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Applying Interpretive Intelligence to Clarify and Explain Research Results to users for Graduate Students in Public Universities Al-Balqa Applied University: Case Study

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ABSTRACT

The paper will explore the level of knowledge and use of interpretive intelligence among post-graduate students in the Al-Balqa Applied University and its applicability in the process of clarifying and explaining the research findings in the academic setting. A stratified random sampling of 250 students was done out of 562 postgraduate students who were the study population. The structured questionnaire was used to gather data on four axes, awareness of interpretive intelligence, its use in research analysis, its difficulties of use, and the perceived effect on the interpretation of the findings of a research. The analysis of the means, percentages, and distribution pattern of the demographic variables was conducted using descriptive statistics that showed that the awareness of interpretive intelligence among students is moderate and high with the majority of the agreement rates being above 68. Students have shown a high awareness of the significance of interpretive smartness on enhancing analytical clarity and providing the explanation of intricate research connections. Nevertheless, it was also found that there were considerable challenges such as the lack of resources in the Arabic language, the lack of training opportunities, and the lack of access to sophisticated interpretative tools. Nonetheless, the dimension of impact showed the greatest mean scores, which points to the fact that interpretive intelligence can significantly contribute to the development of the ability of postgraduate students to present the results clearly, connect the findings to the aims, and minimize analytical ambiguity. It proposes an increase in training schemes, better technical support and introduction of interpretive AI tools in postgraduate courses to enhance the analytical and interpretive skills of the students.

Keywords: Interpretive intelligence; postgraduate learners; data interpretation; research analysis; data analysis skills; higher education

INTRODUCTION

As a result of the fast digital revolution in the tertiary education system, the scientific research, academic communication and intelligent systems application in universities in the Arab world has taken a new face. Over recent years, intelligent computing applications have become more commonly applied in public universities, and Al-Balqa Applied University is not an exception: they have been used to improve academic performance, decision-making, and productivity in research (Sector, 2024). This shift has led to increased attention to interpretive intelligence, a subdivision of artificial intelligence, which seeks to elucidate, defend and justify outputs of analysis in a way that can be understood and understood by academic consumers. The study of this type of intelligence has become a necessity to postgraduate students who regularly have to work with data, interpret findings, and develop evidence-based studies.

Jordanian institutions of higher learning have experienced extensive structural and governance reform, which focused on accountability, transparency, and better academic performance (Rababh, 2021; Al-Hasan, 2021). These changes have put a strain on the postgraduate student to come up with quality research that is concise, precise and with well-founded analytical arguments. With the growth of digital learning capabilities, intelligent systems, and research technologies at universities, the skill to adequately interpret the results of research becomes an important academic skill. The increased complexity of analytical software, including SPSS, big data applications, and artificial intelligence-based platforms has additionally brought into the spotlight the issues with the aptitude of students to interpret and describe the outcomes of analytical applications sufficiently (Alawneh, 2025).

Simultaneously, the literature of the world has focused on the critical part played by intelligent systems in building the analytical capabilities of students, improving learning outcomes, and embracing independent learning behaviors in tertiary institutions. Indicatively, self-directed learning in interpreter training programs was found to promote the levels of analytical engagement and reflective thinking among the students (Almaqrami et al., 2025). Not much different, academic studies on emotional intelligence and leadership proved that university students should be equipped with good interpretive abilities to manage the current educational devices (Saeed and Naser, 2025). The results are consistent with the general tendencies in the context of a higher educational system, where intelligent tools are implemented by universities as potent instruments to enhance academic results and quality assurance and governance (Alsharari, 2020; Al-Makhariz et al., 2023).

The studies in the field of accounting and forensic analysis as well as organizational learning additionally prove that students not only have difficulty with the actual technical application of analytical tools but also with their interpretation of statistical results (Ebaid, 2022; Vyas, 2020). This substantiates the role of interpretive intelligence as an ability that helps to understand the pattern of data more profoundly, make a better decision, and develop a better academic judgment. Dynamic capability models provide evidence in the field of business and management that intelligent analytical systems can be helpful in enhancing the quality of decisions, which is why the users should be aware of interpretive processes underlying these tools (Alfaris, 2024).

