

An Investigation of College Students' Attitudes and Perceptions Regarding Bible Reading Habits: A Descriptive Study

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ABSTRACT

Bible reading remains a cornerstone of spiritual growth for Christians, yet modern distractions and shifting values have diminished its consistency among young adults who face unique challenges like academic demands and social obligations. Existing research highlights the importance of spiritual practices but often generalizes young adults' habits, leaving a gap in understanding the specific attitudes, perceptions, and factors influencing students' engagement with Scripture. This descriptive study was conducted at San Isidro College with 146 first-year students selected via stratified random sampling. The findings indicate that first-year college students hold a high level of positive attitude toward Bible reading, with an overall mean score of 2.68, valuing its spiritual, emotional, and relational benefits. These results highlight the students' recognition of the spiritual, emotional, and relational benefits of Bible engagement, affirming its significance in their personal and faith development. However, findings also highlight the need for innovative and structured approaches to facilitate engagement and address misconceptions about formal Bible study.

INTRODUCTION

Background of the Study

In today's fast-paced, digitally-driven world, the practice of Bible reading remains a cornerstone of spiritual growth for many Christians, fostering a deep connection to their faith (Park, 2024). For college students navigating the pressures of academic demands and personal development, Bible reading can provide a grounding influence, offering wisdom, guidance, and solace (Bualoy & Pariñas, 2020). However, modern distractions and shifting cultural values have influenced how young adults engage with this age-old tradition (Anzano, 2019). Understanding Bible reading as more than a habit and viewing it as a means to cultivate spirituality and moral resilience becomes important in studying how this practice aligns with the lives of college students.

Despite its importance in Christian spirituality, Bible reading has seen a decline in consistency among young adults (Hildebrandt et al., 2021). This trend raises concerns about how their attitudes and perceptions influence the frequency and manner of engaging with Scripture. College students face unique challenges that compete with their ability to prioritize Bible reading, such as academic workloads, social obligations, and a lack of accessible guidance (Baring et al., 2018).

Existing research often highlights the significance of spiritual practices like Bible reading but lacks a focused exploration of the specific attitudes and perceptions of college students toward this activity. Most studies either generalize the spiritual habits of young adults (Canete & Pandey, 2020) or address faith practices (Macaraan, 2019) without examining how personal beliefs and environmental factors shape their engagement (Baring et al., 2017). This study aims to bridge this gap by providing empirical insights into how college students view and practice Bible reading, addressing the factors that influence their perceptions, and identifying opportunities to encourage consistent spiritual growth.

The study aims to explore college students' attitudes and perceptions regarding their Bible reading habits. The study seeks to provide insights that inform strategies to strengthen students' connection to this spiritual practice.

Theoretical Framework

The study primarily uses the Theory of Planned Behavior (TPB) (Conner, 2020) to examine Bible reading habits among college students. TPB provides a framework for exploring the motivational factors behind these habits. By anchoring on this theory, the study can explore how intention translates into behavior and identify specific barriers or enablers.

The study also uses the Diffusion of Innovations Theory (DIT) (Dearing & Cox, 2018) to explore how Bible reading as a spiritual practice spreads and sustains itself among college students in a modern context. This theory is useful in examining the role of communication channels and peer influence in shaping students' engagement with Bible reading. Together, these theories create a theoretical foundation, offering insights into the behavioral and social dynamics that underpin the practice and guiding the study's approach to understanding the Bible reading habits of students.

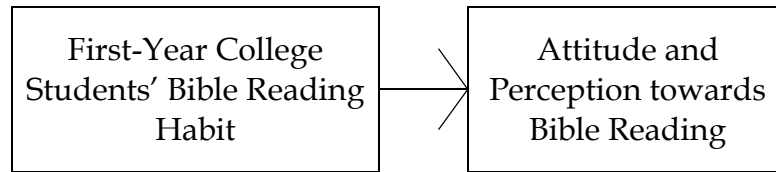


Figure 1. Schematic diagram of the Study

The framework, as illustrated in Figure 1, positions Bible reading habits as the independent variable and attitudes and perceptions toward Bible reading as the dependent variable. Using the TPB and DIT, the study explores how attitudes and perceived behavioral control interact with the frequency and quality of Bible reading practices among college students. This integration offers a comprehensive view of how individual and collective dynamics shape the relationship between the practice of Bible reading and the associated perceptions.

