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The influence of innovative human resource management on faculty members' productivity. The moderating role of Entrepreneurial Mind-set

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Abstract: This research aims to examine the influence of IHRMP, recruitment and selection, training, compensation, and performance appraisal on the productivity of Faculty Members (FM) productivity working in private universities in the UAE. The study also examines the mediating role of Organizational Commitment (OC) and the moderating role of the Entrepreneurial Mind-set (EM). The research adopted the social exchange theory. A survey was conducted comprising 160 FM. The data was analyzed using Structural Equation Modelling, Smart-PLS. The findings indicate a positive relationship between IHRMP and the productivity of the FM. The findings also show that OC mediates the relationship between IHRMP and the productivity of FM. Finally, an EM was found to moderate the relationship between IHRMP and the productivity of FM.

Keywords: innovative human resource practices; faculty members productivity, Organizational Commitment; Entrepreneurial Mind-set

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, 2020b). The sector is designed to be service-oriented to cater to a wide range of students, and FM' productivity is essential to achieving this goal. The productivity of FM 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 FM. Many have started to introduce a mechanism to adopt IHRMP to generate optimum productivity among their FM (Alqahtani and Ayentimi, 2020), which leads to investigate the influence of IHRMP on FM' productivity.

1.1. Problem statement

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 and Kumar, 2016; Al-Twal, et al., 2019; Bos-Nehles and Veenendaal, 2019; Education, 2020c; Gant et al., 2002; Koster and 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 et al., 2013; Muysken and 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 and Veenendaal, 2019; Mengesha et al., 2018; Muysken and Nour, 2006; Otoo and 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 et al., 2021; Muysken and 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 and 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 (Noe et al., 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 et al., 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 (Alqahtani, 2018; East, 2020; Ghafar, 2020; Jabeen et al., 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 (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 and Xu, 2019). Furthermore, improving faculty members' productivity is associated with three main dimensions, teaching, research,

and services (Smeenk et al., 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 and Minhas, 2017). Also, adapting (a) innovative HRM practices; (b) faculty members' productivity is pivotal. Therefore, standardization, localization of innovative HRM practices, and faculty members' productivity are critical (Lew, 2009; Vision, 2018; Xiaotao and 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.

1.2. Research gap

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 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.

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 et al., 2019), this fact emphasizes 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 et al. (2014), who presented the retention rate of the faculty members in different private universities of the UAE. 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).

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.

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.

1.3. Literature review and hypothesis development

In a dynamic business environment, higher education institutions (HEI) are required to develop and implement an HRM system that reinforces FM' productivity and ultimately helps universities remain competitive (Aman et al., 2018). The integration of these IHRMP can directly influence FM and generally strengthen institutions (Alqahtani and Ayentimi, 2020; Khan et al., 2023; Olenick et al., 2019).

However, little research exists that explores the relationship between (a) innovative HRM practices; (b) FM' productivity; and (c) the unique moderation characteristics (Agarwala, 2003; El-Sayed, 2020).

Since the UAE education industry is dynamic and vibrant, the EM of FM is essential and directly or indirectly leads to amplifying the FM' overall productivity. Therefore, there is a need to investigate how FM' EMs influence the relationship between IHRMP and FM' productivity (Davis et al., 2016; Nadelson et al., 2018). On the other hand, researchers have confirmed that IHRMP are associated with FM' OC, which in turn positively impacts the productivity of FM (Gabal and Elhussiney, 2020). Therefore, this study will examine the mediating effect of OC (Al-Najjar and Jawad, 2020).

FM' Productivity: 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 FM are invited to partake in. According to Morales et al. (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 et al., 2017). The third task associated with the FM 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 et al., 2020).

Innovative HRM Practices: This research only considered recruitment and selection, training and development, reward and compensation, and performance appraisal as part of innovative HRM practices. In this context of the research, the applicability of the innovative practices is seen as the value additions, in turn, it triggers to build productivities on FM (Delello et al., 2018). Further, those variables (recruitment and selection, training and development, reward and compensation, and performance appraisal) are widely used by the previous researchers to demonstrate the accumulated impact of HRM practices on various work outcomes (Bos-Nehles and Veenendaal, 2019; Kloutsiniotis and Mihail, 2017; Mengesha et al., 2018; Moorehouse, 2013; Otoo and Mishra, 2018; Xiu et al., 2017).

