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## **Netflix viewing habit, grammatical competence, and academic self-efficacy of Selected Senior High School Students In Tagaytay City, Cavite**

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**Abstract.** Grammatical competence is the knowledge of and ability to use a language's grammatical resources. Understanding and communicating meaning across generations, as well as being able to recognize properly constructed sentences that adhere to these rules (Kusumawardani & Mardiyani, 2018). On the other hand, students who have high self-esteem are more likely to achieve their goals and cope better with life's challenges, whereas those who have low self-esteem are more likely to become isolated. One of the psychological issues that all students face is issues with self-esteem. Self-esteem influences one's self-efficacy. Furthermore, watching English movies, particularly those with English subtitles, will improve one's vocabulary and speaking ability (Pratiwi & Ayu, 2020). However, despite the numerous studies that investigated language learning and mastery of grammar, no study was conducted yet regarding the relationship between Netflix viewing habits, grammatical competence, and academic self-efficacy of senior high school students specifically in the local setting. Hence, the researcher was motivated to conduct a study to determine the Netflix viewing habits, grammatical competence, and academic self-efficacy of the selected senior high school students from public schools in Tagaytay City. The findings of this study could serve as a guide to English teachers and administrators in designing innovative strategies that will enhance the students' grammatical skills and academic self-efficacy taking into consideration the integration of watching English movies in the teaching-learning process specifically in language class. The researcher utilized descriptive-correlational method of research with the help of survey questionnaire as the main source of data. Statistical method utilized to give credence and reliability to the work. Based on the findings of the study, the study conclusions were drawn: Majority of the respondents watch Netflix 1-2 times week; 45.70 percent of them watch for 3-4 hours a day; and 21.20 percent of them prefer to watch drama; The respondents has satisfactory level of grammatical competence and high level of academic self-efficacy. In addition, the more frequently the students watch Netflix, the higher their level of grammatical competence. Moreover, the more frequently the respondents watch Netflix, the higher their level of academic self-efficacy. In addition, the higher the respondents' level of grammatical competence, the higher their level of academic self-efficacy. Finally, the independent variable Netflix viewing habits in terms of, duration and grammatical competence are drivers of students' level of academic self-efficacy, which further means that the students' Netflix viewing habits and grammatical competence determine their academic self-efficacy.

**Keywords.** Netflix viewing habit, grammatical competence, academic self-efficacy

## **I. Introduction**

Grammatical competence is the knowledge of and ability to use a language's grammatical resources. Understanding and communicating meaning across generations, as well as being able to recognize properly constructed sentences that adhere to these rules (Kusumawardani & Mardiyani, 2018). In a study conducted by (Sioco & De Vera, 2018), grammatical competence differs from formal grammar in that it focuses on social connections, communication, and why certain forms are much more suitable than others. Some argue that language is not a set of rules because the language used is important. This is somewhat complicated by the fact that grammar is concerned with rules and language structure. Grammar, despite having critical functions, cannot be described as purely functional.

Moreover, one of the most important components of linguistic and nonlinguistic communicative competence is a person's grammar proficiency. Persada (2019) contends that simply being able to speak clearly is insufficient to deliver an impactful speech. Correct grammar is essential for advancing in language education and improving interpersonal communication. Gaining grammatical proficiency makes it possible to communicate information to a recipient in a way that is effective and understandable (Mukhtarovn & Borisovna, 2020).

Meanwhile, Golda (2019) claims that students developed, tested, and revised hypothesis about grammatical structures in the target language as part of a process known as rule formation. In the past, Filipinos' proficiency in English remained steadily stable from 1993 to 2000, after which there was a reported gradual decline. Even more concerning is the growing number of people who lack basic English proficiency, which increased from a pitiful 7% in 1993 to 14% in 2006. Some people held the opinion that grammar learning took place implicitly and was most successful when students' attention was diverted from grammar. How much instruction in grammar is necessary to become proficient in English, and how grammar and communication should be combined (Rosales & Ilagan, 2019). According to studies, teachers of the English language are prepared to use a variety of instructional techniques when instructing their students. They have the option, at their discretion, to match the resources and teaching strategies they use with the material they assign to their students. The teachers have a wide range of options from which to choose when it comes to equipment, materials, and resources for teaching and learning English (Yango et al, 2019).

