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Research Article

From Data to Awakening: A Seven-Level Typology for Transformative Research Aligned with the United Nations Sustainable Development Goals

Peter G. Narsico*

College of Management, Business, and Accountancy, Cebu Institute of Technology- University, Cebu City, 6000, Philippines

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**Corresponding author:*
E-mail:
petergnarsico@gmail.com

ABSTRACT

This paper presents a seven-level typology of research results (descriptive, interpretative, prescriptive, reflective, generative, transformative, meta-transformative) so that we can understand scholarly depth and impact. Fluid and interdependent, these levels guide research from observation to social change. Inspired by the ambitious goals of the United Nations Sustainable Development Goals, this typology suggests that research has to go beyond technical rigor to a higher ethical and human level. It is a way to question the level of evidence and conceptual depth that is necessary for researchers to bring data to life and to help them to view research as a pathway to creating a just, inclusive society for a sustainable planet. In sustainability, education, and health, research is transforming from something that is just to be right and just to be good as well as transformative. If one wants to frame inquiry as a recursive and sacred activity, then in this model it also creates the notion that research can reveal truths, empower communities and open up new opportunities in every field and culture and it is how research is to illuminate truths and to inspire communities and new possibilities in disciplines and cultures.

Keywords: *Awakening Insights, Community-Based Research, Empowerment, Intentionality, Research Typology, Transformative Practice, Visionary Inquiry*

Background

Traditional categorizations of research results are descriptive, evaluative, and prescriptive. These are based on a practical point of view—documenting, analyzing, and applying knowledge to better understand or practice. Descriptive research is a core element of education, psychology, and health sciences, and one that is all about observation and tracking of phenomena to understand and document the state of nature at any given time; often with surveys, interviews, and observational methods. As Nassaji (2015) notes, descriptive research is concerned with "what" is happening and data collection tools such as observation and surveys provide direct evidence of what's

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happening, which are often analyzed in quantitative terms for relationships.

Evaluative research, though not always labeled distinctly, assesses the effectiveness of programs, policies, or interventions. It often overlaps with interpretative and prescriptive approaches, especially in applied fields. Lim (2024) emphasizes that qualitative methods, including evaluative components, are essential for understanding complex social realities and offering human-centered insights.

Prescriptive research aims to guide action by offering recommendations based on observed patterns or theoretical insights. In decision sciences and applied social research, prescriptive models are developed to improve decision-making and inform practice. Descriptive and prescriptive approaches often complement each other, with descriptive data laying the groundwork for prescriptive recommendations (Rogers, 1998).

These traditional approaches may have analytical value, but they may not capture the larger human, ethical and transformative aspects of inquiry. Research is often based on empirical rigor and replicability, which are important in the end, but the moral and visionary dimensions of research may be compromised by these standard frameworks. For instance, Thelwall and Pinfield (2024) point out that classification systems used in major databases like Scopus can be misleading about the scope and intention of interdisciplinary or transformative studies.

A growing body of transformative education research goes beyond the boundaries of academic research on personal development, social justice, and collective transformation. These studies often resist being lumped into one category and instead emphasize research as a tool for awakening and empowerment (Shidiq et al., 2024). The criticism from the UChicago Consortium also highlights the limitations of descriptive research, especially that it cannot address systemic inequities or drive change. Without interpretive, reflective, or transformative context, descriptive data may reinforce the status quo as opposed to contesting it. These observations highlight a critical missing element: a typology that treats research as a moral, generative, and evolutionary force.

This work is inspired by the aspirations of the United Nations Sustainable Development Goals that seek a world that is more just, inclusive and sustainable. If research is to have any role in that vision, its frameworks need to move beyond technical rigor and toward a deeper human and ethical horizon (Horcea-Milcu et al., 2024). A typology of research results should not only categorize findings but also reflect how inquiry is able to contribute to healing, empowerment and transformation. And in this sense, research is not just a tool of understanding but also a pathway to co-creating a future that is connected with the highest ideals of humanity.

