


EVALUATION OF VEDANTA'S IMPACT ON STUDENTS' SPIRITUAL DEVELOPMENT: AN ANALYSIS BASED ON THE SPIRITUAL INTELLIGENCE SCALE

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Andrea Paulo da Cunha Pulici¹, Allan Borges Nogueira², Antônio Theodoro Fuly Oliveira³

ABSTRACT

This study evaluates the impact of Vedanta teachings on students at the Vishva Vidya Institute, focusing on spiritual development through the Spiritual Intelligence Scale (EIA) of Amram and Dryer (2008). A total of 1,079 questionnaires were analyzed based on demographic and social variables, lifestyle habits, and indicators of spiritual intelligence. The data analysis showed a positive and significant impact of the Vedic teachings, with emphasis on the development of skills such as transcendence and gratitude. The results suggest that continuing to study Vedanta is associated with a higher level of spiritual intelligence and well-being.

Keywords: Vedanta. Impact Assessment. Spiritual Intelligence. Emotional Development. Vedic Culture. Personal Growth.

¹ PhD in Urban and Regional Planning
E-mail: andreappulici@gmail.com

² PhD student in city law
E-mail: abnborges@gmail.com

³ Master's student in urban and regional planning
E-mail: theodoro.inc@live.com

INTRODUCTION

The present study deals with an evaluation of the impact on the lives of students at the Vishva Vidya Institute, which promotes study classes on Vedanta, Sanskrit, Mantras and Vedic Culture. The institute offers classes, at different levels of deepening, with the aim of teaching Vedic culture from classes and retreats that range from meditation to in-depth learning of Sanskrit and mantras. Vedanta is a spiritual philosophy that seeks a deep understanding of the self and the universe, while Vedic culture includes a wide range of ancient practices and teachings from India, aimed at spiritual and personal development.

To carry out the impact assessment, it was necessary to develop a comprehensive questionnaire that would enable the construction of a detailed profile of the Institute's students, as well as to understand how the teachings of the Vedic culture have influenced their lives. We chose to include the Spiritual Intelligence Scale proposed by Amram and Dryer (2008). The scale, which has five dimensions, aims to enable an assessment of the spiritual development and general well-being of the participants and how the practice of Vedanta and other teachings of the Vedic culture can contribute to self-knowledge and personal growth.

According to Amram (2007), Spiritual Intelligence can be defined as the ability that an individual has to apply and use resources, values, and spiritual qualities to improve their daily behavior and general well-being. This type of intelligence goes beyond solving problems and overcoming life's adversities, it enables the person to seek a way of being or living that promotes personal growth and self-knowledge. Therefore, Spiritual Intelligence is a skill that allows us to connect or intensify our connection with spiritual awareness, resulting in more functional, adaptive, and creative responses to life's challenges and circumstances.

The application of the Spiritual Intelligence scale to assess the impact on the students of the Vishva Vidya Institute is justified by the relationship we can identify between the search for self-knowledge, promoted by Vedanta, and the higher human needs described in Maslow's hierarchy (Cavalcanti, 2019). Maslow's pyramid, which classifies human needs from the most basic, such as physiological and security, to the most complex, such as love and belonging, esteem, and finally self-actualization, offers a comprehensible model for understanding personal growth. Spiritual Intelligence, which involves the ability to apply spiritual values and resources to improve well-being and everyday life, aligns directly with the level of self-actualization, the top of Maslow's pyramid. This level represents the full

realization of individual potential and the search for a higher purpose, both of which are present in the teachings of Vedanta.

Therefore, in the context of the Vishva Vidya Institute, assessing the impact through the Spiritual Intelligence scale allows you to measure how Vedanta studies contribute to the personal development of students, helping them to achieve self-realization. Practicing and understanding the teachings of Vedic culture fosters a connection to spiritual awareness, empowering students to meet life's challenges with adaptive and creative responses, and to pursue a harmonious and meaningful life.

METHODOLOGY

The methodology adopted was a quantitative cross-sectional study based on the application of a structured questionnaire, sent to 5,162 students and former students of the Institute. The questionnaire covered eight themes, from sociodemographic profile to the application of the EIE. The final sample consisted of 1,079 valid answers, 701 of which were from students who completed at least one class and 299 from students who were attending for the first time. This number corresponds to a sample with 95% statistical reliability with a margin of error of less than 5pp. The questionnaires were sent online between April and June 2024. The Emotional Intelligence Scale was applied in its short version with 44 questions. The data were analyzed using the SPSS 29.0 software, using factor analysis to identify the dimensions of spiritual intelligence and its variation between the groups.

QUESTIONNAIRE

For the elaboration of the questionnaire, it was essential to acquire knowledge about the functioning of the Institute's classes, to carry out methodological research based on consolidated theoretical references in the area of studies on Vedanta, and the application of pre-tests to evaluate the adequacy of the questions elaborated to the reality of studies of the Vedic culture. We sought to understand the functioning of the classes at the Vishva Vidya Institute through detailed conversations with the teams of psychologists linked to the institution. Through virtual conferences, it was possible to build an overview of the Institute's audience, the structuring of Vedanta study classes and the differences between the levels of education. Two types of classes were identified that would be the target of the evaluation questionnaire:

- Regular classes
- Deepening classes

For the elaboration of the impact evaluation, it was essential to know the start date (enrollment) and end of the Vedanta studies, in order to categorize the interviewees into two phases: those who are starting their studies and those who have completed at least one class, whether regular or deepening. This type of definition was fundamental to build the comparison for the applied index, enabling the analysis of the impact between students who completed at least one class and newly enrolled students who did not go through the knowledge process.