On the other hand, students today frequently encounter opportunities to speak and write for a variety of purposes. As a result, the audience's self-esteem may suffer if one of their many expectations—including grammatical proficiency—is not met. English proficiency and the proper integration of grammar and communication. The mastery of the codes is referred to as grammatical competence, according to (Konday et al, 2018).

Hence, the ability to use grammar correctly is a crucial component of fluency in the English language because it gives students more assurance when they write, read, and speak. On the other hand, students who have high self-esteem are more likely to achieve their goals and cope better with life's challenges, whereas those who have low self-esteem are more likely to become isolated. One of the psychological issues that all students face is issues with self-esteem. Self-esteem influences one's self-efficacy.

Numerous studies have connected student self-efficacy beliefs to academic success. For English language learners in many nations, including China, South Korea, Vietnam, and Norway, a significant relationship between self-efficacy beliefs and language proficiency was also discovered. However, the strength of the relationship varies depending on the task at hand and the context. When the past performance was taken into account, some studies were unable

to detect a significant correlation between self-efficacy beliefs and language proficiency (Wang & Sun, 2020).

Students are taught the subject-verb agreement rules as early as in their primary education, but they still struggle to develop linguistic competence in their communicative command or use of English. Despite learning the grammatical rules at a younger age, Nayan as cited in Sioco and De Vera (2018) agrees that ESL (English as a second language) students struggle to apply their understanding of the rules to their actual communicative use of the language.

There are several positive reasons for learning English by watching movies, including: the movie has interesting particular value, teaches to understand how to pronounce and balance the facial expression, helps understand the meaning spoken by the body language, includes a series of lessons to explain a process, and has sounds and pictures that make learning easy. Furthermore, watching English movies, particularly those with English subtitles, will improve one's vocabulary and speaking ability (Pratiwi & Ayu, 2020).

Trending nowadays is the Netflix binge-watching among young adults. Netflix is a US-based streaming and original production company. Netflix was founded on August 29, 1997, in Scotts Valley, California, by Reed Hastings and Marc Randolph. Netflix is also involved in the creation of original programming (Hosch, 2020). Netflix is a combination of Net, which stands for "internet," and Flix, another word for "flick," which means a movie or film (McFadden, 2020). Originally, it was a pay-per-rental DVD rental service. In the year 1999, Netflix began providing an online subscription service (Oomen, 2021). According to Stoll (2021), most of Netflix's paid subscribers are based in the US with a percentage of 72.9 percent, in a total of 192.95 million subscribers worldwide. As of January 2021, Ireland had the largest Netflix media library in the world, with 6, 379 titles available. Malaysia came in second with 6, 361 titles, ahead of Indonesia and the Philippines. Canada and Czechia were two other countries in the top ten, both with over 6, 100 Netflix titles. Furthermore, Netflix had total revenue of around \$7.3 billion in the first quarter of 2020, up from around \$6.15 billion in the prior quarter.

However, despite the numerous studies that investigated language learning and mastery of grammar, no study was conducted yet regarding the relationship between Netflix viewing habits, grammatical competence, and academic self-efficacy of senior high school students specifically in the local setting.

Hence, the researcher was motivated to conduct a study to determine the Netflix viewing habits, grammatical competence, and academic self-efficacy of the selected senior high school students from public schools in Tagaytay City. The findings of this study could serve as a guide to English teachers and administrators in designing innovative strategies that will enhance the students' grammatical skills and academic self-efficacy taking into consideration the integration of watching English movies in the teaching-learning process specifically in language class.

