

Positive Affirmation Skills Intervention on the Psychosocial Development of the Seminarians: Its Development and Implementability

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Abstract: *This study aimed to develop a Positive Affirmation Skills Intervention to find out if there is an improvement in the Psychosocial Development of the Seminarians. An experimental group of seminarians underwent an intervention of 11 modules of Positive thoughts enhancement and Interpersonal skills developed by the researcher tailored fit for the Filipino culture seminarians and a controlled group of seminarians went thru a normal setting lecture of formation in the seminary. A pre-test and posttest of the seminarians' psychosocial development with a Psychosocial Development measurement tool (Modified Erikson Psychosocial Stage Inventory – MEPSI) was utilized to find out if there is an efficacy of the intervention.*

Keywords: interpersonal skills, modules, positive affirmation skills intervention, positive thoughts enhancement, psychosocial development, seminarians

1. Introduction

These past years of involvement in different seminaries has challenged the researcher to respond to this call of great responsibility and concern of the formation of the seminarians who will be the future priests of our local and universal church. An issue so close to the heart of the researcher since it is in the foundation of a seminarian and in his seminary formation wherein integration of his psycho social life builds his core being and the maturity of his authentic vocation to the priesthood. Seminary formation is very important since these seminarians will be the future leaders that will guide the whole humanity towards a life of holiness and integration, a Christ-like life and of Christian maturity.

Reinforcing the Program for Priestly Formation will enhance the human and formative process and aid in the growth of seminarian's insights for their human maturity, vocational, psycho social and spiritual growth that will lead to a compassionate presence of Christ in his pastoral ministry.

The researcher was motivated to choose this particular study since she was aware of the psychosocial problems of the seminarians and her concern to help in the psychospiritual and psychosocial formation of the seminarians. Another significant reason is to find out if this positive affirmation skills intervention will be of enhancement and positive outcome in the psychosocial development of the seminarians, to be able to help them in the integration and holistic formation towards their psychosocial life and vocation to priesthood.

2. Conceptual Framework

Seminary life is a life that demands physical, emotional, spiritual, psychosocial strength and endurance in responding to the call of somebody who needs his response. A challenging life and vocation that needed time to learn and grow deeply to mature and face its

commitments. In this context, this research wanted to improve and enhance the psychosocial development of the seminarians to help them in their holistic formation towards their calling to priesthood. It aimed to develop and determine the efficacy of the Positive Affirmation Skills Intervention on the Psychosocial Development of the seminarians.

The schematic diagram in *Figure 1* showed the conceptual framework of the Efficacy of the Positive Affirmation Skills Intervention on the Psychosocial Development of the Seminarians

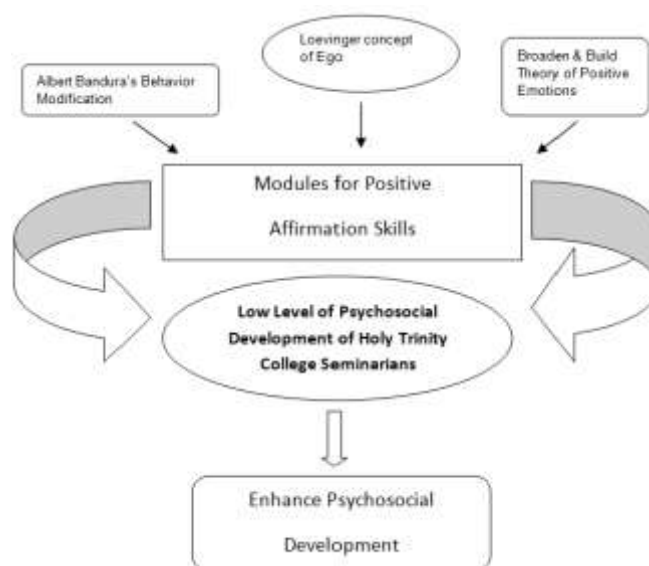


Figure showed that the Positive Affirmation Skills Intervention will be developed and conceptualized which was based on Loevinger concept of ego development, Albert Bandura's Behavior Modification and Broaden and Build theory of Positive emotions.

The participants of this study who were the seminarian's of Holy Trinity College seminary in Labo, Camarines Norte, Philippines who had a low level of psychosocial

development and through the implementation of the Positive Affirmation Skills Intervention program which were based on Loevinger concept of ego development; Bandura's cognitive-behavior modification and the Positive Emotions Broaden and Build Theory which builds enduring personal, intellectual, psychological and social means.