1.3.1. Innovative recruitment and selection

Recruitment and selection can be defined as the organization's activities to attract potential employees (Nguti and Mose, 2021). In general, recruitment and selection practices are set to achieve long-term objectives, well-designed recruitment and

selection processes are responsible for judging the candidates based on two types of characteristics, the first type includes the years of experience, educational level, and the value that the candidate will add to the organization. Therefore, part of the selection decision will be built based on those criteria, which should be measured in light of the organization's objectives. The second type is the traits and personality, including the expected output, quality, and leadership potential (Nankervis and Stanton, 2010).

H1: Innovative recruitment and selection have a positive impact on FM' productivity of private universities in the UAE.

1.3.2. Innovative training and development

Training improves human resources resourcefully and gives them a chance to learn their job virtually and perform it more competently, hence increasing the firm's productivity. On the other hand, training is the planned intervention designed to enhance the determinants of individual job performance (Chiaburu and Tekleab, 2005). Training is related to the skills that FM must acquire to improve the academic institution's overall business and academic goals and objectives. Furthermore, positive training offered to FM may assist with the reduction of anxiety or frustration, which most FM have experienced on more than one occasion during their employment careers.

H2: Innovative training and development have a positive impact on FM' productivity of private universities in the UAE.

1.3.3. Innovative compensation and reward

Innovative reward in compensation in the HEIs can be defined as considering FM as an investment which will have a high return in the future and should therefore be rewarded fairly according to their contribution to the academic institution (Johnson et al., 2021). Tella et al. (2007) have stated clearly that to keep operating for the longest time, companies have to recognize the compensation, which is considered, according to the author, as the main motivator of employees.

H3: Innovative compensation and reward have a positive impact on FM' productivity of private universities in the UAE.

1.3.4. Innovative performance appraisal

In the HEIs, the innovative performance appraisal is considered as an important tool that plays a vital role in the improvements of the productivity of the FM, in the study of Camilleri (2021) who studied the impact of innovative performance appraisal on the productivity of FM using new methods such as the balanced scorecard in the HEIs, the findings of the study refers to the positive impact on the productivity of FM, the findings also indicated that the innovative performance evaluation of the FM will assist the HEIs leaders to identify value-creating activities.

H4: Innovative performance appraisal has a positive impact on FM' productivity of private universities in the UAE.

1.3.5. Organizational commitment

As a mediator, OC is expected to influence the relationship between IHRMP and the productivity of the FM. Therefore, OC is linked with HRM practices. According to Agarwala (2003), who studied the influence of IHRMP on OC, the study was conducted in India in cross sectors. The data was collected through an interview to

examine to which extent the managers believe that IHRMP are important for their organizations to achieve their goals, and to which extent employees feel that IHRMP are implemented in the organization, and how employees feel toward them. The result of the study showed the important role that IHRMP play in the achievement of the goals. Also, the result has indicated a strong positive relationship between IHRMP and OC.

H5: Innovative recruitment and selection have a positive impact on the OC of FM in the universities in the UAE.

H6: Innovative training and development have a positive impact on the OC of FM in the universities in the UAE.

H7: Innovative compensation and reward have a positive impact on the OC of FM in the universities in the UAE.

H8: Innovative performance appraisal has a positive impact on the OC of FM in the universities in the UAE.

H9: OC has a positive impact on the FM' productivity in the universities in the UAE.

H10: OC mediates the relationship between Innovative recruitment and selection practice and the productivity of FM of private universities of the UAE.

H11: OC mediates the relationship between Innovative training and development and productivity of FM of private universities of the UAE.

H12: OC mediates the relationship between Innovative compensation and reward practice and productivity of FM of private universities of the UAE.

H13: OC mediates the relationship between Innovative performance appraisal practice and productivity of FM of private universities of the UAE.

1.3.6. Entrepreneurial mindset

The EM is defined as growth-oriented through which personnel promotes adaptability, creativity, innovation, and renewal. In other words, even under uncertain conditions, they can still grow and flourish (Higdon, 2005; Jung and Lee, 2020). In HEIs, an EM is considered a critical instrument that will impact the long term because it promotes improving the skills needed for new business creation (Nadelson et al., 2018).

