

Evaluating a Psychoanalytically-Informed Training Program for Personality Development among University Staff in Iraq: A Freudian Framework

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Article History:

Received: March 16, 2025

Revised: June 15, 2025

Accepted: July 10, 2025

Published: July 18, 2025

Citation:

Naamat, A. T. (2024). Evaluating a Psychoanalytically-Informed Training Program for Personality Development among University Staff in Iraq: A Freudian Framework. *Jurnal Theologia*, 36(1), 109–126. <https://doi.org/10.21580/teo.2025.36.1.27312>

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Abstract: In modern organisational settings, unresolved psychological conflicts and dysfunctional personality traits among employees often hinder productivity, workplace harmony, and overall institutional performance. This study addresses the critical need for deeper psychological interventions by exploring the effectiveness of a training program based on Freudian psychoanalysis in developing personality traits among university employees. The research aimed to design and evaluate a psychoanalytically-informed training intervention targeting core aspects of personality such as self-awareness, emotional regulation, defence mechanisms, and interpersonal functioning. Employing an experimental one-group pre-test/post-test design, the study involved 16 purposively selected employees from the University of Zakho. Participants underwent a four-week training program consisting of 12 intensive sessions. A validated Personality Traits Development Scale (PTDS) was used to assess personality changes before and after the intervention. Statistical analysis revealed significant improvements in post-test scores compared to pre-test scores, with a very large effect size (Cohen's $d = 2.32$), indicating the program's substantial impact. These findings highlight the power of psychoanalytic interventions in organisational development by fostering meaningful personality transformation rather than superficial behavioural adjustments. The study contributes novel empirical evidence to the field of workplace psychology, advocating for the integration of depth psychology into team member development initiatives across diverse cultural and institutional contexts.

Keywords: Freudian Psychoanalysis; Personality Development; Employee Training; Organizational Psychology; Workplace Intervention

1. Introduction

Personality development in organisational settings has become increasingly crucial for enhancing employee performance and organisational effectiveness (Zhang et al., 2023). The modern workplace demands comprehensive approaches to employee development that address both surface-level behaviours and underlying psychological mechanisms (Roberts et al., 2017). Personality development training sessions encourage people to think positively and, as a result, reduce stress at work (Kumar, 2022). The workplace environment significantly influences individual



behavior and personality development, making targeted interventions essential for organisational success.

Freudian psychoanalytic theory, developed by Sigmund Freud, provides a comprehensive framework for understanding human personality development (Freud, 2019). Freud believed that the mind is responsible for both conscious and unconscious decisions that it makes on the basis of psychological drives. The theory emphasises the role of unconscious processes in shaping behaviour and personality traits, making it particularly relevant for workplace interventions aimed at personal development (Bateman et al., 2021). The psychoanalytic approach focuses on understanding the underlying psychological mechanisms that drive human behaviour, including defence mechanisms, unconscious motivations, and the structural components of personality (id, ego, and superego) (Akhtar, 2018).

In educational institutions, particularly universities, employee development programs are essential for maintaining high standards of service and academic excellence. There remains a need for specialised programs that address deeper psychological aspects of personality development. Traditional training programs often focus on skill development and technical competencies while overlooking the fundamental personality traits that influence workplace behaviour and interpersonal relationships (Bhumika et al., 2024). This gap highlights the need for innovative approaches that address the psychological foundations of personality development.

Despite the potential of psychoanalytic approaches for employee development, significant gaps exist in the literature, particularly regarding their application in Middle Eastern organisational contexts. Psychology in the Arab region faces unique challenges, including limited research capacity, sociopolitical unrest, and the need for culturally adapted interventions (Saab et al., 2022). While systematic reviews have identified 44 studies on positive psychology interventions across 10 Arab countries, research on psychoanalytic employee development remains notably absent (Basurrah et al., 2023). University-based psychological interventions in the UAE have shown promise for enhancing well-being while preserving cultural values (Lambert et al., 2023), yet no studies have examined structured psychoanalytic training programs for university employee development in the region.

The organisational psychology landscape in Middle Eastern countries presents unique cultural considerations that may influence intervention effectiveness. Organisational psychology in the Middle East requires approaches that address contemporary issues confronting Middle Eastern societies while incorporating spiritual leadership and cultural values (Alhnaity, 2024). Research has demonstrated positive correlations between psychological well-being and religiosity among Arab populations, suggesting that interventions must consider cultural and spiritual factors (Abdel-Khalek, 2016). However, the adaptation of Western psychoanalytic concepts to Middle Eastern organisational settings remains unexplored, representing a critical gap in both theoretical understanding and practical application.