LITERATURE REVIEW

Attitude and Perception towards Bible Reading

Attitudes and perceptions play a critical role in shaping Bible reading habits, particularly among young adults. Positive attitudes toward Scripture often stem from its perceived spiritual and practical value (Baring, 2018), providing guidance, moral direction, and comfort during challenging times (Baring et al., 2017; Bautista et al., 2017). However, for some, Bible reading may feel burdensome or irrelevant due to preconceived notions, a lack of interest, or insufficient understanding of its content and context (Stephens, 2021; Hill & Hill, 2022). These varying perspectives highlight the importance of exploring how personal beliefs and cultural influences shape individuals' engagement with Scripture (Park, 2024).

College students' attitudes toward Bible reading are often influenced by their upbringing (Quejada, 2017), peer groups (Balila et al., 2021), and religious environments (Cornelio & Aldama, 2022). Studies have shown that students who are consistently encouraged to view Bible reading as a meaningful and enriching practice tend to develop more favorable perceptions of its importance (Sadje, 2017; Milagros, 2020; Macaranas, 2021; Del Castillo, 2022). Conversely, those who associate Bible reading with obligation or guilt may struggle to maintain a regular practice, leading to negative perceptions (Villanueva, 2018; Mirasol & Topacio, 2021). Understanding these dynamics is essential to addressing barriers and fostering a deeper appreciation for Scripture among this demographic (Embalsado et al., 2024).

External factors such as resource accessibility and technology influence perceptions of Bible reading (Anzano, 2019). Digital platforms have made Scripture more accessible, but they also compete with a multitude of distractions that hinder focused engagement (Tallara, 2023). Additionally, cultural narratives that prioritize instant gratification and individualism can diminish the perceived value of sustained spiritual practices like Bible reading (McMahon, 2018; Hildebrandt et al., 2021). Addressing these challenges

requires a nuanced approach that considers both internal attitudes and external perceptions (Barnes, 2018).

Bible Reading in the Tertiary Education

Bible reading among college students is a unique area of focus within tertiary education, as it intersects with the academic, social, and personal dimensions of their lives (Macaraan, 2019; Canete & Pandey, 2020). Universities and colleges often provide a diverse and stimulating environment, exposing students to varying worldviews and beliefs that can challenge or deepen their faith (Baring et al., 2017; Del Castillo et al., 2023). In this context, Bible reading can serve as both a stabilizing practice and a source of intellectual and spiritual growth, offering students the opportunity to reflect on their values and beliefs (Bualoy & Pariñas, 2020; Park, 2024).

However, the academic and social pressures of tertiary education often leave little time for spiritual practices, including Bible reading (Baring et al., 2018). Students may prioritize activities they perceive as more immediately beneficial, such as studying, extracurricular involvement, or socializing (LeMay, 2018). Institutions with religious affiliations may offer programs and support systems to encourage Bible reading (Perez & Eusebio, 2019; Tejada & Madrigal, 2021), but secular institutions often lack these resources, leaving students to navigate their spiritual growth independently (Cajilig, 2022 ; Dizon, 2023). This gap underscores the need for further exploration of how tertiary education shapes Bible reading habits and how this practice can be integrated meaningfully into students' lives.

METHODOLOGY

Research Design and Sampling

The study utilized a descriptive research design (Siedlecki, 2020) to examine the attitudes and perceptions of college students regarding their Bible reading habits. This design is well-suited to the study's objective of identifying patterns and trends, allowing the researchers to capture a clear snapshot of the phenomenon as it exists. Conducted at San Isidro College, the research focused on capturing the students' views within the context of a Catholic learning institution.

