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**READING COMPREHENSION AND ACADEMIC PERFORMANCE OF GRADE 7  
LEARNERS IN FILIPINO TOWARDS THE DEVELOPMENT  
OF INTERVENTION PROGRAM**

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**ABSTRACT**

This study investigated the relationship between reading comprehension levels and the academic performance of Grade 7 learners in Filipino at Rizal College of Taal, Inc. during the 2025–2026 school year. Utilizing a descriptive research design, the study sampled 147 students through stratified random sampling from a population of 237. Data were gathered using a researcher-made survey questionnaire to identify learner profiles and challenges, a validated Filipino reading comprehension test, and official second-quarter grades. The analysis employed both descriptive and inferential statistics, including frequency counts, mean scores, and correlation analysis, to establish the connections between student demographics, literacy skills, and scholastic achievement. The findings revealed that the majority of Grade 7 learners are female adolescents from lower socio-economic backgrounds who benefit from institutional financial support. Results indicated a high level of reading resilience, with most students performing at independent and instructional levels.

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Furthermore, academic performance in Filipino was notably high, with most learners achieving very satisfactory or outstanding ratings. While biological sex and scholarship status showed no significant impact on performance, factors such as age, socio-economic standing, and the frequency of reading narrative-driven literature were identified as significant predictors of academic success. Despite these strengths, the study identified critical hurdles, specifically in mastering specialized technical vocabulary, non-literal idiomatic expressions, and managing environmental distractions and social anxieties. The correlation analysis confirmed that reading comprehension is a fundamental pillar of academic success, directly influencing a student's ability to process linguistic complexities.

Based on these results, an evidence-based intervention program was developed. This program focuses on scaffolded reading, peer mentorship, and the creation of supportive, distraction-free learning environments to bridge the gap between foundational mechanics and advanced linguistic mastery.

**Keywords:** *Reading Comprehension, Academic Performance, Grade 7 Learners, Filipino Subject, Intervention Program, Literacy Levels, Linguistic Challenges*

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