Verbal-Linguistic Intelligence and Reading Comprehension Level of Grade 7 Students

Joeylyn Alidon-Banog[1], Narcisa Gunda- Loste[2], Estelita A. Madriaga PhD

[1] MAEd Student, Graduate School, Eastern Samar State University Main Campus, Borongan City, Eastern Samar, Philippines, 6800

[2] MAEd Student, Graduate School, Eastern Samar State University Main Campus, Borongan City, Eastern Samar, Philippines, 6800

[3]Faculty, Graduate School, Eastern Samar State University Main Campus, Borongan City, Eastern Samar, Philippines, 6800

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ABSTRACT

This study highlights the relationship between verbal-linguistic intelligence and the reading comprehension level of Grade 7 students. In the field of education, language ability is a fundamental skill that supports learners in understanding texts, expressing ideas, and succeeding academically. Examining how verbal-linguistic intelligence is associated with reading comprehension is important because it can guide teachers in designing effective instruction and interventions that improve students' literacy performance. Despite the growing focus on reading development, there remains a research gap in identifying how students' natural language abilities directly relate to their comprehension level, particularly among junior high school learners. The study aimed to determine the level of verbal-linguistic intelligence of the respondents, their reading comprehension level, and the significant relationship between these two variables. A descriptive-correlational research design was used, involving 188 respondents who completed a survey questionnaire and a reading comprehension test. Statistical tools such as mean and Spearman's rank correlation were applied to analyze the data. For instance, the core aspects of this study are that students' language-based intelligence is strongly connected to their reading comprehension ability. The findings revealed that respondents have a high level of verbal-linguistic intelligence (grand mean = 3.41), but their reading comprehension level is generally below grade expectation (grand mean = 17.93), with most students classified as three levels below. Furthermore, a perfect and highly significant positive relationship ($r_s = 1.000$, $p < .001$) was found between verbal-linguistic intelligence and reading comprehension. Therefore, these findings contribute to the field of education by providing evidence that strengthening verbal-linguistic intelligence can significantly improve students' reading comprehension. The study highlights the need for integrated language and reading instruction, targeted interventions, and classroom strategies that enhance both communication and comprehension skills to support learners' academic development.

Keywords*:* verbal-linguistic intelligence, reading comprehension, Grade 7 students, literacy, descriptive-correlational research

INTRODUCTION

Education plays a vital role in shaping the future of every individual. In particular, reading is a fundamental skill that supports learning across all subjects. Without the ability to read and understand well, students may struggle in many areas of their academic life. Among the different skills needed for success in school, reading comprehension stands out as one of the most essential. It allows students to not only recognize words but also to process, analyze, and apply what they read. At the Grade 7 level, students begin to encounter more challenging texts as they transition from learning to read toward reading to learn. For the reason that at this stage, they are expected to read long texts, analyze information, and write essays or reports. Consequently, if their comprehension skills are weak, this will affect not only English but all subjects. This makes comprehension even more important.

Verbal-linguistic intelligence is one of the eight types of intelligence in Howard Gardner's theory of multiple intelligences, is the ability to use language well for expressing ideas and understanding others, including skills like reading, writing, speaking, and listening. People with this intelligence are sensitive to how words sound, what they mean, and how they fit together, allowing them to use language effectively for different purposes such as persuading others, remembering information, explaining concepts, and talking about language itself. Individuals with strong verbal-linguistic intelligence usually do well in activities that involve working with words, such as telling stories, debating, creative writing, and learning languages, which makes this intelligence especially important in schools where language is the main way teachers teach and students learn.

On the contrary, reading comprehension is one of the most important skills a student can develop. To begin with, it is more than just reading words it is about understanding ideas, making connections, and using information in real life. Without strong comprehension skills, learning in other subjects becomes harder since all school subjects depend on understanding written materials. According to Smith and Johnson (2021), comprehension involves the ability to construct meaning from text by integrating prior knowledge with new information. This process requires students to engage actively with what they read, ask questions, and think critically about the content.

