

CAUSAL FACTORS AFFECTING SATISFACTION WITH LIFE SKILLS LEARNING AND COGNITIVE COMPETENCY OF EDUCATIONAL PERSONNEL IN PUBLIC UNIVERSITIES PARTICIPATING IN BUDDHIST PILGRIMAGE PROJECTS IN THAILAND, INDIA, AND NEPAL

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ระบุปัจจัยเชิงสาเหตุที่ส่งผลต่อความพึงพอใจต่อประสบการณ์การแสวงบุญ 2) สำนวจระดับการพัฒนาทักษะชีวิตและความสามารถทางปัญญาของผู้เข้าร่วมผ่านการเข้าร่วมโครงการ และ 3) วิเคราะห์ผลกระทบเชิงพยากรณ์ของปัจจัยเชิงสาเหตุต่อความพึงพอใจ และผลกระทบของความพึงพอใจต่อการพัฒนาทักษะชีวิตและความสามารถทางปัญญา เป็นการวิจัยแบบผสมผสานวิธี ระหว่างการวิจัยเชิงปริมาณและการวิจัยเชิงคุณภาพ เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบสอบถามและแบบสัมภาษณ์กึ่งโครงสร้าง กลุ่มตัวอย่างคือบุคลากรทางการศึกษา 120 คน จากมหาวิทยาลัยของรัฐทั่วประเทศไทย จำนวนประชากร 5,449 คน โดยเลือกกลุ่มตัวอย่างแบบเจาะจงจากผู้ที่เคยเข้าร่วมโครงการแสวงบุญทางพระพุทธศาสนาครบวงจร (ประเทศไทย อินเดีย และเนปาล) อย่างน้อยหนึ่งครั้ง และได้ทำกิจกรรมการทำสมาธิและอัมมะ ณ สถานที่ทั้งสามประเทศ ระหว่างปี 2565-2567 ข้อมูลเชิงปริมาณที่รวบรวมจากแบบสอบถามได้รับการวิเคราะห์โดยใช้สถิติเชิงพรรณนา ได้แก่ ค่าร้อยละ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน รวมถึงสถิติเชิงอนุมาน ได้แก่ สหสัมพันธ์เพียร์สัน และการวิเคราะห์การถดถอยพหุคูณ ข้อมูลเชิง

คุณภาพที่รวบรวมจากการสัมภาษณ์ถึงโครงสร้างและการสนทนากลุ่ม ได้รับการวิเคราะห์เนื้อหาและมีการตรวจสอบความถูกต้องของข้อมูล ระหว่างผลการสัมภาษณ์และการสนทนากลุ่ม โดยใช้โปรแกรมสำเร็จรูปในการวิเคราะห์ผลการวิจัยพบว่า 1) ปัจจัยเชิงสาเหตุที่ส่งผลต่อความพึงพอใจของบุคลากรทางการศึกษาในมหาวิทยาลัยของรัฐที่เข้าร่วมโครงการแสงบุญทางพระพุทธศาสนาในประเทศไทย อินเดีย และเนปาล ประกอบด้วยคุณภาพของการสอนสภาพแวดล้อมที่สงบและศักดิ์สิทธิ์ของสถานที่แสงบุญ และการใคร่ครวญส่วนบุคคลที่ได้รับจากประสบการณ์ 2) กิจกรรมแสงบุญทางพระพุทธศาสนามีส่วนสำคัญในการพัฒนาทักษะชีวิต อย่างมีนัยสำคัญ สอดคล้องกับและทฤษฎีการเรียนรู้จากประสบการณ์ 3) ปัจจัยเชิงสาเหตุที่ส่งผลต่อความพึงพอใจ มีผลกระทบอย่างมีนัยสำคัญต่อการพัฒนาทักษะชีวิตและความสามารถทางปัญญา โดยผู้ที่มีความพึงพอใจสูงจะมีการพัฒนาทักษะดังกล่าวเพิ่มขึ้น