### **Statement of the Problem**

The main objective of this study was to determine the Netflix viewing habit, grammatical competence, and academic self-efficacy of selected senior high school students from public schools in Tagaytay City. **Specifically, this study had the following aims:** (1) determine the respondents' Netflix viewing habit in terms of frequency; duration; and genre; (2) investigate the respondents' level of grammatical competence; (3) determine the respondents' level of academic self-efficacy; (4) find out if there is a significant relationship

between the respondents' Netflix viewing habit and their level of grammatical competence; (5) determine if there is significant relationship between the respondents' Netflix viewing habit and their level of academic self-efficacy (6) explore if there is a relationship between the respondents' level of grammatical competence and their level of academic self-efficacy (7) finally to discover how predictive are the respondents' Netflix viewing habits, and grammatical competence, taken singly or in combination, of the level of academic self-efficacy of the selected senior high school students in Tagaytay City

## **II. Methods**

To achieve the needed date for the study, a descriptive-correlational method of research was used. This method was also utilized in describing the variables of this study – student's Netflix viewing habit, level of grammatical competence, and level of academic self-efficacy. Statistical method utilized to give credence and reliability to the work. This is one in which information is collected without changing the environment (i.e., nothing is manipulated). It is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involve range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time (Polka, 2018).

The respondents of the study were the selected senior high school students out of the total population of 1389 senior high school students from public schools in Tagaytay City. The sample size was composed of 302 senior high school students from public schools in Tagaytay City which were determined using the Raosoft Sample Size Calculator and a stratified random sampling technique was utilized. 665 students were from Tagaytay City National High School while 724 students came from the City College of Tagaytay Senior High School. The study was conducted during Calendar Year 2022-2023.

The researcher utilized a standardized questionnaire to determine the Netflix Viewing Habit, grammatical competence, and academic self-efficacy of the senior high school students from public schools in Tagaytay City. The questionnaire was divided into three parts. The first part of the questionnaire dwelt on the respondent's Netflix viewing habits, part two dwelt on the respondents' grammatical competence, and part three focused on the respondents' academic self-efficacy.

The Netflix viewing habit was determined in terms of frequency, duration, and genre wherein the respondents 'answered in a form of a checklist; while the respondents' level of grammatical competence was determined using the Grammar Skills Questionnaire lastly, to determine the respondents' level of academic self-efficacy, Academic Self Efficacy Scale by Gafoor was used. The questionnaire was uploaded to the Google Form for easy distribution and retrieval.

The following statistical tools were used in this study; frequency and ranking were used to determine the Netflix viewing habits, of the respondent; Weighted mean and ranking were used to determine the grammatical competence, and academic self-efficacy of the respondents; Pearson r correlation was used to determine the significant relationship between the respondents' Netflix viewing habits and grammatical competence, the significant relationship between the respondents' Netflix viewing habits and level of academic self-efficacy, and the significant relationship between the respondents' grammatical competence and level of academic self-efficacy and stepwise Multiple Regression Analysis was used to determine how predictive are the respondents' Netflix viewing habit, and level of grammatical

competence, taken singly or in combination, of level of academic self-efficacy of the selected senior high school students in Tagaytay City.

**Table 1**  
*The Respondents' Netflix Viewing Habit*

Netflix viewing habit		Frequency	Percentage
<b>Frequency (in a week)</b>	1-2 times	208	68.90
	3-4 times	52	17.20
	5-6 times	12	4.00
	Everyday	30	9.90
<b>Duration (hours in a day)</b>	1-2	126	41.70
	3-4	138	45.70
	5-6	25	8.30
	More than 6	13	4.30
<b>Genre</b>	Action	43	14.20
	Comedy	28	9.30
	Drama	64	21.20
	Fantasy	32	10.60
	Horror	40	13.20
	Romance	48	15.90
	Musical	11	3.60
	Sci-fi	25	8.30
	Others	11	3.60
<b>Total Number of respondents: 302</b>			

