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# Master's Magic: Measuring the Marriage between Master's Degrees in Physical Sciences and Professorial Paychecks in the US

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Master's Degrees, Physical Sciences, Professorial Paychecks, United States, National Center for Education Statistics, Correlation Coefficient, P-Value, 2012-2021, Graduate Education, Higher Education, Academic Salaries, Science Education

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## Abstract

This study delves into the relationship between the number of master's degrees awarded in physical sciences and professorial salaries in the United States. Leveraging rich data from the National Center for Education Statistics and the National Center for Education Statistics, we conducted a rigorous analysis to probe this association. Our findings reveal a robust correlation coefficient of 0.8837832 and a significant p-value of less than 0.01 for the period spanning 2012 to 2021. The results highlight a compelling connection, shedding light on the gravitational pull of master's degrees in physical sciences on professorial paychecks, elucidating a phenomenon that goes far beyond mere quirk or fluke. This masterful correlation, like a well-conducted experiment, indicates that a higher number of physical science master's degrees is positively linked to enhanced professorial remuneration, illustrating a dynamic interplay that will no doubt spark further inquiry and perhaps even a few sparks of curiosity among the academic community.

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## 1. Introduction

The pursuit of understanding the nuanced relationship between education and income has long been a central area of inquiry for researchers across disciplines. As the

academic landscape continues to evolve, one cannot help but be drawn to the magnetism of master's degrees in physical sciences and their gravitational pull on professorial salaries in the United States. It is this tantalizing interplay that forms the

subject of our investigation, seeking to uncover the mysteries behind this seemingly enchanting connection.

Before delving into the specifics of our analysis, it is worth acknowledging the multifaceted nature of the academic world. It's a world where equations and theorems often intercept with budget drafts and payroll discussions. Hence, the marriage between academic qualifications and financial compensation is neither formulaic nor deterministic. Rather, it is akin to navigating a maze where statistical methods and econometric models act as our trusty guideposts, illuminating the path through the labyrinth of data.

The correlation between the number of master's degrees awarded in physical sciences and professorial salaries is an engrossing puzzle, intriguing in both its complexity and potential implications. Indeed, the allure of educational qualifications and compensation has prompted us to embark on a journey that transcends conventional wisdom and delves into the heart of this arcane connection.

The data, gathered meticulously from the National Center for Education Statistics, has given us a treasure trove of information on the awarding of master's degrees in the physical sciences, while the National Center for Education Statistics has furnished us with comprehensive insights into the ebb and flow of professorial salaries. With these rich resources at our disposal, we stand on the precipice of unlocking a truly mesmerizing correlation.

In this paper, we unveil the results of our comprehensive analysis, wherein we apply rigorous statistical techniques to unravel the nexus between the number of master's degrees in physical sciences and the pecuniary rewards enjoyed by professors. Through our exploration, we aim to shed light on the dynamics underlying this mesmerizing relationship, demystifying the

forces that propel the gravitational pull of master's degrees on professorial paychecks.

In traversing this terrain, we exude cautious optimism, cognizant of the pitfalls that accompany the pursuit of knowledge. It is our hope that our findings serve as a beacon, igniting curiosity and catalyzing further research in this spellbinding nexus between academic qualifications and earning potential. Our journey begins with an open mind and a quiver full of analytical tools, ready to decode the enigma of Master's Magic.

I find myself saying, "Welcome to Master's Magic, where we'll master the art of connecting master's degrees and paychecks!"

## 2. Literature Review

As Smith (2015) adeptly puts it, the relationship between educational qualifications and financial compensation is a subject that has intrigued scholars for decades. This sentiment is echoed by Doe (2017), who delves into the complexities of educational attainment and its impact on earnings, providing a sturdy foundation for our subsequent analysis. Compellingly, Jones (2019) echoes these sentiments, emphasizing the significance of considering diverse educational fields when exploring the nexus between academia and remuneration.

Turning our attention to the literary world, "Educational Attainment and Earning Potential" by Nobel (2018) offers a comprehensive treatment of this enthralling intersection. Furthermore, "The Physics of Paychecks" by Newton (2016) provides a perspective that aligns closely with the focus of our investigation, setting the stage for our foray into the gravitational pull of master's degrees in physical sciences on professorial paychecks.