The objectives of this study are to develop a training program based on Freudian psychoanalytic theory for enhancing personality traits among University of Zakho employees, to examine the effectiveness of the psychoanalytic-based training program in improving personality traits among the study participants, to measure the effect size of the training intervention on personality development outcomes, and to provide evidence-based recommendations for implementing

psychoanalytic approaches in organizational development programs within Middle Eastern contexts. The study hypotheses propose that there will be statistically significant differences at the level of (0.05) between the means of pre-test and post-test scores in personality traits in favour of the post-test, and that the effect size of the training program will be large according to Cohen's criteria for effect size interpretation. The study is limited to employees of the University of Zakho during September 2024, utilising a purposive sample of 16 participants, and focuses specifically on personality traits as measured by the personality development scale developed for this research.

2. Literature Review

Freudian psychoanalytic theory represents one of the most comprehensive frameworks for understanding human personality development and psychological functioning (Bornstein, 2005). The theory encompasses several fundamental concepts that have significant implications for understanding workplace behaviour and personality development in organisational settings. Central to Freudian theory is the concept of the unconscious mind, which Freud believed contains repressed thoughts, memories, and desires that continue to influence behaviour despite being outside conscious awareness (Solms & Turnbull, 2011).

The structural model of personality, consisting of the id, ego, and superego, provides insight into the internal psychological conflicts that shape individual behaviour. The id represents the primitive, instinctual drives seeking immediate gratification, while the ego serves as the realistic mediator between internal drives and external reality. The superego incorporates moral standards and societal expectations, often creating internal conflicts that influence personality development and interpersonal relationships (Akhtar, 2018). Understanding these dynamics is crucial for workplace interventions aimed at enhancing employee effectiveness and reducing interpersonal conflicts.

2.1 Contemporary and Cross-Cultural Applications

Modern applications of psychoanalytic theory have evolved significantly to incorporate neurobiological findings and cross-cultural perspectives. Neuropsychanalysis has emerged as an interdisciplinary field that integrates neuroscientific findings with psychoanalytic concepts, providing empirical support for unconscious processes and their role in behaviour regulation (Johnson & Flores Mosri, 2016). This contemporary approach offers valuable insights for understanding how unconscious mechanisms operate in diverse cultural contexts and organisational settings.

Cross-cultural applications of psychoanalytic principles in Arab and Middle Eastern contexts have demonstrated the importance of adapting Western psychological frameworks to local cultural values and beliefs (Saab et al., 2022). Research in Arab countries has shown that psychological interventions must consider cultural factors such as collectivistic values, religious beliefs, and family-oriented social structures to achieve effectiveness (Basurrah et al., 2023). Studies in Kuwait, Algeria, and Egypt have found positive correlations between religiosity and psychological well-being, indicating that psychoanalytic interventions in Middle Eastern contexts must integrate spiritual and cultural dimensions (Abdel-Khalek, 2011).

2.2 Defence Mechanisms in Cross-Cultural Context

Defence mechanisms constitute another essential component of psychoanalytic theory that has direct relevance to workplace behaviour across cultures (McWilliams, 2004). However, the expression and cultural acceptability of different defence mechanisms vary significantly across cultural contexts. Research in Middle Eastern organisational settings has revealed that collectivistic cultures may exhibit different patterns of defence mechanisms compared to individualistic Western cultures, with greater emphasis on harmony preservation and indirect communication styles (Alhnaity, 2024). Training programs that increase awareness of culturally-specific defensive patterns can help employees develop more adaptive coping strategies while respecting cultural norms and values.

Contemporary research has highlighted the importance of understanding defence mechanisms within cultural frameworks. Studies in the United Arab Emirates have shown that positive psychology interventions can effectively enhance well-being while preserving cultural values, suggesting that psychological training programs can successfully bridge Western theoretical frameworks with Middle Eastern cultural contexts (Lambert et al., 2023). This finding supports the potential for adapting psychoanalytic approaches to non-Western organisational settings.

2.3 Neuropsychanalytic Perspectives

The integration of neuroscientific findings with psychoanalytic theory has provided new insights into personality development and change mechanisms. Neuropsychanalytic research has demonstrated that unconscious processes identified by Freud correspond to specific neural networks and brain regions, providing empirical validation for psychoanalytic concepts (Kandel, 2012). Brain imaging studies have shown that psychoanalytic interventions produce measurable changes in neural connectivity patterns associated with emotional regulation and self-awareness (Buchheim et al., 2012). These findings support the neurobiological basis for personality change through psychoanalytic interventions and suggest that such approaches can produce lasting neuroplastic changes.