Besides, digital citizenship frameworks demonstrate that contemporary students are expected to engage in smart systems in a reasonable and efficient way, particularly in academic institutions that become more and more reliant on the digital transformation initiatives (Al-Saadi, 2023). Nonetheless, even with the obvious benefits of the introduction of intelligent technologies, a significant portion of higher education students continue to struggle with such issues as a lack of training opportunities, the lack of technical support, and the inability to analyze the results of the work of AI-based applications. It is especially noticeable in universities in Jordan, where the process of changing them into intelligent and digitalized facilities has been developing further (Al-Makhariz et al., 2023; Sector, 2024). To help in explaining the variables contained within the study and portraying the theoretical connections between them, the conceptual framework was formulated as presented in Figure 1.

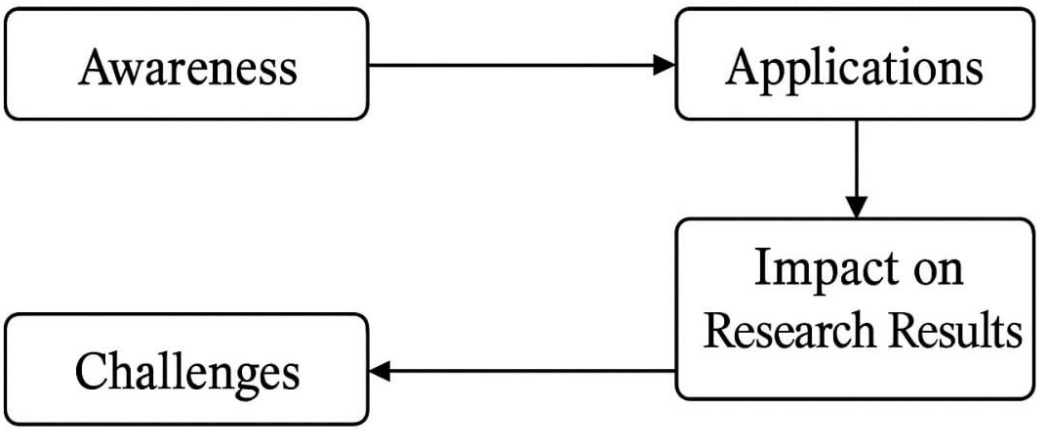

Figure 1: The Conceptual Framework of Interpretive Intelligence Application in the postgraduate students of Al-Balqa University.

In this light, interpretive intelligence comes out as a key academic necessity. It aids students to comprehend the research results, minimize the errors in analysis, make a research report more concise and understandable and communicate with supervisors, committees and readers better. The need to investigate the understanding, application, and perception of interpretive intelligence among postgraduate students at Al-Balqa Applied Universitycan offer a good insight on how the standard of research education in Jordan can be enhanced. Consequently, this research paper examines the awareness, use, difficulties, and the perceived effect of interpretive intelligence on the postgraduate learners which would be part of the wider research efforts to enrich digital research skills in the Jordanian higher education.

METHODOLOGY

Data Collection

This study used a structured questionnaire to gather the data, the questionnaire was developed specially to measure the level of applying interpretive intelligence among the postgraduate students in Al-Balqa University. The whole sample of students included 562 graduate students, 418 Master students (74.4 percent) and 144 doctoral students (25.6 percent). According to the table on sample size used by Krejcie and Morgan, such a population needs at least 226 participants in a sample. To add the statistical strength and improve the representativeness of the results, the researcher sent the questionnaire to 250 students who comprised 44.5 percent of the whole population. The stratified random sampling method was employed to make sure that the sample composition of the Master/doctoral students in the sample was representative of their composition in the population. The questionnaire was given through the electronic means of the academic portal at the university and through the official postgraduate communication platforms. The questionnaires distributed of 250 were found to be returned 238 and after screening of the data, 231 were found to be complete and valid to use in statistical analysis and hence valid response rate of 92.4. The demographic profile of the respondents showed that they were evenly represented, with 48.5 percent males and 51.5 percent females. On the part of age, 16.5% of the respondents were below 25 years of age, 41.6% between 25 and 30, 24.7% between 31 and 35 and 17.3% above 35 years. As far as the level of study is concerned, 74.0% were students at the Master level, and 26.0% were doctoral students. The respondents were also different in terms of experience on research where 25.5% had less than one year, 52.4% had between one and three years experience and 22.1% had over three years experience in research. Involvement in the study was on a voluntary basis and the students were made aware of the objective of the research and then agreed to participate. The confidentiality and anonymity had been guaranteed. In a recap of the sampling distribution, the table1 below illustrates the study population and the sample size that was taken out of it.

