

APPENDICES

Appendix 1: Questionnaire

Questionnaire (ENGLISH VERSION)

Dear Respondent:

I am Saed Dirar Mohammad Theeb, a Ph.D. candidate at Universiti Sains Islam Malaysia, in Programme Doctor of Philosophy (Human Resource Management). This questionnaire is part of a Ph.D. dissertation; entitled Employee Performance and Its Impact on Competency-based Training (CBT) and Creative Thinking Application (CTA) at The Palestinian Civil Police (PCP). This questionnaire is intended to gather data that will help in answering the questions of this study. It is worth pinpointing that your responses will solely be used for pure research purposes. Moreover, the collected data will be treated with the utmost confidentiality.

Sincerely,

Researcher

Saed Theeb

Supervisor

Dr. Khatijah Othman .

Section One: Demographic data

Kindly Circle the answer that suits you; by placing a sign (x) in the right alternative.

1- Gender: a. Male
b. Female

2- Rank: a. Policeman to the first assistant
b. lieutenant to captain
c. major and above

3- Academic qualification: a. High school or above
b. Bachelor degree
c. MA degree
d. Ph.D.

4- Years of Experience: a. From 0-10 years
b. From 10-20 years
c. From 20 years and above

5- Age a. Less than 30 years old
b. From 30 to 40 years old
c. Over 40 years old

Section Two: Kindly, choose the answer that suits you by placing a sign (x) in the place you deem appropriate.

Directions: Please indicate the extent to which you agree or disagree with each statement by a number: (5=strongly agree, 4=agree, 3=somewhat agree, 2=disagree, 1=strongly disagree)

A. Competency-based Training

No	Training Environment	1	2	3	4	5
1.	The police want to set the time of training programs concerning the trainees.	1	2	3	4	5
2.	The police are interested in selecting trainees according to their level of experience.	1	2	3	4	5
3.	The police limit the number of learners in the training room to encourage optimal involvement.	1	2	3	4	5
4.	Police utilize audio-visual technologies in training programs.	1	2	3	4	5
5.	The police distribute the trainees in the training hall suitable for the courses in the police.	1	2	3	4	5
6.	The police take care of the ventilation of the training facilities.	1	2	3	4	5
7.	The police take tremendous care in lighting the training fields.	1	2	3	4	5
8.	Sufficient sanitary facilities are serving the police training hall.	1	2	3	4	5
9.	The police organize groups of trainees using scientific processes.	1	2	3	4	5
10.	The trainers motivate the learners to interact and participate in the training activities.	1	2	3	4	5

No	Training Strategy	1	2	3	4	5
1.	The police are keen to refresh the objectives of the training courses regularly.	1	2	3	4	5
2.	In the police, there is a clear training strategy.	1	2	3	4	5
3.	The police have distinct policies regarding the approach to training.	1	2	3	4	5
4.	My capacity to carry out my tasks has developed after getting training and education in the police.	1	2	3	4	5
5.	The police are interested in scientific training techniques in the training courses.	1	2	3	4	5
6.	The police utilize creative thinking skills strategies in training sessions.	1	2	3	4	5
7.	There is a link between the training plan and the general strategy of the institution.	1	2	3	4	5

8.	Decisions are issued by the Police Command to design the training strategy.	1	2	3	4	5
9.	The police later trained policies in step with technological advances.	1	2	3	4	5
10.	The training classes I have taken are commensurate with my profession as the police.	1	2	3	4	5

B. Creative Thinking Application

No	The Culture of Creative Thinking	1	2	3	4	5
1.	The police are interested in developing innovative thinking tactics for personnel.	1	2	3	4	5
2.	The police use appropriate media to encourage employees to think imaginatively.	1	2	3	4	5
3.	In Police, Media Methodology is focused on fostering a culture of innovative thinking.	1	2	3	4	5
4.	The police allocate a reward for the implementation of creative thinking exercises.	1	2	3	4	5
5.	The police directed support for media plans to develop a culture of innovation.	1	2	3	4	5
6.	The police deploy technology to spread a culture of creative thinking.	1	2	3	4	5
7.	Police believe in forming media collaborations to foster innovative thinking.	1	2	3	4	5
8.	The police are interested in enhancing the creative state of the workforce through training.	1	2	3	4	5
9.	Police teach employees about workaround strategies at work.	1	2	3	4	5
10.	The police are interested in employee feedback to spread innovation at work.	1	2	3	4	5