An Entrepreneurial Mindset is widely studied as a dependable organizational variable because researchers have proven that it can amplify the overall productivity or performance outcomes to a sizeable level in the work environment (Nadelson et al., 2018; Rasca et al., 2018). Furthermore, researchers argue that an Entrepreneurial Mindset is viewed as the fundamental basis to foster success in organizational growth (Agarwala, 2003; Jung and Lee, 2020). The Entrepreneurial Mindset, which was studied as a moderator in previous researches (Arokodare et al., 2020; Prieto, 2012), is considered a vital topic in the field of education and specifically in the area of higher education (Badran et al., 2020; El-Sayed, 2020; Klich, 2017; Nadelson et al., 2018; Pfeifer et al., 2016; Pollard and Wilson, 2014) and recommended to be studied in the UAE (Jabeen et al., 2017).

The research empirically developed the below moderation effect hypotheses on the relationship between innovative HRM practices and faculty members' productivity

which can based on the literature, change the natural effect of the relation between the study variables:

H14: EM moderates the relationship between Innovative recruitment and selection practices and productivity of FM of private universities of the UAE.

H15: EM moderates the relationship between Innovative training and development and productivity of FM of private universities of the UAE.

H16: EM moderates the relationship between Innovative compensation and reward practices and productivity of FM of private universities of the UAE.

H17: EM moderates the relationship between Innovative performance appraisal practices and productivity of FM of private universities of the UAE.

1.3.7. Social exchange theory

The adaption of innovative HRM practices empirically captures the effort to generate faculty members' productivity via various forms. As long as both the exchanges are profitable (effort and rearwards, the faculty members continue to produce beneficial productivity (teaching, research, and services) in the long run, which is helpful for both private universities and the faculty members (Newport, 1977; Sabatelli et al., 2018). In organizational research, the social exchange theory is utilized as a framework to link HRM practices and employees' work outcomes. Previous researchers have used this framework extensively to integrate HRM with teamwork, employee commitment, motivation, employee engagement, and job security (Davies and Gould-Williams, 2005). On this basis, adapting social exchange theory to predict or evaluate the exchanges between innovative HRM practices on faculty members' productivity is believed to be insightful (Davies and Gould-Williams, 2005; Turnbull, 2002).

There are three fundamental bases to understand the applicability of Social Exchange theory to the faculty members and their association with the private universities as far as this research is concerned.

- Social exchange: Here, the work organization attempt to trade organizational value-based practices (Innovative HRM practices) to generate valued faculty members' productivity (cost implications);
- Employees form a beneficial relationship with their work organization (as long as they remain beneficial for both parties);
- And Outcomes: In the research context, organizational rewards increased productivity (rewards) minus the cost (adoption of innovative HRM practices). (see **Figure 1**).