คำสำคัญ: การแสงบุญทางพระพุทธศาสนา ความพึงพอใจ ทักษะชีวิต ความสามารถทางปัญญา บุคลากรทางการศึกษา

Abstract

This research aimed to 1) identify the causal factors influencing satisfaction with the pilgrimage experience, 2) explore the extent to which participants developed life skills and cognitive competencies through program engagement, and 3) analyze the predictive impact of identified causal factors on satisfaction, and how satisfaction, in turn, influences the development of life skills and cognitive competencies. This study employed a Mixed Methods research design, integrating both quantitative and qualitative approaches. Research instruments included questionnaires and semi-structured interviews. The sample group comprised 120 educational personnel from public universities across Thailand, selected purposively from a population of 5,449. Participants had officially completed at least one full-cycle Buddhist pilgrimage project (covering Thailand, India, and Nepal) and participated in meditation and Dhamma activities at all three country sites between 2022–2024. Quantitative data from questionnaires were analyzed using descriptive statistics (percentages, means, standard deviations) and inferential statistics (Pearson's r , Multiple Regression). Qualitative data from semi-structured interviews and focus group discussions were subjected to thematic content analysis and triangulation, utilizing specialized software for analysis. The research findings revealed that 1) causal factors affecting the satisfaction of public higher education personnel participating in Buddhist pilgrimage programs in Thailand, India, and Nepal included the quality of the teachings, the serene and sacred environment of the pilgrimage sites, and personal reflections gained through the experience. 2) Buddhist pilgrimage activities significantly contributed to the development of life skills (emotional regulation, mindfulness, and problem-solving) and cognitive competencies (critical thinking, decision-making, and memory). 3) The causal factors influencing satisfaction had a significant impact on the development of life skills and cognitive competencies, with participants reporting higher satisfaction levels demonstrating greater gains in these skills.

Keywords: buddhist pilgrimage, satisfaction, life skills, cognitive competency, educational personnel

Introduction

Buddhist pilgrimage programs have become increasingly popular among educational personnel in Thailand and across Asia, reflecting a growing interest in holistic approaches to personal and professional development Bannarat, C., Worapongpat, N., Sombun, T., & Wongsan, V. (2024). However, despite the increased participation, limited empirical evidence exists regarding the effectiveness of such programs in fostering life skills and cognitive competencies, particularly among educators in public higher education institutions (Chao & Worapongpat, 2024) This research seeks to address this critical gap by examining the causal factors influencing satisfaction with life skills learning and cognitive development in Buddhist pilgrimage contexts (Dongling & Worapongpat, 2023)



Figure 1 shows the Buddhist pilgrimage projects in Thailand, India and Nepal

Source: The authors

Educators, as key agents of societal transformation, are under constant pressure to maintain high levels of emotional intelligence, adaptability, and cognitive capacity (Worapongpat, 2024a). Their participation in spiritual development activities, such as Buddhist pilgrimages, has the potential to strengthen these capacities (Worapongpat & Phakamach, 2024). Yet, without concrete data on what drives satisfaction and developmental gains from such programs, there remains a risk of inefficient program design, missed opportunities for institutional support, and underutilization of spiritual practices for professional enhancement (Worapongpat & Sriaroon, 2024)



Figure 2 shows the Buddhist pilgrimage projects in Thailand, India and Nepal

Source: The authors

This study is particularly significant in the context of Buddhist sacred sites in Thailand, India, and Nepal locations deeply rooted in the historical and spiritual narratives of Worapongpat, N., & Nipapon, P. (2024). These environments offer unique cultural and psychological conditions that may profoundly influence participant experiences, making it essential to investigate how such contexts contribute to learning outcomes. (Worapongpat, Arunyakanon, & Rianwilairat, 2025) To this end, the objectives of this study are threefold: (1) to identify the causal factors influencing satisfaction with life skills learning and cognitive competencies among public university personnel participating in Buddhist pilgrimage projects; (2) to examine how these factors interact and impact participants across different cultural settings; and (3) to provide recommendations for enhancing the structure and delivery of such programs. This research adopts a mixed-methods design, utilizing quantitative surveys to assess satisfaction levels and qualitative interviews to explore deeper experiential insights

Research Objectives

1. To identify the causal factors that influence participants' satisfaction with the pilgrimage experience.

2. To explore the extent to which participants develop life skills and cognitive competencies through their engagement in the program.
3. To analyze the predictive impact of identified causal factors on satisfaction and, in turn, how satisfaction influences the development of life skills and cognitive competencies.

