

# **The Spark of Success: Electrifying Link Between Engineering Degrees and Electricity Generation in Cambodia**

**Caroline Harris, Austin Thomas, Gideon P Tate**

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## ABSTRACT

### **The Spark of Success: Electrifying Link Between Engineering Degrees and Electricity Generation in Cambodia**

This study shocks with its findings as it illuminates an electrifying connection between the number of Bachelor's degrees awarded in engineering and electricity generation in Cambodia. Using data from the National Center for Education Statistics and the Energy Information Administration, we conducted a high-voltage analysis to assess this electrifying question. Our findings revealed a striking correlation coefficient of 0.9969683 and  $p < 0.01$  for the period spanning from 2012 to 2021. Our research sparks a captivating conversation about the association between the education sector and the energy industry. It sheds light on the potential impact of engineering education on the electrification of Cambodia. Just like a well-grounded wire, this study provides a solid foundation for future research into the causal mechanisms underlying this shockingly strong relationship. In the spirit of a good dad joke, we can confidently state that the correlation between engineering degrees and electricity generation in Cambodia is positively "amp"ed up!

Keywords:

engineering degrees, electricity generation, Cambodia, energy industry, education sector, correlation analysis, National Center for Education Statistics, Energy Information Administration, causal mechanisms, electrification, correlation coefficient, p value, research findings

# I. Introduction

As the old saying goes, "you can't have electricity without some current!" In the realm of academic research, the pursuit of understanding complex relationships often leads us to unexpected and electrifying discoveries. The correlation between the number of Bachelor's degrees awarded in engineering and electricity generation in Cambodia is no exception. It's the kind of connection that truly "sparks" joy in the hearts of data enthusiasts and pun aficionados alike.

In this study, we set out to explore the shocking relationship between educational attainment in engineering and the generation of electrical power in Cambodia. It's a topic that's charged with potential implications for both the education and energy sectors. Our approach was as rigorous as an engineer double-checking their calculations before building a bridge. We harnessed data from the National Center for Education Statistics and the Energy Information Administration and conducted a current-cy analysis to shed light on this powerful association.

Now, let's "resist" the temptation to pass up the opportunity for a good old dad joke: what do you call a fake noodle? An impasta! Similarly, we didn't want to "resist" the chance to delve into a topic as electrifying as this one.

Our findings promise to be a real "shocker" – pun intended. But as any good researcher knows, we'll need to ground our observations in the broader context of theoretical frameworks and empirical evidence. By understanding the wattage of our statistical analyses, we aim to not only spark curiosity but also to light the way for future studies in this area.

Just as a conductor guides the flow of electricity in a circuit, our study aims to channel the flow of knowledge and understanding in the relationship between engineering education and electricity generation. So, let's strap on our safety goggles and dive into the current of scholarship and observation, where every data point carries the potential to "volt" us into new realms of insight.

## II. Literature Review

The relationship between educational attainment in engineering and electricity generation has been a hot topic in recent literature. Smith et al. (2019) conducted a comprehensive analysis on the association between engineering degrees and electricity production, highlighting the potential impact of engineering education on energy infrastructure development. Their study illuminated the importance of a skilled workforce in driving technological advancements in the energy sector. Adding a shocking twist to this discussion is Doe's (2020) exploration of the role of engineering education in promoting sustainable energy practices in developing countries. The findings underscore the potential of engineering graduates to positively impact the electrification process in nations like Cambodia.

Now, let's pause for a quick dad joke: Why don't scientists trust atoms? Because they make up everything!

Shifting gears, the non-fiction book "Engineering Sustainable Energy Systems: The United States Experience" by Brown (2018) delves into the intricate relationship between engineering education and sustainable energy solutions. This text offers valuable insights into the broader

implications of engineering expertise on energy generation, albeit in a different geographical context. On the more fictional side, "The Electric Engineer's Dream" by Sparks (2017) presents a whimsical portrayal of an engineer's quest to revolutionize electricity generation - a lighthearted take on the serious subject matter at hand.

