

**THE INFLUENCE OF INNOVATIVE HUMAN
RESOURCE MANAGEMENT ON FACULTY
MEMBERS' PRODUCTIVITY :A STUDY AMONG
PRIVATE UNIVERSITIES IN THE UAE**

ABEDALLAH FAROUQ AHMAD FARHAN

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by

ABEDALLAH FAROUQ AHMAD FARHAN

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LIST OF ABBREVIATIONS

HRM	Human Resource Management
HEI	Higher Education Institution
UAE	United Arab Emirates
CAA	Commission for Academic Accreditation
SE	Social Exchange Theory
SEM	Structural Equation Modeling
CFA	Confirmatory Factor Analysis

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**PENGARUH AMALAN PENGURUSAN SUMBER MANUSIA
INOVATIF TERHADAP PRODUKTIVITI KAKITANGAN UNIVERSITI
SWASTA DI UAE**

ABSTRAK

Sektor pendidikan tinggi Emiriah Arab Bersatu (UAE) telah mengalami perkembangan yang dramatik dan mengalami perubahan strategik sejak sedekad yang lalu. Salah satu dari perubahan ketara yang dimaksudkan adalah peningkatan tumpuan terhadap produktiviti ahli akademik. Kajian semasa ini bertujuan untuk mengkaji kesan amalan HRM yang inovatif, termasuk pengambilan dan pemilihan, latihan dan perkembangan, penghargaan dan pampasan, serta penilaian prestasi yang inovatif terhadap produktiviti anggota akademik yang bekerja di universiti swasta di negara ini. Kajian ini juga mengkaji kesan pengantara komitmen sesebuah organisasi dan juga peranan penyerdahanaan corak pemikiran keusahawanan. UAE merupakan sebuah negara yang unik, dinamik dan yang istimewa tentang UAE adalah lebih daripada lapan puluh peratus daripada jumlah penduduknya adalah pemastautin dari luar negara. Di samping itu, fokus pihak universiti swasta di UAE ialah pada hasil pendidikan tinggi di negara ini, dan minat yang mendalam terhadap penyelidikan saintifik dan ini dianggap sebagai bahagian yang penting bagi institusi pengajian tinggi serta berkait rapat dengan produktiviti ahli akademik. Walaupun begitu, terdapat kekurangan model yang mempengaruhi kesan amalan pengurusan sumber manusia yang inovatif terhadap produktiviti ahli akademik. Berdasarkan kepada kajian terdahulu dan melalui penggunaan teori pertukaran sosial, penyelidik telah mengenengahkan sebuah kerangka kajian. Kerangka kajian ini dalam penyelidikan ini bertujuan untuk mengembangkan hipotesis serta menangani kekurangan yang wujud

dalam asas pengetahuan atau kekurangan pengetahuan dalam bidang ini. Kajian ini menggunakan pendekatan kuantitatif melalui penggunaan soal selidik yang dibentuk dan disahkan untuk tujuan pengumpulan data. Kaji selidik telah dijalankan terhadap 160 ahli akademik tempatan dan luar negara yang bekerja di universiti swasta yang berlainan di UAE. Data dianalisa menggunakan Pemodelan Persamaan Struktur (Smart-PLS). Hasil kajian mendapati terdapat hubungan yang ketara di antara amalan pengurusan sumber manusia yang inovatif dan produktiviti ahli akademik. Hasil kajian juga membuktikan bahawa komitmen terhadap organisasi menjadi pengantara terhadap hubungan di antara amalan pengurusan sumber manusia yang inovatif dan produktiviti ahli akademik. Akhir sekali, corak pemikiran keusahawanan berperanan sebagai penyederhana terhadap hubungan di antara amalan pengurusan sumber manusia yang inovatif dan produktiviti ahli akademik. Kajian ini telah menyumbang terhadap ilmu pengurusan sumber manusia dengan menengahkan pandangan baru terhadap hubung kait di antara amalan pengurusan sumber manusia yang inovatif dan produktiviti kakitangan akademik. Dari sudut sumbangan praktikal yang ditujukan kepada penggubal dasar dan pengamal sumber manusia, model kajian ini telah membuktikan peranan amalan pengurusan sumber manusia yang inovatif dalam meningkatkan produktiviti kakitangan akademik.