In addition, the definition of the thematic lines of the questionnaire was based on concepts established in the field of impact evaluation. Among the topics covered, the main ones include the elaboration of the sociodemographic and socioeconomic profile of the participants. These themes help in understanding how Vedanta studies affect different student profiles.

The questionnaire prepared for the impact evaluation of the Vishva Vidya Institute involved approximately 100 questions, covering 8 themes, namely:

1. **Demographic and Sociodemographic Profile:** Basic characteristics of the participants, such as age, gender, education and socioeconomic status;
2. **Lifestyle Habits:** Daily routines, wellness practices and lifestyle of students;
3. **Personal Health:** General aspects of the participants' health, such as chronic diseases and health treatments;
4. **About the Institute:** Experience and enrollment status of students with the activities offered by the Institute.
5. **Motivations for studying Vedanta:** Reasons that led students to become interested in Vedanta.
6. **Knowledge of Vedic Culture:** Evaluation of the understanding and application of Vedic teachings.
7. **Participation in the Institute's Classes:** Form of participation of students in the classes and activities offered.
8. **Application of the Reduced Questionnaire of the Spiritual Intelligence Scale:** Assessment of the spiritual development and general well-being of the participants, as proposed by Amram and Dryer (2008).

The impact evaluation questionnaire was applied through an online form and was aimed at all students and alumni of the Vishva Vidya Institute. Thus, from a registration base maintained by the institute, a standardized email was sent containing the link to access the questionnaire. **The email inviting them to the survey was sent to a total of 5,162 people, including 3,074 former students.**

SPIRITUAL INTELLIGENCE SCALE - EIE

Spiritual Intelligence can be defined as the ability of an individual to apply and use resources, values, and spiritual qualities to improve their daily behavior and well-being (Amram, 2007). It is understood that people possess these skills to a greater or lesser degree, and their practice or training can help the individual develop some or all of these skills. From this understanding, the author divides these skills into 5 dimensions of spiritual intelligence:

Gratitude - Related to the ability to be self-accepting, to be optimistic about events and things in general, recognizing the beauty and harmony underlying the other, nature and the events of daily life.

Meaning - Ability to react to frustration and transcend the Ego, to find a meaning for life events and experiences, which is a driver of better functioning and higher well-being.

Mission - It relates to the ability to view work or profession as a means of serving a greater purpose.

Consciousness - Ability to experience a broad, transcendent and peaceful consciousness, which confers intuition and creativity, and acts to expand the self-knowledge and awareness of other people.

Transcendence - Ability to transcend the material world and use spiritual resources to cope with the challenges, problems, and tasks of everyday life.

The questionnaire originally developed and applied by Amram and Dryer (2008) contains 63 questions. However, to avoid overwhelming the participants and reduce the possibility of them feeling discouraged from participating, we chose to use a reduced version with 44 questions, including a validation item aimed at measuring whether people answered the questionnaire truthfully, which in the end added up to a total of 45 items.

It is worth mentioning that the study has already been successfully replicated by different authors such as Jorge (2012), Sthorm (2013), Vicente (2014) and Cardemn et al (2019). These replications contributed to the validation and refinement of the scale, which

must be adapted according to the cultural diversity between different countries, where the characteristics and behaviors associated with spiritual intelligence, considered here as a complex and multifaceted construct that includes multiple dimensions, themes and subthemes, can vary.

Therefore, the use of the Spiritual Intelligence Scale in the impact assessment of students at the Vishva Vidya Institute is justified. The scale provides a comprehensive framework for assessing how Vedanta teachings influence students' spiritual development and well-being. Even if some aspects of the scale need further refinement, its application can offer valuable insights into the effectiveness of the institute's programs and help identify areas for future improvement.