This paper responds to that need by proposing a seven-level framework—one that sees research not only as a tool for understanding the world, but also for healing, reimagining, and transforming it.

To guide this work, we ask: (1) How can research results make sense not only of what can be seen or interpreted but also of what can be created, transformed, and awakened? (2) What typology can accommodate the full spectrum of research outcomes, from empirical documentation to visionary insight? (3) In what ways can research be a moral and existential effort, leading people and communities to healing, growth, and evolution?

Conceptual Foundations

Philosophical and Methodological Foundations

The proposed seven-level typology of research results is the result of a convergence of philosophical inquiry and methodological innovation, particularly those from qualitative, post-qualitative and transformative research traditions. This kind of tradition also challenges the positivist paradigms of knowledge production and emphasizes the relational, ethical and existential aspects of knowledge production. Philosophically, the typology is based on constructivist and critical paradigms of knowledge that are co-constructed through human experience and interpretation. Lincoln, Lynham, and Guba (2011) suggest that research should not

only be weighed in terms of its rigorous nature but also its moral and transformative potential.

Post-qualitative research contributes to this type of typology in its methodology in terms of challenging rigid lines and bringing a sense of fluidity, reflexivity and ethical sensitivity. St. Pierre (2011) critiques traditional qualitative approaches and seeks to transform and reimagine how knowledge is made, especially in terms of ontological and epistemological change. Transformative research, as articulated by Mertens (2009), is a solid ground for considering research as a tool for social justice and empowerment. Her emphasis on researcher-community partnerships and ethical engagement is consistent with the higher levels of the typology where inquiry is a means of systemic change. These perspectives make for research in which we don't just see it as a technical thing to do but as something of moral and visionary value as it is in order to contribute to human development, ethical reflection and collective awakening.

Evolving Traditions and Ethical Commitments

The typology is rooted in the development of research traditions that question the established paradigms and take a more human-centered, ethical and visionary view of the world. Qualitative research is based on context, meaning and experience. Its philosophical foundations (constructivism, interpretivism and critical theory) focus on the study of phenomena from the perspective of the individual who is experiencing them. Asmawi and Alam (2024) explain that qualitative studies are rooted in ontological and epistemological commitments that allow researchers to investigate subjectivity and moral nuance in their research. Matta (2022) points out that ethical research is also rooted in these philosophical paradigms which guide methods but also ethical behavior, particularly in education. Post-qualitative research transcends the boundaries of method and representation. St. Pierre (2023) argues that post-structuralist and post-humanist research is based on a fluidity and ontological openness. In addition, Bozalek and Zembylas (2025) also emphasize relationality, affect, and process, and post-qualitative research is especially relevant to research that seeks to disrupt dominant narratives and explore new ways of knowing. Transformative research is designed to foster social justice and change in society. Mertens (2009) defines this paradigm as one that centers marginalized voices and uses research as a means of ethical engagement. Moriggi (2021) develops an 'ethos of appreciation' that combines care ethics with creative methods and participatory action to drive sustainable transformation at the higher level of the typology.

Research as a Moral and Existential Endeavor

At its heart, this typology is rooted in a belief that research is not only technical or academic; it is a moral and existential enterprise. These are the conditions for researchers to engage with ethical responsibility, human empathy and the potential for transformative insight. The theory of research is not neutral or detached as it has been traditionally understood in the past. Rather it is an engagement with activist and transformative traditions that view research as socially relevant and life-changing. Astaneh and Masoumi (2018) claim that ethical standards in research reflect a commitment to justice and human dignity and that indexing systems such as Scopus are increasingly conscious of the moral dimensions of research.

In the context of trauma and healing, research has shown the capacity to assist with moral restoration. Currier et al. (2015) discuss in a study of moral injury among veterans how inquiry can help people reconcile with their core values, and turn research into an ethical reckoning. Vianna and Podlucká (2021) have investigated the ethics of affect in transformative research, and how emotions, vulnerability, and solidarity are at the heart of the process. This work reminds us that research is deeply rooted in human experience and moral aspiration. Together, these perspectives suggest that research can (and should) be a moral act. The higher levels of the proposed typology - transformative as well as meta-transformative - are all rooted in this vision of research as a means to healing, justice, and the evolution of human consciousness.

