Life Satisfaction among Korean Residents in Vietnam: Focus on Cultural Adaptation and Career Engagement

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ABSTRACT

Globalization has facilitated integration among nations and encouraged international companies to invest and reallocate their plants in developing countries. The expatriate influx of professional migration to Vietnam requires career engagement, cultural adaptation, and life satisfaction in the "second-home" country. This study's conceptual framework was built to reflect a sequencing relationship among cognitive cultural intelligence, career engagement, and life satisfaction. Moreover, it depicted the moderating effect of social injustice on the causal relationship between cognitive cultural intelligence and career engagement. A mass survey was distributed to Korean residents living in Ho Chi Minh City, Vietnam. We used 193 valid cases for further analysis and PLS-SEM to estimate theoretical model. The findings showed that all of the sequencing relationships, from cognitive cultural intelligence, career engagement to life satisfaction were significantly positive. Social injustice significantly moderated the causal relationship between cognitive cultural intelligence and career engagement, in which such relationship was found to be lower among individuals with a higher perception of social injustice. This study may provide theoretical discussions and best practices for cultural adaptation and career engagement among expatriates.

Keywords: Cognitive culture intelligence, Career engagement, Life satisfaction, Social Injustice, Culture Adaptation, Korean residents in Vietnam.

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1. INTRODUCTION

Within the trend of globalization, many companies from developed countries have invested their resources in such a way as to capitalize upon low labor costs and cheap materials in their home countries. This movement has led to the rapid expansion of multinational companies located in developing countries. In line with business

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management strategies, company headquarters require their indigenous employees to take abroad assignments. Hence, there has been a sharp rise in migrant workers relocating to other countries for professional reasons. Recent records show that, in 2019, the number of international migrants reached 272 million, accounting for roughly 3.5% of the world's population (McAuliffe *et al.*, 2018; McAuliffe and Khadria, 2020). The large percentage of these migrants have chosen to reside in (often European) developed countries. For example, such European countries as Germany, the Netherlands, and Sweden received approximately 12% of these migrants. Moreover, immigrant population is higher than 10% compared to the total population in four countries, namely Belgium, France, Greece and Ireland (Dumont and Lamaitre, 2006). Migration creates cultural diversity in the working environments of the settlement countries (i.e., Australia, the US, and the UK) (Le, Jiang and Nielsen, 2018). In 2020, for example, Australia received the 9th largest number of migrants (7.7 million, accounting for 29.8% of the population (Australian Bureau of Statistic (ABS), 2021). Residing in a culture different from that of one's native country tends to create numerous difficulties for migrants, such as language barriers. This requires the need for migrants to adapt to multicultural settings, especially expatriates who interact with people from different backgrounds (Huff, 2013). The ability to adapt to a culture, also known as cultural intelligence (CQ), is considered as an antecedent of career success and life satisfaction in settlement countries (Ang *et al.*, 2007; Sozbilir and Yesil, 2016; Le, Jiang and Nielsen, 2018). In previous studies, life satisfaction has been determined by many factors, such as holiday recovery experiences (Chen, Huang and Petrick, 2016), individual personality (Miller, Zivnuska and Kacmar, 2019), social relations (Amati *et al.*, 2018), income (Boyce, Brown and Moore, 2010), work–life balance (Noda, 2020; Chandran and Abukhalifeh, 2021; Singh, 2023), leisure activities (Schmiedeberg and Schröder, 2017), and country image (Nghiêm-Phú, 2016). However, little research has investigated the influence of CQ on the life satisfaction of expatriates.

Le, Jiang and Nielsen (2018) proposed a significant explanation on migrant workers' adaptation to the culture of settlement countries. The ability of cultural adaptation also reflects life satisfaction and career engagements among migrant workers in Australia. According to the Vietnam's Ministry of Labor Invalids and Social Affairs, 99,876 expatriates were working in the country as of 2021, with an upward trend having been predicted for the following 5 years. In 2019, there was an increase of 40% in the number of Koreans travelling to Vietnam. Moreover, Korean residents in Vietnam predominantly consist of expatriates, students, and migrants. Le, Jiang and Nielsen (2018) surveyed migrant workers in Australia who originated from non-English speaking countries. Following the work of Le, Jiang and Nielsen (2018), this study revisits the conceptual framework to examine whether cognitive cultural intelligence (CCQ), career engagement, and social injustice can induce life satisfaction among Korean residents in Vietnam. The study contributes to the field innovatively through its focus on a homogeneous target population to observe such a social phenomenon.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1 CCQ and Life Satisfaction