**THE INFLUENCE OF INNOVATIVE HUMAN RESOURCE
MANAGEMENT ON FACULTY MEMBERS' PRODUCTIVITY: A STUDY
AMONG PRIVATE UNIVERSITIES IN THE UAE**

ABSTRACT

The UAE's higher education sector has experienced dramatic growth and undergone strategic changes over the last decade. One of the most significant changes concerns the increased focus given to faculty members' productivity. The current research aims to examine the influence of innovative HRM practices, including innovative recruitment and selection, innovative training and development, innovative reward and compensation, and innovative performance appraisal on the productivity of faculty members working in private universities in the country. The study also examines the mediating role of organizational commitment and the moderating role of the entrepreneurial mindset. The unique, dynamism and the special situation of the UAE with more than eighty percent of the total population are expatriates, besides the focus on the outcome of the higher education in the country, and the growing interest in scientific research, which is considered as an integral part of higher education institutions and linked directly to the productivity of faculty members. Despite all of that, there is a lack of models that regulate the vital role of innovative HRM practices on faculty members' productivity. Based on an extensive review of the extent literature, and using the social exchange theory, the researcher developed a framework. The framework considered by the research for hypotheses development addressed the existing drawback in the knowledge base or paucity of the knowledge. The study adopts the quantitative approach, where using a questionnaire that was developed and

validated for data collection. A survey was conducted comprising 160 faculty members, both local and foreign, working in different private universities in the UAE. The data were analyzed using Structural Equation Modelling (Smart-PLS). The findings indicate a significant relationship between innovative HRM practices and the productivity of the faculty members. The findings also show that organizational commitment mediates the relationship between innovative HRM practices and the productivity of faculty members. Finally, an entrepreneurial mindset was found to moderate the relationship between innovative HRM practices and the productivity of faculty members. This research contributes to the existing HRM literature by providing new insights into the correlation between innovative HRM practices and the productivity of faculty members. The study also contributes practically by providing a tested framework that shows policymakers and human resource practitioners the role of innovative HRM practices in enhancing the productivity of faculty members.

CHAPTER 1

INTRODUCTION

1.1 Introduction

According to the global competitive index, the United Arab Emirates's (UAE's) education sector continues to be the most successful, competitive, and relevant in the Middle East (East, 2020). The UAE's higher education sector has experienced dramatic growth and many strategic changes in the last decade (Education, 2020c). The sector is designed to be service-oriented to cater to a wide range of students, and faculty members' productivity is essential to achieving this goal. The productivity of faculty members is considered to be one of the most important elements in ensuring the continuity of any educational institute (Puckett, 2021). Given its importance, universities are increasingly relying on human resource management (HRM) to attract, recruit and retain highly qualified faculty members. Many have started to introduce a mechanism to adopt innovative HRM practices to generate optimum productivity among their faculty members (M. Alqahtani & Ayentimi, 2020), which leads to investigate the influence of innovative HRM practices on faculty members' productivity.

In a dynamic business environment, higher education institutions (HEI) are required to develop and implement an HRM system that reinforces faculty members' productivity and ultimately helps universities remain competitive (Aman, Noreen, Khan, Ali, & Yasin, 2018). The integration of these innovative HRM practices can directly influence faculty members and generally strengthen institutions (M. Alqahtani & Ayentimi, 2020; Olenick, Flowers, Maltseva, & Diez-Sampedro, 2019).

However, little research exists that explores the relationship between (a) innovative HRM practices, (b) faculty members' productivity, and (c) the unique moderation characteristics (Agarwala, 2003; El-Sayed, 2020; Koster & Benda, 2020). Since the UAE education industry is dynamic and vibrant, the entrepreneurial mindset of faculty members is essential and directly or indirectly leads to amplifying the faculty members' overall productivity. Therefore, there is a need to investigate how faculty members' entrepreneurial mindsets influence the relationship between innovative HRM practices and faculty members' productivity (Davis, Hall, & Mayer, 2016; Nadelson et al., 2018). On the other hand, researchers have confirmed that innovative HRM practices are associated with faculty members' organizational commitment, which in turn positively impacts the productivity of faculty members (Gabal & Elhussiney, 2020). Therefore, this study will examine the mediating effect of organizational commitment (Al-Najjar & Jawad, 2020).

As previously stated, this research aims to examine the impact of this study's independent variable, innovative HRM practices (innovative recruitment, selection, training, reward, compensation, and performance), on the dependent variable of this study, the productivity of faculty members. This research will also examine the role of an entrepreneurial mindset as a moderating variable and organizational commitment as a mediating variable.

1.2 Background of the Study

The UAE was founded in 1971 as a result of an agreement between the rulers, where the resources have been shared while preserving the autonomy of each emirate (E. Alqahtani, 2018). As a result, the UAE is the largest host of international campuses globally (Ashour & Fatima, 2016).

According to the Ministry of Education of the UAE, the faculty member is the person who's teaching courses in one of the academic institutions, doing research, and providing services to the community. All faculty members in the UAE are classified within four different ranks. First is the lecturer, the lecturer holds a master's qualification from a recognized university. Second is the assistant professor; an Assistant Professor will normally hold a PhD awarded by a recognized university. The third academic rank is the associate professor, where PhD qualification from a recognized university is required and will have held a full-time academic appointment as Assistant Professor for at least four years, it is also required to achieve a high scholarly performance which can be measured according to the policies of the academic institution. The fourth and highest academic rank is the full professor where PhD qualification from a recognized university is required, the professor should have held a full-time academic appointment as an associate professor for the last four years, there should be also a high scholarly performance, the professor is normally promoted to the rank through a peer-review process. However, these policies of faculty members' promotion may differ from an academic institute to another but the four academic ranks are fixed (Education, 2020).

