Research Methodology Past Papers Solved Short Questions

Past Paper 2014

Q: 1 Answer these following questions?

Q: 1 How will you identify a Research Questions?

A: 1 Identifying a Research Question: Identifying a research question is a crucial step in the research process. Here are some key points to consider when identifying a research question:

1. Regular Reading and Keeping Up to Date: Reading regularly and staying updated with recent advancements is a fundamental way to find a good research question. This helps in identifying critical issues and gaps in the existing knowledge.

2. Clarity and Focus: The research question should be clearly defined, free of jargon, and sufficiently focused to steer the research in a specific direction.

3. Critical Analysis: Identifying research problems involves critically analyzing the content to determine gaps and limitations in the existing research.

4. Preliminary Reading and Narrowing Focus: Choose a topic, conduct preliminary reading about the current state of the field, and then narrow the focus to a specific niche to identify the research question.

5. Reviewing Existing Research and Debates: For theoretical research, identifying a research problem can be done by reading existing research, theory, and debates on the topic.

6. Research Gaps: Identifying research gaps involves researching each question, making a note of queries, and checking relevant websites. It also includes making a list of questions and identifying areas where a question or problem exists.

7. Exploration and Literature Review: Exploring topics covered in current journals in the field, reviewing calls from relevant disciplinary organizations, and conducting an exhaustive literature review are essential steps in identifying research problems and gaps.

Q: 2 Enlist the tools which can be used for data collection?

A: 2 Tools for Data Collection: When it comes to data collection, there are various tools and methods available to gather and store information. Here are some commonly used tools for data collection:

1. Surveys or Questionnaires: Surveys and questionnaires are widely used to collect data from a large number of respondents, providing structured information.

2. Interviews: Interviews are a valuable tool for collecting qualitative data, allowing researchers to gather in-depth insights and perspectives from participants.

3. Observation: Observation is a method used to gather data by directly observing subjects in their natural environment, providing firsthand information.

4. Case Studies: Case studies involve in-depth analysis of a single individual, group, or event, providing detailed and contextualized data.

5. **Geolocation Tools**: **Tools like Fulcrum and Kobo-Toolbox are used for geolocation and custom mapping, particularly useful for spatial data collection.**

6. **Form-Building Tools**: **Platforms like Jot-form offer options for building customizable forms, which can be used for structured data collection.**

7. **Data Collection and Analysis Platforms**: **Tools like Team-scope provide secure and easy-to-use platforms for data collection and analysis, particularly for businesses dealing with sensitive data.**

Q: 3 Enlist the sampling techniques used in Qualitative Research?

A: 3 Sampling Techniques in Qualitative Research: In qualitative research, various sampling techniques are employed to gather data. Here are some commonly used sampling techniques in qualitative research:

1. Purposive Sampling: Also known as purposeful and selective sampling, purposive sampling involves selecting participants based on specific characteristics or qualities relevant to the research study.

2. Convenience Sampling: Convenience sampling involves selecting participants based on their availability and accessibility, often used when it is challenging to access a specific population.

3. Snowball Sampling: Snowball sampling is a technique where existing study participants recruit future participants from among their acquaintances or social networks, useful for studying hard-to-reach populations.

4. Quota Sampling: Quota sampling involves selecting participants based on pre-defined quotas, such as age, gender, or other characteristics, to ensure representation of specific subgroups within the population.

Past Paper 2015

Q: 1 Answer the following questions?

Q: 1 Define Research?

A: 1 Research: Research can be defined as a systematic investigation, including development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. It involves a meticulous and systematic inquiry process designed to explore and unravel specific subjects or issues, with the aim of creating new knowledge or using existing knowledge in a new and creative way to generate new insights. Research entails the collection of data, documentation of critical information, and the analysis and interpretation of that data. It is a process of studious inquiry or examination, especially investigation or experimentation aimed at the discovery and understanding of various subjects or issues. Good research follows a systematic approach to capture accurate data and is based on logical reasoning.

Additionally, research can involve obtaining information or bio-specimens through intervention or interaction with individuals and using the findings in a way that can be applied to populations or situations beyond those studied.

Q: 2 Briefly enumerate different types of research?

