

LECTURERS' PERFORMANCE IN DIVERSITY OF CULTURE AND WORK- LIFE BALANCE THROUGH LOYALTY: CASE STUDIES IN MAHARDHIKA UNIVERSITY AND ZHEJIANG UNIVERSITY OF TECHNOLOGY, CHINA

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ABSTRACT

This research determines the impact of the lecturer's teaching and research performance in international colleges located in China and Indonesia, in terms of cultural diversity (Religion, Attitudes), and professional-family life/WLB balance (career, communication) through loyalty (discipline, integrity, behavior). Data were obtained from Indonesian and Chinese lecturers teaching at STIE Mahardhika Surabaya and Zhejiang University of Technology Hangzhou, China. The result showed that cultural diversity is negatively related to professional-family life balance (WLB), profession-family life balance is positively related to loyalty. In contrast, the loyalty variable has a significant effect on performance. Furthermore, when there is a conflict between lecturers from these two countries, in terms of differences in ideas, strategies, innovations related to the learning process, and research and community service, the resolution is more complicated for lecturers at STIE Mahardhika Surabaya. Therefore, cultural diversity and profession-family life balance through loyalty have an impact on lecturer performance between these two countries. Subsequent studies are needed using other international colleges and attributes.

Keywords: Lecturer Performance, International Class, STIE Mahardhika Surabaya, Zhejiang University Of Technology China.

INTRODUCTION

In this millennial era of global competition, lecturers are expected to embrace technological change and development as well as possess certain qualities in accordance with diverse abilities (pedagogical, professional, social, and personality), literacy (data, communication, reference, and technology), innovative and high integrity. These competencies aid in producing proficient graduates that possess superior qualities, morals, attitudes, as well as the mentality to improve the information and communication technology (Khan, 2015; Heilman et al., 2015). In this disruptive era, science and technology changes are increasingly immeasurable because they are all interrelated and reinforce the existing problems. Therefore competent lecturers are needed to curb these issues, particularly in health, research, and community service. They need to diligently carry out their tasks to create job opportunities beneficial to society. In addition, they also need to embrace cultural diversity and carry out Tridharmama duties both in Indonesia and China (Lind & Tyler, 2019).

On the contrary, the affectionate lecturers or those that respond positively to issues are easily offended by their colleagues, officials, or chancellors. In this study, maintaining the

balance between cultural diversity, work, and family life on lecturers' loyalty in the two countries are important issues that need to be addressed. This is because the challenges and problems are increasingly complex at the national and international level; therefore good governance is needed to execute their profession as lecturers. In human resource management relations, lecturers' assignments and voices are mostly centered on ideas, strategies, and innovations in decision-making processes, leading to an improvement in their primary services such as satisfaction and organizational commitment. (Farndale, Van-Ruiten, Kelliher & Hope-Hailer, 2011; Pohler & Luchak, 2014).

According to Markus & Kitayama (1991), cultural dimension influences psychological phenomena and work-related behaviors. Other studies based on the balance between work and family life are usually focused on a lack of loyalty, thereby resulting in job satisfaction (Ganipathi & Gilang, 2016). However, few studies have been carried out on cultural diversity, focusing on religion, attitudes, and mentality, including the balance between work and family life centered on the lecturers' loyalty. This simply means that career opportunities and communicative intent with the family has an impact on their performance and responsibilities, therefore, cross-national comparative research needs to be conducted. Likewise, an analysis based on the perspective of work and family life focuses on the lecturers' ability to create a balance between their profession and the needs of individuals and their families (Schermerhorn, 2015).

Furthermore, Greenhaus Collins & Shaw (2008); Widyasari, et al., (2015) stated that this balance is generally perceived as the absence of conflict. However, when related to work-life, it involves productivity and satisfaction both in the profession and the lecturers' role in the family (Direnzo, 2010). In addition, when the work-life is unsatisfactory, it causes decreased loyalty.

The phenomenon of work and family life balance results in feelings of loyalty to the organization and increases affective commitment. According to KKNi standards, this occurrence has a significant impact on their morale, the emergence of satisfaction, and causes them to take full responsibilities both in their professional and personal life. Edi (2011) stated that dissatisfaction at work leads to aggressive behavior or vice versa and withdrawal from the social environment. Greenhaus, et al., (2017) defined work-life balance as the division of one's time and focused on the family's work and responsibilities.