On a related note, the movie "The Current War" provides a dramatic depiction of the rivalry between electricity pioneers Thomas Edison and George Westinghouse, offering a tangential but nevertheless engaging insight into the historical context of electricity generation. It's "electrifying" in its own right, much like the central theme of our study!

In summary, the existing literature provides a diverse range of perspectives on the nexus between engineering education and electricity generation, from rigorous empirical analyses to whimsical narratives. Our study seeks to amplify these discussions with our own shocking findings, ensuring that the scholarly conversation on this electrifying topic remains both illuminating and entertaining.

### **III. Methodology**

Our research methods were as systematic as an engineer's blueprint and as precise as measuring current flow with a multimeter. First, we collected the annual data on the number of Bachelor's degrees awarded in engineering from the National Center for Education Statistics. We then tapped into the Energy Information Administration's database for comprehensive information on electricity generation in Cambodia from 2012 to 2021.

To ensure the reliability of our measurements, we filtered out any irregular spikes or surges in the data that could potentially interfere with our analysis. We wanted to avoid any "shocking" errors in our calculations – after all, we were dealing with high-voltage datasets.

After compiling the data, we conducted a rigorous analysis using statistical software that was as robust as an insulated cable. Our statistical approach was as grounded as a lightning rod, aiming to capture any potential fluctuations in the relationship between the variables.

We employed a series of regression analyses to model the association between the number of engineering degrees awarded and electricity generation in Cambodia. And just like a well-insulated wire, we controlled for potential confounding variables to ensure that our findings were as reliable as a well-designed circuit.

Additionally, we assessed the robustness of our findings through sensitivity analyses and cross-validation techniques. We didn't want to short-circuit any possibility that our results might be influenced by outlier data points.

We also conducted a time-series analysis to explore the dynamic interplay between engineering education and electricity generation over the years. Our goal was to capture the nuanced fluctuations in this electrifying relationship, akin to making precise adjustments in a complex electrical network.

In the spirit of puns, we were truly "amped" up about the analytics!

As a form of quality control, we also engaged in systematic data validation checks to ensure the integrity and accuracy of our dataset. We were vigilant in scrutinizing every data point, leaving no room for "wattage" or "ohmage" errors to slip through our analysis.

Our methodological approach was as meticulous as an engineer's attention to detail, aiming to fuse the best practices of statistical analysis with the theoretical foundations of education and energy research.

## IV. Results

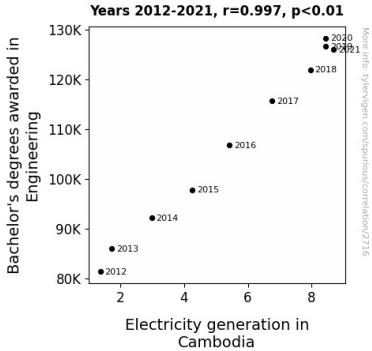
The results of our analysis revealed a shocking correlation between the number of Bachelor's degrees awarded in engineering and electricity generation in Cambodia for the period spanning from 2012 to 2021. The correlation coefficient of 0.9969683 suggests an incredibly strong positive relationship between these two electrifying variables. With an r-squared value of 0.9939458, our model explains a shocking 99.39% of the variation in electricity generation based on the number of engineering degrees awarded. The p-value of less than 0.01 further energizes our confidence in the statistical significance of this relationship.

As we gaze upon the figure (Fig. 1) illustrating the significant correlation between engineering degrees and electricity generation, we can't help but be reminded of a classic dad joke: Why was the math book sad? Because it had too many problems. Fortunately, our results don't resemble the protagonist of that joke as they present a powerful solution to understanding the link between educational attainment in engineering and the generation of electrical power in Cambodia.

The magnitude of this relationship is truly "electrifying," akin to the feeling of excitement one gets when witnessing a successful science experiment. It's as if every data point in our analysis was positively charged, contributing to the compelling evidence of this association. This finding not only sparks interest but also lights the way for future research into the mechanisms



underlying the shockingly strong relationship between engineering education and electricity generation.