A: 2 There are various types of research, each serving different purposes and employing distinct methodologies. Here's a brief enumeration of different types of research:

1. Biology, Chemistry, and Science-Related Fields Research: Research conducted in fields such as biology, chemistry, and other science-related disciplines involves systematic investigation and experimentation to advance scientific knowledge.

2. Government Offices and Agencies Research: Government offices and agencies often conduct research to inform policy-making, address societal issues, and improve public services.

3. Educational Research: Educational research focuses on studying various aspects of education, including teaching methods, learning outcomes, and educational policies.

4. Business Research: Research in the business domain involves investigating market trends, consumer behavior, organizational strategies, and industry-specific challenges.

5. **Quantitative Research**: This type of research involves the collection and analysis of numerical data, often using surveys, experiments, and statistical methods.

6. **Qualitative Research**: Qualitative research focuses on gathering non-numerical data to understand underlying reasons, motivations, and opinions, often using methods such as interviews, observations, and case studies.

7. **Applied (or Action) Research**: Applied research aims to address specific practical problems and find solutions, often in real-world settings.

8. **Fundamental (or Basic) Research**: Fundamental research, also known as pure research, is driven by curiosity and seeks to expand knowledge without any immediate practical application.

9. **User-Experience Research**: User-experience research involves studying user interactions with products or services to enhance usability and satisfaction, often using methods like surveys and data mining.

10. **Research Articles**: In scholarly literature, various types of research articles are published, including original research articles, review articles, and more, each serving different purposes.

Q: 3 Discuss any two tools used for data collection with their purpose in research design?

A: 3 Two tools commonly used for data collection in research design are surveys/questionnaires and focus group discussions.

Surveys/Questionnaires: Purpose in Research Design: Surveys and questionnaires are widely used to collect data from a large number of respondents, providing structured information. They are valuable for gathering quantitative data and can be designed to elicit specific responses related to the research objectives. Surveys and questionnaires are particularly useful for quantitative research, allowing researchers to gather standardized data from a large sample of participants.

Focus Group Discussions: Purpose in Research Design: Focus group discussions are a qualitative data collection approach that involves group interactions to gather in-depth insights and perspectives from participants. This method is particularly valuable for exploring complex topics, understanding diverse viewpoints, and uncovering underlying motivations and attitudes. Focus group discussions serve as a bridging strategy for scientific research and local knowledge, making them an essential tool for qualitative research.

Past Paper 2017

Q: 1 Answer the following questions?

Q: 1 What should be the characteristics of a good research problem?

A: 1 Characteristics of a Good Research Problem: A good research problem should possess several key characteristics, ensuring its effectiveness and relevance in the research process. These characteristics include:

1. Clear and Focused: The research problem should be clearly stated, leaving no room for ambiguity, and should precisely outline what the researcher needs to investigate.

2. Specific and Manageable: It should be specific and narrow enough to be manageable within the scope of the research project, ensuring that the problem is well-defined and not overly broad.

3. Analytical, Not Descriptive: The research problem should allow for the production of an analysis of an issue or problem, rather than a mere description, ensuring that it contributes to the advancement of knowledge.

4. Insightful and Testable: It should provide insight into a research question, be testable, and measurable through proposed experiments, ensuring that it is grounded in logic and can be effectively investigated.

5. Addressing Existing Knowledge Gap: A good research problem should address an existing gap in knowledge, contributing to the expansion of understanding within the field of study.

Q: 2 Briefly enumerate inductive and deductive approaches providing useful examples?

A: 2 Inductive Approach: An inductive approach aims at developing a theory based on observed phenomena and specific examples. It involves moving from specific observations to broader generalizations. For example, in social sciences, a researcher may observe specific instances of behavior and then develop a theory based on these observations. An example of inductive reasoning would be observing several instances of a phenomenon and then forming a generalization based on these observations.

Deductive Approach: On the other hand, a deductive approach aims at testing an existing theory or hypothesis. It involves moving from general principles to specific instances. For instance, in scientific research, a researcher might start with a theory about a certain phenomenon and then test it through specific experiments or observations to confirm or refute the theory. An example of deductive reasoning would be using a general principle, such as "All men are mortal," to reach a specific conclusion, such as "Socrates is mortal".

Q: 3 How do reliability and integrity are the fundamental ethical issues in research?

A: 3 Reliability and integrity are fundamental ethical issues in research due to their critical roles in ensuring the trustworthiness and credibility of research outcomes.

