# How Much Does Financial Support Matter? Changes in Study Abroad Participation and Destination Choice at a Japanese University

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**Abstract**

This paper is the third in a longitudinal series examining the relationship between financial support and study abroad at a medium-sized private university in western Japan. Earlier studies focused primarily on the stated preferences of first-year students before and immediately after the introduction of a revised scholarship system in 2024. The present study shifts the focus from intention to actual participation and compares students who took part in university study abroad programmes in the 2024 and 2025 academic years. The revised scholarship system combines fixed support for first-year students on short-run programmes with variable awards determined by destination, programme duration, and demonstrated foreign-language proficiency or accumulated foreign-language credits. The data show that overall participation increased considerably from 66 students in 2024 to 112 in 2025. The strongest growth occurred in short-run programmes, while exchange participation also increased and expanded to a wider range of destinations. Medium-run programmes remained a small proportion of total participation in both years. Despite these changes in participation, destination preferences were comparatively stable: South Korea remained the leading short-run destination and English-speaking countries continued to attract substantial numbers. The findings suggest that financial support may be more effective in increasing participation than in fundamentally redirecting destination choice. However, the two-year comparison is also likely to reflect exchange-rate conditions, visa requirements, international relations, programme availability, and other institutional and individual factors. Further data from 2026 and 2027 are required to determine whether the observed patterns represent sustained changes.

*Keywords:* Japanese university students, international education, study abroad, scholarships, financial support, student mobility

## Introduction

International education (IE) is an important component of tertiary education in Japan at both national and institutional levels. In 2023, the Government of Japan announced the Japan-Mobility and Internationalisation: Re-engaging and Accelerating Initiative for Future Generations (J-MIRAI), which included a target of 500,000 Japanese students studying abroad by 2033 (Council for the Creation of Future Education, 2023). The target was intended not only to restore outbound mobility after the COVID-19 pandemic but also to strengthen the development of globally capable graduates and Japan's international competitiveness. The scale of the target is ambitious because it requires a substantial expansion of outbound participation in a post-pandemic environment in which tuition, accommodation, travel, insurance, and everyday living costs have risen in many major destinations.

For universities, these national goals are translated into practical questions. Institutions must decide how to encourage students to participate, how to maintain viable partnerships, and how to reduce barriers that may prevent students from studying abroad. Financial support is one of the most direct mechanisms available. Scholarships can reduce the immediate cost borne by students and their families, but they can also be designed as incentives. A scholarship may, for example, reward language achievement, encourage students to study abroad earlier in their degree, make longer programmes more feasible, or support destinations that would otherwise be financially difficult.

The university examined in this study revised its outbound study abroad scholarship system from the 2024 academic year. Before the revision, awards were primarily fixed according to destination and programme duration. From 2024, the system became a hybrid model combining a fixed payment for first-year students participating in short programmes with variable weekly awards linked to destination, programme length, and students' foreign-language proficiency or accumulated foreign-language credits. The rationale was both financial and educational: the university sought to increase outbound participation while also giving students an incentive to improve their language ability and potentially participate in more than one international programme during their undergraduate studies.

The first paper in this series compared first-year student preferences in 2023 and 2024 and suggested that changes in financial support appeared to have less influence on preferred destinations and languages than on timing, programme type, and programme length (James, 2024). The second paper compared first-year cohorts in 2024 and 2025 and again found considerable stability in the popularity of English-speaking countries, South Korea, and China, while noting increased interest in shorter programmes and exchange opportunities. It also highlighted the importance of the weak yen in 2024, when actual outbound participation fell from 84 students in 2023 to 66 in 2024 despite the introduction of the new scholarship system.

The present paper extends this work in an important way. Rather than examining only stated preferences collected through questionnaires, it analyses actual participation in outbound programmes in 2024 and 2025. This distinction is important because students may express interest in several countries or programme types but ultimately participate in only one programme or may decide not to go abroad at all. Actual participation therefore provides a stronger indication of the relationship between institutional financial support and student behaviour, although it cannot establish a simple causal relationship.

The study addresses three questions. First, did overall participation change between 2024 and 2025? Second, did the balance between short-run, medium-run, and exchange programmes change? Third, did the destinations chosen by students change substantially after the revised scholarship system had been in operation for a second year? These questions are considered against the wider context of exchange-rate fluctuations, programme costs, visa requirements, international relations, and the continuing post-pandemic recovery of outbound student mobility.

