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The Role of DACUM Method in Designing Training Programs in Security Institutions: An Empirical Research in Iraqi National Security Services

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Abstract:

   The current research has aimed to achieve a set of main objectives, which include diagnosing training needs based on their dimensions (identifying training needs, training planning, training content, training implementation, training evaluation, and feedback). This research focused on the necessary factors required to apply Developing Curriculum (DACUM) method in designing training programs according to the requirements and needs of security institutions in Iraq. The researcher assumed that there is a significant effect of DACUM method with its five dimensions (analysis, design, development, implementation, and evaluation) on designing the training program with its six dimensions (identifying training needs, training planning, training content, training implementation, training evaluation, and feedback). This method is considered a cost-effective approach compared to other methodologies. It aims to identifying training needs, improving performance, and developing work processes.

This research adopted a descriptive statistic technique, relying on a questionnaire as the major instrument for data collection. The research population was 224 employees, while the sample size was 142 employees, according to De Morgan's Table for samples. The researcher used several statistical methods, that included Cronbach's alpha, normal distribution test, Pearson correlation coefficient, and simple linear regression. The statistical software used for analysis was (SPSS V26 and Excel). The research showed several vital findings represented statistically significant; the variable (DACUM) method and its dimensions directly affect the design of the training program in security institutions.

Paper type Research paper

Keywords: Developing Curriculum (DACUM) method, training program design, and security institutions.

1.Introduction:

Due to their efforts to safeguard the country, society, and its residents as well as to promote overall security and stability, the security institutions are regarded as among the most crucial institutions in any nation. Working at security institutions demands a high degree of skill, professionalism, and ongoing training in order to successfully fulfil these objectives. The importance of training in security institutions cannot be overstated since it gives employees the tools, they need to do their jobs, increases their understanding of current practices and tactics, and improves their capacity to handle obstacles and unique situations. Additionally, training contributes to the professionalism and confidence of security institution staff members and enhances the level of citizen services they offer. Developing a Curriculum (DACUM) approach is also an important tool in the training and education process, as it helps improve the effectiveness of learning and training. This is done by understanding the trainees' thinking process in security institutions as well as delivering the training content in a way that aligns with their thinking style.

Through the use of DACUM approach, trainers can identify the thinking style of trainees and utilize it in designing and delivering the training content in a manner that suits their thinking style. In addition to their actual needs for the training content, thus enhancing their learning experience. Also, it can also be used to identify the best training methods and techniques that fit the trainees' abilities and thinking styles, improving the effectiveness of the training.

Security and stability are vital aspects of societies, and security institutions are among the key institutions responsible for maintaining security and promoting stability in countries. To ensure the qualification and effective training of security personnel, the security training institution should be based on modern and effective training methodologies to keep up with global developments in this field.

In general, this research aimed to investigate and analyze DACUM method and attempt to utilize it in designing a training program based on this methodology in a security training institution. In addition, it is an integrated framework for training and professional development that focuses on knowledge development, action improvement, impact enhancement, and motivation reinforcement. This approach provides innovative tools and guidelines for designing and implementing effective training programs that enhance the performance of security personnel. Furthermore, it is one of the modern methodologies that has proven its effectiveness in the field of job analysis, job description, and identifying training needs (Irshaid et al, 2015).

Therefore, this research focused on exploring the effectiveness of DACUM method in designing the training program for the security institution, Also the key components of this technique were analyzed, and the application of this methodology in designing and implementing security training programs was studied.

Despite their restricted accessibility due to their confidential nature, secondary data from prior studies and training materials were all used in the current study. Therefore, to correctly highlight the significance of the DACUM approach, the researcher frequently turned toward global sources. The same method for creating training courses for the national security apparatus's security training system. Within the framework of the national security apparatus, the goal was to offer useful guidelines and recommendations to strengthen public security and safety and the training process.

In short, the problem of this research how to apply or implement DACUM method in Iraqi National Security Agency and lies within identification of which dimensions will have the most significant impact on the reflection of the training program being developed. It should be noted that concept of DACUM itself poses a theoretical challenge due to the multiple conceptual definitions, models, dimensions, and diverse philosophical foundations. Additionally, the researcher will study the role of DACUM in designing training programs and assess its impact on the specific training requirements of the national security apparatus.

In this context, the researcher can examine the influence of DACUM method on the training program of security institutions. The research problem can be encapsulated in the following primary question: What are the necessary factors and elements for applying this technique in designing training programs according to the requirements and needs of the security institution? **So,** the objective of this research revolves around the problem statement and its significance, focusing on a set of objectives that the research aims to achieve by investigating the relationship between DACUM methodology and its impact on designing training programs for security institutions. These programs should be tailored to the specific requirements of these institutions, considering the continuous challenges and developments in accordance with evolving needs. The research also aims to accomplish several key objectives, including diagnosing training needs based on their dimensions (identifying training needs, training planning, training content, training implementation, training evaluation, and feedback).

1.1. Literature review:

There are many studies that regards to Developing Curriculum (DACUM) method. Kang et al. (2012) the study identified the duties and tasks of community rehabilitation centers, verified their responsibilities, and then developed accompanying training curricula according to best practices. Specific guidelines were established for each task. The study followed a descriptive-analytical research approach, using a questionnaire as the study instrument, and the statistical methods were analyzed using SPSS Software. The study sample consisted of fifty-six individuals.

The main results obtained highlighted the development of education and training programs in community rehabilitation centers. This was done during the execution of tasks in alignment with job objectives and stages, which were analyzed through DACUM technique.

Ho (2013) the study applied on this approach to examine the job roles of digital media designers in Taiwan through professional analysis and verification. The research approach used was the descriptive-analytical method, and the study instrument was a questionnaire. Statistical methods were analyzed using the SPSS Software, and the study sample consisted of seventy-two individuals.