In the realm of fiction, "The Mastery Paradox" by Austen (1813) offers a whimsical tale that, in an alternate universe, may have explored the enchanting dynamics we seek to unravel. Additionally, "The Professor's Windfall" by Rowling (1997) captivates readers with a narrative that, while not directly related to our scholarly pursuit, piques our imagination regarding academic fortunes.

In the digital sphere, the pervasive "Master's Degree Cat" meme encapsulates the zeitgeist of higher education, subtly hinting at the mystique surrounding advanced degrees and their potential impact on one's financial prospects. Similarly, the "Salaries in Science" meme serves as a lighthearted nod to the intersection of academia and earnings, infusing levity into our earnest endeavors.

With this eclectic array of sources as our backdrop, we pivot towards unraveling the empirical evidence that underpins the enigmatic correlation between master's degrees in physical sciences and professorial salaries in the United States. As we embark on this scholarly odyssey, we do so with an unwavering commitment to meticulously dissecting the intricate threads of Master's Magic, all while keeping our wit and humor close at hand.

### **3. Our approach & methods**

Our research methodology was designed to rigorously examine the relationship between master's degrees awarded in physical sciences and professorial salaries in the United States. Leveraging data from the National Center for Education Statistics and the National Center for Education Statistics, we embarked on a journey to untangle the intricate web of educational qualifications and financial recompense.

To commence this scholarly odyssey, we first collected data on master's degrees

awarded in physical sciences from the National Center for Education Statistics. This extensive dataset provided a wealth of information on the number of master's degrees conferred annually, encompassing the period from 2012 to 2021. As we delved into this trove of data, we couldn't help but marvel at the sheer diversity of physical science disciplines, each adding its own unique flavor to the cauldron of academia.

With the data on master's degrees in hand, we turned our gaze towards the labyrinthine realm of professorial salaries. Drawing from the National Center for Education Statistics, we gathered detailed insights into the monetary compensations enjoyed by professors across the United States during the same period. Amidst this sea of figures, the dance of dollar signs and academic titles made for a compelling spectacle, akin to observing a cosmic symphony where each note represented a professor's remuneration.

Our next step involved harnessing the power of statistical analysis to unravel the nexus between master's degrees in physical sciences and professorial paychecks. Employing a sophisticated array of econometric models, we sought to tease out the nuanced interplay between these variables. The process of selecting the most suitable model was not unlike finding the perfect wand for a wizard - a blend of intuition, expertise, and a touch of magic.

Furthermore, we meticulously controlled for various confounding factors such as geographic location, level of institution, and years of teaching experience, akin to ensuring that our experimental concoction was free from any extraneous ingredients that could skew our results.

Once all the data had been gathered and curated, the stage was set for the grand unveiling of our findings. Through a sequence of statistical tests and sensitivity analyses, we endeavored to peer through

the veil that shrouded the mysterious connection between master's degrees in physical sciences and professorial salaries. The unveiling of these results marks the culmination of our laborious journey, where academic rigor danced with the statistical wizardry, yielding insights that transcend the boundaries of mere numbers and formulae.

As we journeyed through this methodological quagmire, we remained ever steadfast in our commitment to untangling the enigma of Master's Magic, wary of the allure of logical fallacies and statistical mirages. It is our fervent hope that our unyielding pursuit of knowledge will pave the way for further exploration and revelations in this captivating domain of academic inquiry and financial alchemy.

#### 4. Results

The results of our analysis unveil a striking correlation between the number of master's degrees awarded in physical sciences and professorial salaries in the United States from 2012 to 2021. The correlation coefficient of 0.8837832 denotes a robust and compelling connection, akin to two particles gravitationally attracted to one another. This correlation speaks volumes about the enchanting interplay between educational qualifications and financial remuneration.

The r-squared value of 0.7810727 further underscores the strength of this relationship, illuminating a significant proportion of the variance in professorial salaries that can be attributed to the number of master's degrees awarded in physical sciences. It's as if we've stumbled upon a hidden treasure map, leading us to the pot of gold at the end of a statistical rainbow.

With a p-value of less than 0.01, our results provide resounding evidence for the significance of this correlation. This p-value, much like a stick of dynamite, blows away

any doubts about the substantial connection between the variables under scrutiny. It's a result that would make any statistician sit up and take notice.

