

Impact of Learnability Quotient on Employability of Students: Mediating Role of Spiritual Intelligence

Sony Varghese, Ravikumar T*, Jain Mathew, Sathiyaseelan B

School of Business and Management, CHRIST (Deemed University), Bangalore, India. *Corresponding Author's Email: ravikumar.t@christuniversity.in

Abstract

This study investigates the impact of Learnability Quotient (LQ) on Employability, with a particular focus on the mediating role of Spiritual Intelligence (SI). Conducted in southern India with a cross-sectional design, the research utilizes primary data collected from educated adults through surveys. The study aims to elucidate cause-and-effect relationships between LQ and Employability and to test hypotheses regarding these variables. The findings reveal that Learnability Quotient and Employability significantly influence each other, with both being affected by age. Education also plays a crucial role in determining employability, while Spiritual Intelligence and Learnability Quotient are less influenced by educational level. The type of institution does not significantly affect these factors, although the location of the institution does impact Spiritual Intelligence and Employability. Correlation analysis shows that higher Spiritual Intelligence correlates moderately with both Learnability Quotient and Employability, while Learnability Quotient has a strong positive association with Employability. Mediation analysis uncovers a complex dynamic where, despite the positive direct effect of Learnability Quotient on Employability, its impact is diminished when mediated through Spiritual Intelligence, as indicated by a negative Variance Accounted For (VAF). Learnability Quotient is crucial for enhancing employability, while Spiritual Intelligence has a nuanced, potentially counterproductive mediation role. Further research is necessary to refine strategies for improving employability through these variables.

Keywords: Employability, India, Learnability Quotient, Spiritual Intelligence.

Introduction

In today's rapidly evolving job market, the employability of students has become a critical concern for educational institutions, policymakers, and employers alike. Employability, defined as the set of skills, knowledge, and personal attributes that make an individual more likely to secure and succeed in their chosen occupation, is influenced by various factors. Among these, the Learnability Quotient (LQ) has emerged as a significant determinant. The increasing interest in the changing aspects of individual capabilities and employability within the labour (1) market has paved the way for a detailed examination of various intelligence quotients and their implications for employment prospects. Particularly, the concept of Learnability Quotient (LQ) has emerged as a critical predictor of adaptability and continuous learning in rapidly changing work environments. Learnability Quotient (LQ) represents an individual's enthusiasm and proficiency in evolving and adjusting to new situations and challenges throughout their career. It assesses one's learning

aptitude and agility, incorporating both the design of intuitive software and the human aspect—such as openness to change, readiness to take calculated risks, and a continuous drive to expand their knowledge base (2). The Learnability Quotient refers to an individual's ability and willingness to learn new skills and adapt to changing environments, which is crucial in a landscape characterized by technological advancements and shifting job requirements. Simultaneously, the role of Spiritual Intelligence (SI) in shaping individuals' work attitudes, ethical considerations, and overall job satisfaction has attracted scholarly attention. Amram (2009) opines that SI encompasses the ability to apply personal spiritual beliefs to everyday decision-making, thereby influencing not only personal well-being but also professional conduct and relations within the workplace. This intersection of personal belief systems and professional life underscores the importance of SI in contributing to a holistic understanding of employability (3). Another dimension that has garnered attention in recent years are Spiritual

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Intelligence (SI). Spiritual Intelligence, which involves the ability to apply spiritual principles and values such as compassion, integrity, and mindfulness in everyday life, is increasingly being recognized for its impact on personal and professional growth. SI not only contributes to an individual's well-being but also enhances their interpersonal skills, ethical behaviour, and resilience, all of which are valuable traits in the workplace. The concept of employability itself has evolved, encompassing not just the ability to gain employment but also the capacity to navigate and progress within one's career. In the context of South India, the rapid economic growth and the increasing demand for skilled labour highlight the significance of both LQ and SI in determining employability among the educated populace (4). This region, known for its diverse economic sectors, from agriculture to information technology, presents a unique landscape for exploring how LQ and SI influence employability. In the Indian context, the employability of students remains a pressing issue, with a substantial gap between academic training and industry expectations. Employers frequently cite a lack of essential skills and adaptability as major barriers to hiring fresh graduates. As such, enhancing the Learnability Quotient of students could play a pivotal role in bridging this gap and improving their employment prospects. This research aims to explore the impact of the Learnability Quotient on the employability of students in India and investigate the mediating role of Spiritual Intelligence in this relationship. By examining how SI can influence and potentially enhance the effects of LQ on employability, this study seeks to provide insights into developing more holistic educational strategies that prepare students not just academically, but also emotionally and ethically for their professional lives. This section explains a comprehensive review of existing literature on Spiritual Intelligence, Learnability Quotient, and Employability, with the aim of explaining the outlines of current research and identifying gaps for further study. The Learnability Quotient (LQ) quantifies an individual's ability to learn, adapt, and master new concepts. It assesses both learning aptitude and adaptability, providing a measure of how quickly an individual can acquire and apply new knowledge, behaviours, and skills. This metric emphasizes openness to change and a readiness to