Cultural adaptation has been defined as the "dynamic process by which individuals,

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upon relocating to an unfamiliar cultural environment, establish (or reestablish) and maintain relatively stable, reciprocal and functional relationships with those environments" (Kim, 2000, p. 31). It is a process of coping and transformation undergone by individuals when exposed to a new environment. The relationships between cultural adaptation and job performance have been supported in many studies (e.g., Ang *et al.*, 2007; Shi and Franklin, 2014; Wang, 2016). Remarkedly, Ang *et al.* (2007) proposed the importance of CQ on cross-cultural adaptation, which consequently affects job performance among expatriates. Moreover, Zimmermann (1995) argued that adaptative outcomes result from a set of cross-cultural knowledge and overseas experiences, which can be understood as CQ. People can easily cope with cultural differences and can quickly adapt quickly to new culture when assisted by prior knowledge of said culture. Furthermore, Akhtar, Pratt and Bo (2015) suggested that "adaptation is the label for those skills through which a newcomer interacts with a host culture easily and understands its values and taboos." Therefore, sets of cultural knowledge, skills, and overseas experience are considered to form CQ, which helps to mitigate the difficulties in cross-cultural adaptation processes.

CQ has been defined as "an individual's capability to function and manage effectively in culturally diverse settings" (Ang *et al.*, 2007, p. 337), or "the ability to interact effectively with people who are culturally different" (Thomas, 2006, p. 80). These definitions accord with that of international business researchers Earley and Ang (2003). While these definitions focus more on an individuals' capabilities to adapt to new cultures, the concept of CQ refers to the effectiveness of an individual in making use of their knowledge, skills, and personal attributes to tackle multicultural barriers, such as those involving people, environments, and politics, in a new nation (Johnson, Lenartowicz and Apud, 2006).

Earley and Ang (2003) proposed four primary facets of CQ: metacognitive, cognitive, motivational, and behavioral. First, metacognitive cultural intelligence refers to an individual's mental capacity to comprehend and absorb a set of cultural knowledge. Second, CCQ implies an individual's knowledge and understanding about culture, as well as cultural familiarities and differences. Third, motivational CQ relates to an individual's ability to manage, control, and tolerate energy toward functioning in intercultural situations. While the first three facets refer to ones' mental capability, the fourth is the individual's behavioral capacity to manifest and flex their behaviors to fit different cultures when interacting with people from different cultural backgrounds. Those with high levels of cultural intelligence have the social capability to adopt appropriate behaviors and interactions, and to address multicultural issues and work effectively in various cultures (Ang *et al.*, 2007). The higher one's level of CQ, the more quickly one can adapt to a new culture with minimal stress and difficulty (Brislin, Worthley and Macnab, 2006). This results in a higher level of job or life satisfaction for culturally intelligent employees due to their ability to fit in to their workplace or society (Le, Jiang and Nielsen, 2018). Therefore, CQ can enable people to adjust to various new cultural contexts, overcome cultural barriers, ease stress, and mitigate communication problems with people from different cultural backgrounds, thereby leading to greater levels of overall life satisfaction.

Life satisfaction is a major component with which to evaluate one's overall quality of life, which is itself one of the predictors for subjective well-being (Diener *et al.*, 1985). Life satisfaction has two main elements: cognitive and affective (Nghiêm-Phú, 2013). Cognitive life satisfaction is measured by various aspects of life:

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workplace support (Hombrados-Mendieta and Cosano-Rivas, 2013), social relations (Amati *et al.*, 2018), leisure activities (Pagán, 2015), and income (Boes and Winkelmann, 2010; Boyce, Brown and Moore, 2010), among others. Affective satisfaction is evaluated by one's feelings towards one's own life. Several previous studies have investigated the antecedents of life satisfaction, such as holiday recovery experiences (Chen, Huang and Petrick, 2016), individual personality (Miller, Zivnuska and Kacmar, 2019), social relations (Amati *et al.*, 2018), income (Boyce, Brown and Moore, 2010), work–life balance (Noda, 2020), leisure activities (Schmiedeberg and Schröder, 2017), and country image (Nghiêm-Phú, 2016).