2.4 Organisational Applications in Non-Western Contexts

The application of psychoanalytic principles to organisational development has gained increasing attention in diverse cultural contexts (Gabriel & Carr, 2019). Organisations that have made strategic investments in employee development report 11% greater profitability and are twice as likely to retain their employees, making psychoanalytic approaches to personality development particularly valuable for organisational success (Hudson & Roberts, 2014). Recent systematic reviews of psychological interventions in Arab countries have identified 44 studies across 10 nations, demonstrating growing interest in applying Western psychological frameworks within Middle Eastern cultural contexts (Basurrah et al., 2023).

Contemporary psychoanalytic training approaches focus on increasing self-awareness, improving emotional regulation, and developing more effective interpersonal relationships through understanding unconscious processes and personality dynamics (Shedler, 2015). Research in Arab universities has shown that culturally adapted psychological interventions can effectively enhance student wellbeing and academic performance while maintaining cultural authenticity (Al-Ghalib &

Salim, 2018). This evidence suggests that psychoanalytic employee development programs can be successfully implemented in Middle Eastern organisational contexts when appropriately adapted to local cultural values and beliefs.

Research in organisational psychology has demonstrated that personality traits are prospectively associated with perceptions of the workplace and that workplace conditions are also associated with trait development (Roberts et al., 2017). This bidirectional relationship supports the implementation of targeted interventions designed to enhance personality development in organisational settings. Psychoanalytic approaches offer unique advantages by addressing the underlying psychological mechanisms that influence behaviour rather than focusing solely on surface-level behavioural modifications (Bateman et al., 2021). Contemporary research emphasises the importance of integrating traditional psychoanalytic concepts with modern understanding of cultural diversity and neurobiological processes to create more effective and culturally sensitive interventions (Wang et al., 2022).

3. Methods

3.1 Research Design

This study employed an experimental design utilising a one-group pre-test and post-test model to evaluate the effectiveness of a psychoanalytically-informed training program. This design is particularly appropriate for exploratory interventions in organisational settings where establishing a control group may be impractical or ethically restrictive (Campbell & Stanley, 2015). The repeated measures design allows for within-subject comparisons, assessing individual change over time and controlling for baseline differences among participants. As a pilot study, this design aims to assess initial feasibility, effect trends, and the psychometric integrity of the instrument and intervention before larger-scale implementation.

3.2 Population and Sample

The target population comprised all administrative employees of the University of Zakho. A purposive sampling method was employed to recruit 16 participants based on specific inclusion criteria: a minimum of one year of work experience at the university, willingness to participate in all training sessions, and absence of ongoing clinical psychological treatment. The small sample size was intentionally selected due to the intensive nature of the psychoanalytic training and the study's status as a preliminary investigation. Pilot studies with smaller samples are widely accepted in psychological research to refine intervention protocols and validate instruments before conducting full-scale trials (Patton, 2014).

Participants were drawn from diverse administrative units and included both male and female staff across a range of ages (25 to 55) and educational levels (bachelor's to doctoral degrees). While small in number, this sample was sufficient to detect within-subject changes and allowed the creation of a psychologically safe group environment, which is critical for the depth-oriented nature of psychoanalytic interventions. Nevertheless, the findings are not intended for generalisation but for establishing a foundational understanding of the intervention's effect.

3.3 Controlling Bias and Ensuring Objectivity

To address potential social desirability and facilitator-induced bias, several procedures were implemented. First, participants were informed that their individual responses would remain confidential and not be shared with supervisors or trainers. Second, an independent evaluator—who was not involved in the training sessions—administered the post-test measurements and processed the scoring using a coded system to anonymise the data. Third, the facilitator refrained from involvement in data analysis and instrument scoring to prevent bias from expectations or familiarity with participants. Although full double-blinding was not feasible in an applied educational setting, partial blinding was maintained in key stages of data collection and analysis to strengthen objectivity and reduce expectancy effects.

3.4 Instrumentation

To evaluate personality development outcomes, the researcher developed a comprehensive instrument titled the *Personality Traits Development Scale (PTDS)*. The construction of this scale was theoretically grounded in Freudian psychoanalytic concepts and aimed to measure workplace-relevant psychological functioning. The instrument was specifically designed to assess employees' personality traits that are subject to influence through psychoanalytically-informed interventions.

The PTDS consists of 60 items distributed across five theoretical domains derived from classical and contemporary psychoanalytic literature. These domains are:

Domain 1: Self-Awareness and Insight (12 items) This domain measures the individual's capacity for self-reflection, understanding of personal motivations, and awareness of unconscious processes affecting behaviour. Sample items include: "I am aware of the underlying reasons for my emotional reactions," and "I understand how my past experiences influence my current workplace behaviour."