The main results obtained consisted of a number of tasks and duties for each job, as well as personal characteristics and necessary tools. The visual representations enabled envisioning the future of job analysis through graphical charts that can serve as a starting point for designing future digital media training programs.

Düzgünçinar and Günbayi (2020) conducted an assessment of the results of applying DACUM on a security team within Turkish security institutions. The application involved job analysis to develop positions, identify training needs, and determine the required competencies of employees while considering the current and future needs of the institution. The study utilized a descriptive-analytical methodology. The research tools included a questionnaire as well as field interviews, and statistical methods were employed using the SPSS software. The study sample consisted of 28 individuals.

The key findings of the study indicate that the implementation of DACUM in order to increase employee loyalty and reduces potential resistance to new decisions. Also, it enhances the documentation of results as it relies on experts from the same profession. Additionally, it is a cost-effective methodology and can be implemented within a relatively short period.

In order to create a viable model for the postgraduate diploma of new faculty members in Malawi, Ishmael and Giridharan (2021) looked at the efficacy of the dacum approach. An interview guide and a questionnaire were used as the research instruments in this descriptive-analytical study. The spss programme and statistical techniques were used to analyse the data. The study sample was made up of 19 people.

The main conclusions of the study show that the dacum approach is effective in identifying the necessary job abilities of faculty members at the University of Malawi in order to attain organisational and administrative excellence. Additionally, it works well in creating congruence between graduates' skill sets and market demands.

There are several studies on training programmes as well. Al-Malhi (2010) aimed to explore the importance of modern training methods from the perspective of trainers and to identify the criteria used to test training methods in training programs. The research followed a descriptive-analytical approach, and the main study instrument was a questionnaire. Statistical methods were applied using the SPSS software, and the study sample consisted of forty-three individuals.

The study concluded that the participants strongly agreed on the contribution of developing and improving modern training methods to the success of training programs. However, feeble training culture and lack of conviction among senior management leaders were identified as significant obstacles that restrict the utilization of modern training methodologies. In addition to the techniques in security training programs at the general security training city in Riyadh.

In order to link maintenance job training curricula with the real demands of the field, Al-Qahtani (2007) experimented with several ways. The research also sought to close the knowledge gap between theory and practise and establish a link between the maintenance field's educational and training outcomes and the labour market. The study used a descriptive-analytical research technique and its research materials included interviews, questionnaires, and observation. The SPSS software was used to apply statistical techniques to a sample size of 61 individuals. The key findings of the study highlighted the effectiveness of DACUM technique in building training programs, providing suitable opportunities for human resource development. It also reduced or eliminated the gap between theory and practice for trainees and generated a higher level of enjoyment and motivation. Also, it is realistic and enables trainees to achieve training objectives without requiring a period of practice or experience in the profession or field. It is characterized by time and effort efficiency, as well as cost-effectiveness in training preparation and implementation.

Muzher (2016) investigated the current status of training program design in academic security institutions. As well as explored ways to enhance them in light of the requirements of the DACUM methodology at both Naif Arab University for security sciences and King Fahd Security College. The study adopted a descriptive-analytical research methodology and utilized a questionnaire as the research instrument. The SPSS Software was used to analyze the data collected from a sample size of 111 participants.

The study revealed an unsatisfactory reality in the design of training programs at various stages, considering recent developments. It also showed a significant agreement among the study participants regarding the importance of developing training program designs in a new and non-traditional way. This was done by using the DACUM technique, to align with the requirements of the job and the program designers.

Al-Awashireh (2019) experimented with a number of techniques to link the maintenance job training curriculum with the real demands of the field. It sought to close the knowledge-practice and theory-application gaps and link the outcomes of maintenance education and training with the labor market. A descriptive-analytical methodology was used in the research, while questionnaires, interviews, and observations served as the study's research tools. Sixty-one people made up the study sample, and statistical techniques were used with the SPSS software.

The study concluded that DACUM provides suitable and appropriate opportunities for developing human resources through building training programs. It also eliminates or reduces the gap between theory and application for trainees, generating a higher level of enjoyment and motivation. Furthermore, it enables trainees to achieve training goals more effectively, without requiring a period of practice in the profession or job. Also, it is characterized by saving time, effort, and cost in the preparation and implementation of training programs.

2. Material and Methods:

The researcher selected the research population, which consists of the Iraqi National Security agency, and purposely chose a research sample from the training and development department within the Iraqi Services National Security, comprising 142 officers according to de Morgan's sample formula. The study population totaled 224 officers. This was due to the researcher's perception and awareness of the inadequacy of the current training methodologies, specifically, the lack of training needs assessment before development and implementation of training programs.

2.1. Research Methodology:

The approach used by the researcher was descriptive-analytical. The researcher used the descriptive approach to explain the reality of the variables under investigation and a survey methodology to get preferences and views from the research sample. The research's statistical treatment findings were analyzed using the analytical approach, and conclusions were drawn that served as the basis for suggestions.

2.2. Data Analysis Tools:

The researcher used a questionnaire as main instrument of current study which extremely depended on study of (Muzher, S.M., 2016). Also, this research adopted the statistical software such as SPSS and Excel, applying the following statistical methods:

1. Frequencies and percentages: used to present the number and percentage of sample characteristics.
2. Mean, standard deviation, and coefficient of variation: used to measure dispersion and central tendency.
3. Cronbach's alpha: used to assess the reliability of the questionnaire.
4. Normal distribution: used to test the normality of survey data distribution.
5. Pearson correlation coefficient and simple linear regression equation: used to test research hypotheses.

