Perceptions of Selected Non-Catholic Students in Their Course on Sacramental Theology

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Abstract
Sacramental theology systematically studies the sacraments based on their liturgical celebrations. Catholics learn about God and their religion through sacramental theology. The study explores the viewpoints of non-Catholic students on sacramental theology and examines the knowledge gap in sacramental theology for non-Catholic students. Non-Catholic students may not be familiar with some of the fundamental phrases and concepts used in Catholic sacramental theology, making it difficult for them to understand the teachings and doctrines associated with the sacraments properly. Additionally, the study examines whether the subject benefits students personally, socially, and spiritually. The study surveys second-year non-Catholic students about sacramental theology. The study used a descriptive qualitative research design, employing non-probability criterion sampling to select the participants. The study has six participants and used a validated researcher-made questionnaire, using a semi-structured interview to gather the data. The study used thematic analysis to categorize and summarize data. The study establishes that sacramental theology educates about religious rites and theologies. Comparing sacraments can teach students about spirituality and interfaith relations. Moreover, the course explains different faiths' sacraments and improves prayer and spirituality. Learning and valuing other religions' sacraments and traditions builds respect for and faith in one's beliefs. Additionally, awareness improves religious tolerance; however, religious ignorance breeds prejudice. Understanding sacramental theology enhances religious dialogue and appreciation.

Keywords
non-catholic students, sacramental theology, student perception
INTRODUCTION

Background of the Study

St. Augustine called the sacrament the "visible shape of an invisible grace" or a symbol of a holy thing. The word "sacrament" comes from the Greek word "mysterion" and the Latin term "sacramentum." This study examines second-year non-Catholic students' views on learning sacramental theology. Sacramental theology is also the comprehensive examination of the sacraments based on meditation on the liturgical celebrations of these rites (Baptism, Confirmation, Anointing of the Sick, etc.) and theologians' and other teachers' perceptions in light of the magisterium (Power, Duffy, & Irwin, 1994).

Sacramental theology helps Catholics understand their faith and their relationship with God. However, San Isidro College (SIC) has non-Catholic students learning sacramental theology. The non-Catholic students do not feel qualified to take the course and believe it is just part of the school program, prompting some students to lose interest in it. Understanding non-Catholic students' perceptions of sacramental theology will provide information on the purpose of studying the course. Additionally, the researcher discovered few studies on non-Catholic students' views on sacramental theology.

This study uses Donlevy's (2007) concept on the ten aspects of inclusion for non-Catholic students in Catholic schools: pedagogical, social, psychological, racial, cultural, spiritual, political, financial, legal, and philosophical. In pedagogy, this means pre-screening non-Catholic student prospects with interviews and regular follow-up evaluations to ensure school religious norms. A person's communitarian component is crucial for a sense of community. The psychological aspect examines Catholic students' implicit relationships with professors and non-Catholic pupils. Its religious minority draws attention to its race, culture, and spiritual issues, where non-Catholic students attend Catholic schools without knowing their ceremonies, symbols, and traditions. Many Catholic students and professors struggled with their religion when confronted with non-Catholic views. Politically and financially, Catholic schools receive government support in exchange for showing an inclusive vision. Legally, school administrators know about inclusion. Philosophy is the tenth and most disputed inclusion dimension. Primarily, the study uses the concept of inclusion for social and spiritual aspects.

The study explores the knowledge gap in the sacramental theology course for non-Catholic students, which can be complex and abstract and requires a solid understanding of theological concepts and terminology. Non-Catholic students may not be familiar with some of the key terms and concepts used within Catholic sacramental theology, making it difficult for them to fully comprehend the teachings and doctrines related to the sacraments. Additionally, non-Catholic students may not have the same exposure and familiarity with Catholic doctrines, sacraments, and liturgical practices as Catholic students. They may find it challenging to grasp the significance and symbolism of the sacraments within Catholic theology.

However, the study has several limitations that may impact the accuracy and generalizability of its findings. These include a small sample size, limited demographic representation, potential selection bias, and social desirability bias among participants. The researchers recognize these limitations and biases and aim to interpret the study's results in a balanced manner while considering their broader implications (Ramirez-Santana, 2018).

Statement of the Problem

The research seeks to explore non-Catholic students' views on learning sacramental theology. It surveys whether the subject helps students personally, socially, and spiritually. This study examines second-year non-Catholic students' opinions on learning sacramental theology. The study addresses these questions:

1. What are the perceptions of second-year non-Catholic students in studying sacramental theology as part of their academic endeavors?
2. How do the sacraments help non-Catholic students in their:
   a. personal life;
   b. social life; and
   c. spiritual life?