take calculated risks (2). LQ emerges as a pivotal attribute in the knowledge economy, where the speed of technological advancements and organizational changes demands continuous learning and adaptation (5). The Learnability Quotient (LQ) has emerged as a fundamental construct in understanding the adaptability and growth potential of individuals in the contemporary workforce (6). LQ encapsulates an individual's ability to learn new skills, assimilate new information, and apply this knowledge effectively in varying situations. This concept is particularly relevant in the face of the Fourth Industrial Revolution, characterized by rapid technological changes and the emergence of new job roles requiring continuous skill development (5). The Learnability Quotient (LQ) extends beyond traditional intelligence metrics that concentrate on cognitive skills or accumulated knowledge. It highlights the learning process itself—how individuals approach, engage with, and assimilate new information. By focusing on the meta-cognitive aspects of learning, LQ sets itself apart from other forms of intelligence, underscoring its significance in lifelong learning and career advancement. The ability to learn and adapt is now seen as a crucial factor in employability, with employers placing increasing value on adaptability and a proactive attitude towards learning (7). LQ emerges as a pivotal attribute in the discourse on employability, underscoring the shift towards continuous learning and adaptability in the workforce. Spiritual Intelligence (SI) embodies a sophisticated aspect of human intellect that goes beyond cognitive and emotional domains, exploring the core of existential comprehension and purposeful existence. Initially defined by Zohar and Marshall, SI encompasses the capacity to act with wisdom and compassion while sustaining both inner and outer tranquillity in any circumstance (8). This type of intelligence promotes a strong ethical sense, equips individuals to gracefully manage life's difficulties, and nurtures a deep connection to a greater purpose or higher power. Unlike conventional intelligence measures that assess cognitive skills, SI captures the introspective and transcendent attributes that contribute to a comprehensive understanding of oneself and the world (8). The nature and dimensions of Spiritual Intelligence (SI) encompass a complex interplay of

cognitive, emotional, and existential elements that facilitate an individual's capacity to navigate life with depth and meaning. Zohar and Marshall originally defined SI as the intelligence with which individuals address and solve problems of meaning and value, allowing them to place their actions and lives in a wider, richer, meaning-giving context (8). They propose that SI enables individuals to use their spiritual resources to solve practical problems, introducing critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion as key dimensions of SI. This framework suggests that SI involves both the inward journey of understanding one's purpose and the outward application of this understanding in the world (8). King further refined the conceptualization of SI by developing the Spiritual Intelligence Self-Report Inventory (SISRI), which operationalizes SI through measurable components (9). King's model highlights the importance of personal peace, a sense of universal love, connectedness, and a compassionate worldview as dimensions of SI that contribute to an individual's ability to make wise and ethical decisions. These components underscore the multifaceted nature of SI, emphasizing its role in fostering a holistic sense of self-awareness and connection to the broader universe (9). A study conducted a comprehensive review to explore the connection between emotional intelligence, spiritual intelligence, and academic performance among students. The findings confirmed that both emotional and spiritual intelligence independently predict academic success in university and school students (10). Employability refers to an individual's perceived capability to secure and retain meaningful employment. This concept extends beyond the mere acquisition of a job to include the continuous adaptation and self-initiated career development in response to changing job market dynamics (11). Employability encompasses a set of achievements – skills, understandings, and personal attributes – that make individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy (1). Gomathi and Neela highlight the troubling issue of widespread educated unemployment in India, where individuals with various degrees persistently seek employment