This is wherein the modules of this Positive Affirmation Skills Intervention were inspired and when subjected and administered to the seminarians could possibly enhance the level of their psychosocial development.

3. Literature Review

Social Learning

Observational learning or social learning occurs when new behaviors are acquired thereby augmenting the performance of behaviors learned in the past by observing others. It is a complex process and is influenced by different factors (Davis and Bushist, 2008).

In observational learning, an individual can acquire behavior and come to know the motivation to do that behavior or resist doing that behavior depending on what is learned of the consequences attached to that behavior; it can self-regulate internally the standards in resisting behaviors as well as enacting it. (Grusec, 1992).

Through observational learning, the child becomes familiar with the concepts of the situation as well as with distinct behaviors. People watch others, learn their actions, and remember what others have shown them and what they have learned about the situation. Through social learning, an individual understands the social consequences of behavior, leading to new schemes of behavioral expression and self-regulation. This is termed as efficacy by Bandura (1986) which is the culmination of the learning process. It includes planning intentional actions, directing one's own behaviors toward a goal, and reflecting on one's actions to assess their impact and purpose (Newman and Newman, 2015).

Cognitive Behaviorism

Cognitive behaviorism is the study of the many thoughts, ideas, and memories that influence behavior. It is a study of the ways people represent behavior in thought. For example, athletes think about their performance and visualize actions needed to perform well. This is a cognitive representation of actions. Edward Tolman (1948) introduced the notion of a *cognitive map* – a mental representation of the learning environment. According to him, individuals who perform a specific task in a certain environment attend primarily to that task, but they also form a representation of the setting. The cognitive map includes expectations about the reward system, existing spatial relationships, and the behaviors that are most highly valued in that setting. An individual performance in a situation represents only part of what has been learned in that setting.

One therapeutic approach shown to be effective for a range of psychological difficulties is cognitive-behavior therapy (Butler, Chapman Forman & Beck, 2006). Within CBT techniques designed to address negative or faulty thinking are referred to as cognitive restructuring. Such techniques are based on the premise that changing the way clients think they will change their emotions and behavior. (Clark and Beck 2005).

Positive Psychology

Seligman and Csikszentmihalyi (2000) say that positive psychology's aim is to make a change in life through repairment.

It is about experiences of well-being and optimism. On the level of an individual it is the positive individual traits: the capacity for love and vocation, interpersonal skill, courage, originality, and wisdom. At group level it is the virtues that lead individuals toward responsibility and altruism (Seligman & Csikszentmihalyi, 2000).

In the past, psychologists were focused on prevention. The task of prevention is to create human strength and understand individuals. Individuals are seen as decision makers and masterful. (Bandura, 1986 & Seligman 2000). This reorients back psychology to its two-fold mission which is to make normal people stronger and be productive (Seligman & Csikszentmihalyi, 2000).

4. Research Methodology

Research Design: Mixed methods Design- Ethnographic and Experimental

The study focused on two aspects: 1.) the development of the Positive Affirmation Skills Intervention (PASI) and 2.) to examine the implementability of the intervention on the Psychosocial Development of the seminarians. In view with this two focus of the study, this was conducted in two phases.

Phase 1

The Development of the Positive Affirmation Skills Intervention (PASI) constructed and devised by the researcher tailored fit for the Filipino culture seminarians. This intervention was designed by the researcher to help the seminarians improve and enhance their psychosocial growth and development through the Positive Affirmation Skills Intervention (PASI).

In this phase, the researcher used *ethnographic research design* that helped her understand and gather information regarding the existing issues and problems on the psychosocial development of the seminarians in the course of their formation in the seminary. The researcher interviewed the seminarians, their formators, professors and the bishop to better achieve an adequate overview of the aspects of the psychosocial development of the seminarians; these were done to know and understand the challenges in their seminary life in relation to their psychosocial development; a focus group discussion with

the seminarians was conducted to dig deeper in their social and interpersonal interactions and relationships towards oneself and others to construct a base for the intervention.

Findings and outcome from the seminarians, formators, professors and bishop's interviews, focus group discussion and survey with the seminarians were put together to construct a positive affirmation skills intervention (PASI) in order to help in the enhancement of the psychosocial development of the seminarians.

b. Phase 2

The researcher utilized the true experimental design, specifically *Pre-Test-Post-Test control Group Design* in order to have comparisons between the psychosocial developments of the different groups of the subjects by determining the efficacy of the PASI. The purpose of this experimental design was to compare the groups and measure the changes which would come out from the result of the experimental treatment.

