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BRIDGING BORDERS IN THE BRI: CULTURAL INTELLIGENCE, SELF-MANAGEMENT, AND CROSS-BORDER CAREER INTENTIONS

Xiaochuan JIANG[1], Somkid KAEWTIP[2*], Bongkochmas EK-IEM[3], Winit PHARCHARUEN[4] and Pradtana YOSSUCK[5]

1 Maejo University, Thailand; mju6505501004@mju.ac.th (X. J.); somkid@mju.ac.th (S. K.) (Corresponding Author); bkmas@mju.ac.th (B. E.); winit_p@mju.ac.th (W. P.); pradtana@mju.ac.th (P. Y.)

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Abstract

Under the strategic framework of China's Belt and Road Initiative (BRI), Yunnan's higher vocational colleges play a pivotal role in cultivating technical talent for Southeast Asia. This study investigates the complex mechanisms driving Cross-Border Employment Intention (CBEI) among vocational students, positioning Cultural Intelligence (CQ) as a critical driver for sustainable human resource development. Employing a quantitative design with Structural Equation Modeling (SEM), data were analyzed from 323 students and graduates. The study tests a robust moderated mediation model in which Perceived Employability (PE) and Identification of Employment Opportunities (IEO) serve as mediators, with Self-Management (SM) as a moderator. Empirical results confirm that CQ significantly enhances CBEI both directly and indirectly through PE and IEO. Crucially, Self-Management positively moderates the pathways between CQ and the mediators, amplifying students' ability to translate cultural adaptability into career readiness. These findings contribute to the discourse on sustainable education by highlighting that technical skills alone are insufficient; fostering psychological capital, such as CQ and self-management, is essential. Consequently, the study offers strategic insights for educators to design development-oriented curricula that align with Sustainable Development Goals 4 and 8, ensuring a resilient, inclusive workforce for regional economic integration.

Keywords: Cultural Intelligence, Cross-Border Employment Intention, Self-Management, Belt and Road Initiative, Vocational Higher Education

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Introduction

Following the launch of the 'Belt and Road' initiative, cross-border trade between China and Southeast Asian countries has seen rapid growth. Many Chinese mainland companies have set up factories and branches in Southeast Asia, creating numerous cross-border job opportunities. Yunnan Province, being geographically close to Southeast Asian countries and sharing similar cultures, has seen a growing economic interdependence. As a result, more people are moving to Southeast Asia in search of job opportunities. However, cross-border employment is influenced by multiple factors, including the political, economic, cultural, and institutional conditions of the destination country, which significantly shape it. The perception of the employment environment and organizational atmosphere in the destination country by cross-border employment homo sapiens relies on their own cultural intelligence level. Therefore, the cultural intelligence of cross-border employment homo sapiens plays a crucial role in adapting to the environment of the destination country. This cultural adaptability stems from cultivating employees' cultural intelligence (CQ). Yunnan's higher vocational colleges (HVCs), as the primary institutions for workforce training, have always been responsible for nurturing qualified talent for companies. By equipping students with the knowledge and skills needed for their future jobs, imparting the necessary experience and work attitudes, and ensuring they can quickly adapt to job requirements, these colleges serve as a primary source of labor for companies. The traditional educational model in Yunnan's higher vocational colleges fails to cultivate cultural intelligence, leading to confusion among students about cross-border employment options, which, in turn, reduces their willingness to pursue them.

Cultural intelligence involves an individual's ability to learn new cultural values, norms, and practices and to develop a positive attitude and behavior towards them. Therefore, in the process of training students for cross-border employment at Yunnan higher vocational colleges, it is crucial to enhance students' adaptability to new cultural environments, their understanding of career development within new cultures, and their intercultural communication skills within organizations. Vocational colleges in Yunnan have strengthened students' cultivation of cultural intelligence for cross-border employment. However, the relationships between cultural intelligence and students' perceived employability, as well as between cultural intelligence and their ability to identify cross-border opportunities, require further investigation. Although existing research has confirmed the direct relationship between cultural intelligence and the willingness to pursue cross-border employment, the indirect pathways between these factors remain to be validated. In particular, there is significant debate regarding which mediating variables exist between cultural intelligence and cross-border employment intentions.

