

PAGE TURNERS AND SHARP MINDS: EXPLORING THE CONNECTION OF READING BOOK TO THE INTELLECTUAL GROWTH AMONG GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS

ABSTRACT

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This study underscores the significant role that book reading plays in fostering students' intellectual growth. Engaging in active reading enhances critical thinking skills, strengthens reading comprehension, and contributes to improved academic performance. Students who regularly read are more inclined to participate in classroom discussions, engage in thoughtful dialogue, and achieve higher academic outcomes. Despite these benefits, many students face challenges in maintaining reading habits due to distractions from digital media and the constant urge to stay connected online. Those with lower reading proficiency often struggle with vocabulary development, comprehension, and analytical thinking, which hinders their academic success. Moreover, limited exposure to reading may impede problem-solving abilities and overall cognitive development. Early intervention is essential to address these issues. To cultivate a reading culture, schools should establish diverse libraries, implement reading programs, assign engaging materials, guide students in selecting appropriate texts, and dedicate specific time for reading activities. This research aimed to explore the relationship between book reading and intellectual development among students at Bestlink College of the Philippines and propose actionable strategies to promote lifelong reading habits. The study used a descriptive-exploratory research approach, applying cluster sampling to collect responses from 200 Humanities and Social Sciences (HUMSS) students on the topic of reading habits and intellectual development. Data were gathered through a structured survey questionnaire, and the results were analyzed using statistical tools such as frequency and percentage distribution, ranking, weighted mean, and a four-point Likert scale to evaluate trends and patterns. The findings indicated that respondents strongly agree that reading contributes significantly to their intellectual growth. Emotional intelligence scored a weighted mean of 3.49, creativity received 3.50, and reading development attained 3.49, all interpreted as strongly agree. Furthermore, respondents expressed strong agreement regarding the impact of reading on critical thinking skills (3.46), vocabulary development (3.46), and reading comprehension (3.44), with all areas reflecting a high level of intellectual advancement. This study explored how reading books contributes to the intellectual development of Humanities and Social Sciences students and the subsequent effects on their academic achievement.

RECOMMENDED CITATION

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