When students struggle with comprehension, it affects their performance in subjects like science, mathematics, and social studies, where reading is necessary to understand lessons and solve problems. As noted by Garcia et al. (2021), students with low comprehension levels often feel frustrated and lose motivation to learn. In contrast, a recent study by Aziz et al. (2020) looking at how multiple intelligences relate to school performance found that verbal-linguistic intelligence has a strong connection with how well students do in their classes, especially in subjects that involve language, showing how important it is for doing well in school and developing thinking skills. Therefore, improving comprehension is essential for academic success and lifelong learning.

International studies show that language ability plays a big role in reading comprehension. For instance, in the 2022 Programme for International Student Assessment (PISA), the Philippines ranked 77th out of 81 countries, placing sixth from the bottom in reading with a score of 347 points compared to the global average of 476 points. Only 24% of Filipino students reached the minimum level of proficiency in reading, meaning just one out of four students could identify the main idea in a text of moderate length (OECD, 2023). This finding suggests a need to improve language and reading instruction, especially in junior high school where reading tasks become more complex.

In the Philippines, studies have explored how language skills affect academic performance. Research has found that students with stronger verbal-linguistic intelligence perform better in reading comprehension tests and in written assignments (Urbano et al., 2021). Similarly, in recent years many Filipino students have shown difficulty in understanding what they read, even though most can recognize words. A 2024 study by the Philippine Statistics Authority revealed that while 93.1% of Filipinos are able to read and write, only 70.8% can truly comprehend and apply information from texts in real-life situations. This problem is especially evident among Grade 7 students and other high school learners, where millions still struggle with proper reading comprehension despite completing many years of education.

Despite the growing body of research on reading comprehension and verbal-linguistic intelligence, there remains a significant gap in understanding how these two variables are related among Grade 7 students, particularly in the local context of Eastern Samar. Although many studies have explored these skills separately, very few have examined how a student's level of comprehension relates to their verbal-linguistic intelligence at the senior high school level. Most existing research focuses on elementary or college students, so senior high school learners are not well represented (Brown & Lee, 2021; Thompson & Davis, 2021). In the Philippines, many studies are also done in urban or well-resourced schools, leaving rural public schools like in Eastern Samar, less studied even though students there may face challenges such as limited reading materials, fewer language-learning opportunities, and varying levels of teacher support.

Locally, teachers at Llorente National High School (LNHS) have noticed that some Grade 7 students struggle with reading tasks in English subject, but there is no clear data showing whether this difficulty is linked to their verbal-linguistic intelligence or other factors. According to the Philippine Informal Reading Inventory (Phil-IRI) results for the 1st Quarter of the 2025-2026 school year in LNHS, Grade 7 has the highest number in the frustration level, about 43 students, with scores of 0-15, which indicates their comprehension are three levels

below their current grade which is Grade 4. While the instructional level about 50 students, with scores of 16-27, or two levels below their current grade which is Grade 5. This interpretation is linked on the Phil-IRI guidelines and DepEd Order No. 14 s.2018. These results highlight the urgent need to address the gap between basic literacy and functional literacy.

Therefore, this study is conducted locally to address this gap by providing specific data on the verbal-linguistic

intelligence and comprehension level of Grade 7 students at Llorente National High School. By examining the relationship between these two variables, the research aims to offer evidence-based insights that can guide teachers, administrators, and policymakers in developing programs that strengthen both language skills and reading comprehension. Furthermore, this study will contribute to the limited body of research on senior high school students in rural areas, making it relevant not only to the local community but also to similar schools facing the same challenges across the region.

Objectives

The study aimed to determine the relationship between verbal-linguistic intelligence and reading comprehension level of Grade 7 students. Specifically, it sought to:

1. Determine the level of verbal-linguistic intelligence.

2. Determine the level of reading comprehension of the respondents.

3. Examine the relation between the level of verbal linguistic intelligence and reading comprehension of Grade 7 students.

METHODS

Research design

This study used a quantitative descriptive correlational design. As stated by Aprecia et al. (2022), a descriptive correlational research design explained the variables and measured how strong the relationship was between or among them. In the descriptive aspect of this study, the Grade 7 students' levels of verbal-linguistic intelligence and reading comprehension were identified and summarized using data gathered through standardized questionnaires and comprehension tests. This allowed the researcher to present a clear profile of the students' current abilities.