This article examines how students' cultural intelligence in Yunnan's higher vocational colleges influences their perceptions of cross-border employment capabilities and their ability to identify cross-border employment opportunities, which, in turn, affects their intentions for cross-border employment. Considering individual differences, students exhibit varying levels of self-management skills as they develop cultural intelligence. Therefore, self-management is included as a moderating variable in the research model.

In addition, from the perspective of sustainable development, cultivating cross-border employment talents with cultural intelligence not only helps students achieve long-term career development but also aligns with the core demands of the United Nations 2030 Sustainable Development Goals (SDGs) on "quality education", "decent work and economic growth", and "reducing inequality". As an important foundation for regional talent development, the transformation of Yunnan's higher vocational colleges is strategically significant for advancing the development of green, inclusive, and sustainable human resources in the region. Therefore, this study not only focuses on the mechanism underlying students' cross-border employment intention but also aims to provide theoretical support and practical pathways for building a sustainable talent ecosystem.

Literature Review

Cultural Intelligence and Cross-Border Employment Intentions

Li et al. (2016) noted that the intention to cross-border employment (CBEI) refers to an individual's willingness and psychological readiness to seek or accept work outside their home country. This intention encompasses two main aspects: psychological inclination and behavioral preparation. Psychological inclination involves actively seeking out cross-border employment opportunities, the intensity of one's willingness to accept such work, and the determination to overcome any barriers. Behavioral preparation includes activities such as improving language skills, acquiring cultural knowledge of the target country, and building a network of cross-border employment resources. The intention to engage in cross-border employment is influenced by various factors, with cultural intelligence, a multidimensional psychological capability system, playing a significant role through complex, systematic mechanisms. Earley & Ang (2003) defined cultural intelligence as an individual's ability to adapt effectively to new cultures. Gunn et al. (2020) found that cultural intelligence influences the intention to engage in cross-border employment in three ways: cognitive assessment, emotional motivation, and behavioral preparation. Individuals with high levels of cultural intelligence have extensive cross-cultural knowledge, enabling them to anticipate potential differences in work styles, communication habits, and management philosophies in different cultural environments. They are more likely to take concrete actions to enhance their competitiveness in cross-border employment. Based on these studies, this paper proposes the following research hypotheses:

H1: The cultural intelligence of students in higher vocational colleges in Yunnan has a significant positive influence on their intention to cross-border employment

Perceived Employability and Identification of Employment Opportunities

Donald et al. (2019) noted that perceived employability (PE) is an individual's self-assessment and perception of their competitiveness, skills, adaptability, and ability to secure and maintain employment in the job market. This perception is influenced by various factors, including personal skills, educational background, work experience, market demand, and psychological state, reflecting one's confidence in achieving successful employment. In the context of cross-border employment, it is also important to consider the impact of cultural intelligence on perceived employability. Cultural intelligence, which underpins an individual's cultural adaptability, is a crucial factor in employment decisions in new cultures. Jackson & Tomlinson (2020) found that individuals with higher cultural intelligence perceive greater employability in cross-border employment decisions. These individuals also exhibit a positive, optimistic outlook on obtaining cross-border employment opportunities and align their personal skills, work experience, and educational background with the job responsibilities of cross-border positions, focusing on integrating their knowledge and skills with the new culture's norms and practices.