Research Participants

Population and Sampling

For Phase 1, the participants of the pilot study were selected from the seminarians of the Congregation of the Sacred Stigmata of Bo. Mabuhay Carmona Cavite, Philippines. Their ages are from 18 to 26 years old, currently staying in the seminary of the Stigmatine Congregation. They were pre-tested with the Modified Erikson Psychosocial Stage Inventory (MEPSI) and those who got a low score in MEPSI and willing to undergo Positive Affirmation Skills Intervention were the one to participate in the PASI Program.

For Phase 2, the participants that were included in this study had the following criteria to ensure that the groups were homogenous in all possible ways. They were the seminarians of the Holy Trinity College Seminary of Brgy. Bautista, LaboCamarines Norte, Philippines. A Purposive Sampling Technique was used for sampling with the following selection criteria:

1. Seminarian of Holy Trinity College Seminary of LaboCamarines Norte, Philippines with the age of 18 to 24 years old and in College Level;
2. Was staying in Brgy. Bautista, LaboCamarines Norte, Philippines
3. Had a low score in the Modified Erikson Psychosocial Stage Inventory (MEPSI).
4. Are willing to undergo Positive Affirmation Skills Intervention (PASI).
5. Are not participating in any other intervention program for six months.

Sampling Technique

The researcher used the random sampling technique in selecting the subjects of this study. From the total of seventy one seminarians from first year to fourth year

college, a total number of seminarians (53) were selected who got a low score in the pre-test of the MEPSI and they were assigned randomly to experimental and control group with the use of a fishbowl technique. Half of the total numbers of the seminarians were assigned in experimental group and other half in the control group. The Experimental group was subjected to Positive Affirmation Skills Intervention (PASI) sessions, while the control group was given a supervised study period wherein the seminarians did their usual routine assignments and supplemental activities that was assigned to them. The PASI was not discussed to the subjects of the control group.

Research Setting

The research setting of this study was in Holy Trinity College Seminary in Brgy. Bautista, Labo, Camarines Norte, Philippines.

Research Instruments:

1. The Modified Erikson Psychosocial Stage Inventory (MEPSI) - was an eighty item questionnaire developed by Cindy Darling- Fisher, PhD R.N. of University of Michigan and Nancy Kline Leidy, PhD, R.N. of Evidera, Bethesda, MD.

The MEPSI was constructed to measure the strength of psychosocial attributes that comes from progression through Erikson's eight stages of development.

2. The Positive Affirmation Skills Intervention (PASI) - was an instrument constructed and devised by the researcher tailored fit for the Filipino culture seminarians. It was made of eleven modules containing cognitive behavioral techniques and psychosocial skills to help seminarians in their psychosocial development and in their management with their interpersonal relationships and situations.

The sessions were about on improving social problem solving in relationship with co-seminarians; understanding the concept of knowing oneself, enhancing communication skills, dealing with conflicts, honing social skills, concept of gratitude, active practice of positive affirmation skills and behavior, analyzing real life situations, decision making, expressing positive feelings, . These were given for two months twice or thrice a week having one session per meeting.

Ethical Consideration

The researcher was obliged to protect the right, preserve the dignity and well-being of the participants in this study. She was also obliged to respect the human-ethics guidelines of USTGS-ERC (UST Graduate School Ethical Review Committee).

Treatment Procedure in the Conduction of the Experiment

Pre-test was given to all qualified seminarians as a baseline for the study and all the seminarians who got a low score on the Modified Erikson Psychosocial Stage Inventory (MEPSI) were taken as participants for experimental group and control group and randomly assigned them with the use of fishbowl technique. After which, the PASI was given to the seminarians who belong to the experimental group (Group A) for eleven sessions twice or thrice every week for a period of two months with one module every meeting to enhance the Psychosocial Growth and Development of the seminarians while the control group had a supervised study period wherein they made their usual assignments and supplemental activities that was assigned to them. After the PASI sessions, posttest was given to both the control and experimental groups in order to find out its effects on the Psychosocial Development of the seminarians.

Pre-experimental Stage

A letter was given to the Rector of Holy Trinity College Seminary of Brgy. Bautista, LaboCamarines Norte, Philippines to inform him of the study of the researcher and a follow up call was made to secure permission to conduct the experiment on PASI in the said seminary.