1.1. The Conceptual framework of the study:

Figure (1) illustrates the conceptual framework of the study, which the researcher has developed to identify the key components of the study. It consists of two main aspects: the first aspect is DACUM technique with its five dimensions (analysis, design, development, implementation, evaluation), which is expected to influence the design of the training program. The second aspect is the training program itself, consisting of six dimensions: (identifying training needs, training planning, training content, training implementation, training evaluation, and feedback).
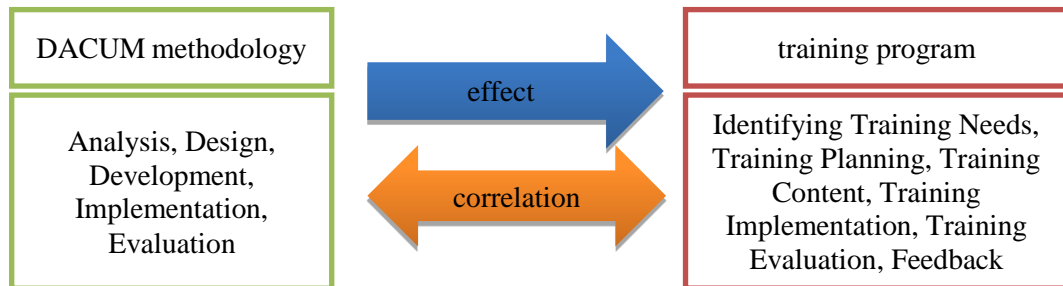
Figure 1: The conceptual framework of the research.

2.3. Research hypotheses:
Based on the research problem, the following main hypotheses have been formulated for testing:

2.4.1 Correlation hypothesis:
Main hypothesis (1): there is a statistically significant correlation between the five dimensions DACUM (analysis, design, development, implementation, evaluation) and the design of the training program with its six dimensions (training needs identification, training planning, training content, training implementation, training evaluation, and feedback).

2.4.2 Effect hypothesis:
Main hypothesis (2): there is a significant meaningful effect of the five dimensions DACUM technique m) methodology (analysis, design, development, implementation, evaluation) on the design of the training program with its six dimensions (training needs identification, training planning, training content, training implementation, training evaluation, and feedback).

2.4. The knowledge concept of DACUM method
Which is an abbreviation of "designing or developing a curriculum," is a shortened term used for designing and developing training and educational curricula and establishing an effective mechanism for preparing and designing the integrated administrative system.

This entails creating the institution's organisational structure based on its goal and objectives, creating job descriptions, determining where personnel need training, and creating training programmers for them. It has evolved into a key resource for creating training curricula and career training programmers (Maharmeh, 2015).

The DACUM approach is also regarded as one of the contemporary methods for describing jobs and determining training requirements. It acts as a clear and precise road map of the abilities, expertise, and core beliefs that workers need to have in order to do their tasks successfully and effectively. In order to face the changing difficulties at the local and global levels, it aspires to develop and sustain experienced personnel, improve their abilities, and promote their professional growth (Al-kubaisi, 2010). In addition, it relies on a committee of experts in a specific job role. It utilizes brainstorming techniques to identify job duties, as well as the knowledge, skills, tools, behaviors, and future orientations required for the job. This process helps in identifying training needs, designing training programs, evaluating employee performance, planning career paths, and restructuring job positions. (Bassam, 2015).

Moreover, it was initially developed in Canada and United States 1960s as a term related to curriculum development.

This entails creating the institution's organizational structure based on its goals and objectives, creating job descriptions, determining where personnel need training, and creating training programs for them. It has evolved into a key resource for creating training curricula and career training programs (Maharmeh, 2015).

It immediately shown its value in outlining obligations and job duties for a variety of specialists. Later, it became widely recognized as a key resource for creating training curricula and professional training programs. It has been chcharacterizeds as a strict, open, and trustworthy approach to professional analytical curriculum that led to the creation of modern curricula with scientific components. The robustness, descriptive reliability, and use of the (DACUM) approach are its distinguishing features (Cooper, 2010). The strength and soundness of DACUM lie in its strict focus on the main responsibilities and essential tasks of specific roles, as well as the trainee's experience in this role as the primary source of job needs assessment (Abdul-Baqi, 2012).

Generally, it is based on the philosophy that employees in various positions are the most capable individuals to execute their tasks accurately. Accomplishing these tasks requires specific skills, knowledge, and behaviors, which are identified through DACUM workshop. Participants in the workshop are considered experts in the targeted job or profession (Ho, 2013).

The aim of this methodology and the associated training programs is to prepare a distinguished workforce capable of preparing and evaluating integrated structures for public and private organizations by:
1. Providing a suitable job description for job tasks.
2. Developing a clear career advancement scale.
3. Establishing career paths based on the tasks and objectives of each job.
4. Ensuring security and safety monitoring (Mohammed, 2014).

2.5.1.The dimensions of DACUM method

DACUM is not just a workshop that focuses on job specifications and ends with the completion of the workshop. It is an ongoing working method, with the workshop being the starting point. There are five stages of DACUM, as known analysis, design, development, implementation, and evaluation (Robert, 2011).

2.5.1.1 The concept of analysis dimension

In this first stage, facts are gathered about the problems faced by organizations or entities responsible for employee training and development. The following steps are taken in this stage: a committee of current workers in a specific job is formed, and several sessions are held over two or three days, led by a facilitator with an assistant and a recorder. The committee typically consists of no more than 15-20 members.

1.The committee analyzes the job or work, creating what is known as DACUM chart, which describes the work through its main duties, subtasks, and steps to perform these tasks (duties, tasks, steps).

The validity of the research done by DACUM A group of subject-matter specialists validates the work of the Dacum committee. The relative relevance of each task within the group is evaluated, together with the tasks' sequence and degree of difficulty. The essential training points as well as the related knowledge, abilities, and attitudes are recognized if the experts vouch for the accuracy of the chart. The "entry-level" activities, which prepare people for the level that permits them to join the labor market without the need for requalification or training, are typically the emphasis when structuring the training material (Robert, 2011).

