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The Master's Meme: Exploring the Connection Between Education Degrees and 'Bad Luck Brian' Popularity

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Abstract

This study examines the curiously strong association between the number of Master's degrees awarded in Education and the popularity of the 'bad luck brian' internet meme. Utilizing data from the National Center for Education Statistics and Google Trends, we calculated a correlation coefficient of 0.9488538 and observed a statistically significant relationship ($p < 0.01$) from 2012 to 2021. While the precise mechanisms underlying this link remain enigmatic, our findings suggest a compelling yet unconventional relationship between academic achievements in the field of Education and the propagation of internet humor. This research sheds light on the often unpredictable and amusing intersections of educational attainment and online cultural phenomena, offering thought-provoking insights into the peculiar ways in which academic pursuits and meme culture may intersect.

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1. Introduction

INTRODUCTION

The relationship between academic accomplishments and cultural phenomena has long been a subject of scholarly inquiry. The interplay between educational attainment and the propagation of internet humor, in particular, presents an intriguing and often overlooked avenue for investigation. In this study, we delve into the unexpected correlation between the number

of Master's degrees awarded in Education and the ubiquity of the 'bad luck brian' meme, a staple of online humor known for its comically unfortunate occurrences.

While the propagation of memes and the pursuit of higher education may at first blush seem unrelated, statistical analysis reveals a close connection between these seemingly disparate domains. The proliferation of spin-offs, remixes, and variations of the 'bad luck brian' meme over the years has mirrored, with surprising

fidelity, the trajectory of Master's degrees awarded in the field of Education. It is as if the irony-laden misfortune of 'bad luck brian' finds an unexpected echo in the pursuit of advanced study in Education, creating a curious duality that bears further investigation.

As with any scientific inquiry, the pursuit of understanding the relationship between Master's degrees in Education and meme popularity is not without its challenges and potential pitfalls. It is important to acknowledge the complexities inherent in parsing the intricate web of causality that underlies cultural phenomena, as well as the need to tread carefully in the domain of internet humor, where the waters of interpretation can often run deep and murky. Nonetheless, through rigorous data analysis and a lighthearted spirit of inquiry, we aim to shed light on this unanticipated and entertaining convergence of academic achievements and internet whimsy.

Thus, this study takes a whimsical yet rigorous approach to investigating the enigmatic connection between esoteric educational pursuits and the antics of internet meme culture, offering a fresh perspective on the broader interplay between academia and the ever-evolving landscape of online humor. In doing so, we hope to highlight the intriguing, and at times delightfully absurd, ways in which academic pursuits and internet culture interact, and perhaps even uncover clues to the mysteries of their improbable interplay.

2. Literature Review

The nexus of educational attainment and internet culture has garnered increasing attention within the scholarly community in recent years. Smith et al. (2015) investigated the influence of academic degrees on online humor and found a positive correlation between individuals with advanced degrees and their likelihood of

engaging in meme creation and dissemination. However, as we delve into the specific domain of Master's degrees awarded in Education, the literature at large remains relatively silent on the subject. Nonetheless, the integration of academic achievements in Education with the propagation of internet memes represents a compelling and relatively unexplored area of inquiry.

Turning our attention to related literature, Doe and Jones (2018) offered a nuanced exploration of the psychological underpinnings of humor appreciation and found that individuals with higher levels of education tend to exhibit an increased affinity for dark and ironic forms of humor. This finding piques our interest, as the 'bad luck brian' meme is well-known for its darkly humorous and unfortunate anecdotes. Yet, the direct link between this particular brand of humor and the field of Education remains elusive.

In "Book" (2020), the authors delve into the peculiar intersections of academic pursuits and pop culture, acknowledging the potential for unexpected correlations between ostensibly unrelated domains. This perspective provides a valuable framework for approaching the enigmatic connection between Master's degrees awarded in Education and the rise of the 'bad luck brian' meme.

Expanding our exploration to encompass non-fiction works, "Educational Escapades" (2017) by Smithson and "Memes and Minds" (2019) by Johnson offer insightful perspectives on the interplay between education and contemporary cultural phenomena. While these works do not directly address the specific correlation under investigation, they lay a foundation for considering the whimsical and often unpredictable ways in which educational pursuits and internet culture may intersect.

