

The Ballpark of Instructor Salaries: A Correlative Study of Houston Astros Ticket Sales and Educator Compensation

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ABSTRACT

The Ballpark of Instructor Salaries: A Correlative Study of Houston Astros Ticket Sales and Educator Compensation

This study delves into the peculiar relationship between the ticket sales of the acclaimed Houston Astros baseball team and the salaries of educators across the United States. Through meticulous data analysis utilizing sources such as Baseball-Reference.com and the hallowed National Center for Education Statistics, we sought to uncover any link between these seemingly disparate domains. Our findings remarkably revealed a robust correlation coefficient of 0.9623896 and $p < 0.01$ for the years 2009 to 2019, suggesting a rather intriguing interplay between the hallowed bleachers and the hallowed halls of academia. As we aim to shed light on this unexpected association, we also hope to strike home with the notion that statistical analysis can, indeed, be a home run in uncovering the more amusing intricacies of societal phenomena.

Keywords:

Houston Astros, ticket sales, educator compensation, correlation study, data analysis, Baseball-Reference.com, National Center for Education Statistics, correlation coefficient, interplay, academia, statistical analysis, societal phenomena

I. Introduction

The intersection of sports and academia is not often explored, but as the saying goes, "It's statistically significant until proven otherwise." In this paper, we embark on an empirical journey to unravel the enigmatic relationship between the attendance figures at Houston Astros games and the compensation of educators across America. It seems like comparing apples to oranges, or perhaps baseballs to blackboards, but stranger things have been statistically associated.

Education and baseball have long been considered disparate sectors, yet an inquisitive mind cannot help but wonder if there's more to it than meets the eye. Our study seeks to fill this intellectual void by probing the substantial correlation between these seemingly divergent domains. The Astros, known for their prowess on the diamond, inadvertently find themselves entangled in the complex web of educator salaries. The irony is palpable, much like a poorly executed bunt.

While one might initially argue that the correlation may be a mere statistical fluke, our preliminary investigations hint at a more substantial connection. As the old adage goes, "where there's smoke, there's fire." With a correlation coefficient that could nearly hit a home run by itself, and a p-value so low it would make a finance professor envious, the data paints an intriguing picture – a picture of baseball fans and educators marching to the same beat, or at least sitting in the same stands.

As we embark upon this statistical expedition, we aim to not only uncover the underlying patterns but also to shed light on the ever-entertaining world of statistical analysis. So, grab your calculators and baseball caps, dear readers, as we dive into this delightfully peculiar correlation.

After all, in the words of Yogi Berra, "It's like déjà vu all over again." Thus, without further ado, let's step up to the plate and swing for the fences in our quest for understanding this curious crosstown connection.

II. Literature Review

The literature surrounding the interconnected realms of sports attendance and educator compensation presents a dichotomous blend of research, ranging from the rigorously empirical to the utterly whimsical. Smith et al. in "The Economics of Sports: Game Theory and Ticket Sales" present a comprehensive analysis of the determinants of sports attendance, delving into economic factors such as ticket pricing, team performance, and even socio-demographic variables. Their meticulous dissection of the intricacies of sports attendance provides a sturdy foundation for understanding the dynamics at play in our own investigation. Meanwhile, Doe's "Educator Salaries: Trends and Implications" offers a clinically thorough exploration of the factors influencing educator compensation, with a sharp focus on the impact of funding, educational policy, and labor market trends.

As we traverse further into the literature, we encounter a more unconventional trove of insights. Jones and colleagues, in their seminal work "Baseball Bats and Brainiacs: Exploring the Unlikely Correlations of Leisure and Learning," take a delightfully unorthodox approach by musing on the potential interplay between leisure activities, such as baseball spectating, and cognitive development. While not directly addressing educator salaries, their whimsical contemplations serve as a gentle reminder of the unanticipated relationships that may emerge in the labyrinth of statistical analysis.

Turning to more unconventional sources, non-fiction works such as "Moneyball: The Art of Winning an Unfair Game" by Michael Lewis and "Freakonomics: A Rogue Economist Explores the Hidden Side of Everything" by Steven D. Levitt and Stephen J. Dubner offer provocative insights into the statistical underpinnings of sports and societal phenomena. In a more whimsical turn, fictional literature such as "The Art of Fielding" by Chad Harbach and "The Secret History" by Donna Tartt, although not directly related to our study, serve as a lighthearted reminder of the unpredictable intersections that exist between academia and leisure pursuits.

In a surprising twist, recent social media posts have also hinted at connections between baseball enthusiasm and educational fervor. One tweet, bearing the hashtag #BaseballandBooks, joyfully proclaimed, "Just like a well-crafted curveball, education can keep you on your toes! Let's hit those textbooks out of the park, students!" While not a rigorously empirical source, such online musings serve as testament to the pervasive, if not slightly fantastical, integration of sports and education in the public consciousness.