SELECTION OF COMPARISON GROUPS

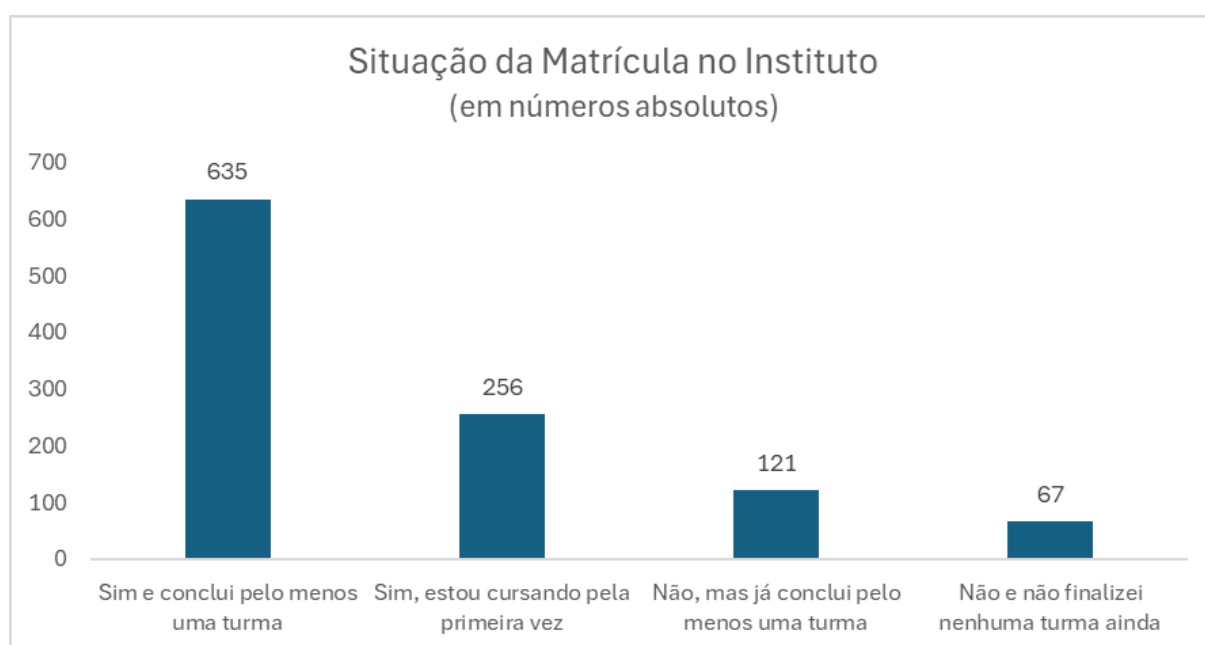
Through the questionnaire, the comparison groups for measuring EIE were divided into two distinct groups: *"Completed at least one class"* and *"Are attending for the first time"*. This separation took place by understanding that those who completed at least one class would have, in the evaluation of the scale, a higher level of spiritual intelligence than those who had just started. The assumption is that prolonged exposure to the teachings of Vedanta and the regular practice of the associated disciplines would result in deeper spiritual development and, consequently, higher marks on the scale of spiritual intelligence. For the calculation of the EIA, participants were asked to indicate the frequency of behaviors using a six-point Likert scale with the following labels: Never or almost never; Very rarely; Infrequently; With some frequency; Very often; and Always or almost always. Participants were encouraged not to leave items blank and to use their best estimate if they were unsure about a specific item.

All data were analyzed using SPSS 29.0 software. The reverse-scored questions were recoded so that high scores on all items correctly provided the evidence of spiritual intelligence. Cases with missing data were excluded from the analyses when the data were needed and included in the analyses when they were not needed. Univariate statistics (including mean and standard deviation), frequency histograms, and box plots were examined for all variables in order to explore potential problems and differences between samples.

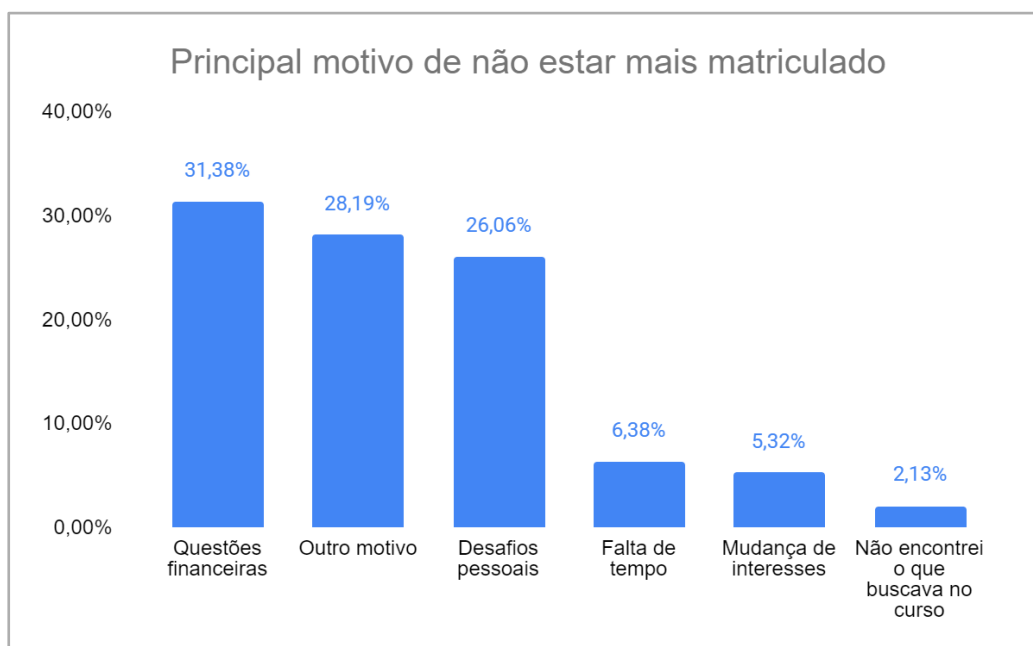
RESULTS

OVERALL RESULTS - STUDENTS AND ALUMNI

The questionnaire was made available in an online environment for a period of 40 days. During this time, it was possible to obtain **a total of 1,079 valid interviews for analysis** in a considerable part of the questionnaire questions. Among students with active and inactive enrollment who answered the questionnaire, **people who completed at least one class, corresponds to 70.1% of the interviewees and 29.9% had not completed any class on the date of completion of the questionnaire**. Thus, for the evaluation of former students, the total number of research obtained was 188 people.