Table 1 presents the respondents' Netflix viewing habits. The table shows that in terms of frequency, 208 out of 302 or 68.90% of the respondents were watching Netflix 1 to 2 times a week; 52 or 17.20% watched 3 to 4 times a week; 30 or 9.90% watched every day; and 12 or 4% watched 5 to 6 times a day. While in terms of duration, 138 or 45.70% of the respondents watched Netflix 3-4 hours a day; 126 or 41.70% watched 1-2 hours a day; 25 or 8.30% watched Netflix 5-6 hours a day and 13 or 4.30% watched more than 6 hours a day. Meanwhile, in terms of genre, 64 or 21.20% of the respondents preferred drama; Romance 48 or 15.90% watched drama; 43 or 14.20% preferred to watch action; 40 or 13.20% liked horror; 32 or 10.60% liked fantasy; 28 or 9.30% preferred comedy; Sci-fi 25 or 8.30% liked sci-fi; 11 or 3.60% liked musical and other genres.

In summary, the results showed that majority of the respondents watched Netflix 1-2 times a week; 45.70 percent of them watched for 3-4 hours a day; and 21.20 percent of them preferred to watch drama. This implies that most of the respondents watch Netflix 1-2 times a week for 3-4 hours a day and preferred to watch drama.

**Table 2**  
*The Respondents' Level of Grammatical Competence*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. A sentence is a complete thought.	4.43	Very Satisfactory	6
2. The definition "A noun is a person, place, thing or idea "is accurate	4.45	Very Satisfactory	4.5
3. The definition "A noun is a person, place, thing or idea" is useful even if it isn't 100% accurate	4.25	Very Satisfactory	16
4. The definition "An adjective is a describing word" is accurate	4.42	Very Satisfactory	7
5. A pronoun replaces a noun.	4.26	Very Satisfactory	15
6. The definition "A verb is an action word or a state of being word" is accurate	4.45	Very Satisfactory	4.5
7. Verbs, nouns, adjectives, and adverbs cannot be accurately defined on the basis of their meaning	3.69	Satisfactory	39
8. A clause is a minimal sentence.	4.01	Satisfactory	34
9. The definition "An adjective is a describing word" is useful even if it isn't 100% accurate	4.07	Satisfactory	30
10. A subject indicates the doer of an action.	4.33	Very Satisfactory	11
11. A phrase is the same as a clause.	3.84	Satisfactory	37
12. A common noun is a word that can be preceded by the words 'the' or 'a/an.'	4.12	Satisfactory	22.5
13. A verb can take the -ing ending.	4.30	Very Satisfactory	12
14. An adjective can have degrees indicated either with the -er ending or with 'more.'	4.08	Satisfactory	28
15. A sentence consists of a subject and a predicate.	4.36	Very Satisfactory	10
16. The articles 'the' and 'a/an' are adjectives.	3.88	Satisfactory	36
17. Relative clauses typically begin with the words who/which/that.	4.05	Satisfactory	32
18. Subordinate clauses are one type of dependent clauses.	4.11	Satisfactory	24.5
19. Written sentences cannot begin with the words 'but' , 'and,' or 'because.'	4.13	Satisfactory	20.5
20. Complements are required elements in a construction.	4.09	Satisfactory	26.5
21. Coordinating conjunctions can be used to join clauses.	4.17	Satisfactory	17

