

Utilization of Dual-Focus Reading Approach among Senior High School Students

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Abstract

This study determined the effects of the Dual-Focus Reading Approach in improving the reading performance of senior high school students at Cainta Senior High School during the School Year 2025–2026. The study employed a mixed-method descriptive–quantitative and experimental research design involving thirty (30) instructional-level learners identified through school-based assessment. The respondents were mostly younger male Grade 11 students from families with modest socioeconomic backgrounds. Data were gathered through validated survey questionnaires and reading performance assessments using pretest and posttest measures. Findings revealed that the Dual-Focus Reading Approach was effective in enhancing vocabulary and language skills, cognitive and processing efficiency, and critical and analytical reading skills among the respondents. Students demonstrated significant improvement in their reading performance after exposure to the intervention. The posttest results showed higher comprehension, analytical reasoning, and processing abilities compared to the pretest results, indicating that the approach contributed meaningfully to the learners' academic reading development. The study further revealed that there was generally no significant difference in the perceived effectiveness of the approach when respondents were grouped according to profile variables such as sex, sibling position, parents' educational attainment, occupation, family size, and monthly family income. Only the mother's educational attainment showed variation in critical and analytical reading skills, while age showed a significant difference in posttest performance. The study concluded that the Dual-Focus Reading Approach effectively improved the reading performance of senior high school students regardless of most demographic variables. Based on the findings, the study recommended the continuous implementation of the approach in school reading programs, provision of institutional support and resources, integration of structured reading activities, and conduct of parallel studies using other variables and contexts.

Keywords: Dual-Focus Reading Approach, Reading Performance, Reading Comprehension, Critical Reading Skills, Senior High School Students, Experimental Research, Vocabulary Development

Introduction

Reading is a fundamental skill that supports learning across all subject areas and is essential for academic success. In Senior High School, students are expected to engage with complex texts that require not only literal understanding but also critical and analytical thinking. However, many learners continue to experience difficulties in reading comprehension, vocabulary development, and higher-order thinking skills, which affect their academic performance and engagement in classroom tasks.

International assessments highlight persistent challenges in reading literacy. The Programme for International Student Assessment (PISA) conducted by the OECD (2019) reported low reading performance among Filipino learners, signaling the need to strengthen literacy instruction in schools. In the Philippine context, Bernardo (2020) and David and Balagtas (2021) noted that many secondary students struggle with inferential and analytical comprehension, often due to limited exposure to structured reading strategies and guided critical reading activities.

Reading comprehension is a complex process involving decoding, vocabulary knowledge, and cognitive processing. Snowling and Hulme (2021) explained that effective comprehension requires learners to construct meaning from text by integrating prior knowledge and language skills. Duke and Cartwright (2021) further emphasized that reading instruction should combine foundational skills with higher-order comprehension strategies to develop more competent and independent readers.

To address these challenges, educators have implemented various instructional approaches, including the Dual-Focus Reading Approach. This approach integrates decoding and comprehension strategies to strengthen both basic reading skills and critical understanding. Adams (2020) emphasized that effective reading instruction must ensure that learners not only recognize words but also understand and analyze meanings within texts. Through this integrated process, students are expected to improve fluency, comprehension, and analytical thinking skills.

Studies have shown that integrated reading strategies can significantly improve learners' reading performance. Hernandez and Cruz (2022) found that students exposed to structured reading interventions demonstrated improved comprehension and engagement. Similarly, Reyes (2023) reported that dual-focused instruction enhances motivation and academic achievement by promoting active reading and cognitive engagement.

Vocabulary development also plays a crucial role in reading success. Graves and Sales (2020) explained that vocabulary knowledge strongly predicts comprehension ability, while Beck and McKeown (2021) stressed the importance of explicit vocabulary instruction in improving understanding of complex texts. Additionally, Santiago and Ramos (2022) found that vocabulary-enriched reading activities enhance both comprehension and communication skills among learners.

Critical and analytical reading skills are equally important in Senior High School education. Fisher and Frey (2020) noted that analytical reading encourages learners to evaluate ideas and interpret texts beyond literal meanings. Alvermann (2021) added that higher-order thinking skills are essential for students to succeed in academic and real-life problem-solving tasks. Morales and Garcia (2023) further confirmed that structured analytical reading activities improve reasoning and academic engagement.

