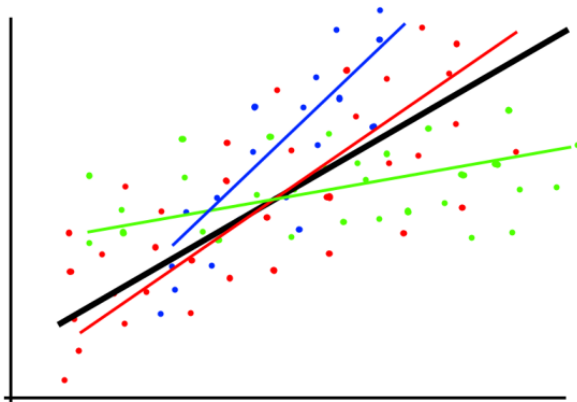
- Simple OLS

# EMPIRICAL FRAMEWORK (INTUITION) II



- Multiple OLS with homogenous return to Educ

# EMPIRICAL FRAMEWORK (INTUITION) III



- Correlated Random Coefficient Model

# DISTINCTION TO CONVENTIONAL METHODS

- OLS
  - ability and “background” bias
- IV Methods
  - if education is correlated with **unobserved individual heterogeneity**, IV methods may fail to identify APE.
    - alternative: **Local Average Treatment Effect**.

# CONDITIONAL MEAN INDEPENDENCE

According to Wooldridge (2004, pg. 7), **APE** is identified by:

$$E(\ln Y_i \mid a_i, b_i, S_i, X_i) = E(\ln Y_i \mid a_i, b_i, S_i) = a_i + b_i S_i \quad (\text{A.1})$$

$$E(S_i \mid a_i, b_i, X_i) = E(S_i \mid X_i) \text{ and } \text{Var}(S_i \mid a_i, b_i, X_i) = \text{Var}(S_i \mid X_i) \quad (\text{A.2})$$

TODO: add interpretation of assumptions



ESTIMATOR FOR  $\beta$  AND GLM

$$\hat{\beta} = \frac{1}{N} \sum_{i=1}^N \left( (S_i - \hat{E}(S_i | X_i) \ln Y_i) / \hat{Var}(S_i | X_i) \right)$$

$$E(S_i | X_i) = e^{\gamma X_i} \quad \text{and} \quad Var(S_i | X_i) = \sigma^2 e^{\gamma X_i}$$

Where  $\sigma^2$  can be consistently estimated by the mean of squared Pearson residuals and standard errors are bootstrapped.

# CONTROL FUNCTION APPROACH I

- Based on proposition by Garen (1984).
- Similar to Heckman two-step estimator.
- Models schooling choice explicitly in first step
- CF approach can identify APE in heterogeneous returns while standard IV approach may not.

First stage: modelling of schooling choice

$$S_i = c'X_i + dZ_i + v_i \quad \text{with} \quad E(v_i \mid Z_i, X_i) = 0$$

where:

- $X_i$  and  $Z_i$  influence the educational decision.
- $v_i$ : Error term incorporating unobserved determinants of education choice.
- $Z_i$ : Exclusion restriction (instrument).

# CONTROL FUNCTION APPROACH II

- $V_i$ ,  $\varepsilon_{ai}$  and  $\varepsilon_{bi}$  are normally distributed with zero means and positive variances.
- possible correlation between error terms
- $v_i$  is positive if an individual acquires higher education than expected conditional on observed characteristics

Second step: augmented wage equation

$$\ln Y_i = a_i + \beta S_i + \gamma_1 v_i + \gamma_2 V_i S_i + w_i$$

where:

- $\gamma_1 v_i$  and  $\gamma_2$  are the **control functions**
  - $\gamma_1 = \text{cov}(\varepsilon_{ai}, v_i) / \text{var}(v_i)$
  - $\gamma_2 = \text{cov}(\varepsilon_{bi}, v_i) / \text{var}(v_i)$
- $E(w_i | X_i, S_i, v_i) = 0$  (as shown in Heckman / Robb, 1985)

# CONTROL FUNCTION APPROACH III

Interpretation of the coefficients of the control functions -  $\gamma_1$  measures the effect of those unobserved factors that led to over- or under-achievement in education on the wage - Thus, if  $\gamma_1$  is positive, the unobserved factors affect schooling *and* wages positively -  $\gamma_2$  describes how this effect changes with increasing levels of education - Positive coefficient would indicate that those with unexpected educational “over-achievement” tend to earn higher wages

TODO: intuition for CF approach

# REPLICATION RESULTS



# SET-UP

- We use the same sample: West Germans (not foreign-born or self-employed) between 25 & 60 years who work full-time
- We have less observations than Gebel & Pfeiffer (2010) per survey year after we delete all observations with missing values
- Yet, we extend the observation period until 2016
- Three estimation methods: OLS, CMI & CF
- We are not able to replicate the estimation results of Gebel & Pfeiffer (2010) exactly, yet the trend / shape is similar

# RESULTS

- i'm not so sure how to add images / tables here but in the new do-file link <https://1drv.ms/u/s!Ap1Tm8513olthBjgylALS8Zp3A7G> you can just save the graph with all 3 approaches
- & then display on the other side the same graph from GP(2010, p.35)
- also: here is a table with the our & GP estimates for comparisons - your bootstrapped standard errors are already included

<https://1drv.ms/x/s!Ap1Tm8513olthBp5BPld0qO8h3Yj>



# ESTIMATED RETURNS ON EDUCATION

- Estimates from OLS & CMI are similar, yet, CMI produces lower estimates which points to a positive self-selection bias
- Generally, CF estimates are much more volatile and less precise

Differences between replicated & original estimations - Our OLS estimates are on average larger than those of Gebel & Pfeiffer (2010) by 0.004 percentage points - Our CMI estimates are on average larger than those of Gebel & Pfeiffer (2010) by 0.002 percentage points (first years lower, than larger) - Our CF estimates are on average significantly larger by 0.032 percentage points, though the divergence gets smaller from 2000 onwards

# CONTROL FUNCTION ESTIMATES I

Instrumental variable in first stage - *number of siblings* is significant at the 0.1% level for all years - as expected, the number of siblings has a negative impact on the years of schooling (the estimates range between -0.13 & -0.23) - We would assume that the instrument does not directly affect the error term in the wage equation

Coefficients of the control functions -  $\gamma_1$  is negative for majority of years, yet very small and insignificant in all years - Gebel & Pfeiffer (2010) estimate a positive coefficient in the 1980s and 1990s - but also insignificant -  $\gamma_2$  is negative and close to zero for most years - indicates that those with unexpectedly high education have lower returns to education - Similarly, they are only slightly significant in the 1980s, and stronger significant in the early 2000s - The estimates are very similar to those of Gebel & Pfeiffer (2010)

- that both coefficients are (mostly) negative hints that educational expansion caused more “less abled” to achieve higher education

# EXPLANATIONS FOR DIVERGENCES BETWEEN REPLICATION AND GEBEL & PFEIFFER (2010)

- sample not the same
- ...

# PRO'S & CON'S OF ESTIMATION METHODS

# THE END

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