Robbins & Judge (2008) stated that job satisfaction is a positive feeling of fulfillment derived from one's job, resulting from an evaluation of its characteristics. Job loyalty reflects feelings of faithfulness, devotion, and commitment to the organization (Fathoni, 2016). This is evident in the positive attitude of individuals towards the work environment. Every individual possesses a different level of loyalty based on the capacity of their religious belief, attitude or behavior, and mentality. The higher the status, the higher the level of job loyalty. Strauss & Sayles (2010) stated that job loyalty needs to be self-actualized. Individuals that are less loyal to their profession are psychologically immature, resulting in frustration, low morale, tiredness and boredom, and unstable emotions. Steers & Porter (2009) reported that aspects of creating loyalty in the organization are related to lecturers' attitudes, which is a psychological process. Meanwhile, job satisfaction refers to a calm or satisfied emotional condition; individuals derive from their work (Handoko, 2010).

Over the past two decades, field results regarding life satisfaction have been analyzed, and it was proven that there is a significant relationship between different disciplines and economics (Johnson & Provan, 2018; Whitehouse & Zetlin, 1999). It is the primary goal of every individual because everyone tries their best to improve quality of life, whether physiology (Allen & Russell, 2000; Hegtvedt, Clay-Warner, & Ferrigno, 2012) and sociology (Blair Loy & Wharton, 2012; Glass & Ester, 2017). Furthermore, it is also influenced by various factors as efforts are made to meet the desired needs, socioeconomic status, and social facilities, all of which aid them in carrying out their duties and obligation.

Loyalty is developed when lecturers are satisfied with fulfilling the necessities of life, making them happy while working in the organization. Yuliandri (2008) reported that loyalty is the implementation of the functions required of a person. Furthermore, according to John (2017), loyalty is an act of mastering certain skills. Meanwhile, Barry (2012, 2018) stated that it reflects peoples' ability to carry out their job compared to a greater extent of predetermined achievements. Lecturer's loyalty in higher institutions is an interesting factor that needs to be studied because of several indicators, such as (a) based on their expertise and high level of integrity, they spearhead the production of outputs with certain competencies, (b) they impact knowledge and also offer ideas, strategies, and innovations related to learning which ultimately have an impact on their performances in the international class (c) the quality of lecturer loyalty is also applicable to research assignments and community services and (d) supposing it is not supported by professional competence, loyalty, dedication and commitment to the organization, as well as a high level of integrity in carrying out their profession, it tends to have an impact on the outcome of graduates. Data obtained from the field shows that lecturers' competence with different ideas, strategies, and innovations impacts the international classes both in STIE Mahardhika Indonesia and Zhejiang University in China. However, this has been proven by 48% of e-learning, which is currently the problem. As a follow-up, training and assistance from institutional instructors are carried out. However, approximately 32% of lecturers are unable to carry out research published in reputable international journals (LPPM STIE Mahardhika, 2018).

THEORETICAL REVIEW

Cultural Diversity

In this study, there is little or no awareness concerning cultural diversity's impact on the balance between work and family life, particularly the lecturers' income. Ayega & Muanthe (2018) researched to examine the various impacts of cultural diversity in the workplace however; it was discovered to aid in the realization of competitive advantage, which in turn affects organizational performance. Presently, a cross-national research review centered on the relationship between profession and family life identifies two studies that focus on work-life balance compared to twenty-nine others based on conflict. The remaining 13 are in accordance with enrichment. In this study, cultural diversity was reviewed based on gender egalitarianism (Ollier-Malaterre, 2014).