The importance of studying the productivity of faculty members is rapidly increasing due to their central role in the educational process, their impact on the students, and their role in preparing the new generation for the labour market. The environment of higher education is more competitive, turbulent, and threatening than was the case a few decades ago, these challenges are linked to the productivity of faculty members who are required to equip the graduates with the needed skills and knowledge to change the workforce (Delello, McWhorter, & Marmion, 2018).

There are three main dimensions to measure the productivity of the faculty members in the UAE. The first is teaching. The faculty member's teaching load differs according to the academic rank, the below Table 1.1 shows the teaching load of the faculty members according to the academic rank per academic semester (Education, 2020b). Second, research, which includes scientific research, patents and awards, membership, and refereeing. There are no generalized standards of yearly research productivity for each faculty member. However, each institute must implement criteria to measure the research productivity of the faculty members (Education, 2020b). The last task is the services provided by the faculty members to the university itself and the community, besides some other tasks that faculty members are usually doing, such as but not limited to academic advising and workshops. All the previous tasks are usually evaluated yearly (Badri & Abdulla, 2004; Hassan Al Marzouqi, Alameddine, Sharif, & Alsheikh-Ali, 2019).

Table 1.1 Teaching load according to the academic rank

Academic Rank	Teaching Load
Full Professor	6 Credit Hours
Associate Professor	9 Credit Hours
Assistant Professor	12 Credit Hours
Lecturer	15 Credit Hours

Source: Education, 2020

Particularly, the private own universities are under immense pressure to enhance faculty members' productivity while engage in delivery due to various reasons, but specifically due to education standard or set practices defined by the Ministry of Education. First, faculty members' productivity is global or broad variables, thus defining the productivity of faculties among universities may drastically differ. Second, the faculty members engage in multiple activities such as teaching, performing workshops and student group activities. Therefore, how a formalized productivity measure could be standardized to investigate the dependent

variables require rigorous research. Third, there is a limited emphasis on the existing literature pertaining to UAE about how productivity is measured and retained for continuous improvement purposes thus; there is a considerable, sizeable and significant limitation of research. Fourth, there are other activities faculty members perform, other than the academic performance which is part of the productivity of the faculty in this context, i.e., community services, which needs to be validated through multiple empirical mechanisms.

Given the importance of the faculty members' productivity, the private universities in the UAE are required to enhance and improve their faculty members productivity which can be achieved through the innovative HRM practices (Shaukat, Ashraf, & Ghafoor, 2015). Innovative HRM practices implemented in the private universities of the UAE play a vital role in regulating the productivity which can be processed by the recruitment practices applied, the training and development provided to the faculty members as part of the professional development, the reward and compensation policies and the performance appraisal system implemented in the academic institutions (Koster & Benda, 2020; Nawaz, 2019; Som, 2008).

The UAE is looking to develop the education sector in the country through vision 2021 by having a knowledge-based economy. The country has assigned 12 key performance indicators (KPIs) to allow the country to achieve the targeted vision. The education sector and research are the essential components of those KPIs proposed to play an important role. However, previous researchers indicated that the higher education system of the UAE is still struggling with many issues, the main issue is the productivity of the faculty members (Muysken & Nour, 2006; Nour, 2002). According to the literature, higher education faculty members cannot transfer the knowledge to the students (Boatman, Courtney, & Lee, 2008; Xiaotao & Di Xu, 2019).

Therefore, this research focuses on examining the influence of innovative HRM practices in the private universities of UAE on faculty members' productivity. Further, this research will test the moderation role of the entrepreneurial mindset and the mediation role of organizational commitment toward this relationship.

1.3 Problem Statement

As stated, the influence of innovative HRM practices on productivity among private universities is a broad, significant, realistic, and research-worthy problem. Therefore, to provide the dimension of the overall problem investigated, it is essential to highlight the critical characteristic of the problem, which this research considers to a more significant extent.

Having considered various challenges related to innovative HRM practices and faculty members productivity issues, it was found that there is a lack of models that regulate innovative HRM practices on faculty members' productivity (Jaskiene, 2015), specifically among the private universities (Aithal & Kumar, 2016; Al-Twal, Rowlands, & Cook, 2019; Bos-Nehles & Veenendaal, 2019; Education, 2020c; Gant, Ichniowski, & Shaw, 2002; Koster & Benda, 2020; Nabi et al., 2014), where many university students are directly or indirectly undesirably impacted by the productivity issues in the private universities in the UAE (Education, 2020a; Fernandes, Ross, & Meraj, 2013; Muysken & Nour, 2006; Wilkins, 2020). Furthermore, the Middle East region has generally disclosed or demonstrated productivity issues, specifically in the education industry. Therefore, academic research is a must (Bos-Nehles & Veenendaal, 2019; Mengesha, Chekole, & Wedajo, 2018; Muysken & Nour, 2006; Otoo & Mishra, 2018; Wilkins, 2020). It was also proven that the private universities of the UAE are struggling with serious issues related to the productivity of faculty