2.5.1.2 The concept of design dimension:

The design represents the second stage of DACUM process, where the information collected from the analysis is utilized to define the skills and competencies that individuals need to be trained in making them observable and measurable. Performance standards and task specifications are developed, guiding training in the right direction. In this phase, comparable tasks, knowledge, and abilities are also grouped into clusters and given suitable behavioral goals. With the aid of these objectives, it is possible to establish assessments and other tools to make sure that employees have acquired the necessary skills. All of these forms the foundation upon which the training program will be built in the third stage (Muzhir, 2016).

2.5.1.3 The concept of the development dimension:

This is the third stage, which focuses on developing the scientific content of the designed training program. This stage may involve assigning a dedicated team for this purpose. (Robert, 2011).

2.5.1.4 The concept of evaluation dimension:

The evaluation represents the final stage, aiming to continuously ensure that the training is yielding results and preparing competent individuals. It also makes sure that the training is going according to schedule. Evaluations are done jointly for the trainer and trainee. Evaluation at this step serves two purposes: first, to confirm that learners have attained the intended learning outcomes, and second, to spot any areas of weakness and offer more instruction in those areas. Examining numerous indications, such as trainee performance on-site and practical exercises, may be one of the evaluation strategies. Evaluation therefore concentrates on three aspects: performance assessment, problem identification or shortcomings, and course adjustment. The emerging information from program application and implementation (feedback) enables adaptation to changing or unexpected work conditions. (Ismail, 2006).

2.5.The knowledge concept of designing training programs:

In order to create a system that can keep up with the administrative and productive changes imposed by diverse advances, contemporary institutions, and organizations in both industrialized and developing countries have embraced training as one of their growth strategies (Zerqan, 2014). Although the idea of training has been interpreted differently by different writers and scholars, its central purpose has remained the same throughout (Al-Durrah, 2010). In the modern period, where sciences, knowledge, professions, and technology are changing at a rapid pace, training has become a must for all cultures. Training is a purposeful process aimed at developing the skills, behaviors, attitudes, and knowledge of individuals to achieve adaptation and keep pace with new developments. Individuals must advance as well to keep up with the advancement of the sciences and professions. Training is a development tool and a crucial entrance point that focuses on the development of employees and attempts to establish beneficial behavioral patterns. It aids in employee adaptation and provides businesses with qualified personnel capable of functioning successfully and quickly adjusting to new tools, methods, and procedures. Worker education and training programs should be implemented to improve employees' productive abilities while also monitoring and measuring their skills (Al-Kargoli and Al-Zubaidi, 2021). Traditional management must come up with new methods of managing the organization and pay attention to the skills of employees in order to survive the competition training is closely related to the objectives of the institution and is a prerequisite for achieving its objectives (Saadoun and Ekhlas,2015)

Regarding the basic concepts of training (Shatataha, 2019):

✓Training is a continuous core activity: it is not an optional matter that organizations resort to or dismiss at their discretion. It is a vital and ongoing link within a series of links that start with defining job specifications and identifying the specifications of the job holder. It is a continuous core activity in an employee's professional life and is inseparable from their professional development.

✓Training is an integrated system: it is a purposeful activity, not random or aimless. Integration is manifested in the interrelationships within the system, including integration in training inputs, integration in training activities, and integration in training outcomes.

✓Training is a variable and renewable activity: it deals with variables and cannot be frozen in a specific state.

✓Training is a managerial and technical process: it must possess the elements of managerial work.

On the other hand, training plays a significant role for new members in enhancing their skills. It gives individuals the chance to become familiar with their job obligations and duties while assisting them in overcoming challenges they have at work. Additionally, inside the training and educational institution, training may be seen as an additional procedure to the training and education system. For instance, due to the demands or nature of the work, university and institute graduates may need training for activities that might be allocated to them. Training modifies the trainee's composition to enable them to perform their work. Most universities worldwide do not graduate their students until they have been directed to practical programs in their fields of specialization, which confirms that training is a complementary process to general education (Desler, 2010).

The creation of spaces that are outfitted for training purposes and have the required training materials is necessary to ensure that there is a favorable training environment (Bornan, 2017). Finding effective ways to transmit training concepts is also necessary, as can be seen when training on the same tools, machinery, and equipment used in operating procedures. As a result, it is crucial to step up research efforts, analyses the results, and apply them to other disciplines. This helps derive constructive results and establish a strong training foundation based on scientific and consistent principles within the work environment.

1.6.1.The dimensions of the designing training Programs:
The design of training programs consists of several dimensions, including:

1.6.1.1 The concept of identifying training needs dimension:
The accurate identification of training needs leads to making training a meaningful and purposeful activity for both the organization and the trainees. It makes training a realistic endeavor and saves a lot of efforts and expenses. When we identify a training need in an organization, it indicates that there is a deficiency or gap in a certain aspect of that organization. That gap may be addressed and closed through well-organized and planned training. In terms of knowledge, skills, attitudes, or any of these factors, training needs indicate the existence of a present or future discrepancy or difference between the current state and the intended level of performance in an organization, a job, or a person (Al-Durrah, 2010). Whether it is a short-term or long-term change, moving an organization, a career, or a person from a subpar to a more acceptable condition, there is an urgent and compelling need for training (Joshi, 2013).

1.6.1.2 The concept of training planning dimension:
The planning of training can be summarized as predicting the current and future training needs to develop the performance of employees by identifying appropriate steps to meet the organization's needs and achieve its goals. Planning for training is the stage of thought that comes before any training action, and it entails making the right choices on its goals and the different resources required to reach those goals. Additionally, it paints a clear and complete image of the many job components and how they relate to one another in order to accomplish the objectives within the allotted time limit. The success of training planning is beneficial in several ways (Hilal, 2011):

✓It helps in clearly defining the training objectives by involving departments and individuals in the training process to facilitate goal achievement.

✓It identifies the requirements and resources to be used in terms of type and quantity.

✓It determines the appropriate path for employees to implement training activities.