The respondents, as presented in Table 1, were 146 first-year college students from the institution, randomly selected from a total population of 488 students. First-year students were chosen because they represent a diverse group, some of whom transitioned from public non-sectarian schools, making their attitudes and perceptions particularly relevant in the context of a Catholic institution. Their experiences provide valuable insights into integrating spiritual practices like Bible reading in their new academic environment.

Table 1. Distribution of the respondents according to the course of the first-year students.

Course	N	n
Bachelor of Arts (AB)	24	7

Bachelor of Elementary Education (BEEd)	29	9
Bachelor of Secondary Education (BSEd)	67	20
Bachelor of Business Administration (BSBA)	47	14
Bachelor of Office Administration (BSOA)	13	4
Bachelor of Accountancy (BSA)	25	8
Bachelor of Information Technology (BSIT)	23	7
Bachelor of Civil Engineering (BSCE)	42	13
Bachelor of Nursing (BSN)	214	64
Total	488	146

The study employed stratified random sampling (Lemm, 2022), grouping the respondents according to their respective courses to ensure proportional representation. This method facilitated a comprehensive analysis of the attitudes and perceptions across the various academic disciplines offered by the institution, enhancing the generalizability of the findings.

Research Procedure

The study adopted the fourteen (14) item questionnaire developed by Barnes (2018) to gather data on the attitudes and perceptions of college students regarding their Bible reading habits. The questionnaire was pilot-tested to ensure its reliability and clarity, achieving a Cronbach alpha score of 0.773, which indicates acceptable internal consistency. This instrument served as the primary tool for collecting data and was structured to cover various aspects of the students' Bible reading habits, attitudes, and perceptions.

The data collection process began with obtaining formal approval from the relevant offices at San Isidro College. Once permission was granted, the survey questionnaires were distributed to the selected respondents. The distribution was carefully organized to ensure smooth administration, with clear instructions provided to the students to facilitate accurate and honest responses. The data-gathering process was conducted in a respectful and orderly manner, adhering to ethical standards, voluntary participation of the respondents, and institutional protocols to ensure that the participants felt comfortable and their contributions were valued.

The data was analyzed using descriptive statistics, with mean and standard deviation employed to summarize the results. These measures provided a clear and concise representation of the student's attitudes and perceptions, facilitating an understanding of the general trends and variability in their responses. The study adhered to ethical protocols, including informed consent and strict data privacy measures, in compliance with the institution's guidelines. These steps were essential in establishing trustworthiness and ensuring the confidentiality and integrity of the research process.

RESEARCH RESULT

Table 2 presents the mean score, standard deviation, and qualitative interpretation of the attitude and perception of the first-year college student towards their Bible reading habits.

Table 2. Summary of the first-year college students' attitude and perception towards Bible reading.

Bible Reading Item	Mean	S.D.	Q.I.
Inspires me to make my faith an active part of my life.	2.77	0.420	HPA
Regular Bible reading is essential to understand who God is, how He with people, and how people should engage with Him.	2.76	0.444	HPA
Regular Bible reading has a noticeably positive effect on my understanding of God.	2.70	0.517	HPA
I am interested in learning more about the Bible.	2.68	0.466	HPA
I can relate to the Bible because aspects of the personalities and human situations found within permeate all cultures and generations.	2.68	0.466	HPA
Helps me develop relationships that provide an opportunity for others to build good connection with them.	2.68	0.471	HPA
Regular Bible reading has a noticeably positive effect on my thought life.	2.68	0.469	HPA
The Bible makes me feel closer to God.	2.68	0.469	HPA
Helps me develop relationships that encourage accountability.	2.67	0.444	HPA
Regular Bible reading has a noticeably positive effect on my emotions.	2.65	0.478	HPA
Regular Bible reading has a noticeably positive effect on my personal life.	2.64	0.481	HPA
Regular Bible reading has a noticeably positive effect on the way I interact with others.	2.64	0.510	HPA
There is no need for formal Bible studies because the Holy spirit tells people what they need to know every time they read the Bible.	2.64	0.510	HPA
I think all Christians should read the Bible.	2.63	0.525	HPA
Attitude and Perception towards Bible Reading	2.68	0.202	HPA
<p>Legend: HPA - High Level of Positive Attitude toward Bible Reading MPA - Moderate Level of Positive Attitude toward Bible Reading NA - Negative Attitude toward Bible Reading</p>			