Literature Review

This literature review explores key factors influencing participant satisfaction in meditation programs, particularly those conducted at Buddhist sacred sites, and identifies gaps in current research (Worapongpat & Xiaoling, 2024). The study aims to address these gaps and propose new approaches to enhance understanding in this area.

Previous research on mindfulness-based programs has demonstrated benefits in emotional regulation, resilience, and interpersonal relationships (Worapongpat, 2024c). Participation in meditation retreats has also been linked to increased professional satisfaction and performance (Worapongpat, 2024b). However, studies rarely focus on public higher education personnel, especially within spiritual retreats grounded in Buddhism

Satisfaction Theory and Kolb's Experiential Learning Theory have informed workplace and educational research, their application in Buddhist spiritual learning remains limited. This study integrates these frameworks to examine how personal motivation, organizational support, and immersive experiences at sacred sites foster cognitive and emotional development (Yi & Worapongpat, 2023). Meditation has also been shown to enhance collaboration and adaptability in professional settings (Worapongpat, 2023a), yet few studies explore its impact on higher education personnel within Buddhist sacred sites across Thailand, India, and Nepal (Worapongpat, 2025). Moreover, cross-cultural research highlights that such environments promote ethical and mental development (Worapongpat, 2024d).

In sum, while existing research affirms the benefits of meditation, it often overlooks public higher education personnel in cross-cultural Buddhist contexts. This study seeks to fill that gap by investigating factors influencing satisfaction and development among this group.

Conceptual Framework of the Research

This study is guided by (Worapongpat & Arunyananon, 2025) which posits that satisfaction arises when there is alignment between expectations and outcomes, and the Spiritual Learning Theory, which highlights the transformative power of spiritual engagement in personal growth. These theories jointly support the hypothesis that engaging in structured meditation experiences at sacred Buddhist sites can enhance participants' satisfaction and promote the development of life skills and cognitive competencies (Worapongpat, Arunyananon, & Rianwilairat, 2025b).

The conceptual framework is composed of the following variables:

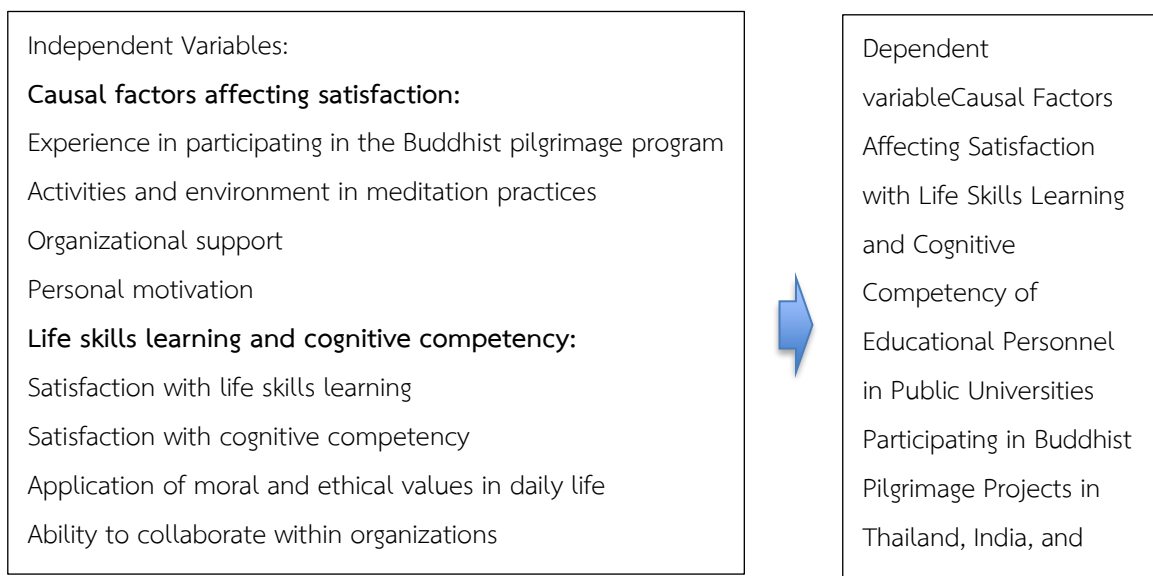


Figure 3 shows the conceptual framework of the research

Source: The authors

Research Methodology

This study employed a Mixed Methods research design, integrating both quantitative and qualitative techniques to enhance the validity and depth of the findings.

1. Population and Sample

Population: 5,449 educational personnel in public universities across Thailand (Ministry of Higher Education, Science, Research and Innovation, n.d.)

Sample: 120 participants purposively selected from a list of those who had officially participated in at least one full-cycle Buddhist pilgrimage project (covering Thailand, India, and Nepal).

Sampling Criteria: Participants must have completed meditation and Dhamma activities at all three country sites between 2022–2024.

2. Research Instruments

a) Questionnaire

Structure: 5 sections covering causal factors, satisfaction, cognitive development, and moral application

Reliability: Cronbach's Alpha = 0.85

Validity: Evaluated through IOC by 3 experts (IOC score range = 0.83–1.00)

b) Semi-structured Interview

Focus: Perceptions and experiences of meditation and cognitive transformation

Reliability: Inter-rater = 0.90

Framework: Based on Buddhist pedagogical principles and spiritual learning theory

c) Focus Group Discussion (FGD)

Framework: Based on Kolb's Experiential Learning Theory

Purpose: To extract shared narratives on professional growth, ethical application, and teamwork improvement

3. Data Collection

Period: December 25, 2024 – January 3, 2025

Tools: Online questionnaire via Google Forms and Zoom-based interviews/FGDs

4. Data Analysis

Quantitative:

Descriptive: Mean, SD, Frequency, Percentage

Inferential: Pearson's r , Multiple Regression (Enter Method)

Qualitative:

Thematic content analysis

Triangulation between interview and FGD responses

Software: Ready-made program NVivo for coding interviews

Research results

Table 1: Mean and Standard Deviation of Causal Factors Affecting Satisfaction

No.	Causal Factors Affecting Satisfaction	$\bar{x}$	SD	Level
1	Experience in participating in the meditation program	4.12	0.81	High
2	Activities and environment during the meditation program	4.24	0.96	High
3	Organizational support	4.30	0.85	High
4	Personal motivation	4.30	0.76	High

From Table 1, it was found that:

- The factors with the highest levels of satisfaction, with a mean score of 4.30, were organizational support and personal motivation, indicating the importance of systemic support and individual motivation among participants.
- Activities and environment during the meditation program had a mean score of 4.24, which is also considered highly significant.
- Experience in participating in the meditation program had a mean score of 4.12, which is categorized at a high level as well.

Table 2: Mean, Standard Deviation, and Life Skills and Cognitive Competence Learning of State University Personnel Participating in the Meditation Program in Buddhist Pilgrimage Sites in Thailand, India, and Nepal

No.	Life Skills and Cognitive Competence Learning	$\bar{x}$	SD	Level
1	Satisfaction with life skills learning	4.41	0.79	High
2	Satisfaction with cognitive competence	4.26	0.89	High
3	Application of virtues and ethics in daily life	4.55	0.64	High
4	Ability to work collaboratively within the organization	4.65	0.63	Very High
Total		4.41	0.79	High

From Table 2, it was found that:

- Ability to work collaboratively within the organization had the highest satisfaction with a mean score of 4.65, which is categorized as "very high."
- Application of virtues and ethics in daily life was rated highly with a mean score of 4.55, indicating a strong impact on practical application of values.
- Satisfaction with life skills learning had a mean score of 4.41, also categorized as "high."
- Satisfaction with cognitive competence scored 4.26, which remains high, indicating a positive outcome in mental development from the meditation program.