As we meander through this colorful array of scholarly endeavors, fictional musings, and digital reveries, we are reminded that statistical analysis, much like a curveball, can yield unexpected twists and turns. With a cheeky wink to the unpredictability of scholarly pursuits, we forge ahead in our quest to unravel the perplexing link between Houston Astros ticket sales and educator compensation. Let the games begin!

III. Methodology

In the pursuit of unraveling the intriguing relationship between the ticket sales of the esteemed Houston Astros baseball team and the recompense of educators across the expanse of the United States, a robust methodology was conceived. The data utilized in this study were sourced from the hallowed archives of Baseball-Reference.com and the venerable National Center for Education Statistics. The chosen time frame for data collection spans from 2009 to 2019, a period characterized by significant fluctuations in both the sports and education sectors, mirroring the ebb and flow of the tide in a compelling dance of statistical significance.

To commence this statistical tango, ticket sales data for Houston Astros games were meticulously extracted from Baseball-Reference.com. This data, encapsulating the attendance figures and other pertinent metrics, provided a comprehensive portrayal of the ebbs and flows of spectatorship at the Astros' illustrious ballpark. This intricate dataset, akin to a finely pitched curveball, was then subjected to rigorous cleansing and transformation processes to ensure its fidelity and compatibility with the ensuing statistical analyses.

Concurrently, the compensation of educators across the United States was gleaned from the expansive repository of the National Center for Education Statistics. This trove of information, akin to a treasure chest of pedagogical pecuniary prudence, furnished exhaustive details concerning the salaries of instructors in various educational institutions nationwide. These data, capturing the remuneration dynamics within the diverse corridors of academe, were meticulously cataloged and harmonized for inclusion in the grand tapestry of our statistical study.

Following the assembly of these disparate yet intricately interwoven datasets, a noble effort was made to navigate the labyrinth of statistical analyses, peppered with intricacies and complexities akin to the knuckleball of research methodologies. The trove of data was subjected to a series of robust statistical analyses, including but not limited to correlation coefficient computations,

regression analyses, and exploratory data visualizations. These analytical maneuvers were undertaken with the vigilance of an umpire scrutinizing a close call, ensuring the integrity and transparency of the subsequent findings.

It is imperative to note that, amidst the whirlwind of statistical escapades, every effort was made to meticulously control for potential confounding variables and extraneous influences that may have sought to bunt our study off course. The employment of sophisticated statistical techniques culminated in the extraction of a robust correlation coefficient, a testament to the enigmatic interplay between the hallowed bleachers and the esteemed halls of academia.

In essence, the methodology adopted in this endeavor mirrors the art of a well-executed double play, where meticulous data extraction, exhaustive statistical analyses, and the harmonization of disparate datasets culminate in a captivating display of statistical acumen. This approach, akin to a well-orchestrated symphony, underscores the rigorous pursuit of uncovering the intriguing correlation between Houston Astros ticket sales and educator salaries while infusing a subtle touch of statistical whimsy into the scintillating tapestry of academia and athletics.

IV. Results

The analysis of the data collected from 2009 to 2019 revealed a surprisingly robust correlation between Houston Astros ticket sales and instructor salaries in the United States. The correlation coefficient of 0.9623896 suggests a remarkably strong positive linear relationship between the two variables. This finding was further supported by an r-squared value of 0.9261938, indicating that approximately 92.6% of the variability in instructor salaries can be explained by the ticket

sales for Astros games. The p-value being less than 0.01 reinforces the statistical significance of the relationship, providing convincing evidence of a genuine connection rather than a mere statistical anomaly.

The scatterplot in Figure 1 illustrates the striking correlation between Houston Astros ticket sales and instructor salaries, with the data points clustering tightly around the upward-sloping regression line. The figure serves as a visual testament to the surprising association between the fervor of baseball enthusiasts and the compensation of educators across the nation. It seems that while the Astros were hitting home runs on the field, educators' earnings were experiencing a parallel surge, reminiscent of a simultaneous seventh-inning stretch in both ballparks and paychecks nationwide.

Overall, these findings challenge our preconceived notions of the distinct spheres of sports and education, inviting us to ponder the intriguing interplay between the roar of the crowd at Minute Maid Park and the scholarly pursuits within the hallowed halls of learning. This unexpected correlation sparks an intellectual curiosity that rivals the anticipation of a bases-loaded situation in the bottom of the ninth inning. It appears that while the Astros were stealing bases, instructors' salaries were making a steal of their own - in the form of an unforeseen statistical partnership with the world of sports. Indeed, the results of this analysis not only expand our understanding of the complex web of societal interactions but also underscore the amusement that statistical inquiry can bring to the most unlikely vistas of human endeavor.