Much empirical research has supported the relationship between cultural intelligence and job/life satisfaction. CQ was found as a predictor of life satisfaction that significantly influenced the life satisfaction of Taiwanese studying abroad (Chen, Lin and Yang, 2021). Similarly, Barakat *et al.* (2015) showed that, in Brazilian multinational companies, global managers with high CQ tended to find their jobs satisfying, which in turn led to better job performance. The current study extends this relation to a dimension of CQ, namely CCQ, which follows the work of (Le, Jiang and Nielsen, 2018). Cognitive skills provide people with the "necessary psychological resources in multinational contexts to effectively deal with interpersonal relationships," thus leading to increased life satisfaction (Le, Jiang and Nielsen, 2018) p. 241). Le, Jiang and Nielsen (2018) further found that CCQ improves life satisfaction levels among migrant workers. Accordingly, we hypothesize that:

H1: Cognitive cultural intelligence has a significantly positive impact on life satisfaction.

2.2 CCQ and Career Engagement

Engagement refers to "a persistent, positive motivational state of fulfillment in employees" (Maslach, Schaufeli and Leiter, 2001, p. 417). It is characterized by high levels of vigor, dedication, and absorption (Schaufeli *et al.*, 2002). This is to say that an individual with a high level of engagement is more willing to actively contribute their inputs in work, more resilient with work difficulties, and have a strong sense of passion and inspiration. Career engagement has been conceptualized as "the degree to which somebody is proactively developing his or her career as expressed by diverse career behaviors" (Hirschi, Freund and Herrmann, 2014, p. 3). Career engagement includes career self-management behavior that assists people in enhancing career opportunities and forthcoming career success (Wiernik and Kostal, 2019). Career engagement is separated from other similar constructs (e.g., work engagement, career adaptability, career motivation, career commitment) due to its focus on behaviors rather than on states of mind, feelings, or attitudes.

In this study, we sought to identify the relationship between career engagement and CCQ (Earley and Ang, 2003; Ang *et al.*, 2007). Le, Jiang and Nielsen (2018) argued that, as a psychological resource, CCQ offers migrant workers a strong sense of confidence for solving career issues in cross-cultural settings and prompts them to actively engage in essential career tasks. Furthermore, Luthans (2002) suggested that the four dimensions of psychological capital (i.e., efficacy, hope, optimism, and resilience) help people upgrade and stimulate themselves, and thus mitigate or even eliminate risks and barriers when adapting to a new context. Ramalu and Subramaniam (2019) used psychological resources to explain how CQ aids expatriates in work processes. The authors argued that work engagement is transformed from

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psychological resources that are acquired through investing in CQ. They also found that CQ can help expatriates overcome cultural barriers in a new environment. In light of the above, we hypothesize that:
H2: Cognitive cultural intelligence has a significantly positive impact on career engagement.

2.3 Career Engagement and Life Satisfaction

There is a lack of evidence from previous studies supporting the positive relationship between career engagement and life satisfaction. Accordingly, we opted to apply a career management perspective as a supporting tool for the relationship between career engagement and life satisfaction. It should be noted that, despite career engagement and self-career management being two distinct constructs, they coincide and overlap to a certain extent (Hirschi, Freund and Herrmann, 2014). According to King (2004), the high level of energy in taking actions for career management, including networking, is considered a characteristic of self-career management. Le, Jiang and Nielsen (2018) suggested that individuals are forced to engage in career tasks and behaviors when finalizing the process of career management, which consequently leads to a sense of control. Moreover, both constructs have the same characteristic of simplifying procedures in order to further controllability. As such, it can be inferred that both career engagement and self-career management produce the same outcomes. Moreover, it has been argued that individuals with high engagement in self-career management have a greater level of career control, leading to a high level of self-development satisfaction in various life situations (Raabe, Frese and Beehr, 2007). King (2004) also found support for the notion that self-career management helps people to reduce workplace conflicts at workplace and achieve more control over risks, thereby resulting in a sense of life fulfillment. High levels of career control led to positive life outcomes in physical and mental aspects, including increased life satisfaction. Due to these arguments, we expected there to be a relationship between career engagement and life satisfaction, thus leading to the following hypothesis:
H3: Career engagement has a significantly positive impact on life satisfaction.