A week prior to the experiment the researcher visited the seminary to talk to the rector for the intended schedule of the seminarians and to establish rapport with them. After the establishment of the schedule, the researcher administered the Modified Erikson Psychosocial Stage Inventory (MEPSI) to all the seminarians to get the baseline of the participants and all the seminarians who obtained a low score were selected for the study as experimental (group A) and control (group B). Those who were selected to participate were informed that they will be randomly assigned in two groups. A letter of consent were distributed to the seminarians for their signature to be affixed as a sign of their voluntary agreeing to join the study so with the information of the ethical guidelines. After which, the participants were randomly assigned in two treatment conditions using the fish bowl technique. The names of the participants were placed in a box mixed together and then the researcher draws their names one by one at random. The first half of the total number of seminarians who obtained a low score in the MEPSI was included in Group A (Experimental Group) and the other half were assigned in Group B (Control Group). Both the experimental and control group had an equal number of participants.

Participants in both the experimental and control groups were not informed that they will undergo an experimental study. Instead those who are in Group A were informed that they will attend a Skills Training Program with the researcher as their facilitator and group B will have another program.

Experimental Stage

Positive Affirmation Skills Intervention was administered to the experimental group (Group A) and was carried out for two months every week. Two or three modules/sessions in a week were given to the seminarians depending on their schedule.

Post-Experimental Stage

Upon completing the eleven modules/sessions of the PASI in two months' time, the researcher administered the Post-test of the Modified Erikson Psychosocial Stage Inventory (MEPSI) to the experimental group of the seminarians. Their scores were recorded, analyzed statistically and was interpreted.

A Post-test of the MEPSI was also given to the seminarians of the control group to find out the scores of their Psychosocial Development.

5. Results and Discussion

This is the core of the study. It shows the researcher's interpretation of the results.

Table 1 shows the mean scores and standard deviation values of the pretest and posttest of the experimental and control group as measured by the Modified Erikson Psychosocial Stage Inventory (MEPSI). According to MEPSI lower scores indicates low level of psychosocial development attributes and a high score indicates an enhancement of the psychosocial development attributes of the participants. The participants in both the experimental group and control group have shown low level of psychosocial development attributes in the pretest. This shows the homogeneity of the research participants before the administration of the Positive Affirmation Skills Intervention Program (PASI) which indicates that they had almost the same level of psychosocial development attributes.

Based on the presentation of Table 1, a low pretest score on the Trust-Mistrust scale of the participants of both the experimental group (Mean=3.16, SD=.45) and the control group (Mean= 3.16, SD=.47) which shows a low level of Sense of Trust and confidence of the seminarians in the environment where they are living before the administration of the intervention program. In the scale of Autonomy-Shame and Doubt, pretest scores of the seminarians for both the experimental group (Mean=3.43, SD=.43) and control group (Mean=3.22, SD=.51) reported a low level in this attribute and wherein it reveals that the participants cannot assert their independence and they are experiencing lack of self-esteem prior to the administration of the intervention program.

A low pretest score on the Initiative- Guilt scale of the seminarians of both the experimental group (Mean=3.14, SD=.46) and the control group (Mean=3.25, SD = .46) which shows a low level of psychosocial attributes in involving themselves in interacting with co-seminarians and not being able to explore their own personal skills

through their own initiatives before the administration of the intervention program.

In the scale of Industry-Inferiority Scale, pretest scores of the seminarians for both the experimental group (Mean=3.07, SD=.43) and control group (Mean=3.25, SD=.53) reported a low level in this attribute and wherein

it reveals that the participants manifests low level of confidence in their ability to achieve their goals and industriousness and may have that feeling of inferiority before the intervention was administered to the participants.

Table 1: Pretest and Posttest Psychosocial Development Mean Scores and Standard Deviation Values of the experimental and control group

SCALE	EXPERIMENTAL GROUP (27)				CONTROL GROUP (26)			
	Pretest		Posttest		Pretest		Posttest	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Trust-Mistrust	3.16	.45	3.42	.39	3.16	.47	2.93	.51
Autonomy Shameand Doubt	3.43	.43	3.63	.36	3.22	.51	3.20	.54
Initiative-Guilt	3.14	.46	3.50	.35	3.25	.46	3.05	.59
Industry- Inferiority	3.07	.43	3.46	.45	3.25	.53	3.05	.50
Identity-RoleConfusion	3.23	.45	3.51	.44	3.19	.38	3.04	.50
Intimacy- Isolation	3.30	.57	3.69	.46	3.37	.50	3.15	.57
Generativity-Stagnation	3.40	.43	3.65	.37	3.40	.46	3.23	.56
Ego Identity-Despair	3.20	.39	3.57	.35	3.32	.36	3.18	.50
MEPSI	3.24	.29	3.55	.27	3.27	.34	3.10	.42