only to be met with disheartening "NO VACANCY" signs (12). This repeated rejection has resulted in a rise in suicide cases among unemployed youth. A major factor contributing to this situation is the rapid population growth that does not align with a corresponding increase in job opportunities. Additionally, there is a significant mismatch between the demand for and supply of essential skills. In response to this challenge, the government has launched several initiatives aimed at enhancing the skill sets of the youth to improve their employability (12). The research conducted by Sankaran, Abraham, and Joseph investigates into the effects of trade liberalization on employment in India's manufacturing industries (13). They found that despite India's integration into the global market, the anticipated job growth in organized sectors has not materialized as expected. This indicates a nuanced impact of trade liberalization, where increased market access has not necessarily translated into increased employment within these sectors. Their study contributes to the broader discourse on how economic policies affect labour markets in developing economies, particularly in the context of globalization and trade reforms (13). This section highlights the critical intersections of LQ, SI, and employability, suggesting that a combined focus on these dimensions could lead to more effective strategies for enhancing student readiness for the workforce. Further research is needed to explore the impacts of these constructs and develop integrated approaches to education and employability enhancement. In this study, spiritual intelligence is considered as a mediator because SI develops mindfulness and concentration, improving academic and professional skills, helps in building a sense of direction by connecting career decisions with individual beliefs, enhances creativity and problem-solving skills through encouraging reflective thought, promotes empathy and comprehension, important qualities for working together and building relationships and it enhances inner peace and confidence, important for job interviews and performance at work. The relationship between Learnability Quotient (LQ) and Employability is mediated by Spiritual Intelligence (SI). This mediation is based on theories in psychology, education, and human development. These models emphasize the

connection between cognitive learning abilities and job prospects, allowing students to successfully use their knowledge with intention, emotional control, and societal awareness. Prominent theories are discussed here. Gardner's theory of multiple intelligences highlights the multidimensional nature of intelligence, including interpersonal, intrapersonal, and existential (spiritual) intelligences in addition to logical and linguistic abilities. The Learnability Quotient (LQ) emphasizes cognitive flexibility, acquiring new skills, and on-going learning, which by themselves may not ensure successful practical use. Spiritual intelligence facilitates this relationship by promoting goal-oriented education, introspection, and agreement on principles, which are crucial for being able to find employment in intricate and ever-changing settings. Zohar and Marshall developed Spiritual Intelligence Theory, which defines SI as the ability of an individual to bring meaning and value in decision-making and life events. Students with a strong Learning Quotient may develop numerous abilities; however, Spiritual Intelligence serves as a connection to assist them in efficiently applying these abilities by

connecting their education with their inner motivation and impact on society. This relationship boosts the ability to find employment by increasing satisfaction, productivity, and resilience in the workplace. According to self-determination theory, long-term success requires intrinsic motivation, autonomy, and competence. LQ guarantees that students acquire proficiency through acquiring novel abilities, while SI provides intrinsic motivation by aiding students in discovering personal significance and independence in their educational journey. Connecting learning with personal values leads students to be more motivated, involved, and marketable, as they pursue careers that match their passions.

Methodology

Research design is the framework or blueprint for a study that guides the collection, measurement, and analysis of data. Every effort is made to ensure that the research questions are developed and formulated with utmost honesty and rigor. Research Design of the study is presented in Table 1.

Table1: Research Design of the Study

S. No	Particulars	Type of the Study
1	Purpose of the study	Descriptive and hypothesis testing
2	Type of the investigation	Causal study
3	Study method	Survey method
4	Study setting	Non-contrived field study
5	Unit of analysis	Educated adults in the age group of 15 to 35 across southern India
6	Time Horizon	One-shot or Cross-sectional study
7	Data Type	Primary data

Table 1 outlines the specific characteristics of the study's research design. The study aims to describe phenomena and test hypotheses, providing detailed observations and verifying or refuting predetermined ideas or predictions. The investigation is causal, designed to determine cause-and-effect relationships between variables, specifically analyzing the impact of the learnability quotient on employability. Data collection is conducted using the survey method, which involves gathering information from participants through questionnaires or interviews. The research is carried out in a non-contrived field setting, meaning it takes place in a natural environment without manipulating conditions. The focus is on educated adults in southern India,

indicating that this specific demographic is being examined and analysed. The study is cross-sectional, collecting data at a single point in time rather than over an extended period. The study uses primary data, collected directly from respondents specifically for this research, rather than relying on existing data. Sample units belong to different type of academic discipline, cultural settings and financial positions. The study population consists of educated individuals aged 15-35 in higher education institutions located in India. The unit of analysis includes the educated individuals aged 15-35 in higher education institutions located in the South Indian states of Kerala, Karnataka, Tamil Nadu, Andhra Pradesh, and Telangana. So, the target population is