Table 3: Results of the Correlation Analysis between Causal Factors Affecting Satisfaction and the Learning of Life Skills and Cognitive Competence Among Public Higher Education Personnel Participating in Meditation Programs in Buddhist Sacred Sites in Thailand, India, and Nepal

Causal factors affecting satisfaction	Learning life skills and brain competence								
	X_1	X_2	X_3	X_4	Y_1	Y_2	Y_3	Y_4	(Y)
X_1	00.1	.039	.036	.041	.561**	.585**	.471**	.395**	.591**
X_2	.049	00.1	.043	.038	.520**	.470**	.490**	.480**	.561**
X_3	.046	.043	00.1	.040	.523**	.548**	.483**	.407**	.587**
X_4	.051	.038	.041	00.1	.657**	.681**	.673**	.640**	.779**
(X)	.0678	.0578	.0576	.0576	.622**	.627**	.577**	.515**	.695**

Note: $p < 01.0$, statistically significant

From Table 3, the analysis indicates a statistically significant correlation between the causal factors affecting satisfaction (X_1, X_2, X_3, X_4) and the learning of life skills and cognitive competence (Y_1, Y_2, Y_3, Y_4). Among the individual factors, X_4 shows the highest correlation with overall learning outcomes (Y), with a correlation coefficient of 779.0 at a 01.0 significance level.

Moreover, the overall causal factors (X) exhibit a strong positive correlation ($r = .695$) with the overall life skills learning and cognitive competence (Y), suggesting that these factors collectively contribute significantly to the learning experience of public higher education personnel participating in meditation programs in Buddhist sacred sites across Thailand, India, and Nepal.

Table 4: Results of Standardized Regression Coefficients (β) Analysis of Causal Factors Affecting Satisfaction with Learning Life Skills and Cognitive Competence Among Public Higher Education Personnel Participating in Meditation Retreats in Buddhist Heritage Sites in Thailand, India, and Nepal

Variable	b	β	SE_b	t	P-value
Constant	1.539	-	0.171	8.472	.000
Satisfaction with Life Skills Learning	0.298	0.287	0.048	3.874**	.000
Satisfaction with Cognitive Competence	0.125	0.275	0.065	1.792	.092
Application of Morality and Ethics in Daily Life	0.338	0.426	0.084	3.216**	.002
Ability to Collaborate in the Organization	0.368	0.881	0.062	5.000**	.000

Model Summary:

- $R = 0.896$
- $SE_{est} = 0.340$
- $F = 131.45$
- $R^2 = 0.727$
- $a = 1.428$

Note: $p < 0.01$ (statistically significant).

Analysis of Table 4

1. Overall Model Fit:

- The regression model explains 72.7% of the variance ($R^2 = 0.727$) in satisfaction with learning life skills and cognitive competence, indicating a strong predictive power.
- The overall model is statistically significant ($F = 131.45$, $p < 0.01$), suggesting that the independent variables collectively influence the dependent variable.

2. Key Predictors of Satisfaction:

- Ability to Collaborate in the Organization ($\beta = 0.881$, $p < 0.01$) is the strongest predictor, indicating that teamwork and organizational collaboration have the most substantial impact on learning life skills and cognitive competence.
- Application of Morality and Ethics in Daily Life ($\beta = 0.426$, $p < 0.01$) also has a significant impact, highlighting the role of ethical and moral integration in learning outcomes.
- Satisfaction with Life Skills Learning ($\beta = 0.287$, $p < 0.01$) contributes significantly, showing that perceived effectiveness in life skills learning directly influences overall satisfaction.
- Satisfaction with Cognitive Competence ($\beta = 0.275$, $p = 0.092$) is not statistically significant, suggesting that it may not be a strong independent predictor in this model.