✓Training planning enables the identification and anticipation of obstacles and problems that may hinder the training process or its implementation.

1.6.1.3 The concept of training content dimension:

✓The capacity of the trainee to use the information gained from training in the workplace is what significantly influences the link between training content and trainee job performance. As a result, the training's goals and materials need to be appropriate for and applicable to the workplace. The following topics should be included in the training materials (Tharenou et al., 2007): Knowledge and skills related to the job and organizational conditions: the training should encompass the knowledge and skills that are relevant to the specific job requirements and the organizational conditions in which the trainee operates.

✓Methods and techniques used to improve and develop performance: The trainee should learn effective methods and techniques to enhance job performance and develop skills. These methods may involve the use of specific techniques or adopting best practices in the field.

✓Desired behaviour patterns and attitudes to be developed: the training content should include elements aimed at developing desired behavior patterns and positive attitudes among trainees in the work environment.

✓Consideration of trainees' desire, motivation, and readiness for performance: The level of trainees' desire, motivation, and readiness for learning and applying what they have learned in the training program should be taken into account. This can be achieved through designing training content that stimulates participation and enhances the effective utilization of the program.

1.6.1.4 The concept of implementation of the training dimension:

This is an important and critical stage as it represents a positive or negative reflection on the subsequent evaluation phase. The efficiency and quality of the planning are evident in this stage. Therefore, those involved in the planning process must consider various aspects and matters to ensure the proper and sound implementation of the training program. These aspects include (Abu Sulaima, 2007):

✓Timing of the training program, including the start and end dates of the program and the distribution of tasks and roles during the program.

✓Selection of a suitable venue according to the requirements of the training program.

✓Preparation and provision of necessary instructional materials and printed materials specific to the training program.

✓Ensuring the trainees are informed of the start date of the training program.

✓Sharing ideas and opinions with participants and considering appropriate suggestions.

1.6.1.5 The concept of training evaluation dimension:

✓According to Elias (2019), evaluation is one of the most crucial steps in the training process because it shows how well the training programme was developed, how well it changed the participants' competence, and how well the trainers themselves were able to carry out the training programme. Additionally, it evaluates the degree to which the training program's targeted objectives have been met. Evaluation allows us to pinpoint a number of factors, including :Gaps that occurred during the implementation of the training program in terms of preparation, planning, and execution, and understanding the reasons behind them in order to avoid them in the future.

✓Assessing the trainers' success in implementing the training process.

✓Identifying and determining the achieved success of the training program.

The performance appraisal process is a periodic report on the individual's level of performance, type of behavior, and comparison with the tasks and duties of the job entrusted to him. (Mushier and Raheemah,2021)

1.6.1.6 The concept of feedback dimension:

The feedback provided to trainees regarding their performance is of great importance at every stage of the training process. Feedback enables students to fix their errors and enhance their job performance (Saleh, 2011). It gives them knowledge that enables them to contrast their present behavior with the desired behavior. This contrast encourages students to put out greater effort in improving their performance and behaviour (Machin, 1999). Feedback may therefore be seen as one of the elements that promote learning and performance enhancement. As input, particularly negative feedback, steadily declines, trainees learn new skills and are motivated to hone their own self-assessment abilities.

2.6.The knowledge concept of the relationship between DACUM method and the design of training programs:

When designing training programs, it is essential for designers need to follow a specific methodology to ensure the achievement of training objectives and provide an effective learning experience. **DACUM method** is one of the most common and widely used approaches in instructional design. This methodology is a systematic process consisting of five main stages: analysis, design, development, implementation, and evaluation. These stages are used to identify training needs, set training goals, develop content, implement the training program, and measure its effectiveness. (Morrison, et al., 2019)

2.7.Testing and analysing research data:

The researcher tests the data of their study to ensure its integrity, reliability, and distribution pattern, allowing them to handle it accurately and objectively in order to achieve the desired results.

2.8.1.Testing for normal distribution:

The researcher tests the data of each variable to determine the type of distribution. Based on this, the researcher selects the appropriate statistical methods for the study. There are two types of tests that rely on normal distribution: parametric statistics and non-parametric statistics.

The data of the variable "training program design" were tested using the Kolmogorov Smirnov test to assess the validity of the distribution of the data taken from the study sample. The test statistic value was found to be 0.072 with degrees of freedom (142) and a significance level of 0.163, which is greater than the statistical significance (0.05). This indicates that the distribution of the data for the variable "training program design" follows a normal distribution.

Similarly, the data of the variable **DACUM method** were tested using the Kolmogorov-Smirnov test to assess the validity of the distribution of the data taken from the study sample. The test statistic value was found to be 0.061 with degrees of freedom (142) and a significance level of 0.200*, which is greater than the statistical significance (0.05). This indicates that the distribution of the data for the variable "**DACUM method** " follows a normal distribution, as shown in Table 1 below.

Table 1: Normal Distribution

Test Statistic Value	Degrees of Freedom	Sig.
0.072	142	0.163
0.061	142	*0.200

2.8.2.Stability coefficient:

The test of stability is a statistical method to ensure the consistency of study data. It allows the researcher to avoid redistributing study questionnaires to the same sample. The value of 0.70 serves as the threshold for determining stability. As the extracted stability coefficients from the SPSS Software increase, the data is considered stable and suitable for analysis. Conversely, lower values indicate instability. Table 2 presents the stability coefficients (Cronbach's alpha) as follows:

Table 2: Stability Coefficients for Study Variables

Variable or Scale	Items	Stability Coefficient
Training Program Design	Q1 – Q30	0.844
DACUM Methodology	Q31 – Q50	0.756
Scale	Q1 – Q50	0.888

The table above shows the values of Cronbach's alpha coefficient for the variables (training program design, **DACUM method**), and the scale exceeds the value of 0.70, indicating the stability of the study data.