Magnano et al. (2019) argue that job opportunity identification (IEO) involves a comprehensive analysis of the target labor market, external policies, and personal conditions to identify and seize potential employment opportunities. The primary motivation is to find a job that aligns with one's abilities, interests, or market needs. In this process, individuals consider their own conditions, such as knowledge, skills, educational background, and work experience, to search for job positions available in the market, guided by the goal of maximizing personal benefits. A significant difference between domestic and international job opportunity identification lies in the need to incorporate factors such as language, cross-cultural communication, and adaptation to local living conditions into decision-making. Cultural intelligence not only helps individuals identify cross-border job opportunities more effectively but also enhances their adaptability, career competitiveness, and long-term development potential, making it a crucial factor for success in cross-border careers. Therefore, the impact

of cultural intelligence on job opportunity identification is crucial in the process of identifying cross-border job opportunities. Based on the aforementioned research, this paper proposes the following research hypotheses:

H2: The cultural intelligence of students in higher vocational colleges in Yunnan has a significant positive impact on their perception of cross-border employment ability

H3: The cultural intelligence of students in higher vocational colleges in Yunnan has a significant positive impact on the identification of cross-border employment opportunities

Self-Management

Sommer (2011) defines self-management as the proactive management of one's own affairs to achieve good adaptation and seek development. Lahmers & Zulauf (2000) found that students' self-management can improve academic performance, reduce psychological stress and anxiety, and enhance their confidence in future career planning. It also enables them to continuously learn the necessary skills and knowledge for their future careers, guided by market demands. For students working abroad, those with strong self-monitoring and self-assessment skills, as well as higher levels of self-management, can better plan their learning and are more willing to adopt new cultural values and behaviors (Wang & Alex, 2024).

As previously discussed in this study, cultural intelligence influences the perception of cross-border employment capabilities and the identification of cross-border employment opportunities. However, individual differences also affect the changes in these two relationships. Therefore, in this study, individual self-management is used as a moderating variable to examine whether there are significant differences among students with different levels of self-management. Thus, this paper proposes the following hypotheses:

H4: Self-management level plays a positive moderating role in the relationship between the cultural intelligence of students in Yunnan higher vocational colleges and cross-border employment ability

H5: Self-management level plays a positive moderating role in the relationship between the cultural intelligence of students in Yunnan higher vocational colleges and cross-border employment opportunities

The Mediating Role of PE and IEO

Kim et al. (2024) found in their study on the career development of young people that individuals with high cultural intelligence are more confident in their ability to meet the requirements for cross-border employment. For example, they believe they have a more decisive advantage in cross-cultural adaptability, language skills, and understanding of occupational rules in new cultures, which enhances their willingness to engage in cross-border employment. Additionally, individuals with high cultural intelligence believe that enhanced cross-cultural adaptability can help them avoid risks associated with cross-border employment, such as communication issues, by understanding local culture. If the perception of cross-border employment ability is controlled, the direct effect of cultural intelligence on the willingness to engage in cross-border employment may weaken or disappear, suggesting that this perception partially or fully mediates the relationship. Khampirat (2020) found that in the mechanism linking cultural intelligence and the willingness to engage in cross-border employment, the identification of employment opportunities and the perception of employment ability serve as parallel mediating variables. Individuals with high cultural intelligence are more sensitive to identifying employment opportunities in new cultural environments, such as discovering, evaluating, and obtaining job information for cross-border employment, assessing the fit between employment opportunities and their own abilities, and making choices based on the principle of maximizing personal benefits, thereby enhancing their willingness to engage in cross-border employment. Perceptions of cross-border employment ability and identification of cross-border employment opportunities play a crucial role in the indirect influence pathway. Therefore, this paper proposes the following hypothesis:

H6: Cross-border employment ability perception plays a mediating role in the relationship between cultural intelligence and cross-border employment intention of students in higher vocational colleges in Yunnan
H7: Cross-border employment opportunity identification plays a mediating role in the relationship between cultural intelligence and cross-border employment intention of students in higher vocational colleges in Yunnan
To sum up, the proposed theoretical framework of this paper (Figure 1)