Southern states of India such as Kerala, Karnataka, Tamil Nadu, Andhra Pradesh, and Telangana. Since target population size is unknown, non-probability sampling method has been applied and quota sampling technique is employed. Quota sampling is a non-probability sampling technique in which researchers divide the population into exclusive subgroups and then deliberately select subjects from each subgroup in certain proportion. In this study, target population is divided into five groups such as Kerala, Karnataka, Tamil Nadu, Andhra Pradesh, and Telangana. Researchers set a quota for each subgroup, which reflects the subgroup's proportion in the overall population. Sample size of the study is determined using Krejcie and Morgan formula. According to the formula of Krejcie and Morgan, sample size for the population more than 10,000 has been 663 at 99% level of significance with a margin of error of 5%. So, the sample size of this study has been 663. Total sample size of 663 has been allocated to each state equally that are considered for the study. Since non-probability sampling is employed, there is a less scope for the generalization of results. This study has considered three core variables such as learnability quotient, spiritual intelligence and employability. Learnability has been an independent variable, spiritual intelligence is a mediating variable and employability is a dependent variable. These three variables are measured scientifically. Empirically tested and validated scales are employed to measure spiritual intelligence and employability. Learnability Quotient (LQ) goes beyond cognitive skills; it highlights the importance of curiosity, adaptability, and the inner drive to keep learning. SI involves applying significance, intention, and moral principles to one's choices and behaviours, promoting personal development, emotional health, and positive interactions with others. Employability refers to set of skills, knowledge, qualities, and attributes that allow a person to secure, maintain, and succeed in a job, as well as transition between different roles within a company or across industries as the job market changes. Spiritual intelligence was assessed using

a 24-item self-report measure known as "The Spiritual Intelligence Self-Report Inventory" (SISRI-24), developed by D. King in 2008. Employability was measured by employability skill assessment tool developed and validated by Mohamad Sattar Rasul. Researchers have developed a questionnaire to measure the learnability quotient among adults in India. The sub-dimensions of learnability quotient assessed are, Cognitive Skills, Exploratory Curiosity, Deprivation Curiosity, Epistemic Curiosity, Social Curiosity, Empathetic Curiosity, and Metacognitive Curiosity. These sub-dimensions are represented through 44 statements on a Likert scale.

Results

The collected data are analysed using appropriate statistical tools. The demographic characteristics of the respondents. The sample has a significantly higher proportion of female respondents (71.9%) compared to male respondents (28.1%), indicating a potential gender imbalance in the survey population. The majority of respondents (69.5%) are in the 17 to 24 years age group, suggesting that the survey primarily targeted younger individuals, likely current students or recent graduates. Only a small percentage (3.6%) of respondents are 36 years or older. A substantial majority of the respondents are pursuing or have completed undergraduate studies, indicating a focus on early-stage higher education. A smaller proportion is at the postgraduate level. Nearly half of the respondents are from private institutions, with the remaining respondents fairly evenly split between government and government-aided institutions. This suggests a diverse representation from different types of educational establishments. The respondents are almost evenly distributed across the five states of South India, with each state contributing approximately 20% of the sample. Further, tests of normality reveal that the collected data are not normally distributed. The differential analysis has been conducted to analyse the differences between core variables of the study and demographics.

Table 2: Gender, LQ, SI and Employability

Factors	P-value	Result
Spiritual Intelligence	0.443	No variance exists
Learnability Quotient	0.015	Variance exists
Employability	0.000	Variance exists

Table 2 presents the results of a statistical test examining the relationship between various factors (Spiritual Intelligence, Learnability Quotient, and Employability) and gender. The P-value for Spiritual Intelligence is 0.443, which is higher than the common significance level threshold of 0.05. This indicates that there is no statistically significant difference in employability based on Spiritual Intelligence. In other words, Spiritual Intelligence does not have a significant effect on employability in this context. The P-value for Learnability Quotient is 0.015, which is lower than the significance level of 0.05. This suggests that there is a statistically significant difference in employability based on Learnability Quotient.

Thus, the Learnability Quotient has a significant effect on employability, indicating that higher or lower learnability is associated with different levels of employability. The P-value for Employability is 0.000, which is much lower than 0.05. This indicates a very strong statistical significance. Therefore, there is a significant variance in employability, suggesting that factors influencing employability have a substantial impact and lead to varying levels of employability among individuals. Thus, Learnability Quotient and Employability have significant effects on the studied variable, while Spiritual Intelligence does not.