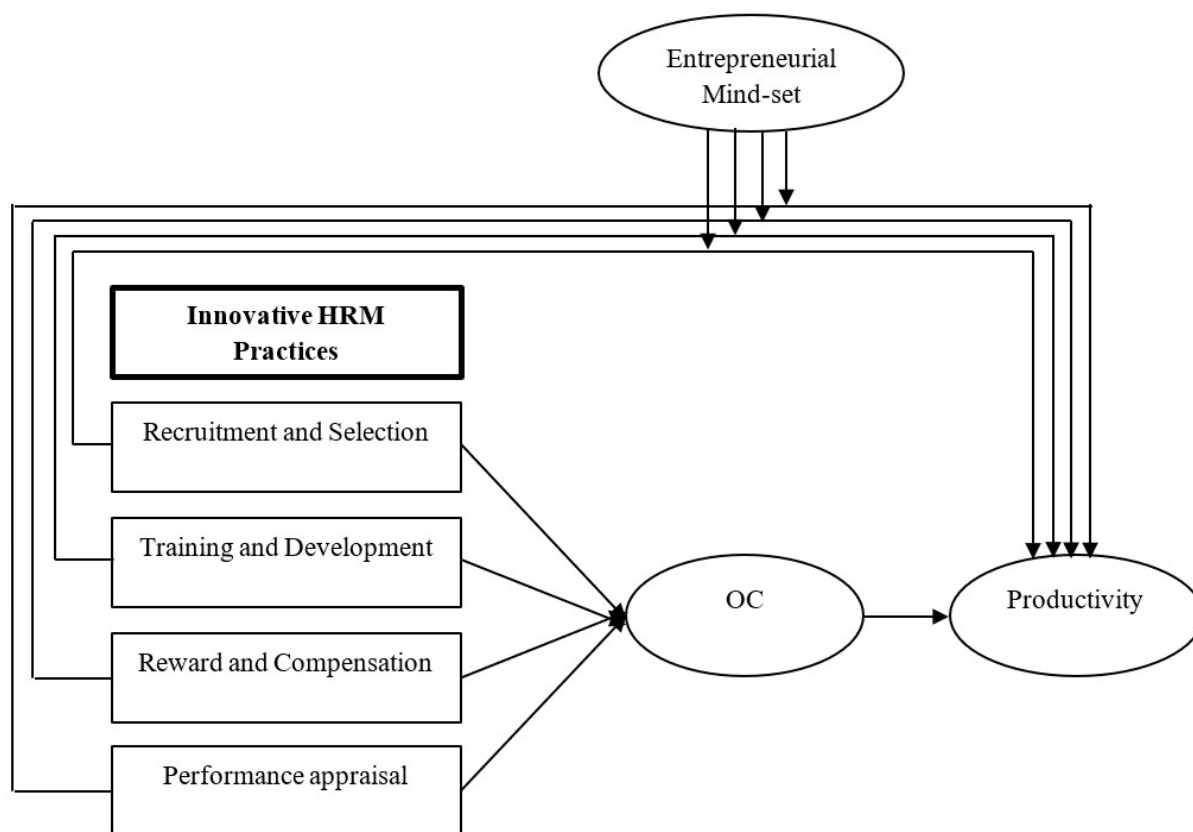


Figure 1. Research framework.

2. Materials and methods

The study examines the influence of innovative HRM practices on the productivity of the faculty members within the UAE private universities. To obtain the number of faculty members working in private universities within the UAE, the researcher examines the education environment in the UAE.

the population of this research is the faculty members of private universities in the UAE. A stratified sampling method will be implemented by dividing the study population into different quotas (City, Academic Rank, and Gender). In this way, the researcher will ensure the accuracy of the sample distribution by ensuring that it covers all the Emirates fairly.

Using G*Power software 3.1 to determine the sample size, the study sample is 160 faculty members working in private universities in the UAE. The questionnaire will be distributed as follow:

- 1) The sample will be distributed in seven Emirates (Abu Dhabi, Dubai, Sharjah, Ajman, Fujairah, Umm Al Quwain, and Ras Al Khaimah);
- 2) The researcher will distribute the sample in each Emirate according to the percent of each academic rank (Full professor, associate professor, assistant professor, and lecturer) in each Emirate;
- 3) The questionnaire will be distributed according to the gender of the faculty members (male and female) as per the gender percentage of each academic rank in each Emirate.

The below **Table 1** shows the distribution of the sample according to the quotas mentioned above.

Table 1. Sample distribution.

Academic Rank		Lecturer		Assistant Professor		Associate Professor		Professor	
		Female	Male	Female	Male	Female	Male	Female	Male
Emirate	Abu Dhabi	7	8	6	13	4	9	1	5
	Dubai	5	7	4	10	3	7	1	3
	Ajman	3	3	2	5	1	4	0	2
	Fujairah				1				
	Ras Al Khaimah	1	1	1	1	0	1	0	0
	Sharjah	5	6	4	10	3	7	1	3
	Umm Al-Quwain				1		1		

The number represents the sample of the study and is divided accurately based on the information obtained from the Ministry of Education-UAE (Education, 2020a).

The researcher will continue distributing the questionnaire to reach the desired outcome depending on the response rate.

Collecting relevant data is the key to successful research (Hair et al., 2014). Therefore, the researcher will collect quantitative data on (a) innovative HRM practices; (b) faculty members' productivity; and (c) the mediating effect of Organizational Commitment on faculty members' productivity; and (d) Entrepreneurial Mindset, using a structured questionnaire. The structured questionnaire will be circulated online to faculty members employed in private universities.

The study's instrument is a questionnaire that is designed based on the combination of previous tools that had been improved and used by Agarwal et al. (2017), Chang et al. (2011), Delello et al. (2018), Jung and Lee (2020), and Smeenck et al. (2006). Combining the five mentioned tools is due to the need to measure four themes within innovative HRM practices.

The literature confirmed that the pretesting is considered as an important part of the questionnaire before starting the distribution process to the selected sample since it contributes positively to the number of responses and makes the questionnaire easier to understand (Drennan, 2003). Pretesting could be defined as a methodology of rechecking the questionnaire's items and ensuring that it is understood by the selected sample (Hilton, 2017).

Many methods could be used as pretesting for the questionnaire. However, the researcher considered two methods to be used to pretest the study questionnaire, the first is the experts' evaluation, and the second is the cognitive interview.