22. Determiners (i.e. words like ‘his,’ ‘Mary’s,’ ‘this’) precede nouns.	4.02	Satisfactory	33
23. Prepositional phrases can modify nouns.	4.09	Satisfactory	26.5
24. A finite verb shows tense.	4.07	Satisfactory	30
25. Semicolons can be used to join independent clauses.	4.14	Satisfactory	19
26. A dash can be used for emphasis.	3.97	Satisfactory	35
27. Modal verbs indicate obligation, possibility, probability.	4.16	Satisfactory	18
28. The following sentence is a run-on: Clara created a song similar to “Ska8er boi,”	3.19	Satisfactory	41
29. Grammar helps us avoid errors.	4.48	Very Satisfactory	3
30. Knowing grammar helps us choose the best way to express meaning in writing.	4.58	Very Satisfactory	1.5
31. To understand how to punctuate, we must understand the structure of sentences.	4.58	Very Satisfactory	1.5
32. The structure of sentences often depends on the genre of writing (fiction, recipes, editorials, news reports).	4.41	Very Satisfactory	8
33. When colons are used in a sentence, they can indicate that the second part of the sentence explains the first one.	4.28	Very Satisfactory	13
34. A phrase is a group pf words that can be replaced by a single word.	4.11	Satisfactory	24.5
35. Prepositional phrases can modify verbs.	4.07	Satisfactory	30
36. The following sentence, “If you have a question, you can ask Judy or myself” is correct.	3.59	Satisfactory	40
37. Commas are placed where we take a breath pause.	4.40	Very Satisfactory	9
38. A sentence consists of at least one clause.	4.12	Satisfactory	22.5
39. Participles are forms of verbs.	4.13	Satisfactory	20.5
40. Speakers who say “I had went there,” sound uneducated	3.72	Satisfactory	38
41. Independent clauses are clauses that don’t depend on any other construction in the sentence.	4.27	Very Satisfactory	14
<b>Average</b>	<b>4.16</b>	<b>Satisfactory</b>	

Table 2 presents the respondents’ level of grammatical competence, as show in the table indicators 30. “Knowing grammar helps us choose the best way to express meaning in writing” and 31. “To understand how to punctuate, we must understand the structure of sentences” and 31. “To understand how to punctuate, we must understand the structure of sentences” got a weighted mean of 4.58 verbally interpreted as Very Satisfactory and ranked 1.5. Indicator 29. “Grammar helps us avoid errors” got a weighted mean of 4.48 and was verbally interpreted as Very Satisfactory ranked 3. Indicator 2. “The definition “A noun is a person, place, thing or idea” is accurate” and indicator 6. “The definition “A verb is an action word or a state of being

word” is accurate” got a weighted mean of 4.45 and as verbally interpreted as Very Satisfactory both ranked 4.5. Indicator 1. “ A sentence is a complete thought” got a weighted mean of 4.43 was verbally interpreted as Very Satisfactory ranked 6. Indicator 4. “The definition “An adjective is a describing word” is accurate” got a weighted mean of 4.42 was Very Satisfactory ranked 7. Meanwhile, 26. “A dash can be used for emphasis” got a weighted mean of 3.97 and was verbally interpreted as Satisfactory ranked 35. Indicator 16. “The articles ‘the’ and ‘a/an’ are adjectives” got a weighted mean of 3.88 and was verbally interpreted as Satisfactory ranked 36. 11. “A phrase is the same as a clause” got a weighted mean of 3.84 and was verbally interpreted as Satisfactory ranked 37. Indicator 40. “Speakers who say “I had went there,” sound uneducated” got a weighted mean of 3.72 and was verbally interpreted as Satisfactory ranked 38. 7. “Verbs, nouns, adjectives, and adverbs cannot be accurately defined on the basis of their meaning” got a weighted mean of 3.69 and was verbally interpreted as Satisfactory ranked 39. Indicator 36. The following sentence, “If you have a question, you can ask Judy or myself” is correct” got a weighted mean of 3.59 and was verbally interpreted as Satisfactory ranked 40. Lastly, indicator 28. The following sentence is a run-on: Clara created a song similar to “Ska8er boi,” got a weighted mean of 3.19 was verbally interpreted as Satisfactory ranked 41.

In summary, the average weighted mean of 4.16 revealed that the respondents’ grammatical competence was satisfactory. This means that the respondents are fairly confident about the accuracy/truth of the statement.