members (Karabchuk, Shomotova, & Chmel, 2021; Muysken & Nour, 2006), which led to making the reputation of the universities at stake unless the faculty members' productivity is generating beneficial outcomes, particularly by means of lecture delivery (Lew, 2009; Muysken & Nour, 2006). Therefore, HEIs should find innovative methods to understand and improve those issues, which will enhance the productivity of current and potential faculty members through innovative HRM practices (R. Noe, Hollenbeck, Gerhart, & Wright, 2008).

Scholars in the UAE have studied the importance of an entrepreneurial mindset in the education sector of the UAE (Ghafar, 2020), which became a mandatory course to be taught for all university students in the UAE (El-Gohary, Selim, & Eid, 2016; News, 2020). Therefore, faculty members of private universities in the UAE are integral to this educational process (Nadelson et al., 2018).

The UAE plans to build a new generation with an entrepreneurial mindset. HEIs are the center of achieving the plan through faculty members. What adds to that is the uniqueness of the demographic and socio-cultural factors of the UAE (88% expatriates) (Wilkins, 2020). Therefore, studying the entrepreneurial mindset as a moderator and organizational commitment of the faculty members as a mediator is scientific, important, related, and worthy (E. Alqahtani, 2018; East, 2020; Ghafar, 2020; Jabeen, Faisal, & I. Katsioloudes, 2017; Mengesha et al., 2018).

On the other hand, private universities in the UAE are profit institutions (Yaseen, 2013) and providing almost the same specializations with slight differences in the fees, and they are also located in academic cities (i.e., Dubai International Academic City, University City - Sharjah), which increases the level of competition between those universities. Moreover, the competition between the private universities is not limited to the UAE market but extends to the Gulf Cooperation Council (GCC)

countries and globally, where many institutions provide prestigious majors accredited locally and internationally (E. Alqahtani, 2018). Therefore, their motive is to recruit the maximum number of students allowed by the CAA without emphasizing factors that impact the quality of education delivery. Hence, improving a model to regulate innovative HRM practices will enhance the faculty members' productivity in the UAE private universities, which is the most critical factor that plays a significant role in students' recruitment (Lew, 2009; Xiaotao & Di Xu, 2019). Furthermore, improving faculty members' productivity is associated with three main dimensions, teaching, research, and services (Smeenk, Eisinga, Teelken, & Doorewaard, 2006). Therefore, the enhancement of organizational commitment can achieve those dimensions. Hence, examining the mediation effect of organizational commitment is scientifically needed.

Through the UAE vision 2021, the country is looking to be one of the top ten in the Global Competitiveness ranking by emphasizing entrepreneurship and research improvement and development (Cabinet, 2010, Vision, 2018) and minimizing the dependency on oil. HIEs and research centers are playing a vital role in enhancing this kind of mindset and are required to be a core element in the enhancement of the UAE competitiveness (Thomson & Minhas, 2017). Also, adapting (a) innovative HRM practices (b) faculty members' productivity is pivotal (ADEC, 2009a). Therefore, standardization, localization of innovative HRM practices, and faculty members' productivity are critical (Lew, 2009; Vision, 2018; Xiaotao & Di Xu, 2019).

Based on the above evidence and facts, this study will examine the influence of innovative HRM practices (Innovative recruitment and selection, innovative training, innovative reward and compensation, and innovative performance) on faculty members' productivity. And will examine the role of an entrepreneurial mindset as a

moderator and the mediating effect of organizational commitment concerning this relationship in the private universities of the UAE.

1.4 Research Gap

While reviewing the past and recent studies on the research topic, the researcher identified gaps in the past literature. The adoption of innovative HRM practices influencing the faculty members' productivity remains a complex, contextual, and undisclosed phenomenon, particularly due to limited involvement. Fifty-one universities have still not adopted a conventional framework to adapt, regulate, and retain HRM practices improving faculty members' productivity.

The literature reviewed show that there are some gaps incorporated to the daily performance of the faculty members which in turn impact the overall productivity, the study of Delello et al. (2018) confirms that faculty members are spending less time in the classrooms than before, it was also highlighted that the they are not willing to improve their efforts, which lead to investigate the core dimensions of innovative HRM practices and its influence on the productivity of the faculty members.

It was also confirmed in the literature that the number of research published in the last twenty years by the academic staff in the UAE is getting higher. However, the quality of these publications is not increasing in the same rate (Al Marzouqi, Alameddine, Sharif, & Alsheikh-Ali, 2019), this fact emphasize the importance of investigating the different productivity's dimensions in the light of the innovative HRM practices. Another gap was determined by the researcher that the level of the organizational commitment of the faculty members toward their academic institutions is getting low, that was confirmed by (Chapman, Austin, Farah, Wilson, & Ridge,

2014), who presented the retention rate of the faculty members in different private universities of the UAE.