METHODS

Research Design

The study used a descriptive qualitative research design (Creswell, 2014), gathering an in-depth understanding of the research participants through interviews. It explores the perception of college students taking the Sacramental Theology course at San Isidro College (SIC). The study only interviewed non-Catholic students, particularly those in their second year and enrolled in various degrees offered at SIC. The institution is suitable for the study since some non-Catholic students are currently taking the Sacramental Theology course, which imparts Roman Catholic teachings.

Sample, Sampling Technique, and Research Instrument

The study used non-probability criterion sampling to determine the participants. The criterion for selecting participants was that they were second-year non-Catholic students taking sacramental theology and officially enrolled at SIC (Cohen & Crabtree, 2006). The researchers used a researcher-made questionnaire, content-validated by experts, to gather pertinent information regarding the students' experiences in the Sacramental Theology course. To achieve the study's objectives, the researchers interviewed six students. All participants agreed to provide their narrative experiences as non-Catholic students learning Sacramental Theology at San Isidro College. Table 1 shows the demographic profile of the participants.
Data Gathering Procedure
The researchers employed a semi-structured, face-to-face interview method to gather information within a real-life context (Yin, 2014). The participants freely answered the interview questions from their points of view and expressed their perspectives on learning Sacramental Theology as non-Catholic students. The study used a descriptive method (Best and Kahn, 1998) to gather the students’ experiences in learning the course. The method collected the participants’ narratives and responses to taking Sacramental Theology as non-Catholic students. The study focuses on the students’ opinions and insights regarding the course’s impact on their personal, social, and spiritual lives.

The interview questions are divided into two related topic categories. The initial section focused on each participant’s perspectives on learning the subject as part of their degree, its relevance to their future, and their adjustments to learning the subject. The second part of the interview focused on the students’ attitudes toward the subject in their personal, social, and spiritual lives.

Limitations of the Study
The study is limited by its small sample size, which may restrict the generalizability of the findings. Moreover, the demographics of the participants may not represent the broader population, potentially resulting in a biased perspective. There may also be selection bias in the participants chosen for the study. Non-Catholic students enrolled in a sacramental theology course may already possess certain predispositions or interests in the subject matter. Their perspectives may not accurately represent the broader population of non-Catholics who have different views on the topic. Additionally, participants may provide responses that align with societal expectations or perceived norms, leading to social desirability bias. The researchers acknowledge these limitations and potential biases to ensure a balanced interpretation of the study’s findings and to understand the broader implications of its results (Ramirez-Santana, 2018).

Data Analysis
After gathering the responses from the non-Catholic students, the researchers analyzed the data following the steps outlined by Kiger and Varpio (2020). The analysis focused on the students’ perceptions of the subject and its impact on their personal, social, and spiritual lives. The process began with familiarizing themselves with the data, thoroughly reading the responses to gain a comprehensive understanding of the content. By becoming familiar with the data, the researchers identified emerging patterns or commonalities.

Once familiarized with the data, the researchers generated initial codes, assigning them to specific portions of the data. These codes helped organize and categorize the information. With the initial codes in place, the researchers then looked for themes, searching for recurring ideas or concepts across multiple responses. After identifying themes, the researchers reviewed them to ensure accuracy and coherence. Any necessary adjustments or refinements to the themes were made during this review process. Lastly, the researchers prepared a report summarizing the results of the data analysis.

Ethical Considerations
The researchers explicitly checked in with each participant at the end of the interview to see if they were content with their responses or needed to add anything else to their narratives. The researchers recorded the individual sessions with the participants. The interviews took between 14 and 32 minutes to complete. Each participant had the chance to read through their interview transcripts, clarify any discrepancies with the researchers, and approve the accuracy of the transcripts from their perspective. Each participant gave written permission to record the interview session. The information gathered was kept anonymous and confidential.

Results and Discussion
The study explored the perceptions of the non-Catholic students of San Isidro College (SIC) taking a Sacramental Theology course. The study examines the course’s impact on their personal, social, and spiritual life. Data gathering was from the responses of the participants. Frequencies, percentages, and rankings were employed to treat the data, and the narrative responses were analyzed qualitatively.
Perceptions of the Second-Year Non-Catholic Students in Studying Sacramental Theology

The first thematic category of the perceptions of the second-year non-Catholic students in studying sacramental theology explores the participants’ insights as they take the course. This category focuses on the students’ opinions and adjustments while learning the course. The development of the students’ narratives about their thoughts and adjustments was prevalent in the interviews.