Note: Significant if $p \leq 0.05$

A low pretest score on the Identity – Role Confusion scale of the seminarians of both the experimental group (Mean=3.07, SD=.43) and the control group (Mean=3.25, SD = .53) which shows a low level of sense of self and personal identity, and wherein their sense of self-reintegration is weak before the administration of the intervention program. This is especially an important one for Erikson (1980), wherein he quoted in his words “the ego values accrued in childhood culminate in what I have called a sense of ego identity. This is the accrued confidence that one’s ability to maintain inner sameness and continuity (one’s ego in the psychological sense) is matched by the sameness and continuity of one’s meaning for others.

In the scale of Intimacy–Isolation, pretest scores of the seminarians for both the experimental group (Mean=3.30, SD=.57) and control group (Mean=3.37, SD=.50) which reported a low level in this attribute and wherein it reveals that the participants have an inferior ability to share themselves more intimately to others; fearing commitment and a relationship that leads to loneliness and depression before the intervention program was given. A low pretest score for Generativity-Stagnation scale of the seminarians of both the experimental group (Mean=3.40, SD=.43) and the control group (Mean=3.40, SD = .46) which shows a low level of sense of productivity in work, involvement in community activities and organizations before the intervention program was administered.

In the scale of Ego Integrity – Despair, pretest scores of the seminarians for both the experimental group (Mean=3.20, SD=.39) and control group (Mean=3.32, SD=.36) reported a low level in this attribute and wherein it reveals that the participants have an inferior development of the integrity and wherein they see themselves unsuccessful which can lead them to losing hope prior to the administration of the intervention program.

In the overall psychosocial development scale pretest scores of the seminarians for both the experimental group (Mean=3.24, SD=.29) and control group (Mean=3.27, SD=.34), it is shown that a low level of this attribute revealing that the participants have an inferior level of psychosocial development before the intervention program was administered.

As presented in Table 1, in the scale of Trust-Mistrust, the posttest score of the experimental group (Mean= 3.42, SD=.39) shows a higher level as compared to the posttest mean score of the control group (Mean= 2.93, SD=.51) which is low and this signifies that the level of sense of Trust of the experimental group has increased. The sense of trust of the seminarians in the experimental group is highlighted in their social attributes, which means that their level of confidence in the seminary increased after the PASI program. In the scale of Autonomy – Shame and Doubt, the posttest score of the experimental group (Mean= 3.63, SD .36) shows a high level as compared to the posttest mean score of the control group (Mean=3.20, SD=.54) which is low and this means that the level of autonomy of the experimental group increased and the seminarians were able to assert their independence with an increased self-esteem after the administration of the intervention program.

In the scale of Initiative – Guilt, the posttest mean score of the experimental group (Mean= 3.50, SD= .35) revealed a higher level in comparison to the posttest mean score of the control group (Mean= 3.05, SD=.59) which is low and signifies that the level of Initiative of the experimental group increased. They are being able to explore their personal skills through their own initiatives, increasing also their ability in decision making after the PASI. For Industry-Inferiority Scale, the posttest mean score of the experimental group (Mean=3.46, SD=.45) shows an increased level as compared to the posttest mean score of the control group (Mean=3.01, SD=.50) which is low and this means that the level of confidence of the experimental group in their ability to achieve their goals increased and their industriousness also increased, having that feeling of sufficiency after the administration of the intervention program.

In the Identity – Role Confusion scale. The posttest mean score of the experimental group (Mean= 3.52, SD=3.04, SD=.50) reveals a high level in comparison to the posttest mean score of the control group (Mean=3.04, SD=.50) which is low and this means that the level of sense of self and personal identity of the seminarians of the experimental group through their exploration of beliefs, personal values and goals are increased. Their sense of

self-reintegration is strengthened and they are able to commit themselves by being sure of oneself and their place in the seminary. They are able to establish a positive identity, after the administration of the intervention program. Hoare (1991) concluded that a fully achieved identity is one that reflects the individuals' personal cultural values while still being open to other people of different culture.

In Intimacy–Isolation scale, the posttest mean score of the experimental group (Mean= 3.52, SD=3.04, SD=.50) reveals a high level in comparison to the posttest mean score of the control group (Mean=3.04, SD=.50) which is low and this signifies that the level of the ability of the experimental group to share themselves more intimately to others are high and they are not afraid to commit themselves that will lead their relationship to happiness after that the intervention program was administered.