The Seven Levels of Research Results

Contribution of the Typology

This typology informs research by giving us a conceptual structure that connects qualitative depth and quantitative clarity. Not based on the original data, the seven-level model is based on analysis of the research outputs and is informed by the descriptive, interpretative, and transformative processes of research in which studies are conducted and how they evolve. By mapping research results along a continuum of engagement, the typology is able to deepen our analytical understanding and reconcile philosophical perspectives with empirical evidence, especially in social impact, empowerment, and renewal projects.

Level 1: Descriptive Research Results

Descriptive research results are the foundation of inquiry and the study of phenomena as they appear. This level is to answer questions like what, where, when, and how and not to answer questions of causality or more subtle interpretations. As Misa (2025) points out, descriptive research is concerned with making the perception of what is happening, and hence it is important to establish baseline data and to explore future research directions. Credé and Harms (2021) also maintain that descriptive statistics (means, frequencies, and standard deviations) are not only preliminary tools but are crucial to understanding distributions and patterns in datasets, especially in psychological and organizational research. Sathyanarayana and Mohanasundaram (2025) further argue that standardized reporting of descriptive results is important in order to have transparent and reproducible results, which are the key to ethical and rigorous studies. Descriptive findings, in qualitative and quantitative contexts, allow researchers to describe trends and characteristics and can help to explain trends in a clear and unbiased manner, setting up the groundwork for higher-level analysis and interpretation.

Level 2: Interpretative Research Results

Interpretative research results are the second level of the proposed typology, the one that involves the meaning-making process that goes beyond surface-level description. These results are to reveal the underlying significance, context, and subjective experiences associated with those observed phenomena. Smith and Nizza (2022) emphasize that in interpretative phenomenological analysis (IPA) the results section is not just data, but rather the narrative of how people make sense of their lives based upon their personal and cultural perceptions. This interpretative layer is especially important in qualitative research where the aim is to understand phenomena from the point of view of people living it. Magnusson and Marecek (2015) highlight this in multiple research works - from childrearing practices to depressive experiences - to show that interpretative research can provide insights into human behavior and social dynamics that are more nuanced than data-based ones. Hill and Knox (2021) also highlight that descriptive-interpretive qualitative research can develop a coherent narrative that combines historical context with theoretical framing and participants' voice making it highly applicable for psychotherapy and community-based research. The key features of interpretative results are contextual depth, thematic richness, and analytical reflexivity – and researchers are often forced to re-analyze and reflect on the outcome on a periodic basis. In fact, such results are not only informative but also transformative because they challenge our assumptions and open new paths to the complex human reality.

Level 3: Prescriptive Research Results

The third level of the proposed typology is the prescriptive research results, which are the action-oriented recommendations based on empirical findings. These results are to answer the question: What should we do? -- guidance, solutions, or interventions based on observed patterns and validated information. In educational settings, Savage and Ikoma (2025) emphasize the need for evidence-based instructional practices that translate research into tangible strategies that can be applied to improve civics education. Liang and Zhang (2025) also show how input- and output-based methods of instruction can be customized based on learner and teacher profiles and that their results can provide guidance toward curriculum

design. In community development, prescriptive results often result from participatory research, where findings are applied to co-create solutions along with stakeholders. These results are especially relevant in policy research as research is supposed to have an impact on what we practice and change. Many of the key features of prescriptive results are clarity of recommendation and context, plus ethical responsibility as research impacts real-life decisions and affects lives.

Level 4: Reflective Research Results

Reflective research results are the fourth level of the proposed typology and invite researchers and readers to engage in ethical, philosophical and existential reflective thinking. Such findings are not descriptive, interpretive or prescriptive but rather take the deeper meaning, values and implications of the data. Reflective outcomes are particularly evident in qualitative and autoethnographic inquiries where educators critically examine their pedagogical assumptions, ethical responsibilities and relational engagements and show that awareness of student struggles, readiness and agency changes teaching practice and learning outcomes (Narsico, 2024).

