

English Language Exposure and Perceived Self-Efficacy as Predictors to English Grammar Proficiency of General Academic Strand Students

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ABSTRACT

This study examined English language exposure and perceived self-efficacy as predictors of English grammar proficiency among General Academic Strand students of Lorenzo S. Sarmiento Sr. National High School. Using a descriptive-correlational research design, data were gathered through adapted questionnaires such as the English language exposure questionnaire, perceived self-efficacy scale, and an English grammar proficiency test covering parts of speech, verb tenses and aspects, and grammar usage. The respondents' English language exposure was analyzed in terms of home, friends, school, and media, while perceived self-efficacy was examined through mastery experiences, vicarious experiences, physiological feedback, and verbal persuasion. Statistical analyses revealed that both English language exposure and perceived self-efficacy had no significant relationship with students' English grammar proficiency. Certain domains of exposure and self-efficacy were also found to insignificantly predict grammar proficiency. The findings suggest that English exposure and self-efficacy did not contribute to grammar proficiency, highlighting the need for supportive learning environments and building explicit instructional strategies.

Keywords: General Academic Strand, English Language Exposure, Perceived Self-efficacy, English Grammar Proficiency, Philippines

INTRODUCTION

Across different countries, persistent grammar difficulties continued to hinder students' academic writing (Ramzan et al., 2023). Research on Chinese English as a Foreign Language (EFL) learners revealed a problem on grammar proficiency where grammatical errors were widespread in writing, underscoring the necessity of advanced diagnostic tools to provide adequate learner support (Rao et al., 2020). Similarly, Turkish university students confirmed that grammatical errors were the most prevalent issue in their writing tasks, highlighting the urgent need for targeted grammar instruction (Kadan, 2023). Also, in Saudi Arabia, diploma students also faced considerable difficulties with grammar in achievement tests, indicating that accuracy remained a persistent challenge despite formal instruction (Alharthi, 2025). Moreover, Vietnamese university students had also exhibited noticeable grammar-related weaknesses in academic report writing, with sentence structure and verb usage errors being especially common (Khau & Nguyen, 2025).

In the Philippines, in Kapalong, Davao del Norte, Escandallo & Lasanas (2024) reported that consistent language exposure strengthened learner's language awareness. This importance was also evident in Bukidnon, where English instruction sustained the nation's tradition of proficiency while preparing students for wider opportunities (Borres, 2025). Likewise, in Bacolod, exposure from peers, media, schools, and homes fostered

second language development that strengthened grammar proficiency and overall communication skills (Salas & Legaspi, 2020). The same pattern was observed in Cebu City, where increased exposure outside the classroom enhanced competence, illustrating how consistent engagement with English contributed to grammar mastery and reinforced the country's educational competitiveness (Uy et al., 2024).

Similar concerns were reported in Davao City, where students with poor self-efficacy struggled with English grammar (Cabillon, 2023). Likewise, grammar proficiency among Ata-Manobo senior high school students in Davao Oriental remained at the beginning level, highlighting the need for more focused instructional support (Pastolero & Malnegro, 2025). In Malita, Davao Occidental, grammar was also identified as a persistent language development problem among Grade 6 pupils (Aballe et al., 2024). These findings underscore the need to examine how English language exposure and perceived self-efficacy interact in influencing students' grammar proficiency in the local school context. In Mawab, particularly at Lorenzo S. Sarmiento Sr. National High School, some General Academic Strand (GAS) students were exposed to the English language through various factors and expressed confidence in using it; however, concerns remained regarding their proficiency in English grammar. Hence, the researchers were interested in determining the level of English grammar proficiency of GAS students and examining why challenges persisted despite their exposure and self-confidence in the language.

Despite numerous studies highlighted the role of English exposure in enhancing communication skills and the significance of self-efficacy in academic success, a persistent gap remained between English language exposure, learners' confidence, and actual grammar competence, as no research had specifically investigated the combined influence of daily English language exposure and perceived self-efficacy on grammar proficiency among secondary school students in Mawab District. Existing studies had tended to focus on oral fluency, reading comprehension, or writing ability independently, leaving the interaction of English language exposure and perceived self-efficacy in relation to grammar learning largely unexplored and underscoring the need to examine how these factors jointly influenced students' grammar proficiency in the local school context.