No	Leader's Vision	1	2	3	4	5
1.	The Police Command is interested in updating employee incentive systems.	1	2	3	4	5
2.	Police leadership transfers the expertise of pilot organizations to police officers.	1	2	3	4	5
3.	The police leadership makes clear decisions to improve the work.	1	2	3	4	5
4.	The police leadership is interested in developing training programs.	1	2	3	4	5
5.	Police leadership sets training policies in line with technological advancement.	1	2	3	4	5
6.	The Police Command attracts qualified personnel to achieve its objectives.	1	2	3	4	5
7.	Police leadership provides modern tools in training.	1	2	3	4	5
8.	The Police Command provides an effective communication plan between police departments.	1	2	3	4	5
9.	Police leadership is concerned with good relations between employees at work.	1	2	3	4	5
10.	Police leadership is constantly developing policies to spread creativity in action.	1	2	3	4	5

C. Experience

No	Experience	1	2	3	4	5
1.	I have been enriched with knowledge in my job through training courses.	1	2	3	4	5
2.	The obstacles I have encountered in my profession have provided me with problem-solving skills.	1	2	3	4	5
3.	My work in more than one department in the police enhanced the degree of my talents at work.	1	2	3	4	5
4.	The on-the-job training helped me acquire good communication skills.	1	2	3	4	5
5.	I was inspired by training in creative thinking skills and the confidence in providing service.	1	2	3	4	5
6.	The training sessions helped me develop my skills to use work tools.	1	2	3	4	5
7.	Mentoring the managers has reduced the time I spend meeting my commitments at work.	1	2	3	4	5

8.	The standard procedure manual allowed me to do my work without errors.	1	2	3	4	5
9.	Job-oriented training helped me reduce work errors.	1	2	3	4	5
10.	My supervisor encourages me to acquire new talents through learning.	1	2	3	4	5

D . Employee Performance

No	Quality of Work	1	2	3	4	5
1.	Completing job tasks on time improves the quality of services.	1	2	3	4	5
2.	Enriching the employee's knowledge of his job duties increases the state of satisfaction for the service recipient.	1	2	3	4	5
3.	Enriching the employee's skills with his job tasks increases his experience in solving work problems.	1	2	3	4	5
4.	Developing the employee's skills with his job duties increases his confidence in performing his duties.	1	2	3	4	5
5.	Updating the employee's work tools for his job tasks leads to completing his work on time.	1	2	3	4	5
6.	Clarity of procedures and policies regarding job duties reduces work errors.	1	2	3	4	5
7.	The existence of a learning plan for the employee enables him to keep pace with the development in the provision of services.	1	2	3	4	5
8.	The availability of an effective communication system improves services.	1	2	3	4	5
9.	Resolving differences between employees enhances the quality of work.	1	2	3	4	5
10.	Job satisfaction enhances the quality of my work.	1	2	3	4	5