Experts' evaluation will enhance the questionnaire and improve the quality generally (Moya et al., 2020), to ensure the validity of the prepared questionnaire. After the legal translation of the questionnaire, it was sent to five academic experts who are in the same field of this research to evaluate it and ensure its compatibility with the research framework.

The research data will be analyzed using Smart PLS, the smart PLS software is widely used by researchers who adopt structural equation modelling across various industries, specifically in the services industries (Khudhair, 2016).

3. Data analysis

Cain et al. (2016) and Hair et al. (2017) suggested that this study assessed the multivariate skewness and kurtosis using the software available at: <https://webpower.psychstat.org/models/kurtosis/results.php?url=fb9771ad65087c96bda313929fa338>. The results showed that the data collected was not multivariate normal, Mardia's multivariate skewness ($\beta = 177.93$, $p < 0.01$) and Mardia's multivariate kurtosis ($\beta = 511.38$, $p > 0.01$), thus this study proceeded to use Smart-PLS, which is a non-parametric analysis software. Ramayah et al. (2017) used a similar approach to assess multivariate Normality in their study.

3.1. Respondent profiles

Initially, in the preliminary analysis, after testing the Normality of the data, Demographic analysis was conducted. Results show that out of 160 respondents, 66.90% of the respondents were male, and 33.10% were female. The majority of the respondents accounted for 39.40% fall under the age group of 46 to 55 years, followed by 38.10% of the respondents from 36 to 45 years old. Only 13.80% of the respondents were in the age group of 25–35. However, the least number of the respondents were from the age group of 65 and above. As per the respondents' city, 33.10 were from Abu Dhabi, 25% were from Dubai, 24.40% were from Sharjah, 12.50% were from Ajman, 3.10% were from Ras Al Khaimah. Lastly, as per the academic rank, 28.70% of the respondents were lecturers, 36.30% were assistant professors, 25% were associate professors, and only 10% were full professors. Statistics of the demographic profile are shown in **Table 2** below.

Table 2. Demographical analysis.

Variable	Category	Frequency	Percent
Gender	Male	107	66.90
	Female	53	33.10
Age	25–35	22	13.80
	36–45	61	38.10
	46–55	63	39.40
	56–65	11	6.90
	65 and above	3	1.90
City	Abu Dhabi	53	33.10
	Dubai	40	25.00
	Sharjah	39	24.40
	Ajman	20	12.50
	Ras al Khaimah	5	3.10
	Umm Al Quwain	2	1.30
	Al Fujairah	1	0.60
Academic Rank	Lecturer	46	28.70
	Assistant professor	58	36.30
	Associate professor	40	25.00
	Full professor	16	10.00

3.2. Reliability

The estimation of the individual reliability of the items depends on a typical factor loading test. A common thumb rule is to allow objects of 0.50 load (Hair et al., 2017). The t-test is at level $p < 0.001$ of all loads. All loads surpass this minimum value; however, scale items Commitment_Effective_1 and Innovitive_Rec_1 were deleted due to low factor loadings. It is common to delete the items from the questionnaire with low factor loading if the value is less than 0.50 (Hair et al., 2017). Through evaluating the Cronbach-alpha and composite reliability of the predictor, the reliability and consistency of the constructs were measured. It gives a value of 0.60 above (the Cronbach alpha scale was 0.60 and 0.90, while the composite reliability ranged from 0.80 to 0.90, suggesting adequate convergence or internal consistency) (Hair et al., 2017). in exploratory testing, 0.93 was appropriate as the threshold value.

3.3. Validity

An estimation of convergent validity may be carried out using the average variance (AVE). The AVE contended by Fornell and Larcker is 0.50 (Fornell and Larcker, 1981). Based on that, the predictor deviation can be compensated for 50 percent or more. According to this recommendation, all the constructs have AVE over this minimum level.

The validity discrimination in this study is assessed by three commonly used approaches, i.e. (1) the Fornell and Larcker (1981) criterion, the matrix for similarity. It was indicated that the AVE square root of each construct reaches its absolute value for each pair of the construct. The findings of cross-loads demonstrate that all items loaded higher in their respective construct than the other construct, and the variations in cross-loads are considerably greater than the suggested 0.50 threshold (Hair et al., 2014; Hair et al., 2017). Finally, the effects of the heterotrait-monotrait ratio of correlations (HTMT) indicate that the HTMT values dropped below the 0.85 or 0.90 thresholds. **Figure 2** below shows the structural model illustrating the relationships between innovative human resource practices (e.g., recruitment, training, appraisal, and rewards), employee commitment, mindset, and faculty members productivity.

