

ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

PERCEIVED IMPACT OF CONFIRMATION CLASSES ON SELECTED UNITED  
METHODIST MEMBERS IN THE MANILA EPISCOPAL AREA

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Degree of Master of Arts in Religious Education

Curriculum and Instruction

By

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ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

WE HEREBY APPROVE THE THESIS

SUBMITTED BY

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ENTITLED

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(CURRICULUM AND INSTRUCTION)

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## ABSTRACT

This study seeks to answer the main question: What is the perceived impact of the Confirmation classes on the selected United Methodist Church (UMC) members in Manila Episcopal Area? This study looked into how the Confirmation classes affected the affective, behavioral, and cognitive experiences of the selected respondents.

The guide questions used in this study were based on the UMC vows as well as the objectives of the Confirmation classes cited in the *Book of Discipline of the United Methodist Church*. The study was anchored on Robert R. Pazmiño's framework, "Integration of Developmental Concepts with Biblical Anthropology." This research particularly focused on one of the six elements in the framework which is the "Learning," and under it were the three learning domains, namely, affective, behavioral, and cognitive which according to Krathwool, Bloom, and Masia, are expected to develop as a result of the instructional process.

The methodology used in the study is the multiple-case study approach. Semi-structured interviews facilitated how data was gathered. The six respondents are active members of the UMC and are currently between the ages of 23 to 40 years old. They were chosen using the purposive sampling method. Data were analyzed using a multiple-case comparison.

Based on the findings of the research conducted, Confirmation classes can provide opportunities for holistic growth among the participants if delivered in ways that cater to the needs of the students. The following are some of the conclusions that this study yielded: based on the findings of the study, in terms of the affective aspect, the Confirmation classes that the respondents had were too doctrinal and too academic

especially for 12 year-old learners. The respondents indicated that there were elements in Confirmation like the culminating activity, the re-affirmation of faith, and the Love Feast that were memorable instances that helped them think about their commitment to Christ. In terms of the behavioral aspect, Confirmation lessons helped the respondents see the big picture of their commitment to God. The presence of other activities like summer camps, Christmas Institute, Bible studies, and other church activities helped them as they processed their faith. Finally, in terms of the cognitive domain, Confirmation led the learners to an understanding of their Christian faith through learning and reflecting the Four Pillars of Faith and its relevance to their lives. Confirmation also allowed them to re-affirm their faith and prepared them to become professing members of the UMC.

After conducting this research, the researcher realized that further studies on the following areas need to be considered: (a) A survey on what activities in the youth camp can provide most impact on the youth's learning experiences especially if the Confirmation could be conducted in a camp; (b) A qualitative study on the impact of Confirmation vis-à-vis spiritual nurturing of the youth; (c) A qualitative and quantitative study about the Christian education programs that most help the youth in nurturing their Christian faith; (d) A project thesis on creating an interactive curriculum on the lessons of Confirmation; and (e) A case study on best practices on how to teach Confirmation lessons to children 12 years old.

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## **DECLARATION**

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Cathy Lee F. Gondra  
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April 2019  
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## **DEDICATION**

This thesis is dedicated to the United Methodist Church, to all Christian Educators in all denominations, pastors, deaconesses, teachers, and curriculum writers.

This thesis is also dedicated to my dearest family, boyfriend, and friends who supported me by all means in terms of prayers, encouragement, and financial assistance.

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