The results revealed that the statement "*inspires me to make my faith an active part of my life*" had the highest mean of 2.77 (± 0.420), indicating a strong agreement among respondents and reflecting a high level of positive attitude toward Bible reading as a source of spiritual motivation. Conversely, the statement "*I think all Christians should read the Bible*" recorded the lowest mean of 2.63 (± 0.525), suggesting a slightly lower but still high level of agreement. Overall, the students' attitudes and perceptions toward Bible reading yielded a

mean of 2.68 (± 0.202), with a consistent qualitative interpretation of a "*High Level of Positive Attitude toward Bible Reading*." These findings demonstrate that while variations exist, college students generally perceive Bible reading positively, particularly as a means to actively live out their faith.

DISCUSSION

Living Out the Faith

The item "*inspires me to make my faith an active part of my life*," with a mean of 2.77 (± 0.420), indicates a strong positive attitude among respondents, emphasizing the motivational role of Bible reading in fostering active faith. The result suggests that Bible reading is not only viewed as a routine practice but also as a source of personal and spiritual inspiration (Bualoy & Pariñas, 2020), which significantly influences the students' intentions to integrate their faith into daily life (Macaranas, 2021). The high mean reflects the internalization of positive subjective norms, where respondents likely perceive Bible reading as a valued and socially encouraged activity within their community (Baring et al., 2017; McMahan, 2018). Additionally, the motivational aspect of this result highlights how the practice of Bible reading aligns with innovation adoption, as students view it as a meaningful and impactful activity worth sustaining (Park, 2024).

Knowing God

The item "*regular Bible reading is essential to understand who God is, how He works with people, and how people should engage with Him*," with a mean of 2.76 (± 0.444), reflects a strong agreement among respondents, indicating a high level of recognition of the importance of Bible reading in deepening their understanding of faith and spirituality. This result highlights the perception that Bible reading is a vital practice for fostering a meaningful relationship with God and understanding His principles (McMahan, 2018; Macaranas, 2021). The high mean suggests that students are influenced by positive attitudes and subjective norms that emphasize the importance of Scripture as a foundation for faith (Sadge, 2017; Baring et al., 2018; Dizon, 2023). Additionally, the value placed on Bible reading aligns with its perception as an enduring and impactful spiritual practice, reinforcing its role as a meaningful innovation in their spiritual lives (Bualoy & Pariñas, 2020).

Understanding God

The item "*regular Bible reading has a noticeably positive effect on my understanding of God*," with a mean of 2.70 (± 0.517), indicates a high level of agreement among respondents, reflecting their belief in the transformative impact of Bible reading on their spiritual comprehension. This result highlights that students perceive Bible reading as a valuable practice that enhances their relationship with God and deepens their understanding of His nature and teachings (Villanueva, 2018; Mirasol & Topacio, 2021; Park, 2024). The positive attitude demonstrated by the high mean suggests that students are influenced by their intention to engage in Bible reading due to its perceived benefits

(Baring et al., 2017). Moreover, this perception supports the idea that Bible reading is an innovation that holds significance in shaping their spiritual perspectives (Sadje, 2017; Baring, 2018), encouraging its adoption and integration into their lives as an essential practice for personal growth and faith development (Macaranas, 2021).