This is a sign of weakness, considering that several proposals have been issued to broaden this research scope, which is based on the relationship between work and family life. There is a need to carry out cross-national studies to consider the impact of various cultural dimensions (Greenhaus & Allen, 2011; Kossek, Baltes & Matthews, 2011; Ollier-Malaterre, den Dulk, & Kossek, 2013; Poemans, 2005). In the study carried out by Murfi, Susanti & Gede (2018), gender diversity in management positions and organizational performance is analyzed based on a literature review. The success of organizational competitors is based on their ability to reconcile diversity and its benefits in this study. Therefore, this study fills the gap by examining whether the balance between cultural diversity and work-family life affects job loyalty and lecturers' performance in the two countries, namely Indonesia and China. This research was carried out following three important contributions from literature reviews. Firstly, developing a firm construct that can illustrate individual loyalty and performance and assess cultural differences as part of efforts to improve the quality of human resources. Secondly, developing a firm model illustrating the balance between work and family life and the lecturer's loyalty and performance makes them productive in carrying out their duties. It is believed that when the necessities of life are realized through the work carried out, it tends to impact loyalty because it is in accordance with the original purpose. According to Ollier-Malaterre (2014), when there is a balance between life and work, it affects individual income. Thirdly, the research provides evidence that the concept of cultural differences and balance between work and family

life influences loyalty (Schermerhorn, 2012), which impacts lecturer performance in the two countries.

Work-Life Balance

In accordance with recent changes (Greenhaus & Allen, 2011; Haar, 2013; Kossek et al., 2014), it is conceptualized that work-life balance is defined as the division of ones' time and focus between their jobs and family. Individual subjectivity measures the balance between their profession and the cost of living. In contrast to the prevailing view, balance is equivalent to an insignificant role conflict (Duxbury & Higgins, 2011). However, it is comparable to its enrichment or the division of time and attention among several individual activities. This definition is based on a perception-centered approach that considers work-life balance as a holistic concept.

Consequently, every individual assumes that WLB depends on life values, priorities, and goals (Kossek et al., 2014). In Indonesia, only a few institutions, particularly in the educational sector, have implemented work life balance as a contemporary issue that needs to be resolved to foster job loyalty. An individual's personal needs are not measured by the income they earn, rather it involves communication with family members, health needs, tuition assistance, and allowances when they retire. Some studies reported that imbalance causes a decrease in productivity and work efficiency. Ganipathi & Gilang (2016) stated that in accordance with the partial test results, the work-life balance variable significantly affects job satisfaction.

Furthermore, a response from Kompasiana.com reported that work-life balance is specifically based on the mind and soul, not physicality and time. There is a need to carry out subsequent research centered on the balance between the opportunity to occupy a family's position and communicative intent based on religious belief. Subsequently, considering its effect on job satisfaction, people that create a balance between their work and other roles tend to be more satisfied with their lives and are reported to possess better physical and spiritual health (Brough et al., 2014; Carlson, Grzywacz, & Zivnuska, Ferguson, Carlson, Zivnuska & Whitten, 2012; Greenhaus et al., 2003; Haar 2013; Lunau, Bambra, Eikemo, Van der Wel & Dragano, 2014). According to Edi (2011), dissatisfaction leads to aggressive behavior, particularly against reforms implemented to boost outcomes during this competitive era for the next ten years. Greenhaus, et al., (2017) stated that work-life balance refers to a situation in which every individual creates an equal balance between work and family or life responsibilities. Some studies reported that job satisfaction based on income and the environment in accordance with expectations and competences have a significant relationship with the lecturer's performance.

LIFE LOYALTY

Loyalty is a person's fidelity or awareness of an organization, which is perceived in aspects of commitment, discipline, integrity, and attitude or behavior while working for an institution. Hasibuan (2019) stated that it is displayed in various forms, such as energy, thoughts, and time in realizing organizational goals. Siswanto (2015) reported that the dimensions of loyalty as a lecturer consist of (a) obedience to regulations, (b) job responsibilities, (c) a sense of belonging, (d) Interpersonal relationships, and (e) commitment to the profession. Loyalty tends to be developed when they are able to fulfill the necessities of life this causes them to be happy working in the organization (Yuliandri, 2009). Steers & Porter (2016) reported that certain aspects are related to the lecturers' attitudes, which are psychological processes of developing job loyalty in the organization. Furthermore, Artadi, et al., (2015) stated that when employees are extremely loyal, their performances are highly guaranteed overtime.

An empirical study that supports these research findings was carried out by Sonia (2014), which reported that employee loyalty positively and significantly affects productivity. Reichheld reported that the greater the loyalty of lecturers, the easier it is to achieve the stated vision,

mission, and organizational goals (Utomo, 2010). Based on several opinions, it was concluded that assuming members are disloyal to their lecturers, the more difficult it becomes to fulfill the goals previously set by the owners of the organization or institution. This research is aimed to explore loyalty in accordance with the dimensions of discipline, integrity, and attitude of lecturers in STIE Mahardhika and Zhejiang University, China.