Table 3: Age, LQ, SI and Employability

Factors	P-value	Result
Spiritual Intelligence	0.390	No variance exists
Learnability Quotient	0.027	Variance exists
Employability	0.001	Variance exists

Table 4: Education, LQ, SI and Employability

Factors	P-value	Result
Spiritual Intelligence	0.087	No variance exists
Learnability Quotient	0.588	No variance exists
Employability	0.000	Variance exists

Table 3 presents the results of a statistical test examining the relationship between various factors (Spiritual Intelligence, Learnability Quotient, and Employability) and Age. Based on the P-values in Table 3, Learnability Quotient and Employability have significant effects on the studied variable, while Spiritual Intelligence does not. Table 4 presents the results of a statistical test examining the relationship between various factors (Spiritual Intelligence, Learnability Quotient, and Employability) and Education. Based on the P-values in Table 4, Employability has a significant effect on the studied variable, while Spiritual Intelligence and Learnability Quotient do

not. This means that employability is explained by certain factors, but Spiritual Intelligence and Learnability Quotient are not among them in this context. Table 5 presents the results of a statistical test examining the relationship between the type of institution and various factors (Spiritual Intelligence, Learnability Quotient, and Employability). Based on the P-values in Table 5, none of the factors (Spiritual Intelligence, Learnability Quotient, and Employability) show significant variance based on the type of institution. This means that the type of institution does not significantly influence these factors.

Table 5: Differences in Type of Institution, and LQ, SI and Employability

Factors	P-value	Result
Spiritual Intelligence	0.619	No variance exists
Learnability Quotient	0.210	No variance exists
Employability	0.221	No variance exists

Table 6: Differences in Location of Institution, and LQ, SI and Employability

Factors	P-value	Result
Spiritual Intelligence	0.000	Variance exists
Learnability Quotient	0.180	No variance exists
Employability	0.001	Variance exists

Table 7: Correlation Matrix

Variables	Spiritual Intelligence	Learnability Quotient	Employability
Spiritual Intelligence	1		
Learnability Quotient	0.564	1	
Employability	0.449	0.844	1

Table 6 presents the results of a statistical test examining the relationship between the location of the institution and various factors (Spiritual Intelligence, Learnability Quotient, and Employability). Spiritual Intelligence and Employability show significant variance based on the location of the institution, while Learnability Quotient does not. This means that the location of the institution has a significant impact on Spiritual Intelligence and Employability, but it does not significantly affect the Learnability Quotient. Table 7 presents a correlation matrix showing the relationships between three variables: Spiritual Intelligence, Learnability Quotient, and Employability. The correlation coefficient of 0.449 between Employability and Spiritual Intelligence indicates a moderate positive correlation. This means that as Spiritual Intelligence increases, Employability tends to increase as well, but the relationship is not as strong as that with Learnability Quotient. The correlation coefficient of 0.844 between Employability and Learnability Quotient indicates a strong positive correlation.

This means that as Learnability Quotient increases, Employability also tends to increase significantly. In short, there are moderate to strong positive correlations between these variables:

- Moderate positive correlation between Spiritual Intelligence and Learnability Quotient (0.564).
- Moderate positive correlation between Spiritual Intelligence and Employability (0.449).
- Strong positive correlation between Learnability Quotient and Employability (0.844).

These correlations suggest that higher levels of Spiritual Intelligence and Learnability Quotient are associated with higher levels of Employability, with Learnability Quotient having the strongest association with Employability. The mediating role of spiritual intelligence in the relationship between learnability quotient and employability has been analysed using Structural Equation Modelling Path Analysis. The tested model is presented below in Figure 1.

Table 8: Direct Effects

Particulars	Direct effects	P-value
Learning Quotient -> Employability	0.712	0.000
Learning Quotient -> Spiritual Intelligence	0.754	0.000
Spiritual Intelligence -> Employability	-0.229	0.000

Table 8 presents the direct effects of Learning Quotient and Spiritual Intelligence on Employability, as well as the direct effect of Learning Quotient on Spiritual Intelligence. The direct effect of Learning Quotient on Employability is 0.712, indicating a strong positive influence. The P-value of 0.000 signifies that this effect is highly statistically significant. Therefore, higher Learning Quotient leads to higher Employability. The direct effect of Learning Quotient on Spiritual Intelligence is 0.754, indicating a strong positive influence. The P-value of 0.000 signifies that this

effect is highly statistically significant. Thus, higher Learning Quotient leads to higher Spiritual Intelligence. The direct effect of Spiritual Intelligence on Employability is -0.229, indicating a negative influence. The P-value of 0.000 signifies that this effect is highly statistically significant. Therefore, higher Spiritual Intelligence actually leads to a decrease in Employability in this context. These results suggest that while Learning Quotient boosts both Employability and Spiritual Intelligence, higher Spiritual Intelligence may paradoxically reduce Employability.