Domain 2: Emotional Regulation and Ego Strength (12 items) This domain assesses the individual's ability to manage emotions effectively, tolerate frustration, and maintain psychological equilibrium under stress. Representative items include: "I can manage my emotions effectively in challenging situations" and "I remain calm and composed when facing workplace conflicts."

Domain 3: Defence Mechanisms and Adaptive Coping (12 items) This domain evaluates the individual's use of mature versus primitive defence mechanisms and adaptive coping strategies. Sample items include: "I face problems directly rather than avoiding them" and "I take responsibility for my mistakes without blaming others."

Domain 4: Interpersonal Effectiveness and Object Relations (12 items) This domain measures the quality of interpersonal relationships, empathy, and the ability to form meaningful connections with colleagues. Representative items include: "I understand and respond appropriately to others' emotional needs" and "I can maintain professional relationships even during disagreements."

Domain 5: Work Motivation and Professional Identity (12 items) This domain assesses intrinsic motivation, professional commitment, and integration of personal and professional identity. Sample items include: "I find deep satisfaction in my work activities" and "My work reflects my values and beliefs."

Each item is rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating more adaptive personality functioning. The total possible score ranges from 60 to 300 points.

Content and Construct Validation

Content validity was established through expert panel review. Eight specialists—comprising psychoanalytic psychologists, organisational development consultants, and psychometricians—assessed the items for clarity, theoretical relevance, and workplace applicability. Items with a Content Validity Index (CVI) below 0.75 were revised or removed, resulting in a final CVI of 0.92, indicating excellent content relevance.

Construct validity was tested using exploratory factor analysis (EFA) on a pilot sample of 120 university employees. The KMO index was 0.87, and Bartlett's test of sphericity was significant ($\chi^2 = 2847.32$, $p < 0.001$), confirming the data's suitability. EFA yielded a five-factor solution explaining 68.4% of variance, with minimal cross-loadings. This structure was then confirmed via confirmatory factor analysis (CFA) on a separate sample ($n = 150$), with fit indices: $\chi^2/df = 2.34$, CFI = 0.92, TLI = 0.90, RMSEA = 0.065, SRMR = 0.068—indicating a strong model fit.

Construct Validity

Construct validity was examined through exploratory factor analysis (EFA) using principal axis factoring with oblique rotation on a pilot sample of 120 university employees. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.87, and Bartlett's test of sphericity was statistically significant ($\chi^2 = 2847.32$, $df = 1770$, $p < 0.001$), indicating that the data were suitable for factor analysis.

The EFA revealed a five-factor solution explaining 68.4% of the total variance, which corresponded well with the theoretical framework. Factor loadings ranged from 0.45 to 0.82, with all items loading significantly on their intended factors. Cross-loadings were minimal (< 0.30), supporting the discriminant validity of the scale domains.

Confirmatory factor analysis (CFA) was subsequently conducted using a separate validation sample of 150 participants. The five-factor model demonstrated acceptable fit indices: $\chi^2/df = 2.34$, CFI = 0.92, TLI = 0.90, RMSEA = 0.065 (90% CI: 0.058-0.072), SRMR = 0.068. These values met established criteria for acceptable model fit, supporting the proposed factor structure.

Reliability Analysis

Internal consistency reliability was assessed using Cronbach's alpha coefficients for each domain and the total scale. The results demonstrated excellent reliability:

- Self-Awareness and Insight: $\alpha = 0.89$
- Emotional Regulation and Ego Strength: $\alpha = 0.91$
- Defence Mechanisms and Adaptive Coping: $\alpha = 0.87$
- Interpersonal Effectiveness and Object Relations: $\alpha = 0.93$
- Work Motivation and Professional Identity: $\alpha = 0.88$

- Total Scale: $\alpha = 0.95$

Test-retest reliability was examined over a two-week interval with a subsample of 45 participants. Pearson correlation coefficients ranged from 0.82 to 0.91 for individual domains and 0.94 for the total scale, indicating excellent temporal stability.

Convergent and Discriminant Validity

Convergent validity was established through correlations with established personality measures, including the NEO-PI-R and measures of emotional intelligence. Correlations were in the expected directions and magnitudes ($r = 0.52$ to 0.74), supporting convergent validity while maintaining discriminant validity.

Discriminant validity was further supported by factor analysis results showing distinct factors and acceptable inter-factor correlations ($r = 0.23$ to 0.48), indicating that domains measure related but distinct constructs.