2.8.Analyses of research concepts:

The study variables, survey questions, and dimensions are now being evaluated and defined to determine their availability and variability within the Iraqi national security system. The coefficient of variation, one of the statistical techniques utilized in the current investigation, will help to explain the variations in ranking between survey items, dimensions, and study variables. Which factors, dimensions, or variables are used more frequently than others will be shown by the mean. The standard deviation will also show how widely differing the opinions are within the sample. Table 3 presents the extent of availability as follows:

2.9.1.Analyses The Dimensions of Training Program Design:

The dimensions of the training program design variable are analyzed and described. This variable consists of six dimensions, and the statistical methods, the coefficient of variation, the arithmetic mean, and its standard deviation are shown in the following table (4):

Table 4: Analysis and description of dimensions of training program design variable

Sequencing	Dimensions	Arithmetic mean	Standard deviation	Coefficient of variation	Arrangement
1	Identification of training needs	3.828	0.637	16.64%	4
2	Training planning	4.045	0.507	12.54%	1
3	Training content	3.890	0.547	14.06%	3
4	Training implementation	4.059	0.518	12.77%	2
5	Training evaluation	3.492	0.749	21.45%	6
6	Feedback	3.430	0.614	17.91%	5
	Variable training program design	3.791	0.364	9.61%	

The dimension of "training planning" ranked first because its difference coefficient obtained the lowest value compared to the other dimensions, and the standard deviation showed convergence in the sample opinions. The dimension of "training implementation" ranked second because its difference coefficient was the second lowest among the dimensions, and the standard deviation showed convergence in the sample opinions. The dimension of "training content" ranked third because its difference coefficient was the third lowest, and the standard deviation showed convergence in the sample opinions. Due to the fourth-lowest difference coefficient and convergence in the sample viewpoints, the dimension of "training needs identification" was rated fourth. The "feedback" dimension was selected fifth because it had the fifth-lowest difference coefficient and convergence in the sample opinions was shown by the standard deviation. Since the dimension of "training evaluation" had the biggest difference coefficient among the others and the standard deviation indicated convergence in the sample opinions, it was rated sixth overall. Due to the existence of their mathematical means, all dimensions showed a high availability.

2.9.2. Analyses the dimensions of DACUM method:

The dimensions of the variable **DACUM method** are analyzed and described using statistical methods such as difference coefficient, arithmetic mean, and standard deviation. This variable consists of five dimensions. The statistical methods, including difference coefficient, arithmetic mean, and standard deviation, are presented in the following table (5):

Table 5: Analysis and Description of the Dimensions of the Variable d **DACUM method**

Sequencing	Dimensions	Arithmetic mean	Standard deviation	Coefficient of variation	Arrangement
1	Analysis	4.292	0.429	9.98%	1
2	Design	4.165	0.499	11.98%	3
3	Development	4.120	0.500	12.13%	4
4	Implementation	4.208	0.472	11.21%	2
5	Evaluation	4.021	0.586	14.58%	5
	DACUM method variable	4.161	0.324	7.79%	

The dimension of "Analysis" ranked first because its difference coefficient was the lowest among the dimensions, and its availability was very high. The dimension of "Execution" ranked second because its difference coefficient was the second lowest, and its availability was also very high. The dimension of "Design" ranked third because its difference coefficient was the third lowest, and its availability was high. The dimension of "Development" ranked fourth because its difference coefficient was the third lowest, and its availability was high. The dimension of "Evaluation" ranked fifth because its difference coefficient was the highest among the dimensions' difference coefficients, and its availability was high.

2.9.3. Analyses of the study variables:

The variables "Training Program Design" and **DACUM method** are analyzed and described using statistical methods such as difference coefficient, arithmetic mean, and standard deviation. The statistical methods, including difference coefficient, arithmetic mean, and standard deviation, are presented in the following Table (6):

Table 6: Analysis and Description of The Variables "Training Program Design" **DACUM method**

Sequencing	Dimensions	Arithmetic mean	Standard deviation	Coefficient of variation	Arrangement
1	Training Program Design	3.791	0.364	9.61%	2
2	**DACUM method**	4.161	0.324	7.79%	1

The variable " **DACUM method"** ranked first because its difference coefficient was the lowest compared to the difference coefficient of the variable "Training Program Design." On the other hand, the variable "Training Program Design" ranked second because its difference coefficient was the highest, and the availability for both variables was high.

2.9. Hypothesis testing:

The current study aims to test the Hypothesis formulated in the research methodology, including both correlational and effective relationships. These hypotheses are tested using statistical methods such as the Pearson correlation coefficient and simple linear regression to determine the acceptance or rejection of the hypotheses.

2. 10. 1 The correlation hypothesis test:

The correlation hypothesis test aims to determine whether there is a presence or absence of a correlation between the research variables. Additionally, it aims to determine the level and direction of the correlation relationship.

The first main hypothesis test: "there is a statistically significant correlation between DACUM method and its five dimensions (Analysis, Design, Development, Execution, Evaluation) and the Training Program Design and its six dimensions (Training Needs Identification, Training Planning, Training Content, Training Implementation, Training Evaluation, Feedback)."

Table (7) illustrates the Pearson correlation coefficient for the relationship between DACUM method and the training program design, where the coefficient was found to be 0.657**. The degrees of freedom for the test was 142, and the significance value was 0.000, which is less than 0.05, indicating a strong positive correlation between DACUM method and the training program design.

Based on the above, the researcher accepts the hypothesis stating, "there is a statistically significant correlation between DACUM method and its five dimensions (analysis, design, development, execution, evaluation) and the training program design and its six dimensions (training needs identification, training planning, training content, training implementation, training evaluation, and feedback)."

Table 7: Correlation indicators between **DACUM method** and the Training Program Design.