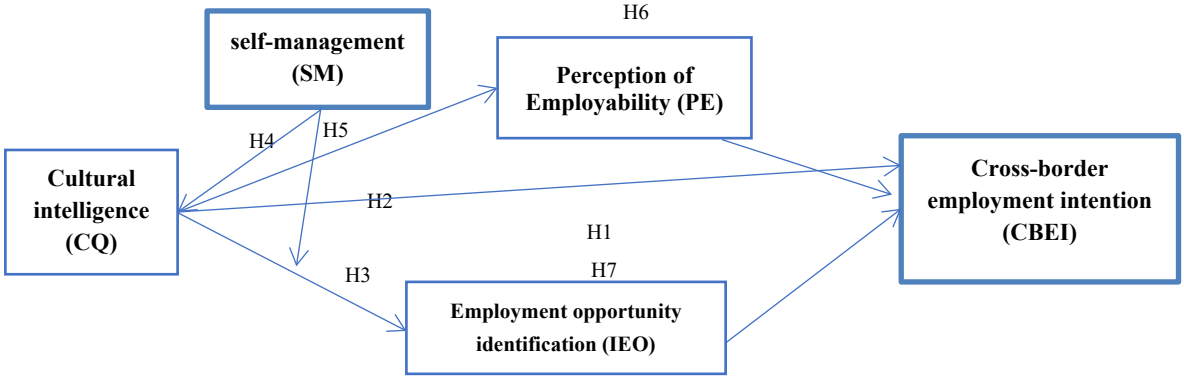

Figure 1 Theoretical Framework

Research Methodology

Sample and Data Collection

This study adopts a quantitative research approach, conducting questionnaire surveys among current students and graduates of higher vocational colleges in Yunnan Province who are employed in Southeast Asian countries. The questionnaires were distributed to 1,428 graduates from four institutions (Kunming Metallurgy College, Yunnan Energy Technology Vocational College, Yunnan Jiaotong Vocational and Technical College, and Yunnan Land and Resources Vocational College) working in Southeast Asia, 150 graduates employed at the school's cooperative enterprise Asia Potash International Potash Development Co., Ltd. in Laos, and 400 graduates working at enterprises with factories in South and Southeast Asia located in Kunshan, Jiangsu. In total, 1,678 participants were included in the analysis. These four higher vocational institutions actively respond to China's "Belt and Road" policy and have cultivated a large number of technical and management homo sapiens talents for mainland Chinese enterprises expanding their operations in Southeast Asian countries. Therefore, this study selected these institutions as the sample bases to test the proposed models and hypotheses.
Sample size in structural equation modeling is a significant concern for researchers and poses considerable challenges. The traditional approach relies on approximating the root-mean-square error as the basis for judgment. In contrast, Monte Carlo simulation is a novel method for determining structural equation model sample size, building on and refining traditional techniques (Muthén & Muthén, 2002). The Monte Carlo simulation method first generates relationships between variables based on assumptions, specifies the population estimates for these relationships, and then determines the required sample size. Wolf et al. (2013) indicated that for a three-factor model with factor loadings of 0.5-0.65 for both observed and latent variables, a minimum sample size of 460 is required, while a four-factor model necessitates at least 190 observations (Wolf et al., 2013). In this study, most latent variables involve four or more items. From this perspective, the study requires at least 190 samples. Additionally, using statistical sample size calculation formulas, this paper draws on the multiple linear regression model and other statistical analysis techniques to analyze the sample distribution using descriptive statistics, estimate relationships among variables, and test the significance of each parameter. The collected data were processed using SPSS 20.0 and Mplus 8.0, and a structural

equation modeling approach was used to assess the questionnaire's reliability and validity, as well as to test the relationships among variables.

To ensure a 95% confidence level, this survey is based on the sampling formula:

$$n = \frac{N}{1 + N * (e)^2}$$

The sampling formula is as follows.

N: Total number of subjects n: Sample size E=0.05

$$n = \frac{1678}{1 + 1678x0.05^2} = 323$$

The minimum sample size required for the Monte Carlo simulation is 190, while the statistical sample size calculation yields 323. This paper adopts the larger sample size requirement, setting the survey sample size at 323.