The people who are enrolled in the Instituto and have it **active have, on average, been enrolled for at least 3 years and 5 months**, while the interviewees who are inactive in the Vedanta studies **remained linked for an average of 2 years**, when they deactivated their enrollment. The main reason reported for canceling enrollment was financial issues, such as job loss or reduced income, corresponding to 31% of responses, followed by other reasons (28%) and personal challenges (26%).

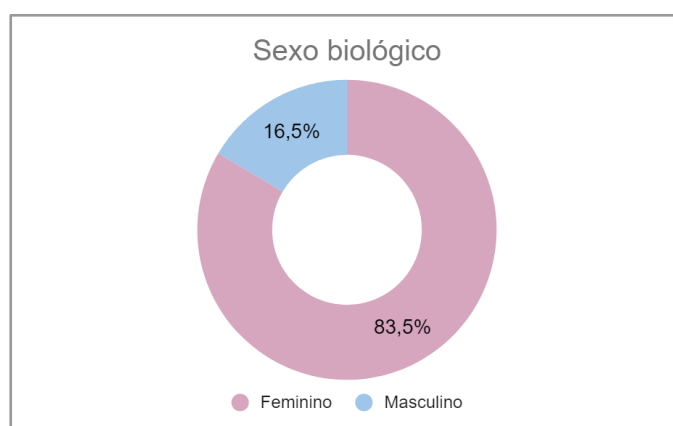


Among the former students, it is important to note that, added to the answers that "certainly" and "probably yes", 92% of the former students consider resuming their Vedanta studies in the future. In addition, overall satisfaction while enrolled reached 80% of very satisfied people and 17% of satisfied people, there was no score on this scale for people who feel indifferent, dissatisfied or very dissatisfied, reinforcing the financial factor for reason to leave. Therefore, the survey asked details about the specific reason that contributed to leaving, in which financial issues (23%), the need to reconcile with personal life tasks (12.2%) and the need to prioritize work or career (11.2%) are among the main reasons.

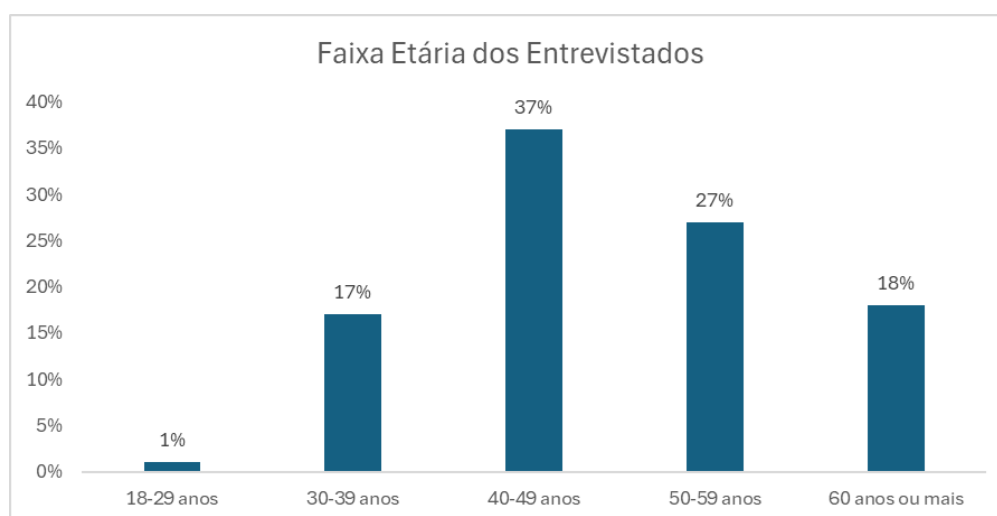
Aspecto principal	Percentual
Problemas financeiros (Perda do emprego/Redução da renda)	22,9%
Outro motivo	20,2%
Necessidade de digerir os ensinamentos recebidos	17,6%
Dificuldade de conciliar com as tarefas da vida pessoal	12,2%
Necessidade de priorizar o trabalho ou carreira	11,2%
Mudança de residência ou situação familiar	4,8%
Problemas de saúde pessoal ou da família	3,7%
Preferência por outra área de estudos	2,7%
Insatisfação com o conteúdo ou abordagem do curso	2,1%
Dificuldade de sinergia nos estudos com o professor	1,6%
Não percebi progresso ou benefício prático do curso	1,1%

SOCIAL PROFILE

The first result analyses correspond to the social profile of the people surveyed. The results showed that 83.5% self-declared to be of the biological female sex while 16.5% were male. The **age group of the entire group reached the average of 49.1 years of age**, with the lowest age being 22 years and the highest being 84 years. The standard deviation remained within an acceptable standard, with a variation of 10.67 years. Approximately 45.3% of respondents chose not to answer the question regarding gender identity. Regarding marital status, **more than 35% of those surveyed are married** and single people correspond to 26% of the survey.



