



## An Investigation of the Relationship Between Mobile Phone Dependency and Study Habits of College Students

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### ABSTRACT

In today's digital age, mobile phones have become deeply integrated into the lives of college students, serving as both a source of support and a distraction in their academic routines. While these devices offer tools for learning and organization, their overuse often disrupts concentration, time management, and the ability to build effective study habits. Data were gathered through a validated survey administered to students across different academic departments, ensuring balanced representation of the population to provide insight into patterns of mobile phone dependency and its connection to study habits. The findings indicate that college students maintain effective study habits despite showing an average level of mobile phone dependency, suggesting that mobile phones are integrated into academic routines rather than purely disruptive.

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## **INTRODUCTION**

Mobile phones have become an indispensable part of everyday life, shaping how people connect, communicate, and manage their daily routines (Calderón-Garrido et al., 2022). For college students, in particular, mobile phones are not only a source of social interaction but also a vital tool for accessing information, organizing schedules, and enhancing academic productivity. The convenience and accessibility they provide have transformed them into an essential part of student life, allowing learners to engage with their studies anytime and anywhere (Kelly et al., 2017; Alghazi et al., 2020).

Despite these advantages, the growing reliance on mobile phones has also given rise to concerns regarding dependency and its potential impact on the academic behaviors of students (Seo et al., 2016). While mobile phones can enhance learning when used responsibly, excessive use often results in procrastination, diminished concentration, and difficulty in managing academic responsibilities (Sönmez et al., 2018). This creates a tension between the benefits of technology and the risks it poses to the development of effective study habits, underscoring the need to understand the balance between use and overuse.

Although research has examined mobile phone use and its general effects on academic performance, there remains a limited understanding of how dependency specifically influences the study habits of college students. Most existing studies focus on either the positive academic uses of mobile phones or their negative outcomes, yet few have explored the direct relationship between dependency and the daily practices students adopt to manage their learning (Seo et al., 2016; Crompton & Burke, 2018; Xie et al., 2019). This gap highlights the importance of examining not only the presence of mobile phone use but also its deeper connection to how students develop and sustain their study habits.

This concern is particularly important for college students, who face increasing academic demands alongside social and personal pressures. The constant availability of mobile phones often complicates this reality, as the device that supports their academic growth can simultaneously undermine their ability to focus, manage time, and prioritize responsibilities. Understanding this dynamic is crucial, as it affects not only individual performance but also the broader educational experience of students striving to succeed in a highly demanding environment. The study seeks to examine the relationship between mobile phone dependency and the study habits of college students, to provide insights that may guide both learners and educators in fostering healthier academic practices.

### ***Statement of the Problem***

Mobile phones have become an essential part of modern student life, providing tools that support communication, access to information, and academic activities. However, this increasing reliance has also raised concerns about dependency and how it affects the way students manage their learning and study habits. While responsible use can enhance productivity, excessive dependence may lead to distractions, poor time management, and reduced focus on academic tasks. Specifically, the study is sought to answer the following questions:

1. What is the level of mobile phone dependency among college students?
2. What are the study habits commonly observed among college students?
3. Is there a significant relationship between mobile phone dependency and the study habits of college students?

## **LITERATURE REVIEW**

### ***Mobile Phone Use among College Students***

Mobile phone use has become a central part of college students' daily lives, influencing how they communicate, access information, and manage academic tasks. Studies consistently show that students rely on mobile phones for a wide range of activities, including messaging, social networking, online research, and participation in academic platforms (Sumayang et al., 2024; Sumayang et al., 2025). This widespread use reflects the role of mobile phones as convenient and flexible tools that support learning beyond the classroom (Calderón-Garrido et al., 2022). However, the constant availability of these devices also means that students are frequently exposed to interruptions, which can affect how they allocate attention during academic activities (Seo et al., 2016).

Existing literature further suggests that the impact of mobile phone use depends largely on how and how often students engage with their devices. When used with purpose, mobile phones can support learning through access to digital resources, reminders, and collaboration tools (Sönmez et al., 2018; Calderón-Garrido et al., 2022). On the other hand, unregulated or excessive use has been associated with distraction and reduced academic focus (Crompton & Burke, 2018; Camilleri & Falzon, 2021). These findings highlight the growing concern around dependency, emphasizing the need to examine not just mobile phone use itself but its deeper influence on students' study habits and daily academic routines.

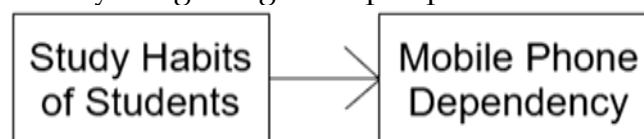
### ***Study Habits and Academic Achievement***

Literature on study habits and academic achievement consistently emphasizes that effective study behaviors are closely linked to better learning outcomes. Practices such as regular review, focused study sessions, proper time allocation, and the use of learning strategies are associated with improved academic performance (Alghazi et al., 2020). Conversely, poor study habits, including distraction and lack of discipline, often result in lower academic engagement (Sumayang et al., 2024; Dag-um et al., 2025; Sumayang et al., 2025). These findings underline the importance of examining factors, such as mobile phone dependency, that may influence the development and maintenance of effective study habits among college students.

