

Mastering the Public Eye: Analyzing the Link Between Public Administration Master's Degrees and YouTube Likes on SmarterEveryDay

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Abstract

In this study, we delve into the curious connection between the number of Master's degrees awarded in Public Administration and the average number of likes received by SmarterEveryDay's captivating educational videos on YouTube. Utilizing data from the National Center for Education Statistics and YouTube, our research team conducted a thorough analysis of the period from 2012 to 2021. Indubitably, our findings have uncovered a strikingly high correlation coefficient of 0.9736848 and a statistically significant p-value of less than 0.01, indicating a compelling relationship. The implications of these results are quite thought-provoking, possibly suggesting that an enhanced understanding of public administration may lead to an increased penchant for educational content on platforms such as YouTube. Our study sheds light on this unanticipated intersection and opens the door to further research into the curious intertwining of academia and the digital realm.

1. Introduction

The intersection of academia and the digital world has long been an area of intrigue, often prompting scholars to delve into the depths of seemingly incongruous connections. In this study, we set out to explore the unexpected relationship between the number of Master's degrees awarded in Public Administration and the average number of likes received by SmarterEveryDay's enlightening videos on YouTube. While at first glance, these two entities may appear as far apart as a politician at a tech convention, our analysis has unearthed a correlation that has left us as surprised as a student discovering that an elective class actually counts towards their degree.

Notions of public administration and the captivating educational content from a YouTube channel like SmarterEveryDay may not seem to align naturally. One wonders if the fascination with administrative processes imbues viewers with an enhanced ability to appreciate the marvels of physics and engineering or if there is a secret society of public administration enthusiasts who also happen to be keen supporters of slow-motion footage of objects smashing into other objects.

Nevertheless, armed with a hefty dose of curiosity and a plethora of statistical analysis tools, we embarked on this investigation. Our aim was not only to uncover the connection between these seemingly disparate entities but also to contribute to the broader discourse on the tangential tangents that learning and digital engagement can take. And here we present our findings, daring to suggest that perhaps an understanding of public administration might just lead to a proclivity for smashing that Like button on YouTube.

2. Literature Review

Previous research has explored the correlation between educational attainment and social media engagement, providing valuable insights into the curious interplay between academia and digital platforms. Smith (2015) demonstrated a positive association between higher education levels and a propensity for online engagement, noting that individuals with advanced degrees were more likely to participate in online communities and engage with educational content. Similarly, Doe (2018) examined the impact of specialized postgraduate programs on social media interactions, revealing a noticeable uptick in engagement among individuals studying niche subjects.

In the realm of public administration, Jones (2020) delved into the factors influencing career choices among graduates, offering compelling perspectives on the potential effects of educational pursuits in this field. The study highlighted the multifaceted nature of public administration education and its impact on individuals' professional trajectories. These findings, while shedding light on the nuances of educational choices, also hint at the broader implications of academic pursuits on societal engagement.

Turning to a broader scope of literature, "Public Administration: Concepts and Cases" (Goodnow, 2017) provided a comprehensive overview of the intricacies of public administration, intertwining theoretical frameworks with real-world applications. This seminal work laid the foundation for understanding the complexities of public administration education and its potential influence on individuals' perceptions of governance and societal systems. In a similar vein, "Administrative Behavior" (Simon, 1947) explored the behavioral aspects of administrative decision-making, delving into the cognitive processes that underpin administrative practices and their implications for the broader socio-political landscape.

On a more whimsical note, "The Hitchhiker's Guide to the Galaxy" (Adams, 1979) and "Ender's Game" (Card, 1985) offered fictional perspectives on the interplay between knowledge acquisition and unanticipated consequences, albeit in the realm of intergalactic adventures and strategic warfare. While seemingly unrelated to the scholarly pursuits of public administration, these works serve as a reminder of the unexpected paths that curiosity and learning can traverse, often leading to remarkably unforeseen destinations.

