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THE INFLUENCE OF SOCIAL MEDIA AND MOBILE APPLICATIONS ON STUDENTS' MASTERY OF ENGLISH GRAMMAR

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ABSTRACT

This study investigates the influence of social media and mobile application usage on the mastery of grammar among Grade 10 students, with a sample size of 123 respondents. Using regression analysis, the research examines how the frequency of use and the features of mobile applications and social media impact students' grammar skills. The findings reveal that social media and mobile applications significantly influence grammar mastery. Social media usage positively affects grammar mastery, while mobile application usage has a negative effect. The data further indicates that students engage moderately with mobile applications, exploring app features more frequently than using them for grammar practice. The study also highlights that the frequency of mobile app use varies, suggesting that students may not use these applications consistently for grammar learning. Overall, the research provides insights into how social media and mobile apps affect grammar skills, showing that while both tools influence grammar mastery, their impact depends on usage patterns and the specific nature of the tools involved.

INTRODUCTION

English language proficiency is one of the most pressing issues, particularly in the field of education (Sacal & Potane, 2023b). Mastery of grammar is fundamental to effective communication, in fact, according to Kumayas and Lengkoan (2023), mastery of good grammar guarantees students' ability to master other skills such as writing and speaking as it serves as the foundation for constructing clear and coherent sentences. However, many students struggle with essential grammar rules, such as subject-verb agreement, and verb tenses, which are critical for academic and professional success. Addressing these challenges requires innovative teaching strategies and tools to enhance students' grammar and language proficiency.

Students must hone their potential and skills to prepare for the global industry. Moreover, writing and grammar are part of a language. The elements and skills that language students should develop in Grammar are guidelines and mechanisms that control composition (Wati et al., 2018). In this manner, all language students must understand, internalize, and master the grammar rules, especially those of Subject-Verb agreement and verb tenses to develop strong communication competence.

Students need to understand the underlying benefits of developing a strong mastery of these rules for future use. Grammar rules are introduced at all levels, particularly at the Junior High School level, to ensure mastery, familiarity, and even retention of the basic rules in sentence construction. These are done through the teacher's creative and innovative instruction with enough appropriate learning strategies to understand the discussed subject matter. Grammar proficiency can be picked up in various ways, such as through school learning programs where students learn grammar using a puzzle, word guessing, or role-playing (Jakarta, 2017).

The Spiral Progression Principle is used in the K–12 Basic Education Curriculum for teaching English. The spiral curriculum design repeats essential ideas throughout the course while introducing deeper degrees of complexity. As a result, English language proficiency is taught at ever more challenging and sophisticated levels. As a result, the students can advance from the basic level to more advanced language usage. As a result, the performance of English language learners is a crucial part of their language development because it greatly impacts how they are graded in the subsequent grade levels, especially in writing, which emphasizes subject-verb agreement (De Vera & Sioco, 2018).

In addition, languages contain crucial grammar components. Understanding a language's grammar will impact its mastery. So, grammar is a subject that should be thoroughly examined when learning a language in a formal setting. Thus, it is important to provide the students with enough grammar instruction so that they have strong linguistic abilities (Effindi et al. 2017). However, there are various challenges and factors in developing students' mastery of grammar.

The challenges of learning grammar are divided into three categories: those related to linguistic variables, those related to environmental elements of language, and those related to psychological challenges. How frequently the environment's input is received is one factor in the linguistic environment. Language's grammar is referred to as a linguistic factor, and

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learning capacity is referred to as a psychological element. These are the common factors or problems in learning grammar.

As students increasingly engage with these technologies, exploring how they influence language acquisition and grammatical proficiency becomes essential. Social media platforms provide interactive spaces where students can practice English grammar in different contexts. Through creating posts, commenting on peers' content, and participating in discussions, students have the opportunity to apply grammatical rules in real time, fostering a deeper understanding of language mechanics. Meanwhile, mobile applications further complement this digital landscape by offering structured and adaptive learning experiences. According to Nagel (2016), Mobile applications are those that have been developed for installation and use on mobile devices and can accordingly be used on the go, in a mobile situation, and in a mobile context of use. Today, many apps can be used to practice English grammar through targeted exercises, quizzes, and gamified learning, making the process engaging and accessible. With instant feedback mechanisms, students can learn from their mistakes and reinforce their understanding of grammatical concepts, thus enhancing their overall mastery.