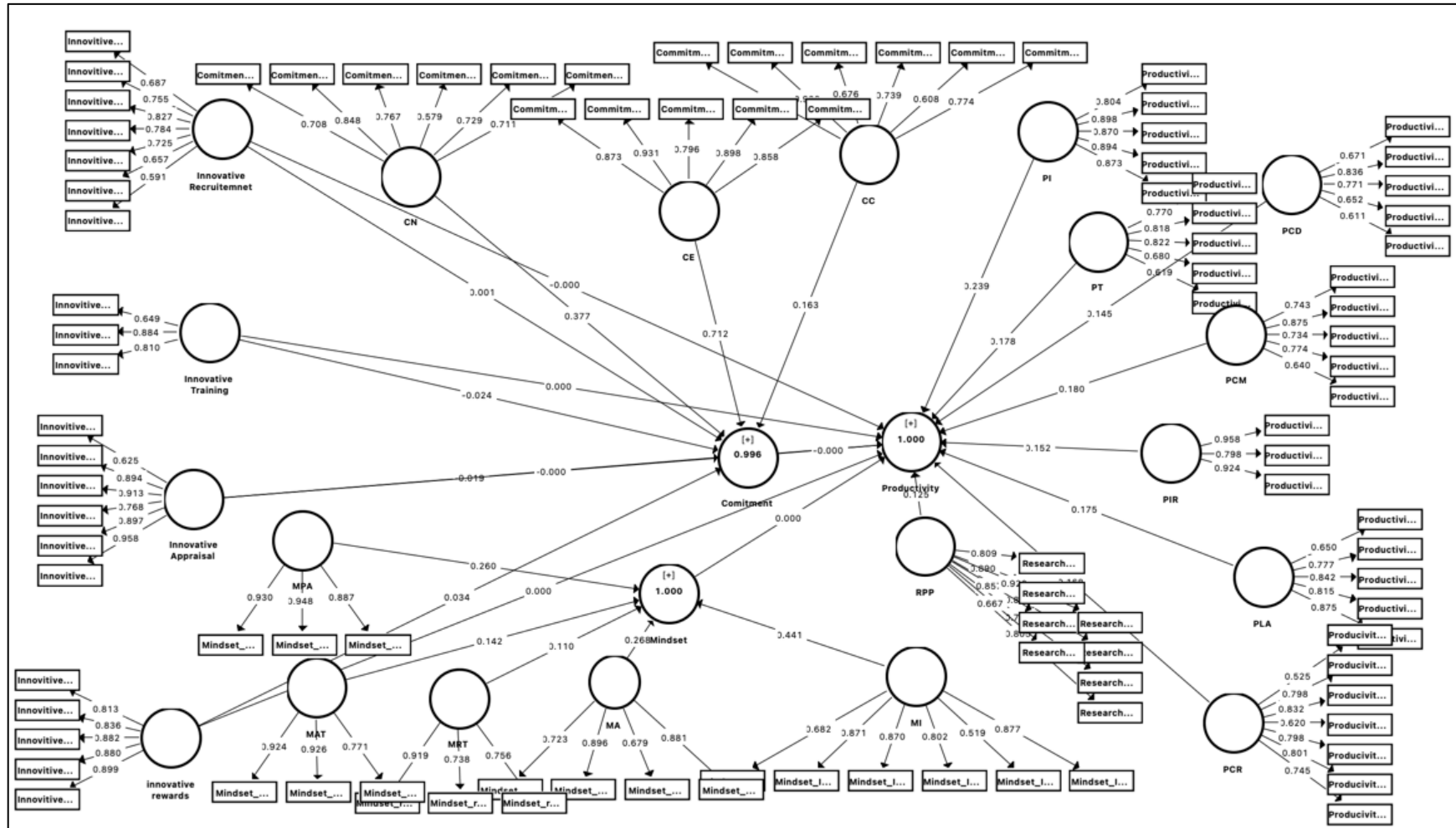


Figure 2. Structural model.

4. Research limitations

Different limitations were encountered during the execution of the study. A primary limitation is that the study focused on the higher education industry in one country, UAE. The study could be expanded to examine the same relationships in the other sectors and over different countries. Another limitation was encountered that the analysis utilized a quantitative approach to test the developed conceptual framework where a survey was used to collect data followed by hypotheses testing.