Correlation Coefficient	Degrees Of Freedom	Sig.
**0.657	142	0.000

2. 10. 2 The Effect hypothesis test:

The effect hypothesis is tested through the method of simple linear regression, which explains the variation in the independent variable on the dependent variable. It also indicates the direction of the effect (positive or negative) that occurs between the research variables.

The second main hypothesis test: "There is a statistically significant effect of DACUM and its five dimensions (analysis, design, development, execution, evaluation) on the training program design and its six dimensions (training needs identification, training planning, training content, training implementation, training evaluation, and feedback)."

From Table (8), it is evident that the value of α is 0.720, which is the lowest value for the training program design variable. The value of β is 0.738, indicating a positive effect of DACUM on the training program design. The coefficient of determination, with a value of 0.432, indicates that 43% of the variance in the training program design is explained by DACUM, while the remaining 57% is attributed to other variables not included in the study. The f-test value is 106.277, and its significance is 0.000, which is less than the statistical significance level of 0.05, indicating that there is an effect of the DACUM on the training program design.

Based on the above, the researcher concludes that the hypothesis stating "there is a statistically significant effect DACUM and its five dimensions (analysis, design, development, execution, evaluation) on the training program design and its six dimensions (training needs identification, training planning, training content, training implementation, training evaluation, and feedback)" is accepted.

Table 8: Effect of the DACUM on the Training Program Design.

α	β	T	Sig.	coefficient of determination	F	Sig.
0.720	0.738	10.309	0.000	0.432	106.277	0.000

3.Discussion of Results :

In general, Job analysis is to identify the training needs for each position within the security institution can be a powerful and positive tool in developing and improving the workforce. Moreover, the analysis of employee competencies did not consider future trends and changes in the field of work. Sufficient and accurate data about employees and their current competencies were not collected. On the other hand, the institution accurately identified training needs and directed efforts and resources toward the most important areas that required improvement. This contributed to enhancing efficiency and effectiveness, enabling the institution to better achieve its goals. The institution was able to design appropriate training programs to develop the skills and knowledge of its employees. Training goals were set up to assist employees to grow in their talents and perform better, which increased team output and improved job quality. However, if training objectives are not clearly and properly specified, it is difficult to match them with actual needs. Based on a thorough analysis of the institution's needs and priority setting, training objectives were not properly defined. Lack of thorough examination and analysis of the institution's training needs led to the neglect of certain legitimate requirements and the creation of ambiguous or unsuitable training objectives. Clarifying the main tasks of trainees in the security institution and understanding the work processes and required skills for their successful execution can help determine relevant training content. Failure to accurately identify training needs can lead to training being directed in inappropriate directions. Job analysis and actual requirements should be analyzed to ensure the content matches the trainees' work. Sometimes, there is a lack of available resources to develop training content relevant to the trainees' work. This has led to relying on general content that does not meet the specific needs of the security institution and lacks customization for trainees' work. It has been found that having a defined schedule in the institution has helped organize time effectively. Trainers and trainees work according to this schedule to ensure that training programs are implemented on time. The creation of training plans and sessions occurs easily and methodically, guaranteeing the organisation of tasks and efficient use of time. It may be challenging for trainees to set aside enough time for training because of their hectic job schedules and everyday obligations. Additionally, due to time limits, training may be shorter than intended or may only cover the most important topics, both of which have an impact on the training's efficacy and quality. It might occasionally be difficult for trainees to have full-time, official availability for training during business hours. During the training session, they might have to do additional chores or attend to pressing needs, which interferes with their ability to focus and fully engage with the training material.

Continuous monitoring of the training program enabled the supervising entity to evaluate the quality of content and the effectiveness of the training methods used. This facilitated the early detection and resolution of any problems or required improvements, contributing to an overall improved training experience. However, there may be an inappropriate selection of measures used to assess the changes occurring within the institution. The measures may be inaccurate or unsuitable for the specific training objective, making it difficult to effectively determine the impact of the training. Additionally, there may be a lack of a specific plan and methodology for measuring the changes occurring during the training. This crucial element may have gone unnoticed or received insufficient funding for its execution, which limits the institution's capacity to evaluate the training's success and pinpoint where adjustments are required. Trainees receive detailed evaluations and direction on their work performance through comments they receive within the security institution. Strengths and problems are noted, and advice on priorities and necessary adjustments is given. This gives students the guidance they need to improve their performance and build their abilities. Additionally, it gives trainees the chance to become more aware of their advantages and disadvantages in terms of work performance. However, trainee feedback is occasionally seen as criticism or unfavorable

commentary rather than a chance for growth and learning. This may make it challenging for trainees to handle criticism or constructive feedback in the feedback process. They may experience personal defensiveness or emotional response, which can hinder their ability to properly absorb the feedback and work on improving their weaknesses. The institution meets the actual training requirements according to the trainees' needs. Their individual needs are met, and their specific skills are developed to enhance their job performance. This method has assisted in providing training that satisfies their expectations and helps them reach their own objectives. However, there might not be enough information accessible on the training assignment or work needs. This makes it difficult to comprehend the task's fundamental components and pinpoint the crucial stages for its completion. If training objectives are not specified clearly and specifically, it may be difficult to establish the best course of action. Occasionally, if the proper tools and methodologies are not applied, there may be a weakness in the analysis of the training task. Taking into account the extensive demands of the workforce, a thorough training plan is created. They are given the information and skills they need to execute their tasks more effectively and to do it more efficiently. This contributes to developing their capabilities and increasing their effectiveness within the security institution. However, there may be insufficient coordination between the training teams and the development teams within the institution. This leads to a mismatch between the timing of training plan implementation and the specified development stages. The training team may face constraints in the available resources to execute the training plans during the development stages. There may be a shortage of trained staff, material resources, or required devices and equipment. This can affect the scheduling and proper implementation of training programs.