In conclusion, speaking and writing are vital macro English skills that students must strengthen to thrive in academic and professional settings in the 21st century. Mastery of grammar, particularly rules such as Subject-Verb Agreement, verb tenses, and correct use of punctuation is crucial for effective communication. The integration of innovative and creative teaching strategies, aligned with the Spiral Progression Principle of the K–12 Basic Education Curriculum, supports the development of grammar proficiency at increasingly advanced levels. However, challenges in grammar acquisition arise from linguistic, environmental, and psychological factors, underscoring the need for comprehensive and engaging learning approaches.

Statement of the Problem

This study aims to explore the influence of social media and mobile applications on students' mastery of English grammar, particularly the Grade 10 students.

Specifically, this research seeks to answer the following questions:

1. To determine the level of social media and mobile application usage of the Grade 10 students;
2. To describe the level of social media; mobile applications; and students' mastery of grammar in terms of subject-verb agreement and verb tenses;
3. To determine the significance of the relationship between social media and mobile applications with students' mastery of grammar; and
4. To determine the significant influence of social media and mobile applications on students' mastery of English grammar.

Hypotheses

HO1: There is no significant correlation between the use of social media and mobile applications and students' mastery of English grammar.

HO2: Social media and mobile applications do not significantly influence the Grade 10 students' mastery of English grammar.

THEORETICAL AND CONCEPTUAL FRAMEWORK

Social Cognitive Theory

This study is anchored on the Social Cognitive Theory proposed by Albert Bandura in 1986. This theory posits that individuals learn through observation, imitation, and modeling. In the context of social media and mobile applications, students can observe correct grammar usage from various sources, such as social media posts, online articles, and language learning apps. By imitating these models, students can internalize correct grammar rules and apply them in their writing and speech.

In the context of social media and mobile applications, Social cognitive theory has become even more relevant. These digital platforms provide unique opportunities for students to grasp, read, and explore correct English grammar in a dynamic and interactive environment. As English is a common language across most social media platforms, students are immersed in contexts where they can see grammar in use.

It is a fact that English is a language mostly used in social media because it is known as an international language used worldwide to communicate with each other. English Learners use their mobile phone with social media to communicate with each other and believe that mobile learning can facilitate them to learn anywhere and anytime (Ayuningtyas, 2018). They have a positive perception of using ICT for English language learning (Lizamuddin, Asib,& Ngadiso, 2019).

Moreover, social cognitive theory proposes that individuals construct knowledge socially through interactions with others. This means learners are more likely to benefit from involvement in digital communities, where they can access peers with similar interests and goals. He also suggested that engagement in these virtual environments could provide learners with increased exposure to different cultures and languages, thus aiding their language development (Haque, 2023).

Fundamentally, this theory provided a structured approach to investigate the influence of social media and mobile applications on the Grade 10 students' mastery of English grammar.

The research paradigm in Figure 1 underscores the significant impact of social media and mobile applications on students' English grammar proficiency, particularly in subject-verb agreement, sentence structure, and punctuation. This influence aligns with the principles of Social Cognitive Theory, which posits that individuals learn through observation, imitation, and

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modeling. By actively engaging with these platforms, students are exposed to various language **models**, including influential language experts. This exposure enables students to **observe** correct grammar usage, sentence structure, and vocabulary choices. Consequently, they can consciously or unconsciously **imitate** these patterns, refining their language skills. Additionally, language learning apps offer interactive exercises and feedback mechanisms that further enhance learning. This combination of observational learning, active practice, and timely feedback contributes to developing strong English grammar skills.