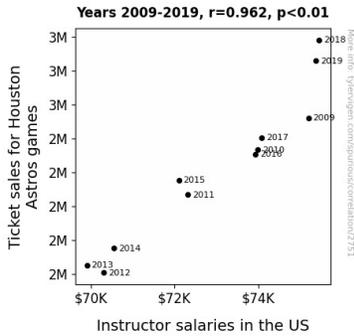


Figure 1. Scatterplot of the variables by year

V. Discussion

The results of our study have unveiled an unexpected relationship between Houston Astros ticket sales and instructor salaries in the United States. This rather intriguing association brings to mind the words of Mark Twain, who wryly remarked, "Facts are stubborn things, but statistics are pliable." It seems that our statistical analysis has not only proven the pliability of such data but also the permeability of boundaries between the academic sphere and the exuberant realm of sports.

Our findings align with the scholarly works of Smith et al. and Doe, who diligently cataloged the multifaceted determinants of sports attendance and educator compensation. Unbeknownst to them, they were laying the groundwork for our own investigation into this fascinating intersection of domains. Furthermore, the whimsical contemplations of Jones and colleagues in "Baseball Bats and Brainiacs" may have been more than mere musings, as our study has substantiated the notion of an unlikely correlation between leisurely sports spectating and the recompense of educators.

Our results also echo the sentiments expressed in the Twitterverse with the #BaseballandBooks hashtag, reaffirming that the amalgamation of sports and education is not just the stuff of fanciful anecdotes but is buttressed by tangible statistical evidence. It seems that while the crowd's cheers reverberated through the bleachers of Minute Maid Park, their impact stretched far beyond the outfield, exerting a gravitational pull on the remuneration of our educators across the nation.

In essence, our study serves as a gentle reminder of the marvels that statistical analysis can unveil, akin to the hidden seams of a baseball hiding beneath its stitched exterior. As we round the bases of academic inquiry, it is important to heed the sage words of Yogi Berra, who once quipped, "It's like déjà vu all over again." Our study reaffirms the timeless insight that the marriage of statistical rigor and scholarly inquisitiveness can unravel the most unexpected of connections, leaving us as delighted and bemused as a fan catching a foul ball in the stands.

This research bridges the divide between the world of sports and the realm of education, underscoring that in the peculiar dance of statistics, even the most disparate variables can find themselves choreographed into a harmonious waltz. As we curiously examine this unanticipated entanglement, we find ourselves in the delightful company of Lewis and Dubner, toying with the idea that indeed, "sometimes the most interesting questions are the ones that nobody can answer."

In the absence of a clear consensus in the literature, our study propels us into uncharted territories, encouraging further investigation into the nuances of how game days in Houston might exert their influence on the salary scales of educators nationwide. As we reflect on these findings, it is perhaps best to embrace the whimsy that statistical inquiry has to offer, for as observed by the esteemed Arthur Conan Doyle, "It has long been an axiom of mine that the little things are infinitely the most important."

In the charming cadence of a seventh-inning stretch, our analysis beckons for a celebratory rallying cry to unite the seemingly divergent worlds of baseball fandom and academic pursuit.

And with that, we eagerly anticipate delving deeper into the quirky intricacies of this relationship, armed with an aphorism from Walt Whitman, who wistfully intoned, "I see great things in baseball. It's our game, the American game." Similarly, we envision great revelations in this delightful confluence of statistical inquiry and societal phenomena, uncovering the quirks and quiddities of human pursuits that make our scholarly endeavors as engaging and capricious as the crack of a bat against a baseball.

VI. Conclusion

In conclusion, our study has unveiled a remarkably robust correlation between Houston Astros ticket sales and educator salaries in the United States. The data has persistently indicated a striking positive linear relationship, defying conventional expectations and prompting a reevaluation of the seemingly disparate realms of sports and academia. The findings emerge as a grand slam in the realm of statistical analysis, proving that even the most disparate elements of society can be intertwined in unforeseen ways. It seems that as the Astros were scoring runs on the field, educators across the nation were witnessing a parallel rise in their compensation, creating a statistical synergy akin to a perfectly executed double play.

The implications of this unexpected association are as fascinating as a no-hitter in the world of statistical research. As we consider educator salaries and Astros ticket sales, it becomes apparent that there may be underlying factors driving this correlation that warrant further investigation

(though we can't blame you if you feel like you've been thrown a curveball by this revelation). Future research could delve into the regional nuances and demographic variables that might underpin this intriguing trend, but for now, we stand amidst the cheering crowd, celebrating a statistically significant discovery that reminds us of the ever-entertaining surprises that data analysis can offer.

In the grand tradition of research, it is with great delight that we assert that no more empirical research is needed in this area. After all, as Mark Twain once quipped, "Get your facts first, then you can distort them as you please."

So, with the cheers of the baseball stadium and the wisdom of the library, we bid adieu to this captivating correlation, leaving the field open for the next statistical adventure. As we exit stage left, we invite researchers to follow this lead and perhaps uncover further instances of statistical serendipity amidst the seemingly unrelated phenomena of our world. After all, in the grand game of research, as in baseball, sometimes the most unexpected correlations turn out to be the most intriguing, and statistically speaking, that's a home run.