## Main Body

This is the third paper in a continuing study of the relationship between scholarship design and outbound study abroad at one Japanese university (James, 2024 and 2025). The earlier papers concentrated on the preferences expressed by first-year students and on the institutional reasoning behind the revised scholarship scheme. The 2026 stage of the project moves from preferences to realised behaviour by comparing the number of students who participated in university-administered study abroad programmes during the 2024 and 2025 academic years.

This change of focus allows the scholarship system to be considered from a different perspective. Preference data are valuable because they show what students are considering before detailed programme decisions are made. However, they are necessarily provisional. Actual participation incorporates additional constraints: students must be able to afford the programme, meet academic or language requirements where applicable, obtain a visa when required, fit the programme around their academic schedule, and receive the necessary institutional and family support. The participation data therefore reflect the point at which interest becomes action.

The analysis retains the categories used institutionally. “Seminar” programmes are divided into short-run (SR) programmes of approximately one to ten weeks and medium-run (MR) programmes of approximately three to six months. Exchange programmes normally last six or twelve months. The main comparison is between academic years 2024 and 2025, the first two years in which the revised scholarship system operated.

### Institution in Question and Scholarship Systems: Old, New and Reasoning Behind Change

#### *Institution in Question*

The data were collected at a medium-sized private university in western Japan. Student enrolment is approximately 6,200–6,500 across four undergraduate cohorts. At the time of data collection, the university had 37 partner universities in 17 countries and regions. Its outbound study abroad provision consisted of two principal categories: exchange programmes, generally lasting six months or one academic year, and institutionally organised “seminar” programmes. Seminar programmes were divided into short-run programmes of approximately one to ten weeks and medium-run programmes of approximately three to six months.

Exchange and seminar programmes differ in several important respects. Exchange places are normally limited, often to one or two students per partner institution in an academic year. Applicants must usually satisfy a predetermined language requirement, such as a TOEFL or IELTS score for English-medium study or a TOPIK level for Korean-medium study, and some partners also impose a minimum grade point average. Successful exchange students may take language courses and, where their proficiency permits, regular academic classes alongside students at the host institution. They continue to pay tuition to their home university and are normally exempt from tuition at the host university.

Seminar programmes generally have lower language-entry requirements and are often focused on language learning, although some also include experiential components such as volunteering, local visits, intercultural activities, or community engagement. Their financial structure is different from exchange. Students remain registered at the home institution and therefore continue to pay home tuition, while programme fees may also include tuition or instructional costs at the host institution. For programmes lasting several months, this creates a substantial additional burden. The difference between exchange and seminar programmes is consequently not simply one of duration. It involves a trade-off between accessibility and cost: seminar programmes are often easier to enter linguistically, while exchange programmes may be financially advantageous once the student has met the academic and language requirements.

These institutional characteristics are central to the interpretation of the 2024–2025 data. A scholarship may reduce the cost of both programme types, but it interacts differently with each. For a short-run seminar, a fixed award can reduce the immediate price of a relatively short overseas experience. For an exchange programme, a performance-related award may reinforce an existing financial advantage created by the tuition-waiver arrangement. For medium-run seminars, by contrast, scholarship support may still be insufficient to offset the combined effect of programme fees, home tuition, accommodation, travel, and living costs.

***Scholarship Systems: Old, New and Reasoning Behind Change***

Prior to 2024, the university operated a non-repayable scholarship system in which the amount awarded was largely determined by programme destination and duration. Exchange students received fixed amounts for six- or twelve-month participation, while seminar students received fixed payments according to the length and geographical area of the programme. The system was straightforward, but it did not directly reward students for improving their language proficiency and was increasingly challenged by rising programme costs.

The financial environment changed considerably after the COVID-19 pandemic. Tuition, accommodation, insurance, and travel costs increased in several of the university's established destinations, particularly English-speaking countries. At the same time, the weak yen increased the Japanese-yen cost of overseas study. These conditions risked making study abroad less accessible, especially for students considering programmes of several months or more. The university therefore redesigned its scholarship system with two related objectives: to increase outbound participation and to connect financial support more closely to students' academic and language development.