Exploring the Bible's Message

The items "*I am interested in learning more about the Bible*" and "*I can relate to the Bible because aspects of the personalities and human situations found within permeate all cultures and generations,*" with a mean of 2.68 (± 0.466), reflect a strong interest and sense of relevance among respondents regarding Bible reading. This result indicates that students perceive the Bible not only as a source of spiritual guidance but also as a relatable text that transcends time and culture, making it meaningful in their contemporary context (Baring, 2018; Villanueva, 2018; Bualoy & Pariñas, 2020). The positive attitude suggested by the high mean highlights a willingness to engage further with the Bible, driven by its perceived value and relatability (Quejada, 2017; Milagros, 2020). The result aligns with the idea that positive perceptions of Bible reading can encourage its adoption and integration into students' lives (Perez & Eusebio, 2019; Park, 2024), reinforcing the practice as a relevant and enriching activity for personal and spiritual growth (Baring et al., 2017).

Connecting with Others Meaningfully

The item "*helps me develop relationships that provide an opportunity for others to build good connection with them,*" with a mean of 2.68 (± 0.471), reflects a high level of agreement among respondents, highlighting the perceived social benefits of Bible reading. This result suggests that students view Bible reading as a practice that fosters positive interpersonal relationships, enabling them to connect meaningfully with others based on shared values and principles (McMahon, 2018; Macaranas, 2021; Embalsado et al., 2024). The positive attitude indicated by the mean underscores the role of Bible reading in shaping behaviours and interactions that align with moral and relational goals (Baring, 2018; Bualoy & Pariñas, 2020; Milagros, 2020). Additionally, this perception reinforces the value of Bible reading as a practice that not only supports individual spiritual growth but also facilitates social cohesion, encouraging its sustained adoption and integration into students' lives as an enriching and impactful activity (Balila et al., 2021; Del Castillo, 2022).

Cultivating a Stronger Sense of God's Presence

The items "*regular Bible reading has a noticeably positive effect on my thought life*" and "*the Bible makes me feel closer to God,*" with a mean of 2.68 (± 0.469), indicate a high level of agreement among respondents, emphasizing the deep personal and spiritual impact of Bible reading. These results suggest that students perceive Bible reading as instrumental in fostering mental clarity, shaping positive thought patterns, and deepening their connection with God (Sadje, 2017; Dizon, 2023). The positive attitude reflected in the mean points to the belief that engaging with the Bible influences their cognitive and emotional

well-being, aligning their intentions with the perceived benefits (Macaraan, 2019; Del Castillo et al., 2023). Furthermore, this perception highlights the enduring relevance of Bible reading as an enriching and transformative practice, encouraging its continued adoption as part of their spiritual and personal development (Stephens, 2021; Hill & Hill, 2022).

Developing a Sense of Accountability

The item "*helps me develop relationships that encourage accountability,*" with a mean of 2.67 (± 0.444), reflects a high level of agreement among respondents, indicating that Bible reading is perceived as a practice that fosters meaningful relationships built on mutual accountability and shared values. This result suggests that students see Bible reading as more than a personal spiritual activity (Macaranas, 2021)—it is also a tool for building a supportive community where individuals encourage each other in their faith and actions (Canete & Pandey, 2020; Milagros, 2020; Embalsado et al., 2024). The positive attitude implied by the mean highlights the role of Bible reading in shaping behaviours that align with group norms and expectations, fostering a sense of responsibility within relationships (Baring, 2018; Del Castillo et al., 2023). This perspective underscores the social and relational value of Bible reading (Perez & Eusebio, 2019), reinforcing its adoption as a practice that not only supports individual growth but also strengthens collective engagement and accountability (Macaraan, 2019; Hildebrandt et al., 2021).