Table 2 summarizes the non-Catholic students’ responses to their opinions on taking the Sacramental Theology course. The responses are categorized into similar themes. It can be gleaned from the results that three themes were produced from the students’ responses.

Table 2
Summary of the Opinions of the Non-Catholic Students Taking Sacramental Theology

<table>
<thead>
<tr>
<th>Theme on the Opinion</th>
<th>Participant</th>
<th>f</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of the religious perspectives</td>
<td>S1, S4</td>
<td>2</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>Taken as part of the curriculum</td>
<td>S1, S3, S4, S5, S6</td>
<td>5</td>
<td>83</td>
<td>1</td>
</tr>
<tr>
<td>Helps understand the Divine</td>
<td>S2, S6</td>
<td>2</td>
<td>33</td>
<td>2</td>
</tr>
</tbody>
</table>

The results reveal that five out of six students say that Sacramental Theology is taken as part of the curriculum. The results show that non-Catholic students already expected that Catholic teachings would be added to their subjects as they took their courses at San Isidro College (SIC). The opinion of the non-Catholic students regarding the subject, which helps them understand the divine and gives them an awareness of the religious perspective, ranked second among the themes. Additionally, the results show that some students found the subject helpful in their studies.

Students’ opinions on learning sacramental theology as part of the curriculum may vary depending on their religious background, interests, and academic goals. Some students already familiar with sacramental theology or practicing it in their faith tradition may find the course engaging and enriching. They may appreciate the opportunity to deepen their understanding of sacraments (Power, Duffy, & Irwin, 1994). Other students who are less familiar with sacramental theology or come from a different religious or cultural background may have different reactions. They may find some aspects of sacramental theology challenging or confusing, such as grace, sacramental character, transubstantiation, or sacramental efficacy. However, even if students do not personally endorse sacramental theology, studying it can still provide valuable insights into Catholicism, Christianity, and other religious traditions with their sacramental practices or equivalents (Penelhum, 1995; Fredericks, 1999).

Sacramental theology can also provide awareness of other religious perspectives by exposing students to the diversity of sacramental practices and theologies in different Christian denominations and other religions. By comparing and contrasting various sacramental traditions, students can gain a broader perspective on how people seek to connect with the divine and the challenges and opportunities of interfaith dialogue (Pratt, 2010). Sacramental theology can be a rich and stimulating experience that can deepen students’ knowledge of religion, broaden their perspective on diverse spiritual practices, and enhance their appreciation of the divine mystery. So, it can be a valuable addition to a religious studies curriculum.

Table 3 summarizes the responses of the non-Catholic students on how they adjusted to taking the Sacramental Theology course. The responses are categorized into similar themes. It can be gleaned from the results that three themes were produced from the students’ responses.

Table 3
Summary of the Adjustments of the Non-Catholic Students Taking Sacramental Theology

<table>
<thead>
<tr>
<th>Theme on the Adjustments</th>
<th>Participant</th>
<th>f</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting prayer routines</td>
<td>S1, S3, S4</td>
<td>3</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Asking about the different practices to be understood</td>
<td>S2, S4</td>
<td>2</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>Adjusting to the different religious practices</td>
<td>S1, S2, S5, S6</td>
<td>4</td>
<td>67</td>
<td>1</td>
</tr>
</tbody>
</table>

The results reveal that four out of six students said that the Sacramental Theology subject enables them to adjust to the different religious practices. Three of the students cited indicators that their adjustments while taking the subject involved asking about different practices to understand them. Two of the students cited indicators that their adjustment involved respecting prayer routines.

Students taking sacramental theology may come from diverse religious backgrounds and must adjust to new perspectives and practices. They may encounter differences in how Christian traditions perform, interpret, and understand sacraments. Sensitive awareness of these variations can help students navigate the complexities of interfaith dialogue and respect different religious practices (Hornung, 2007). Learning sacramental theology can enhance students’ appreciation of the spiritual, theological, and historical significance of sacraments in Christian traditions. It can deepen their understanding of the connections between sacraments, liturgy, and prayer. Such learning can help students see value and meaning in different prayer routines and show respect for the diversity of human experience and spirituality (Pratt, 2010).