Reliability: It is essential as it pertains to the consistency and repeatability of research findings. It ensures that the results can be replicated under similar conditions, thereby contributing to the validity of the research. Without reliability, the findings of a study may not be dependable or trustworthy, potentially leading to erroneous conclusions and wasted resources.

Integrity: It is equally crucial as it encompasses the adherence to fundamental ethical principles, responsible conduct, and the responsible use of resources and technologies. Upholding integrity in research involves maintaining honesty, transparency, and ethical behavior throughout the research process. It is essential for fostering trust among stakeholders and the public, as well as for upholding the ethical standards of the scientific community.

Both reliability and integrity are foundational to the ethical conduct of research, as they contribute to the overall credibility and validity of scientific endeavors. They are essential for upholding the trust of the public, ensuring the advancement of knowledge, and maintaining the ethical standards of the scientific community.

Past Paper 2018

Q: 1 Answer the following questions?

Q: 1 What do you understand by validity and reliability of research?

A: 1 Validity: Validity in research refers to the extent to which a method or instrument accurately measures what it is intended to measure. It is about the accuracy of the method in assessing the intended construct or concept. Validity can be assessed using various types of evidence, such as content validity, criterion-related validity, and construct validity. Ensuring validity is crucial for drawing accurate conclusions and making reliable inferences based on the research findings.

Reliability: Reliability in research pertains to the consistency and stability of research results over time and across different conditions. It is about the extent to which the same results can be replicated under similar circumstances. Reliability is essential for ensuring that the research findings are dependable and trustworthy, and that the measurement instruments used in the research are consistent and stable.

Both validity and reliability are critical considerations in research, as they directly impact the quality and trustworthiness of research outcomes. Validity ensures that the research accurately measures what it intends to measure, while reliability ensures that the research results are consistent and stable, allowing for dependable inferences and conclusions to be drawn.

Q: 2 Name various data sources of qualitative research?

A: 2 Qualitative research utilizes various data sources to gather rich, in-depth insights. These sources include:

1. Surveys and Interviews: Surveys and interviews are commonly used to collect personalized information directly from the source, allowing researchers to gather detailed and individual perspectives.

2. Observations: Direct observation is a valuable method in qualitative research, enabling researchers to gather firsthand information through observing behaviors, interactions, and phenomena.

3. Field Notes: Field notes compiled during interviews or observations serve as a complementary source of information, providing additional context and details to facilitate the analysis process.

4. Conversations and Focus Groups: Qualitative data is often collected through methods such as one-to-one interviews, focus groups, and conversations, allowing for in-depth exploration of perspectives and experiences.

5. <u>Text and Document Analysis</u>: Textual sources, including documents, records, and journals, can serve as valuable data sources in qualitative research, providing insights into various contexts and perspectives.

Q: 3 Differentiate the use of synthesis and analysis in Literature Review?

A: 3 Synthesis and Analysis in Literature Review:

Synthesis: In the context of a literature review, synthesis involves the process of bringing together information from various sources to create a cohesive and integrated understanding of a particular topic or research question. It goes beyond summarizing individual sources and aims to identify patterns, themes, and connections across the literature. Synthesis in a literature review involves integrating diverse perspectives and findings to develop a comprehensive understanding of the subject matter.

Analysis: On the other hand, analysis in a literature review entails the critical examination and evaluation of individual sources to understand their significance, strengths, weaknesses, and contributions to the overall body of knowledge. It involves breaking down the content of the literature into its constituent parts to gain insights into the underlying concepts, methodologies, and arguments. Through analysis, researchers can identify gaps, contradictions, and areas for further exploration within the existing literature.

Past Paper 2019

Q: 1 Enlist the right circle?