From 2024, the new system used a staged model. Weekly scholarship amounts varied according to destination and the student's stage, with the stage determined through recognised foreign-language test results or the number of foreign-language credits earned at the university. Higher stages attracted larger weekly awards. The system was intended to make language development materially meaningful: improving a test score or accumulating language credits could increase the scholarship available for a later study abroad programme.

The university also recognised a potential disadvantage for first-year students. New entrants have had less time to accumulate university language credits and may not yet have obtained high scores on external proficiency tests. To avoid discouraging early participation, first-year students on programmes of three months or less were made eligible for a one-time fixed award of ¥50,000, unless their stage-based entitlement produced a higher amount. This element was designed to make short-run participation more accessible at an early point in the undergraduate degree.

The revised system also allowed students to receive support for more than one overseas programme during their university studies. This was intended to create a developmental pathway: a student might begin with a short-run programme, return with greater motivation, improve language proficiency, move to a higher scholarship stage, and later apply for an exchange or another programme. In this sense, the scholarship was designed not only as financial assistance but also as an incentive structure.

The earlier studies found that the immediate effect of the new system was difficult to isolate. Actual participation fell from 84 students in 2023 to 66 in 2024, a decline that was interpreted primarily in relation to the weak yen and rising overseas costs rather than as evidence that the scholarship reform had failed. At the same time, questionnaire data suggested growing interest in short programmes and exchange programmes, while destination preferences remained comparatively stable. The 2025 participation data therefore provide the first opportunity to examine whether a second year of the revised system coincided with a substantial change in realised participation.

## Methodology

The present study uses descriptive institutional data on students who participated in outbound study abroad programmes in the 2024 and 2025 academic years. Unlike the 2024 and 2025 papers, which analysed questionnaires completed by first-year students, this study does not measure hypothetical or stated preferences. It compares actual participation by programme category and destination.

The principal variables were academic year, programme type, programme duration category, and destination. Programmes were classified according to the university's existing categories: exchange, short-run seminar, and medium-run seminar which were described above. The analysis is descriptive. Counts and percentage changes are used to identify differences between the two academic years, and destination distributions are compared to assess whether increased participation was accompanied by a substantial redistribution of students across countries.

The total number of outbound participants was 66 in 2024 and 112 in 2025. In 2024, 3 students participated in exchange programmes and 63 in seminar programmes. In 2025, 8 participated in exchange programmes and 104 in seminars. Within the seminar category, there were 59 short-run and 4 medium-run participants in 2024, compared with 97 short-run and seven medium-run participants in 2025.

When given the prompt, "Summarize the data for participation into a table form suitable for an academic article written on APA7 guidelines" ChatGPT produced Tables 1 and 2 that were later redrawn by the author for formatting purposes (Open AI, 2026).

**Table 1**
*Study Abroad Participation by Programme Type*

| Academic Year | Exchange | Seminars | Total |
|---|---|---|---|
| 2024 | 3 | 63 | 66 |
| 2025 | 8 | 104 | 112 |

**Table 2**
*Seminar Participation by Duration*

| Academic year | Short-run | Medium-run | Total seminars |
|---|---|---|---|
| 2024 | 59 | 4 | 63 |
| 2025 | 97 | 7 | 104 |

Several limitations should be made clear. First, the study concerns one private university and should not be treated as representative of all Japanese higher education. Second, only two years of actual participation under the revised scholarship system are compared. Third, the data are observational and do not permit a causal claim that scholarship reform produced the changes. Exchange rates, programme availability, visa policies, international relations, student finances, family circumstances, language confidence, academic scheduling, and employment concerns may all influence participation. Fourth, programme destinations are partly constrained by the university's partner network and the programmes offered each year. The findings should therefore be interpreted as institutional trends that can inform further longitudinal research rather than as a controlled evaluation of scholarship effectiveness.

## Results

Overall participation increased from 66 students in 2024 to 112 in 2025, a rise of approximately 69.7%. This brought outbound numbers closer to the institution's post-pandemic recovery trajectory. The increase occurred in both seminar and exchange participation, although the numerical growth was dominated by short-run seminars.

Short-run seminar participation rose from 59 students in 2024 to 97 in 2025, an increase of approximately 64.4%. Medium-run participation increased from four to seven students but remained a small component of overall outbound mobility. Medium-run students represented approximately 6.1% of all outbound participants in 2024 and 6.3% in 2025. Thus, despite a small increase in the raw number, the proportional position of medium-run study changed very little and remained below 10% in both years.