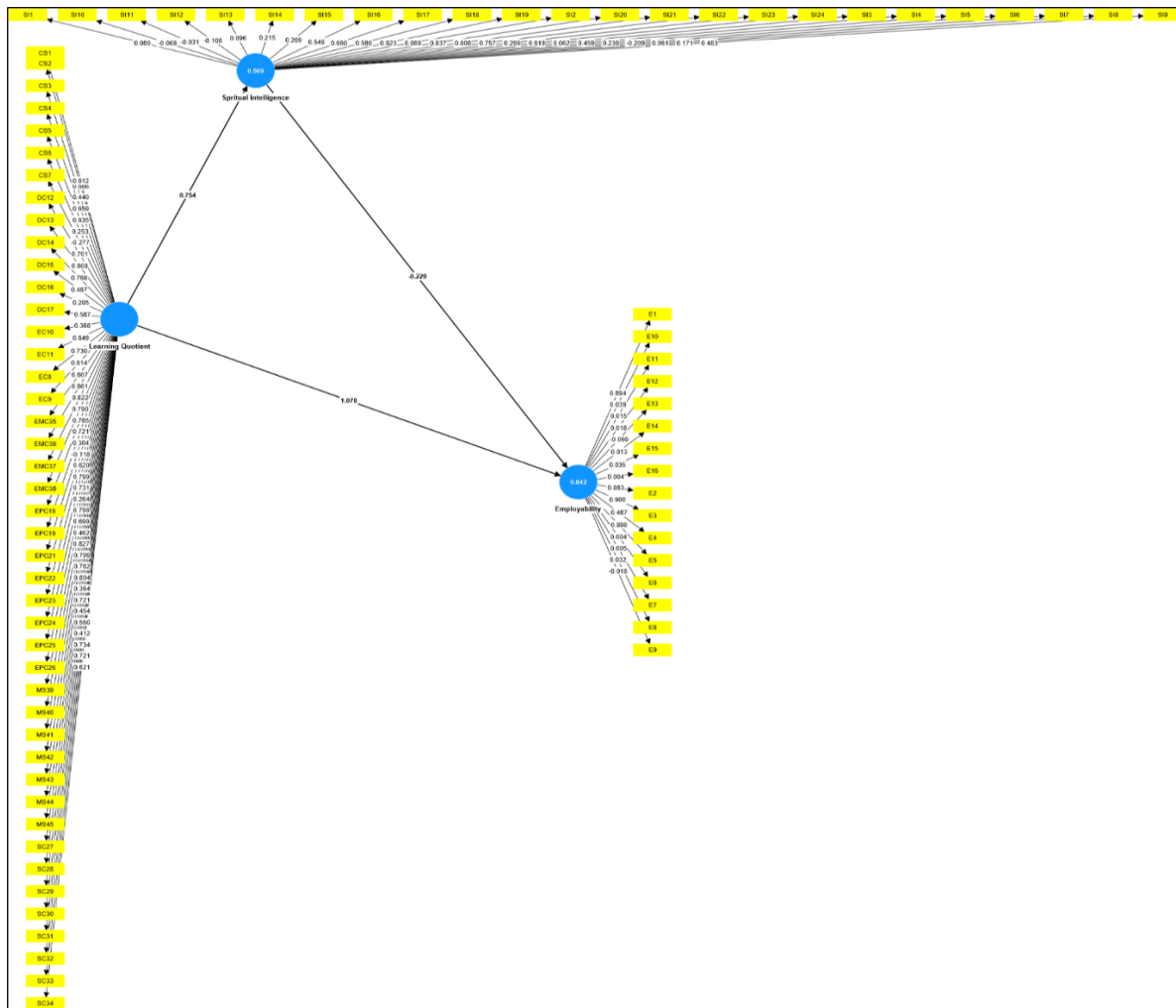


Figure 1: Tested Model

Table 9: Indirect Effect of Spiritual Intelligence

Particulars	Specific Indirect Effects	P-value
Learning Quotient -> Spiritual Intelligence -> Employability	- 0.172	0.000