2.4 Moderating Role of Social Justice

Social justice has been defined as "a fundamental valuing of fairness and equity in resources, rights, and treatment for marginalized individuals and groups of people who do not share equal power in society because of their immigration, racial, ethnic, age, socioeconomic, religious heritage, physical ability, or sexual orientation status groups" (Constantine *et al.*, 2007, p. 24). In the context of the workplace, the concept of organizational justice refers to the equality and fairness that employees receive in organizational settings (Greenberg, 1983). Organizational justice has also been defined as having three main dimensions: distributive, procedural, and interactional justice (Nabatchi, Blomgren Bingham and Good, 2007). Distributive justice refers to the fairness of resources, rights, and equity distributed to individuals in an organization. Procedural justice relates to the fair procedures or the process of equity distribution to individuals. Lastly, interactional justice refers to the quality of individuals' interpersonal treatment through the implementation of organizational distribution rules and procedures. This type of justice includes two sub-dimensions: interpersonal justice ("the degree to which people are treated with politeness, dignity, and respect by authorities") and informational justice ("the enactment and explanation of

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decision-making procedures"). In this study, we further examined the role of social justice moderating the relationship between CCQ and career engagement due to social justice having been found to increase employees' well-being and motivation. In support of this view, Moliner *et al.* (2008) found that social justice can motivate employees' work engagement, leading to better overall performance. Moreover, social justice has been shown to accelerate job satisfaction levels and mitigate workers' turnover intentions (Cohen-Charash and Spector, 2001; Colquitt *et al.*, 2001). It has further been argued that, if individuals are treated fairly and receive rewards equal to their efforts, they tend to feel more attached and involved in their institutions, thus leading them to exert greater effort in their workplace contributions. In contrast, unfair equity allocation in an organization causes increased burnout and stress (Judge and Colquitt, 2004; Kausto *et al.*, 2005), consequently leading to decreased group effectiveness and work performance. In multicultural settings, despite anti-discrimination laws and practices, certain groups experience social injustice in their lives and workplaces, causing their well-being to suffer. It has been widely established that international migrants are allocated fewer rewards or lower job control levels than they objectively deserve (Cortina, 2008). Following the work of Le, Jiang and Nielsen (2018), we applied Trait Activation Theory to explain the moderating role of social justice in the relationship between CCQ and career engagement. According to Tett and Guterman (2000), the emphasis of Trait Activation Theory is the shared function of traits and situations, showing "in which situations a personality trait is likely to manifest in behavior." Moreover, Trait Activation Theory "focuses on person–situation interaction to explain behavior on the basis of responses to trait-relevant cues found in situations" (Lievens *et al.*, 2006, p. 249). In other words, when situational cues provoke personal traits, those traits result in certain outcomes in said situations. Therefore, through the application of Trait Activation Theory, we considered CCQ as a personality trait and social justice as a situational cue in order to suggest that there are different influences of CCQ on career engagement with the function of social justice. As mentioned above, social injustice causes results in poor job satisfaction and stress for workers. However, when people are aware of social injustice in society, they are more likely to manage their career progress by using their own psychological capital to mitigate their unpleasure and job dissatisfaction. From this perspective, Le, Jiang and Nielsen (2018) argued that perceived injustice (as a situational cue) can motivate such personal traits as CCQ, thus boosting migrants' career engagement. Their results reflected that the "higher level of perceived social injustice that migrants experience, the stronger will be the impact of cognitive cultural intelligence on migrants' engagement in career behaviors" (Le, Jiang and Nielsen, 2018, p.243). Hence, we hypothesize that:

H2a: Social injustice moderates the causal relationship between cognitive cultural intelligence and career engagement, in which such causal relationship is stronger among individuals who perceive higher, rather than lower, levels of social injustice.