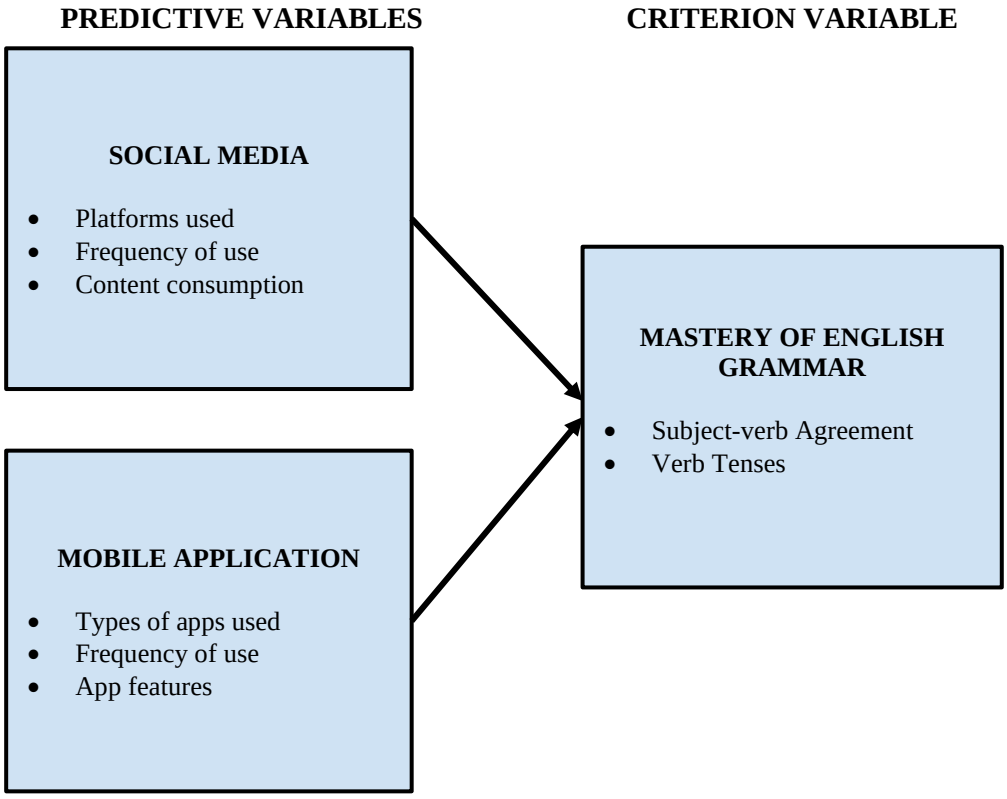


Figure 1. The research paradigm shows the influence of social media and mobile applications on students' mastery of English grammar.

METHODS

This chapter presents the design, setting, respondents, measures, procedure, and data analysis methods that were used in this study. Each component is described to provide a clear understanding of how the research was structured and conducted, ensuring transparency and replicability in the study.

Research Design

This study employs a descriptive correlational research design to examine the relationship between social media and mobile application usage and students' mastery of English grammar. Descriptive statistics were used to analyze the frequency of social media and mobile application use, as well as the level of grammar mastery among Grade 10 students. Pearson's correlation coefficient was computed to determine the strength and direction of the linear relationships between the independent variables (social media and mobile application usage) and the dependent variable (mastery of grammar). Regression analysis was also conducted to assess the influence of these variables on students' grammar proficiency.

Respondents and Sample Size

The respondents of this study were Grade 10 students from Holy Cross College of Sasa, Inc. during the school year 2024-2025. Grade 10 students were chosen as respondents because they were at a crucial stage of their academic journey, where their English language skills were being honed. Additionally, this age group was heavily reliant on social media and mobile applications for various purposes, making them ideal subjects to study the impact of these technologies on their English grammar proficiency.

There were 176 Grade 10 students in Holy Cross College of Sasa, Inc. The sample size was computed using Taro Yamane's formula. As a result, 123 Grade 10 students were surveyed for the final testing and 30 students for the pilot testing phase.

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Sampling Technique

A stratified simple random sampling technique was employed in this study to ensure representative sampling across different sections. The population was stratified based on sections, with each section representing a stratum. Stratified sampling is a method that involves dividing a population into smaller subgroups known as strata (Creswell & Creswell, 2018). By dividing the population into homogeneous subgroups (sections), variability within each stratum was reduced, leading to more accurate results.

Once the population was stratified, simple random sampling was applied within each group to select the participants. Each student was assigned a unique identification number, and a random number generator selected 123 students from the different sections. This method ensured that every student, regardless of their section, had an equal chance of being chosen, thereby minimizing selection bias and ensuring representativeness.