Additionally, the UAE case is unique owing to the large expatriate population. Therefore, the use of an analytical approach such as qualitative semi-structured interviews could have enabled critical investigation. However, using surveys to collect data limited the flexibility with which the research could seek clarification of different aspects identified in the analysis.

Another limitation of the research is the inclusion of four innovative HRM practices (innovative recruitment and selection, innovative training and development, innovative rewards and compensation, and innovative performance appraisal) which was recommended by other researches. However, there is a need to investigate the impact of other innovative HRM practices on faculty members' productivity.

5. Results and discussion

All the hypotheses were developed to achieve the study's five objectives and were tested statistically using PLS-SEM. Based on the arguments and the assumptions of this research and the theories used to support the study, and the testing of the hypotheses showed that thirteen hypotheses were supported (H2, H3, H4, H6, H7, H8, H9, H11, H12, H13, H14, H15, H17), while the rest of the hypotheses (H1, H5, H10, H16) were not supported. That led to conclude the below:

- IHRMP (except the innovative recruitment and selection) positively impact the productivity of the FM working in the private universities of the UAE;
- IHRMP (except the innovative recruitment and selection) impact the OC of the FM working in the private universities of the UAE positively;
- OC mediates the relationship between IHRMP and FM' productivity in the private universities of the UAE;
- EM moderates the relationship between IHRMP and FM' productivity.

The results of the supported hypotheses (positive correlation) confirm and align with the literature. On the other hand, four hypotheses (H1, H5, H10, H16) were not supported. The result of H1 is supported by (a) the lack of clarity of the recruitment policies; (b) the recruitment strategies used in the private universities of the UAE (Muysken and Nour, 2006); (c) The dynamism environment of the UAE. With a majority of the population comprising mainly expatriates (Wilkins, 2020). However, there is a need for further studies to investigate the role of recruitment and selection within the context of UAE universities. Furthermore, the UAE is considered a multi-national country with more than 200 nationalities (Wilkins, 2020). This diversity stresses the necessity for studying the source of recruitment (Avinash et al., 2021), which influences productivity (Aljaaidi, 2020).

To examine the relationship between innovative recruitment and selection and the Organizational Commitment, H5 was developed for testing. The data analysis shows that this hypothesis was not supported. This finding indicates that innovative recruitment and selection practices do not significantly influence the Organizational Commitment of the faculty members working in the private universities of the UAE.

It's worth mentioning that the direct relationship between innovative recruitment, selection, and productivity was not significant, from this point of view, the result of this hypothesis can be discussed in the light of the recruitment channels implemented in the HEIs of the UAE. The past and recent literature described the innovative recruitment channels which include but are not limited to internal recruitment, green recruitment, and digital recruitments platforms (Dobkin et al., 2020; Jain et al., 2012) cannot be easily implemented in the boundary of the UAE due to the unique case of the country.

In the UAE, the recruitment and selection practices are usually processed by a third party where faculty members are recruited from other countries, this can justify the high percentage of international faculty members, where the percentage reaches up 100% in some cases (Eppard et al., 2021). A similar percentage was recorded on the official site of the UAE government, that the percentage of non-national faculty members in the UAE is exceeded 96.5% for the academic year 2017 (Education, 2020).

However, Mugizi and Nuwatuhaire (2019) reached similar results in their research when they reviewed the extent that recruitment and selection practices had on Organizational Commitment within Ugandan private universities. Using regression analysis, it was found that the approaches adopted by the university in recruitment resulted in a negative and insignificant impact on the Organizational Commitment that employees displayed.

The study strives to examine H10, which was developed to test the mediating effect of Organizational Commitment on the relationship between innovative recruitment and selection and faculty member's productivity. Testing the mediator hypothesis for this relationship was found to be not significant. The hypotheses result review revealed that innovative recruitment and selection did not significantly influence faculty members' productivity. However, the inclusion of Organizational Commitment as a mediator did not considerably affect this relationship. As stated in the literature review of this research that Organizational Commitment will be formed during the service of the faculty member with the academic institution, which is based on the advantages that the faculty member will obtain from the educational institution, such as but not limited to rewards, compensation, and training as well as the support that faculty members are receiving from their academic institutions on the moral level such as socioemotional relationships which will, in turn, increase the level of commitment among faculty members (Rehman et al., 2020). The previous studies also discussed the role of the Organizational Commitment in the relationship between the different HRM practices and the productivity, the results confirm that the recruitment and selection process could not be mediated by Organizational Commitment since the recruitment and selection is a process that usually done before the employees join the organization. As mentioned earlier in this section, the Organizational Commitment

will be formed during the work of the staff member and it depends on the different kind of support that the academic staff receive (Zaitouni et al., 2011).

the researcher developed H16 which hypothesize that Entrepreneurial Mindset moderates the relationship between innovative compensation and reward practices and productivity of faculty members working in the private universities of the UAE. However, data analysis showed that this hypothesis was not supported, in other words, the Entrepreneurial Mindset didn't significantly impact the relationship between the innovative compensation and reward and the productivity of the faculty members working in the private universities in UAE, where the direct relationship examined in this study, between innovative compensation and reward practices and productivity of faculty members was positive.