For Generativity – Stagnation scale, the posttest mean score of the experimental group (Mean= 3.65, SD=.37) shows a high level in comparison to the posttest mean score of the control group (Mean=3.23, SD=.58) which is low and this means that the level of the sense of productivity in work of the experimental group increased with their involvement in community activities and organizations after the intervention program. In young adulthood, Robert et. al., 2003 stated that the quality to job life seems to play an important role for rank order changes in personality reflected in positive associations between job satisfaction and a decrease in negative emotionality, thus Scollon and Dinner, 2006 affirmed that it is also as well as an increase in emotional stability and extraversion.

In Ego Integrity – Despair scale, the posttest mean score of the experimental group (Mean= 3.57, SD=.35) shows a high level in comparison to the posttest mean score of the control group (Mean=3.18, SD=.50) which is low, this is a manifestation of an increase level in the development of the integrity of the experimental group which signifies that they see themselves to be successful and made them hopeful after that the PASI was administered.

In the overall psychosocial development (MEPSI) scale; the posttest mean score of the experimental group (Mean= 3.55, SD=.27) shows a high level in comparison to the posttest mean score of the control group (Mean=3.10, SD=.42) which is low and this signifies an increase in the psychosocial development attributes of the experimental group after the administration of PASI.

This affirms Seligman ME, Csikszentmihalyi M, statement of 2000 that quality of life can be improved by the development and application of inner resources that help individuals respond to the different problems and challenges of complicated modern life and an increased problem-solving skills enable individuals to manage stress, difficulties or negative events without becoming frustrated or depressed.

Table 2: Significant Difference between the Pretest and Posttest Psychosocial Development Mean Scores of the seminarians grouped according to experimental and control group

Groupings	df	t value	Sig.(2-tailed)	Interpretation	Decision
Experimental Pre and Post					
Trust- Mistrust	26	3.03	.006	Significant	Reject
Autonomy- Shame Doubt	26	2.22	.035	Significant	Reject
Initiative-Guilt	26	3.05	.005	Significant	Reject
Industry-Inferiority	26	3.70	.001	Significant	Reject
Identity- Role Confusion	26	2.73	.011	Significant	Reject
Intimacy –Isolation	26	3.63	.001	Significant	Reject
Generativity- Stagnation	26	3.11	.004	Significant	Reject
Ego Identity-Despair	26	5.09	.000	Significant	Reject
MEPSI	26	6.24	.000	Significant	Reject
Control Pre and Post					
Trust- Mistrust	25	2.11	.045	Not Significant	Accept
Autonomy- Shame Doubt	25	.33	.742	Not Significant	Accept
Initiative-Guilt	25	2.26	.033	Significant	Reject
Industry-Inferiority	25	2.03	.053	Not Significant	Accept
Identity- Role Confusion	25	2.38	.026	Significant	Reject
Intimacy –Isolation	25	2.16	.041	Significant	Reject
Generativity- Stagnation	25	1.88	.072	Not Significant	Accept
Ego Identity-Despair	25	1.70	.102	Not Significant	Accept
MEPSI	25	2.65	.014	Significant	Reject

Note: Significant if $p \leq 0.05$

Table 2 illustrates the results of the test on the significance of the differences between the pretest and posttest psychosocial development mean scores of the control and experimental groups. The purpose of the test was to know if there was a statistically significant change in the mean scores of both groups where experimental group received treatment and the control group did not receive any treatment. In view of this, the pretest and posttest scores of both the experimental and control group were subjected

to t-test for independent samples, with the significance level at 0.05 so that the results would be 95% sure of being correct.

Table 2 shows the differences of the p values of the experimental and control group in the components of MEPSI (Experimental Group - Trust-Mistrust .006, Autonomy-Shame and Doubt .035, Initiative-Guilt .005, Industry- Inferiority .001, Generativity-Stagnation .004,