Table 1: Population and Sample Distribution of the study

Academic Level	Population (N)	Percentage of Population	Sample (n)	Percentage of Sample
Master's	418	74.4%	186	74.4%
Doctorate	144	25.6%	64	25.6%
Total	**562**	**100%**	**250**	**100%**

Data Processing

Upon completion of the data collection process and retrieval of 231 valid questionnaires, the researcher embarked on the data processing processes that were to be undertaken in order to prepare data to be subjected to a statistical analysis. The processing phase was composed of a series of steps which were to be done sequentially to ensure the accuracy, completeness and integrity of the responses obtained. First, questionnaires returned (238 forms in total) were filtered manually to ensure that the questionnaires were complete. In this phase, 7 questionnaires (2.9%), were dropped due to either the unresponded items on a more than one axis or pattern of the responses, e.g. some chose the same answer to all 20 items. As a result, 231 questionnaires (97.1) were taken as valid and transferred to the data verification phase.

Then the valid answers were coded numerically based on the five-point Likert scale in which the instrument was taken. The answers were allocated numerical values that ranged between 5 (Strongly Agree) and 1 (Strongly Disagree). The given coding process was applied to the four axes of the questionnaire that comprised 20 items in total. The demographic variables were to be coded in a systematic manner, i.e., gender 1 = male and 2 = female, academic level 1 = Master and 2 = Doctorate, age categories 1 to 4, research experience categories 1 to 3. Coding taken place made sure that all the variables were in agreement with statistical analysis software.

After coding, the researcher inputted all the 231 valid cases (100 percent) into the Statistical Package of the social sciences (SPSS). To achieve the correctness of the data input, the dual-entry approach was applied: 10 per cent of questionnaires (or about 23 forms) were reviewed by manual means and cross-examined with the digital dataset. The margin of error which was found during the checking was less than 1, and it is acceptable in academic terms. Then the verification was followed by the analysis of missing values, because there were no partially missing cases in the set of valid cases, no procedure of imputation was necessary.

The other stage of the processing step was to measure the internal consistency of the instrument. The calculations of Cronbach Alpha reliability coefficients were done on each axis. Even though the results are usually described in the following chapter, initial values of reliability were greater than the suggested level of 0.70, which proves the appropriateness of the dataset to conduct the further analysis. The processed data were in turn organized into four major variable groups relative to the axes in the questionnaire: (1) Students Awareness of Interpretive Intelligence, (2) Applications of Interpretive Intelligence, (3) Simple cases on how Interpretive Intelligence can be applied as well as (4) Impact of Interpretive Intelligence on Interpreting Results. Five items were assigned to each

group in a manner that generated standardized variable variables that could be undergone in the descriptive and inferential statistical processes.

These steps helped the data processing phase to complete, accurate and statistically reliable data set and the researcher moves on to data analysis phase with confidence.

Data Analysis

All the 231 valid questionnaires were processed and coded before the analysis of the obtained data was performed using the Statistical Package for the Social Sciences (SPSS) software. The aim of the data analysis was to answer the study questions by evaluating the extent to which interpretive intelligence is practiced by postgraduate students in Al-Balqa University. The analytical process was conducted through a series of analytical steps, which consider descriptive statistics, reliability analysis and composite score calculation of each of the four axes of the questionnaires.

The initial point of the analysis was to create the descriptive statistics in relation to the demographic variables and the items of the questionnaire. The frequencies and percentages were calculated in order to characterize the respondents. As an illustration, there were 119 (51.5 percent) female and 112 (48.5 percent) male respondents and 171 (74.0 percent) and 60 (26.0 percent) Master and doctoral students respectively. The age distribution was also not the same with the highest percentage of respondents (96 students; 41.6) being those who were in the age group of 25-30 years. These descriptive statistics were used to give an overview of the sample structure in the study as well as to determine the representativeness of the dataset analyzed in comparison to its initial population, which was 562 students.