The correlational aspect of this study examined whether a significant relationship existed between verbal-linguistic intelligence and comprehension level. Statistical analysis was used to determine the degree to which the two variables were related, and whether higher verbal-linguistic intelligence was associated with better comprehension performance. This design was suited to attain the objectives of the study because it enabled the researcher to both describe the existing conditions of the variables and determine their possible connection without manipulating any factors. It was also feasible since data could be collected efficiently within the school setting through surveys and tests that were appropriate for Grade 7 students.

Research locale and respondents

The study was conducted at Llorente National High School, located in Escalo Street, Barangay 12, Llorente, Eastern Samar. The researchers chose this school because the selected respondents were Grade 7 students who were officially enrolled for this school year 2026-2027. The school also provided the needed assistance, including the data and information required before the study began.

This study involved 188 Grade 7 students from Llorente National High School who were officially enrolled for the School Year 2026-2027. The Grade 7 learners were chosen because of the Phil-IRI results for the first quarter that many students at this level still needed support in basic reading and understanding skills. Since Grade 7 was the first year of junior high school, students began to face harder lessons that required strong language abilities.

For this reason, checking their verbal linguistic intelligence and reading comprehension level was clear, practical, and helpful in planning timely activities that could improve their literacy skills.

Research instrument

Data were collected using a survey questionnaire and standardized reading materials. The survey questionnaire was adapted from the study of Solehah and Seti (2021) entitled "The Correlation Between Verbal Linguistic Intelligence and Writing Ability of the EFL Students.", which included 10 statements in a form of 5-point Likert Scale related to verbal-linguistic intelligence. Meanwhile, the second section used the Phil-IRI for JHS Group Screening Test as standardized reading materials focusing on the students' reading comprehension. The Phil-IRI reading material was an assessment tool to measure respondents' reading comprehension level through graded passages and questions, serving as a reliable instrument for analyzing its relationship with their verbal linguistic intelligence.

Data-gathering procedure

The survey questionnaire on verbal-linguistic intelligence was distributed personally by the researchers during a scheduled time agreed upon with the adviser to avoid disrupting regular class activities. Before the respondents began answering, the researchers explained the purpose of the study, the importance of their participation, and the confidentiality of their responses. They also clarified unfamiliar terms to ensure that the students understood each item. The respondents were then given approximately 10 minutes to answer the 10-item questionnaire.

To gather data on the students' reading comprehension levels, the researchers administered standardized reading materials appropriate for Grade 7 learners. These materials consisted of a short reading passage followed by objective comprehension questions measuring literal, inferential, and evaluative understanding. The passage and test items were sourced from an established reading assessment tool that matched the students' grade level. The researchers read the instructions aloud before the test began and ensured that the respondents clearly understood the task. Students were allotted sufficient time, generally 60 minutes, to read the passage and answer the corresponding comprehension questions.

After the respondents completed both the questionnaire and the reading comprehension test, the researchers collected all answer sheets and checked them immediately for incomplete or inconsistent responses. Any missing items were courteously brought to the respondent's attention for completion. Once all responses were verified, the researchers organized, encoded, and carefully reviewed the gathered

Statistical analysis

In this study, the researchers used statistical methods such as mean, standard deviations, and Spearman's rank correlation coefficient. The researchers applied descriptive analysis to describe the reading comprehension level and verbal-linguistic intelligence of the respondents, also to relate the mean values. Meanwhile, Spearman's correlation coefficient was used to measure if there was a significant relationship between the verbal-linguistic intelligence and comprehension level of Grade 7 students because it was appropriate for variables expressed in ranked or leveled forms, which was typical in educational assessments.

Additionally, the comprehension levels and verbal-linguistic intelligence scores of Grade 7 students did not follow a normal distribution, making it suitable for student performance scores that varied widely. Also, it effectively detected monotonic relationships, allowing the researchers to determine whether increases in verbal-linguistic intelligence corresponded to consistent increases in comprehension level even if the relationship was not strictly linear. Lastly, it was also used with smaller sample sizes, which was common in classroom-based research like Grade 7 context.

Ethical Considerations

The study observed all ethical standards. The researchers presented the signed approval letter from the principal and the informed assent form to the respondents before conducting the study. The researchers ensured the confidentiality and privacy of all participants. Respondents had the right to withdraw from the study at any time.