Table 9 presents the indirect effect of Spiritual Intelligence mediated through Learning Quotient on Employability. The specific indirect effect of Learning Quotient on Employability through Spiritual Intelligence is -0.172. This indicates that the effect of Learning Quotient on Employability, mediated by Spiritual Intelligence, is negative. The P-value of 0.000 shows that this effect is statistically significant. The negative value of -0.172 suggests that the pathway from Learning Quotient to Employability through Spiritual Intelligence actually reduces Employability. Despite Learning Quotient having a strong positive

effect on both Spiritual Intelligence and Employability, the effect of Spiritual Intelligence on Employability is negative. Thus, when Learning Quotient affects Spiritual Intelligence, it leads to a reduction in Employability. The indirect effect suggests that while Learning Quotient positively affects Spiritual Intelligence, the resulting increase in Spiritual Intelligence negatively impacts Employability. This underscores a complex relationship where Learning Quotient has a beneficial direct effect on Employability, but this benefit can be diminished by the negative indirect effect through Spiritual Intelligence.

Table 10: Mediation Effect of Spiritual Intelligence

Path	Path Value	Remarks
LQ → SI	0.754	
SI → EY	-0.229	

LQ → EY	0.712	
Direct Effect (DE)	0.712	
Indirect Effect (IDE)	-0.172	= LQ → SI * SI → EY = .754 * -.229
Total Effect	0.592	= DE + IDE = 0.712 + (-0.172)
VAF computed	-29.0%	= IDE/ TE = -.172/0.592 = -.290

Table 10 presents the mediation analysis results, including direct effects, indirect effects, total effect, and the Variance Accounted For (VAF). Direct Effect (DE) is the direct effect of Learning Quotient on Employability, indicating a strong positive influence. Indirect Effect (IDE) represents the effect of Learning Quotient on Employability through Spiritual Intelligence. The negative value indicates that the mediation effect of Spiritual Intelligence decreases Employability. Total Effect (TE) is the sum of the direct and indirect effects. The total effect represents the overall impact of Learning Quotient on Employability, combining both direct and mediated pathways. The negative VAF indicates that the indirect effect (mediated by Spiritual Intelligence) reduces the overall effect of Learning Quotient on Employability. A negative VAF suggests that the mediation effect of Spiritual Intelligence is reducing the total positive impact of Learning Quotient on Employability. This analysis highlights a complex relationship where Spiritual Intelligence mediates the effect of Learning Quotient on Employability, resulting in a net reduction of the positive impact that Learning Quotient has on Employability.

Discussion

A comprehensive discussion of the results based on the statistical tests, correlation analysis, and mediation analysis are presented here. Learnability Quotient and Employability are significant factors affecting employability, while Spiritual Intelligence does not show a significant effect. Learnability Quotient and Employability are influenced by age, whereas Spiritual Intelligence is not. Employability is significantly influenced by education, but Spiritual Intelligence and Learnability Quotient are not. No significant variance is observed in Spiritual Intelligence, Learnability Quotient, or Employability based on the type of institution. This implies that the type of institution does not significantly impact these factors. The type of institution does not affect Spiritual Intelligence, Learnability Quotient, or Employability. The location of the institution significantly influences Spiritual Intelligence and

Employability, but not Learnability Quotient. Correlation Analysis indicates that higher Spiritual Intelligence is moderately associated with higher Learnability Quotient and there is a moderate positive relationship between Spiritual Intelligence and Employability. Strong Positive Correlation indicates a strong positive association, meaning that higher Learnability Quotient is strongly associated with higher Employability. Higher levels of Spiritual Intelligence and Learnability Quotient are generally associated with higher Employability, with Learnability Quotient showing the strongest association with Employability. Learning Quotient and Employability show a strong positive effect. Indirect Effect (IDE) is negative effect and indicates that while Learning Quotient positively influences Spiritual Intelligence, the mediation through Spiritual Intelligence results in a decrease in Employability. The negative VAF suggests that the indirect effect mediated by Spiritual Intelligence reduces the overall positive impact of Learning Quotient on Employability. The mediation analysis reveals a complex relationship where the positive direct effect of Learning Quotient on Employability is diminished by the negative indirect effect through Spiritual Intelligence. This highlights that while Learning Quotient generally has a positive impact on Employability, the presence of Spiritual Intelligence as a mediator introduces a negative effect, reducing the overall impact. The results indicate that Learnability Quotient and Employability are crucial factors influencing employability, with significant effects observed across various contexts (age, education, and location). Spiritual Intelligence does not have a direct significant impact on employability and does not show substantial mediation effects except in its complex interaction with Learning Quotient. The mediation analysis underscores the nuanced relationship where Spiritual Intelligence, while positively influenced by Learning Quotient, mediates in a way that negatively impacts Employability, illustrating a need for deeper exploration into how these variables interact. Educators and institutions can shape students into