Learning sacramental theology can equip students with analytical tools to compare and contrast different sacramental practices and theologies, thus gaining insights into the richness and diversity of Christian traditions. However, it is essential to understand that sacramental practices are rooted in specific cultural and historical contexts and should not be treated as mere objects of study. Understanding different practices requires a contextual approach that respects diverse religious experiences and perspectives (Fredericks, 1999).
Sacramental Theology on Students’ Personal Life

The second thematic category explores the insights of the second-year non-Catholic students in studying sacramental theology toward their personal life. The development of the students’ narratives about the subject toward their personal life was prevalent in the interviews. Table 4 summarizes the insights of the non-Catholic students of Sacramental Theology toward their personal life. The responses are categorized into similar themes. It can be gleaned from the results that seven themes were produced from the students’ responses.

Table 4
Summary of the Non-Catholic Students’ Insights of Sacramental Theology to Their Personal Life

<table>
<thead>
<tr>
<th>Response Clustered into Themes</th>
<th>Participant</th>
<th>f</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening of faith</td>
<td>S1</td>
<td>1</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Recognition of religious</td>
<td>S1, S2, S3, S6</td>
<td>4</td>
<td>67</td>
<td>1</td>
</tr>
<tr>
<td>differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of religious</td>
<td>S2, S4, S6</td>
<td>3</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>perspectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prospect of marrying into</td>
<td>S4</td>
<td>1</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>another faith</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding our existence</td>
<td>S3</td>
<td>1</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Respecting other faiths</td>
<td>S4, S6</td>
<td>2</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>Enriching prayer life</td>
<td>S2, S6</td>
<td>2</td>
<td>33</td>
<td>3</td>
</tr>
</tbody>
</table>

The results show that four out of six students considered that Sacramental Theology helps them strengthen their faith, the prospect of marrying into another faith, and understanding a person’s existence. The results show that the subject gives the students an insight that is helpful in their personal life while studying in a Catholic institution. Three out of six students showed that respecting other faiths and enriching prayer life are the insights that the subject offers in their lives. The results are associated with the students gaining important information while honing their knowledge of the subject. It is important to remember that even if only one or two students used some topics, it still helps them in their personal lives to better comprehend their subject and the religion to which they belong.

Sacramental theology can help recognize the differences between other religions by providing a framework for understanding basic tenets of faith and exploring how different religions approach sacraments or religious rituals. By studying sacraments such as baptism or marriage in the context of other religions, one can begin to see how these sacraments reflect different beliefs and approaches to salvation and the divine (Pratt, 2010). Sacramental theology can help understand other religious practices by providing a foundation for exploring how religious rituals express spiritual meanings and connect the individual to the divine. For example, studying the sacrament of the Eucharist or the role of prayer in different religious traditions can allow for deeper insight into the significance of these practices and how they are central to religious life (Hornung, 2007).

Sacramental theology can help respect other faiths and enrich prayer life by deepening understanding of their spiritual meanings. As one grows in understanding and appreciation for sacraments and other religious practices of other faiths, one can gain tremendous respect for their ways of expressing their beliefs and learn from them to enrich one’s practice of spirituality and prayer (Fredericks, 1999; Croucher, Zeng, Rahman, & Sommier, 2017). Sacramental theology can strengthen one’s faith by providing a deeper, more foundational understanding of the sacraments and religious practices of one’s faith tradition. The subject can allow for a greater appreciation of the spiritual impact of sacraments and other practices on one’s spiritual growth and relationship with the divine, ultimately leading to a more vital and engaging faith experience (Batugal, 2019).

Sacramental Theology on Students’ Social Life

The third thematic category explores the insights of the second-year non-Catholic students in studying sacramental theology toward their social life. The development of the students’ narratives about the subject toward their social life was prevalent in the interviews. Table 5 summarizes the insights of the non-Catholic students of Sacramental Theology toward their social life. The responses are categorized into similar themes. It can be gleaned from the results that four themes were produced from the students’ responses.

Table 5
Summary of the Non-Catholic Students’ Insights of Sacramental Theology to Their Social Life

<table>
<thead>
<tr>
<th>Response Clustered into Themes</th>
<th>Participant</th>
<th>f</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting other belief systems</td>
<td>S1, S2, S3, S4, S6</td>
<td>5</td>
<td>83</td>
<td>1</td>
</tr>
<tr>
<td>Understanding the different religious practices</td>
<td>S2, S4, S5</td>
<td>3</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Properly communicate with other religious communities</td>
<td>S2, S3</td>
<td>2</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>Sharing the word of God to others</td>
<td>S6</td>
<td>1</td>
<td>17</td>
<td>4</td>
</tr>
</tbody>
</table>

The results reveal that five out of six students express their insight on their social life, which is respecting other belief systems. The results indicate that Sacramental Theology helps non-Catholic students become open and respectful of other students’ beliefs. Three out of six students state that sacramental theology helps them understand different religious practices. Two out of six students express that the subject helps them communicate properly with other religious communities, and only one out of six says that the subject helps them share the word of God with others.