Research Objectives

1. To determine the level of English Language Exposure among General Academic Strand students in terms of:
 - 1.1 home;
 - 1.2 friends;
 - 1.3 schools; and
 - 1.4 media
2. To determine the level of Perceived Self-efficacy among General Academic Strand students in terms of:
 - 2.1 mastery experiences;
 - 2.2 vicarious experiences;
 - 2.3 physiological feedback; and
 - 2.4 verbal persuasion
3. To determine the level of English Grammar Proficiency among General Academic Strand students in terms of:
 - 3.1 parts of speech;
 - 3.2 verbs tenses and aspects; and

3.3 grammar usage

4. To determine the significant relationship between English Language Exposure and English Grammar Proficiency among General Academic Strand students.
5. To determine the significant relationship between Perceived Self-efficacy and English Grammar Proficiency among General Academic Strand students.
6. To determine which of the domains in English Language Exposure influences English Grammar Proficiency among General Academic Strand students.
7. To determine which of the domains in Perceived Self -efficacy influences English Grammar Proficiency among General Academic Strand students.

METHODOLOGY

This study utilized a quantitative, non-experimental research design, employing descriptive correlational techniques to investigate the hypothetical relationship between two defined variables and to determine the direction of that relationship. The descriptive correlation method was considered appropriate when the purpose was to describe the condition of the situation as it existed at the time of the study and to investigate the causes of a particular phenomenon. A correlational research design investigated relationships between variables without the researchers controlling or manipulating any of them. A correlation reflected the strength and direction of the relationship between two or more variables (Bhandari, 2021). Correlational research involved collecting data to determine whether a relationship existed between two or more quantifiable variables (Devi et al., 2023).

This survey dealt with quantitative data about the phenomenon. The quantitative aspect served as an appropriate schedule for gathering the data, designed for the target respondents to answer the questions. The process of gathering the data was based on the use of questionnaires. The focus of the study was to determine the effects of English language exposure and perceived self-efficacy on grammar proficiency in General Academic Strand students in Lorenzo S. Sarmiento Sr. National High School.

Population and Sample

Stratified random sampling was employed to select the respondents for this study. The participants consisted of Grade 11 and Grade 12 students from the General Academic Strand of Lorenzo S. Sarmiento Sr. National High School during the school year 2025–2026. These individuals were considered ideal respondents because they were directly engaged in daily classroom learning and were consistently exposed to English communication in academic contexts. According to Memon et al. (2020), a sample of 100 was considered small, 100 to 200 was considered medium, and over 200 was considered large. In the case of GAS students of Lorenzo S. Sarmiento Sr. National High School, out of a population of 265, a random sample of 150 respondents was selected. The chosen number of students, 150, was deemed statistically significant for representing the broader population of GAS students in the school. The sample size was computed using the Raosoft sample size calculator.

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool was used to determine the level of English language exposure and perceived self-efficacy as predictors of English grammar proficiency of General Academic Strand students.

Spearman rho. This statistical tool was used to determine the significance of the relationship between English language exposure and perceived self-efficacy as predictors of English grammar proficiency of General Academic Strand students.

Multiple Regression Analysis. This statistical tool was used to determine English language exposure and perceived self-efficacy as predictors of English grammar proficiency of General Academic Strand students.

RESULTS

Level of GAS Students' English Language Exposure

Table 1 presents the level of English Language Exposure in terms of media, school, friends, and home. The overall mean is 3.16 with a standard deviation of 0.54, which is interpreted as high. This means that the respondents generally have a strong exposure to the English language. The high overall level is based on the ratings given to each indicator included in the table.

The overall mean score came from the computed mean scores arranged from highest to lowest. Media has the highest mean of 3.63 with a standard deviation of 0.76 and is interpreted as high. This is followed closely by school with a mean score of 3.63 and a standard deviation of 0.70, also interpreted as high. Friends has a mean score of 2.69 with a standard deviation of 0.74 and is interpreted as moderate. Lastly, home has the lowest mean score of 2.68 with a standard deviation of 0.84, which is also interpreted as Moderate.