3. Implications:

- Enhancing teamwork and collaboration within organizations can significantly improve learning outcomes in life skills and cognitive competence.
- Moral and ethical applications should be integrated into educational programs, as they positively impact satisfaction with learning.
- While cognitive competence is important, its direct impact on satisfaction is not significant, indicating that other factors might mediate this relationship.

Qualitative Analysis – Exploring the Experiences and Perceptions of Personnel Participating in the Meditation Program

The qualitative analysis focuses on understanding the personal experiences and emotions of higher education personnel who participated in the meditation retreat program. This analysis was

conducted through semi-structured interviews, guided by key concepts related to Buddhist understanding, meditation practices, and the impact of education and meditation at Buddhist heritage sites. The key themes derived from the interviews can be summarized as follows:

1. Understanding of Buddhism: Participants shared their varying levels of understanding of Buddhist teachings before participating in the program. Many felt that the retreat provided them with a deeper connection to Buddhist principles such as mindfulness, compassion, and detachment. Some expressed a more spiritual transformation, recognizing how Buddhist teachings could enhance their mental and emotional well-being. Others, however, felt that their understanding was still nascent, and they wished to explore further. This suggests that the program's role in promoting spiritual growth was significant but varied depending on individual prior knowledge and personal openness.

2. Meditation Practice: The core of the interviews focused on participants' experiences with meditation during the retreat. Several participants highlighted that meditation practices helped them improve concentration, reduce stress, and foster a sense of calm. Some described a significant shift in their emotional regulation and mental clarity, reporting greater resilience in handling personal and professional challenges. However, for some, the meditation process was initially difficult due to a lack of prior experience. Despite this, they acknowledged the importance of perseverance in meditation, recognizing its long-term benefits.

3. Impact of Education and Meditation at Buddhist Heritage Sites: A key finding from the interviews was the profound impact of practicing meditation in Buddhist heritage sites. Many participants emphasized that being in a setting steeped in Buddhist history added an extra layer of meaning to the experience. The peaceful surroundings seemed to enhance their meditative state, and several participants reported a heightened sense of connection to the teachings when immersed in the spiritual and historical context of the sites. Participants described the experience as transformative, and some noted that it offered a holistic approach to professional and personal development, bridging the gap between academic and spiritual knowledge.

4. Overall Experience and Feelings: In terms of overall sentiment, most participants expressed a sense of fulfillment after the program. They felt more balanced, mindful, and self-aware. Many noted improvements in their work-life balance, with some claiming to be more patient and understanding in their professional environments. However, some felt that the retreat experience was brief and wished for longer immersion to fully internalize the practice of meditation and its teachings.

Conclusion:

The interviews reveal that the meditation program had a positive influence on the participants' Buddhist understanding, personal well-being, and professional skills. While there were varying levels of prior knowledge and individual experiences, the overall impact was largely positive. The combination of meditation practice, Buddhist teachings, and the setting of Buddhist heritage sites provided a unique and enriching experience for higher education personnel. This qualitative insight can guide future development of meditation retreats and educational programs aimed at improving both personal and professional growth in academic environments.

Discussion of Results

Results from research objective 1 found that the causal factors affecting the satisfaction of public higher education personnel participating in Buddhist pilgrimage programs in Thailand, India, and Nepal include the quality of the teachings, the serene and sacred environment of the pilgrimage sites, and the personal reflections gained through the experience. Participants reported that the sense of connection to Buddhist principles and the tranquil surroundings played a vital role in shaping their overall satisfaction with the program. This may be because the pilgrimage experience is inherently transformative, fostering emotional clarity, self-awareness, and a deeper connection to spirituality. Such experiences encourage introspection and a sense of peace, which contribute to increased personal satisfaction. This corresponds to the findings of Worapongpat (2025a), who emphasized that spiritual engagement and exposure to sacred environments significantly impact personal well-being and satisfaction. It also reflects concepts related to Satisfaction Theory (Worapongpat, 2025b), which highlights how intrinsic values and meaningful experiences contribute to personal fulfillment.