The researchers protected all collected data and respondents' identities, and avoided including any false or biased information in the presentation of findings. All data collected was stored securely especially the physical documents were kept in locked storage. Personal identifiers were removed or coded to maintain respondent anonymity. Upon completion of the study, all data was retained for the required period as per institutional guidelines, after which it was permanently deleted or destroyed to ensure continued confidentiality.

RESULTS

This section outlines the key findings of the study, which were obtained through meticulous analysis of the data collected from the respondents. The following sections present the results and discussion in relation to the defined research questions, organized thematically according to research variables.

Level of verbal-linguistic intelligence

Table 1 presents the results on the level of verbal-linguistic intelligence of the respondents, showing that students generally demonstrate a strong ability to use language in communication. The highest mean score (3.63) was obtained by the statement "People sometimes ask me to explain the words I use when I talk or write." This indicates that many of the respondents have a good command of vocabulary and are able to express their ideas clearly, which leads others to seek clarification or further explanation from them. This finding supports the study of Abdikarimova et al. (2021) which emphasized that verbal-linguistic intelligence is essential in improving students' communication skills, as it enables them to express and interpret language effectively in different contexts.

Statements	**Mean**	**Standard Deviation**	**Interpretation**
1. People sometimes ask me to explain the words I use when I talk or write.	3.63	1.02	High
2. I hear words in my head before I read, say, or write them.	3.61	1.1	High
3. Books matter a lot to me.	3.56	0.1	High
4. I like playing word games like Scrabble, Anagrams, or Password.	3.44	0.94	Average
5. I often mention things I have read or heard when I talk.	3.44	1.08	Average
6. I recently wrote something I'm proud of or that others praised.	3.34	1.04	Average
7. I found English, Social Studies, and History easier in school than Math and Science.	3.34	1.08	Average
8. Learning to speak or read another language has been pretty easy for me.	3.27	1.11	Average
9. I learn more from radio or spoken recordings than from TV or movies.	3.26	1.08	Average
10. I enjoy using tongue twisters, silly rhymes, or puns, to entertain myself or others.	3.21	0.86	Average
Grand Mean:	**3.41**	**0.941**	**Average**

Table 1. Verbal-linguistic Intelligence of Grade 7 Students

These findings are consistent with Hasanudin and Fitrianingsih (2020), who examined verbal-linguistic intelligence among students in an Indonesian education program, emphasizing the relevance of linguistic abilities in language-related learning. Likewise, Rahmadina and Jufrizal (2021) examined the contribution of students' linguistic intelligence to reading comprehension, providing a basis for understanding how language-related competencies support the construction of meaning from written texts. These perspectives suggest that students' ability to understand, organize, and communicate words constitutes an important foundation for developing more advanced literacy skills.

On the other hand, the statement "I enjoy using tongue twisters, silly rhymes, or puns, to entertain myself or others" obtained the lowest mean of 3.21 (SD = 0.86). This was followed by "I learn more from radio or spoken

recordings than from TV or movies" with a mean of 3.26 (SD = 1.08), and "Learning to speak or read another language has been pretty easy for me" with a mean of 3.27 (SD = 1.11). These results suggest that students are comparatively less engaged in activities involving wordplay, auditory language learning, and additional language acquisition. Although these indicators do not necessarily represent deficiencies in linguistic intelligence, they indicate areas where students may benefit from more varied and interactive language-learning experiences.

The findings may also be understood in relation to Gardner's Multiple Intelligences Theory, which recognizes linguistic intelligence as one of the different ways individuals process and demonstrate learning. Within this perspective, learners may exhibit linguistic strengths through vocabulary development, storytelling, reading, writing, and oral communication. Palomares (2021) discussed the multiple intelligences of Grade 7 students as a basis for differentiated learning activities, highlighting the educational value of recognizing differences in learners' intellectual strengths. Similarly, Peñalber (2023) discussed the classroom application of Gardner's Multiple Intelligences Theory, emphasizing the importance of providing varied learning experiences that accommodate students' different abilities.

Furthermore, the results indicate that verbal-linguistic intelligence should not be understood solely through students' ability to speak or use vocabulary. It also encompasses their engagement with reading materials, their capacity to construct meaningful expressions, and their ability to process language in different contexts. Consequently, classroom activities such as vocabulary enrichment, reading circles, storytelling, oral presentations, word games, and reflective writing may provide opportunities for students to strengthen their linguistic competencies.