3. METHODOLOGY

We applied a quantitative research approach with a measurement scale developed from previous studies. Five items of cognitive cultural intelligence were adopted from previous studies (Ang *et al.*, 2007; Le, Jiang and Nielsen, 2018) (e.g., "I know the legal and economic systems in Vietnam"; "I know about Vietnamese language"; "I know the

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marriage culture in Vietnam"; "I have Vietnamese friends"; "I know the rules for expressing non-verbal behaviors in Vietnam"). Items of career engagement were adopted from previous studies (Hirschi, Freund and Herrmann, 2014; Le, Jiang and Nielsen, 2018). An example of one item is "Voluntarily participated in further education, training, or other events to support your career in Vietnam". Three items of social injustice were adopted from previous studies (Lecci and Myers, 2008; Le, Jiang and Nielsen, 2018) (e.g., "I think wealthy people in Vietnam are above the law"; "When I do public work, I think that it will work well if I give a bribe"; "In Vietnam, public security and high-ranking officials are considered corrupt"). Items of life satisfaction were adopted from Nghiêm-Phú (2016). Two item examples are "Leisure in Vietnam" and "Healthcare in Vietnam".

The survey included two parts: the respondents' demographic information and a questionnaire using a five-point Likert scale. The survey's validity was verified through a small qualitative interview with several Korean respondents (experts) and adjusted to fit the context of the study.

The mass survey was distributed to Korean communities (in Korean, translated from English) living in Ho Chi Minh City. We approached target respondents in places where Korean residents gathered mostly for their religious socialization at weekends, specifically the Saigon Korean United Church youth and Sky Dream Church youth. We collected the data in the last quarter of 2020 (from October to December) by using non-probability sampling with convenient and snowball techniques. A total of 211 surveys were collected although only 193 of these were valid for data analysis (18 surveys contained deleted or missing data, and low variation). Table 1 shows the respondents' demographic information. Among the 193 respondents, approximately 40% were female and 60% were male. In terms of age, 25–30 was the largest group (roughly 31%). Regarding education, respondents with tertiary education made up the majority (over 74%).

All hypotheses were tested by using PLS-SEM with SmartPLS software version 3.0. We chose PLS-SEM due to its being "a form of distribution-free multivariate data analysis used for small sample sizes with high confidence and accuracy" (Nu Ngoc Ton *et al.*, 2021, p. 413).

In the conceptual framework, one variable had the potential to mediate the causal relationship (i.e., cognitive cultural intelligence → career engagement → life satisfaction). We further investigated this relationship through mediating effects (Hair *et al.*, 2019). The mediating effects were tested in terms of direct, indirect, and total effects. Recalling Zhao, Lynch and Chen (2010), adapted by Nu Ngoc Ton *et al.* (2021), the mediating effect may contribute theoretical implications for theory development.

4. RESULTS & DISCUSSION

4.1 Results

Table 2 shows the construct reliability and convergent validity checked by using the thresholds proposed by (Hair *et al.*, 2019). To achieve those thresholds, we selected some items with factor loadings greater than 0.7, and all construct thresholds (except for life satisfaction) satisfied the Cronbach's Alpha value (i.e., greater than 0.6). All construct thresholds were in the accepted range according to composite reliability (CR) (i.e., between 0.7 and 0.95) and average variance extracted (AVE) (i.e., at least 0.5). Career engagement had an R-squared value greater than 0.26, meaning that the structural model had a significant effect (Wetzels, Odekerken-Schröder and van Oppen,

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2009). We assessed discriminant validity by using the Heterotrait-Monotrait (HTMT) ratio. All HTMT ratios for all pairs of constructs were below 0.85, thus meeting Hair *et al.*'s (2019) benchmark and showing the model's good validity.

Table 3 and Figure 2 shows that all hypotheses were supported, proving all significantly positive relationships among variables ($p \leq 0.05$). CCQ significantly and positively impacted both life satisfaction and career engagement ($\beta = 0.21$ and p-value ≤ 0.05; $\beta = 0.46$ and p-value ≤ 0.001, respectively), thus supporting H1 and H2. Career engagement significantly and positively impacted life satisfaction ($\beta = 0.21$ and p-value ≤ 0.05), meaning that H3 was also supported.