For researchers, reflective outcomes can arise only when they think about how our information is connected to human dignity, social justice, or the changing nature of knowledge. Mohamed, Ab Rashid, and Alqaryouti (2022) consider reflective practice to be a complex and multifaceted process that is useful for learning and professional development. Lubbe and Botha (2020) also posit that reflective practice develops conscious awareness and moral sensitivity, which makes educators and researchers feel more ethical in their work. Huynh (2022), in a systematic review of reflective writing in higher education, identifies the way in which structured reflection promotes critical thinking and transformative learning. These results are characterized by depth, introspection and moral sensitivity, often based on philosophical traditions such as phenomenology, critical theory, or ethics of care. They ask researchers to go beyond utility and towards wisdom, asking not only what is or what should be done, but what does this mean for us as human beings?

Level 5: Generative Research Results

Generative research results represent the fifth level of the kind of typology and are the creative and constructive potential of research to inform new models, tools, practices or systems. Thus, the results are not just interpretation and prescription but are also the result of creating new possibilities, from the insights taken. In the context of education, generative results can be innovative pedagogical approaches, adaptive learning methods, or community-based interventions. Xiaoyu, Zainuddin, and Hai Leng (2025), in a review of generative artificial intelligence (GenAI) in pedagogical practice, discuss how GenAI has augmented idea generation, personalized learning and critical thinking development and how research can be considered to be an engine for building the future generation of ideas in combination with new technologies. The development of generative AI applications in education has been studied by Întorsureanu et al. (2025) through academic research and has led to culturally relevant content, gamified learning environments and hybrid human–AI classrooms. Such examples show how generative research can change educational contexts and empower communities. The key ingredients of generative research are innovation, flexibility and design forward thinking, and such work requires an interdisciplinary effort and vision. Generative results are not only useful, they are also transformative seeds, and can be developed into systems that meet complex human needs.

Level 6: Transformative Research Results

Transformative research results constitute the sixth level of the proposed typology that addresses systems, perspectives, and human capacities. Such a result may not only be used to create new tools or models; they can actually help to catalyze deep change in people, communities, institutions, or even paradigms. Transformative results have come about in research that challenges dominant assumptions, disrupts entrenched institutions, and opens the door for new ways of being and relating. Varela-Losada et al. (2022) argue that transformative learning is crucial to sustainable development, as it instills critical thinking, civic engagement, and the ability to act in uncertain

and complex environments. Sugito (2024) also points out that transformative learning alters not only knowledge, but also worldviews, behavior and ontological perspectives, so it is also a powerful force to tackle social problems such as inequality, climate change and disempowerment. These results are characterized by critical reflexivity, systemic insight and emancipatory intent, and often require participatory, dialogic and interdisciplinary approaches. Transformative research is not about what we know or do but who we become by inquiry and engagement.

In a work environment, transformative research results (Level 6) can be observed and durable in four different domains. At the individual level, transformation can be seen in identity stories, values and agency changes in longitudinal interviews, reflective journals or follow-up actions that go beyond the initial intervention period. At the collective level, transformation can be seen as change in group norms, group decisions and relational processes and it can be captured through participation or discourse analysis. At the institutional level, transformation can be seen in new policies, changes in resources or organizational behavior that is backed by research findings. At the capacity level, transformative research is evident when communities sustain and initiate change independently of the researcher, demonstrating that the inquiry has redistributed epistemic and practical agency rather than producing only short-term intervention effects (Kemmis et al., 2014; Mertens, 2009; Varela-Losada et al., 2022).