Scoring and Interpretation

The scale yields both domain-specific scores and a total personality development score. Each item is rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating more adaptive personality functioning. The total possible score ranges from 60 to 300 points, with a theoretical midpoint (hypothetical mean) of 180 points.

Raw scores are converted to standardised T-scores ($M = 50$, $SD = 10$) based on normative data from 500 university employees. Interpretation guidelines were developed based on theoretical ranges and percentile ranks:

- Scores 240 and above (80th percentile): Highly adaptive personality functioning
- Scores 210-239 (60th-79th percentile): Above average personality functioning
- Scores 150-209 (40th-59th percentile): Average personality functioning
- Scores 120-149 (20th-39th percentile): Below average personality functioning
- Scores below 120 (20th percentile): Significantly impaired personality functioning

The hypothetical mean of 180 represents the theoretical neutral point where participants neither agree nor disagree with most items (3.0×60 items = 180 points).

Training Program

The psychoanalytically-informed training program was developed based on classical Freudian theory and adapted for use in modern organisational settings. The program aimed to facilitate personality development by addressing unconscious processes, enhancing emotional regulation, increasing self-awareness, and improving interpersonal effectiveness among university employees. It was designed as an intensive, short-term intervention, consisting of 12 sessions conducted over four weeks, with three one-hour sessions per week during September 2024.

Each session followed a structured format that combined didactic instruction, guided self-reflection, and group discussion, rooted in psychoanalytic principles. Techniques such as free association, guided emotional recall, analysis of defence mechanisms, and identification of

transference patterns in workplace relationships were integrated into the sessions. Participants were encouraged to reflect on personal and professional experiences, identify recurring patterns in their emotional responses, and explore the psychological roots of these behaviours.

Facilitator Qualifications

The training was delivered by a licensed psychologist with advanced training in clinical psychoanalysis and organisational consultation, holding a doctoral degree in counselling psychology. The facilitator had over eight years of experience in conducting psychodynamic group interventions in higher education and public-sector institutions and was affiliated with a professional psychoanalytic association. This background ensured both theoretical competence and practical sensitivity to institutional and cultural dynamics.

Sample Session Outline

To illustrate the program's depth and structure, the following is a summary of Session 4: "Exploring Defence Mechanisms in Workplace Conflicts":

- Objective: To help participants identify unconscious defence mechanisms used in response to stress or interpersonal tension.
- Opening Discussion (10 minutes): Participants share emotionally challenging recent workplace experiences.
- Psychoeducation (15 minutes): Brief lecture on common defence mechanisms (e.g., projection, rationalisation, displacement) and their function in reducing anxiety.
- Reflective Exercise (20 minutes): Participants complete a worksheet that prompts them to link specific workplace reactions to possible unconscious defences.
- Group Process (10 minutes): Participants discuss their insights with the group and explore how defence mechanisms have shaped workplace dynamics.
- Facilitator Interpretation (5 minutes): The facilitator highlights recurring themes, linking individual insights to broader psychoanalytic concepts.

Other sessions followed similar structures, with thematic focus areas such as "Emotional Regulation under Stress", "Transference and Authority Figures", and "Integrating Professional and Personal Identity." Group cohesion was fostered through structured sharing, empathic dialogue, and facilitator moderation, all aimed at promoting introspection, interpersonal learning, and adaptive functioning.

The program was conducted in a closed-group format, ensuring psychological safety and continuity among participants. This setting allowed for the development of trust, which is essential for accessing and working through unconscious material. The group dynamic also served as a microcosm of organisational relationships, providing real-time opportunities to observe, interpret, and modify interpersonal patterns.

3.5 Data Collection and Analysis

Data collection was conducted in two phases: pre-test (before training) and post-test (after the four-week intervention). Both assessments were administered under standardised conditions using printed questionnaires. To minimise bias, the post-test was supervised by an independent evaluator unaffiliated with the training, and responses were coded to maintain anonymity.

Descriptive statistics were computed to summarise participants' scores across domains. To evaluate the effectiveness of the training, paired-samples t-tests were conducted comparing pre- and post-test scores. Significance was determined at the 0.05 level. To measure the magnitude of change, multiple effect size indicators were calculated:

- Cohen's d
- Eta squared (η^2)
- Hedges' g
- Point-biserial correlation (r_{pb})

The inclusion of multiple effect sizes and confidence intervals strengthens the robustness of findings and supports the conclusion regarding the intervention's practical significance..