These results stress that faculty members with Entrepreneurial Mindsets are self-motivated and have the ability to improve their productivity levels in many different ways. They can recognize the best opportunities and make the most suitable action on complex and profound problems. They are eager to specify the possible and expected educational problems, draw them as difficulties to overcome, and innovatively address those difficulties. It was confirmed that faculty members with this kind of mindset have a unique characteristic, among those characteristics is the need for achievements which was also studied in this research, the feeling of need for achievements is considered as a target for this kind of faculty members, which does not require any reward or compensation in return. Therefore, the Entrepreneurial Mindset is not significantly related to the relationship between innovative compensation and reward and the productivity of the faculty members working in the private universities of the UAE (Zabalawi et al., 2020).

6. Implication

A critical theoretical contribution of the research was building the innovative HRM practices framework, which includes the interaction of the different innovative HRM practices with the productivity of the faculty members. The framework was tested quantitatively by including the private universities. Another critical contribution of the study is the inclusion of the Entrepreneurial Mindset as a moderator, which was implemented carefully in order to guide future researchers on the different kinds of impact on this relationship.

The study contributed to the education sector. From past literature identified, the focus of most researchers has been on identifying the influence of innovative HRM practices on the tech industries, this research contributes to the development of the existing knowledge base on including (a) innovative HRM practices; (b) faculty members' productivity. The past literature identified a recommendation for future studies to focus on the field of HRM as it related to HEIs. This research contributed by concentrating on the different innovative HRM practices and their efficacy within the case HEIs.

Another significant theoretical contribution is in guiding future researchers on appropriate areas of research, the productivity of faculty members impacts the students, the current study guides future researchers into the productivity of faculty members, which may improve the scientific and structural insights of future

investigations. While conducting future experiments, the researchers may refer to the developed model, view possible improvements, and use different aspects of the methodology. In addition, the limitations of the current investigation may be used to identify areas of focus in future researches.

The study contributes practically to the policymakers and human resource practitioners of private universities on how the implementation of innovative HRM practices leads to improve the productivity of the faculty members. The study showed the essential areas that private universities have to take into consideration in order to achieve the planned strategic goals. Furthermore, the research sheds light on the importance of innovative ways of training and development, reward and compensation, and how those practices are linked practically with the innovative performance appraisal to form an integrated loop that enhances the productivity of the faculty members remarkably.

Taking into consideration the high percentage of the expatriates academic staff in the UAE, the conducted research makes a significant practical contribution to the HEIs in developing the Entrepreneurial Mindset among the faculty members since it can enable faculty members to grab the opportunities they identify, correct their mistakes, and increase their commitment to continuous improvement, that can be done by enhancing the policies processing the different HRM practices implemented in the different academic institutions, in order to ensure the inclusion of the Entrepreneurial Mindset which will in turn will impact the productivity positively.

7. Conclusion

The unique dynamism and the particular 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 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 role of innovative HRM practices on faculty members' productivity.

As a confirmation of the instrument's validity developed, many researchers were contacted to review the questionnaire and provide their feedback. The feedback provided was studied carefully, and the comments received were addressed to ensure the correctness and the accuracy of measuring the targeted variables. Furthermore, the finalized questionnaire was sent to 160 faculty members working in different private universities across the UAE. The most widely used software in quantitative research (SPSS and SmartPLS) were used to analyze the data collected from the faculty members. The analysis results from those two software showed that the relationships of all the innovative HRM practices and productivity of faculty members except the innovative recruitment and selection is positive and significant. The findings also illustrated that Organizational Commitment mediates the relationship between innovative training, innovative compensation and reward, innovative performance appraisal, and the faculty members' productivity. On the other hand, the analysis showed that the Entrepreneurial Mindset moderates the relationship between innovative recruitment and selection, innovative training and performance appraisal, and the faculty members' productivity.

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