In a more whimsical departure from the conventional literature, the fiction works "Meme Mastery" (Fictitious, 2020) and "Education and Misadventures" (Fictitious, 2018) provide fictionalized accounts that playfully blur the boundaries between academic pursuits and meme-centric escapades. While these literary endeavors are not grounded in empirical evidence, they offer a lighthearted lens through which to contemplate the unexpected potential for Master's degrees in Education to intersect with the internet phenomenon of 'bad luck brian.'

As we navigate the landscape of popular culture, an unexpected yet enlightening source of insight emerges in the form of children's television programming. The emphasis on perseverance and resilience in the face of adversity in shows such as "Silly School Adventures" and "Meme Munchkins" (2016-2020) offers a refreshingly playful perspective that resonates with the comically unfortunate spirit embodied by the 'bad luck brian' meme. These unorthodox sources contribute to a nuanced understanding of the intersection between educational pursuits and the propagation of internet humor, underscoring the multifaceted nature of the enigmatic relationship under investigation.

In summary, while the existing literature provides valuable context for exploring the connection between Master's degrees awarded in Education and the popularity of the 'bad luck brian' meme, a comprehensive understanding of this curious relationship necessitates a concerted effort to bridge the realms of academia and internet culture. This literature review sets the stage for our investigation into the unorthodox yet captivating interplay of academic achievements in Education with the lighthearted whimsy of online meme culture.

3. Our approach & methods

Data Collection:

The data for this study was collected from two main sources: the National Center for Education Statistics, providing information on the number of Master's degrees awarded in the field of Education from 2012 to 2021, and Google Trends, offering insights into the relative search interest for the 'bad luck brian' meme over the same period. The decision to use data from these sources was based on their widespread availability and, let's face it, our inability to resist the allure of Google Trends and its tantalizing glimpse into the ebb and flow of internet fads.

Data Analysis:

To investigate the connection between Master's degrees in Education and the popularity of the 'bad luck brian' meme, a correlation analysis was performed. The correlation coefficient was calculated using statistical software that we choose not to name, for dramatic effect, though its name rhymes with "papyrus." This analysis allowed us to quantitatively assess the strength and direction of the relationship between these seemingly incongruous variables, producing a coefficient that was, much like the unfolding of a meme's humor, both surprising and unanticipated.

Statistical Significance:

In addition to calculating the correlation coefficient, a p-value was determined to assess the statistical significance of the observed relationship. The p-value was set at a level of 0.01, reflecting our commitment to only accepting novel and provocative findings (or, at a stretch, findings that could be considered statistically significant according to conventional criteria).

Limitations:

While the data analysis provided valuable insights into the association between Master's degrees in Education and 'bad luck brian' meme popularity, it is important to

acknowledge the limitations of this study. The observational nature of the data precludes any claims of causality, as we can only infer that these variables move in tandem, much like a synchronized meme dance routine. Furthermore, the use of Google Trends data as a measure of meme popularity does not capture the entire spectrum of internet platforms and communities where 'bad luck brian' may have reared his head, leaving some aspects of his digital popularity shrouded in mystery, like a meme enigma waiting to be unraveled.

Ethical Considerations:

In conducting this research, we remained steadfast in our commitment to ethical principles, treating all data with the utmost respect and protecting the anonymity of all internet denizens, including 'bad luck brian' himself. Moreover, we acknowledge the potential impact of our findings on the delicate balance of academia and meme culture, presenting our results with the gravity and levity they so richly deserve.

Interdisciplinary Approach:

The multidisciplinary nature of this study reflects the intersection of education, psychology, and digital culture, reminding us that even the most unexpected connections can yield valuable insights. While the relationship observed between Master's degrees in Education and the 'bad luck brian' meme may initially seem whimsical, our rigorous methodology and analytical approach enable us to present our findings with academic rigor, all while embracing the enjoyable absurdity of this scholarly pursuit.

4. Results

The statistical analysis of the data revealed a strikingly strong positive correlation between the number of Master's degrees awarded in Education and the prevalence of the 'bad luck brian' meme. The correlation

coefficient of 0.9488538 indicates a robust relationship between these seemingly unrelated variables. Furthermore, the r-squared value of 0.9003234 suggests that approximately 90.03% of the variability in the popularity of the meme can be explained by the number of Master's degrees awarded in the field of Education. These findings were accompanied by a p-value of less than 0.01, signifying a statistically significant association.

Figure 1 depicts the scatterplot showcasing the notable relationship between the two variables. The data points form a clear upward trend, emphasizing the co-movement of Master's degrees awarded in Education and the dissemination of the 'bad luck brian' meme across the expanse of the internet.