Results from research objective 2 found that Buddhist pilgrimage activities significantly contributed to the development of life skills and cognitive competencies among participants. The most notable improvements were in emotional regulation, mindfulness, and problem-solving (life skills), as well as critical thinking, decision-making, and memory (cognitive skills). This may be because the meditative and ethical practices embedded within the pilgrimage foster an environment conducive to self-reflection, attention control, and ethical reasoning. These practices strengthen both emotional intelligence and cognitive processes by reinforcing mindful awareness and internal

regulation. This corresponds to the findings of (Worapongpat, 2025a). Who asserted that engagement in meditation and spiritual reflection leads to enhanced cognitive and emotional development. Additionally, the application of Kolb's Experiential Learning Theory supports the idea that direct spiritual experience enhances learning and personal growth through active reflection and internalization.

Results from research objective 3 found that the causal factors influencing satisfaction also had a significant impact on the development of life skills and cognitive competencies. Participants who reported higher satisfaction levels with the pilgrimage experience demonstrated greater gains in both life and cognitive skills. This may be because satisfaction acts not only as an outcome but also as a catalyst for deeper engagement and active participation in the program. When individuals experience fulfillment through spiritual and educational activities, they are more likely to invest emotionally and cognitively, which enhances the learning process and personal development. This corresponds to Xue and Worapongpat (2022), who indicated that satisfaction with spiritual learning experiences reinforces positive learning behaviors and outcomes. This is also consistent with the integration of Locke's Satisfaction Theory and Kolb's Experiential Learning Theory, which collectively support the notion that satisfaction and experiential learning are mutually reinforcing elements in cognitive and life skill development.

New Knowledge from Research

From the study on Causal Factors Affecting Satisfaction with Life Skills Learning and Cognitive Competency of Educational Personnel in Public Universities Participating in Buddhist Pilgrimage Projects in Thailand, India, and Nepal, the key findings can be conceptualized and summarized in a causal diagram (Figure 2).



Figure 4 illustrates the interrelated factors influencing satisfaction and their subsequent impact on life skills and cognitive competencies

Source: The authors

Causal Factors Influencing Satisfaction: Instructional Quality The quality of teaching, spiritual guidance, and facilitation during the pilgrimage had a direct and significant effect on participant satisfaction. **Environmental Factors** The tranquil, sacred, and culturally rich environments of the pilgrimage sites Thailand, India, and Nepal— contributed positively to participants’ emotional well-being and overall satisfaction. **Personal Reflection Opportunities** The program offered participants a structured opportunity for deep personal introspection, leading to increased self-awareness and satisfaction with the experience.

Suggestions from the Research Findings

Based on the research findings, the researcher offers the following suggestions:

1. Suggestions for Applying Research Results

1.1 Based on Research Objective 1 Results from research objective 1 found that satisfaction with the pilgrimage experience among educational personnel in public universities was significantly influenced by the quality of instruction, the sacred and serene environment of the pilgrimage sites (Thailand, India, Nepal), and opportunities for personal reflection. These factors created a spiritually

immersive and emotionally impactful experience that fostered a sense of peace, self-awareness, and personal fulfillment.

1.2 Based on Research Objective 2 Results from research objective 2 found that the pilgrimage experience significantly enhanced participants' life skills (e.g., emotional regulation, mindfulness, and problem-solving) and cognitive competencies (e.g., critical thinking, memory, and decision-making). These outcomes are attributed to the integration of meditative practices and ethical contemplation within the pilgrimage context.

1.3 Based on Research Objective 3 Results from research objective 3 found that satisfaction served as a mediating variable, positively influencing the development of both life skills and cognitive competencies. Participants who reported high levels of satisfaction exhibited greater engagement and stronger outcomes in skill acquisition and personal growth.

2. Suggestions for Future Research

This research has revealed that satisfaction with spiritual learning experiences, especially those grounded in Buddhist pilgrimage, plays a vital role in the development of both life skills and cognitive competencies. The important contribution is the identification of satisfaction not only as an outcome but also as a predictive catalyst for learning and personal development. These insights can be applied to the design of transformative educational programs, particularly those incorporating spiritual and experiential elements.

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