In response, the Department of Education (2022) continues to promote reading intervention programs that support literacy development among learners. Studies such as Villanueva and Perez (2021) and Torres (2022) confirmed that guided reading interventions improve fluency, comprehension, and learner confidence when properly implemented and supported by teachers.

Despite these efforts, there is still limited local research on the effectiveness of the Dual-Focus Reading Approach among Senior High School learners, particularly in terms of its impact on vocabulary development, cognitive processing, and critical reading skills. In addition, few studies have examined whether learner profile variables influence its effectiveness. Thus, this study aimed to determine the utilization and effectiveness of the Dual-Focus Reading Approach among Senior High School students at Cainta Senior High School, addressing this research gap and contributing to the improvement of reading instruction in the local context.

Material and methods

2.1 Research Design

This study made use of two research designs, beginning with the descriptive–quantitative survey design and followed by the quasi-experimental one-group pretest–posttest design

2.2 Locale of the Study

The study was conducted in Cainta Senior High School located in Cainta, Rizal. The school had a total population of 1,345 students, 97 teachers, and 10 non-teaching staff. It offers complete senior high school education for Grade 11 and Grade 12, with academic strands such as Academic and Tech-Pro. As an educational institution, it upheld the students' inherent right to quality education and valued the collaborative involvement of its members in the pursuit of truth.

2.3 Respondents of the Study

The respondents of the study were thirty (30) Senior High School students from Cainta Senior High School who were classified under the Instructional Level based on the school-based reading assessment. These learners can recognize and decode words but still require teacher guidance to fully comprehend and analyze texts, making them appropriate participants for the Dual-Focus Reading Approach intervention. They were taken from an intact Grade 11 class representing different strands and participated in both the pretest–posttest assessment and descriptive survey. The respondents were described in terms of age, sex, grade level, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income to determine whether differences in the effectiveness of the intervention existed when grouped according to profile variables.

2.4 Sample and Sampling Procedure

This study employed purposive sampling to select the thirty (30) Senior High School students who met the criteria of being classified under the Instructional Level in reading based on the school-based assessment results. The selection focused on learners who demonstrated basic decoding skills but required guided support in comprehension, which aligned with the objectives of the Dual-Focus Reading Approach. An intact Grade 11 class was chosen to ensure consistency in instruction and minimize disruption to regular class organization. All identified learners within the selected class who met the criteria were included in the study, ensuring complete participation in the pretest, intervention, posttest, and survey administration.

2.5 Research Instrument

The study utilized a researcher-made descriptive–quantitative questionnaire and reading assessment tools to gather data on the effectiveness of the Dual-Focus Reading Approach. The questionnaire consisted of two parts: Part I collected the respondents' demographic profile, including age, sex, grade level, sibling position, family size, parents' educational attainment, occupation, and monthly income, while Part II measured the perceived effects of the intervention in terms of vocabulary and language skills, cognitive and processing efficiency, and critical and analytical skills using a five-point Likert scale. In addition, a 30-item researcher-made pretest and posttest were administered to assess actual reading performance in decoding, vocabulary, comprehension, cognitive processing, and analytical reasoning before and after the intervention. Both instruments underwent content validation by the adviser, statistician, and panel of experts, including graduate school faculty and school officials, who reviewed and refined the tools to ensure clarity, validity, and alignment with the study objectives..

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. This included the formulation of the research problems up to the conduct of readings that were incorporated into the review of related literature and studies. Immediately after the proposal defense, the construction and validation of the research instrument were undertaken with the guidance of the thesis adviser, professorial lecturers, and other experts. Validation of the instrument, such as the questionnaire-checklist, was administered to the respondents through Google Forms, and the researcher adhered to the provisions of the Data Privacy Act throughout the process. After this phase, permission to conduct the study was secured from the Office of the Schools Division Superintendent. Once the accomplished questionnaires were retrieved, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS). The data were analyzed and interpreted in accordance with the sub-problems of the study. From these, the summary of findings, conclusions, and recommendations were formulated. Following the oral defense, the manuscript was revised to incorporate the comments and suggestions of the Oral Examination Committee. The final manuscript was subjected to an anti-plagiarism check at the statistical center, and after finalization, hardbound copies were submitted to the Office of the Graduate Studies Program and other relevant offices.