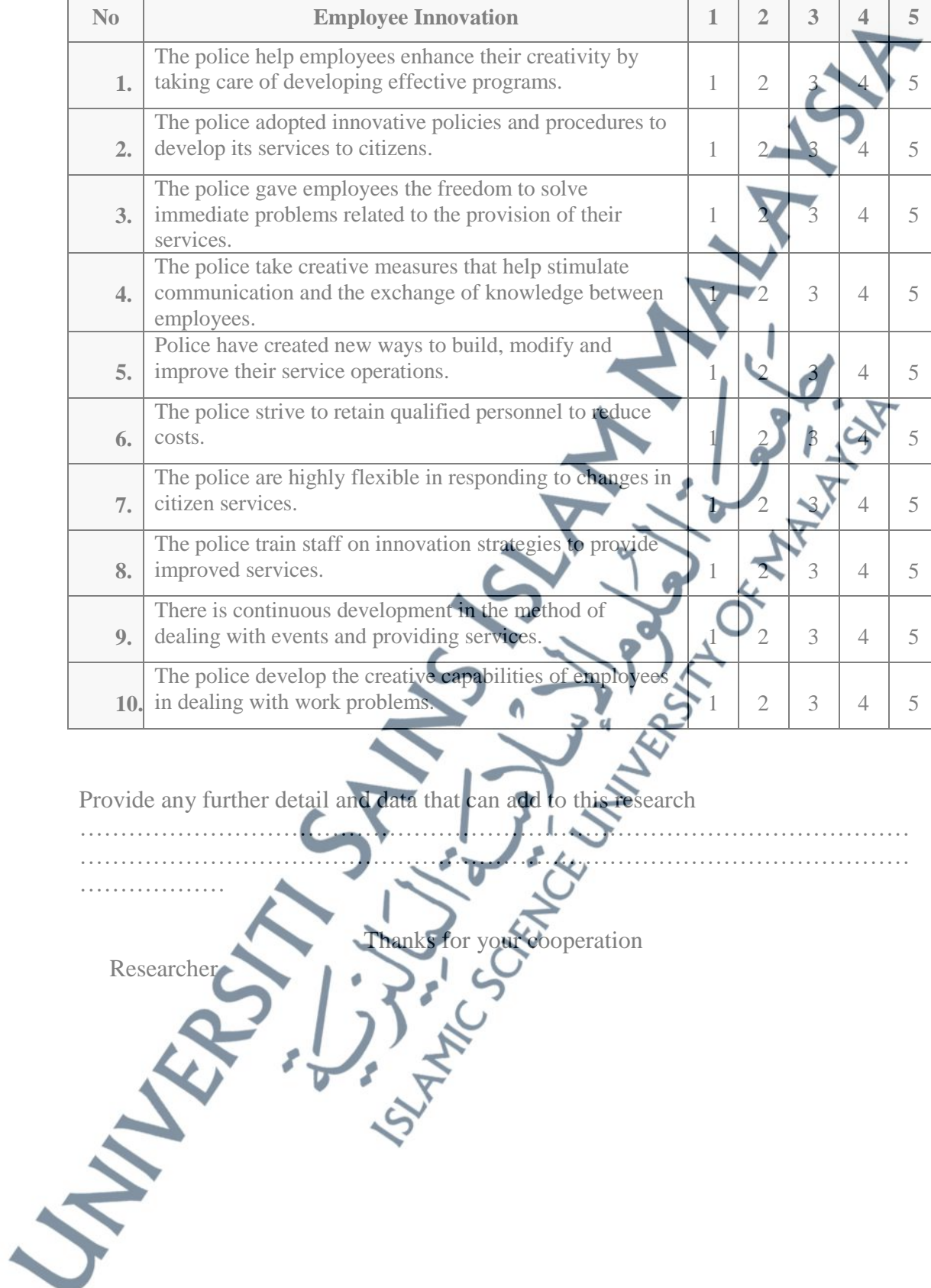
No	Employee Innovation	1	2	3	4	5
1.	The police help employees enhance their creativity by taking care of developing effective programs.	1	2	3	4	5
2.	The police adopted innovative policies and procedures to develop its services to citizens.	1	2	3	4	5
3.	The police gave employees the freedom to solve immediate problems related to the provision of their services.	1	2	3	4	5
4.	The police take creative measures that help stimulate communication and the exchange of knowledge between employees.	1	2	3	4	5
5.	Police have created new ways to build, modify and improve their service operations.	1	2	3	4	5
6.	The police strive to retain qualified personnel to reduce costs.	1	2	3	4	5
7.	The police are highly flexible in responding to changes in citizen services.	1	2	3	4	5
8.	The police train staff on innovation strategies to provide improved services.	1	2	3	4	5
9.	There is continuous development in the method of dealing with events and providing services.	1	2	3	4	5
10.	The police develop the creative capabilities of employees in dealing with work problems.	1	2	3	4	5