Nurturing Emotional Well-Being

The item "*regular Bible reading has a noticeably positive effect on my emotions,*" with a mean of 2.65 (± 0.478), reflects a high level of agreement among respondents, highlighting the emotional benefits associated with engaging in Bible reading. This result suggests that students perceive Bible reading as a practice that provides emotional stability, comfort, and a sense of peace (McMahon, 2018; Dizon, 2023). The positive attitude indicated by the mean underscores the belief that regular engagement with Scripture influences emotional well-being, reinforcing intentions to continue the practice due to its perceived positive impact (Del Castillo et al., 2023). Furthermore, this perception affirms the role of Bible reading as a meaningful and relevant activity that addresses not only spiritual needs but also emotional challenges, encouraging its adoption and sustained integration into students' lives as part of their holistic development (Milagros, 2020; Embalsado et al., 2024).

Strengthening a Sense of Purpose and Direction

The item "*regular Bible reading has a noticeably positive effect on my personal life,*" with a mean of 2.64 (± 0.481), reflects a high level of agreement among respondents, indicating their recognition of the constructive influence of Bible reading on various aspects of their personal lives. This result suggests that students view regular engagement with Scripture as instrumental in guiding their decisions, shaping their values, and enhancing their overall sense of purpose and direction (Baring et al., 2017; Saje, 2017; Dizon, 2023). The

positive attitude indicated by the mean reflects their belief in the tangible benefits of Bible reading, which strengthens their intention to maintain the practice (Macaranas, 2021; Park, 2024). This finding also highlights the relevance of Bible reading as an enduring and impactful activity, promoting its adoption as a meaningful tool for personal growth and alignment with life goals (Cajilig, 2022).

Building a Sense of Community

The item "*regular Bible reading has a noticeably positive effect on the way I interact with others,*" with a mean of 2.64 (± 0.510), indicates a high level of agreement among respondents, emphasizing the role of Bible reading in shaping positive social interactions. This result suggests that students perceive Bible reading as a guiding influence on their communication and behaviour with others, fostering empathy, understanding, and respectful engagement (Canete & Pandey, 2020; Milagros, 2020; Balila et al., 2021). The positive attitude reflected in the mean demonstrates how the perceived social and relational benefits of Bible reading motivate its continued practice (Del Castillo et al., 2023). This finding highlights the broader impact of Bible reading beyond individual spirituality, encouraging its adoption as a practice that enriches interpersonal relationships and promotes values-driven social interactions (Quejada, 2017; Hildebrandt et al., 2021; Embalsado et al., 2024).

Relying on Spiritual Guidance

The item "*there is no need for formal Bible studies because the Holy Spirit tells people what they need to know every time they read the Bible,*" with a mean of 2.64 (± 0.510), reflects a high level of agreement among respondents, suggesting a perception that personal engagement with the Bible, guided by the Holy Spirit, is sufficient for understanding its teachings. This result indicates a strong confidence among students in their individual spiritual experiences, emphasizing a self-directed approach to Bible reading (Sadje, 2017; Stephens, 2021; Tejada & Madrigal, 2021). The positive attitude implied by the mean highlights how this belief may influence their intentions to rely on personal study rather than structured group learning (LeMay, 2018; Villanueva, 2018; Mirasol & Topacio, 2021; Dizon, 2023). Additionally, this perspective may impact how innovations in Bible study practices are adopted, as students may prioritize flexibility and personal relevance over traditional methods (Anzano, 2019), underscoring the importance of addressing these preferences in promoting sustained engagement (Baring et al., 2018; Barnes, 2018; Cornelio & Aldama, 2022).

Engaging with Scripture

The item "*I think all Christians should read the Bible,*" with a mean of 2.63 (± 0.525), reflects a high level of agreement among respondents, indicating a collective belief in the importance of Bible reading as a fundamental practice for Christians. This result highlights the normative perception among students that engaging with Scripture is essential to their faith and spiritual growth (Baring, 2018; Macaranas, 2021). The positive attitude demonstrated by the mean

suggests that this belief reinforces their intention to participate in Bible reading, aligning personal actions with perceived communal expectations (Quejada, 2017; Embalsado et al., 2024). Furthermore, the endorsement of this practice underscores its relevance as a socially valued behaviour (Baring et al., 2017), facilitating its diffusion within the group and encouraging others to adopt and sustain Bible reading as a vital element of Christian living (McMahon, 2018; Del Castillo et al., 2023).