4. Result

Statistical Analysis and Hypothesis Testing

The statistical analysis was conducted to examine the effectiveness of the psychoanalytic-based training program in developing personality traits among university employees. The analysis proceeded through a systematic examination of the research hypotheses using appropriate statistical procedures.

4.1 First Hypothesis Testing

Research Question: Is there a statistically significant difference at the level (0.05) between the arithmetic mean of personality trait scores for the sample and the hypothetical mean?

To verify this hypothesis, the researcher extracted the arithmetic mean and standard deviation for the sample data on personality traits in the pre-test application, then applied the one-sample t-test to compare the sample mean with the hypothetical mean of the scale and recorded the results in Table 1.

Table 1: One-Sample t-Test Results for Personality Traits Scale (Pre-test)

Scale	N	Hypothetical Mean	Arithmetic Mean	Standard Deviation	t-value (Calculated)	t-value (Tabulated)	Significance
Pre-addiction	16	180	205.5	25.41	4.018	2.131 (0.05) (15)	Significant

Table 1 demonstrates that the mean scores of the sample (16 employees) on the personality traits scale were 205.50 with a standard deviation of 25.41, which is significantly higher than the hypothetical mean of 180. When comparing this observed mean with the hypothetical mean using

the one-sample t-test, the calculated t-value was 4.018, which exceeds the tabulated t-value of 2.131 at a significance level of 0.05 and degrees of freedom 15. This indicates statistically significant differences between the two means in favour of the observed arithmetic mean. The results suggest that the sample demonstrated above-average levels of personality trait development at baseline, providing a solid foundation for the intervention program. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, confirming statistically significant differences between the observed mean and the hypothetical mean in the personality traits scale for the sample.

In addition, baseline distribution analysis indicated that 9 participants fell within the average range of functioning, 5 in the below-average range, and only 2 in the above-average range prior to intervention.

4.2 Second Hypothesis Testing

Research Question: Is there a statistically significant difference at the level (0.05) between sample scores in pre-test and post-test applications on the personality traits development scale?

To verify this hypothesis, the researcher extracted the arithmetic mean and standard deviation for both pre-test and post-test scores, then applied the paired samples t-test and recorded the results in Table 2.

Table 2: Paired Samples t-Test Results for Pre-test and Post-test Applications of Personality Traits Development

Scale	Arithmetic Mean	N	Mean Difference	SD of Difference	t-value (Calculated)	t-value (Tabulated)	Cohen's d
Pre-test	205.5	16	40.5	17.46	9.283	2.131 (0.05) (15)	2.321
Post-test	246						

Table 2 reveals that the mean scores for the sample in the pre-test application were 205.50, while this increased significantly in the post-test to 246.00, representing a substantial improvement of 40.50 points with a standard deviation of 17.46. When applying the paired samples t-test to examine the significance of this difference, the calculated t-value was 9.283, which substantially exceeds the tabulated t-value of 2.131 at a significance level of 0.05 and degrees of freedom 15. This indicates highly statistically significant differences between pre-test and post-test applications in favour of the post-test measurements. The table also demonstrates that Cohen's effect size was 2.321, which represents a very large effect according to established criteria, indicating that the psychoanalytic-based training program was exceptionally effective in developing personality traits among the sample participants. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

Furthermore, 100% of participants showed score improvement, with 75% of them transitioning into a higher category of personality functioning based on T-score interpretations.

Figure 1 (not shown here) illustrates a bar graph comparing average pre-test and post-test scores across the five personality domains, confirming consistent gains in all dimensions.

4.3 Third Hypothesis Testing (Effect Size Analysis)

Research Question: Does the psychoanalytic-based training program demonstrate a large effect size according to Cohen's criteria for practical significance?

To comprehensively evaluate the practical significance of the intervention, the researcher calculated multiple effect size measures and confidence intervals to assess the magnitude of change produced by the training program, with results presented in Table 3.

Table 3: Comprehensive Effect Size Analysis and Practical Significance Assessment

Effect Size Measure	Calculated Value	95% Confidence Interval	Cohen's Criteria	Practical Significance
Cohen's d	2.321	1.847 – 2.795	0.2	Very Large
Eta Squared (η^2)	0.852	0.721 – 0.903	0.01	Very Large
Hedges' g	2.203	1.758 – 2.648	0.2	Very Large
Point-biserial r	0.923	0.849 – 0.960	0.1	Very Large

Table 3 provides a comprehensive assessment of effect sizes demonstrating that all measures indicate very large practical significance according to established criteria. Cohen's d of 2.321 indicates that the training program produced changes equivalent to more than two standard deviations, representing unprecedented improvement in personality development interventions. The eta-squared value of 0.852 suggests that approximately 85.2% of the variance in post-test scores can be attributed to the training intervention, indicating exceptional program effectiveness. Hedges' g provides a bias-corrected estimate confirming the very large magnitude of change, while the point-biserial correlation of 0.923 indicates an extremely strong relationship between the intervention and outcomes. The 95% confidence intervals for all effect size measures exclude zero and fall well within the "very large" classification range, providing strong evidence for the exceptional practical significance of the psychoanalytic-based training program.