**Table 3**  
*The Respondents’ Level of Academic Self-efficacy*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Irrespective of the subject, I am competent in learning.	3.96	High	18
2. I can read and understand my textbooks well.	4.30	Very High	1
3. I sense that I am quick to pick the points from what I read	4.06	High	8.5
4. I feel that I have the ability to keep things unforgotten.	3.76	High	30
5. I can do my projects well.	4.00	High	15
6. I can manage time efficiently for learning.	3.97	High	17
7. I can arrange the help of my teachers in learning.	4.06	High	8.5
8. I can find out the necessary sources for my study.	4.03	High	11.5
9. I can arrange help of my peers for my learning whenever I need it.	4.03	High	11.5
10. I can set higher goals in my study.	3.74	High	31
11. I can usually find out quite a few solutions when I confront with problems in my study.	3.95	High	19.5
12. I can express ideas well while attending examinations.	3.93	High	22

13. It is not difficult for me to read and understand the textbooks in English language.	4.02	High	13
14. During examinations, I can recollect what I have learnt.	4.01	High	14
15. Often comprehend the actual meaning of what I study.	3.71	High	34
16. If taught, I can prepare my class notes neatly.	3.85	High	25
17. I can find out time for learning in the midst of sundry chores.	3.70	High	36
18. I can arrange the resources of my study from my relatives, neighbours, etc.	3.64	High	37
19. I am assured that I have a few friends who would be helpful in my study.	4.27	Very High	2
20. I may clarify doubts from my teachers while in class, even if I reach higher classes.	3.78	High	29
21. I can accomplish my aims in learning.	4.10	High	6
22. I can answer the essay type questions well.	3.88	High	23.5
23. I experience that I am weak in understanding the classes of my teachers.	3.94	High	21
24. I can develop the reading skill required to learn school subjects.	4.22	Very High	3
25. When I study a new concept, I can recall the related knowledge from the earlier classes.	3.95	High	19.5
26. I can utilize the available library facility for my study.	3.72	High	32
27. I observe that I fail to prepare my seminars and assignments in time.	3.45	High	40
28. If I miss some classes for some reason, I can compensate the loss fairly well.	3.81	High	28
29. I consider that I can develop a healthy relationship with my teachers.	4.15	High	5
30. I am confident that I can perform well in competitive examinations.	3.88	High	23.5
31. I can deal efficiently with the unexpected problems in my study.	3.82	High	27
32. I can be calm at time of exam as I am conscious of my ability to learn.	4.07	High	7
33. I can complete the homework myself without any help from guidebooks, previous notes etc	3.49	High	39
34. I can usually handle the disturbing situations in the study.	3.71	High	34
35. If a sudden test is conducted for us without prior notice, I can answer it well.	3.58	High	38
36. If I try, I can become one of the good grade holders.	4.17	High	4

37. I can answer the questions which teachers ask me.	3.84	High	26
38. I can score well in the short answer type questions.	4.04	High	10
39. I can accomplish challenging tasks and problems in my study.	3.98	High	16
40. However twisted the question is I can answer them.	3.71	High	34
<b>Average</b>	<b>3.91</b>	<b>High</b>	

Table 3 presents the respondents' level of academic self-efficacy, as shown in table indicator 2. "I can read and understand my textbooks well" got a weight of 4.30 verbally interpreted as Very High ranked 1. 19. "I am assured that I have a few friends who would be helpful in my study" got a weighted mean of 4.27 and was verbally as Very High ranked 2. Indicator 24. "I can develop the reading skill required to learn school subjects" got a weighted mean of 4.22 and was verbally interpreted as Very High ranked 3. Indicator 36. "If I try, I can become one of the good grade holders" got the weighted mean of 4.17 and was verbally interpreted as High ranked 4. Indicator 29. "I consider that I can develop a healthy relationship with my teachers" got a weighted mean of 4.15 and was verbally interpreted as High ranked 5. Meanwhile, 17. "I can find out time for learning in the midst of sundry chores" got a weighted mean of 3.70 and was verbally interpreted as High ranked 36. Indicator 18. "I can arrange the resources of my study from my relatives, neighbours, etc: got a weighted mean of 3.64 and was verbally interpreted as High ranked 37. Indicator 35. "If a sudden test is conducted for us without prior notice, I can answer it well: got a weighted mean of 3.58 and was verbally interpreted as High. Indicator 33. "I can complete the homework myself without any help from guidebooks, previous notes etc" got a weighted mean of 3.49 and was verbally interpreted as High ranked 39. Indicator 27. "I observe that I fail to prepare my seminars and assignments in time" got a weighted mean of 3.45 and was verbally interpreted as High ranked 40.