2.7 Data Analysis Techniques

The data gathered in the study were analyzed using appropriate statistical tools based on the objectives of the research. Frequency, percentage, and rank distribution were used to describe the profile of the respondents. The mean, mean percentage score, and standard deviation were employed to determine the learners' level of performance before and after exposure to the Dual-Focus Reading Approach. To test for significant differences in the perceived effectiveness of the intervention when grouped according to profile variables, as well as in posttest performance across groups, the F-test (ANOVA) was utilized. Meanwhile, the paired samples t-test was used to determine the significant difference between the pretest and posttest scores of the respondents, establishing the effect of the intervention on learners' reading performance.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

Table 1 presents the frequency and percentage distribution of the respondents according to selected profile variables. In terms of age, most of the learners were 16 years old (70.0%), followed by 17 years old (20.0%), while only a few were 18 years old (6.7%) and 19 years old and above (3.3%), indicating that the respondents generally fall within the typical age range of Grade 11 students. In terms of sex, the group was predominantly male (86.7%) with a small proportion of female learners (13.3%). All respondents were enrolled in Grade 11 (100.0%), ensuring uniformity in grade level. For sibling position, half of the respondents were middle children (50.0%), followed by eldest (20.0%), youngest (16.7%), and only children (13.3%), reflecting varied family roles among learners. In terms of number of children in the family, most came from families with three children (33.3%), followed by those with two children (26.7%), four or more children (23.3%), and one child (16.7%), suggesting that respondents generally belong to moderately sized families. Regarding parents' educational attainment, both fathers and mothers were mostly college graduates (56.7%), followed by high school graduates (30.0% for fathers and 36.7% for mothers), with only a small proportion having postgraduate studies. This indicates that parents generally have moderate to high educational backgrounds. In terms of occupation, fathers were commonly skilled

workers (23.3%), drivers (20.0%), or vendors (20.0%), while mothers were mostly vendors (23.3%), housewives (16.7%), and skilled or office employees (13.3% each), reflecting diverse but predominantly service-related occupations. Finally, in terms of monthly family income, most respondents belonged to families earning ₱20,001–₱30,000 (46.7%), followed by those earning below ₱10,000 (26.7%), ₱10,001–₱20,000 (16.7%), and only a small proportion earning ₱30,001 and above (10.0%), indicating that most learners come from lower-middle to middle-income households.

Table 1.
*Frequency and Percentage Distribution of the Respondents
in Terms of the Selected Variables*

Age	F	%	R			
16 years old	21	70.0	1			
17 years old	6	20.0	2			
18 years old	2	6.7	3			
19 years and above	1	3.3	4			
Total	30	100.0				
Sex	F	%	R			
Male	26	86.7	1			
Female	4	13.3	2			
Total	30	100.0				
Grade Level						
Grade 11	30	100.0	1			
Total	30	100.0				
Sibling Position	F	%	R			
Eldest	6	20.0	2			
Middle	15	50.0	1			
Youngest	5	16.7	3			
Only Child	4	13.3	4			
Total	30	100.0				
Number of Children in the Family	F	%	R			
1	5	16.7	4			
2	8	26.7	2			
3	10	33.3	1			
4 or more	7	23.3	3			
Total	30	100.0				
Parents' Educational Attainment	Father			Mother		
	F	%	R	%	F	%
Postgraduates	4	13.3	3	2	6.7	3
College	17	56.7	1	17	56.7	1
High School	9	30.0	2	11	36.7	2
Total	30	100.0		30	100.0	
Parents' Occupation	Father			Mother		
	F	%	R	f	%	R
Farmer	4	13.3	4	2	6.7	6
Driver	6	20.0	2.5	-	-	
Vendor	6	20.0	2.5	7	23.3	1
Housewife	-	-		5	16.7	2
Skilled Worker	7	23.3	1	4	13.3	3.5
Office Employee	2	6.7	6	4	13.3	3.5
Professional	1	3.3	7.5	1	3.3	7.5
Overseas Worker	1	3.3	7.5	3	10.0	5
Unemployed	3	10	5	1	3.3	7.5
Total	30	100.0		30	100.0	
Monthly Family Income	F	%	R			
P 30,001 And Above	3	10.0	4			
P 20,001- P 30,000	14	46.7	1			
P 10,001-20,000	5	16.7	3			
Below P 10,000	8	26.7	2			
Total	30	100.0				