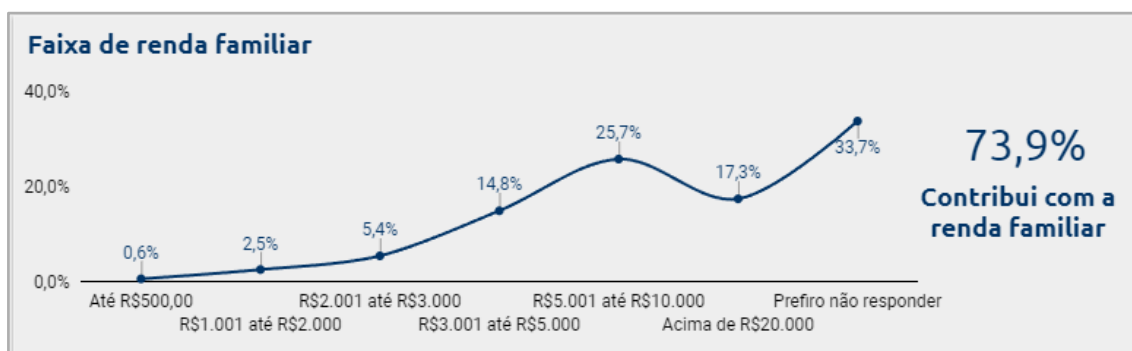
The age distribution graph has an asymmetry with a tendency to the right, indicating the **high age of the students of the Institute**. The age group with the lowest participation in Vedanta studies are people between 18-29 years of age, meanwhile, it is noticed that more than 1/3 are in the 40-49 age group. However, people aged 60 and over represent only 18%, indicating a concentration in the age group between 40 and 59 years of age.



In addition, the results show a high degree of educational development, **89.2% have completed higher education or at least a postgraduate degree at any level**. When analyzing the data in a disaggregated way, it is verified that the highest education level declared is that of Graduate Studies, which involves Master's, Doctorate or similar courses, corresponding to 54.3% of the result.

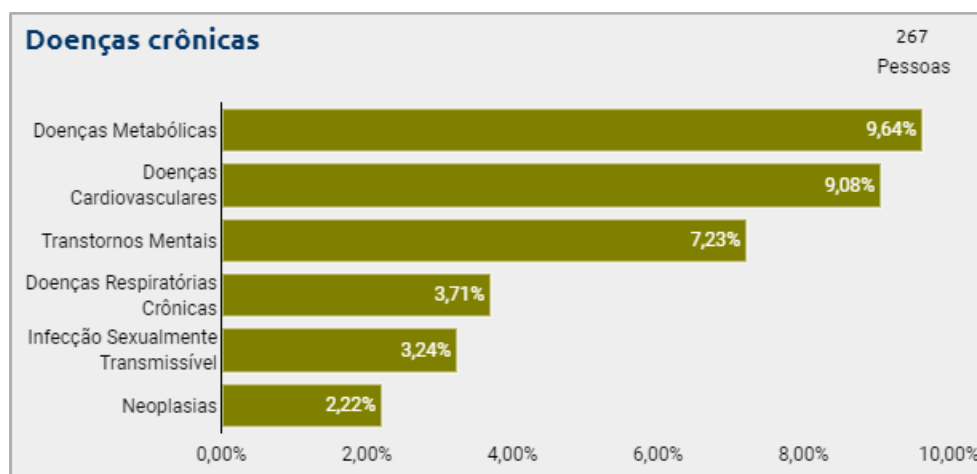
Nível educacional		
Escolaridade mais elevada	Proporção	Absoluto
Pós-graduação (Mestrado, Doutorado, etc.)	54,27%	585
Ensino Superior Completo	34,97%	377
Ensino Superior Incompleto	5,38%	58
Ensino Médio Completo	3,9%	42
Ensino Fundamental Completo	1,11%	12
Ensino Médio Incompleto	0,37%	4
Total geral	100%	1.078

When asked about the occupational situation and family income range, the results indicate that 34% chose not to answer the question. However, even when compared with all the answers, **25.7% have between R\$5,000 and R\$10,000**, indicating a high standard of income in the family. At the same time, 73.9% stated that they contribute to the family income, not being the only source of family income, reaching an **average of 2.8 residents in the household** where they live. The high standard is perceived through the indication of occupational status, in which **41% indicated having a formal employee and 32% working autonomously**.

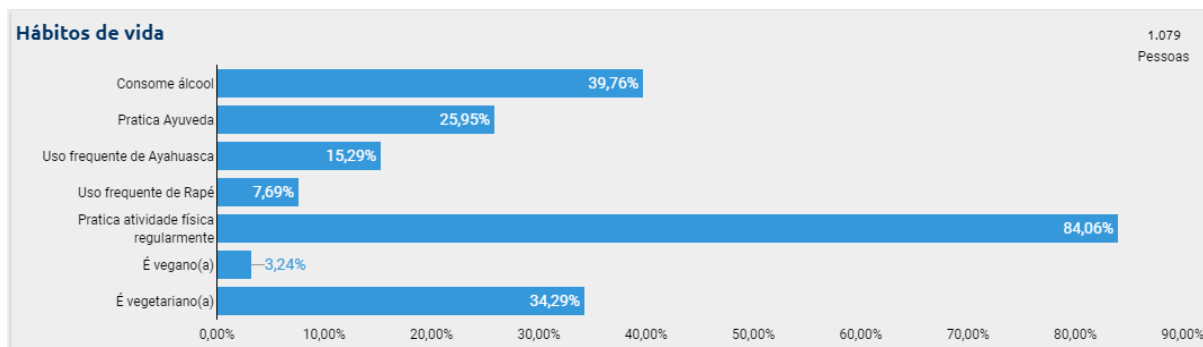


HEALTH AND LIFESTYLE HABITS

The second theme researched concerns personal health and lifestyle habits. The theme sought to understand whether the participants of the evaluation had chronic diseases, which types if positive and whether or not treatment is carried out. While the theme of lifestyle habits sought to understand patterns in alcohol consumption, Ayurveda practice, use of Snuff and among others. Among the people surveyed, **29.2% indicated having some chronic disease**, among them the main ones are **metabolic diseases**, which involve obesity and diabetes, **and cardiovascular diseases**, including high blood pressure and other heart diseases. More than **75% stated that they regularly undergo treatment** for these diseases.