Level 7: Meta-Transformative Research Results

Meta-transformative research results are the seventh and most visionary level in the proposed typology. These results are about the evolution of humanity itself (our values, consciousness and collective potential). They differ from individual or institutional change by the conceptualization of frameworks, perspectives or models that reimagine what human beings and societies could become. They often come from interdisciplinary, future-oriented and ethically-based research that combines sustainability, inclusion and digital transformation. Ramírez-Correa, Mariano and Santos (2025) put together meta-analytical analysis to provide a holistic model to connect digital equity, inclusive governance and sustainable education to global development and the UN Sustainable Development Goals (SDGs). Dagli, Altinay and Altinay (2025) argue that transformative learning must be more inclusive, critical, and integrative to prepare humans for crises and opportunities in a fast-paced life. Yolanda and Rifani (2024) also argue that transformational leadership in higher education is crucial to building institutional cultures for long-term vision, empowerment and innovation that are aligned with SDG-led futures. Meta-transformative results are driven by visionary scope, ethical imagination and systemic integration, and serve as a template for reimagining education, governance and human flourishing. They inspire scholars to ask not only what is possible but also what is desirable—and research can be seen as a sacred act of co-creating a better world.

Meta-transformative research results do not claim to measure humanity in a literal or totalizing way. They are, rather, signals of collective orientation and potential—that is the extent to which values, capacities, and systems become increasingly aligned toward dignity, sustainability, and shared flourishing. Evidence at this level is directional rather than absolute in nature, and it is so because research is about the structural relationships between projects, institutions, and local contexts. In practice, meta-transformative research results may be achieved through three interacting approaches. First, cross-scale value convergence may be considered: ethical commitments at the individual level can be articulated more coherently in institutional practices and policy orientations in different countries. Second, better collective intelligence may help in inclusive decision making and long-term coordination, adaptive problem solving with research in systems thinking or futures literacy. Third, meta-transformative impact is determined by what is created by frameworks or principles that are not only generalized in the original context but can be adopted, developed and applied in dif-

ferent fields and cultures without ongoing support from the researcher (Schneidewind & Singer-Brodowski, 2013; Ramírez-Correa et al., 2025).

Visual Synthesis of the Seven Levels

After exploring each of the seven levels in detail, from the basic Descriptive to the visionary Meta-Transformative, the following diagram (see figure 1) shows the kind of evolution of the typology that you can see in action. It illustrates the levels as a vertical progression, symbolizing the deeper and more ethical aspect of research from documenting reality to reimagining humanity. It is clear that these levels build on each other and represent a layered expansion of perspective, impact and moral responsibility. The first one, Descriptive, illustrates what is and the second one, Meta-Transformative, is what humanity can be. In between these two poles is a process of interpretation, prescription, reflection, creation and transformation that helps you understand research as a dynamic and developing process. This final diagram, as it should be, invites scholars to see research not only as a technical endeavour, but as a deep journey of awakening, healing and co-creation.

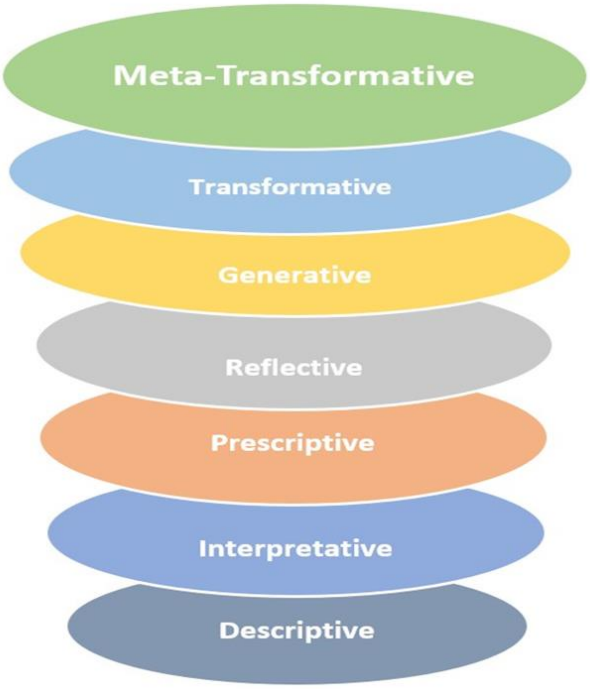

Figure 1. The Ascending Typology of Research Results: From Description to Human Becoming

Fluidity and Interconnection Among Levels

These levels are not static categories but fluid states and dynamically interact with each other. A single research study can move through multiple levels along the way, and researchers often move back and forth through these levels, instead of making a straight line along the path. For example, a generative insight might spur transformative action that then prompts reflection and refinement. This recursive progression of levels is not unusual, but is needed for the overall complexity of research and for depth development.