Sacramental theology can teach individuals that sacraments are not limited to their belief system. This understanding helps people appreciate that other religions have sacraments that hold deep meaning for their followers. This awareness can lead to a broader appreciation of other belief systems (Pratt, 2010). Sacramental theology involves the study of the outward signs and symbols used in religious practices. Individuals can understand their deeper meaning by learning about these rituals and symbols within other religions. This knowledge can help counteract misunderstandings and harmful stereotypes arising from a lack of knowledge about religious practices (Hornung, 2007).
Sacramental theology can help people communicate respectfully with members of other religions. It can also provide a language for understanding and discussing different religious practices. This understanding of sacramental theology can lead to a deeper appreciation of the similarities and differences between different religions (Croucher, Zeng, Rahmani, & Sommier, 2017). In summary, learning sacramental theology can help individuals respect, understand, and communicate with members of other religious communities. It can promote peace and mutual understanding between members of different religious groups.

**Sacramental Theology on Students’ Spiritual Life**

The fourth thematic category explores the insights of the second-year non-Catholic students in studying sacramental theology toward their spiritual life. The development of the students’ narratives about their spiritual life was prevalent in the interviews. Table 6 summarizes the insights of the non-Catholic students of Sacramental Theology toward their spiritual life. The responses are categorized into similar themes. It can be gleaned from the results that six themes were produced from the students’ responses.

**Table 6**

*Summary of the Non-Catholic Students’ Insights of Sacramental Theology to Their Personal Life*

<table>
<thead>
<tr>
<th>Response Clustered Into Themes</th>
<th>Participant</th>
<th>f</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved prayer life</td>
<td>S1, S2, S6</td>
<td>3</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>Strengthening of religious beliefs</td>
<td>S1</td>
<td>1</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Recognition of a being greater than myself</td>
<td>S3</td>
<td>1</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Expression of thanks giving</td>
<td>S4</td>
<td>1</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Acknowledging the sacrifices of the Lord</td>
<td>S4</td>
<td>1</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Deepening the relationship with God</td>
<td>S5, S6</td>
<td>2</td>
<td>33</td>
<td>2</td>
</tr>
</tbody>
</table>

The results reveal that three out of six students express that the subject helps them improve their prayer life. The results show that even if sacramental theology is based on Catholic teaching, it helps in some ways to improve the prayer life of non-Catholic students. Two out of six students say the subject helps deepen their relationship with God. The rest of the themes show that the subject guides the students to strengthen their religious beliefs, recognize that there is a being greater than themselves, practice expressing thanksgiving, and acknowledge the sacrifices of the Lord.

Learning sacramental theology can help improve prayer life by providing a deeper understanding of the sacraments and how they bring us closer to God. When we understand the meaning and significance behind each sacrament, we can participate more fully and intentionally, enhancing our prayer experience (Hornung, 2007). By studying sacramental theology, we can deepen our relationship with God by understanding how He works in our lives through the sacraments. We can also learn more about the nature of God and how He interacts with us, which can help us trust Him more and draw closer to Him (Pratt, 2010). Studying sacramental theology can strengthen religious beliefs by providing a solid foundation of knowledge about the sacraments and their role in our faith. It can also help clarify misunderstandings or questions about the sacraments or other aspects of our faith, leading to a stronger and more confident faith (Fredericks, 1999).

**Conclusion, Recommendations and Implications**

**Conclusion**

The study investigated students’ perceptions of learning Sacramental Theology at San Isidro College. It discovered that students primarily believed the course was just part of the curriculum. However, some students felt that the course provided awareness of different religious perspectives and helped them understand the divine. Students’ views on sacramental theology in the curriculum depend on their religious background, interests, and academic ambitions. Sacramental theology may appeal to students who practice it within their faith tradition, while students unfamiliar with sacramental theology or from different religions or cultures may react differently. Through sacramental theology, students can learn about other religions’ liturgical ceremonies and theologies. By comparing and contrasting sacramental traditions, students can learn about interfaith interaction and how people connect with the divine. Sacramental theology can enrich students’ understanding of religion, spirituality, and the divine mystery, thereby enhancing religious studies.