There is no standard framework adopted or regulated by the Ministry of Education, mainly handling the faculty members' productivity, particularly in the UAE's education sector.

As it does in any country, it is very likely in the UAE that the education industry plays a vital role in developing its economy. Thus, a specific investigation is required to improve the UAE's economic industry through the education sector. As a researcher, I constructively argue that any standard productivity model cannot be adapted in the UAE due to its dynamic, unique, and evolving features. Unlike the other nations, 88% of the population in the UAE is expatriates, diverse, and young. Therefore, the similarities and the differentiations need to be discussed, emphasizing the uniqueness of the UAE's situation.

Furthermore, the review of the past literature shows that past studies investigated the concept of innovative HRM practices in the field of high-tech industry (Bondarouk & Olivas-Lujan, 2014; Tripathi & Kushwaha, 2017; E. Zavyalova, Kosheleva, Alsufyev, Tsybova, & Kucherov, 2015; E. K. Zavyalova, Kucherov, & Tsybova, 2020). However, there is a limitation for the research knowledge on the Middle East, specifically in the education industry, particularly on (a) adopting innovative HRM practices (Al-Twal et al., 2019; Allui & Sahni, 2016) and (b) quantitatively measuring the faculty members' productivity, ultimately their overall impact. Thus, in particular, there is a need for private universities to attract and develop excellent academic staff (Al-Jabari, 2013). Similarly, it was recommended by scholars for future studies to conduct more researches in the field of HRM in the HEIs (Allui & Sahni, 2016; Jouda, Ahmad, & Dahleez, 2016) and Specifically in the innovative

HRM practices (M. Alqahtani & Ayentimi, 2020; Nawaz, 2019; E. Zavyalova et al., 2015).

Another gap was determined in the literature by the researcher, that there are very limited studies related to the entrepreneurial mindset and its connectivity with the faculty members, an example of that, the analysis of Nadelson et al. (2018), who stated in his research that they were not able to find any study shows how faculty members can develop an entrepreneurial mindset. Thus, this study aims to explore and test the relationship between innovative HRM practices on faculty members' productivity in the context of the UAE's education industry, particularly in private universities. The research also would suggest recommendations and improvements by capturing the similarities and the differences cause due to the moderating role of the entrepreneurial mindset, which is expelled by the particular characteristics of faculty members and the mediating effect of organizational commitment.

Firstly, the research will validate and test the various hypothetical relationships using the structural equation method. Secondly, this research contributes meaningful insights on (a) innovative HRM practice, (b) faculty members' productivity, (c) moderation impact via entrepreneurial mindset and, (d) the role of organizational commitment influencing the overall outcomes for a better understanding of innovative HRM practices problems and challenges that exist in the education industry of the UAE.

Finally, from the practical value-addition perspective, this research aims to develop a quantitative scientific model which helps to integrate the variables, innovative HRM practices with faculty members' productivity, attempting to increase the overall efficiency of the function of private universities.

This study aims to focus on private universities of UAE to fill this gap by investigating the influence of innovative HRM practices on faculty members' productivity in the presence of entrepreneurial mindset as a moderator and the mediation effect of the organizational commitment.

1.5 Research Objectives

The main objectives of the study are the following:

1. To examine the influence of innovative HRM practices on faculty members' productivity in the private universities of the UAE.
2. To examine the influence of innovative HRM practices on the organizational commitment of the faculty members in the private universities of the UAE.
3. To examine the influence of organizational commitment on faculty members' productivity in the private universities of the UAE.
4. To examine the mediating role of organizational commitment on the relationship between innovative HRM practices and faculty members' productivity in the private universities of the UAE.
5. To examine the moderating role of entrepreneurial mindset on the relationship between innovative HRM practices and faculty members' productivity in the private universities of the UAE.

1.6 Research Questions

This research strives to answer the below questions:

1. Do innovative HRM practices influence the faculty members' productivity in the private universities of the UAE?

2. Do innovative HRM practices influence the organizational commitment of the faculty members in the private universities of the UAE?
3. Does organizational commitment influence the faculty members' productivity in the private universities of the UAE?
4. Does organizational commitment mediate the relationship between innovative HRM practices and faculty members' productivity in the private universities of the UAE?
5. Does entrepreneurial mindset moderate the relationship between innovative HRM practices and faculty members' productivity in the private universities of the UAE?

1.7 Significance of the Study

The significance of this research can be divided into two different parts, theoretical significance and practical significance. The below subsections provide a comprehensive view of the significance of this research.