### ***Conceptual Framework***

The study is anchored on three theoretical foundations: Uses and Gratifications Theory, Time Management Theory, and Cognitive Load Theory. Uses and Gratifications Theory (Camilleri & Falzon, 2021) provides a lens to understand why students turn to mobile phones, highlighting the satisfaction they gain from connectivity, entertainment, and information access. Time Management Theory (Macan, 1994) helps explain how dependency may interfere with or support the effective allocation of time for academic tasks, emphasizing the balance between productive study and distraction. Cognitive Load Theory (Sweller, 2020) further sheds light on the mental strain caused by multitasking with mobile phones, which can reduce focus and hinder the retention of information necessary for academic success.

Together, these theories complement and counterbalance one another in understanding the complexity of mobile phone dependency and study habits. While Uses and Gratifications Theory recognizes the positive motivations for phone use, Time Management Theory and Cognitive Load Theory highlight the challenges of overuse, such as wasted time and divided attention. The framework provides a holistic view of how mobile phone dependency can both enhance and hinder learning, emphasizing the importance of responsible use in shaping effective study habits by integrating these perspectives.



**Figure 1. Schematic Diagram**

*Source: Author's own design*

Building on this framework, the study utilizes a survey to measure student levels of mobile phone dependency and their corresponding study habits. The schematic diagram illustrates how dependency is positioned as a potential influence on study behaviors, with the theories guiding the interpretation of whether this relationship results in improved productivity, compromised focus, or conflicting outcomes. This structured approach ensures that the data reflects both the positive and negative sides of mobile phone use in academic life.

## METHODOLOGY

### *Research Design and Locale*

The study employed a descriptive correlational design (Seeram, 2019) to determine the relationship between mobile phone dependency and the study habits of college students. This design was appropriate because it allowed the researchers to describe the current levels of phone dependency and study habits while also examining whether a statistical relationship exists between the two variables. Conducted at San Isidro College, the design provided a structured approach to gather data from students in their natural academic setting without manipulating any conditions, ensuring that the results reflected actual patterns and behaviors.

### *Sampling Method and Respondents*

The study utilized stratified random sampling (Iliyasu & Etikan, 2021) to ensure representation across the student population. The respondents were drawn from college students enrolled at San Isidro College, with the strata based on the seven academic departments of the college. This method was selected to capture variations in mobile phone dependency and study habits across different fields of study while still maintaining randomness in the selection process. By doing so, the sample provided a balanced and reliable basis for analyzing the relationship between the variables.

**Table 1. Demographic Profile of the College Students (N=136)**

	Demographic	Frequency	Percentage
Sex	Male	59	43.4
	Female	77	56.6
Year	First	69	50.7
	Second	31	22.8
	Third	17	12.5
	Fourth	19	14.0
Department	Arts and Sciences	19	14.0
	Education	29	21.3
	Business Administration	26	19.1
	Accountancy	11	8.1
	Engineering	12	8.8
	Information Technology	9	6.6
	Nursing and Midwifery	30	22.1

The participants, as presented in Table 1, consisted of college students enrolled at San Isidro College across the different academic departments. They were selected as the primary source of data because they represent the group most directly affected by mobile phone use in relation to their academic responsibilities. Their inclusion ensured that the study was able to examine both the extent of phone dependency and the specific study habits within the context of higher education.

### **Data Gathering Procedure**

Data collection was carried out through a researcher-made survey questionnaire designed to measure both mobile phone dependency and study habits. To ensure its reliability and validity, the instrument was reviewed by three experts in the field and was refined based on their feedback. The internal consistency of the questionnaire was confirmed through a Cronbach's alpha of 0.841, which indicated a high level of reliability. This process ensured that the tool was both contextually relevant and statistically sound for gathering accurate data.

Data were gathered through both online and printed questionnaires to ensure accessibility and convenience for the respondents. Before participation, the researchers clearly explained the purpose of the study and ensured that all respondents read and signed the informed consent form, indicating their voluntary participation. The questionnaires were then distributed and collected in an organized manner, allowing respondents sufficient time to complete them honestly and independently. This procedure helped ensure ethical conduct, accuracy of responses, and consistency in the data collection process.

### **Data Treatment**

The responses collected were analyzed using both descriptive statistics and correlational analysis. Descriptive statistics were applied to summarize the levels of mobile phone dependency and study habits among students. At the same time, correlational analysis was used to determine the nature and strength of the relationship between the two variables. This approach allowed the researchers to not only describe the current situation but also explore meaningful connections between patterns of technology use and academic behaviors.

## **RESEARCH RESULT**

This section presents the findings of the study in a clear and organized manner, reflecting the patterns observed from the data gathered among college students. The results are arranged to provide a logical flow from the description of individual variables to the examination of their association, allowing a clearer understanding of the overall outcomes of the study.

Table 2 provides an overview of how college students engage with and manage their mobile phone use in their daily routines. The table highlights observable patterns that reflect the extent of reliance, emotional connection, academic influence, and control over mobile phone use among students.