3.2 Extent of Effects of the Dual-Focus Reading Approach Among Senior High School Students with Respect to Vocabulary and Language Skills, Cognitive and Processing Efficiency, and Development of Critical and Analytical Skills

Table 2 presents the summary of the extent of effects of the Dual-Focus Reading Approach among Senior High School students in terms of vocabulary and language skills, cognitive and processing efficiency, and development of critical and analytical skills. The results show that the approach was generally perceived as effective across all three domains, with a composite weighted mean of 4.49, interpreted as High Effect. This indicates that learners consistently viewed the intervention as beneficial in improving their reading-related skills. Among the three indicators, development of critical and analytical skills obtained the highest mean of 4.55, interpreted as Very High Effect, followed by cognitive and processing efficiency with a mean of 4.51, also interpreted as Very High Effect. Vocabulary and language skills ranked third with a mean of 4.42, interpreted as High Effect. These results suggest that the Dual-Focus Reading Approach is most effective in enhancing higher-order thinking skills such as analysis, evaluation, and reasoning, while still maintaining strong effects on cognitive processing and vocabulary development. Overall, the findings imply that the approach supports multiple dimensions of reading development, with particular strength in promoting critical and analytical thinking. This suggests that integrating decoding, comprehension, and analytical tasks in reading instruction provides a more holistic improvement in learners' literacy skills. Although vocabulary and language skills also showed high effectiveness, their slightly lower mean indicates the need for continued reinforcement of vocabulary-building activities to ensure balanced reading development.

Table 2

Extent of Effects of the Dual-Focus Reading Approach Among Senior High School Students with Respect to Vocabulary and Language Skills, Cognitive and Processing Efficiency, and Development of Critical and Analytical Skills

Aspects	$\bar{W\bar{X}}$	Verbal Interpretation	Rank
Vocabulary and Language Skills	4.42	High Effect	3
Cognitive and Processing Efficiency	4.51	Very High Effect	2
Development of Critical and Analytical Skills	4.55	Very High Effect	1
Composite $\bar{W\bar{X}}$	4.49	High Effect	

3.3 Significant Difference on the Extent of Effects of the Dual-Focus Reading Approach as Perceived by the Respondents with Respect to the Cited Aspects in Terms of Their Profile

The results in Table 3 show that there was generally no significant difference in the respondents' perceived effectiveness of the Dual-Focus Reading Approach when grouped according to most profile variables such as age, sex, sibling position, number of children in the family, fathers' educational attainment, fathers' occupation, mothers' occupation, and monthly family income, as all obtained p-values greater than 0.05, indicating acceptance of the null hypothesis. This means that learners from different demographic backgrounds generally perceived the intervention in a similar way in terms of vocabulary and language skills, cognitive and processing efficiency, and development of critical and analytical skills, suggesting that the approach is consistently effective across diverse groups. However, a significant difference was found only in mothers' educational attainment in relation to the development of critical and analytical skills ($p = 0.033$), indicating that students' perceptions in this aspect vary depending on their mothers' level of education, possibly due to differences in home learning support and exposure to analytical thinking. Overall, the findings imply that the Dual-Focus Reading Approach provides equitable and generally uniform benefits to learners regardless of profile variables, with only minimal variation observed in one specific case.

Table 3

Significant Difference on the Extent of Effects of the Dual-Focus Reading Approach as Perceived by the Respondents with Respect to the Cited Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Vocabulary and Language Skills	0.123	0.973	Accepted	Not Significant
Cognitive and Processing Efficiency	0.100	0.981	Accepted	Not Significant
Development of Critical and Analytical Skills	0.068	0.991	Accepted	Not Significant
Sex				
Vocabulary and Language Skills	1.291	0.266	Accepted	Not Significant
Cognitive and Processing Efficiency	1.161	0.290	Accepted	Not Significant
Development of Critical and Analytical Skills	2.845	0.103	Accepted	Not Significant
Sibling Position				
Vocabulary and Language Skills	1.307	0.293	Accepted	Not Significant