Indicators	Mean	SD	Descriptive Equivalent
Home	2.68	0.84	Moderate
Friend	2.69	0.74	Moderate
School	3.63	0.70	High
Media	3.63	0.76	High
Overall	3.16	0.54	High

Table 1. Level of GAS students' English Language Exposure

Level of GAS students' Perceived Self-efficacy

Shown in Table 2 are the mean scores for the indicators of respondents perceived self-efficacy, with an overall mean of 3.08 and described as moderate with a standard deviation of 0.44. The moderate level could be attributed to the moderate to high ratings given by the respondents in all indicators. This indicates that the respondents perceived self-efficacy in learning English is generally positive in terms of vicarious experiences, mastery experiences, verbal persuasion, and physiological feedback.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.26 or high for Vicarious Experiences with a standard deviation of 0.58; 3.19 or moderate for Mastery Experiences with a standard deviation of 0.63; and 2.77 or moderate for Physiological Feedback with a standard deviation of 0.65.

Table 2. Level of GAS students' Perceived Self-efficacy

Indicators	Mean	SD	Descriptive Equivalent
Mastery Experiences	3.19	0.50	High
Vicarious Experiences	3.26	0.58	Very High
Physiological Feedback	2.77	0.65	High
Verbal Persuasion	3.11	0.63	High
Overall	3.08	0.44	High

Level of GAS Students' English Grammar Proficiency

Shown in Table 3 are the mean scores for the indicators of the respondents' English grammar proficiency, with an overall mean of 5.78, described as Fair, and a standard deviation of 3.31. The fair level may be attributed to the consistently low ratings obtained across all grammar indicators. This indicates that the respondents demonstrate basic but limited proficiency in English grammar in terms of parts of speech, verb tenses and aspects, and grammar usage.

The cited overall mean score was derived from the following computed mean from highest to lowest: 2.93 or Poor for Parts of Speech with the standard of deviation of 2.47

Table 3. Level of GAS Students' English Grammar Proficiency

Indicators	Mean	SD	Descriptive Equivalent
Parts of Speech	2.92	2.47	Poor
Verbs Tenses and Aspects	1.84	1.16	Poor
Grammar Usage	1.10	1.00	Poor
Overall	5.78	3.31	Fair

Significance of the Relationship between English Language Exposure and GAS Students' Proficiency in English Grammar

The Spearman's rho value obtained a 0.07 with a p-value of 0.36. The dependent variable is English Grammar Proficiency and the independent variable is English Language Exposure. It highlights a insignificant relationship between English Language Exposure and English Grammar Proficiency. This means that English Language Exposure and English Grammar Proficiency have no significant relationship. It means that exposure in English language in various environments does not translate to the proficiency of the students in using English grammar and the null hypothesis is not rejected.

Table 4. Significance of the Relationships Between English Language Exposure and GAS Students' Proficiency in English Grammar

	Spearman rho	p
English Language Exposure- English Grammar Proficiency	0.07	0.36

Significance of the Relationship between Perceived Self-efficacy and GAS Students' Proficiency in English Grammar

The Spearman's rho value obtained a 0.11 with a p-value of 0.15. The dependent variable is English Grammar Proficiency and the independent variable is Perceived Self-efficacy. The p-value exceeds at 0.05 level of significance which is the relationship between Perceived Self-efficacy and English Grammar Proficiency is not significant. It entails that confidence alone is insufficient in mastering English grammar of students. Because of this, the null hypothesis is not rejected.

Table 5. Significance of the Relationships Between Perceived Self-efficacy and GAS Students' Proficiency in English Grammar

	Spearman rho	p
Perceived Self-efficacy- English Grammar Proficiency	0.11	0.15

Significance of the Influence of the Domains of English Language Exposure on GAS Students’ Proficiency in English Grammar

Using the multiple regression analysis conducted to determine the significant influence of the domains of English language exposure on the English grammar proficiency of General Academic Strand (GAS) students. The overall regression model yielded an F-value of 0.71 with a corresponding p-value greater than 0.05, indicating that the model is not statistically significant. This suggests that, collectively, the domains of English language exposure do not significantly influence the English grammar proficiency of GAS students. The coefficient of determination (R^2) is 0.01, which implies that only 1.9 percent of the variation in students’ English grammar proficiency can be explained by the combined influence of the domains of English language exposure, while the remaining 98.1 percent may be attributed to other factors beyond the scope of this study.

