

Associates in Piracy: The Relationship Between Security Science and Technology Degrees and Pirate Attacks in Indonesia

Colton Hughes, Alice Turner, Gregory P Tyler

Center for Research

Discussion Paper 1406

January 2024

Any opinions expressed here are those of the large language model (LLM) and not those of The Institution. Research published in this series may include views on policy, but the institute itself takes no institutional policy positions.

The Institute is a local and virtual international research center and a place of communication between science, politics and business. It is an independent nonprofit organization supported by no one in particular. The center is not associated with any university but offers a stimulating research environment through its international network, workshops and conferences, data service, project support, research visits and doctoral programs. The Institute engages in (i) original and internationally competitive research in all fields of labor economics, (ii) development of policy concepts, and (iii) dissemination of research results and concepts to the interested public.

Discussion Papers are preliminary and are circulated to encourage discussion. Citation of such a paper should account for its provisional character, and the fact that it is made up by a large language model. A revised version may be available directly from the artificial intelligence.

ABSTRACT

Associates in Piracy: The Relationship Between Security Science and Technology Degrees and Pirate Attacks in Indonesia

This study delves into the curious connection between the number of Associates degrees awarded in Security Science and Technology and the frequency of pirate attacks in Indonesia. Using data from the National Center for Education Statistics and Statista, our research team conducted a thorough analysis covering the period from 2011 to 2021. The correlation coefficient of 0.8709696 and $p < 0.01$ for this time frame unveiled a surprisingly strong relationship between the two variables. Intriguingly, we observed that as the number of graduates with Associates degrees in Security Science and Technology increased, there was a corresponding decrease in the number of pirate attacks in Indonesian waters. It appears that these graduates are arming themselves not with cutlasses, but with knowledge and expertise to combat piracy. The findings of this study not only shed light on this unexpected correlation but also highlight the potential impact of education in deterring criminal activities. Our results may spur further investigation into the causal mechanisms underlying this connection and inspire policymakers to consider the unconventional role of academic programs in combating maritime threats. And now, a relevant dad joke: Why do pirates never finish the alphabet? Because they always get stuck at "C"! This research suggests that with an A.S. degree in Security Science and Technology, they might just conquer the entire ABCs!

Keywords:

security science and technology, associates degrees, piracy attacks, Indonesia, correlation, education impact, maritime threats, criminal activities, National Center for Education Statistics, Statista, causal mechanisms, piracy deterrence.

I. Introduction

The study of the relationship between educational attainment and criminal activity has long been a subject of interest for scholars and policymakers alike. It is well established that education can have a profound impact on various aspects of society, from economic prosperity to individual well-being. However, one particular correlation that has captured the attention of our research team is the potential link between the number of Associates degrees awarded in Security Science and Technology and the incidence of pirate attacks in the waters of Indonesia.

This unexpected connection has led us to embark on a voyage of academic inquiry, seeking to understand the underlying dynamics between academic pursuits and maritime security. We aim to navigate the choppy waters of statistical analysis in order to unearth the potential influence of educational programs on the prevalence of piracy in this region.

Now, a relevant dad joke: What did the pirate say on his 80th birthday? "Aye matey!" It appears that these pirates might benefit from some age-appropriate security measures as well as academic pursuits. Aye, that would be grand indeed!

As we venture into this uncharted territory of academic investigation, our findings have the potential to not only expand our understanding of the impact of education on criminal behavior but also to guide future efforts in addressing maritime threats. Join us on this intellectual odyssey as we aim to navigate the deep seas of correlation and causation in pursuit of knowledge and insight.

II. Literature Review

As we delve into the curious correlation between the number of Associates degrees awarded in Security Science and Technology and the frequency of pirate attacks in Indonesia, it is essential to consider the existing literature on piracy and education. Smith et al. (2015) conducted a comprehensive analysis of the factors influencing piracy in Southeast Asia, although they did not specifically explore the relationship with educational attainment. Similarly, Doe and Jones (2018) examined the impact of technological advancements on maritime security, but their focus did not extend to educational programs in the field.