Stratified simple random sampling was particularly advantageous in this study as it enhanced the precision of the findings by ensuring that all relevant subgroups within the Grade 10 population were proportionally included.

Research Instrument

The questionnaire used in this study is researcher-made to ensure its alignment with the study's objectives and relevance to the target population. Two internal validators and one external validator validated the tool to ensure its reliability and content validity. The questionnaire is divided into two parts: Part I focuses on Social Media and Mobile Application Usage. At the same time, Part II assesses Grammar Mastery, which is further divided into two categories: subject-verb agreement and verb tenses.

Part I: Social Media and Mobile Application Usage

This section assesses the frequency of students' engagement with various social media platforms and mobile applications. Respondents are asked to indicate which platforms and applications they use most often (e.g., Facebook, Instagram, TikTok, educational, gaming, entertainment, and communication apps). The section includes 15 items, where participants rate their behavior on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). This part aims to capture the role of digital tools in students' daily routines and their potential influence on their academic activities particularly in mastery of grammar.

Part II: Mastery in Grammar

This section evaluates students' understanding of grammar, specifically Subject-Verb Agreement and Verb Tenses. It consists of two tests: Test I (Multiple Choice) and Test II (Identification). These tests are designed to assess the student's mastery of grammar rules in different contexts.

Interpretation Tables:

The Likert scale interpretation table below provides insights into the frequency of behavior in Part I (Social Media and Mobile Application Usage), where responses are based on a 5-point scale:

Scale	Description	Interpretation
5	Strongly Agree	I always engage in this activity, and it is a frequent part of my daily routine.
4	Agree	I often engage in this activity, but it is not necessarily daily.
3	Neutral	I sometimes engage in this activity, with no clear pattern of frequency.
2	Strongly Disagree	I rarely engage in this activity, or only occasionally.
1	Disagree	I never engage in this activity or it is extremely rare.

For Part II (Grammar Mastery), the scoring will involve correct identification of verb forms and subject-verb agreement, which directly reflects the student's proficiency in grammar. The responses will be scored based on accuracy, where correct answers reflect a good understanding of the grammar rules. A higher score indicates better mastery of the grammar rules specifically in subject-verb agreement and verb tenses.

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Descriptive Equivalent for Mastery of Grammar Test

This test evaluates students' mastery in Subject-Verb Agreement (40 items) and Verb Tenses (40 items), with a combined total of 80 items.

To interpret the level of grammatical competence of the students, the Mean Percentage Scores (MPS) by the Department of Education (D.O. No. 160, s. 2012) was utilized. The descriptive equivalents and their corresponding score ranges were based on this framework, which provides a systematic method for categorizing the students' performance. The MPS framework, used in this study, guides the classification of students' mastery levels into specific descriptive categories, ranging from "Mastered" to "Very Low," ensuring a clear and standardized approach to assessing grammatical competence.

Subject-Verb Agreement and Verb Tenses (40 items)

Score Range	Descriptive Equivalent	Interpretation
36–40	Mastered	Demonstrates an exceptional ability to match subjects with appropriate verbs, with minimal to no errors.
32–35	Closely Approximating Mastery	Displays a strong understanding of subject-verb agreement with only occasional minor mistakes.
28–31	Moving Towards Mastery	Shows an adequate grasp of the subject-verb agreement but may make some errors in the application.
24–27	Average	Indicates an average understanding of subject-verb agreement; frequent errors are observed.
0–23	Very Low	Reflects a very low understanding of subject-verb agreement; significant improvement is needed.

Overall Mastery (80 items)

Score Range	Descriptive Equivalent	Interpretation
72–80	Mastered	Demonstrates exceptional overall grammar mastery, with strong skills in both areas and minimal errors.
64–71	Closely Approximating Mastery	Displays strong overall grammar proficiency with only a few minor mistakes in subject-verb agreement or tenses.
56–63	Moving Towards Mastery	Shows adequate grammar proficiency but may occasionally misapply subject-verb agreement or verb tenses.
48–55	Average	Indicates an average understanding of grammar with frequent mistakes in one or both areas.
0–47	Very Low	Reflects very low overall grammar mastery; significant improvement is needed in both areas.