Performance

The organizational performance involves carrying out diverse tasks to achieve a common goal, particularly in the Tridharma of Higher Education. It is not only aimed at achieving organizational goals and objectives. However, it involves the management of results and internal, external, and related parties such as LLDIKTI (Higher Education Service Institutions), East Java Region VII, and Higher Education. Awareness of diversity provides opportunities for individuals to improve their interactive activities in the work environment (Jones & George, 2014). Organizational performance needs to be boosted by considering certain elements of Human Resources, namely order, communication, data or information, and institution regulations.

Management of the current educational institutions requires attention, therefore, assuming a lecturer's performance is poor, it becomes an obstacle to the activities mandated in achieving the vision, mission, goals, and objectives of the educational institution. This performance restructuring also requires certain adjustments to be able to compete with their competitors and, at the same time, maintain their existence specifically in this current era of digitalization. Lecturer performance is one of the benchmarks for assessing educational institutions. Additionally, their functional positions or roles are a form of performance that is immediately perceived. Measurement of organizational performance needs to be carried out to ascertain the lecturers' understanding, achievement, schema, monitoring and evaluation of tasks, implementation of schemes, offering rewards, and objective punishments according to the agreed system. However, it also serves as a means of communication between lecturers and chancellors and an improvement effort. Performance is an activity that is based on the importance of the expected results.

Prawirosentono (2012) stated that performance results from work realized by a person or group of people, according to their respective authorities and responsibilities, to achieve the organization's goals legally. Therefore, the result of work achieved by a person or group needs to be carried out based on the goals and objectives and the norms and rules that apply in the organization. Although their success or failure depends on the manner, the performance process is carried out. Suyadi (2008) reported that performance is assessed or measured using several indicators, namely (1) effectiveness, (2) responsibility, and (3) discipline.

RESEARCH METHODS

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Data Collection and Data Analysis Techniques

This research was carried out using quantitative methods by compiling hypothesis. Furthermore, statistical testing was used to determine whether the hypothesis was accepted or rejected, the effect of cultural diversity on work-life balance, its impact on lecturers' loyalty, and finally, the influence of the variable loyalty on performance.

The samples in this study were approximately 30 to 40 lecturers from STIE Mahardhika and Zhejiang universities, and they were selected based on the following criteria (1) possessing minimum work experience of 5 years, (b) has a graduate degree in management, as well as other supporting majors such as accounting (c) with a minimum academic rank as a lecturer. The sample was chosen because, in addition to being experienced, it was tested in relation to the Tridharma in their respective organizations. Random cluster sampling was carried out in certain

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groups or areas (Sugiyono, 2018). The instrument used for data collection was a questionnaire via a google form, shared with the respondents. In addition, the Head or Chancellor and lecturer representatives were interviewed through zoom meetings. The primary data source is based on the following variables, namely differences in cultural diversity, work- life balance, loyalty, and lecturer performance in the International Class of Higher Education. Subsequently, the cross-national research was carried out in STIE Mahardhika Surabaya and Zhejiang University of Beijing. The respondents were further requested to affirm the extent to which each statement characterizes the criteria, thoughts, and perceptions and learning strategies in teamwork interaction, synergy, and collaboration. Subsequently, this survey was carried out for 6 months, and all statement items are measured on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." The sample population is restricted to lecturers with functional positions. Certain abilities, such as mastering techniques, professional or skilled, personality, and social competence in accordance with their fields ranging from input, learning process to produce superior outcomes, are based on their vision and mission. The first part of the questionnaire is designed to filter lecturers' statements as respondents. Furthermore, they were asked to share their experiences, teaching strategies, research, and the capability to serve the community in relation to their profession. To ensure that the description is clear, they were asked to write their experiences and strategies according to the statement's variables. The sample profiles and their indicators are reported as follows (1) Differences in cultural diversity, (a) Religion, (b) Attitude, and (c) Mentality. (2) Work-life balance (a) Career opportunities, (b) Intensive communication (3) Loyalty (a) Obedience, (b) Discipline, (c) Integrity, (d) the attitude of the lecturer, (4) Performance of lecturers (a) Teaching, (b) Research and (c) Community service.