Ego-Identity – Despair .000 and the overall MEPSI .000) and the components of MEPSI (Control Group – Initiative-Guilt .033, Identity-Role Confusion .025, Intimacy-Isolation .041 and the overall MEPSI .014) . The test yielded are equal or lesser than the $\alpha = 0.05$ and this statistically means that there is significant difference between the pretest and posttest psychosocial development mean scores of the experimental and control group after the administration of the intervention program in terms of the psychosocial development of the seminarians. There was an impact on the development of the psychosocial attributes of the seminarians in the experimental group. The experimental group had an incremental increase and development in the progress on their psychosocial attributes which was the effect of the intervention. All the subscales of the psychosocial development attributes of the experimental group increased and changed with significant differences after there was an exposure to the intervention. For the Control group, there were some significant differences as mentioned before (Initiative-Guilt, Identity- Role Confusion, Intimacy-Isolation and overall MEPSI) but in the Experimental Group the t values are higher than that of the control group (Autonomy-Shame and Doubt (2.22 (experimental), .33 (control); Identity-Role Confusion 2.73 (experimental), 2.38 (control); Trust-Mistrust 3.03 (experimental), 2.11 (control); Initiative-Guilt 3.05 (experimental), 2.26 (control); Industry-Inferiority 3.70

(experimental), 2.03 (control); Intimacy-Isolation 3.63 (experimental), 2.16 (control); Generativity 3.11 (experimental), 1.88 (control); Ego-Identity –Despair 5.09 (experimental), 1.70 (control) and the overall MEPSI 6.24 (experimental), 2.65 (control), wherein we can see particularly that in the last stages of the psychosocial development attributes, the experimental group progressed and developed, leaving the Control group with a lower psychosocial development t values and the experimental group had a higher t values (Generativity- Stagnation 3.11 (experimental), 1.88 (control) and Ego-Identity- Despair 5.09 (experimental), 1.70 (control). This signifies that the intervention was significant because there was an impact. Hence the null hypothesis that there is no significant difference between the groups in the pretest and posttest results is rejected.

Based from this result, it can be stated that the PASI applied to the experimental group have been effective in enhancing the psychosocial development attributes of the seminarians.

The development of that sense of initiative, ability to lead others and in making decisions made them succeed in their tasks they are given which helped in the up growth in their third stage of psychosocial development as it increased in the t value.

Table 3: Significant Difference between the Posttest Psychosocial Development Mean Scores of the experimental and control group.

Scale	t value	Sig. (2-tailed)	Interpretation	Decision
Trust – Mistrust	3.885	.000	Significant	Ho-rejected
Autonomy- Shame & Doubt	3.443	.001	Significant	Ho-rejected
Initiative- Guilt	3.318	.002	Significant	Ho-rejected
Industry-Inferiority	3.139	.003	Significant	Ho-rejected
Identity- Role Confusion	3.647	.001	Significant	Ho-rejected
Intimacy-Isolation	3.764	.000	Significant	Ho-rejected
Generativity- Stagnation	3.179	.003	Significant	Ho-rejected
Ego Identity- Despair	3.303	.002	Significant	Ho-rejected
MEPSI	4.656	.000	Significant	Ho-rejected

*Significant if $p \leq 0.05$

Table 3 shows the results of the test of difference of the means in terms of posttest scores of the experimental and

control groups. The purpose of the test was to ascertain whether there was a significant change in the mean scores of both groups: the experimental and the control group.

The posttest scores of both groups were subjected to independent sample t-test setting the level of significance at 0.05. The observed differences between the posttest scores of the groups are significant because the p values (Trust-Mistrust .000; Autonomy-Shame & Doubt .001; Initiative-Guilt .002; Industry-Inferiority .003; Identity-Role Confusion .001; Intimacy- Isolation .000; Generativity- Stagnation .003; Ego Identity- Despair .002 and the overall MEPSI .000) are less than the set significance level of 0.05. This implies that the null hypothesis that there is no significant difference between the posttest psychosocial development mean scores of the experimental and control group is rejected. . The fact that the posttest results (the mean scores) of the experimental group are significantly higher than those of the control group indicates that the intervention program, PASI, was effective. This means that there was an incremental increase in scores after exposure in the intervention of PASI. The participants in the experimental group experienced not only an enhancement of their psychosocial development attributes but it went beyond enhancing – it facilitated the growth of their psychosocial development attributes. This also means that experimental group had a high level of psychological understanding of self or self-depth as compared to the control group. Making an impact on their psychosocial development characteristics and attributes.

In the study of McMaken, 2000 he attested that a secure child, who successfully navigates on the Trust-Mistrust stage, has trust in significant adults and in his or her own ability to determine who can be trusted. This gives rise to the hope that despite occasional frustration and disappointment, the future hold the promise of good things. In Module 2 of the researcher, which is about knowing oneself, identifying one's identity and trusting the other person gave way to the seminarians to practice their trust and confidence and help them to communicate positively and socially which helped strengthen that positive balance of trust to their co-seminarians.