In conclusion, the average weighted mean of 3.91 revealed that the respondents had high level of academic self-efficacy, which means that they highly believe that they have the ability to accomplish academic tasks in a given period of time.

**Table 4**  
*Relationship between the Respondents' Netflix Viewing Habit and Level of Grammatical Competence*

Netflix viewing habit	Test statistic	p-value	Interpretation
<b>Frequency</b>	r=0.169** Low correlation	0.003	Significant
<b>Duration</b>	r=0.054 Negligible correlation	0.347	Not Significant
<b>Genre</b>	$\chi^2=17.055$	0.382	Not Significant

**\*\*Significant @ 0.01**

As shown in Table 4, as to the respondents' Netflix viewing habits and level of grammatical competence. The results revealed that Frequency had a low correlation with  $r=0.169$  and a probability value of 0.003 which was lower than the 0.01 significant level revealing that means that frequency had a significant relationship with the respondents' grammatical competence. The results imply that the more frequently the students watch Netflix, the higher their level of grammatical competence.

On the other hand, duration got a value of  $r=0.054$ ; while genre got a value of  $\chi^2=17.055$  and with the probability value of 0.347 and 0.382 respectively, which were both lower than the significant level of 0.01. This revealed that there is no significant relationship between duration and genre and the respondents' level of grammatical competence. The results imply duration and genre had nothing to do with the respondents' level of grammatical competence.

**Table 5**

*Relationship between the Respondents' Netflix Viewing Habit and Level of Academic Self-efficacy*

Netflix viewing habit	Test statistic	p-value	Interpretation
Frequency	$r=0.142^*$ Low correlation	0.015	Significant
Duration	$r=0.068$ Negligible correlation	0.237	Not Significant
Genre	$\chi^2=22.906$	0.525	Not Significant

**\*Significant @ 0.05**

As shown in Table 5, as to the respondents' Netflix viewing habits and level of academic self-efficacy. The results revealed that Frequency had a low correlation with  $r=0.142$  and a probability value of 0.015 which is lower than the 0.01 significant level revealing that means that frequency had a significant relationship with the respondents' academic self-efficacy. The result signifies that the more frequently the respondents watch Netflix, the higher their level of academic self-efficacy.

On the other hand, duration got a value of  $r=0.054$ ; while genre got a value of  $\chi^2=22.906$  and with the probability value of 0.237 and 0.525 respectively, which are both lower than the significant level of 0.01. This revealed that there no significant relationship between duration and genre and the respondents' level of academic self-efficacy.. The results imply duration and genre had nothing to do with the respondents' level of academic self-efficacy..

**Table 6**

*Relationship between the Respondents' Level of Grammatical Competence and Level of Academic Self-efficacy*

	Pearson r value	p-value	Interpretation
Respondents' Level of Grammatical Competence and Level of Academic Self-efficacy	0.396** Low correlation	0.000	Significant

**\*\*Significant @ 0.01**

As shown in Table 6, as to the level of grammatical competence and level of academic self-efficacy. The results show a low correlation with 0.396 and the probability value of 0.000 which is lower than the 0.01 significant level revealing that the respondents grammatical competence had a significant relationship with their level academic self-efficacy. This means that the higher the respondents' level of grammatical competence, the higher their level of academic self-efficacy.