In support of H2a, Table 4 shows that the interaction term between CCQ and social injustice (moderating effect) had a significantly negative impact on career engagement ($\beta = 0.22$ and p-value ≤ 0.05). In other words, social injustice dampened the positive relationship between CCQ and career engagement.

Table 5 shows the results of the mediating effect of career engagement. Career engagement had a complementary mediation on the positive relationship between CCQ and life satisfaction. Zhao, Lynch and Chen (2010), as cited by (Nu Ngoc Ton *et al.*, 2021, p. 414), introduced complementary mediation with significant implications for theory building: "Complementary mediation implies an incomplete theoretical framework. The identified mediator should be consistent with the hypothesized theoretical framework and could be eliminated to support a direct relationship".

Table 1: Respondent demographics

Demographics	**Categories**	**Respondents**	**Percentage (%)**
Gender	Female	77	39.9
	Male	116	60.1
Age	18–24	27	13.99
	25–30	60	31.09
	30–40	27	13.99
	41–50	21	10.88
	Over 50	58	30.05
Education	High school	27	13.99
	Bachelor/College	143	74.09
	Postgraduate	20	10.36
	Others	3	1.56
Total		193	100

Source: The authors.

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Table 2: Reliability and convergent validity of latent variables.

Constructs/Items Thresholds	**Factor loading**	**Cronbach's Alpha**	**CR [0.7; 0.95]**	**AVE ≥ 0.5**	**R-squared**
Cognitive cultural intelligence (CCI1, CCI2, CCI3, CCI4, CCI5)	0.70 - 0.77	0.79	0.85	0.54	
Career engagement (CE2, CE3, CE4)	0.75 - 0.87	0.76	0.86	0.67	0.28
Life satisfaction (LF6, LF7)	0.82 - 0.83	0.53	0.81	0.68	0.13
Social injustice (SJ1, SJ2, SJ3)	0.82 - 0.91	0.86	0.91	0.77	

Notes: CR = Composite reliability; AVE = Average variance extracted

Source: The authors

4.1 Discussion

The findings show that CCQ is a driving force of career engagement, which aligns with the work of Ramalu and Subramaniam (2019) and Le, Jiang and Nielsen (2018). CCQ is an individual's understanding of a culture different to their one of birth (Earley and Ang, 2003) and can provide migrants with a strong sense of confidence with which to complete their tasks in cross-cultural settings (Le, Jiang and Nielsen, 2018).

The current study provides evidence to support the notion that both CCQ and career engagement have significant positive relationships with life satisfaction, thus confirming (Le, Jiang and Nielsen, 2018) proposition that CCQ and career engagement are antecedents of life satisfaction. Our findings also show that career engagement mediates the causal relationship between CCQ and life satisfaction. Therefore, it can be concluded that "international migrant employees who are competent in dealing with intercultural interactions in workplace settings are more inclined to engage in career behaviors, and thus obtain higher levels of life satisfaction" (Le, Jiang and Nielsen, 2018, p. 251).

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Table 3: Results of hypothesis testing.

Hypothesis	Relationship	Estimates	Effect size (f^2)	Supported
H1	Cognitive cultural intelligence -> Life satisfaction	0.21*	0.039 (small)	Yes
H2	Cognitive cultural intelligence -> Career engagement	0.46***	0.292 (medium)	Yes
H3	Career engagement -> Life satisfaction	0.21*	0.041 (small)	Yes

Source: The authors.

Notes: *** p-value ≤ 0.001; ** p-value ≤ 0.01; * p-value ≤ 0.05.

Table 4: Testing of moderating effect.

Hypothesis	Relationship	Estimates	Effect size (f^2)	Moderating effect
H2a	Cognitive cultural intelligence -> Career engagement	0.46***	0.292 (medium)	Supported
	Social injustice -> Career engagement	-0.12[a]	0.021 (small)	
	Moderating Effect -> Career engagement	-0.22*	0.071 (small)	

Source: The authors.

Notes: *** p-value ≤ 0.001; ** p-value ≤ 0.01; * p-value ≤ 0.05, [a] p-value ≤ 0.1.