This research has shown the blurring of qualitative and quantitative paradigms and challenges the binary thinking that has been taught in research methods courses. Pilcher and Cortazzi (2023) suggest that researchers work within a framework of methodological fluidity such that qualitative and quantitative elements are intermingled depending on the context and purpose of the inquiry. This argues that research levels—descriptive, interpretative, prescriptive, transformative, or otherwise—are not discrete silos but rather interrelated and overlapping domains.

It's even more fluid in transformative research paradigms like action research and participatory action research. Kemmis et al. (2014) describe researchers engaging in a cycle of planning, acting, observing, and reflecting, the Lewinian spiral. These cycles are about movement at multiple levels of insight: from descriptive observations to prescriptive actions and then transformative outcomes. Each cycle can lead to new insights that are fed back into the previous ones, and is thus recursive in nature.

And transformative learning theory, especially in the context of sustainability education, also shows how emotions and reflection are very much part of these levels. Grund et al. (2023) identify five meta-phases: novel experience, reflection, social exchange, shift of action, and shift of meaning, that are similar to how research progress has been carried out over different levels. These phases are not linear, but rather they are dynamic and emotional engagement and reflection help to move things from one level to another, often looping back to reassess what we thought to be the best answer for it.

This fluidity is consistent with research as a living process, as the insights change over time (and change and grow), as well as evolve and deepen. The tie between levels allows for a richer picture of phenomena and an understanding that is more complete so that researchers are always looking for new meanings and new ways to think and see and be able to do new things as well. And reflexivity is essential in which researchers constantly review their position and the evolving nature of their findings.

In essence, our seven-level typology is not an easy ladder but an interdependent system of interrelated, intertwined states. Each level can be influenced and influence the others in the most dynamic and sometimes unexpected ways. Taking this perspective more generally will help us make research more thoughtful, flexible, and adaptive, given the complexity of the subject, more sensitive to the subject, open to change, and more determined to make a lasting impact.

Implications for Research Practice

This typology has the motivation and depth that researchers have to take on in order to do the research deeply, and it is the research itself that we want to learn the most, in order to be able to understand the world as a whole and to make it a better place for everyone.

Research practice, in this view, has to stand in for the process, and not just be a technical or mechanical exercise, because it is a process of reflection and change in people, values and systems, and must be seen as part of scholarly inquiry. Higher levels of the typology (especially Levels 6 (Transformative) and 7 (Meta-Transformative)) are not easy to quantify but they are not inaccessible to us. Operationalization at those levels is finding patterns and longitudinal and participatory indicators of change rather than a single numerical measure. Evidence at higher levels is therefore established in response to changing attitudes, practice, relational capacity, institutional orientation, and collective coordination. In this way, operationalization does not simply reduce complexity but establishes directional coherence over individual, collective and systemic domains (Mertens, 2009; Horcea-Milcu et al., 2024).

Recent developments in research impact assessment highlight the importance of multidimensional narratives that go beyond citation metrics. Elsevier's Pure Impact AI, for example, tracks seven research characteristics—academic significance, collaboration, engagement, novelty, reach, transferability, and applicability—to help researchers articulate the broader societal value of their work (Elsevier, n.d.).

In the community-engaged research context, the co-production of knowledge with local stakeholders is recognised. Arxer (2025) argues that community-based qualitative research creates trust, legitimacy and collective action, especially in urban governance settings where top-down approaches fail. In addition, evidence-based and community-engaged research on health systems is also a research process that utilizes multi-method designs to guide funding strategies and policy-making. Carta et al. (2025) state that retrospective and prospective data (e.g., interviews, focus groups and workshops) ensure research initiatives are contextually specific and socially relevant.