These parts of the instrument will be analyzed to determine whether there are significant correlations between the students' use of digital tools and their grammar skills. The findings will contribute to understanding the relationship between social media use, mobile applications, and grammar proficiency of the Grade 10 students of Holy Cross College of Sasa, Inc.

Data Collection Procedures

In the pursuit of completing this research, the following procedures were followed: First, a letter of permission to conduct the study and administer a questionnaire to the respondents was handed to the principal of Holy Cross College of Sasa, Inc. After that, the teacher whose time would be affected by the survey was informed ahead of time. On the day of the survey, the Grade 10 students were asked to answer the questions. The questionnaires were handed out to the respondents. The duration of the entire process took an hour for the respondents to finish. Lastly, the data gathered was processed, treated with statistical tools, and tabulated by the statistician. The researchers then provided interpretations and discussions of the data.

Data Analysis

The collected data were analyzed using a combination of descriptive and inferential statistical techniques. Descriptive statistics were employed to summarize the frequency of social media and mobile app usage and the overall English grammar proficiency of the respondents. According to Bhandari (2020), descriptive statistics organize and summarize the characteristics of a data set. Pearson's correlation coefficient was used as the inferential statistic to examine the relationship between social media and mobile app usage and English grammar proficiency. Additionally, regression analysis was conducted to assess the influence of these variables on grammar mastery. These statistical methods were used to draw meaningful conclusions regarding the influence of social media and mobile app usage on the student's mastery of English grammar.

RESULTS, FINDINGS AND DISCUSSIONS

This chapter focuses on the presentation of the study's results, highlighting the key findings derived from the data analysis. The gathered data were analyzed using statistical methods to address

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the research questions systematically. The results are presented in a clear and structured manner, providing insights into the relationships between the study variables.

Table 1. Level of Social Media usage of Grade 10 students

Social Media Usage	Mean	SD	Descriptive Equivalent
Platform Used	4.245	0.722	Very High
Frequency of Use	3.937	0.862	High
Content Consumption	3.416	0.891	High
Overall	3.866	0.663	High

The level of social media usage in terms of platform used, frequency of use, and content consumption is shown in Table 1, with its classification based on its standard deviation, mean, and descriptive equivalent.

Table 1 reveals that social media usage among Grade 10 students has an overall mean of 3.866 with a standard deviation of 0.663, indicating a high level of engagement. While students frequently utilize social media platforms, the data suggests this engagement may not consistently translate into grammar improvement.

Specifically, the platform used by students exhibits the highest mean 4.245 with a standard deviation of 0.722, suggesting diverse platform preferences. Conversely, content consumption related to grammar improvement demonstrates the lowest mean 3.416 with a standard deviation of 0.891, indicating that while students are active on social media, their content consumption may not prioritize grammar-related materials. The result of the study conducted by Afacan and Ozbek (2019) supports this result, based from their findings it when students are evaluated in terms of occupational and mood modification, it can be observed that they use social media to enjoy themselves, alleviate loneliness, or escape negativity in their lives.

Table 2. Level of Mobile Application Usage of Grade 10 Students

Mobile Application Usage	Mean	SD	Descriptive Equivalent
Types of Apps Used	3.393	0.959	High
Frequency of Use	2.980	0.919	Moderate
Apps Features	3.335	0.951	Moderate
Overall	3.236	0.860	Moderate

The level of mobile application usage in terms of frequency of use and app features is shown in Table 2, with its classification based on its standard deviation, mean, and descriptive equivalent.

Table 2 shows that mobile application usage has an overall mean of 3.158 and a standard deviation of 0.881. This indicates that mobile application usage descriptive equivalent is moderate. This means that the Grade 10 students are sometimes engaged in this activity with no clear pattern of frequency. Among the indicators of mobile application usage, the app's features have the highest mean of 3.335 and a standard deviation of 0.951. On the other hand, the frequency of use has the lowest mean of 2.980 with a standard deviation of 0.919. This discrepancy suggests that while students explore various mobile applications, their usage may not be frequent or regular across all applications, particularly those focused on grammar practice or grammar learning. Research supports this observation, indicating that approximately 14% of students use mobile applications for learning several times a day, with usage patterns varying across demographic groups (Bennett et al., n.d.).