Attitude and Perception of College Students towards Bible Reading

The overall findings reveal that the respondents hold a consistently positive attitude and perception toward Bible reading 2.68 (± 0.202), as reflected in the high mean scores across all items. These results indicate that students recognize the spiritual, emotional, and relational benefits of regular Bible engagement, affirming its role in enhancing personal growth, fostering meaningful connections, and deepening their understanding of God (Milagros, 2020; Balila et al., 2021; Macaranas, 2021; Del Castillo et al., 2023). Results highlight strong intentionality and belief in the value of Scripture as a guide for life (Bautista et al., 2017; McMahon, 2018). Additionally, the result underscores the emotional and spiritual reinforcement gained through this practice (Bualoy & Pariñas, 2020; Milagros, 2020; Cajilig, 2022). Despite the perceived sufficiency of individual study reflected in the result, the results imply openness to flexible and innovative approaches to Bible engagement that align with their personal and communal contexts (Baring et al., 2017; Quejada, 2017; Embalsado et al., 2024).

CONCLUSIONS AND RECOMMENDATIONS

The findings reveal that students generally exhibit a high level of positive attitude and perception toward Bible reading, recognizing its spiritual, emotional, and relational value in their lives. Their engagement reflects a strong intrinsic motivation influenced by personal beliefs and social norms, although opportunities exist to address misconceptions about structured Bible study and to enhance the accessibility of innovative engagement strategies. These results demonstrate that while students appreciate the benefits of Bible reading, fostering greater consistency and depth of engagement requires reinforcing intentional behaviour and integrating contextualized relatable practices.

To nurture and deepen engagement with Bible reading, efforts could focus on integrating innovative and flexible approaches that resonate with students' contexts and lifestyles. Structured Bible study programs can be reintroduced in a way that highlights their complementary role alongside personal reading, addressing misconceptions about their necessity. Additionally, strategies to enhance social reinforcement, such as peer accountability groups (e.g. Basic Ecclesial Communities and Cell Groups) and collaborative study sessions, can leverage students' relational motivations to encourage consistent engagement. Institutions and faith-based organizations could also consider developing resources that make Bible reading more accessible and relatable, aligning with

students' interests and cultural contexts to ensure long-term participation and spiritual growth.

To further enhance engagement with Bible reading, initiatives can focus on incorporating multimedia and technology-based approaches that cater to the digital habits of students. Developing mobile applications, interactive websites, or social media content that provide daily reflections, discussion forums, and guided readings can make Bible engagement more accessible and appealing. Encouraging the use of audio Bibles and video-based discussions can also support students who prefer alternative learning styles or have limited time for traditional reading. Additionally, organizing experiential learning opportunities, such as faith-based retreats or service-learning projects, can help students connect biblical teachings to real-life situations, reinforcing their understanding and application of Scripture. By integrating these diverse strategies, students may develop a more sustainable and meaningful engagement with Bible reading, ensuring that it remains a relevant and enriching aspect of their personal and spiritual growth.

ADVANCED RESEARCH

The study is limited by its scope, as it was conducted in a single Catholic institution, which may not fully represent the diversity of attitudes and perceptions toward Bible reading among college students in other educational settings. Additionally, the focus on first-year students restricts the findings to a specific stage of academic and personal development, potentially overlooking variations in attitudes across different year levels. Furthermore, the quantitative nature of the study provides valuable insights into trends and patterns but does not capture the depth of personal experiences, beliefs, or contextual factors that qualitative methods could explore. Future research could address these limitations by including multiple institutions with diverse student populations, incorporating longitudinal, qualitative, or mixed-method approaches to capture richer data, and exploring how attitudes evolve over time or in response to specific interventions.

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