6. Findings and Conclusion

The Findings drawn from the study are as follows:

The intervention program (Positive Affirmation Skills Intervention – PASI) aimed to help the seminarians in dealing with his experiences and interactions with himself and his co-seminarians.

The Composition of the Positive Affirmation Skills Intervention (PASI) program developed by the researcher is as follows:

a.) There are eleven modules with lecture inputs, practical activities and the practice/ exercise of creative positive affirmation skills through communication of thoughts, feelings, actions, artworks and relaxation activities as an effective intervention in the development and enhancement of the psychosocial attributes and skills of the participants.

b.) The content of the PASI is as follows:

Module 1: General Introduction and Positive Reinforcement to lead to a change in behavior. Module II: Knowing Oneself, One's Identity and having trust. Module III: Concept of Appreciation and Recognition of one's Unique Self. Module IV: Classifying certain Negative Emotions and dealing with it positively. Module V: Dealing with one's conflicts in Life. Module VI: Personal Commitment, Identification and Decision-Making. Module VII: Journey towards Growth and Maturity. Module VIII: Honing one's Social and Communication Skills. Module IX: Concept of Awareness of Positive and Negative Thoughts and Beliefs. Module X: Concept of Gratitude as part of seminary culture. Module XI: Commitment to Practice and Exercise Positive Affirmation Skills Anytime, Anywhere.

The participants have shown a low level of psychosocial development attributes in the pretest indicating that they had almost the same level of psychosocial development attributes. This measure yielded a total scale score of overall level of the seminarians' psychosocial development attributes with eight sub factors which are the following: Trust- Mistrust, Autonomy- Shame and Doubt, Initiative- Guilt, Industry- Inferiority, Identity-Role Confusion, Intimacy-Isolation, Generativity-Stagnation and Ego Identity- Despair.

In the posttest score of the experimental group in the scale of Trust-Mistrust, a higher level was revealed as compared to the posttest mean score of the control group which was low signifying that the level of sense of Trust of the experimental group had increase. This means that their level of confidence in the seminary increased after the PASI program. In the scale of Autonomy – Shame and Doubt, the posttest means score of the experimental group also revealed a high level as compared to that of the control group which was low and signified that the level of autonomy of the experimental group increased and the seminarians were able to assert their independence with an increased self-esteem after the intervention program.

In the overall psychosocial development (MEPSI) scale; the posttest mean score of the experimental group have also shown a high level in comparison to the posttest mean score of the control group which is low and this signified an increase in the psychosocial development attributes of the experimental group after the administration of PASI.

There was a significant difference between the pretest and posttest mean scores of the control and experimental groups after the administration of the intervention program in terms of the psychosocial development of the seminarians. There was an impact on the development of the psychosocial attributes of the seminarians in the experimental group. The experimental group had an incremental increase and development in the progress on their psychosocial attributes which was the effect of the intervention. All the subscales of the psychosocial development attributes of the experimental group

increased and changed with significant differences after the exposure to the intervention.

The statistical analysis on the significant difference between the post-test psychosocial development mean scores of the experimental and control group gave the following results: The observed differences between the posttest scores of the groups are significant because the p values are less than the set significance level of 0.05. This implied that the null hypothesis that there is no significant difference between the posttest psychosocial development mean scores of the experimental and control group was rejected. . The posttest results (mean scores) of the experimental group was significantly higher than those of the control group which indicated that the intervention program, PASI, was effective. There was an incremental increase in the scores of the experimental group after exposure in the intervention and the participants in the experimental group experienced not only an enhancement of their psychosocial development attributes but went beyond enhancing. It facilitated the growth of their psychosocial development attributes which signified that the experimental group had a high level of psychological understanding of self or self-depth as compared to the control group. This made an impact on their psychosocial development characteristics and attributes.

7. Conclusion

Since there was a significant difference between the experimental and the control groups in terms of the posttest mean scores, the Positive Affirmation Skills Intervention (PASI) is efficacious in increasing the level of the psychosocial development attributes of the seminarians in the Experimental group.

The efficacy of this newly developed PASI (Positive Affirmation Skills Intervention) program can be used as an effective tool for increasing the level of the psychosocial development of the seminarians.

The PASI (Positive Affirmation Skills Intervention) which is an integration of ego development concept, Behavior modification theory and the theory of Positive Emotions are effective in increasing the Psychosocial Development level of the seminarians.

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