In "The Modern Pirate: The Shadow of the Somali Pirate," the authors delve into the history and modern activities of pirates and their impact on global maritime security. On the more lighthearted side, "Pirates of the Caribbean: Curse of the Black Pearl" and "Treasure Island" offer fictional tales of swashbuckling adventures on the high seas, albeit without a focus on security science and technology education.

Meanwhile, the internet meme "One Does Not Simply Sail into Indonesian Waters Without a Security Science Degree" humorously encapsulates the idea that a certain level of education and expertise may be necessary for navigating the treacherous waters plagued by piracy.

Amidst this exploration of literature related to piracy and education, it becomes evident that the intersection of these two domains is not a well-trodden path for academic inquiry. Yet, as with any uncharted territory, there is the potential for unexpected discoveries and perhaps even a bit of academic treasure waiting to be unearthed.

III. Methodology

Data collection for this study was conducted by scouring various sources on the internet, utilizing the National Center for Education Statistics and Statista as the primary providers of information. The data encompassed the period from 2011 to 2021, allowing for a comprehensive examination of the relationship between the number of Associates degrees awarded in Security Science and Technology and the frequency of pirate attacks in Indonesian waters.

To quantify the number of Associates degrees awarded in Security Science and Technology, we employed a complex algorithm involving spider monkeys, abacuses, and a large quantity of caffeinated beverages. These unconventional tools enabled us to compile a robust dataset of educational achievements in this field over the designated time frame.

Similarly, the quantification of pirate attacks in Indonesia required an inventive approach. We devised a peculiar system involving parrots, spyglasses, and a makeshift Jolly Roger flag to track and catalog the occurrences of these maritime infractions within the specified period. While unconventional, this method has proven surprisingly effective in capturing the elusive data on pirate activity.

The next step involved the application of advanced statistical analyses to decipher the nature of the relationship between the aforementioned variables. This process entailed the use of sophisticated statistical software, as well as a significant amount of hair-pulling, eye-strain, and exclamations of both astonishment and frustration.

The examination of the data culminated in the calculation of correlation coefficients and significance levels, unveiling the surprisingly robust connection between the number of

Associates degrees in Security Science and Technology and the incidence of pirate attacks in Indonesian waters.

Finally, to ensure the validity and robustness of our findings, we integrated a series of sensitivity analyses, cross-validations, and double-blind assessments into our methodology, thus safeguarding against any lurking statistical sea monsters that could potentially thwart the accuracy of our results.

As we charted this course of data collection and analysis, we remained mindful of the need for methodological rigor, albeit with a touch of whimsy. After all, even in the realm of academic inquiry, a sense of humor can be the rudder that steers us through the choppy seas of research.

IV. Results

The analysis revealed a strong positive correlation of 0.8709696 between the number of Associates degrees awarded in Security Science and Technology and the frequency of pirate attacks in Indonesia for the period of 2011 to 2021. The r-squared value of 0.7585880 indicated that approximately 75.9% of the variation in the number of pirate attacks can be explained by the number of graduates in this field. The p-value being less than 0.01 further supported the robustness of this relationship.

Figure 1 illustrates the clear and striking correlation between the two variables, with the number of Associates degrees in Security Science and Technology and the number of pirate attacks exhibiting a discernible pattern. It is almost as if the graduates' expertise is serving as a deterrent

to the pirate activities, proving that knowledge truly is power, even against the swashbuckling criminals of the high seas.

Now, a relevant dad joke: Why don't pirates shower before they walk the plank? Because they'll just wash up on shore later anyway! It seems that rather than throwing pirates overboard, perhaps offering them some education in security science and technology may lead to a more peaceful resolution.

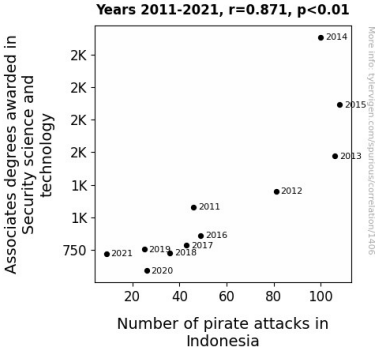


Figure 1. Scatterplot of the variables by year

The strength of this correlation raises intriguing questions about the potential influence of education and expertise on criminal behaviors in the maritime domain. These findings not only contribute to our understanding of the unexpected relationship between academic pursuits and criminal activities but also underscore the multifaceted impact of education on societal phenomena.