Measurements

According to empirical research using structural equation modeling, each construct must be measured by at least 3 items (Shiau et al., 2019). This study uses mature scales from previous research. Cultural Quotient (CQ) is measured using six questions (Pandey & Charoensukmongkol, 2019), Perceived Employment Competence (PE) is measured using three questions (Bennett et al., 2023), Identification of Employment Opportunities (IEO) is measured using three questions (Toan et al., 2022), Cross-border Employment Intention (CBEI) is measured using four questions (Anh et al., 2021), and Self-Management (SM) is measured using three questions (Mezo, 2009). All questionnaires use a five-point Likert scale, with responses ranging from 1 ('strongly disagree') to 5 ('strongly agree'). This study examines the reliability and validity of the questionnaire. It tests the model fit using the measurement model in the Broussonetia papyrifera equation model, providing a reliable foundation for subsequent data analysis in the research.

Measurement Model, Reliability, Validity

Table 1 Item reliability table

variable	CQ	PE	IEO	SM	CBEI	All questions
Measure the number of items	6	3	3	3	4	19
Cronbach α	0.786	0.739	0.779	0.706	0.798	0.789

As shown in Table 1, SPSS 20.0 was used for data analysis in this study. The Cronbach's α coefficients for CQ, PE, IEO, SM, and CBEI were 0.786, 0.739, 0.779, 0.706, and 0.798, respectively. The Cronbach's α coefficient for all items was 0.789, all above 0.7, indicating acceptable reliability. Using the MPLUS 8.0 software, the model fit was evaluated using indicators such as CMIN/DF, RMSEA, SRMR, CFI, and TLI. The results are presented in Table 2:

Table 2 Measurement values of model matching degree

Model test values	CMIN/DF	RMSEA	TLI	CFI	SRMR
requirement	<3	<0.08	>0.9	>0.9	<0.1
Model fit values	2.59	0.072	0.91	0.86	0.056

The TLI and CFI values are close to 0.9, and the model's relevant indicators remain within the acceptable range, providing a sure guarantee for the follow-up research.

Research Results

The age distribution is as follows: 90.1% are under 40 years old, with the largest group being 291 graduates aged 18-25; the smallest group is 7 graduates aged 31-40, accounting for 2.2%; 14 graduates aged 26-30, making up 4.3%; and 11 graduates under 18, accounting for 3.4%. In terms of gender, 143 males (44.3%) and 180 females (55.7%) participated. Regarding graduation time, 210 graduates graduated between 1-3 years ago, accounting for 65%; 56 graduated between 3-5 years ago, accounting for 17.3%; and 31 graduated more than 5 years ago, accounting for 9.6%. In terms of work experience, 31 graduates have worked for less than 1 year, accounting for 9.6%, 233 graduates have worked for 1-3 years, accounting for 72.1%, 40 graduates have worked for 3-5 years, accounting for 12.4%, and 19 graduates have worked for more than 5 years, accounting for 5.9%.

Table 3 Correlation coefficient matrix

	CQ	PE	IEO	SM	CBEI
CQ	1				
PE	0.882**	1			
IEO	0.864**	0.860**	1		
SM	0.890**	0.880**	0.884**	1	
CBEI	0.879**	0.867**	0.871**	0.885**	1

*p < 0.05; **p < 0.01

Using SPSS 20.0, it was found that CQ shows significant positive correlations with PE ($r = 0.882$, $p < 0.01$), IEO ($r = 0.864$, $p < 0.01$), and CBEI ($r = 0.879$, $p < 0.01$). As shown in Table 3, cultural intelligence significantly positively influences the perception of cross-border employment capabilities and the identification of cross-border employment opportunities. Therefore, H2 and H3 were tested and confirmed. Additionally, cultural intelligence significantly positively influences the intention to engage in cross-border employment, indicating a direct effect. Thus, H1 was also tested and confirmed.

Table 4 Test results of the mediation effect

way	**gross effect**	**direct effect**	**mesomeric effect**	**The effect of intermediaries**
CQ=>PE=>CBEI	0.334**	0.187**	0.042**	Some intermediaries
CQ=>IEO=>CBEI	0.308**	0.117*	0.058**	Some intermediaries

*p < 0.05; **p < 0.01

As shown in Table 4, cross-border employment ability partially mediates the relationship between cultural intelligence and cross-border employment intention, with a direct effect of 0.187 ($P < 0.01$) and a mediating effect of 0.042 ($P < 0.01$). Similarly, the identification of cross-border employment opportunities partially mediates the relationship between cultural intelligence and cross-border employment intention, with a direct effect of 0.117 ($P < 0.05$) and a mediating effect of 0.058 ($P < 0.01$). Therefore, H6 and H7 are supported by the evidence.