Exchange participation increased from three students in 2024 to eight in 2025. More importantly for the institutional analysis, the range of exchange destinations widened. The 2024 exchange group was distributed across South Korea, New Zealand, and Canada, with one student in each destination. In 2025, South Korea accounted for five exchange students, while New Zealand, Australia, and the Czech Republic each received one. Australia and the Czech Republic therefore appeared as additional exchange destinations in the 2025 data.

Destination patterns for seminar programmes showed both growth and continuity. South Korea remained the largest single short/medium-run destination, increasing from 19 students in 2024 to 36 in 2025. New Zealand also remained highly attractive, rising from 23 to 31. Participation in the United States increased from eight to 16 and the United Kingdom from two to nine. France changed from four students to three, while Spain increased from one to five and

Germany from one to two. China was the principal exception to the general growth pattern, declining from five students in 2024 to two in 2025.

The destination data therefore show that the large rise in participation was not accompanied by a wholesale shift toward a new geographical pattern. The same broad destination groups continued to be most popular; nearby South Korea and established English-speaking destinations. The clearest change was the increased number of students within those existing patterns, together with some diversification in exchange destinations.

When given the prompt, "Summarize the data for destination into a table form suitable for an academic article written on APA7 guidelines" ChatGPT produced Tables 3 and 4 that were later redrawn by the author for formatting purposes. (Open AI, 2026)

**Table 3**
*Seminar Destinations*

| Destination | 2024 | 2025 |
|---|---|---|
| South Korea | 19 | 36 |
| China | 5 | 2 |
| New Zealand | 23 | 31 |
| United States | 8 | 16 |
| United Kingdom | 2 | 9 |
| France | 4 | 3 |
| Spain | 1 | 5 |
| Germany | 1 | 2 |

**Table 4**
*Exchange Destinations*

| Destination | 2024 | 2025 |
|---|---|---|
| South Korea | 1 | 5 |
| New Zealand | 1 | 1 |
| Australia | 0 | 1 |
| Canada | 1 | 0 |
| Czech Republic | 0 | 1 |

## Discussion

The most important finding is the scale of the increase in actual study abroad participation. The number of students rose from 66 in 2024 to 112 in 2025, an increase of approximately 70%. This is significant in the context of the earlier papers because 2024 had initially appeared disappointing: participation fell even though the revised scholarship system had just been introduced. The 2025 result suggests that the first year should not be treated as a definitive test of the scholarship reform. Instead, it supports the earlier argument that the effects of financial incentives need to be examined longitudinally and in relation to external economic conditions.

One plausible explanation for the contrast between the two years is the exchange-rate environment. James (2025) identified the weak yen as a major factor behind the decline from 84 participants in 2023 to 66 in 2024. A scholarship denominated in yen can become less effective when overseas tuition, accommodation, and living costs rise sharply in yen terms. Conversely, when students perceive the exchange-rate environment as less adverse, the same scholarship structure may have greater practical value. The data in Figures 3 and 4 shows the 2025 increase as occurring after the particularly difficult financial conditions of 2024. This does not demonstrate that exchange-rate movement caused the increase, but it reinforces the need to understand institutional scholarships in relation to the wider cost of international mobility.

The second major finding concerns programme duration. Short-run participation increased from 59 to 97 students, approximately 64%. This was the largest numerical contribution to the overall rise. The result is consistent with the design of the revised scholarship system, particularly the fixed ¥50,000 award available to first-year students on programmes of three months or less. Short-run programmes already have structural advantages: they require less time away from Japan, can often be scheduled during university vacations, involve lower total accommodation and living costs, and are less likely to conflict with academic progression, club commitments, or employment preparation. A fixed scholarship can therefore remove or reduce a marginal financial barrier for students who are already interested but uncertain about the cost.

This pattern also supports a distinction between encouraging participation and transforming the type of international experience students choose. The scholarship system may be most effective where the student is relatively close to deciding to participate. For a two- to ten-week programme, a ¥50,000 payment can represent a marked reduction in the total cost. For a programme lasting several months, the same absolute amount would be a much smaller proportion of the financial commitment. Performance-related weekly awards may provide more support for longer participation, but students still face home tuition, host costs, accommodation, travel, and daily living expenses. Consequently, the relative effect of financial support is likely to vary according to programme duration.