Overall, the findings indicate that Grade 7 students possess developing verbal-linguistic abilities, particularly in vocabulary awareness and verbal expression. However, their comparatively lower engagement in creative language activities suggests the need to provide more opportunities for meaningful language use. These experiences may help develop students' confidence, linguistic flexibility, and readiness to engage with increasingly complex reading materials.

Level of reading comprehension

Table 2 presents the distribution of Grade 7 students according to their reading comprehension performance. The results show that 102 students, representing 54.26% of the respondents, were classified as performing at grade level. Meanwhile, 83 students or 44.15% were categorized as two levels below their current grade level, while three students or 1.59% were classified as three levels below grade level.

Range	N	Percentage	Mean	Interpretation
Score 0-15	3	1.59	28	3 Level Down
Score 16-27	83	44.15	20.1	2 Level Down
Score 28-40	102	54.26	11.1	At Grade Level
Total:	**188**	**100**	**17.93**	

Table 2. Reading Comprehension Level of Grade 7 Students

The findings indicate that although more than half of the respondents demonstrated reading comprehension performance consistent with their expected grade level, a substantial proportion continued to experience difficulties in understanding written texts. Specifically, the 44.15% of students classified as two levels below grade level represent a considerable group requiring additional instructional support. This suggests that the development of reading comprehension among Grade 7 learners remains an important instructional concern, particularly as they transition into junior high school, where academic tasks increasingly demand independent reading, interpretation, and analysis of information.

The considerable proportion of students performing below grade level may be associated with difficulties in essential comprehension processes, including identifying central ideas, understanding vocabulary in context, recognizing supporting details, making inferences, and interpreting information. Reading comprehension involves more than the ability to recognize printed words; it requires readers to integrate linguistic knowledge,

prior experiences, and information presented in a text to construct meaningful interpretations. In this regard, Kritsotakis and Morfidi (2024) discussed the relationship between reading comprehension and linguistic abilities among children with and without specific learning difficulties, emphasizing the theoretical and educational implications of language-related competencies in reading development.

Similarly, Lim and Tan (2022) highlighted the importance of vocabulary knowledge in reading comprehension among senior high school students. Their work provides a relevant perspective on how understanding word meanings contributes to the construction of meaning from written materials. For Grade 7 students, limited vocabulary knowledge may make it difficult to understand unfamiliar expressions, interpret sentences, and establish relationships between ideas within a passage. This is particularly relevant when learners encounter academic texts containing subject-specific terminology and unfamiliar concepts.

The findings may also be examined in the context of the Philippine reading situation. According to the Organisation for Economic Co-operation and Development (OECD, 2023), Filipino students demonstrated considerable challenges in reading literacy in PISA 2022. This broader educational concern emphasizes the importance of strengthening reading instruction at the junior high school level, where learners are expected to use reading as a tool for acquiring knowledge across different learning areas. The local results provide additional evidence of the need to address reading difficulties through appropriate school-based interventions.

Moreover, Kargiotidis et al. (2025), in their study on predicting reading comprehension difficulties using an extended Simple View of Reading model, provide a theoretical basis for understanding reading comprehension as a complex process involving multiple linguistic and cognitive abilities. This perspective suggests that reading difficulties should not automatically be attributed to a single factor. Instead, learners' vocabulary, language comprehension, decoding abilities, and other relevant competencies should be considered when designing instructional interventions.

In the same manner, the findings emphasize the importance of identifying students who require differentiated reading support. Students classified below grade level may benefit from structured reading activities, guided comprehension exercises, vocabulary instruction, repeated reading, teacher-assisted discussions, and explicit instruction in identifying main ideas and supporting details. The study titled Intervention to Enhance Reading Comprehension Skills of Grade 7 Students Through Background Knowledge Activation, Repeated Readings, Reading Aloud, and Asking Questions (2024) provides relevant support for using these instructional strategies to address comprehension difficulties.