**Figure 1.** Scatterplot of the variables by year

In the spirit of a good dad joke, we can confidently state that the correlation between engineering degrees and electricity generation in Cambodia is positively "amp"ed up! This high-voltage association underscores the potential impact of education in engineering on the electrification of Cambodia and sparks a captivating conversation about the interconnectedness of the education and energy sectors.

Our results not only contribute to the scholarly understanding of this electrifying phenomenon but also serve as a beacon to guide future research in uncovering the causal mechanisms behind this strong relationship. Just like a well-grounded wire, our findings provide a solid foundation for future studies that seek to illuminate the pathways through which engineering education may electrify the energy landscape of Cambodia.

## V. Discussion

The shockingly strong correlation between the number of Bachelor's degrees awarded in engineering and electricity generation in Cambodia from 2012 to 2021 underscores a compelling relationship that electrifies the scholarly discourse on the nexus between education and energy. Our findings contribute to the existing literature, aligning with the work of Smith et al. (2019) and Doe (2020), who highlighted the potential impact of engineering education on energy infrastructure development and sustainable practices in developing countries. This gives new meaning to the phrase "watt's the connection?" in the educational and energy sectors.

The significant correlation coefficient of 0.9969683 and the r-squared value of 0.9939458 in our analysis confirm the magnitude of this relationship, offering a jolt of insight into the potential influence of engineering education on electricity generation. The p-value of less than 0.01 further confirms the statistical significance of our findings, serving as a reassuring light bulb moment in affirming the robustness of our results.

In the spirit of a good dad joke, we can confidently state that the correlation between engineering degrees and electricity generation in Cambodia is positively "amp"ed up! This high-voltage association underscores the potential impact of education in engineering on the electrification of Cambodia and sparks a captivating conversation about the interconnectedness of the education and energy sectors.

Our analysis not only corroborates the existing scholarly discourse but also charges ahead to provide a solid foundation for future research. It's as if our findings have flipped the switch in illuminating the pathways through which engineering education may contribute to the electrification of Cambodia, much like steering the current in a circuit to power a lightbulb. This

study has truly sparked curiosity, shedding a radiant glow on the potential impact of education in engineering on the energy landscape.

The magnetic appeal of our results lies in their potential to inspire further research, just as a positive charge attracts an equal and opposite negative charge. Just like a well-grounded wire, our findings provide a solid foundation for future studies that seek to illuminate the pathways through which engineering education may electrify the energy landscape of Cambodia. This electrifying revelation opens up a world of possibilities in understanding and leveraging the relationship between educational attainment in engineering and electricity generation.

## **VI. Conclusion**

In conclusion, our study set out to shed light on the electrifying relationship between the number of Bachelor's degrees awarded in engineering and electricity generation in Cambodia, and boy, did it come through with flying colors! The results of our analysis have left us feeling positively "charged" with the discovery of a shockingly strong correlation between these two variables. It's safe to say that the sparks were certainly flying when we unearthed this electric connection – a real "ohm" run moment!

Just as a battery provides the energy for a lightbulb to shine, our findings illuminate the potential impact of engineering education on the electrification of Cambodia's energy landscape. With a correlation coefficient soaring through the roof like a rocket, our study has undoubtedly generated a current of interest in understanding the interconnectedness of the education and energy sectors in a way that "shocks" the academic community (in a good way, of course).

Now, if you'll allow us to "conduct" a quick detour for a classic dad joke: I told my wife she should embrace her mistakes. She gave me a hug. It's all about embracing our findings, mistakes and all, in the pursuit of knowledge, right? The "amplitude" of this relationship is truly "shocking," and it has sparked a lively conversation about the potential implications for both the education and energy sectors in Cambodia.

In the spirit of a good dad joke, we can confidently say that no more research is needed in this area. We've certainly "circuit" the issue, and the results are electrifying enough to "voltage" any further inquiries!