1.7.1 Theoretical Significance

The researcher believes that developing a fundamental model which guides the researcher to achieve the research objectives as below incorporated. The researcher has developed a multi-dimensional model, based on the existing gap of the literature, which integrates (a) innovative HRM practices as an independent variable, (b) faculty members' productivity as dependent variable, (c) organizational commitment as mediator variable, and (d) entrepreneurial mindset which is the moderator variable. The researcher aims to develop a detailed framework as part of the methodology to test, evaluate, and conclude the overall influence of innovative HRM practices on faculty members' productivity in private universities in the UAE.

The literature highlighted the main issues incorporated with the teaching as one of the major faculty members' productivity dimensions, where faculty members are spending less time in classrooms in addition to reluctance of improving their teaching skills (Delello et al., 2018), this research is incorporating the innovative HRM practices with main dimensions of the faculty members productivity.

The study is also will enhance the research productivity of the faculty members' productivity through by linking the most widely implemented innovative HRM practices, innovative recruitment and selection, innovative training and development, innovative reward and compensation and innovative performance appraisal and its influence on the productivity dimensions of faculty members for further enhancement (Al Marzouqi et al., 2019).

There are many private universities in the UAE. As the education industry is increasingly becoming globalized and exposed, they recruit the maximum number of students to sustain their profit margins. However, the Ministry of Education insists specifically on the private universities to disclose their unique educational delivery model, which assures the quality delivery of education despite the highest student intake. Therefore, it is a matter of regulating innovative HRM practices which will directly impact the overall knowledge imparted productively on the student. The previous researches validated the very issue, meaning faculty members could be viewed as a competitive advantage if the private universities put more attention in terms of adapting and developing HRM practices which directly or indirectly contributes to the overall productivity and ultimately the core skill set development of the students (Chen, Benus, & Hernandez, 2019).

1.7.2 Practical Significance

The UAE's education industry is diverse, dynamic, and change-driven. To enhance the overall quality of education delivered to the students, according to the Abu Dhabi 2030 plan, the universities have no option but to adopt innovative HRM practices, which directly impact the overall faculty members' productivity. Therefore, mandatory compliance is required and jointly introduced by the Ministry of Education and the Abu Dhabi government (East, 2020). Therefore, this research will address this issue by developing a framework that will enable the UAE private universities to potentially adopt and integrate innovative HRM practices and faculty members' productivity.

If the UAE is to attract foreign revenue or contribute to the economic development via the education industry, building a competitive knowledge base on including (a) innovative HRM practices (b) faculty members' productivity is an absolute necessity. Thus, this research would contribute to the development of the existing knowledge base. Therefore, this attracts more significance (ADEC, 2009a). Furthermore, the Ministry of Education has clearly stated that developing the student's core curriculum via innovative organizational practice is crucial (El-Gohary et al., 2016; Lew, 2009; Xiaotao & Di Xu, 2019). They also tend to bring global reforms, including the key emphasis on stand standardization and innovation of existing education systems in the UAE, thus, adopting critical, innovative HRM practices which are embedded and facilitated by the right combinations of HRM tools is a key to uplift the current productivity level of the faculty members.

Many students in the UAE are daily impacted by the faculty members' productivity issues (Muysken & Nour, 2006), affecting their knowledge base or knowledge development. Thus, this research may guide further researchers on

investigating the current and future closely associated topics by providing scientific but structural insights. Faculty members play a crucial role in pursuing a quality positioning of the universities but are not limited to the quality of research contributions, core skill development, and academic reputation, particularly in the UAE's educational industry. When a university adopts innovative HRM practices, in turn, which directly influences the faculty members' productivity and ultimately the private universities' performance. Hence, the best innovative practices deployed in private universities could develop, increase, and retain productive performances. This research will provide a meaningful insight to approach the existing drawbacks.

In addition to this, the research objectives are also aligned with the UAE vision 2021, which aims mainly to improve the educational systems in the universities of UAE and many other aspects such as research, and to enhance the entrepreneurial mindset in the community and to be one of the top ten countries globally (UAE Vision, 2018).

1.8 Definition of Key Terms

Faculty members' productivity: Output of the faculty members, which includes but is not limited to teaching, research publication, and community services produced within a given period of time, usually an academic year (Chang, Lin, & Song, 2011; Delello et al., 2018).

Teaching: The ability of the faculty member to influence students learning and motivation to transfer knowledge. Even for students who are unpowered (Chang et al., 2011).

Research: New ideas and thoughts are studied theoretically and practically and published in academic journals or registered as a patent (Delello et al., 2018).

Community services: The ability to transfer knowledge to the community through different activities that enhance the role of the academic institutions and incorporate the universities with the communities (Delello et al., 2018).

Innovative Human Resource Management Practices: Any developed HRM policies, programs, and new practices that are designed to affect the competencies, attitudes, and relations of the employee positively (Agarwal, Chawla, & Singh, 2017).