Table 6. Significance of the Influence of the Domains of English Language Exposure on GAS students’ Proficiency in English Grammar

English Language Exposure	Coefficients	t	p	Decision $\alpha=0.05$
Home	0.33	-0.98	0.32	H_0 is failed to rejected
Friends	0.40	-1.57	0.16	H_0 is failed to rejected
School	0.44	1.39	0.16	H_0 is failed to rejected
Media	0.41	1.88	0.11	H_0 is failed to rejected
Dependent Variable: English Grammar Proficiency				

* $p < 0.05$ $R = 0.13$ $R^2 = 0.019$ F-ratio=0.71 p-value < 0.01

Significance of the Influence of the Domains of Perceived Self-efficacy on GAS Students’ Proficiency in English Grammar

The multiple regression analysis is to determine the significant influence of the domains of perceived self-efficacy on the English grammar proficiency of General Academic Strand (GAS) students. The overall regression model yielded an F-value of 0.71 with a corresponding p-value greater than 0.05, indicating that the model is not statistically significant. This suggests that, collectively, the domains of perceived self-efficacy do not significantly influence the English grammar proficiency of GAS students. The coefficient of determination (R^2) is 0.01, which implies that only 1.9 percent of the variation in students’ English grammar proficiency can be explained by the combined influence of the domains of perceived self-efficacy. The remaining 98.10 percent of the variation may be attributed to other factors not included in this study.

Table 7. Significance of the Influence of the Domains of Perceived Self-efficacy on Gas Students’ Proficiency in English Grammar

Perceived Self-efficacy	Coefficients	t	p	Decision $\alpha=0.05$
Mastery Experiences	0.60	0.15	0.88	H_0 is failed to rejected
Vicarious Experiences	0.56	-0.35	0.72	H_0 is failed to rejected
Physiological Feedback	0.49	1.38	0.16	H_0 is failed to rejected
Verbal Persuasion	0.53	0.12	0.90	H_0 is failed to rejected
Dependent Variable: English Grammar Proficiency				

* $p < 0.05$ $R = 0.139$ $R^2 = 0.019$ $F = 0.714$ p-value = < .001

DISCUSSIONS

Level of English Language Exposure

The findings reveal that General Academic Strand (GAS) students are generally given a high level of engagement in the English language. Such exposure is dominant in the school and media contexts, with home and friends acting as mild exposure contributors. This implies that students had more access to English in their formal academic institution rather than in their private home or among peers.

The high exposure level in the context of school is in line with Aizawa et al. (2023) point out that instruction programs offer the requisite language and academic skills to enable students to advance. The study of Rifiyanti (2025) indicates that using English language can actively encourage students in using it in academic interactions. In addition, the importance of media as a provider of high exposure connects to the findings of Al-Senafi et al. (2024), which report that online platforms were the main sources for language learning and communication in the current age. Puno et al., (2025) emphasize that such exposure in media enhances overall English language ability. This finding have also corroborates with Alasal (2025) who rightfully concluded that digital media participation can positively and distinctly influence the learning of foreign language.

Home involvement in terms of using English language interpreted as moderate and this indicates that students experience a balanced level of English exposure inside their home. This aligns with Zhang and Meriales (2024) who entails that balanced exposure in English language supports the English development of a child. Furthermore, Kim and Yim (2023) notes that moderate English language exposure at home improves their skills which may help them develop grammatical performance. Having a moderate result level of friends in terms of English language exposure , just as Ahmad and Meena (2021) denotes that having moderate peer interaction encourage students to engage and practice English language and may help strengthen grammatical outcomes.

Level of Perceived Self-efficacy

It is found that the GAS students are sufficiently efficacious in terms of vicarious experiences as the most determinant source followed by mastery experiences, verbal persuasion and physiological state. This pattern suggests that observers obtain the most confidence from watching successful models and that their own accomplishments, assistance from other people and somatic states all provide significant influences on their perceived self-efficacy.

This tendency is in line with previous literature that stressed the changing nature of self-efficacy in the context of language learning. Perceived self-efficacy was identified as a key predictor of motivation and success in second language contexts by Patricio et al. (2025) While it was viewed as a learner's estimation of their capability to plan and perform tasks effectively by Xu and Xu (2025). The on high level of vicarious experiences found is in support of Yim (2023) who frames vicarious self-efficacy as watching closely others perform tasks effectively and Guo et al. (2025) coerce with such students becoming more cognitive, effective, and behavioral in such engagement with strong academic outcomes. Similarly, the high mastery experiences are consistent with Luckett et al., (2021) who suggest that performing successfully on tasks is critical to developing self-efficacy.