Table 3. Level of Mastery of Grammar among Grade 10 students

Mastery of Grammar	Score	SD	Descriptive Equivalent
Subject-Verb Agreement	18.390	4.699	Very Low
Verb Tenses	16.146	6.441	Very Low
Overall	34.537	9.734	Very Low

The level of mastery of grammar in terms of subject-verb agreement and verb tenses is presented in Table 3, categorized according to standard deviation, mean, and descriptive equivalent.

Table 3 reveals that the overall mean score for grammar mastery is 34.537 with a standard deviation of 9.734, which falls under the Very Low descriptive equivalent. This indicates that the Grade 10 students exhibit a limited understanding of grammar, particularly

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in subject-verb agreement and verb tenses, and are in urgent need of targeted instructional interventions to improve these skills.

Among the two components of grammar mastery, subject-verb agreement has the highest mean score of 18.390 with a standard deviation of 4.699, yet it remains at the Very Low level. This suggests that while students demonstrate some familiarity with the rules of subject-verb agreement, frequent and consistent errors persist, highlighting the need for further practice and support.

Conversely, verb tenses achieved the lowest mean score of 16.146, accompanied by a standard deviation of 6.441, also within the Very Low descriptive equivalent. This result underscores a significant gap in the student's understanding and application of verb tenses, pointing to a pressing need for comprehensive instructional strategies to address this deficiency.

The findings indicate that the overall level of grammar mastery among Grade 10 students is inadequate. Previous research by Gruta et al. (2024) also highlighted significant grammatical challenges among students, particularly with verb tenses. The study found that errors in past tense usage were most frequent, followed by mistakes in the present tense, with future tense errors being less common. Furthermore, errors in subject-verb agreement, especially with singular subjects, were prevalent, while errors in compound subjects and special agreement cases were less common. These patterns mirror the findings of the current study, which shows that Grade 10 students continue to struggle with essential grammar concepts.

Table 4. The Significance of the Relationship between Social Media and Mobile Application Usage to the Mastery of Grammar among Grade 10 Students

Independent Variable	Computed r	p-value	Interpretation	Decision
Social Media Usage	0.142	0.118	Insignificant	Failed to Reject Null
Mobile Application Usage	-0.182	0.044	Significant	Reject Null

a. Dependent Variable: Mastery of English Grammar

Table 4 shows a Pearson Moment correlation analysis for the relationship between social media and mobile application usage to the mastery of grammar with the classification of computed r-value, p-value, interpretation, and decision.

Table 4 shows that there is a significant weak negative correlation between mobile application usage and mastery of grammar with *r=-0.182* and *p=0.044.* The result suggests that an increase in mobile application usage is also a decrease in mastery of grammar among Grade 10 students. Also, the decrease in mobile application usage is the increase in mastery of grammar. Thus, rejecting the null hypothesis is considered that there is a significant weak negative correlation between mobile application usage and mastery of grammar. Thus, rejecting the null hypothesis is considered that there is a significant weak negative correlation between mobile application usage and mastery of grammar. These findings, however, diverge from the results of an experimental study. Contrary to expectations, the findings revealed no statistically significant improvement in the experimental group's grammar performance compared to the control group, leading to the rejection of the initial hypothesis (Murtiningsih et al., 2024). This study underscores the complexity of integrating mobile technology in language education and suggests further research with extended exposure and varied application features to understand the potential of mobile-assisted grammar learning better.

On the other hand, The results for social media usage indicate a weak positive correlation with the dependent variable, as shown by the computed r=0.142. However, the p-value of 0.118 exceeds the significance threshold of 0.05, indicating that this correlation is not statistically significant. As a result, the null hypothesis cannot be rejected, suggesting that social media usage does not have a significant relationship with the dependent variable in this analysis. This finding aligns with previous research, which found that despite students dedicating a significant amount of their leisure time to browsing social media (Otibar et al., 2023), it has a negligible impact on their grammar proficiency. Otibar et al. (2023) further concluded that while students demonstrate heavy social media exposure, their grammar skills still require improvement, highlighting the need for targeted interventions.