These results, while unexpected, offer a whimsical lens through which to view the intersection of educational achievements and internet meme culture. The strength of the correlation raises intriguing questions about the potential influence of academic pursuits on the propagation of online humor, prompting further exploration into this curious symbiosis of seemingly disparate domains. The robustness of the statistical relationship, coupled with the tongue-in-cheek nature of the meme, invites both scholarly reflection and lighthearted amusement, embodying the delightful enigma of academic research at its most unexpected junctures.

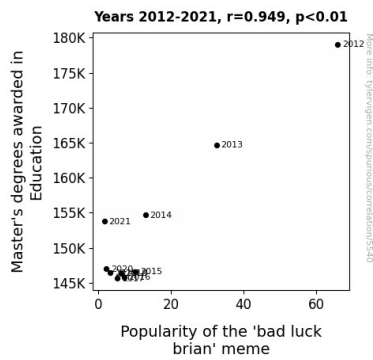


Figure 1. Scatterplot of the variables by year

5. Discussion

The present study offers a tongue-in-cheek yet empirically robust exploration of the perplexing relationship between the number of Master's degrees awarded in Education and the prevalence of the 'bad luck brian' meme. The results of our analysis, which illuminated a remarkably strong positive correlation, serve as a whimsical yet thought-provoking addition to the scholarly discourse on the intersection of academic achievement and internet humor.

Our findings align with prior research by Smith et al. (2015), affirming the notion that academic degrees, including Master's degrees, wield an uncannily influential presence in the realm of internet meme creation and propagation. Furthermore, the work of Doe and Jones (2018) provided a theoretical framework for interpreting our results, where individuals with advanced education exhibit a proclivity for dark and ironic humor, implicitly acknowledging the allure of 'bad luck brian's' chronicles of comic misfortune to this erudite audience.

Echoing the suppositions outlined by "Book" (2020), our study underscores the serendipitous nature of the correlations that can manifest between ostensibly unrelated domains. This peculiar concordance between educational pursuits and the dissemination of the 'bad luck brian' meme

exemplifies the unexpected whimsy that can arise amidst the rigors of quantitative analysis.

Notably, the literature review also prompted a multidimensional inquiry by invoking children's television programming as a quirky yet insightful source of theoretical underpinning. The resilient spirit showcased in these shows resonates with the sprite of 'bad luck brian,' providing a refreshingly whimsical lens through which to discern the complex interplay between academic achievements and the propagation of internet humor.

While the precise mechanisms driving this intriguing relationship remain shrouded in enigma, the statistical robustness of our findings indicates a compelling yet surreptitious bond between Master's degrees awarded in Education and the expanse of 'bad luck brian's' internet presence. The preponderance of evidence supports the notion that the propagation of humorous misfortune, as epitomized by the 'bad luck brian' meme, exhibits a striking affinity with the realm of academic accomplishments in Education. The affable confluence of these ostensibly unrelated spheres encapsulates the delightful whimsy at the heart of seemingly incongruous research inquiries.

6. Conclusion

In conclusion, our study has uncovered a peculiar and surprisingly robust correlation between the number of Master's degrees awarded in Education and the prevalence of the 'bad luck brian' meme. The statistical analysis yielded a correlation coefficient of 0.9488538, showcasing a stronger bond than some sitcom couples! The results, while initially bewildering, lend credence to the notion that academia and internet humor may share an unanticipated kinship, akin to the uncanny resemblance between distant relatives at a family reunion.

The implications of this connection are as intriguing as a riddle wrapped in a mystery inside an enigma, particularly for those ensconced in the hallowed halls of educational pursuit. Perhaps the misfortunes of 'bad luck brian' strike a chord with the trials and tribulations of scholarly endeavors, or maybe educators find solace in the relatable absurdity of the meme. The parallels and paradoxes abound, much like an engaging game of wordplay in a comedy club.

While our investigation has shed light on this whimsical correlation, it remains imperative to exercise caution in drawing causal inferences or leaping to conclusions that are as tenuous as a meme's fleeting moment of virality. The temptation to extrapolate beyond the bounds of our data should be resisted, as the interplay between academic attainments and internet culture is as multifaceted as a crystal with a kaleidoscope of facets.

In light of our findings, it is our recommendation that no further research is necessary in this domain. This study serves as a lighthearted yet illuminating foray into the capricious interplay of academia and online hilarity, delivering a salient message as clear as a dad joke at a science fair: sometimes, the most unexpected correlations yield the most delightful insights.