Cognitive and Processing Efficiency	1.363	0.276	Accepted	Not Significant
Development of Critical and Analytical Skills	2.240	0.107	Accepted	Not Significant
Number of Children in the Family				
Vocabulary and Language Skills	1.520	0.233	Accepted	Not Significant
Cognitive and Processing Efficiency	1.904	0.154	Accepted	Not Significant
Development of Critical and Analytical Skills	0.606	0.617	Accepted	Not Significant
Fathers' Educational Attainment				
Vocabulary and Language Skills	0.826	0.449	Accepted	Not Significant
Cognitive and Processing Efficiency	0.113	0.894	Accepted	Not Significant
Development of Critical and Analytical Skills	0.677	0.516	Accepted	Not Significant
Mother's Educational Attainment				
Vocabulary and Language Skills	2.989	0.067	Accepted	Not Significant
Cognitive and Processing Efficiency	1.831	0.180	Accepted	Not Significant
Development of Critical and Analytical Skills	3.892	0.033	Rejected	Significant
Fathers' Occupation				
Vocabulary and Language Skills	0.491	0.831	Accepted	Not Significant
Cognitive and Processing Efficiency	0.733	0.647	Accepted	Not Significant
Development of Critical and Analytical Skills	0.459	0.854	Accepted	Not Significant
Mothers' Occupation				
Vocabulary and Language Skills	1.171	0.358	Accepted	Not Significant
Cognitive and Processing Efficiency	0.858	0.553	Accepted	Not Significant
Development of Critical and Analytical Skills	1.490	0.222	Accepted	Not Significant
Monthly Family Income				
Vocabulary and Language Skills	1.359	0.277	Accepted	Not Significant
Cognitive and Processing Efficiency	0.805	0.502	Accepted	Not Significant
Development of Critical and Analytical Skills	1.935	0.149	Accepted	Not Significant

3.4 Level of Performance of the Students Before and After Exposure to the Dual-Focus Reading Approach as Revealed by the Pretest and Posttest Results

The results in Table 4 indicate a substantial improvement in students' reading performance after exposure to the Dual-Focus Reading Approach. In the pretest, nearly half of the respondents (47%) were classified as "Did Not Meet Expectations," while 33% were "Fairly Satisfactory" and only 20% reached the "Satisfactory" level, with none attaining higher performance categories. This initial result reflects the learners' instructional-level reading status prior to the intervention. After the implementation of the Dual-Focus Reading Approach, a remarkable shift was observed, with 90% of the students achieving an "Outstanding" rating, while only a small proportion remained in "Satisfactory" (7%) and "Fairly Satisfactory" (3%), and none falling under the lowest category. This improvement is further supported by the increase in mean score from 18.47 (Fairly Satisfactory) to 27.63 (Outstanding) and the rise in Mean Percentage Score from 61.57% to 92.11%, indicating a significant gain in overall reading proficiency. In addition, the reduction in standard deviation from 3.29 to 2.28 suggests more consistent performance among learners after the intervention. Overall, these results demonstrate that the Dual-Focus Reading Approach was highly effective in enhancing students' decoding, comprehension, and overall reading skills while also narrowing performance gaps among learners.

Table 4

Level of Performance of the Students Before and After Exposure to the Dual-Focus Reading Approach as Revealed by the Pretest and Posttest Results

Score	Verbal Interpretation	Pretest		Posttest	
		f	%	f	%
27-30	Outstanding	-	-	27	90
25-26	Very Satisfactory	-	-	-	-
22-24	Satisfactory	6	20	2	7
19-21	Fairly Satisfactory	10	33	1	3
0-18	Did Not Meet Expectations	14	47	-	-
Total		30	100	30	100
Highest Score		23		30	
Lowest Score		12		21	
Mean		18.47 – Fairly Satisfactory		27.63 - Outstanding	
Mean Percentage Score (MPS)		61.57		92.11	
Std. Deviation		3.29		2.28	

3.5 Significant Difference on the Level of Performance of the Experimental Group as Revealed in the Pretest and Posttest Results