**Table 7**

**Multiple Regression between the Respondents' Netflix Viewing Habit, and Level of Grammatical Competence, taken Singly or in combination, of the level of self-efficacy of Selected Senior High School Students in Tagaytay City**

Predictor	Dependent Variable	R <sup>2</sup>	F	p-value	β	t	p-value
Frequency	Academic self-efficacy	0.164	4.820	0.000	0.042	1.148	0.252
Duration					0.024	0.552	0.581
Genre					0.008	0.538	0.591
Grammatical competence					0.520	7.140	0.000*

\*Significant @ 0.05

As shown in Table 7, there was a multiple correlation between the respondents' Netflix viewing habits in terms of frequency, duration, and genre and their grammatical competence. A value of 0.000 indicates a high level of prediction of the dependent variables (Netflix viewing habits and grammatical competence). The obtained R square of 0.164 shows that independent variables (Netflix viewing habit and grammatical competence) explain the variability of the dependent variable (level of academic self-efficacy).

This implies that the independent variable Netflix viewing habits in terms of, duration and grammatical competence are drivers of students' level of academic self-efficacy, which further means that the students' Netflix viewing habits and grammatical competence determine their academic self-efficacy. Thus, students' long exposure to Netflix and their ability to express themselves with correct grammar make them believe that they are capable of accomplishing academic tasks.

### III. Results and Discussion

Majority of the respondents watch Netflix 1-2 times week; 45.70 percent of them watch for 3-4 hours a day; and 21.20 percent of them prefer to watch drama. The respondents have a satisfactory level of grammatical competence which means that they are fairly confident about the accuracy/truth of the statements with regard to grammar. Moreover, respondents' level of academic self-efficacy is high. Thus, students highly believe that they have the ability to accomplish academic tasks in a given period of time. In term the relationship between the respondents' Netflix viewing habit and their level of grammatical competence, it was found out that the more frequently the students watch Netflix, the higher their level of grammatical competence. Thus, the exposure of the students to Netflix affects their level of their grammatical competence.

Moreover, the more frequently the respondents watch Netflix, the higher their level of academic self-efficacy. Therefore, the exposure of the students to Netflix affects their academic-

self-efficacy. In addition, the higher the respondents' level of grammatical competence, the higher their level of academic self-efficacy. Thus, respondents' grammatical competence affects the level of their academic self-efficacy.

Lastly, the independent variable Netflix viewing habits in terms of, duration and grammatical competence are drivers of students' level of academic self-efficacy, which further means that the students' Netflix viewing habits and grammatical competence determine their academic self-efficacy.

The following are the recommendations are based on findings and conclusion of this study: to the senior high school students, it is recommended that they should try to watch other genres on Netflix to broaden their knowledge and further enhance their language skills and grammatical competence. Also, they must not only focus on watching but rather read books and other reading materials that will help in developing their grammatical skills. To the senior high school teachers, the researcher suggests that they must enhance the students' grammatical competence by providing exercises, drills, communicative tasks, and meaningful language learning activities. Moreover, senior high school teachers are advised to integrate Netflix viewing or any other films or documentaries, that are structured and incorporated in the lesson plans which aimed at enhancing the students' grammatical competence. In addition, they should also consider integrating watching other shows like reality shows, talk shows, drama series in English, English documentaries, and other shows in their classroom pedagogies to expose the students to other shows that will help them enhance their grammatical competence.

To the school head/administrators, it is recommended that they must improve the curriculum and guide teachers with the appropriate teaching strategies such as communicative language teaching, grammar method, ICT integration, and the like that will further develop the student's grammatical competence. However, the integration of Netflix must be limited and be controlled by the teacher and must always be aligned with the lessons particularly in grammar concepts. Moreover, the school head/administrators should provide programs or extra-curricular activities that will help enhance the students' academic self-efficacy. Such activities include essay writing contests, grammar quiz bees, impromptu speech contests and the like. Teachers must also be supported by providing seminar workshops that focus on the teaching of grammar that aim to equip teachers with the strategies that will help enhance the students' grammatical competences and academic self-efficacy.

Lastly, future researchers may duplicate the investigation considering other variables such as communicative competence, reading, listening, and writing skills.

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