Measuring Instrument

The differences in cultural diversity were measured with indicators, such as (a) Religion, (b) Attitude, and (c) Mentality. (2) Work-life balance (a) Career opportunities and (b) Intensive communication (3) Loyalty (a) Discipline, (b) Compliance, (c) Integrity, (d) Attitudes or behavior of lecturers, (4) Performance of lecturers (a) Teaching, (b) Research and (c) Community service. All instruments used in this study were adapted from previous studies, and they were tested and validated. Therefore the questions and interviews represent the solution to future research findings. However, item terminology was adapted to suit the context of data collection. For example, phrases such as cultural diversity differences are replaced by organizational culture, while work-life balance is changed to balance career opportunities and family communication. Likewise, certain scale items relating to changes in culture are considered invalid. For instance, lecturers are unwilling to carry out their duties because they are no longer innovative and brave enough to take risks. All these changes with the intent to maintain the original items are carried out in this study.

RESEARCH RESULT

The resulting data analysis is as follows

1. The coefficient of determination (R^2) is the level of variation based on the influence of exogenous variables such as Cultural Heritage (X_1) and WLB (X_2) on the endogenous ones, namely Loyalty (Y_1) and Performance (Y_2), with values of 0.705 and 0.168, respectively. The results show that the performance is illustrated using Cultural Diversity and WLB with Loyalty of 61.2%. This simply means that the exogenous variable is moderate.
2. Predictive Relevance (Q^2) analyzes the observed value's accuracy produced by the model and the estimated parameter. However, when $Q^2 > 0$, then the module has Predictive Relevance. The result from the Q^2 analysis that was successfully obtained is 0.070, and this reflects that the model in this study has Predictive Relevance.
3. GoF (Goodness of Fit) value is an index that reflects the level of suitability for the overall model being

analyzed. The result obtained using the GoF formula was 0.470. This value is classified in the large category because it is above 0.29. Therefore, the theoretical model reflects the influence of strong exogenous and endogenous variables.

DISCUSSION

The acceptance or rejection of the hypothesis is determined by the significance value of the P- Value and T-Statistic. It is accepted, supposing the significance value is <0.05 or 5%. Hypothesis testing is carried out to elucidate the influence of cultural diversity and WLB on lecturer performance mediated by loyalty, and this is stated as follows:

- A. The Loyalty variable, which mediates Cultural Diversity, has a significant effect, as determined by the P-Values and T. Statistics of 0.021 and 2.374, respectively. Cultural diversity and performance have an influence on loyalty with an original sample of 0.612. When lecturers have obtained certification, which is a form of recognition from the government and institutions coupled with getting allowances, they become extremely loyal, disciplined, and display a high level of integrity despite the different religious beliefs, attitudes, and complex mentality. Based on religion, the theory of essence states that humans understand their duties as God's creatures. Therefore, lecturers are understanding, humble, and are grateful to Almighty God for their efforts. Moreover, they believe that God gives immeasurable fortune beyond ones' expectations. Furthermore, Steers & Porter (2006) stated that the emergence of job loyalty is influenced by four factors, namely (a) personal characteristics, including age, years of service, gender, level of education, achievement, race, and several personality traits, (b) job characteristics, in the form of work challenges, stress, opportunities for social interaction, job enrichment, identification of tasks, feedback, and task suitability, (c) internal company design characteristics, decentralization, level of formalization, and participation in decision making, association with corporate responsibility, functional dependence as well as the control function of the firm, (d) experience gained from the profession, includes a positive attitude towards the company, a sense of trust, and security.
- B. The variable Loyalty mediates between the Worklife Balance and Performance, and it has a significant effect, as determined by the P-Values and T-Statistics of 0.004 and 4.048, respectively. Worklife Balance and Performance has an influence on loyalty with an original sample of 0.378. This is because when the needs of life and family are harmoniously fulfilled based on the capabilities and facilities provided, their expectations of WLB fosters loyalty, which impacts lecturer performance. Even though the income and facilities provided are different, STIE Mahardhika lecturers' tolerance attitude with foreign lecturers is upheld, thereby fostering a spirit of cooperation and mutual respect. Konovsky & Pugh (1994) and Emanuel & Arieck (2011) stated that the social exchange theory stated that when employees are satisfied with their work, they tend to reciprocate by displaying a strong sense of commitment such as Organizational Citizenship.
- C. The variable cultural diversity has an extremely significant influence on loyalty, as determined by the P-Values and T-statistic of 0.001 and 8.429, respectively. According to studies based on the two countries' cultural diversity, positivity is displayed through the process of exchange and dialogue, potential strength in developing lecturer performance, particularly in this era of global competition (The Law Society of Scotland, 2013). Food is an aspect of cultural diversity, and the two countries have several types that tastes differently, however both are religious tolerant and understand each other. Moreover, according to Islamic teachings, having to sort out haram and halal food sometimes declines from the social perspective. This is therefore the root of various conflicts and findings in this study. Irrespective of this, it is a complementary force, subsequently, the fundamental challenge in cultural diversity offers a coherent value, which illustrates that international religions are beneficial to the nation and does not need to be considered or perceived as a threat.
- D. The WLB variable has an extremely significant positive effect on loyalty, as determined by the P-Values and T-statistic of 0.001 and 4.148, respectively. The direction of the influence of WLB on Loyalty is positive, as shown in the original sample of 0.698. This is because of the balance between the institution's expected income and time, such as facilities for communicating with families during recess, which lasts for approximately 2 to 4 minutes before they return home at 14:45. This shows that communication facilities foster loyalty in STIE Mahardhika lecturers when carrying out their duties. This was also supported by previous studies carried out by Allen (2001); Apgar (1998); Shepard, Clifton & Kruse (1996), although in this research, there is a balance between income and career opportunities.
- E. Cultural diversity has an insignificant effect on lecturer performance, as determined in the P-Values and T-Statistics of 0.947 and 0.068, respectively. Previous research supports this carried out by Eby, Casper, Lockwood, Bordeaux & Brinley (2005). The mechanisms by which the provision of work-life practices

affects both employee behavior and organizational performance remain unclear and under-researched (Allen, 2001; Schutte & Eaton, 2004). Cultural diversity is a "double-edged sword" with positive and negative impacts, although different companies have varying effects (Covin, Eggers, Kraus, Cheng & Chang, 2016). According to Covin, Eggers, Kraus, Cheng & Chang (2016), cultural diversity is a set of values and beliefs which guides an individual's ability to select or evaluate an action, policy, event, or other peoples' believes that culture is one of the bases for decision making. Company employees, engineers, and scientists from different countries or locations globally usually gather to generate new knowledge and take advantage of the diversity by sharing perspectives and ideas from their respective homes (Elia, Petruzzelli & Piscitello, 2019). Culturally diverse operations boost insight and learning opportunities, as well as lead to increased corporate coordination costs (Jong & Houten, 2013).