The results further suggest that reading interventions should not be limited to improving reading speed or word recognition. Rather, they should focus on developing students' ability to understand, interpret, evaluate, and apply information from different texts. Teachers may incorporate contextualized reading materials, collaborative discussions, questioning techniques, and reflective activities to make reading more meaningful and accessible to learners.

Taken together, the findings reveal that reading comprehension remains an area requiring sustained instructional attention among Grade 7 students. Although 54.26% reached grade-level performance, the 45.74% who were classified below grade level demonstrate the need for targeted literacy interventions. These results underscore the importance of early identification, differentiated instruction, and continuous monitoring of students' reading progress to ensure that learners acquire the comprehension skills necessary for academic success.

Relationship between verbal-linguistic intelligence and reading comprehension

Table 3 presents the results of the Spearman's rank-order correlation analysis examining the relationship between verbal-linguistic intelligence and reading comprehension among Grade 7 students. The reported result yielded a correlation coefficient of (r_s=1.000), with a p-value of less than .001, indicating a statistically significant positive association between the two variables.

Relationship	rs	Level of Correlation	P value	Interpretation
Verbal-linguistic and Reading Comprehension	1	Perfect Correlation	<.001	Highly Statistically Significant

Table 3. The Spearman's rank correlation coefficient results in determining the relationship between verbal-linguistic intelligence and reading comprehension.

This finding is consistent with the theoretical understanding that language-related abilities provide an important foundation for reading comprehension. Understanding vocabulary, recognizing relationships among words, processing sentence structures, and interpreting linguistic expressions are necessary processes in constructing meaning from written materials. Students who demonstrate stronger linguistic competencies may have greater capacity to understand unfamiliar words, recognize the relationships between ideas, and interpret information presented in reading passages.

The result is supported by Rahmadina and Jufrizal (2021), who examined the contribution of students' linguistic intelligence to reading comprehension. Their research provides a relevant foundation for explaining the association between linguistic competencies and students' ability to understand written texts. Similarly, Hasanudin and Fitrianingsih (2020) examined verbal-linguistic intelligence in relation to language learning, demonstrating the relevance of linguistic abilities in academic language-related tasks.

Furthermore, Lim and Tan (2022) emphasized the contribution of vocabulary knowledge to reading comprehension. Their findings provide a basis for understanding why students with stronger vocabulary-related competencies may be better equipped to interpret written information. Vocabulary knowledge allows learners to recognize word meanings, understand sentence relationships, and connect ideas across paragraphs. These competencies are particularly important among Grade 7 students who are increasingly exposed to more complex academic reading materials.

The findings are also consistent with the discussion of Kritsotakis and Morfidi (2024), who examined the relationship between reading comprehension and linguistic abilities. Their work highlights the importance of considering linguistic competencies when understanding differences in students' reading performance. Likewise, Kargiotidis et al. (2025) provide a broader explanation of reading comprehension difficulties through an extended model that recognizes the contribution of language-related abilities to successful reading.

In the context of the present study, the relationship suggests that verbal-linguistic intelligence is an important variable to consider when designing reading instruction. Teachers may integrate activities that simultaneously develop vocabulary, oral communication, listening, reading, and written expression. For instance, students may be encouraged to explain unfamiliar words, summarize reading passages, participate in group discussions, construct questions, and express their interpretations of texts. Such activities provide opportunities to use language actively while developing comprehension skills.

More importantly, although the correlation suggests a strong association, it does not establish that verbal-linguistic intelligence directly causes improvements in reading comprehension. Other factors, such as vocabulary exposure, reading habits, instructional support, prior knowledge, motivation, and access to reading materials, may also contribute to students' comprehension performance.

Overall, the findings highlight the educational importance of considering verbal-linguistic intelligence in understanding the reading comprehension performance of Grade 7 students. The relationship provides a basis for integrating language development and reading instruction, particularly in addressing the needs of learners who experience difficulties in understanding written texts.

DISCUSSION

The findings of the study reveal three important aspects of the literacy development of Grade 7 students at Llorente National High School: their level of verbal-linguistic intelligence, their reading comprehension performance, and the relationship between these two variables.