Regarding lifestyle habits, among the answers obtained, the **regular practice of physical activities is present in more than 84%**, while alcohol consumption has almost 40% of presence among regular habits. Among the responses, more than 1/3 said they were vegetarians, and only 3.2% said they had vegan practices. **The practice of Ayurveda (26%), frequent use of Ayahuasca (15.3%) and frequent use of Snuff (7.7%) present results below 30%.**



ABOUT THE VEDANTA INSTITUTE AND STUDIES

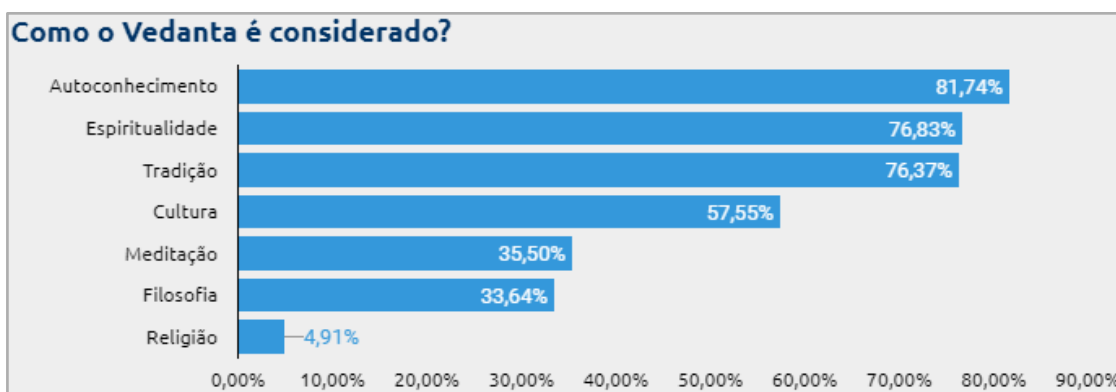
Before starting the analysis of the results of the Emotional Intelligence Scale, it is important to situate, based on the results of the research, the students' understanding of Vedanta and how they came to know the Institute. This step is fundamental, as it justifies through data-based evidence the use of a scale to measure the impact between the group that has finished at least one cycle of studies and the one that is going through the cycle for the first time.

The results indicate that **41% of people indicated that they had met the Institute through a friend**, followed by people they met through social networks (36%), indicating a strong influence of Vishva Vidya through digital communication channels. Among those who received some indication from friends, the **main links are indications from close friends (15.2%), yoga teachers (10.5%) and family members (8.3%)**. The positive influence of social media reflects the effectiveness of the Institute's digital communication strategies in reaching and engaging potential stakeholders, and the combination of personal recommendations with a strong digital presence suggests that the Institute is managing to balance tradition with new forms of outreach, expanding its reach and impact.

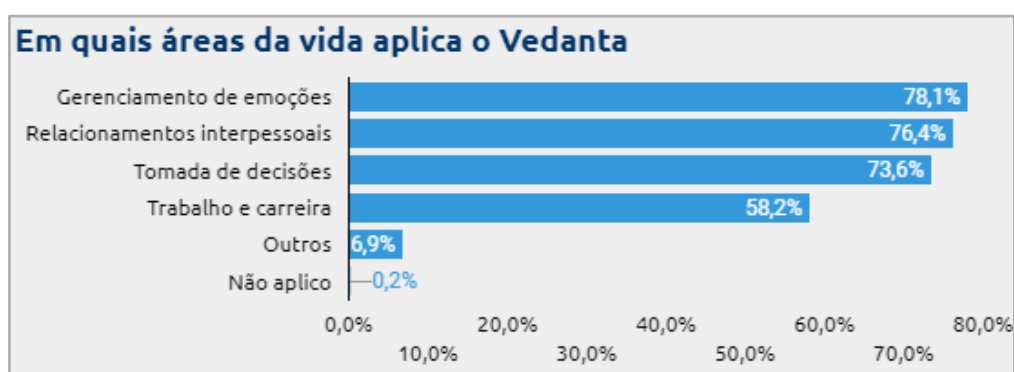
Categorias	Percentual (%) ▾	Absoluto
Por indicação de um amigo	41%	437
Pelas redes sociais	36%	381
Outros	12%	129
Já conhecia o professor	6%	63
Por reportagens ou artigos	3%	29
Palestras públicas	2%	22
Eventos culturais	1%	11

The **main motivation** that made them seek **studies on Vedanta** is the **spiritual search indicated by 60.8% of the people** surveyed. Emotional or psychological questions and life balance add up to 32% of the valid answers obtained. This result may indicate that most students view Vedanta not only as a philosophy or cultural practice, but as an essential path to deep spiritual development. As such, these data suggest that Vedanta is being perceived and used both as a resource for spiritual growth and as a means of achieving greater resilience and emotional well-being.