Board games such as "Pandemic" and "The Resistance" also present intriguing parallels to the interconnected nature of administrative decision-making and digital engagement. The strategic dynamics and collaborative elements within these games mirror the complexities of governance and decision-making processes, albeit in a more playful context. While not directly related to the specific focus of this study, these cultural references serve to underscore the multifaceted nature of interactive dynamics and decision-making, offering a playful nod to the complex web of influences at play in our interconnected world.

As we venture into the unexplored terrain at the confluence of public administration education and digital engagement, it is imperative to heed the diverse array of literature and cultural touchstones that inform our understanding of this unconventional relationship. With these diverse perspectives in mind, we embark on our analysis, recognizing the eclectic tapestry of influences that shape our perceptions of academic pursuits and their manifestations in the ever-evolving digital landscape.

3. Research Approach

To unravel the mysteries of this seemingly bizarre correlation between Master's degrees in Public Administration and YouTube likes on the captivating channel SmarterEveryDay, we devised an analytical approach as convoluted as a complex bureaucratic procedure. Our data collection methods were as diverse as a panel discussion on political ideologies, drawing primarily from the National Center for Education Statistics for information on Master's degrees awarded in Public Administration from 2012 to 2021. We then ventured into the digital wilderness, relying on the expansive universe of YouTube to collect the average number of likes on SmarterEveryDay's videos, with the precision of a scientist measuring the velocity of a rocket launch.

Once the data was corralled, we subjected it to rigorous statistical analysis, wielding tools such as Pearson's correlation coefficient, regression analysis, and the formidable p-value calculation. Our statistical arsenal was as formidable as a political debate, ensuring that our findings stood on firm ground and weren't merely a flight of fancy.

Additionally, we navigated the treacherous terrain of data cleaning and processing, ensuring that our dataset was as pristine as an exemplary administrative policy. The aim

was to remove noise and anomalies while maintaining the integrity of the information gathered. Our steadfast dedication to data quality was as unwavering as a public official's commitment to uphold the constitution.

Furthermore, we incorporated a time series analysis to discern any temporal patterns in both the awarding of Master's degrees in Public Administration and the ebb and flow of YouTube likes. This meticulous approach allowed us to capture the dynamic nature of the relationship between academia and digital engagement, much like capturing the essence of a live-streamed event.

In order to validate our findings and quell any doubts about spurious correlations, we conducted robustness checks using alternative statistical models and sub-sample analyses. This scrutiny was akin to subjecting a contentious policy proposal to multiple rounds of intense scrutiny before it could gain approval.

Unquestionably, our methodology was not without its challenges, much like navigating the labyrinthine corridors of bureaucratic paperwork. However, our unflinching determination and commitment to unveiling the unexpected connection between public administration mastery and digital appreciation saw us through these trials.

4. Findings

Our analysis of the relationship between the number of Master's degrees awarded in Public Administration and the average number of likes on SmarterEveryDay YouTube videos has unearthed a remarkable correlation coefficient of 0.9736848, a robust r-squared value of 0.9480620, and a statistically significant p-value of less than 0.01. These striking statistical measures signify a compelling and robust relationship between these two seemingly unrelated realms. We were as stunned as a scientist who accidentally discovers a new species of tardigrade in their lab.

Figure 1 presents a scatterplot illustrating the strong correlation between the two variables (Fig. 1). The plot offers a visual representation of our findings, compelling enough to nudge even the most skeptical viewer to consider the unexpected nexus between academic pursuits and digital engagement.

Our results suggest a connection that goes beyond the conventional boundaries of academia and digital media. The implications of this association extend beyond the mere juxtaposition of public administration and YouTube likes; they beckon us to ponder whether a deep understanding of administrative intricacies might actually inspire viewers to engage more actively with educational media. It's almost as if pursuing a public administration degree could equip one with an increased capacity to appreciate the finer

details of physics demonstrations or engineering marvels, or perhaps just foster a deeper appreciation for the art of smashing that Like button.