This study examines the moderating effect of the moderator variable through model comparison. Model 1 tests the relationship between the independent variable and the dependent variable, while Model 2 tests the relationships among all variables after incorporating the moderator variable. By comparing Model 1 and Model 2, if the interaction between the independent and moderator variables is significant ($P < 0.05$), it indicates a moderating effect.

Table 5 The moderating effect of SM on the relationship between CQ and PE

Regulatory role 1		Non-standardized coefficients		Standard coefficient	T	P	B is 95% confidence interval		Collinearities are statistics	
		B	Standard error				Lower limit	superior limit	tolerance	VIF
1	(constant)	1.069	0.191		5.582	0	0.692	1.445		
	CQ	0.644	0.052	0.58	12.429	0	0.542	0.746	1	1
2	(constant)	1.559	0.197		7.927	0	1.172	1.945		
	CQ	0.065	0.105	0.059	0.622	0.535	-0.141	0.271	0.218	4.58
	CQ*SM	0.112	0.018	0.59	6.267	0	0.077	0.148	0.218	4.58

a. dependent variable: PE

Table 6 The moderating effect of SM on the relationship between CQ and IEO

Regulatory role 1		Non-standardized coefficients		Standard coefficient	T	P	B is 95% confidence interval		Collinearities are statistics	
		B	Standard error				Lower limit	superior limit	tolerance	VIF
1	(constant)	0.684	0.268		2.548	0.011	0.156	1.212		
	CQ	0.71	0.069	0.506	10.228	0	0.573	0.847	1	1
2	(constant)	1.443	0.289		5.001	0	0.875	2.011		
	CQ	0.104	0.126	0.074	0.825	0.41	-0.144	0.351	0.277	3.616
	CQ*SM	0.104	0.018	0.508	5.67	0	0.068	0.14	0.277	3.616

a. Dependent variable: IEO

As shown in Table 5, SM significantly moderates the relationship between CQ and PE. The interaction term between CQ and SM has a P-value of <0.01, with a coefficient of 0.112, indicating a positive moderating effect. As shown in Table 6, SM also significantly moderates the relationship between CQ and IEO. The interaction term between CQ and SM has a P-value of <0.01, with a coefficient of 0.104, indicating a positive moderating effect. Therefore, H4 and H5 are supported.

Table 7 Summary of variable relationships

	Coefficient	**Related Directions**	**Regulation Direction**
CQ=>PE	0.882**	+	
CQ=>IEO	0.864**	+	
PE=>CBEI	0.867**	+	
IEO=>CBEI	0.871**	+	
CQ*SM=>PE	0.112**		+
CQ*SM=>IEO	0.104**		+

*p < 0.05; **p < 0.01

According to Table 7, there are significant positive correlations between CQ and PE, CQ and IEO, PE and CBEI, and IEO and CBEI. Meanwhile, SM exerts a significant positive regulatory effect on the relationships between CQ and PE and between CQ and IEO.

Conclusion and Discussion

In the context of cross-border employment decisions, the cultivation of students 'cultural intelligence at Yunnan higher vocational colleges is crucial. Cultural intelligence encompasses language skills, cultural adaptability, understanding new cultural values and behaviors, and understanding cultural differences in cross-border workplaces. When students' cultural intelligence improves, it enhances their ability to identify cross-border employment opportunities and boosts their perception of cross-border employment capabilities. This leads to a more positive, optimistic attitude towards the challenges and risks of cross-border employment, which, in turn, increases their willingness to pursue such opportunities. As students' willingness to engage in cross-border employment grows, they will better integrate into the cooperation between mainland China and Southeast Asian countries, gain more career development opportunities, and have more options for their future career planning. This aligns with enterprises' demand for cross-border talent, thereby accelerating the development of cultural intelligence courses at Yunnan higher vocational colleges.