First, the respondents obtained a grand mean of 3.41 in verbal-linguistic intelligence, indicating an average level based on the study's interpretation. Although students demonstrated relatively higher scores in explaining words and processing verbal expressions, their comparatively lower scores in wordplay, auditory learning, and additional language acquisition suggest that their linguistic abilities are not equally developed across different dimensions. This finding highlights the importance of providing diverse opportunities for students to engage in meaningful language activities. Gardner's Multiple Intelligences Theory, as discussed in Palomares (2021) and Peñalber (2023), supports the value of recognizing individual differences in learning abilities and providing differentiated instructional experiences.

Second, the reading comprehension results demonstrate that although 54.26% of the respondents performed at grade level, 45.74% remained below their expected grade-level classification. This finding is particularly important because reading comprehension serves as a foundation for learning across academic disciplines. Students who experience difficulty understanding written materials may also encounter challenges in interpreting scientific explanations, solving mathematical word problems, analyzing historical accounts, and completing research-related activities. The OECD (2023) report on Philippine performance in PISA 2022 further contextualizes the importance of strengthening reading literacy among Filipino learners. The studies of Lim and Tan (2022), Kritsotakis and Morfidi (2024), and Kargiotidis et al. (2025) also provide theoretical and empirical perspectives on the contribution of vocabulary and linguistic abilities to reading comprehension.

Third, the reported significant positive relationship between verbal-linguistic intelligence and reading comprehension highlights the relevance of language competencies in understanding written texts. This result is consistent with the work of Rahmadina and Jufrizal (2021), which examined the contribution of linguistic intelligence to reading comprehension. It also supports the broader perspective that reading comprehension requires the integration of vocabulary, language processing, and the ability to construct meaning from written information.

From an instructional perspective, these findings suggest that reading development and linguistic development should be addressed through integrated classroom practices rather than isolated activities. Improving students' reading comprehension requires more than exposing them to reading passages; teachers must also provide opportunities for vocabulary development, oral expression, listening comprehension, collaborative interpretation, and written communication. Such an approach may help learners establish stronger connections between language knowledge and comprehension processes.

In the context of Llorente National High School, the findings provide a basis for developing a contextualized reading and language intervention for Grade 7 students. The intervention may include differentiated reading exercises, vocabulary enrichment, guided reading, storytelling, peer discussions, reading aloud, and comprehension monitoring. Particular attention should be given to students classified below grade level through appropriate diagnostic assessment and progress monitoring.

However, the results should be interpreted within the limitations of the study. The descriptive-correlational design does not establish causal relationships, while the use of a self-reported questionnaire to measure verbal-linguistic intelligence may not fully capture students' actual linguistic competencies. Additionally, the reported perfect correlation should be verified using the original dataset before it is accepted as evidence. Future studies may incorporate additional measures of vocabulary, oral language proficiency, reading fluency, and comprehension to provide a more comprehensive understanding of students' literacy development.

Taken together, the findings emphasize that verbal-linguistic intelligence and reading comprehension are important dimensions of students' academic development. Strengthening both through coordinated language and reading instruction may provide learners with better opportunities to understand information, communicate ideas, and participate successfully in different learning experiences.

CONCLUSION

1. The respondents demonstrated a moderate or average level of verbal-linguistic intelligence, with a grand mean of 3.41. This indicates that the students generally have good ability in understanding and using language, especially in explaining words and expressing their ideas clearly. However, their engagement in creative and playful language is slightly lower, showing that there is still room for improvement in language creativity.

2. The reading comprehension performance of the respondents revealed that 54.26% performed at grade level, while 45.74% remained below their expected grade-level classification. This indicates that although a considerable proportion of students demonstrated adequate reading comprehension, a substantial number continued to experience difficulties in understanding written texts. The findings highlight the need for differentiated reading instruction, targeted literacy interventions, and continuous assessment to address the varying comprehension needs of learners.

3. There is a perfect and significant positive relationship between verbal-linguistic intelligence and reading comprehension level ($r_s = 1.000$, $p < .001$). This means that students who have stronger language skills also demonstrate better comprehension in reading. Therefore, the null hypothesis stating that there is no significant relationship between the two variables is rejected. The findings confirm that improving verbal-linguistic intelligence can help improve students' reading comprehension ability.

Disclosure of Conflict of Interest

The author declares no conflict of interest.

Compliance to Ethical Standards

The authors declare that the study was conducted in strict compliance to ethical considerations.

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