I. Broad subject matter being addressed in a study is called _____.

(a) Research problem. **(b) Research topic.**

(c) Purpose. **(d) Research question.**

II. _____ mixes copied material from multiple from multiple sources.

(a) Mash-up. **(b) Hybrid.**

(c) Aggregator. **(d) Re-tweet.**

III. Quantitative data is in _____ form, such as statistics etc.

(a) Percentage. **(b) Quadric.**

(c) Numerical. **(d) Quotational.**

IV. _____ interviews combine both structured and unstructured approaches.

(a) Non-structured. **(b) Co-Relational.**

(c) Relational. **(d) Semi-structured.**

V. List of issues to guide observation is called _____.

(a) Index. **(b) Reference list.**

(c) Protocol. **(d) Content list.**

VI. The study loosely structured and designed to expand understanding of a topic and provides insights is _____.

(a) Formal. **(b) Casual.**

(c) Exploratory. **(d) Experimental.**

VII. All of the following are possible goals of an exploratory study except _____.

(a) Expand understanding of a topic. **(b) Test Hypothesis.**

(c) Provide insight. **(d) Develop Hypothesis.**

VIII. Research design strategy encompasses all of the components below except _____.

(a) Data collection design. **(b) Sampling design.**

(c) Instrument development. **(d) Data analysis.**

IX. The goal of a formal study is to _____.

(a) Discover future research tasks. **(b) Expand understanding of a topic.**

(c) Test Hypothesis. **(d) Develop Hypothesis.**

X. The primary concern with using qualitative technique is that, qualitative data are too _____.

(a) Expensive. **(b) Time consuming.**

(c) Subjective. **(d) Objective.**

Q: 1 Answer the following questions?

Q: 1 Define the term ‘transliteration’ with an example?

A: 1 Transliteration refers to the process of representing or spelling a word in the characters of another alphabet or language. It is the transfer of a word from the alphabet of one language to another, designed to convey the pronunciation of the original word in a different script, allowing readers or speakers of that script to approximate the pronunciation. The goal of transliteration is to provide a phonetic representation of a word in a language that uses a different writing system, aiding in the pronunciation of words and names.

An example of transliteration is representing the Greek word "Γειά σας" as "Yasas" in the Latin alphabet to approximate its pronunciation for English speakers.

Q: 2 What are the tools for data collection?

A: 2 Tools for Data Collection: When it comes to data collection, there are various tools and methods available to gather and store information. Here are some commonly used tools for data collection:

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Q: 3 What are the benefits of participant observation?

A: 3 Participant observation offers several benefits in research:

1. In-depth Understanding: Participant observation allows the researcher to gain a deeper and more intimate understanding of the culture, group, or community being studied. By actively participating in the activities and interactions, the researcher can observe and experience firsthand the dynamics and nuances that may not be apparent through other research methods.

2. Rich and Nuanced Data: This method enables the generation of rich and nuanced qualitative data. By immersing themselves in the environment being studied, researchers can capture detailed and context-specific information, providing a comprehensive picture of the subject of study.

3. Insight and Validity: Participant observation produces rich qualitative data that reflects how people truly live. This approach allows researchers to gain insight into the lives, behaviors, and interactions of the participants, contributing to the validity and authenticity of the data collected.

4. Enhanced Impact Measurement: In the context of program evaluation, participant observation can enhance the impact measurement in community-based participatory research (CBPR) programs. By actively participating and observing, researchers can gain a deeper understanding of the program's impact and effectiveness.

5. Easier Follow-up Studies: Compared to covert observation, overt participant observation makes it easier to conduct follow-up studies. This can be valuable for longitudinal or iterative research, allowing researchers to build on their initial observations and interactions with the participants.

Q: 4 Enlist a few pros and cons of E-Mail interviews?

A: 4 Pros and Cons of Email Interviews:

Pros:

1. Convenience: Email interviews offer convenience for both the interviewer and interviewee. Participants can respond to questions at their own pace, allowing for flexibility in scheduling and reducing time constraints.

2. Written Record: Email interviews provide a written record of the communication, which can be valuable for reference and analysis. This can help ensure accuracy and provide a clear audit trail of the interview process.

3. Reduced Interviewer Bias: Email interviews may reduce interviewer bias, as the absence of face-to-face interaction can minimize the influence of non-verbal cues and personal biases on the part of the interviewer.

Cons:

1. **Limited Depth:** **Compared to face-to-face or phone interviews, email interviews may result in less in-depth responses. The lack of real-time interaction can limit the depth and spontaneity of the conversation.**

2. **Response Time:** **Email interviews can lead to longer response times, potentially prolonging the overall interview process. This delay may impact the timeliness of the research and the ability to follow up on responses.**

3. **Difficulty in Probing:** **Email interviews make it challenging for interviewers to probe for detailed responses or seek clarification on ambiguous answers. This limitation can hinder the exploration of complex topics.**

Past Paper 2020

Q: 1 Answer the following questions?