Yunnan Higher Vocational College students face the challenge of future employment development. On one hand, they need to enhance their professional skills and knowledge. On the other hand, they must integrate market demands into their learning process to improve their understanding of career planning. The perception of cross-border employment capabilities is a self-assessment that students gain through reflection during their studies, reflecting their objective and accurate evaluation of themselves and the needs of enterprises. Cultural intelligence is a key component of students' cross-border employment capabilities and significantly influences their intentions to engage in cross-border employment. Cross-border employment opportunities are identified through cultural intelligence, which involves a comprehensive analysis of market demand, enterprises, and local culture in new cultural environments. High-level cultural intelligence enhances students' ability to identify employment opportunities in new cultures, thereby increasing their intention to pursue cross-border employment.

Although students receive cultural and intellectual training within higher vocational colleges and gain information about cross-border employment opportunities, this process relies on their

self-learning and self-management skills. High levels of self-management not only enhance the effectiveness of cultural and intellectual learning but also promote students' self-awareness and demonstrate their ability to self-regulate and adapt in new cultures and unfamiliar environments. Therefore, when cultivating students at higher vocational colleges in Yunnan, it is essential to consider individual differences, with a focus on the variations in self-management abilities, to ensure the practical cultivation of cultural and intellectual skills. Different teaching models and methods should be adopted for students with varying self-management abilities to ensure their individual development of unique employment skills and the ability to seize cross-border employment opportunities.

Facing the future, Yunnan higher vocational colleges should incorporate cultural and intellectual education into the framework of education for sustainable development (ESD) and promote the transformation of talent training from "employment-oriented" to "development-oriented". By building a curriculum system that integrates cultural intelligence, green skills, and digital literacy, it not only responds to China's strategic needs for the high-quality development of the "Belt and Road" but also provides educational support and talent development to realize the United Nations Sustainable Development Goals by 2030. Only in this way can cross-border employment truly become an important force in promoting the coordinated and sustainable development of the regional economy, society, and environment.

This paper constructs a model to explore the relationships among various variables. It collected data through questionnaires distributed to students at higher vocational colleges in Yunnan, analyzing the relationships between cultural intelligence, perception of cross-border employment capabilities, identification of cross-border employment opportunities, self-management, and intentions for cross-border employment. Empirical analysis confirms H2 and H3, indicating that students' cultural intelligence at higher vocational colleges in Yunnan significantly positively influences their perceptions of cross-border employment capabilities and their identification of cross-border employment opportunities. This finding aligns with previous studies (Magnano et al., 2019). Additionally, the study verifies that the cultural intelligence of students at higher vocational colleges in Yunnan has a direct impact on their intention for cross-border employment (H1 is confirmed), as well as an indirect effect through their perception of cross-border employment capabilities and identification of cross-border employment opportunities (H6 and H7 are confirmed). Further, this improvement of ability not only serves students' short-term employment goals but also helps them achieve long-term career growth and social integration in a multicultural workplace. In the context of green transformation and structural labor-market challenges in countries along the "Belt and Road", technical talents with cultural intelligence will be a key force in promoting green technology transfer, cross-cultural cooperation, and inclusive employment. Therefore, integrating cultural intelligence into the ESD framework is not only an investment in students' career development but also a capacity-building for the coordinated, sustainable development of the regional economy, society, and environment. Finally, the study also confirms that students' self-management level at higher vocational colleges in Yunnan positively influences their perceptions of cross-border employment capabilities and their identification of cross-border employment opportunities during the cultivation of cultural intelligence. In other words, the higher the students' self-management level, the more they can enhance their perception of cross-border employment capabilities and improve their ability to identify such opportunities. This study finds that perceptions of cross-border employment capabilities and the identification of cross-border employment opportunities are parallel mediating variables in cultural intelligence and the willingness to engage in cross-border employment, playing a partial mediating role. Additionally, enhancing students' self-management skills can boost their confidence and their ability to identify cross-border employment opportunities, thereby increasing their willingness to pursue them.

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