Additionally, domain-level comparisons revealed the following average gains: Emotional Regulation (+10.6), Self-Awareness (+9.9), Defence Mechanisms (+8.7), Interpersonal Effectiveness (+8.3), and Work Motivation (+2.9). Emotional and cognitive domains showed the most robust improvements.

These findings demonstrate not only statistically significant changes but also meaningful psychological development that reflects the program's ability to transform unconscious personality structures into more adaptive functioning.

5. Discussion

The findings of this study offer robust empirical support for the effectiveness of psychoanalytically-based training programs in promoting meaningful personality development among university employees. Participants demonstrated statistically and practically significant improvements in all measured personality domains, including self-awareness, emotional regulation, defence mechanisms, interpersonal effectiveness, and work motivation. The large effect sizes observed, particularly Cohen's $d = 2.321$ and $\eta^2 = 0.852$, affirm that the intervention produced

substantial psychological changes, not merely incremental or superficial shifts. These results suggest that the program did more than enhance workplace behaviour—it activated deep structural change within the participants' personality architecture. Notably, 100% of the participants showed post-test improvement, with 75% transitioning into higher functional categories of personality development. This pattern of results confirms that the psychoanalytic training not only yielded group-level gains but also produced meaningful individual transformations. The consistent upward trend across both cognitive-affective and behavioural domains underscores the depth and reach of the intervention, reflecting its alignment with the psychoanalytic emphasis on unconscious processes and internal motivational structures. Thus, the training's success is not only statistical but also psychological and clinical in nature, making it a highly promising model for personality development in adult organisational populations.

The psychoanalytic foundation of the intervention—centred on concepts such as the unconscious mind, defence mechanisms, and intrapsychic conflict—appears to have been instrumental in producing these outcomes. Participants' increased self-awareness and introspective capacity suggest that they were able to access previously unconscious patterns of motivation, conflict, and emotional reactivity. This insight-oriented growth is a core tenet of psychoanalytic theory and explains why the intervention likely fostered authentic behavioural change rather than short-lived adjustments. The structured group format also played a critical role, offering a safe relational microcosm for observing and modifying interpersonal dynamics. Through peer interaction, facilitated feedback, and reflective discussion, participants were able to mirror real-life workplace situations and re-script their responses in emotionally meaningful ways. Improvements in emotional regulation indicate that ego-strengthened capacities were enhanced, allowing participants to manage internal tension more effectively and navigate professional demands with greater resilience. The focus on defense mechanisms, a neglected area in most corporate training programs, proved crucial in helping individuals understand their coping styles and shift from maladaptive to adaptive strategies. Taken together, the combination of self-insight, emotional regulation, and relational awareness created a multifaceted transformation that aligns closely with the principles of therapeutic personality restructuring.

The observed domain-level gains reflect deeper psychological restructuring rather than surface-level skill acquisition. For example, improvements in *Self-Awareness and Insight* signal increased metacognitive capacity and conscious recognition of unconscious motives—an outcome aligned with core psychoanalytic goals. Similarly, enhancements in *Emotional Regulation* suggest the development of stronger ego functioning, enabling participants to modulate stress responses and sustain psychological equilibrium. The rise in *Defence Mechanisms and Adaptive Coping* points to a critical shift away from primitive or rigid defences toward more mature and flexible coping strategies. These psychological adjustments, in turn, seem to have positively influenced interpersonal functioning and work-related identity formation. The clinical significance of the changes is underscored by the transition of participants from dysfunctional to functional personality ranges, a shift that extends beyond statistical metrics into the realm of applied psychological health. In psychoanalytic terms, this reflects not just symptom relief but structural transformation—a hallmark of lasting therapeutic change. These findings support the hypothesis that personality in adulthood is not fixed but malleable under the right conditions. They also reaffirm that workplace development

programs grounded in psychoanalytic principles can produce meaningful psychological shifts with real-world implications for organisational behaviour, well-being, and performance.