Provide any further detail and data that can add to this research

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Thanks for your cooperation

Researcher



Appendix 2: Arbitrators list

Name	Academic Degree	Faculty	Position
Dr. Suhail Salha	PhD	Curriculum and Instructional Techniques	An-Najah National University's Basic Stage Teacher Department Head
Dr. Bilal Abu Eideh	PhD	Curriculum and Instructional Techniques	An Assistant Professor at An-Najah National University's College of Education
Dr. Khalid Abu Zahra	PhD	Methods of scientific research	The PCP's statistical analysis expert
Dr. Nedal AL Jayoisi	PhD	Methods of scientific research	Assistant Professor at An-Najah National University's Faculty
Dr. Nafiz Ayoub	PhD	Formal education	Assistant Professor at Al-Quds Open University's Faculty of Education
Dr. Amjad Hassan	PhD	The rule of law	Assistant Professor at An-Najah National University's Faculty
Dr. Atia Mosliah	PhD	Administration	Assistant Professor at Al-Quds Open University's Faculty of Education
Dr. Ayoub Ayoub	PhD	Methods of scientific research	Analytical statistics expert

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Appendix 3: Back-to-back translation

13th June 2022

To Whom it may Concern

I am Dr. Nidal Al-Jayousi certified legal translator / accreditation number.

Hereby certify that I have performed a Back Translation of the attend questionnaire entitled: EMPLOYEE PERFORMANCE AND ITS IMPACT ON COMPETENCY-BASED TRAINING (CBT) AND CREATIVE THINKING APPLICATION (CTA) AT THE PALESTINIAN CIVIL POLICE.

Two translators have sequentially translated the questionnaire. Both of them do not know each other. After the first translator have rounded up the translation of the questionnaire from the English language into the Arabic language, the second one also worked on translating it from Arabic language into English language. I found that the final English translation version of the questionnaire is equivalent in meaning and almost identical to the original English version of the questionnaire.

Sincerely,

Nedal Rashed Jayousi



The translator:

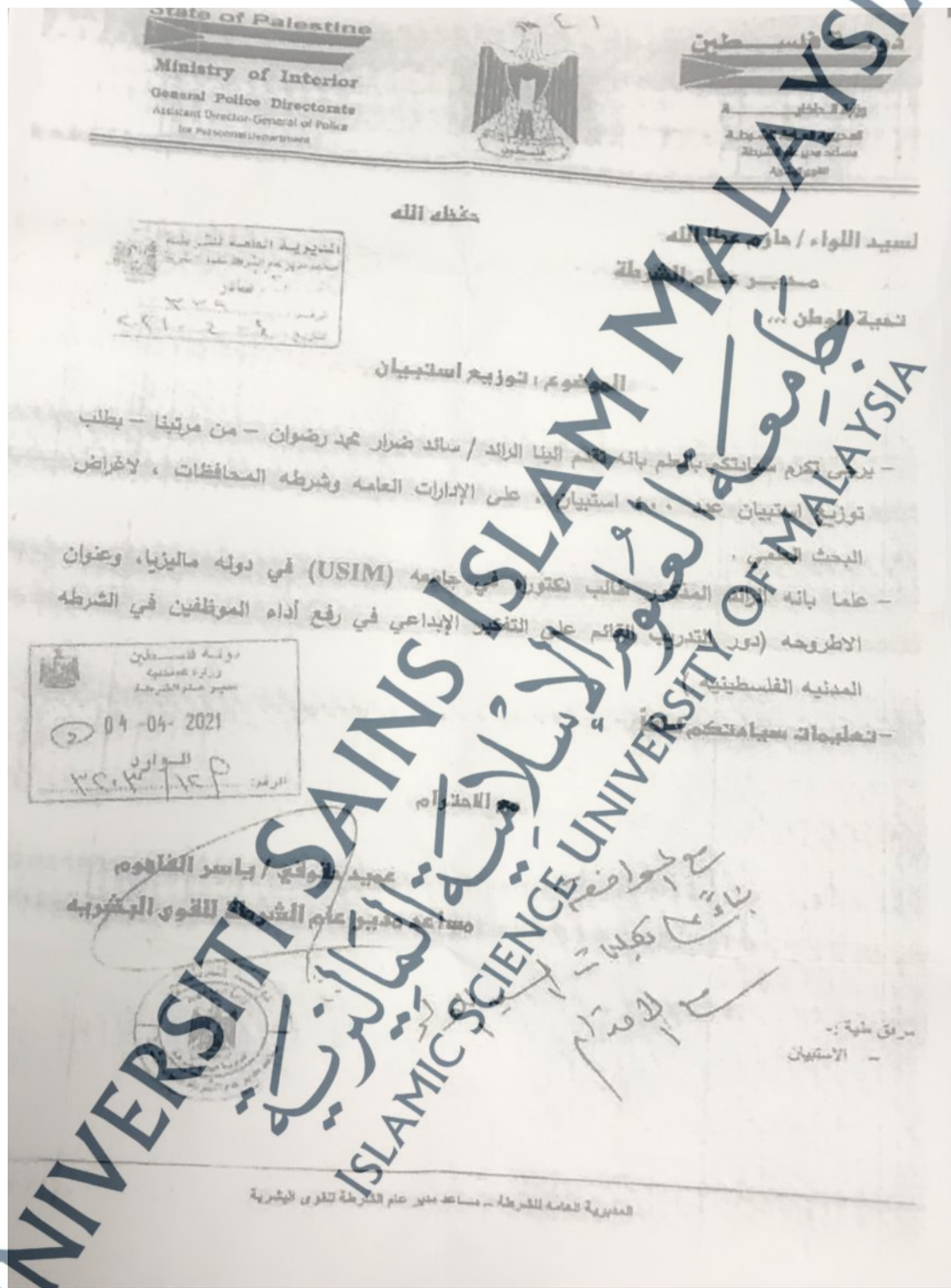
Email: nidal.jayousi@gmail.com

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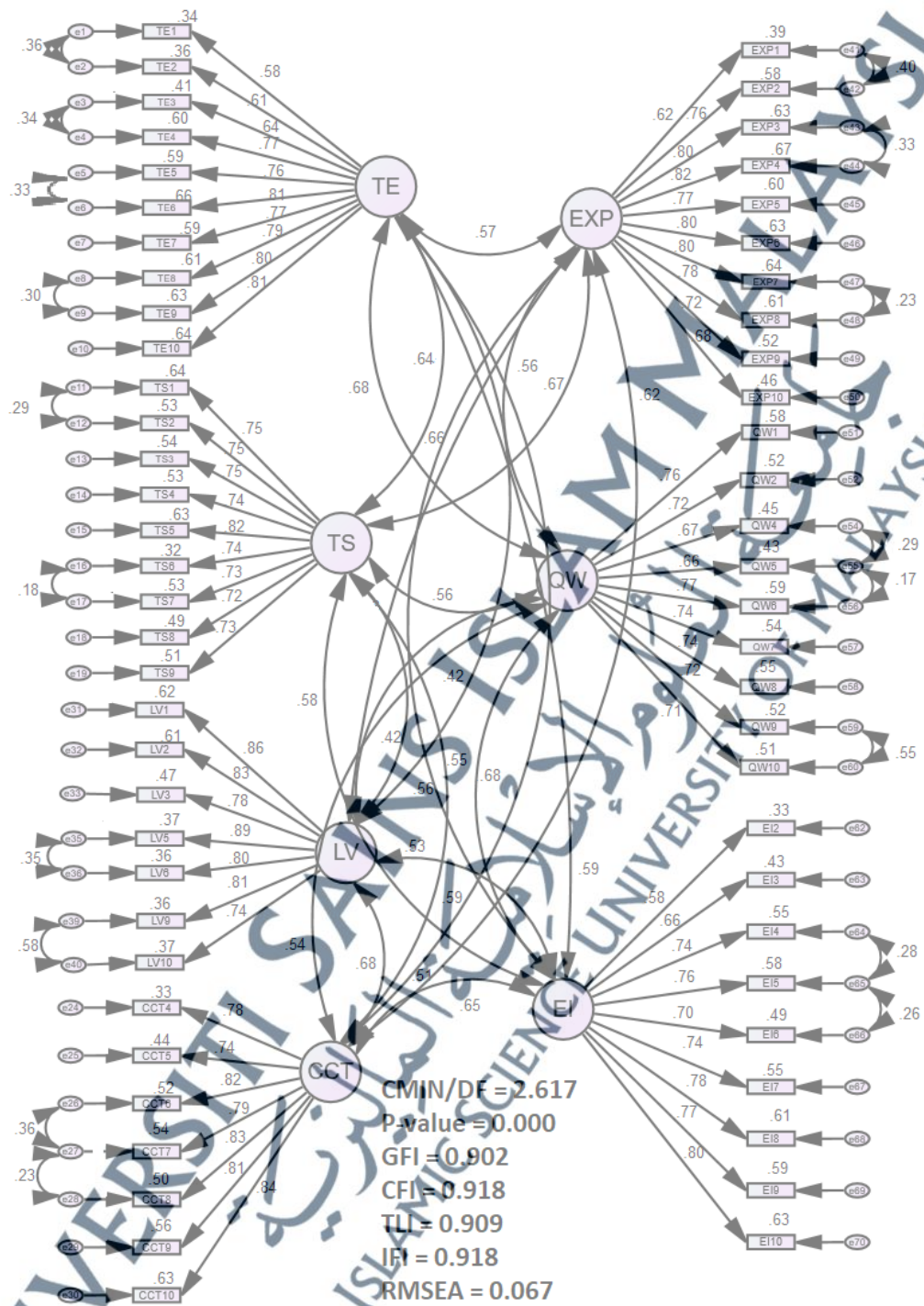


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Appendix 4: The Approval of the Police Command to Disseminate the Questionnaire to the Study Sample



Appendix 5: The Results for Pooled-CFA for the Measurement Model of Constructs



Appendix 6: Data Analysis Results

Path	Estimate ^(a)	C.R. ^(b)	P-value ^(c)	Result
EXP ← TE	0.763	16.432	< 0.001	Significant
EXP ← TS	0.642	7.437	< 0.001	Significant
EXP ← LV	0.110	1.533	0.125	Not Significant
EXP ← CCT	0.163	4.487	< 0.001	Significant
Employee Performance ← TE	0.314	9.184	< 0.001	Significant
Employee Performance ← TS	0.331	14.673	< 0.001	Significant
Employee Performance ← LV	0.090	1.215	0.264	Not Significant
Employee Performance ← CCT	0.253	2.464	0.018	Significant
Employee Performance ← EXP	0.480	3.481	< 0.001	Significant

(a) Standardized regression path coefficient.

(b) C.R.: Critical ratio (t-value).

(c) Calculated using 5,000 bootstrap replications procedure.