Our finding aligns with findings of Casse (2022) describing that verbal persuasion promotes a change in behavior by having positive effects on self- efficacy and attitude towards performing tasks, as well as those of Bandura (2023) who states that positive feedback allows persons to transform physiological states into preparedness and encouragement. This finding is echoed in the work of Beauchamp et al. (2021) who describe physiological feedback as recognizing bodily sensations that offer insight into every physiology of individuals as a function of scholarly exertion, and Morris et al. (2023) who assert that heightened bodily awareness and regulation is related to sustained concentration and resilience in the face of academic stressors Taken together, these results confirm that the sense of having control of the outcomes for students is the most potent source of perceived self-efficacy, a belief that is further strengthened by several other sources, mainly observational learning and mastery and to a lesser extent by a feeling of well-being indirect cues of feedback and awareness of physiological status. This pattern of reliance on sources of self-efficacy further underscores the need to provide a variety of ways to

build confidence, such as by seeing other successful students, having success experiences that matter, receiving positive encouragement, and help with realizing and managing one's bodily reactions to school work.

Level of English Grammar Proficiency

The results reveal that General Academic Strand (GAS) students have an overall Fair level of English Grammar Proficiency. However, the specific indicators which are parts of speech, verb tenses and aspects, and grammar usage received a descriptive equivalent of poor. These findings suggest that while students possess a basic foundational awareness, they struggle significantly with the technical application of grammatical rules.

Grammar usage demonstrates that students have difficulties in speaking with correct grammar. This is in line with Tan (2024) who stated inadequate grammar teaching and least contact to the language as the causes of bad grammar usage. This incompleteness of knowledge often manifests itself in errors that persist, and sometimes propagate, as sentences are constructed, thus obstructing the clarity of a learner's message. As for verb tenses and aspects, and parts of speech, the results of poor are in line with Alasal (2025) who stated that the effect of digital media on language learning development seem to result in a gap in the formal grammatical system if left unmanaged with guided learning. In addition, Ajaj (2022) stresses that the importance of addressing these specific issues lies in the fact that core weaknesses in word classes and tense structures will affect a student's overall writing and speaking skills.

The fair proficiency indicates that students' language skills are developing but still inconsistent. Aizawa et al. (2023) mentioned that students at this level tend to face a number of language-related obstacles when they are asked to use English in academic context, that is, when they move away from interpersonal communication and towards academic tasks. This is also explained along with attitudes by Zou & Singh (2025) who state that the learner's attitude as well as their self-efficacy in terms of their language learning abilities influences how they deal with these grammatical challenges.

Significance of the Relationship Between English Language Exposure on GAS Student's Proficiency in English Grammar

The analysis presents no significant relation between English Language Exposure and English Grammar Proficiency. This means that students' rate of exposure to English in their surroundings does not necessarily result in high technical scores in grammar.

The non-correlation relationship is also supported by the finding of Zheng (2023) who maintained that although diverse exposure settings prepare one for varied aspects of overall ability, the association is mixed with other factors and is mutable. This means that even if students are constantly exposed to them in school or in the media, they might not be exposed to the kind of exposure they needed to learn the formal grammatical rules. Ahmad and Meena (2021) found that the level of exposure in a schooling environment is essential for general language examination but it is not a sufficient condition for high technical competence in the form of generalized language scores in some specific linguistic dimensions.

This explains how active GAS students could report high exposure on some indicators while still performing at a "Poor" level in their grammar tests.

Significance of the Relationship Between Perceived Self-efficacy and GAS Student's Proficiency in English Grammar

The analysis indicates that there is no relationship between Perceived Self-Efficacy and English Grammar Proficiency. This means that the good GAS students have good self-efficacy but does not reflect their real technical accuracy measured by grammar.

This absence of significance is in line with the findings of Wang et al. (2025). They suggest that self-efficacy may not be sufficient to facilitate the attainment of better academic results, particularly in the absence of

substantial academic engagement and the utilization of support resources. Here, students can be confident about their overall ability to learn, but not necessarily about that that knowledge a confidence that perhaps should have been reflected in more grammatical precision.