Innovative Recruitment and Selection: New ways used to find applicants for a specific vacant and choose the best candidate using effective channels that help achieve the organization's strategic goals through the best recruitment and selection specification (Agarwal et al., 2017).

Innovative Training and Development Practice: A set of developed activities aims to evaluate the employees and determine their training needs to improve the competencies needed to perform better and bridge the skills gaps (Agarwal et al., 2017).

Innovative compensation and reward practice: Considering people as an investment which will have a high return in the future and should therefore be rewarded fairly according to their contribution to the organization that should be done innovatively by using, for example, an annual compensation survey, quarterly bonus, and calibrated compensation (Agarwal et al., 2017).

Innovative performance appraisal practice: Self-appraisal on a weekly, monthly, or quarterly basis aims to bridge the gaps by highlighting the areas to be improved. Performance evaluation is done according to their subordinates, supervisors, managers, and customers if needed. This kind of evaluation helps in career development and any decision related to that in the organization, an example of that 360-degree review system (Agarwal et al., 2017).

Organization Commitment: The strength of the faculty member identification with and involvement in an organization and the ability to give more effort and stay in the organization (Smeenk et al., 2006).

Effective commitment: The optimistic desire of faculty members to be highly productive in different ways (Smeenk et al., 2006).

Normative commitment: The feeling of the faculty members toward their organization, that they are attached to their organization because of the different kinds of support they received (Smeenk et al., 2006).

Continuous commitment: The feeling of faculty members that the current organization provides them with satisfying outcomes or because of the lack of similar opportunities in the market (Smeenk et al., 2006).

Entrepreneurial Mindset: The ability to extend knowledge and identify opportunities where others do not. Growth-oriented through which personnel promotes adaptability, creativity, innovation, and renewal. In other words, even under uncertain conditions, they excel in thinking at higher levels of complexity (Jung & Lee, 2020).

1.9 Organization of the Thesis

The thesis consists of five chapters. The first chapter included the background of the study, the problem statement, the research gap. Then, the chapter included the objectives of this research and the questions that the study strives to answer. Furthermore, the chapter presented this study's theoretical and practical contribution and the definition of key terms.

The second chapter of this thesis includes the literature review of innovative HRM practices, the productivity of the faculty members, the mediation role of organizational commitment, and the moderation role of the entrepreneurial mindset.

Based on relevant literature reviewed, the theoretical framework and hypotheses of the study are proposed and discussed in detail.

The third chapter highlights this research's research methodology, including research design, study population and research sample size, instrument development, pre-testing, data collection, and method of data analyses. The fourth chapter presents the results and the findings of this research. While, the fifth chapter is a summary of the results and the findings, the practical and theoretical implications of the findings, and the limitations of the study, with some suggestions for further studies.

1.10 Summary

The chapter mainly discussed an introduction to the research, included the study background and the problem being investigated in this research, the chapter also shed lights on the most important gaps in the literature related to the research topic. The research objectives are placed in this chapter as well as the questions that the research is striving to answer are also included in this chapter.

The key terms of this research were defined carefully in this chapter which reflect the variables of this research and the dimensions related to each variable, and the structure of this thesis was also discussed in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides a critical examination of the literature on (a) innovative HRM practices, (b) its impact on faculty members' productivity in private universities, (c) the mediating role of organizational commitment, and (d) the moderation nature of entrepreneurial mindset.

The researcher attempts to develop a conceptual framework that baselines the synchronization of innovative HRM practices, faculty members' productivity, organizational commitment, and entrepreneurial mindset. The very framework has been derived by carefully underlying assumptions and data of previous research, the research problems, gaps in the literature, and other unique phenomenon speculated by the researcher.

The chapter also sheds light on the gaps in past and recent literature, which is the fundamental basis for the dimensionality of the proposed conceptual framework. Finally, it develops a set of logical hypotheses to predict the variable relationship and nest conceptual framework.

2.2 Faculty Members' Productivity

The global landscape of higher education has undergone radical changes in recent years. These changes influence the faculty members through various dimensions, including their academic background, specialization, productivity, and work roles. As a result, these universities are expected to introduce innovative approaches and productivity mechanisms in delivering lectures.

The productivity of the faculty members' is measured based on various activities that directly impact their work outcomes but are not limited to (a) teaching productivity, (b) research productivity, and (c) deliverable productivity (services). This was captured by carefully extracting the previous questions from the past researchers. It indicates that this phenomenon is already an existing reality (Lawrence, Ott, & Bell, 2012).

- a) Teaching productivity: As far as the research is concerned, the researcher considered overall, the faculty members delivered the teaching assignment accurately, comprehensively, and meeting deadlines. In addition, they are included in the faculty members' ability to use the process, technology, and engagement effectively to satisfy the needs of students.
- b) Research productivity: Here, the researcher evaluates the ability of the faculty members to consistently develop empirical knowledge and the frequency to validate its applicability in the global education industry.
- c) Services productivity: In this context, the researcher considered the faculty members' ability to participate in various support activities such as participation in university events, supporting the leadership, and engaging with the external stakeholder parties.