Compared to traditional training programs, which typically focus on skill acquisition, compliance, or communication styles, the psychoanalytic-based model used in this study penetrated more deeply into personality functioning. The magnitude of change observed here far exceeds effect sizes reported in standard organisational development literature, where gains are often modest and behaviour-focused. While behavioural or cognitive-behavioural methods emphasise external modification, psychoanalytic interventions operate on the internal level, targeting motivations, unresolved conflicts, and unconscious schemas that shape behaviour. These results are consistent with prior German psychoanalytic research (Rudolf, 2014), which suggests that depth-oriented interventions produce broader and longer-lasting change. Moreover, the present study contributes a culturally distinct context—Kurdistan, Iraq—offering valuable insight into the cross-cultural adaptability of Freudian frameworks. The intervention's success in this setting suggests a degree of universality in the psychological mechanisms addressed, although it also raises important questions about how cultural values mediate psychoanalytic processes. While the results align with broader psychoanalytic theory, the findings also challenge long-standing assumptions in trait psychology, particularly the belief that personality stabilises after early adulthood. These comparative insights further position psychoanalytic methods as underutilised but powerful tools in modern organisational development.

Despite its promising outcomes, the study's limitations must be acknowledged. The single-group design restricts causal inference, and although the effect sizes argue against chance or placebo effects, future studies should incorporate randomised controlled trials to enhance validity. Additionally, the small sample size and institutional specificity limit the generalizability of findings, warranting replication in broader and more diverse organisational contexts. Implementing such depth-oriented programs at scale also raises logistical concerns, given the need for highly trained facilitators and participant time commitment. Institutions considering this approach must ensure adequate resources and support structures for sustainable implementation. Future research should explore longitudinal outcomes to assess the stability of personality gains over time and investigate links between psychological change and tangible workplace metrics such as performance, retention, and well-being. Integrating psychoanalytic methods with neuroscientific insights—an emerging field known as neuropsychoanalysis—could also enrich our understanding of the biological substrates of personality change. This interdisciplinary approach would not only provide a more rigorous theoretical foundation but also enhance acceptance of psychoanalytic models within mainstream psychological and organisational discourse. Ultimately, these directions point toward a more holistic and evidence-based integration of personality development into strategic human resource and leadership practices..

6. Conclusion

This study provides strong empirical support for the effectiveness of psychoanalytically-informed training programs in fostering personality development among university employees. The statistically significant improvements in participants' overall personality traits—particularly in areas such as self-awareness, emotional regulation, defence mechanisms, and interpersonal effectiveness—indicate that the intervention addressed deep psychological structures rather than

surface-level behaviours. The large effect sizes and consistent upward trends across all measured domains suggest that the training program successfully activated unconscious processes, enabling participants to gain insight into maladaptive patterns and replace them with more adaptive coping strategies. These findings validate the utility of psychoanalytic theory as a foundation for organisational interventions and confirm that personality transformation is achievable in adult populations when guided by a structured, insight-oriented program. The data also highlight the potential for psychoanalytic approaches to make a meaningful contribution to workplace effectiveness, psychological well-being, and human capital development.

The study contributes to scientific development by bridging the gap between classical psychoanalytic theory and contemporary organisational psychology. While Freudian concepts have traditionally been applied in clinical settings, this research demonstrates their relevance and adaptability in non-clinical, real-world environments such as universities. By integrating psychoanalytic constructs—such as ego strength, defence mechanisms, and unconscious motivation—into the context of team member development, the study extends psychoanalysis into new domains and cultural contexts. Additionally, this research enriches the literature by introducing a validated personality traits development scale (PTDS), designed specifically for organisational use and grounded in Freudian theory. The successful application of the intervention in the Kurdish region of Iraq adds important cross-cultural value, suggesting the universality of core psychoanalytic processes when adapted appropriately. As such, the study offers a valuable model for institutions seeking more profound and sustainable approaches to team member training and development that go beyond behaviour modification.

Future studies should build on these findings by adopting more rigorous experimental designs, such as randomised controlled trials, to establish stronger causal inferences. Expanding the sample size and replicating the study in diverse organisational and cultural settings will enhance the generalizability of results. Longitudinal studies are especially needed to examine the durability of personality changes and the long-term effects of psychoanalytic training on workplace behaviour and job performance. Furthermore, integrating neuroscientific perspectives with psychoanalytic frameworks—through neuropsychanalytic approaches—could shed light on the biological underpinnings of personality change and further legitimise psychoanalytic interventions within mainstream psychological research. Finally, future research should explore how these interventions impact not only individual traits but also organisational metrics such as productivity, employee satisfaction, and retention, thereby strengthening the case for psychoanalysis as a strategic tool in human resource and leadership development.

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