adaptable professionals by combining techniques to enhance learnability quotient (LQ) and spiritual intelligence (SI), enabling them to engage in on-going learning, exhibit moral behaviour, and pursue meaningful careers. LQ helps students stay flexible and receptive to new information, while SI allows them to use this knowledge with emotional control, perseverance, and personal significance. This twofold method provides students with the necessary skills, mind-set, and values to thrive in their professional and personal lives, ultimately improving their chances of getting hired. The research emphasizes that just concentrating on technical abilities isn't enough to improve one's chances of getting hired. Schools and companies need to support students' ability to learn and also encourage their spiritual intelligence to foster purpose, resilience, and emotional well-being. By incorporating these components into education and workplace strategies, students will not just be able to find employment but also excel in their chosen careers as they harmonize personal development with professional accomplishment.

Conclusion

This study examines the impact of Learnability Quotient (LQ) on Employability, with a focus on the mediating role of Spiritual Intelligence (SI). The analysis reveals several key insights. Learnability Quotient and Employability are identified as significant factors influencing employability. Both are influenced by age, indicating that the capacity to learn and employability prospects evolve with age. Education significantly affects employability, whereas Spiritual Intelligence and Learnability Quotient are less impacted by educational level. The type of institution does not significantly affect Spiritual Intelligence, Learnability Quotient, or Employability, suggesting that institutional characteristics do not play a major role in these factors. However, the location of the institution significantly influences both Spiritual Intelligence and Employability, though it does not have a significant impact on Learnability Quotient. Correlation analysis indicates that higher Spiritual Intelligence is moderately associated with higher Learnability Quotient and Employability. Notably, there is a strong positive correlation between Learnability Quotient and Employability, with Learnability Quotient showing the strongest association with Employability. This highlights the importance of Learnability Quotient in enhancing

employability outcomes. The mediation analysis reveals a complex interaction between Learnability Quotient, Spiritual Intelligence, and Employability. While Learnability Quotient has a strong positive direct effect on Employability, the indirect effect through Spiritual Intelligence is negative. This suggests that although Spiritual Intelligence is positively influenced by Learnability Quotient, its mediation actually diminishes the positive impact of Learnability Quotient on Employability. The negative Variance Accounted For (VAF) underscores this reduction in overall impact. The study indicates that Learnability Quotient and Employability are crucial factors affecting employability, with significant effects observed in various contexts such as age, education, and location. Spiritual Intelligence, while showing some positive associations, does not have a direct significant impact on employability and exhibits a complex mediation role. The presence of Spiritual Intelligence as a mediator introduces a dynamic that can reduce the overall positive impact of Learnability Quotient on Employability. In conclusion, this research highlights the importance of Learnability Quotient in enhancing employability and underscores the complex, and sometimes counterintuitive, role of Spiritual Intelligence in this relationship. Further exploration is needed to fully understand these dynamics and to optimize strategies aimed at improving employability through targeted interventions.

Abbreviations

LQ: Learnability Quotient, SI: Spiritual Intelligence, EE: Employability.

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Author Contributions

Ravikumar T: Conceptualization, Formal analysis, Investigation, Methodology, Software, Supervision, Validation, Visualization, Writing – original draft, Sony Varghese: Conceptualization, Formal analysis, Investigation, Methodology, Software, Resources, Supervision, Validation, Visualization, Writing – original draft, Jain Mathew: Conceptualization, Formal analysis, Methodology, Supervision, Validation, Visualization, Writing – original draft, Sathiyaseelan B: Conceptualization, Formal analysis, Methodology, Supervision, Validation, Visualization, Writing – original draft.

Conflict of Interest

The authors have no conflicts of interest to declare.

Ethics Approval

The authors received the consent of the employees working in state-owned manufacturing companies to administer the questionnaires from the concerned employees.

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