Appendix 7: Assessment of Normality of All Indicators

Table A.1: Normality of All Indicators

Variable	Min	Max	Skew	Kurtosis	Variable	Min	Max	Skew	Kurtosis
TE1	1.000	5.000	-.808	.097	EXP1	1.000	5.000	-1.200	1.372
TE2	1.000	5.000	-.973	.450	EXP2	1.000	5.000	-.870	.347
TE3	1.000	5.000	-1.192	1.422	EXP3	1.000	5.000	-.696	-.330
TE4	1.000	5.000	-.912	.457	EXP4	1.000	5.000	-.542	-.483
TE5	1.000	5.000	-.696	-.343	EXP5	1.000	5.000	-.542	-.610
TE6	1.000	5.000	-.574	-.446	EXP6	1.000	5.000	-.704	-.299
TE7	1.000	5.000	-.586	-.537	EXP7	1.000	5.000	-.562	-.578
TE8	1.000	5.000	-.730	-.167	EXP8	1.000	5.000	-.859	.248
TE9	1.000	5.000	-.505	-.626	EXP9	1.000	5.000	-.752	.029
TE10	1.000	5.000	-.847	.189	EXP10	1.000	5.000	-.780	.403
TS1	1.000	5.000	-.716	.053	QW1	1.000	5.000	-.596	-.184
TS2	1.000	5.000	-.810	.458	QW2	1.000	5.000	-.605	-.348
TS3	1.000	5.000	-.501	-.361	QW3	1.000	5.000	-1.656	-1.424
TS4	1.000	5.000	-.714	-.092	QW4	1.000	5.000	-.864	.335
TS5	1.000	5.000	-.780	.355	QW5	1.000	5.000	-.737	.039
TS6	1.000	5.000	-.906	.480	QW6	1.000	5.000	-1.032	1.209
TS7	1.000	5.000	-.698	-.007	QW7	1.000	5.000	-.970	.854
TS8	1.000	5.000	-.991	.898	QW8	1.000	5.000	-.883	.371
TS9	1.000	5.000	-.956	.723	QW9	1.000	5.000	-.687	-.351
TS10	1.000	5.000	-.925	.197	QW10	1.000	5.000	-.546	-.488
LV1	1.000	5.000	-.696	-.330	EI1	1.000	5.000	-1.780	2.403
LV2	1.000	5.000	-.870	.347	EI2	1.000	5.000	-1.020	.794
LV3	1.000	5.000	-1.200	1.372	EI3	1.000	5.000	-1.085	1.028
LV4	1.000	5.000	-.993	.675	EI4	1.000	5.000	-.869	.226
LV5	1.000	5.000	-.764	-1.227	EI5	1.000	5.000	-.876	.407
LV6	1.000	5.000	-.614	-.810	EI6	1.000	5.000	-.894	.385
LV7	1.000	5.000	-1.082	1.373	EI7	1.000	5.000	-1.014	.889
LV8	1.000	5.000	-1.118	1.207	EI8	1.000	5.000	-.913	.475
LV9	1.000	5.000	-.996	.682	EI9	1.000	5.000	-.964	.565
LV10	1.000	5.000	-1.117	1.079	EI10	1.000	5.000	-.736	-.332
CCT1	1.000	5.000	-1.256	1.788					
CCT2	1.000	5.000	-1.076	1.024					
CCT3	1.000	5.000	-.837	1.176					
CCT4	1.000	5.000	-.864	2.466					
CCT5	1.000	5.000	-.898	2.417					
CCT6	1.000	5.000	-.995	1.839					
CCT7	1.000	5.000	-.860	1.411					
CCT8	1.000	5.000	-.716	.453					
CCT9	1.000	5.000	-.810	.458					
CCT10	1.000	5.000	-1.501	-1.1361					