The institution utilizes a variety of visual aids such as transparencies, posters, slides, and interactive video discs. It also provides diversity in methods of delivering information and skills. This has helped meet the diverse needs of trainees and create a comprehensive and stimulating learning experience. The use of diverse visual aids has contributed to motivating trainees and increasing their engagement in the training process. To improve the efficiency of trainers and training teams in providing training programs, the institution also has to focus more on implementing the training supervisory body inside the security institution. In order for trainers to increase their skills and improve their abilities in reaching the designated training objectives, it is vital to provide them with the appropriate training and direction. The training supervisory body keeps track of learners' competency profiles as well as their accomplishments and advancement during the training process. Additionally, it documents the learners' capacity to meet the defined training objectives by recording the learned skills, knowledge, and performance enhancements. The record of each trainee's proficiency has made it possible to report on the training process's progress. It also enables the training supervisory body to use this record to provide regular reports to managers and supervisors regarding trainees' performance improvements and the achievement of specific training objectives. Furthermore, the training supervisory body conducts a final evaluation of all information related to the training program. This includes collecting and analyzing available data, including evaluation results, feedback responses, and any comments or remarks from training participants. This final evaluation aims to use the aggregated information to make important decisions related to the training program.

4.Conclusion:

According to the discussion of the results, there are a number of crucial points demonstrating that there is a clear weakness in matching the skills and knowledge to the needs of the security institution. Firstly, if the skills and knowledge required by institution members are not properly identified, it can result in a lack of alignment between individual capabilities and actual job requirements, negatively impacting work efficiency and effectiveness.

Lack of a proper competence analysis can result in spending time and money educating people in skills that are not actually required by the institution, costing money and effort that might have been used to develop the necessary talents. Secondly, it is clear that there is a deficiency in reaching the anticipated outcomes since the training objectives do not correspond with the institution's actual demands and the training programs might not provide the required outcomes. This results in a lack of ability to acquire the skills and knowledge required to meet the actual problems and demands of the security organization. The misalignment of training objectives with actual demands results in the waste of both the human and financial resources allotted to it. Thirdly, trainers adhere to a specific schedule for training programs. Having a defined schedule and adhering to it is essential to ensure organized and effective implementation of training programs. This includes determining the duration of lessons and exercises, allocating time for practical activities and hands-on application, and scheduling periods for reviews and evaluations. In addition, the continuous training program provided by the supervisory body allows for the opportunity to verify the quality of training and its compliance with defined standards and requirements. It enables the identification of any potential problems or improvements and the timely implementation of necessary actions. The supervisory body can monitor the progress of participants, evaluate the impact of training on their performance and skills, monitor their participation and interaction, provide feedback, and offer necessary assistance to ensure optimal benefit from the training. Moreover, the results have shown the importance of identifying the actual training requirements based on the trainees' needs. The training should be designed according to the trainees' actual needs, identifying the skills and knowledge they need to effectively perform their tasks and achieve the organization's goals. Lastly, the results indicate that the variable of methodology (DACUM) has a direct effect on the design of the training program, confirming the second main hypothesis and its derived hypotheses. There is a strong positive correlation between the DACUM methodology and the design of the training program.

Authors Declaration:
Conflicts of Interest: None
-We Hereby Confirm That All The Figures and Tables In The Manuscript Are Mine and Ours. Besides, The Figures and Images, Which are Not Mine, Have Been Permitted Republication and Attached to The Manuscript.
- Ethical Clearance: The Research Was Approved By The Local Ethical Committee in The University.

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دور منهجية (الديكام) في تصميم برامج التدريب بالمؤسسات الأمنية
بحث تحليلي لأراء عينة من منتسبي جهاز الامن الوطني

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مستخلص البحث:

هدف البحث الحالي إلى تحقيق مجموعة من الأهداف الرئيسية الذي يتضمن تشخيص الاحتياجات التدريبية بناءً على أبعادها (تحديد الاحتياجات التدريبية، تخطيط التدريب، محتوى التدريب، تنفيذ التدريب، تقييم التدريب، والتغذية الراجعة). ركز هذا البحث على العوامل الضرورية اللازمة لتطبيق منهجية تطوير أسلوب منهجية (DACUM) في تصميم البرامج التدريبية وفق متطلبات واحتياجات المؤسسات الأمنية في العراق. افترض الباحث أن هناك تأثيراً معنوياً لأسلوب DACUM بأبعاده الخمسة (التحليل، التصميم، التطوير، التنفيذ، والتقييم) في تصميم البرنامج التدريبي بأبعاده الستة (تحديد الاحتياجات التدريبية، تخطيط التدريب، محتوى التدريب، تنفيذ التدريب، وتقييم التدريب والتغذية الراجعة). تعتبر هذه الطريقة طريقة فعالة من حيث التكلفة مقارنة بالمنهجيات الأخرى. كذلك تهدف هذه المنهجية إلى تحديد الاحتياجات التدريبية وتحسين الأداء وتطوير إجراءات العمل.

اعتمد هذا البحث على المنهج التحليلي الوصفي، حيث استخدم الاستبيان كأداة رئيسية لجمع البيانات. بلغ مجتمع البحث 224 موظفا، في حين بلغ حجم العينة 142 موظفا، وفقا لجدول دي مورغان للعينات. استخدم الباحث عدة أساليب إحصائية منها ألفا كرونباخ، واختبار التوزيع الطبيعي، ومعامل ارتباط بيرسون، والانحدار الخطي البسيط عبر التطبيق في البرنامج الاحصائي للعلوم الاجتماعية .(SPSS V26 and Excel) . أظهر البحث عدة نتائج مهمة ذات دلالة إحصائية كان من اهمها إن أسلوب متغير (DACUM) وأبعاده يؤثر بشكل مباشر على تصميم البرنامج التدريبي في المؤسسات الأمنية.

المصطلحات الرئيسة للبحث : منهجية (الديكام)، تصميم البرنامج التدريبي ، المؤسسات الامنية .