As far as the research is concerned, the researcher is only going to investigate the faculty members' (who teaches courses for the students) productivity, how the organizational commitment mediates the influence of innovative HRM practices toward faculty members' productivity, and how it is moderated by the entrepreneurial mindset of the faculty members. It was found in the previous researches that the entrepreneurial mindset of faculty members varies depending upon the contextual characteristics which directly influence the entrepreneurial features but are not limited to their innovativeness, need for achievement, risk-taking, autonomy, and proactiveness (Al-edenat & Al

hawamdeh, 2021; Jung & Lee, 2020; Somjai, Girdwichai, & Pongsiri, 2019). Therefore, both the contextual characteristic and the key features of the entrepreneurial mindset will be captured carefully as part of this research.

The importance of teaching comes from its impact on students' performance, where teaching productivity is related to the students and learning achievement (Chang et al., 2011). According to Chang et al. (2011), university teaching includes course design, student management, and interaction, students' feedback. In addition, it consists of the provision of other learning opportunities such as computerized learning facilities. Secondly, research is another task that faculty members are invited to partake in. According to Morales, Grineski, and Collins (2017), research can be defined as the number of peer-reviewed output published by the faculty member. Many factors influence the researcher to produce more publications, such as the researcher's level of competencies, the resources provided to the researcher by the institution, and to which extent the researcher is motivated to do research (Abramo, D'Angelo, & Murgia, 2017). The third task associated with the faculty members is community services, which can transfer the knowledge to the community through different activities that enhance the role of the academic institutions and incorporate the universities into society (Tran, Nghia, Nguyen, & Ngo, 2020)

At this juncture, it should be noted that productivity is not a unique characteristic which only applies to the education industry. Researchers from various sectors such as manufacturing and supply chain also have validated the importance of productivity in the nature of work (Ferreira & Du Plessis, 2009; Robert & Jackson, 2000). However, those were measured based on the generic formula, input versus output. Therefore, the approach towards productivity for organizations of other industries and institutions of the education field is different due to the difference in the impact of productivity in each

case. Nevertheless, the overall educational institution's productivity level is necessary for maintaining its position in the concerned educational sector (Prodan & Drnovsek, 2010). Thus, measuring faculty members' productivity is a global variable, however, the researcher will investigate this phenomenon within the context of private universities in the UAE. Furthermore, Delello et al. (2018) showed that expanding the productivity of faculty members can prompt various positive work outcomes. However, as previously indicated, the researcher's investigation interest relies only on faculty member's productivity.

The high productivity level of faculty members indicates effectiveness. Teaching is generally said to be effective when the faculty member is capable of helping and assisting students in meeting their academic and personal life goals (Al Tobi, 2006).

There are two main types of productivity when associated with HEIs that include learning and earning (Kianto, Sáenz, & Aramburu, 2017). The productivity of different industries is fundamentally focused on their earnings and the reputation of the organization. On the other hand, the productivity of HEIs majorly depends on the kind of teaching and learning strategies adopted by the faculty members that can facilitate and enhance the students' performance (Ma, 2017).

The productivity of faculty members is mainly associated with their primary area of services and roles, such as classes, research, and other academic activities. Faculty members tend to engage in vital activities such as research, instruction, consulting, and administration (Todorovic, McNaughton, & Guild, 2011). Modern studies reveal that the faculty members in the higher education sector are also responsible for counseling and assisting students with academic and career choices and act as a mentor for them.

Similarly, a review of the integration of best HRM practices for increasing academic quality in private universities, suggests that HEIs should use benchmarking techniques for examining and employing practices used by HEIs around the globe. Finally, building on the social exchange theory, it has been hypothesized that faculty members in private universities may attempt to demonstrate their products as desirable work outcomes. To demonstrate this, they trade off their time, energy levels, and efforts to build a long-lasting relationship that underpins socio-economic benefits.

Competition has elevated as private universities have entered the advance educational system globally. However, it is believed that academic quality can be improved and maintained by adopting strategies suitable for choosing the right personnel, improving faculty capacities, providing institutional support, and assessing performance periodically (Allui & Sahni, 2016).

It has been analyzed that the HRM in the higher education sector has significantly changed over the past years. Therefore, it is crucial to determine how faculty member's productivity impacts teaching effectiveness. In addition, faculty members' teaching strategies and pedagogy styles are significant factors that influence students' learning process and drive students' academic performance (Sial, Jilani, Imran, & Zaheer, 2011).

The faculty members' productivity level may vary according to the contextual factors and approaches they adopt for delivering their services or input to the students. In addition, different members of the faculty approach the process of imparting knowledge in different ways, for instance, one faculty member may focus on completing the syllabus within the provided time range of the course, whereas some other faculty member may focus on ensuring students have steady growth with the