Table A.2: Factor Cross Loading of the Full Measurement Model

Items	Factor						
	TE	TS	LV	CCT	EXP	QW	EI
TE1	0.583	.240	.047	.005	.019	.014	-.047
TE2	0.606	.281	.066	-.031	.120	.034	-.060
TE3	0.644	.169	.034	.053	.030	-.066	-.092
TE4	0.768	.038	.048	-.033	.010	-.001	-.008
TE5	0.759	.313	.059	.403	.014	-.053	.084
TE6	0.810	.251	.030	.533	-.005	-.103	-.046
TE7	0.773	.346	.155	.204	.009	-.008	.060
TE8	0.789	.237	.105	.194	-.001	.051	.057
TE9	0.801	.154	.058	.269	.065	.049	.065
TE10	0.805	.268	.163	.231	.031	.091	.062
TS1	.434	0.752	.090	.022	-.100	-.013	-.013
TS2	.324	0.746	.099	.046	-.055	.060	-.070
TS3	.223	0.754	.138	-.001	.003	.189	-.036
TS4	.408	0.739	.239	-.069	-.072	.377	-.144
TS5	.345	0.820	.241	-.077	.057	.021	-.085
TS6	.459	0.735	.022	-.138	-.168	-.218	.029
TS7	.338	0.730	.109	-.089	-.126	-.020	.132
TS8	.214	0.723	.200	-.075	.006	-.082	.095
TS9	.225	0.734	.157	-.004	.095	.004	-.077
LV1	.311	.316	0.863	-.078	.009	-.033	.148
LV2	.288	.477	0.827	.010	-.008	.296	.330
LV3	.346	.486	0.782	.078	-.019	.132	.112
LV5	.304	.416	0.891	.020	-.001	-.087	-.056
LV6	.393	.349	0.795	-.006	.006	-.076	-.049
LV9	.432	.212	0.808	.027	.032	.010	-.063
LV10	.507	.248	0.741	.018	.122	.034	-.052
CCT4	.382	.381	.091	0.782	.150	-.242	-.079
CCT5	.376	.317	.046	0.741	.587	-.062	-.173
CCT6	.395	.238	.153	0.824	.047	.092	.053
CCT7	.437	.456	.128	0.789	.072	.018	.052
CCT8	.435	.308	-.011	0.831	.115	-.061	-.072
CCT9	.413	.576	-.098	0.808	-.077	-.208	.129
CCT10	.453	.431	-.203	0.844	-.264	-.027	-.266
EXP1	.318	.247	.067	-.029	0.622	-.074	-.058
EXP2	.211	.104	.074	-.046	0.761	-.041	.007
EXP3	.431	.397	.096	.362	0.796	-.029	.069
EXP4	.323	.441	.024	.477	0.816	-.045	-.048
EXP5	.222	.378	.152	.167	0.774	.019	.034
EXP6	.188	.478	.124	.176	0.796	.047	.069
EXP7	.466	.406	.062	.271	0.798	.079	.099
EXP8	.354	.383	.129	.241	0.784	.087	.083
EXP9	.322	.500	.145	.005	0.723	-.017	.004
EXP10	.418	.464	.121	.063	0.682	.085	-.103
QW1	.330	.096	.158	-.052	-.029	0.764	.019
QW2	.192	.141	.181	-.069	-.046	0.722	-.217

Items	Factor						
	TE	TS	LV	CCT	EXP	QW	EI
QW4	.114	.157	.024	-.141	-.151	0.673	.029
QW5	.038	.036	.064	-.099	-.113	0.656	-.136
QW6	.165	.198	.224	-.037	-.032	0.766	.099
QW7	.082	.047	.110	.044	.090	0.736	-.069
QW8	.013	.007	.018	.025	.034	0.744	.045
QW9	.075	.054	.052	.050	.008	0.721	.077
QW10	.068	.118	-.020	.087	.021	0.714	-.051
EI2	.005	.011	-.042	-.110	.077	-.233	0.575
EI3	.067	.063	-.027	-.105	.075	-.071	0.656
EI4	.027	.080	.007	-.133	.052	.081	0.743
EI5	.025	.010	-.031	-.128	.094	.022	0.761
EI6	.110	.014	-.082	-.075	.114	-.106	0.698
EI7	.031	.003	-.240	-.109	-.105	-.231	0.743
EI8	.051	.067	-.098	-.088	-.206	-.037	0.783
EI9	.089	.057	-.002	-.107	-.002	-.074	0.767
EI10	.055	.054	-.014	-.043	.038	.084	0.796

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Appendix 8: Demographic Data

Characteristics	N	%	N	%
Gender				
Male	317	84.5		
Female	58	15.5		
Age (years)				
Less than 30	86	22.9		
From 30 to 40	220	58.7		
Above 40	69	18.4		
Academic qualification				
High school or above	171	45.6		
Bachelor's degree	174	46.4		
MA or Ph.D.	30	8.0		
Military Rank				
Policeman to the first assistant	172	45.9		
lieutenant to captain	127	33.9		
major and above	76	20.3		
Experience (years)				
From 0 – 10	80	21.3		
From 11 – 20	221	58.9		
Above 20	74	19.7		

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