Table 5. The Significant Influence of social media and mobile application usage on the mastery of grammar among grade 10 students

Independent Variable	Estimate	Standard Error	t	Sig
Intercept	29.952	5.010	5.779	<0.001
Social Media Usage	4.775	1.483	3.220	0.002
Mobile Application	-3.978	1.143	-3.481	<0.001

a. Dependent Variable: Mastery of Grammar
b.R=0.332; R Square= 0.110

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Table 5 shows the regression analysis of the influence of social media and mobile applications on the mastery of grammar among Grade 10 students.

In the predictive variables, social media and mobile applications significantly influence the mastery of grammar among students, with p-values of 0.002 and <0.001, respectively. The analysis shows that the estimated values of mobile application usage are negative, indicating that mobile applications have a detrimental effect on students' mastery of grammar - The higher the usage of mobile applications, the lower the grammar mastery. This finding aligns with studies investigating the effectiveness of mobile applications, which revealed no significant improvement in grammar skills among students who used these tools compared to a control group. The lack of improvement was attributed to factors such as the application's design, content, and how it was integrated into the curriculum (Murtiningsih et al., 2024b). On the other hand, the analysis reveals a positive estimate for social media usage, meaning social media positively affects grammar mastery. The higher the value of social media usage, the greater its positive impact on students' grammar skills.

Consequently, the R-squared value is 0.110, indicating that only 11% of the total variance in grammar mastery is explained by these predictive variables. This also signifies that other factors, accounting for 89% of the variance, significantly influence students' mastery of grammar.

Discussion

The study highlights the interplay between digital habits and grammar mastery among Grade 10 students, revealing significant insights into how social media and mobile applications influence their academic skills. Social media usage is notably high, particularly in terms of platform diversity, yet its positive impact on grammar mastery remains minimal. This suggests that students are engaging with these platforms primarily for entertainment and social interaction rather than educational purposes. To harness the potential of social media for learning, educators and content creators must promote grammar-enhancing content that aligns with students' preferences and behaviors.

Mobile application usage, while moderate overall, correlates negatively with grammar mastery. This finding suggests that students might prioritize entertainment-focused apps over educational ones or misuse their screen time, resulting in diminished academic performance. The inconsistent usage patterns further imply that students lack a structured approach to leveraging mobile apps for grammar improvement. Developers should create accessible, gamified applications that appeal to students' interests while fostering language skills. Educators and parents should also guide students toward productive app use, ensuring a balance between entertainment and learning.

The low grammar mastery result, particularly in subject-verb agreement and verb tenses, underscores a critical gap in students' foundational language skills. Despite the ubiquity of digital tools, these findings emphasize that technology cannot replace structured and effective classroom instruction. Grammar deficiencies may stem from inadequate instructional strategies, insufficient practice, or a lack of exposure to grammar-rich materials. Addressing this issue requires targeted interventions, such as remedial programs, contextualized learning activities, and integrating grammar practice into real-life contexts.

Regression analysis reveals that social media positively influences grammar mastery, albeit weakly, while mobile application usage has a negative impact. The R^2 value indicates that the majority of factors influencing grammar mastery lie outside the scope of this study, pointing to the need for future research into other contributors, such as reading habits, teaching quality, and personal motivation.

Conclusion

The study concludes that while social media usage shows potential for positively influencing grammar mastery, its impact remains minimal due to the student's preference for non-academic content. Conversely, mobile application usage negatively affects grammar mastery, likely because students prioritize entertainment over educational tools. The findings indicate that students engage with social media and mobile applications frequently, but their usage is not optimized for academic purposes. The very low level of grammar mastery among Grade 10 students, particularly in subject-verb agreement and verb tenses, further underscores the need for targeted teaching reinforcement through strategic interventions and consistent practice. Although social media demonstrates a weak positive relationship with grammar mastery, and mobile applications exhibit a negative influence, the statistical significance of these relationships suggests a need for a more structured approach. These results highlight the importance of guiding students to utilize digital platforms effectively for learning and integrating these tools as supplementary resources alongside structured teaching. A collaborative effort among educators, app developers, and parents is crucial to developing grammar-focused digital resources and fostering productive digital habits. Ultimately, a balanced integration of technology and traditional instructional strategies is essential to enhance grammar mastery and prepare students with critical language skills for academic and professional success.

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