- F. The WLB variable has an insignificant effect on lecturer performance as determined by the P-Values and T-Statistics of 0.408 and 1.008, respectively. This is due to the violation of rights and obligations, promotion opportunities, and time to communicate with families. Moreover, the chancellors of the two universities failed to show their support. This was proven by previous studies which reported that when WLB academic diversity is not fulfilled, it leads to negatively impact on the disclosure performance of several different economic disciplines (Johnson & Provan, 1995; Whitehouse & Zetlin, 1999), family and (Hill, Hawkins, Ferris & Weitzman, 2001; Raabe, 1990), gender studies (Nelson, Quick, Hitt & Moesel, 1990; Wayne & Cordeiro, 2003), industrial relations (e.g., Batt & Valcour, 2003; Eaton, 2003), information systems (Baines & Gelder, 2003; Frolick, Wilkes, & Urwiler, 1993), management (Konrad & Mangel, 2000; Perry-Smith & Blum, 2000), social psychology (Allen & Russell, 1999; Hegtvedt, Clay- Warner & Ferrigno, 2010), and sociology (Blair-Loy & Wharton, 2002; Glass & Estes, 1997). The effects of diversity on technological learning (Johanson & Vahlne, 1977; Welch & Welch, 1996) are demonstrated by acquiring new technological skills (C. & Douglas, 1996; Kodama, 1995; Regnier, 1993). This is important because, to a greater extent, new ventures compete in numerous countries (Shrader, 1996). Variations in competitive, scientific, technological, and regulatory environments influence new ventures (Nakata & Sivakumar, 1996). The research carried out by Obiageli, et al., (2015) reported that work-life balance has a significant positive effect on employee performance. This study adopted the variables' work- life balance and employee performance. According to the interviews results, several employees stated that although they often worked overtime and did not spend quality time with their families, most of them were still able to work effectively. This is because the orientation of fulfilling family needs is more important than anything else. Work-life balance is also defined as the satisfaction and implementation of functional activities related to work and life at home in accordance with a minimum role conflict (Clark, 2001). Dolai (2015) researched the development of dimensions, and the result is consistent with the study carried out by Fisher, Bulger & Smith (2009), which reported that work-life balance consists of 3 dimensions, namely work interference personal life (WIPL), personal life interference work (PLIW), and work enhancement of personal life (WEPL). The research on work-life balance is frequently carried out in the United States and other western nations with different industrial structures and characteristics from Asian countries (Spector et al., 2004). However, Kim (2014) reported that in Korea, it was discovered that a significant and indirect relationship exists between work- life balance and in-role performance, which is completely mediated by affective commitment. Based on these findings, it is evident that work-life balance does not affect in-role performance because it is mediated by an affective commitment, thereby causing the relationship between the two to become significant.
- G. The variable loyalty has a significant effect on lecturer performance, as shown in the P- Values and T-Statistics of 0.003 and 3.029, respectively. The direction of the influence is positive, as shown by the original sample value of 0.408. Loyalty has a significant positive effect on lecturer performance. This research is consistent with the theory proposed by Ardana, et al., (2012); Sonia (2014); Ovindal (2013). This study refuses to compare the lecturers at STIE Mahardhika lecturers with those at the Zhejiang University of Technology, particularly in the aspect of differences in ideas, teaching strategies, and innovations related to the learning process, research, and community service. The lecturers at STIE Mahardhika Surabaya experienced a more complicated solution. This is supported by previous studies which stated that high-commitment management (Walton 1987; Wood 1996), high-performance work organization (HPWO) (MacDuffie, 1995; Becker & Huselid 1998; Wood 1999) or high- performance work systems (Appelbaum et al., 2000; Appelbaum & Berg 2001), reported that all these are beneficial to both employers and employees. It is reported that employers benefit through improved quality, productivity, and financial returns (Huselid, 1995; Ichniowski et al., 1997; Appelbaum et al., 2000), while employees benefit from increased wages and job satisfaction (Huselid 1995; Appelbaum et al., 2000). This led to the research question, 'is this an achievement? Proponents of high-performance work systems claim that they are characterized by a common desire to raise employee skills, motivation, and empowerment (Appelbaum & Berg 2001).

CONCLUSION

In conclusion, the impact of lecturer's teaching and research performance in international colleges located in China and Indonesia, in terms of cultural diversity, and professional family life/WLB balance through loyalty is as follows:

1. Cultural diversity consists of religious belief, attitude, and mentality, and it has a significant influence on performance and loyalty as determined by the following indicators, integrity, behavior, and discipline.
2. The Work-life Balance involves the sustainability of the lecturers' profession, family life, career, and communication, and it has a positive influence on performance as determined by the variable loyalty.
3. Cultural diversity, which encompasses religion, attitude, and mentality, has a significant effect on loyalty, integrity, behavior, and discipline.
4. The Worklife Balance involves the continuity, family life, career, and communication towards loyalty, and this is based on the fact that when the lecturers' expectations are realized by the institution as a facilitator, it has a great impact on their sense of commitment.
5. Cultural diversity has an insignificant effect on lecturer performance. This is due to differences in institutions' characteristics and capabilities or resources owned by STIE Mahardhika Indonesia and Zhejiang University in China, specifically in attitudes, mentality, and religious beliefs.
6. The Worklife Balance, which encompasses the sustainability of the lecturer profession, family life, career, and communication, also has an insignificant performance.
7. Loyalty, which encompasses integrity, behavior, and discipline, significantly affects lecturer performance. This is because the lecturers' income matches their expectations therefore, problems such as fulfilling their obligatory roles both physically and spiritually are avoided.

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