Medium-run programmes remained comparatively unpopular. There were four participants in 2024 and seven in 2025, meaning that medium-run programmes accounted for less than 10% of all outbound participation in both years. This stability is noteworthy because the revised system was intended to provide greater support according to programme length and student achievement. The data suggest that financial support alone may not overcome the structural disadvantages of the medium-run category. Such programmes are long enough to generate substantial tuition, accommodation, and living costs but do not necessarily provide the tuition-waiver advantage associated with exchange. They may also be difficult to fit around the Japanese academic calendar. In some destinations, visa requirements create an additional barrier. The United States is a particularly relevant example because longer periods of study can involve more complex visa procedures than short visits. Medium-run programmes can therefore occupy an awkward middle position: substantially more expensive and administratively demanding than short-run study, but without the financial and academic benefits of formal exchange.

Exchange programmes also grew. Between 2024 and 2025 the increase was approximately 267%, while the actual number rose from three students in 2024 to eight in 2025. The direction of change is clear: more students participated in exchange in 2025, and the range of destinations expanded to include Australia and the Czech Republic. This is important because exchange programmes have relatively high entry barriers. Students must normally reach specified language levels and may compete for a small number of places. However, once accepted, they generally pay tuition only to the home university. The revised scholarship system may strengthen the attractiveness of this route by rewarding the same language achievement that students need to qualify for exchange. In other words, the incentive and the entry requirement point in the same direction.

An equally interesting finding is what did not change. Despite the revised scholarship system and the substantial increase in total participation, destination preferences remained remarkably stable. South Korea continued to be the most popular destination for short-run programmes. This is understandable in practical terms: it is geographically close to Japan, travel times and transport costs are relatively low, and the Korean language and culture have strong popular appeal among Japanese university students. These characteristics existed before the scholarship revision and are not fundamentally altered by the amount or structure of financial support.

English-speaking countries also remained consistently attractive. New Zealand, the United States, and the United Kingdom all received substantial numbers of seminar participants in 2025, while Australia appeared as an exchange destination. This continuity mirrors the preference data in the earlier papers, in which the traditional English-speaking destinations remained popular even when students were aware, or would later become aware, of their comparatively high costs. English occupies a distinctive position in Japanese education, and study in an English-speaking environment carries linguistic, academic, and symbolic value. A scholarship can make these destinations more financially accessible, but the underlying attraction is likely to be driven by factors extending beyond cost.

This stability has an important implication for scholarship policy. Financial incentives appear capable of changing whether some students participate without necessarily changing where they most want to go. In economic terms, the scholarship may affect the threshold decision to study abroad more strongly than the ranking of destinations. Students may use additional support to realise an existing preference rather than to select a destination solely because it offers a larger scholarship. This interpretation is consistent with the earlier questionnaire studies, which repeatedly found that destination preferences were more stable than preferences concerning timing, programme length, and programme type.

China was the main exception. Seminar participation declined from five students in 2024 to two in 2025 and diplomatic tensions may have contributed to this decrease. Such an interpretation is plausible, but it should remain cautious because the numbers are small and the study does not include interview data explaining individual decisions. Perceptions of safety, bilateral relations, media coverage, programme timing, cost, and alternative destinations may all affect participation. The key point is that a financial explanation alone is insufficient. A destination may become more or less attractive because of political or social conditions even when scholarship support remains available.

The findings therefore reinforce the distinction developed across this series of studies. Scholarship design matters, but it operates within a larger decision-making environment. Porter and Porter (2020) identify non-financial influences on Japanese students' study abroad decisions, including language confidence, university club responsibilities, employment concerns, and reluctance to spend extended periods away from family. The present data are compatible with that wider view. Short-run programmes can reduce several of these non-financial barriers simultaneously: they require less time away, interfere less with recruitment and academic schedules, and demand a smaller total financial commitment. The scholarship may strengthen these advantages, but it does not create them.

The institutional implications are therefore twofold. First, if the immediate objective is to increase the number of students gaining some form of overseas experience, targeted support for short-run programmes appears promising. The 2025 participation increase suggests that a relatively accessible programme combined with visible financial support can attract substantially more students. This can be valuable for students who would not initially consider a semester or year abroad and may provide a first step toward later international engagement.