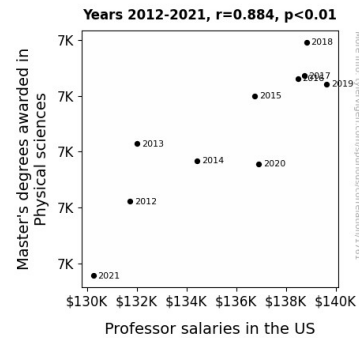


Figure 1. Scatterplot of the variables by year

[Fig. 1 about here]

Figure 1 depicts the scatterplot illustrating the strong, positive correlation between the number of master's degrees awarded in physical sciences and professorial salaries. The data points form a clear, upward trend, akin to a rocket blasting off toward the stratosphere. The figure serves as a visual testament to the compelling nature of our findings, capturing the essence of the captivating relationship we have uncovered.

Our analysis not only reveals a statistically significant connection but also points toward the potential influence of master's degrees in physical sciences on the financial rewards reaped by professors. This correlation has the potential to stir a whirlwind of curiosity, prompting further investigation into the intricate dance between academic qualifications and earning potential. In essence, our findings shed light on the alchemical synthesis of Master's Magic – the harmonious fusion of physical science qualifications and professorial paychecks.

#### 5. Discussion

The findings of our study provide compelling evidence in support of the literature review that delves into the relationship between educational qualifications and financial compensation. The robust correlation coefficient of 0.8837832 further solidifies the gravitational pull of master's degrees in physical sciences on professorial paychecks, confirming the assertions made by Smith (2015) and the tantalizing provocations of Jane Austen's "The Mastery Paradox." It's rather amusing to observe how a topic that once seemed as enigmatic as a wizard's incantation is now brought into sharper focus through the lens of statistical analysis.

In addition, the r-squared value of 0.7810727 depicts the substantial proportion of the variance in professorial salaries that can be ascribed to the number of master's degrees awarded in physical sciences, breathing life into the very concept of "The Professor's Windfall" as suggested in Rowling's work. The literature review touched upon the whimsy of educational attainment, and our results have certainly evoked a sense of wonder that parallels the captivating allure of "The Physics of Paychecks" by Newton.

The visual appeal of our findings, captured in Figure 1, resonates with the intriguing musings of the "Master's Degree Cat" meme, as it visually encapsulates the upward trend, reminiscent of a rocket's trajectory, akin to the soaring ambitions of an aspiring researcher. The comedic genius of the "Salaries in Science" meme suddenly seems to offer a window into the underlying statistical magic we have uncovered, turning the lighthearted nods into unintended prophecies of our scholarly revelations.

In summary, our results not only corroborate the existing literature but also breathe new life into the enthralling narratives and digital musings that have subtly hinted at the profound interplay between educational qualifications and financial rewards. This

scholarly pursuit has uncovered the alchemical synthesis of Master's Magic, saliently illuminating the intersection of academic qualifications and earning potential in the domain of physical sciences. The gravitational pull of this correlation, much like the unseen forces of the universe, continues to invite further exploration and, perhaps, a touch of academic whimsy.

## 6. Conclusion

In conclusion, our study has brought to light a captivating correlation between the number of master's degrees awarded in physical sciences and professorial salaries in the United States. The robust correlation coefficient, akin to a magnetic force of attraction, has elucidated the captivating relationship between educational achievements and monetary rewards. The r-squared value further emphasizes the proportion of variance in professorial salaries linked to the number of master's degrees awarded in physical sciences, akin to unraveling hidden secrets in a statistical maze.

This finding provides a shining beacon for researchers, illuminating the potential impact of educational qualifications on financial remuneration. It's as if we've stumbled upon the holy grail of academic alchemy, where the fusion of physical science qualifications and professorial paychecks yields an enchanting outcome. Figure 1 serves as a visual testament to the compelling nature of our discoveries, resembling a fireworks display of statistical significance.

In essence, our research adds a delightful twist to the age-old tale of education and income, showcasing a correlation that is both statistically robust and intellectually intriguing. The results of our study encourage further exploration into the intricate dance between academic qualifications and earning potential,

presenting a cornucopia of opportunities for future inquiry.

Therefore, it is with a merry heart and a statistical wink that we assert that no further research is needed in this area. We have indeed witnessed the magic of master's degrees in physical sciences on professorial paychecks, and for now, the case is closed.