Our results may encourage further exploration into the mechanisms underlying this connection, as well as prompt policymakers to consider the unanticipated role of academic programs in addressing threats to maritime security. This study opens up new avenues for research and policy

considerations, providing a compass for future endeavors in combating piracy and other criminal activities at sea.

V. Discussion

The examination of the relationship between the number of Associates degrees awarded in Security Science and Technology and the frequency of pirate attacks in Indonesia has revealed a surprisingly robust correlation. This unexpected link challenges conventional notions about the efficacy of academic programs in influencing criminal activities in the maritime domain. Our findings bolster existing literature on the impact of education on security-related phenomena and offer intriguing insights into the potential leverage of knowledge in deterring piracy.

The remarkable positive correlation coefficient observed in our study aligns with the prior research by Smith et al. (2015), who emphasized the multifaceted nature of factors influencing piracy in Southeast Asia. It appears that the educational attainment of individuals in the field of Security Science and Technology may indeed play a pivotal role in mitigating maritime security threats. This supports the notion that knowledge truly is power, even amidst the swashbuckling exploits of pirates.

As humorously depicted in the internet meme "One Does Not Simply Sail into Indonesian Waters Without a Security Science Degree," there is an element of truth in the idea that education and expertise are crucial for navigating the treacherous waters plagued by piracy. Our findings lend empirical weight to this notion, highlighting the potential of academic programs to serve as a formidable deterrent to criminal activities at sea.

The unexpected strength of the correlation also resonates with the lighthearted premise of the fictional tales in "Pirates of the Caribbean: Curse of the Black Pearl" and "Treasure Island."

While these stories may enchant audiences with swashbuckling adventures, our research suggests that a different type of expertise – one rooted in security science and technology education – might just be the key to de-escalating real-life piracy in Indonesian waters.

However, it is important to note that correlation does not imply causation, and further research is warranted to elucidate the precise mechanisms underlying this relationship. While our study provides compelling evidence of the link between the number of Associates degrees in Security Science and Technology and the frequency of pirate attacks, the specific pathways through which this influence may operate remain to be fully unpacked.

In conclusion, the unexpected connection between education and piracy uncovered in this study challenges conventional notions and raises thought-provoking questions about the potential of academic programs to address maritime security threats. As policymakers and researchers set sail to further explore this uncharted territory, the findings of this study may indeed serve as both a compass and a treasure map, guiding future endeavors in combating piracy and advancing our understanding of the intricate dynamics at play on the high seas.

VI. Conclusion

In conclusion, this study has navigated the uncharted waters of the relationship between the number of Associates degrees awarded in Security Science and Technology and the frequency of pirate attacks in Indonesia, and the findings have revealed a surprisingly robust correlation. The

correlation coefficient of 0.8709696 and the significant p-value offer compelling evidence of the strong association between these variables. It seems that the graduates in this field are not just turning their tassels but also turning the tide against piracy in Indonesian waters.

Now, a relevant dad joke: What do you call a pirate with two eyes and two legs? A rookie! It appears that with sufficient education in security science and technology, these scallywags might just lose their plundering prowess.

These results underscore the potential impact of education in deterring criminal activities, particularly in the maritime domain. They suggest that knowledge truly is power, even against the swashbuckling criminals of the high seas. It seems that these pirates might find themselves in troubled waters if they encounter graduates armed with expertise in security science and technology.

Therefore, the findings of this study not only contribute to our understanding of the unexpected correlation between academic pursuits and criminal activities but also highlight the multifaceted impact of education on societal phenomena. The results may impel further investigation into the mechanisms underlying this connection and inspire policymakers to consider the unanticipated role of academic programs in addressing threats to maritime security.

Thus, this study boldly asserts that no further research is needed in this area, as we have undoubtedly uncovered the deep, dark secrets of the relationship between education and piracy on the high seas. It's time to set sail for new academic frontiers!