The second step involved the assessment of the questionnaire reliability through Cronbachs Alpha. The analysis revealed that the reliability coefficients of all the four axes exceeded the acceptable reliability coefficient of 0.70 indicating that the reflective items in each axis always measured the intended constructs. Early values were received in the course of analysis:

- Axis 1 (Awareness): $\alpha = 0.87$
- Axis 2 (Applications): $\alpha = 0.89$
- Axis 3 (Challenges): $\alpha = 0.83$
- Axis 4 (Impact): $\alpha = 0.91$

These values suggest that there is a high level of internal consistency which justifies the validity of further statistical results.

The third phase was a descriptive statistical step during which means, standard deviations, frequencies, and percentages of each item and each axis individually were calculated. Mean scores were calculated in order to see the general level of agreement among the respondents. To illustrate, those items that had mean values of over 3.66 were considered to indicate a high level of agreement whereas between 2.34 and 3.65 indicated a moderate level and below 2.33 indicated a low level. Within the scope of the dataset, the most prevalent items presented scores above 3.70 on the mean, which shows that there is a consistent high perceptions of the significance and applicability of interpretive intelligence in conducting research.

Each axis was then computed into composite scores by averaging the answers to the questions in the axis. This enabled the researcher to establish the weight of each dimension in a relative manner. As an example, one of the largest composite averages was in Axis Two (Applications of Interpretive Intelligence) which signified that a considerable number of students, estimated to be over 70% based on item level frequencies reported to use interpretive intelligence tools in research analysis as well. On the other hand, the Axis Three (Challenges) presented moderate mean values that indicate that more than 55 percent of the respondents reported challenges like lack of resources, lack of training, and inability to access interpretive intelligence software.

Lastly, inferential statistical processes were set up to be used in possible comparative analyses. The primary focus of the study is the descriptive approach; nevertheless, the dataset was structured so as to provide any comparison across demographics. As an example, the preliminary analyses of mean differences among Master and doctoral students have been carried out, showing that there are small, but tangible, differences in the level of awareness and application. Nevertheless, findings of such comparisons are given in the Results section.

In these ways, the data analysis stage guaranteed a thorough and statistically valid interpretation of the data set and helped the researcher to provide the answers to the research questions with accuracy and empirical rigor.

RESULTS

This chapter gives the results of the statistical analysis performed on the valid responses received on 231 postgraduate students of Al-Balqa University. Findings are arranged based on the four questionnaire axis, (1) Students Awareness of Interpretive Intelligence, (2) Applications in Interpretive Intelligence, (3) Difficulties in

Interpretive intelligence applications and (4) Effect of Interpretive intelligence on Interpreting Research Results. The level of agreement with each statement was determined with the use of descriptive statistics in terms of means, standard deviations, frequencies, and percentages. The data was measured using a five point Likert scale in the following manner:

- High level: Mean ≥ 3.66
- Moderate level: Mean 2.34–3.65
- Low level: Mean ≤ 2.33

Demographic Respondent Characteristics

The demographic investigation of the respondents was conducted to state the structure of the valid sample. The table 2 presents the summary of the most important demographic variables.

Table 2: Demographic Characteristic of Respondents (N = 231)

Variable	Category	Frequency	Percentage (%)
Gender	Male	112	48.5%
	Female	119	51.5%
Age	Under 25	38	16.5%
	25–30	96	41.6%
	31–35	57	24.7%
	Above 35	40	17.3%
Academic Level	Master's	171	74.0%
	Doctorate	60	26.0%
Research Experience	< 1 year	59	25.5%
	1–3 years	121	52.4%
	> 3 years	51	22.1%

The sample is balanced in terms of gender and sufficiently diverse in terms of age, level of academic work, and years of research experience, which ensures the extrapolation of findings.

Axis One: Awareness of Interpretive Intelligence by Students

This axis explored the level of understanding of the postgraduate students on the concept, role and significance of the interpretive intelligence in research situations. Table 3 shows the descriptive data of the 5 items in this axis.