Q: 1 Name the tools of research?

A: 1 The tools of research encompass a wide range of devices, instruments, and software used to collect, analyze, and synthesize data. These tools include:

1. Data Collection Tools: These refer to devices or instruments used to collect data, such as paper questionnaires, computer-assisted interviewing systems, and other methods for gathering information.

2. Brand Naming Tool & Research Software: Tools powered by trademark data and artificial intelligence technology that aid in brand naming and marketing research.

3. AI (Artificial Intelligence) Tools for Research: Resources specifically geared towards exploring and synthesizing research, leveraging artificial intelligence for data analysis and interpretation.

4. Keyword Research Tools for SEO (Search Engine Optimization):

Tools designed for search engine optimization, aiding in the identification and analysis of keywords for online content.

5. Security and Privacy Research Tools: Tools and services focused on security and privacy in research, providing reviewed options for data protection and ethical considerations.

Q: 2 Define the term ‘Transliteration’ with an example?

A: 2 Transliteration refers to the process of representing or spelling a word in the characters of another alphabet or language. It is the transfer of a word from the alphabet of one language to another, designed to convey the pronunciation of the original word in a different script, allowing readers or speakers of that script to approximate the pronunciation. The goal of transliteration is to provide a phonetic representation of a word in a language that uses a different writing system, aiding in the pronunciation of words and names.

An example of transliteration is representing the Greek word "Γειά σας" as "Yasas" in the Latin alphabet to approximate its pronunciation for English speakers.

Q: 3 What is the aim of university education?

A: 3 The aim of university education is a complex and multifaceted concept that encompasses various perspectives and objectives. It goes beyond mere career preparation and encompasses personal, intellectual, and societal development. The following discussion draws on insights from various sources to provide a comprehensive understanding of the aims of university education.

Holistic Development: University education aims to foster holistic development by providing students with a well-rounded education that goes beyond the acquisition of technical skills. It seeks to cultivate critical thinking, creativity, and problem-solving abilities, preparing students to navigate the complexities of the modern world.

Knowledge Acquisition: One of the primary aims of university education is to impart knowledge and expertise in specific academic disciplines. This involves in-depth learning, research, and the acquisition of specialized skills that are essential for professional and intellectual growth.

Personal Growth and Character Development: University education aims to facilitate personal growth and character development. It provides opportunities for students to explore their identities, values, and beliefs, fostering a sense of self-awareness and ethical responsibility.

Preparation for Professional Life: **Another key aim of university education is to prepare students for professional life and the labor market. This involves equipping students with the necessary skills, knowledge, and qualifications to pursue successful careers in their chosen fields.**

Societal Impact: **University education aims to contribute to societal progress and development by producing informed, engaged citizens who can address complex social, economic, and political challenges. It seeks to instill a sense of civic responsibility and social awareness in students.**

Critical Thinking and Problem-Solving: **An important aim of university education is to cultivate critical thinking and problem-solving skills. This involves encouraging students to analyze information critically, evaluate evidence, and develop innovative solutions to real-world problems.**

Ethical and Moral Development: **University education aims to foster ethical and moral development by promoting values such as integrity, empathy, and social responsibility. It seeks to instill a sense of ethical awareness and a commitment to ethical conduct in students.**

Past Paper 2022

Q: 1 Answer the following questions?

Q: 1 What are open ended questions and open-ended response?

A: 1 Open-Ended Questions and Responses:

Open-ended questions: Open-ended questions are questions that cannot be answered with a simple 'yes' or 'no', and instead require the respondent to elaborate on their thoughts, feelings, or experiences. These questions allow and encourage respondents to answer in open-text format, based on their complete thoughts, without being restricted to predefined options.

Open-ended responses: Open-ended responses are the answers to open-ended questions that cannot simply be given as 'Yes' or 'No', or with a fixed multiple-choice response. They allow respondents to explain their answers in their own words, without restriction, and are often used in surveys to gather qualitative data.

In contrast, closed questions (or closed-ended questions) restrict participants to one of a limited set of possible answers, often with predefined options for respondents to choose from.

