LECTURE 7

Introduction to Econometrics

Nonlinear specifications and dummy variables

October 27, 2017

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- ▶ We showed how the F-test and the R^2 are related

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► We will define the notion of a dummy variable and we will show its different uses in linear regression models

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- ► We have to choose carefully the functional form of the relationship between the dependent variable and each explanatory variable
 - ► The choice of a functional form should be based on the underlying economic theory and/or intuition
 - ► Do we expect a curve instead of a straight line? Does the effect of a variable peak at some point and then start to decline?

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- ► Linear form is used as default functional form until strong evidence that it is inappropriate is found

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- ▶ Interpretation: if x_k increases by 1 **percent**, then y will change by β_k **percents**
- Before using a double-log model, make sure that there are no negative or zero observations in the data set



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(0.14) (0.17)

Q ... output

L ... labor

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- ► Interpretation: if we increase the amount of labor by 1%, the production of sugar will increase by 0.59%, ceteris paribus.
- Ceteris paribus is a Latin phrase meaning 'other things being equal'.



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► Interpretation: if x_k increases by 1 **unit**, then y will change by $(\beta_k * 100)$ **percent** (k = 1, 2)



► Estimating demand for chicken meat:

$$\widehat{Y} = -6.94 - \begin{array}{cc} 0.57 \ PC + \begin{array}{cc} 0.25 \ PB + \begin{array}{cc} 12.2 \ \ln YD \\ (0.11) \end{array} \end{array}$$

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► Interpretation: An increase in the annual disposable income by 1% increases chicken consumption by 0.12 kg per year, ceteris paribus.

Estimating the influence of education and experience on wages:

```
\widehat{\ln wage} = 0.217 + 0.098 \ educ + 0.010 \ exper \ (0.008)

wage \dots \text{ annual wage (USD)}

educ \dots \text{ years of education}

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▶ Interpretation: An increase in education by one year increases annual wage by 9.8%, ceteris paribus. An increase in experience by one year increases annual wage by 1%, ceteris paribus.

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$$\frac{\partial y}{\partial x_1} = \beta_1 + 2 \cdot \beta_2 \cdot x_1$$

- ► Clearly, the effect of x_1 on y is not constant, but changes with the level of x_1
- ► We might also have higher order polynomials, e.g.:

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_1^2 + \beta_3 x_1^3 + \beta_4 x_1^4 + \varepsilon$$



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► Decreasing returns to hours of studying: more hours implies higher grade, but the positive effect of additional hour of studying decreases with more hours

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- ► The functional form has to be correctly specified in order to avoid biased and inconsistent estimates
 - Remember that one of the OLS assumptions is that the model is correctly specified
- Ideally: the specification is given by underlying theory of the equation
- ► In reality: underlying theory does not give precise functional form
- ► In most cases, either linear form is adequate, or common sense will point out an easy choice from among the alternatives

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- ► Nonlinearity of dependent variable
 - harder to detect based on statistical fit of the regression
 - ► *R*² is incomparable across models where the *y* is transformed
 - dependent variables are often transformed to log-form in order to make their distribution closer to the normal distribution

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$$Male = \begin{cases} 1 & \text{if the person is male} \\ 0 & \text{if the person is female} \end{cases}$$

$$Weekend = \begin{cases} 1 & \text{if the day is on weekend} \\ 0 & \text{if the day is a work day} \end{cases}$$

$$NewStadium = \begin{cases} 1 & \text{if the team plays on new stadium} \\ 0 & \text{if the team plays on old stadium} \end{cases}$$

INTERCEPT DUMMY

 Dummy variable included in a regression alone (not interacted with other variables) is an intercept dummy

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- ► It changes the intercept for the subset of data defined by a dummy variable condition:

$$y_i = \beta_0 + \beta_1 D_i + \beta_2 x_i + \varepsilon_i$$

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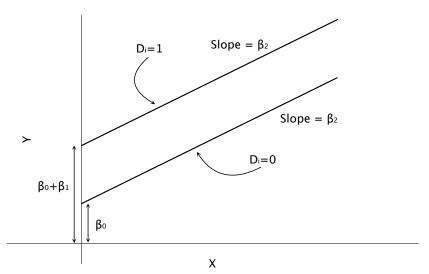
$$D_i = \left\{ \begin{array}{ll} 1 & \text{if the i-th observation meets a particular condition} \\ 0 & \text{otherwise} \end{array} \right.$$

▶ We have

$$y_i = (\beta_0 + \beta_1) + \beta_2 x_i + \varepsilon_i \text{ if } D_i = 1$$

 $y_i = \beta_0 + \beta_2 x_i + \varepsilon_i \text{ if } D_i = 0$





► Estimating the determinants of wages:

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$$\widehat{wage_i} = -3.890 + 2.156 M_i + 0.603 \ educ_i + 0.010 \ exper_i$$

$$(0.270) \quad (0.051) \quad (0.064)$$
where $M_i = \begin{cases} 1 & \text{if the } i\text{-th person is female} \\ 0 & \text{if the } i\text{-th person is female} \end{cases}$

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► Interpretation of the dummy variable *M*: men earn on average \$2.156 per hour more than women, ceteris paribus

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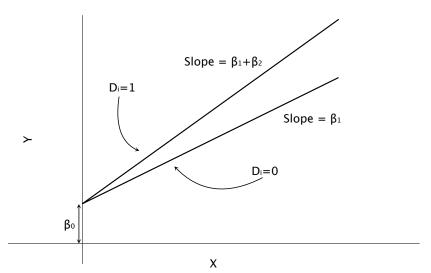
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$$y_i = \beta_0 + (\beta_1 + \beta_2)x_i + \varepsilon_i$$
 if $D_i = 1$
 $y_i = \beta_0 + \beta_1x_i + \varepsilon_i$ if $D_i = 0$





► Estimating the determinants of wages:

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$$\widehat{wage}_i = -2.620 + 0.450 \ educ_i + 0.170 \ M_i \cdot educ_i + 0.010 \ exper_i$$

$$(0.054) \quad (0.021) \quad (0.065)$$
where $M_i = \begin{cases} 1 & \text{if the } i\text{-th person is male} \\ 0 & \text{if the } i\text{-th person is female} \end{cases}$

$$wage \dots \text{ average hourly wage in USD}$$

► Estimating the determinants of wages:

► Interpretation: men gain on average 17 cents per hour more than women for each additional year of education, ceteris paribus

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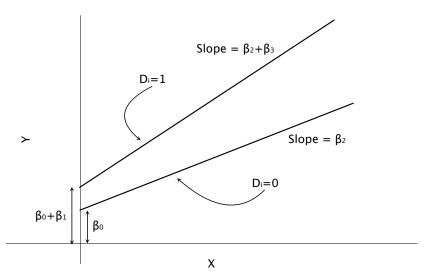
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- ► Should we include also a third dummy in the regression, which is equal to 1 for people with elementary education?
 - ▶ No, unless we exclude the intercept!
 - Using full set of dummies leads to perfect multicollinearity (dummy variable trap, see next lectures)

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- ► Further readings:
 - ► Studenmund, Chapter 7
 - ▶ Wooldridge, Chapters 6 & 7