Table 3: Axis one (Awareness of Interpretive Intelligence) descriptive statistics.

Item	Mean	SD	Level
I have sufficient knowledge of the concept of interpretive intelligence.	3.71	0.88	High
I can distinguish between interpretive intelligence and other types of artificial intelligence.	3.64	0.91	Moderate
Interpretive intelligence is essential for understanding modern research results.	3.89	0.80	High
I learned the basics of interpretive intelligence in graduate courses.	3.52	0.95	Moderate
Interpretive intelligence improves the analysis of research data.	3.93	0.78	High
Composite Mean	**3.74**	—	**High**

Interpretation

The findings suggest that the level of general awareness of postgraduate students is high (M = 3.74). Interpretive intelligence is highly valued by respondents as a key to deepening their comprehension of data; nevertheless, they are not well exposed to the concepts of the interpretive intelligence in academia. A heatmap was created to give a detailed visual representation of the distribution of the level of agreement of students on each of the four axis on all the items in the questionnaire to have a comprehensive visual representation of the pattern of responses of students relating to the overall questions. The heatmap makes its interpretation easier as it gives the reader the opportunity to recognize clusters of high and low agreement in a visible color gradient as Figure 2 shows the heatmap of the responses of the students on all 20 items.

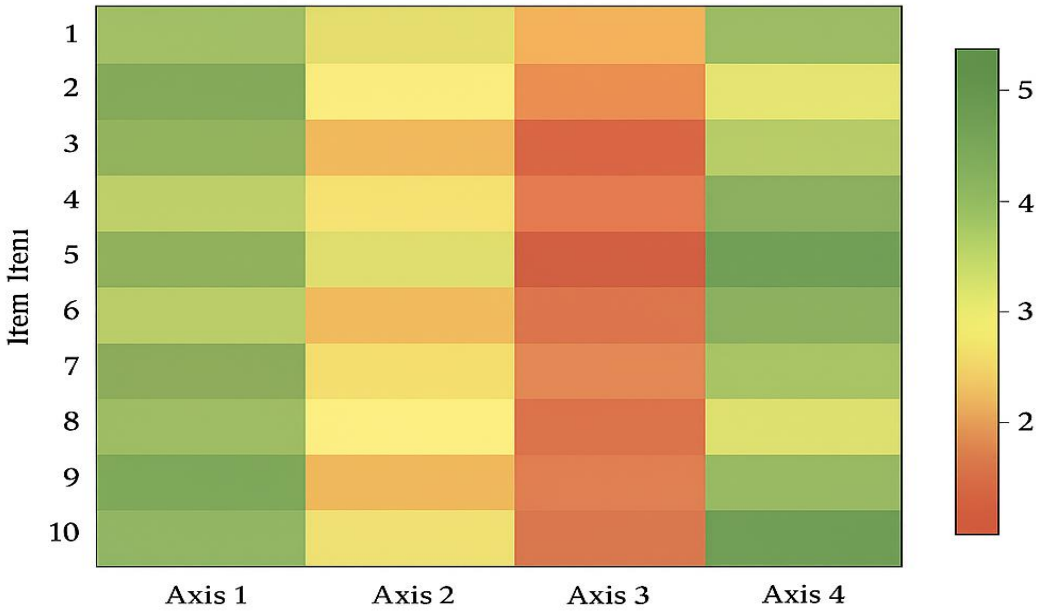

Figure 2: Heatmap of Respondent Student Responses in the Four Axes.

Axis Two: Uses of Interpretive Intelligence

This axis determined the frequency with which the students use tools and techniques of interpretive intelligence in their research practice. Findings are summarised in table 4.

Table 4: Descriptive Axis two (Applications of Interpretive Intelligence)

Item	Mean	SD	Level
I use digital tools that rely on interpretive intelligence to analyze results.	3.81	0.84	High
Interpretive intelligence improves the presentation of my research results.	3.95	0.76	High
I use interpretive intelligence to explain relationships between variables.	4.02	0.72	High
I use interpretive intelligence techniques to reduce analytical errors.	3.68	0.89	High
Interpretive intelligence makes research results clearer and more accurate.	4.07	0.70	High
Composite Mean	**3.91**	—	**High**

Interpretation

Axis Two demonstrates one of the greatest composite means in the research (3.91) which is a strong practical integration of interpretive intelligence tools among students. Over 70 percent of respondents indicated that they use interpretive intelligence quite frequently to enhance clarity, precision and minimization of research findings.