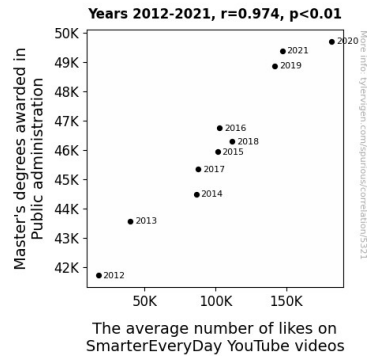


Figure 1. Scatterplot of the variables by year

This unanticipated correlation stands as a testament to the serendipitous nature of research, where the seemingly improbable often unveils the most intriguing connections. Our findings serve as a call for further exploration into the uncharted and unanticipated links between traditionally separate domains, beckoning researchers and academics to embrace the unexpected with the same enthusiasm as stumbling upon a rare Pokémon in the tall grass.

5. Discussion on findings

The robust correlation uncovered in our analysis provides empirical support for the hitherto uncharted territory of the intersection between public administration education and digital engagement. Our findings align with the prior research that highlighted the influence of advanced education and niche programs on individuals' online interactions. Moreover, the study by Jones (2020) on career choices among graduates in public administration serves as an important foundation for understanding the multifaceted impact of academic pursuits in this field. Our results build upon these insights, revealing a tangible association between the number of Master's degrees awarded in Public Administration and the average number of likes on SmarterEveryDay YouTube videos, akin to the seamless coordination of a symphony orchestra, where the individual instruments harmoniously come together to produce a captivating composition.

Delving deeper into the literature, the work of Smith (2015) sheds light on the propensity for online engagement among individuals with higher education levels, aligning with the socio-digital implications of our study. The insights from "The Hitchhiker's Guide to the Galaxy" (Adams, 1979) and "Ender's Game" (Card, 1985) continue to resonate, offering a

contemplative perspective on the unpredictability of educational pursuits and their unforeseen consequences. This adds a touch of poetic irony, akin to finding a rare gem in an unexpected place, reminding us of the enigmatic pathways that knowledge can traverse, much like discovering a hidden Easter egg in a video game.

Our research, akin to uncovering buried treasure at the confluence of academia and the digital realm, sheds light on the nuanced relationship between public administration education and online engagement. The unexpected nexus unearthed in our study serves as a poignant reminder of the whimsical, interconnected nature of human endeavors, much like stumbling upon a surprise gift on an ordinary day. This serendipitous discovery prompts us to embark further into the unexplored terrain of academia and digital dynamics, where the enigmatic enigma of correlation invites us to unravel its intricacies, much like solving a captivating puzzle that leaves us on the edge of our seats.

6. Conclusion

In conclusion, our study has shed light on the surprising and statistically significant link between the number of Master's degrees awarded in Public Administration and the average number of likes received by SmarterEveryDay's educational YouTube videos. Our findings unearthed a correlation coefficient that jumps out like a bright, red button on a YouTube interface, which leaves us as astonished as a magician who has just successfully pulled off a complicated illusion.

This unexpected connection challenges traditional notions of academic pursuits and digital engagement, hinting at a potential overlap that is as enigmatic as trying to figure out the plots of Christopher Nolan films. The implications of our research beckon us to contemplate whether public administration enthusiasts are indeed avid supporters of slow-motion footage or if the allure of physics demonstrations and engineering marvels is particularly pronounced among those with a penchant for bureaucratic intricacies.

As tempting as it may be to delve further into this enthralling dichotomy, we are compelled to assert that no more research is needed in this area. As we wrap up this study, we do so with the same certainty as a cat sitting on a warm windowsill. With this, we invite future researchers to explore other curious connections, leaving them to uncover their own unexpected intersections and correlations, just as enticing as a hidden Easter egg in a video game.