Moderating effect = Cognitive cultural intelligence * Social injustice

Table 5: Testing of mediation.

Independent variable	Mediator	Dependent variable	Indirect effect	Direct effect	Mediation type
Cognitive cultural intelligence	Career engagement	Life satisfaction	0.097**	0.21*	Complementary (Mediation)

Source: The authors.

Notes: *** p-value ≤ 0.001; ** p-value ≤ 0.01; * p-value ≤ 0.05

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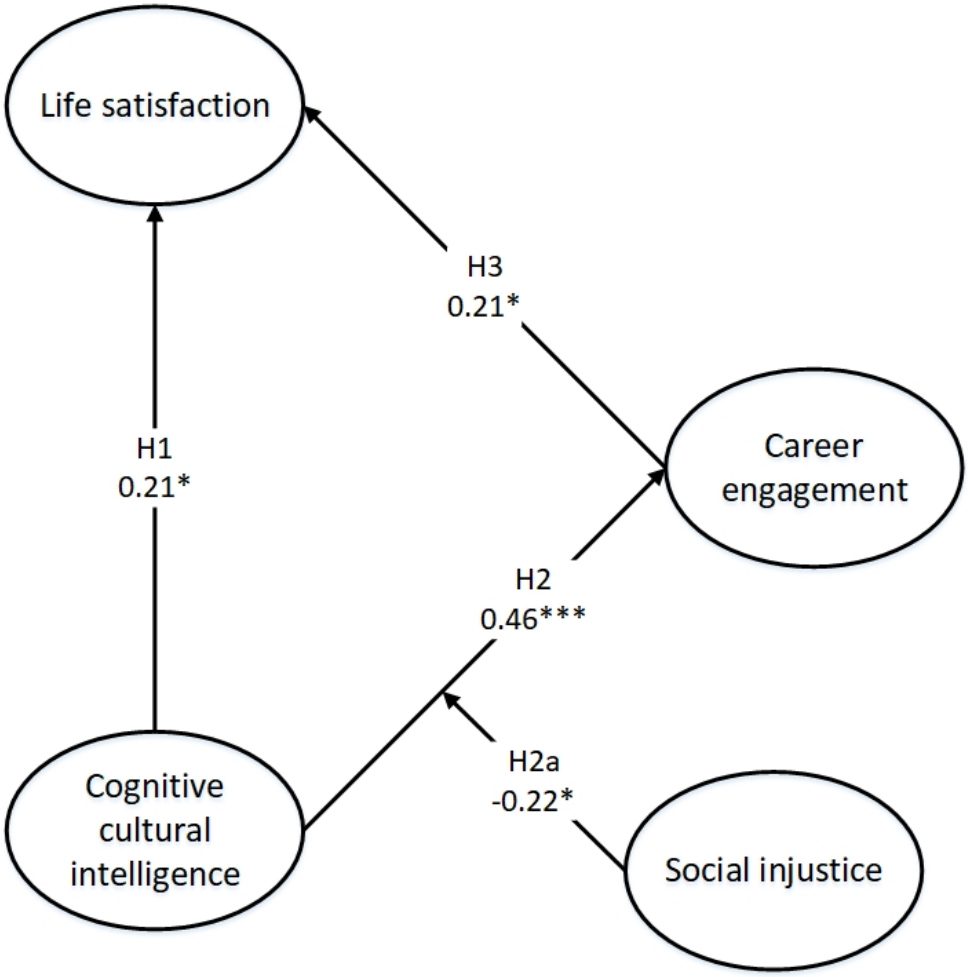

Figure 2: Theoretical estimation.

*Notes: *** p-value ≤ 0.001; ** p-value ≤ 0.01; * p-value ≤ 0.05, [a] p-value ≤ 0.1.*

Source: The authors.