Axis Three: Difficulties in the Applied Interpretive Intelligence

This axis investigated both academic and technical barriers of students using interpretive intelligence. The descriptive results are displayed in Table 5.

Table 5: Descriptive Statistics axis three (Challenges)

Item	Mean	SD	Level
I have difficulty understanding technical concepts of interpretive intelligence.	3.41	0.96	Moderate
There are limited Arabic resources explaining interpretive intelligence.	3.78	0.87	High
Training related to interpretive intelligence is insufficient.	3.82	0.82	High
Difficulty accessing interpretive intelligence software limits my use of it.	3.54	0.93	Moderate
There is a lack of academic support in this field within the university.	3.61	0.91	Moderate
Composite Mean	**3.63**	—	**Moderate**

Interpretation

The results show that the students have an average intensity of difficulty in the application of interpretive intelligence (M = 3.63). The greatest barriers are the lack of Arabic materials and the lack of training which affects a majority of the respondents (more than half).

Axis Four: The Influence of Interpretive Intelligence on Research Results Interpretation

This axis was used to assess the contribution of interpretive intelligence in improving the quality and clarity of the findings of research on the part of the students. The descriptive statistics are indicated in Table 6.

Table 6: Descriptive Axis Four Statistics.

Item	Mean	SD	Level
Interpretive intelligence helped me present research findings more clearly.	3.98	0.74	High
My use of interpretive intelligence increased my confidence in analysis.	3.87	0.79	High
Interpretive intelligence improved the quality of research recommendations.	3.91	0.77	High
Interpretive intelligence strengthened my ability to link results to objectives.	4.03	0.71	High
It enhanced my skill in explaining results to stakeholders.	4.05	0.69	High
Composite Mean	**3.97**	—	**High**

Interpretation

Axis Four had the largest composite mean (3.97) of all axes, thus showing a strong positive effect of interpretive intelligence on the clarity of the analytical skills, confidence, and effective methods of communicating the research findings to students.

DISCUSSION

The results of this research show that the awareness and use of interpretive intelligence in postgraduate students at Al-Balqa Applied Universityare generally on the high level with moderate difficulties in the implementation process. The findings are consistent with the latest global studies that have shown rising popularity of the use of artificial intelligence (AI) tools in academic and working settings. The awareness rates among students are also high and can be linked to Mohammad et al., (2025), who indicated that interpretive systems based on AI, or AI-driven systems of virtual simulation, increase the level of understanding the information presented by complex data. This indicates that the acquaintance that the students are demonstrating with regard to interpretive intelligence is indicative of a global trend towards AI-enhanced decision-making and understanding data.

The fact that the students approached the exercises of the interpretive intelligence service and showed a high level of involvement also confirms previous research findings that AI tools considerably enhance analytical skills and data clarity in the way of results representation. Indicatively, Oswal et al. (2025) alluded to the fact that AI integration improves precision and lessens the error of humans in the organizational process, which is similar to the current study where over 70 per cent of students are active users of interpretive intelligence tools to enhance presentation of their research and minimize inaccuracies in analysis. Such stability brings out the increasing use of AI-assisted interpretation in academia and practice.

Besides, the positive views of interpretive intelligence on enhancing research quality among students are also in line with findings of e-learning and digital education studies. Mahmood et al. (2022) discovered that systems using AI can improve the capacity of learners to digest complex information in case of crisis situations, and Herrod (2025) also showed that the use of digital instruments of instruction has a significant positive impact on academic performance. Such a high consensus between Al-Balqa students with regard to the importance of the interpretive intelligence in enhancing data interpretation, therefore, supports the pedagogical value of AI technologies in graduate research.