Through a multiple-choice question, participants were encouraged to mark as what for them Vedanta is considered to be. Among the options, the main ones selected were those that consider **studies on Vedic culture such as Self-Knowledge (81%), Spirituality (76%) and Tradition (76%)**. Thus, the subsequent question was to ask in which areas of life **the lessons acquired were applied**, showing that **Emotion Management (78%), Interpersonal Relationships (76%) and Decision Making (73%)** were the main ones.



EIE is a tool designed to measure how individuals use their spiritual resources to improve various aspects of their lives, including those directly related to emotional management, interpersonal relationships, and decision-making processes. Thus, the scale allows for an assessment on how Vedanta studies are impacting the spiritual development of students, providing a perspective on the effectiveness of the Vishva Vidya Institute in promoting the spiritual growth and integral well-being of its participants.



3.5 SPIRITUAL INTELLIGENCE SCALE - EIE

The choice to apply the Spiritual Intelligence Index only to enrolled students who have completed at least one class and are attending for the first time is justified by the results of the demographic profile of the participants. Most students belong to the same biological sex, have similar ages and educational level, which provides a homogeneous basis for impact evaluation. In addition, by focusing on students who already have some experience with the teachings of Vedanta and those who are just starting out, it is possible to observe the direct impact of the time of exposure to studies on spiritual intelligence. This type of approach can facilitate the identification of patterns and trends in spiritual development, allowing for an educated analysis of the influences of Vedanta teachings on students' well-being and personal evolution.

For the validation of EIE properties, it is important to conduct a brief review of fundamental concepts such as reliability and validity. The determination of reliability is related to internal consistency, for which we used the calculation of Cronbach's alpha coefficient. The coefficient is considered the best indicator of the internal consistency of a data set (Chagas, 2016). According to De Vellis (2021), the alpha value increases with the number of items questioned and with stronger correlations between the items, considering that an alpha value lower than 0.50 is unacceptable, between 0.50 and 0.60 is bad, between 0.60 and 0.70 is reasonable, between 0.70 and 0.80 is good, between 0.80 and 0.90 is very good, and a value equal to or greater than 0.90 is excellent.

Regarding the analysis of the validity of the instrument, factor analysis was used. This technique aims to identify variables with similar structures (Tabachnik & Fidell, 2007, apud Filho & Júnior, 2010), producing the dimensions of analysis of the present study. Its main function is to reduce the dimensionality of the data, generating factors that represent the themes that explain the set of variables (Filho and Júnior, 2010). Thus, through factor

analysis, it is possible to identify the dimensions capable of explaining the common variance present based on the intercorrelations between the items.

It is, therefore, important that the factor loadings are not lower than 0.30, that is, the higher their value, the better for the evaluation objectives. Consequently, items with a high value in the factor loadings are good indicators of the underlying dimensions, especially if they reveal values above 0.50 (Almeida and Freire, 2007). In summary, the factor loadings can vary between $|1|$, translating the factor loadings of 0.00 into the absence of a relationship between the item and the factor. In a factor analysis, to evaluate the correlation between the variables, the Kaiser-Meyer-Olkin (KMO) test is used, whose value of 0.90 is considered excellent, 0.80 good and 0.70 median (Kaiser & Rice, 1974). To evaluate the factorability of the correlation matrix, the Bartlett sphericity test is performed, which should have a significance value lower than 0.050.

Following the steps described by Filho and Júnior (2010) to perform the factor analysis, an analysis was carried out through the principal component extraction method and, to assist the interpretation, the results of the components were rotated using the Varimax method with Kaiser normalization. In the first analysis, the value of the Kaiser-Meyer-Olkin (KMO) sample adequacy measure was 0.938, indicating that the adequacy of the database is excellent, according to Friel (2009). The Bartlett sphericity test proved to be statistically significant ($p < 0.001$), and was also a good indicator of the adequacy of the factor analysis method for data treatment.

With regard to the item-by-item correlation matrix, it should show most of the coefficients with values above 0.30 (Filho and Júnior, 2010). However, these values were not observed, because the correlation matrix presented values below recommended according to the literature, although most of the correlations demonstrated good statistical relevance. We advanced in the performance of the factor analysis by the extraction method of the main components, according to Kaiser's rule, which refers to the extraction of factors with eigenvalue above 1. The results pointed to the extraction of 09 factors that explain 52.63% of the variance of the data.

Thus, from the theoretical review carried out by the perspective of the original scale, proposed by Amram and Dryer (2008) and also by Emmons (2000), which present the existence of 5 dimensions related to the SEI, we performed a new factor analysis through the principal component extraction method and defined the extraction of only 5 components. The KMO and Bartlett sphericity test values were slightly identical to those identified in the first

analysis, thus indicating the adequacy of the sample for the calculation through factor analysis.

The table of communalities generated by SPSS indicated that the values of the communalities, in several variables, were too low, ranging between 0.10 and 0.30, suggesting a lower power of explanation of these variables. The communalities represent the proportion of variance of each variable included in the analysis that is explained by the extracted components, and the minimum acceptable value is usually 0.50 (Filho and Júnior, 2010). Thus, it was decided to follow the procedure indicated in these cases and to eliminate the variables with values lower than 0.45.