In taking the course, the adjustments made by non-Catholic students were primarily towards understanding different religious practices, followed by asking about these practices to gain understanding and respect different prayer routines. Sacramental theology may come from different religions and must adapt to new ideas and practices. Awareness of these differences can help students navigate interfaith discussions and respect other religious traditions. Sacramental theology helps students understand the spiritual, theological, and historical relevance of Christian sacraments. This understanding can help students appreciate varied prayer habits and respect human experience and spirituality. By comparing and contrasting sacramental rituals and theologies, students can learn about the richness and diversity of Christian cultures. Contextualizing techniques recognize multiple religious experiences and views.

Participants believed that learning the course has helped them in various aspects of their lives. In students’ personal lives, the course has helped them recognize different religions, understand different perspectives, respect other faiths, and enrich their prayer life. Furthermore, it has helped strengthen their faith and understanding of their existence. Sacramental theology assists in clarifying important faith concepts and how different religions view sacraments. Students can learn about the Eucharist and prayer in different religious traditions. Sacramental theology can enhance prayer and religious consciousness. Learning and respecting other faiths’ sacraments and religious traditions can strengthen one’s spirituality and prayer. Understanding one’s faith tradition’s sacraments and practices through sacramental theology strengthens faith.
In students’ social lives, the course has helped them respect others’ belief systems, understand different religious practices, communicate properly with other religious communities, and share God’s work with others. Sacramental theology teaches that sacraments are universal. The course helps individuals recognize that other religions have meaningful ceremonies. This awareness can increase appreciation of other religions. Learning about these rituals and symbols in other religions helps people understand them. A lack of religious knowledge can lead to misperceptions and negative stereotypes. It can also facilitate religious discussions, and understanding sacramental theology helps enhance the appreciation of religious differences and similarities. Lastly, in their spiritual lives, the course has helped students improve their prayer life, deepen their relationship with God, and strengthen their religious beliefs. Understanding sacramental theology and how sacraments bring us closer to God helps improve prayer practice. Understanding the meaning of each sacrament enhances our prayer experience. Understanding how God works through the sacraments can deepen our relationship with Him. We can also learn more about God’s nature and how He interacts with us, which helps us trust and grow closer to Him. Studying sacramental theology helps deepen religious convictions by providing a comprehensive understanding of the sacraments and their function in our faith. It can also clear up any sacrament-related confusion, strengthening our faith.

The development of students’ spiritual lives through the help of the sacramental theology subject shows that its teaching was not in vain. It helps not only in the spiritual aspect but also in students’ personal and social lives. Thus, making sacramental theology part of the curriculum at San Isidro College (SIC) is of great importance. Teaching sacramental theology to non-Catholic students includes finding a reputable source of information, such as a trusted Catholic theologian or institution, and being open-minded and respectful towards Catholic teachings and practices. It can also be helpful to have a basic understanding of Catholic beliefs and practices before diving into the study of sacramental theology. Lastly, respectful dialogue with Catholic believers can provide a more nuanced and well-rounded perspective.

Recommendations and Implications

Based on the results of the study, the following recommendations can be made: Since some students believed that the course was simply part of the curriculum, it is important to provide clear and detailed information on the subject of Sacramental Theology. This information will help students understand the purpose and value of the course. Promoting awareness and understanding of different religious perspectives, as some students found that the course provided awareness of different religious perspectives and helped them understand the divine, is crucial. Encourage open-mindedness and inclusivity, allowing students to explore various religious traditions and their sacramental practices.

Given the positive effects of the course on social interactions, it is crucial to maintain a safe and inclusive classroom environment. Encourage open and respectful discussions about religious differences without bias or judgment. Foster a sense of lifelong learning by encouraging students to continue exploring different religious traditions and sacraments after completing the course. Provide resources for further study and recommend interfaith events or conferences they can attend. These resources would ensure that students maintain their understanding and appreciation of religious diversity throughout their lives.

Based on the limitations of the study, the following recommendations can be made: Increase the sample size, as a larger sample size would provide more robust and reliable data. A larger sample size could improve the generalizability of the findings and allow for a more in-depth analysis. Exploring the impact of the context in which non-Catholic students were exposed to sacramental theology could provide valuable insights. Investigating how factors such as prior religious education, personal experiences, and cultural background shape their perspectives would enhance the study’s depth. Additionally, conduct a mixed-methods approach. Besides qualitative data collection methods, the study could incorporate quantitative methods such as surveys or questionnaires to supplement the findings. Combining different research methodologies would provide a more well-rounded perspective on the topic.

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