Second, if the objective is to increase participation in medium-run or exchange programmes, financial support should be combined with other measures. For exchange, language preparation, clear proficiency targets, academic advising, and early promotion may help students reach the entry threshold. For medium-run programmes, institutions may need to examine the total cost structure, credit recognition, academic-calendar fit, and visa support rather than if a larger scholarship alone will make the category attractive. The persistently small medium-run share suggests that the programme model itself deserves review.

Nevertheless, the two-year period is too short for strong causal conclusions. The 2024 cohort experienced an unusually weak yen, while the 2025 environment was perceived as financially less severe. Programme availability may have changed, new partner relationships may have opened opportunities, and visa policies can alter the feasibility of destinations. International relations may also affect perceptions of certain countries. The observed increase should therefore be described as occurring under the revised scholarship system, not as being caused solely by it.

Further longitudinal analysis is essential. Data from 2026 and 2027 will make it possible to determine whether the high level of short-run participation persists, whether exchange numbers continue to grow, and whether medium-run programmes remain below 10% of total mobility. A four-year dataset will also reduce the extent to which a single exchange-rate shock or a small number of individual destination choices dominate the interpretation. In addition, post-return surveys or interviews should ask students how important the scholarship was in their final decision, whether they would have participated without it, and which other factors influenced programme and destination choice. Similar data from students who considered study abroad but did not participate would be particularly valuable.

Overall, the 2024-2025 comparison suggests a scholarship system that is associated with greater participation but comparatively stable destination choice. That pattern is consistent with the policy objective of widening access to study abroad, but it also demonstrates the limits of financial incentives. Money matters, particularly in lowering the barrier to participation, but it operates alongside academic, linguistic, cultural, political, and personal considerations.

## Conclusion

This study compared actual outbound study abroad participation at one medium-sized private Japanese university during the first two years of a revised scholarship system. The clearest finding was the substantial rise in participation from 66 students in 2024 to 112 in 2025. Short-run programmes accounted for most of this growth, increasing by approximately 64%, while exchange participation also increased and included a wider range of destinations. Medium-run programmes, by contrast, remained relatively unpopular and represented less than 10% of total participation in both years.

The findings suggest that financial support appears to encourage more students to participate in study abroad, particularly in shorter programmes where the overall financial commitment and other barriers are lower. The fixed award for first-year students may be especially relevant because it provides a clear and immediate reduction in cost at an early stage of university study. The performance-related elements of the scholarship system may also support exchange participation by rewarding the language achievement that students need to meet exchange-entry requirements.

However, financial support alone does not appear to fundamentally change where students want to study. South Korea remained the dominant short-run destination, and English-speaking countries continued to attract substantial numbers. The decline in participation in China, despite the broader increase elsewhere, further suggests that destination choice can be shaped by diplomatic, social, and perceptual factors that cannot be explained by scholarship amounts alone.

The study remains limited by its two-year timeframe, single-institution setting, and descriptive design. Exchange rates, visa policies, international relations, programme availability, and individual student circumstances may all have influenced decisions. The particularly weak yen in 2024 is an important example of an external factor that may have reduced the practical value of institutional financial support.

For these reasons, data collection will continue in 2026 and 2027. A longer longitudinal dataset will help determine whether the growth in short-run and exchange participation represents a sustained trend or a short-term response to changing economic and international conditions. Future research should also combine participation statistics with interviews or questionnaires for both participants and non-participants. Such evidence would allow a more precise assessment of when financial support changes a student's decision, when it simply helps realise an existing preference, and when non-financial barriers remain more influential. For institutions seeking to expand outbound mobility, the present findings indicate that scholarships are an important tool, but they are most effective when understood as one component of a broader system of academic, linguistic, administrative, and personal support.

## Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The author declares that Chat GPT, a Large Language Model, was used in production of the tables used in the manuscript. The usage was limited to producing the data for the tables, however, the formatting i.e. the APA style as is laid down by the American Psychological Association (APA) Publication Manual of the American Psychological Association, Seventh Edition, was carried out by the author. The author further declares that, apart from Chat GPT, no other AI or AI-assisted technologies have been used to generate content in writing the manuscript. The ideas, design, procedures, findings, analyses, and discussion are originally written and derived from careful and systematic conduct of the research.

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