This time, the table of communalities generated in the analysis through the extraction of principal components indicated values above 0.5, defined as acceptable. The extraction of principal components with varimax rotation was reduced to 5 factors that make up the EIA and the result showed that these explain 48.77% of the variance. These factors are composed of questions with a factor load above 0.4. Thus, **Factor 1 corresponds to 12 questions, explaining 28.8% of the variance and corresponds to the Transcendence dimension. Factor 2 corresponds to 8 questions, explaining 7.95% of the variance and corresponds to the dimension of Gratitude. Factor 3 corresponds to 7 questions, explaining 4.77% of the variance and corresponds to the Mission dimension. Factor 4 corresponds to 4 questions, explaining 3.62% of the variance and corresponds to the dimension of Consciousness. Finally, Factor 5 has 2 questions, explaining 3.55% of the variance and corresponds to the Meaning dimension.**

Thus, in the end, only 10 questions did not make up the final scale, as they did not meet the minimum requirements of commonality, having been excluded from the IEE. After performing this factor analysis, a new internal consistency analysis was performed for each dimension of the scale. The results obtained, the percentage of variance and the Eigenvalue were summarized:

	Transcendence	Gratitude	Mission	Conscience	Meaning
<i>Eigenvalue</i>	9,524	2,625	1,576	1,196	1,175
Explained variance (%)	28,862	7,955	4,77	3,624	3,559
Cronbach's Alpha	0,866	0,858	0,872	0,646	0,831

The results show a significant difference in Spiritual Intelligence between the group that has completed at least one class and the one that is attending the Vedanta teaching classes for the first time, presenting a difference of 12,088 points in the overall average of the EIE. The item that corresponds to the greatest variance of the data, Transcendence, presents the greatest difference between the dimensions, with 10.591 points being those who reached a high level completed at least one of the classes.

Dimension	Completed at least one class				Is studying for the first time				Diff.
	Average	Asymmetry	Kurtosis	N	Average	Asymmetry	Kurtosis	N	
Transcendence	56,302	-0,373	-0,278	633	45,711	-0,229	-0,503	256	10,59
Gratitude	38,556	-0,551	-0,140	633	30,438	-0,576	0,013	256	8,11
Conscience	27,431	-0,075	-0,016	633	21,996	-0,629	2,032	256	5,43
Meaning	18,231	-0,427	0,104	633	12,496	-0,301	-0,049	256	5,73
Mission	8,930	-0,295	-0,374	633	6,453	-0,253	-0,055	256	2,47
Spiritual Intelligence	149,45	-0,332	-0,253	633	137,36	-0,341	-0,229	256	12,08

DISCUSSIONS

The results of the EIE scale revealed a significant difference of 12 points between students who have already completed at least one class and those who are attending for the first time. This difference suggests that prolonged exposure to Vedanta studies and the continued practice of spiritual disciplines results in a greater development of spiritual intelligence. This result is extremely relevant as it indicates that continuity in the studies and practices of the Vishva Vidya Institute has a positive and measurable impact on the spiritual growth of students. The data analysis showed that the dimensions with the greatest explained variance, such as Consciousness and Gratitude, which presented the greatest difference in the overall average, can be particularly influenced by the experience accumulated in the courses.

The results of the factor analysis revealed that the dimension of Transcendence explained 28.86% of the total variance, making it the most significant among all the dimensions of Spiritual Intelligence.

Analyzing the scores for each group, we can observe significant differences between the dimensions of EIA for the groups that have completed at least one class and those that are attending for the first time. The Transcendence dimension presents a very significant difference in scores, with an average of 56,302 for students who have completed a class, compared to 45,711 for those who are just starting out, resulting in a difference of 10,591 points. This difference suggests that the experience gained through Vedanta studies has a profound impact on students' ability to transcend the material world and utilize spiritual resources to cope with everyday challenges. Transcendence being the dimension with the greatest variation, demonstrates that the teachings of Vedanta help significantly in overcoming material problems and in the search for a higher spiritual understanding.

Analysis of the overall EIE results reveals a notable difference between students who have completed at least one class and those who are taking it for the first time. Students who completed a class had an average of 14,945 points, while newcomers had an average of 13,736 points, resulting in a difference of 1,209 points. This difference, although less pronounced compared to some individual dimensions, is still significant and suggests that continuing in Vedanta studies contributes to a deeper and more comprehensive spiritual development. Spiritual Intelligence, being an indicator of the adaptive use of spiritual resources to improve daily functioning and well-being, shows that more experienced students are better equipped to apply these principles in their everyday lives.

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This difference in overall EIA scores can be attributed to prolonged exposure to the teachings and practices of Vedanta, which promotes greater introspection, self-knowledge,

and practical application of the spiritual concepts learned. The increase in overall score indicates that students who devote more time to Vedanta studies tend to develop more robust spiritual skills, reflected in all dimensions of EIS. This conclusion is corroborated by the detailed results in the individual dimensions, where the differences are even more pronounced, especially in Transcendence and Gratitude. In conclusion, the results indicate that continuity in the study of Vedanta is associated with increased spiritual intelligence, especially in the dimensions of transcendence and gratitude. More experienced students tend to demonstrate a greater ability to utilize spiritual resources to address everyday challenges, which suggests that Vedanta teachings are effective in developing spiritual well-being.

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