Fadillah and Dari (2025) revealed that the self-efficacy of EFL undergraduate students in writing had a weak and non-significant correlation with their writing performance of all the students participated in the study, indicating that a learner could possess high self-belief in his/her writing ability even the skill demonstration is not adequate. The findings are also consistent with the remarks of Momeni et al. (2025) that are expressed in internal perceptions of ability are shaped by training and gathering, but may be at odds with external levels of performance. This indicates that high levels of perceived self-efficacy in these GAS students can be considered as a psychological representation of their attitude toward learning, but a lack of technical ability in English is not a barrier to having a highly positive view of learning. To conclude, the non-significant correlation indicates that perceived self-efficacy and proficiency are separate constructs for the participants of this study. As Yokoyama (2024) points out, students may feel confident about what they have learned, but this self-confidence is insufficient in actual grammatical performance.

Significance of the Influence of the Domains of English Language Exposure on GAS Student's Proficiency in English Grammar

The insignificance of home and friends' exposure predictors is in line with Bautista (2024) who explained that in informal settings communicative fluency, rather than formal linguistic accuracy, is foregrounded. This means that social interactions may all take place in English but do not necessarily include the correction of the grammar, thus without changing the level of technicality.

In relation to school exposure, Kucukler (2021) underlines the low level of school as an indication of a learning context that was characterized by rarely using English as a medium of instruction or medium of communication, leading the students to slow vocabulary development and inability to apply English as a medium of writing. This explains why the school environment, if left unexploited for formal practice, does not have a positive and significant impact on technical grammar knowledge of the students.

Finally, media exposure is congruent with Reyes' (2024) findings, who suggested that current digital exposure predominantly exposes users to a form of non-standard English. This kind of exposure may help to build vocabulary but it is not always a good indicator for success in formal grammar tests since the language in the media is rarely following prescriptive rules.

In summary, the regression model confirms that exposure is a separate construct from grammar mastery. The results suggest that for these GAS students, having a high level of contact with the language is not enough to bridge the gap toward achieving proficiency in English grammar.

Significance of the Influence of the Domains of Perceived Self-efficacy to English Grammar Proficiency

The multiple regression analysis of each domain of perceived self-efficacy and no singular domain have a significant influence on students' English grammar proficiency. Past positive learning experiences do not necessarily predict actual academic performance. Mastery experiences and vicarious experiences substantiates the results of Brocker and Scafide (2024) which support the idea that students' feeling of being capable in the language does not necessarily mean that they will perform linguistically accurately, indicating for specific instructional suggestions to close the gap between perceived competence and skill mastery. In addition, the findings concerning physiological feedback are consistent with the view of Dos Santos (2020) that limited stress-management skills are an indication of low self-confidence in the ability to control physical reactions and that these are linked to increased academic stress. This is why the students' bodily states, or their anxiety regulation, are not significant predictors of their actual English grammar performance.

Verbal persuasion is in line with Smith et al. (2022), who found that verbal persuasion alone seldom enhances self-efficacy without the support of mastery experiences. This backs up the claim that external support can be

useful to motivate students, but it does not give students the cognitive or metalinguistic tools needed to influence their grammatical ability. To sum up, the regression analysis validates a perceived self-efficacy as a distinct psychological factor from linguistic competence. These results are in line with the idea that although students may be confident in their abilities, this psychological belief does not automatically translate into linguistically accurate performance, which indicates that specific instructional strategies are needed to help students to close the gap between perceived competence and actual skill mastery.

CONCLUSION

This study examined English language exposure and perceived self-efficacy as predictors of English grammar proficiency among General Academic Strand students at Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro. The study concludes that GAS students generally have high levels of English language exposure, with the media and school domains being the most influential, and moderate exposure at home and with friends. Perceived self-efficacy was moderate across all domains, with vicarious experiences having the least impact, followed by mastery experiences, verbal persuasion, and physiological feedback. English grammar proficiency, measured in parts of speech, verb tenses and aspects, and grammar usage, showed baseline competence, indicating a need for additional instructional support.

There was no significant correlation between English language exposure and English grammar proficiency, nor between perceived self-efficacy and English grammar proficiency. No specific domains of either independent variable significantly predicted grammar proficiency, and all null hypotheses were supported at the 0.05 level of significance. These findings suggest that while high exposure via media and school and moderate self-efficacy provide a foundation, GAS students' grammar proficiency is more influenced by direct pedagogical interventions rather than incidental exposure or general confidence.

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