Philosophical and visionary research also benefits from this type of approach as well because introspection, critical thought and deeply ethical research are integrated in such research and the process is well suited for that type of research. It also means that research aims to not only interpret and understand reality, it's also to think critically and to reimagine reality differently and to reimagine it in new ways. It requires researchers to probe deep existential questions, to ask questions about different cultural paradigms and to search for new ways of thinking, and to discover new ways to see the world and to think about it in new ways.

And so this typology is a valuable guide to thoughtful and deliberate research practice. It pushes researchers to move away from a single methodology and towards a more flexible and impactful methodology. Research is a powerful tool for healing, empowerment and development (and change) and it is as much about good change and development as it is about understanding, whether through deep community engagement, deep philosophical thought or bold visionary foresight.

Applications and Illustrations

The typology aligns closely with several well-established frameworks that emphasize transformation and empowerment, including those commonly found in community-based participatory research (CBPR), transformative science, and strategic governance aimed at achieving institutional change. These frameworks collectively illustrate the dynamic ways in which research can progress, evolving from initial descriptive observation through generative modeling and ultimately culminating in transformative practice that drives meaningful social impact and systemic improvement.

In sustainability science, for instance, Schneidewind and Singer-Brodowski (2013) introduced Transformative Science (TSc), which goes beyond traditional research by integrating transformative education and institutional change. Their model emphasizes the co-creation of knowledge with stakeholders and the iterative refinement of solutions through real-world experimentation (as did the progression from descriptive to generative and transformative in the typology).

In higher education, Bergsteedt and du Plessis (2025) explored how South African universities can shift from compliance-based transformation to strategic, value-driven change. Drawing on complexity theory and the King V Code of Corporate Governance, they advocate for double-loop learning, futures literacy, and ethical leadership as mechanisms for institutional transformation. Their work exemplifies how research can inform and catalyze systemic change through adaptive cycles and inclusive governance.

A well-known example from health systems research is the integration of CBPR and Integrated Knowledge Translation (IKT). These approaches are rooted in collaboration between researchers and communities to have research that is contextually grounded but also actionable and empowering. A study by Gagliardi et al. (2017) shows how CBPR and IKT can foster cooperative structures, shared decision-making, and sustainable implementation practices, which are consistent with a pathway from descriptive data to transformative community outcomes.

These examples show us that the typology is more than a concept; it's a tool that works in many areas. A community-based sustainability study may start from the descriptive point of view, document environmental stressors, proceed through interpretative and prescriptive stages and engage in co-analyzing causes and designing interventions, and then move to reflective and generative levels in which participants reassess values and create locally based innovations. When those initiatives lead to durable changes to governance practices, ecological citizenship, and collective agency, the research achieves a transformative outcome. If those principles are then incorporated and sustained across different regions or policy domains, and the view of the world becomes more globalized, the research can be seen as a meta-transformative response. Research that starts as a careful observation and deep insight can evolve into a model of empowerment, change in institutions, and collective change in education, health, or sustainability. That requires design that is purposeful, community participation with stakeholder involvement, and a

commitment to ongoing recursive learning and adaptation.

Conclusion

The seven-level typology broadens our horizon in research. It demonstrates that research is not a linear path but a journey that starts in observation and goes on, then to transformation and awakening. Scientists can then design studies that are not just about the world but also about redefining it, with varying levels. The typology is evidence that research is a sacred profession: it can point to truth, heal communities and bring us new possibilities. And so we want to be intentional in understanding complexity in research and it's about making a difference that's both intellectually and humane. With our increasingly complex global problems now before us, this vision of research—for understanding, empowerment and renewal—can be even more vital. In the future we could create tools for researchers to see and navigate these levels and how this typology can inform practice across disciplines and cultures.

Acknowledgement

This work is in thanks to those who are on the way to uplift humanity through knowledge, compassion and collective action. If we are to get into research we need to meet with the people, teachers, visionaries and changemakers who make the point that research is not just about knowledge but healing, empowerment and renewal. May this typology be viewed as a humble contribution to the evolution of our whole human experience.

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