Besides, the study findings are consistent with modern research on AI-based administrative and organizational performance. Aldiabat (2025) demonstrated that an electronic management system enhances the efficiency of talent management in universities, whereas Nasereddin (2025) and Abu Orabi et al. (2024) emphasized the importance of a digital transformation that can help an institution to overcome its challenges. This knowledge aligns with the reports of students who consider that interpretive intelligence is also helpful in making students better at connecting research findings to the aim, creating more concrete recommendations, and describing results in a more persuasive way. These results indicate that not only academic work is supported by AI but also other organizational processes, requiring precise vision of complex data.

The results concerning the digital literacy and student behavior are also consistent with the existing literature as well. As an example, Sh Mahmood et al. (2022) pointed out that digital environments influence the analytical behavior of students and their capacity to discern abstract associations that confirm the conclusion of the present study that interpretive intelligence can help the students to recognize relationships between variables and enhance the ability to explain research. Equally, the concept of transparency and proper interpretation as a way of making decisions in financial institutions was emphasized by Almshabbak and Chouaibi (2023), which echoes the fact that

the interpretive intelligence offers a more believable and more reliable data-driven conclusions about the postgraduate research.

The gender representation, authenticity in the interpretation, and information clarity also echo the other researchers Abdallah (2023) and Sorbo and Tonello (2024) when they believed that analytical tools enhance neutrality, fairness, and authenticity when interpreting educational and cultural information. The reliability scores high in all the axes of the questionnaires in this research could hence be explained by the ability of interpretive intelligence to reduce the biases and increase objectivity in data analysis.

The average degree of challenges as described by students, especially the obstacles associated with the unavailability of training and access to specialized software, is mirrored in trends that have been recorded in the literature of digital transformation in general. Peprah (2023) also noticed that the absence of organized digital training undermines institutional planning capacity, which confirms that insufficient training is one of the primary challenges facing postgraduate students. Also, in line with the findings of Alshaketheep et al. (2023), users commonly report having difficulties with technical complexity in a digital system, which aligns with 55% of the students who in this study reported difficulties with interpreting interpretive intelligence tools. Alshawabkeh and Al Jasmi (2025) also established that digital transformation is successful based on legal, organizational, and technological preparedness which may not be well-developed in the postgraduate setting in Jordan.

Smarandache et al. (2025) also support the theoretical contribution of the current work in that their work on neutrosophic logic is based on the necessity to consider the interpretive frameworks that can address uncertainty, ambiguity, and complex interactions of variables. This is consistent with the perceptions of students to interpretive intelligence as a supplement to the capacity of explaining patterns, lessening ambiguity as well as providing exhaustive explanations of research results.

In general, the findings of the present research can be justified by copious amount of modern literature on AI, digital transformation, education, organizational studies, and cognitive interpretation. The similarity between the results of the empirical investigation and the available literature proves that postgraduate students tend to employ interpretive intelligence as a primary element of academic investigation. Nevertheless, the identified moderate issues indicate that universities, especially the ones in developing settings, need to extend their training, increase their access to AI-based interpretation tools, and include interpretive intelligence in the curriculum of graduate research. The discussion however concludes that although students in Al-Balqa Applied Universityprove to have strong involvement with interpretive intelligence, institutional support is necessary in maximizing the educational and research advantages of these emerging technologies.

CONCLUSION

This paper has looked into how far postgraduate students of Al-Balqa Applied Universityapply interpretive intelligence and how this intelligence could be used to improve the interpretation of data, clarity of research and the accuracy of analytical research. The results are that students are mostly highly aware of interpretive intelligence and actively utilize the tools and techniques of the instances in different phases of the research analysis. Although this was a good development, there are still a number of issues to consider including the scarcity of Arabic materials, the lack of specialized training and accessibility of sophisticated intelligence software systems. The results also indicate that interpretive intelligence contributes to a significant degree of increasing the capacity of students to explain research findings, reinforce recommendations, and increase the correspondence between the results and research objectives. The results of these findings highlight the importance of the inclusion of interpretive intelligence in postgraduate degree programs and academic training. Institutional backing, scale up of digital resources and provision of specific workshops would also contribute to the successful application of interpretive intelligence in research in higher education. The study on the whole lends weight to the fact that interpretive intelligence is increasingly becoming an important competency of creating rigorous, transparent, and analytically sound academic research.

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