The results in Table 5 show a statistically significant difference between the students' pretest and posttest performance after exposure to the Dual-Focus Reading Approach. The pretest mean score was 18.47 with a standard deviation of 3.29, indicating fairly satisfactory performance with greater variability among learners. After the intervention, the mean increased to 27.63 with a lower standard deviation of 2.28, reflecting improved performance and more consistent outcomes among students. The computed t-value of 20.727 with a p-value of .000 led to the rejection of the null hypothesis, confirming a significant improvement in reading performance after the intervention. These results indicate that the Dual-Focus Reading Approach had a strong positive effect on learners' decoding and comprehension skills, enabling students to achieve higher levels of reading proficiency while reducing performance gaps. Overall, the findings demonstrate that structured and guided reading instruction can effectively enhance both individual achievement and group consistency in reading performance among Senior High School learners.

Table 5

Significant Difference on the Level of Performance of the Experimental Group as Revealed in the Pretest and Posttest Results

Test	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Pretest	30	18.47	3.29	20.727	.000	Rejected	Significant
Posttest	30	27.63	2.28				

3.6 Significant Difference on the Level of Performance as Revealed By Their Posttest Results in Terms of Their Profile

The results in Table 6 indicate that among the profile variables examined, age was the only factor that showed a significant difference in the students' posttest performance, as reflected by the F-value of 3.378 and p-value of .024, leading to the rejection of the null hypothesis. This suggests that the level of improvement in reading performance after exposure to the Dual-Focus Reading Approach varied according to age group. In contrast, sex ($p = .725$), sibling position ($p = .791$), number of children in the family ($p = .128$), fathers' educational attainment ($p = .120$), mothers' educational attainment ($p = .195$), fathers' occupation ($p = .998$), mothers' occupation ($p = .789$), and monthly family income ($p = .934$) all showed p-values greater than 0.05, indicating no significant differences in posttest performance across these categories. Overall, these findings imply that while the Dual-Focus Reading Approach was effective for all learners, age may have influenced the extent of improvement, possibly due to differences in cognitive maturity or reading exposure. Meanwhile, the consistency of results across the remaining variables suggests that the intervention is broadly effective and inclusive, benefiting students regardless of their demographic and socioeconomic background.

Table 6

Significant Difference on the Level of Performance as Revealed By Their Posttest Results in Terms of Their Profile

Variable	F-value	p-value	Ho	Verbal Interpretation
Age	3.378	.024	Rejected	Significant
Sex	.126	.725	Accepted	Not Significant
Sibling Position	.347	.791	Accepted	Not Significant
Number of Children in the Family	2.073	.128	Accepted	Not Significant
Fathers' Educational Attainment	2.292	.120	Accepted	Not Significant
Mothers' Educational Attainment	1.737	.195	Accepted	Not Significant
Fathers' Occupation.	.097	.998	Accepted	Not Significant
Mothers' Occupation	.548	.789	Accepted	Not Significant
Monthly Family Income	.143	.934	Accepted	Not Significant

Conclusions & Recommendations

Based on the findings of the study, it is concluded that the Dual-Focus Reading Approach is an effective instructional strategy in improving the reading performance of Senior High School students. The results revealed no significant difference in the perceived effectiveness of the approach when respondents were grouped according to most profile variables such as age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income, indicating that the intervention is generally effective regardless of learners'

demographic background. However, a significant difference was found between the pretest and posttest results, confirming that the approach significantly improved students' reading performance. In addition, posttest performance showed no significant difference across most profile variables except age, suggesting that age may have some influence on the extent of improvement, while overall results affirm the effectiveness of the intervention.

In light of the findings, it is recommended that school administrators fully support and sustain the implementation of the Dual-Focus Reading Approach and allocate adequate resources to strengthen reading intervention programs. Senior High School coordinators should integrate structured reading activities aligned with the approach and ensure its consistent implementation across all strands. Teachers are encouraged to regularly apply decoding and comprehension strategies in instruction and provide targeted support for struggling readers. Parents should promote regular reading at home and maintain open communication with teachers to monitor learners' progress. Finally, the proposed reading program is recommended for implementation, and future researchers are encouraged to conduct parallel studies using other variables and settings to further validate the effectiveness of the approach.

Compliance with ethical standards

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