This study examined the moderating role of social injustice. The results indicate that social injustice significantly moderates the causal relationship between CCQ and career engagement, in which a lower causal relationship appeared among individuals with a higher degree of social injustice. This finding runs counter to the Trait Activation Theory of Tett and Guterman (2000) and the work of Le, Jiang and Nielsen (2018). The theory states that individual behaviors are manifested when they are exposed to the situation cues related to their traits (Tett and Guterman, 2000), in which CCQ is considered an individual trait and social injustice a situational cue. Social injustice plays a role in dampening the causal relationship between CCQ and career engagement. In other words, culturally intelligent employees with more experiences of social injustice tend to have a lower engagement in work-related activities. This study offers some practical implications for multinational companies and managers to develop strategies in enhancing employee engagement in cross-cultural settings. The findings support the significant positive relationships among CCQ, career engagement, and life satisfaction. Accordingly, we here propose

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recommendations for increased CCQ among migrants. Firstly, managers should provide employees with cross-cultural training to increase their multinational knowledge and understanding of different cultures. Employees who are well equipped with knowledge of cultural similarities and differences adapt quickly and have more confidence in dealing with cultural problems, thus leading to higher levels of life satisfaction. Secondly, Competency Motivation Theory suggests that individuals who perceive themselves as having strong skills are motivated to become more involved in skill-related tasks/activities (Harter, 1978, 1981).

Encouraging employees to take a quiz to test their CQ level, record their current CQ level, and even seek solutions to increase their current CQ level could potentially be beneficial. Indeed, a high CQ level can be a driving force for employees to engage in work processes. Those with low CQ levels could be aided by being assigned to cross-cultural teams/settings to improve their current CQ levels. Furthermore, the dampening of social injustice to the causal relationship of CCQ and career engagement could be solved by providing training in cross-cultural settings, which could raise employees' awareness of immigrant countries. Indeed, it could be argued that, once employees are more attuned to cultural differences, they would find it easier to adapt to new cultural settings and proactively engage in work processes. More importantly, organizations should propose sets of policies and regulations to prevent discrimination and inequality in the workplace, including rewards for those who discourage it and punishments for those who (intend to) engage in discrimination.

5. CONCLUSION

This study followed the work of Le, Jiang and Nielsen (2018) to explain the relationships among CCQ, career engagement, and life satisfaction, as well as the moderating effect of social injustice in the causal relationship between CCQ and career engagement, among Korean residents in Ho Chi Minh City. We found support for the relationships between CCQ, career engagement, and life satisfaction. Migrants with better understandings of a new culture more easily adjust to fit specific working settings and tend to experience a heightened sense of well-being. In contrast to previous studies, we found social injustice to be a moderator that dampens the causal relationship between CCQ and career engagement. The more experience of social injustice the migrants have, the lower their involvement of task-related activities.

The main findings can be generalized to expatriates from other nations in Vietnam with more research of their own cultures to accurately measure the degree adapted to Vietnamese culture. It is explained that the differences between each country and Vietnam are substantial; for example, Asian expatriates can adapt swiftly when working in Vietnam for being in the same region. However, it is subjective to generalize expatriates working in other countries since each country has different lifestyles, working environments, salary ranges as well as legal and economic systems. These prominent features allow expatriates to experience diverse levels of cultural adaptation and satisfaction. Thus, it is suggested that researchers adjust the questionnaires to fit the studied culture, which shows optimistic results.

Based on the findings of this study, we can recommend some practical directions managers to develop employee engagement strategies in multicultural working settings. First, providing employees with cross-cultural trainings to enhance their knowledge of cultural diversity will help them mitigate cultural stress and difficulties when being assigned abroad. Second, based on Harter (1978, 1981) Competence

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Motivation Theory, encouraging employees to complete CQ level checks can increase their perceived CQ and thus motivate them to engage in tasks. Third, we would recommend raising employees' awareness of cultural differences and proposing sets of policies to mitigate discrimination.

In terms of avenues for further research, we would advise more investigations to be made into the relationships between CCQ, career engagement, life satisfaction, and job performance. Of the four CQ dimensions (see Section 2.1) proposed by Earley and Ang (2003), this study focused on the effects of CCQ. The other types of CQ can be considered to determine its effect on the aspects of career development and subjective well-being. As with all research, this study was not free from limitations. Our relatively small sample size (i.e., 193 respondents) could be said to be unrepresentative of the 190,000 Korean residents of Ho Chi Minh City. We also explored Korean residents only, meaning that further research could analyze data collected from different target populations in Vietnam (i.e., Australians and Chinese).

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