Open-ended questions typically start with "Why?", "How?", and "What?", encouraging a full answer rather than a simple yes or no response. These questions are valuable for gathering detailed and qualitative information from respondents.

Open-ended survey responses should be used to enhance, confirm, or refine the story told through quantitative data. For example, if survey results indicate a trend, open-ended responses can provide context and depth to the quantitative findings.

Q: 2 What are sampling Strategies in Quantitative research?

A: 2 Sampling Strategies in Quantitative Research: In quantitative research, sampling strategies are crucial for obtaining a sample that is both large enough and representative of the target population. There are two main categories of sampling techniques: probability sampling and non-probability sampling.

Probability Sampling: Probability sampling ensures that every member of the population has a chance of being selected. This method is primarily used in quantitative research to maximize the statistical representativeness of the sample. Examples of probability sampling techniques include simple random sampling, systematic sampling, cluster sampling, and stratified sampling.

Non-Probability Sampling: Non-probability sampling methods do not guarantee that every member of the population has an equal chance of being selected. Some examples of non-probability sampling methods are purposive sampling, convenience sampling, quota sampling, and theoretical sampling.

Q: 3 Name and define different type of Qualitative research?

A: 3 Types of Qualitative Research: Qualitative research encompasses various methods and approaches to gather and analyze non-numerical data. Here are some of the different types of qualitative research:

1. In-Depth Interviews: In-depth interviews involve open-ended questions and allow the interviewer to explore the participant's responses in detail. This method is valuable for gaining insights into individual perspectives and experiences.

2. Focus Groups: Focus groups bring together a small group of participants to discuss a specific topic. This method allows researchers to observe interactions and gather diverse viewpoints on the subject.

3. Ethnographic Research: Ethnographic research involves immersing the researcher in the culture or community being studied. It aims to understand the social and cultural phenomena within their natural context.

4. Phenomenological Study: Phenomenological study focuses on describing an event, activity, or phenomenon from the perspective of those experiencing it. It aims to uncover the essence of the lived experience.

5. Observation: Observation as a qualitative research method involves systematically watching and recording behaviors, activities, and interactions within a specific setting. It allows for the study of natural behavior in its context.

6. Content Analysis: Content analysis involves systematically analyzing the content of various forms of communication, such as written, verbal, or visual material. It aims to identify patterns, themes, and meanings within the content.

Past Paper 2023

Q: 1 Answer the following questions?

Q: 1 What are the basic principles of ethical considerations while conduction research?

A: 1 The three basic principles of ethical considerations in research, as identified by the Belmont Report, are:

1. Respect for Persons: This principle emphasizes the autonomy and dignity of individuals. It involves obtaining informed consent from participants and protecting the rights of those with diminished autonomy.

2. Beneficence: The principle of beneficence emphasizes the obligation to maximize benefits and minimize harm to research participants. It underscores the importance of promoting the well-being of participants and avoiding any potential harm resulting from the research.

3. Justice: The principle of justice involves ensuring fairness in the distribution of the benefits and burdens of research. It includes considerations of equitable participant selection and the fair treatment of all individuals involved in the research process.

Q: 2 What is meant by “Identify Your Unit of Analysis” in data collection?

A: 2 "Identifying your unit of analysis" in data collection refers to determining the specific entity or level of observation that will be the focus of the research. This unit of analysis could be individuals, groups, organizations, events, or any other defined entity that is the subject of study. It is essential to clearly define the unit of analysis as it directly influences the data collection process, the variables to be measured, and the overall research design.

For example, in a customer satisfaction study, the unit of analysis could be individual customers, while in an organizational study, it could be specific departments or teams within the organization. Identifying the unit of analysis is crucial for ensuring that the data collected aligns with the research objectives and allows for meaningful analysis and interpretation.

Q: 3 How do we interpret the results in the research?

A: 3 Interpreting the results in research involves a comprehensive analysis and discussion of the evidence gathered, including aspects of validity, strengths, weaknesses, and implications. It is a critical phase where the findings are contextualized and their significance is elucidated.

The interpretation of results should involve a discussion of the main findings, bringing them together in a synthesis. This process helps readers understand the implications and broader meaning of the research outcomes.

Understanding the numerical data is crucial in the interpretation process. Researchers should be well-versed in what each test reveals and should look for pre and post estimation tests to gain a comprehensive understanding of the results.