**Table 2. College Students' Level of Mobile Phone Dependency**

Variable	$\bar{x}$	$\sigma_x$	Qual. Int.
Usage Habits	3.45	0.871	High Usage
Emotional Attachment	3.33	0.960	Average Attachment
Academic Impact	3.22	0.977	Average Impact
Self-Regulation	3.51	0.920	Low Regulation
<b>Mobile Phone Dependency</b>	<b>3.38</b>	<b>0.769</b>	<b>Average Dependency</b>

The results, as presented in Table 2, reveal that students demonstrate a high level of usage habits, indicating frequent and sustained engagement with their mobile phones throughout the day. Their emotional attachment and the academic impact of phone use fall within an average range, suggesting that while phones play a significant role in their daily functioning, these aspects are not excessively heightened. However, students show low self-regulation in managing their phone use, reflecting difficulty in controlling or limiting their engagement with their devices. Overall, the findings indicate an average level of dependency, meaning that although mobile phones are regularly used and sometimes difficult to manage, the dependency remains moderate rather than extreme.

Table 3 presents the general learning practices commonly observed among college students. The table reflects how students manage their time, maintain focus, prepare for academic tasks, utilize learning resources, and apply strategies to support their studies.

**Table 3. College Students' Study Habits**

Variable	$\bar{x}$	$\sigma_x$	Qual. Int.
Time Management	3.59	0.833	Effective Habit
Concentration and Focus	3.61	0.705	Effective Habit
Preparation and Review	3.77	0.842	Effective Habit
Resource Utilization	3.59	0.871	Effective Habit
Learning Strategies	4.00	0.844	Effective Habit
<b>Study Habits</b>	<b>3.71</b>	<b>0.758</b>	<b>Effective Habit</b>

The results, as presented in Table 3, reveal that students generally maintain effective study habits across multiple areas. They demonstrate good time management, are able to concentrate on academic tasks, and consistently engage in preparation and review practices that support their learning. They also make effective use of available resources and apply helpful learning strategies to enhance understanding and retention. Overall, the results indicate that the students exhibit effective study habits, suggesting that they approach their academic responsibilities with structure and intention.

Table 4 presents the extent to which mobile phone dependency is associated with students' study habits. The table offers insight into how patterns of mobile phone use relate to the way students' approach and manage their academic activities.

**Table 4. Relationship Between College Students Mobile Phone Dependency and Study Habits**

Variables	$\bar{x}$	r	Extent of Relationship	p
Mobile Phone Dependency	3.38	0.508	Moderate Positive Relationship	0.040
Study Habits	3.71			

The results, as presented in Table 4, indicate a moderate positive relationship between mobile phone dependency and study habits. This shows that as students' dependency on their mobile phone's increases, their study habits also tend to change in the same direction.

## DISCUSSION

This section interprets the results by explaining their meaning and relevance in relation to the concerns addressed in the study. The discussion connects the findings to broader academic and learning contexts, providing clarity on their implications for college students and educational practice.

### *College Students' Level of Mobile Phone Dependency*

The results show that college students exhibit an overall average level of mobile phone dependency, reflecting a balanced yet noticeable reliance on mobile devices in their daily lives. Students demonstrate frequent usage of mobile phones, suggesting that these devices play a central role in communication, information access, and routine activities. At the same time, emotional reliance and academic effects of phone use remain moderate, indicating that mobile phones are integrated into students' lives without fully dominating their academic functioning. However, the difficulty observed in regulating phone use points to challenges in maintaining control over engagement, especially when balancing academic responsibilities.

In terms of presentation and analysis, the results suggest that students' mobile phone dependency is not driven by a single dimension but rather by a combination of frequent use, moderate emotional connection, and limited self-control. While phones are actively used and serve important purposes, students do not show excessive emotional dependence or overwhelming academic disruption. The pattern observed highlights that dependency is shaped more by habitual use and limited regulation than by strong emotional attachment (Seo et al., 2016; Camilleri & Falzon, 2021; Calderón-Garrido et al., 2022). This provides a clearer understanding of how mobile phones are positioned as both useful and potentially distracting tools in student life.

The implications of these findings suggest that college students are at a level of dependency that warrants attention but not immediate concern. The frequent use of mobile phones, combined with limited self-regulation, may gradually affect students' ability to manage attention and academic priorities if left unaddressed (Sumayang et al., 2024; Dag-um et al., 2025; Sumayang et al., 2025). These results emphasize the importance of developing awareness and self-control strategies to help students maintain healthy phone use habits while preserving their academic focus.

### ***College Students' Study Habits***

The results show that college students generally demonstrate effective study habits across key areas of learning. Students appear to manage their time well, maintain focus during academic tasks, and engage in consistent preparation and review practices. They also show strong use of available learning resources and apply appropriate strategies to support understanding and retention. Overall, these findings suggest that students possess structured and purposeful approaches to studying.

From an analytical perspective, the consistency of effective habits across multiple areas reflects a well-developed academic routine among students. Their ability to organize study time, maintain concentration, and use learning strategies indicates that they are actively engaged in managing their learning process. The strong presence of preparation and strategic learning behaviors suggests that students do not rely solely on last-minute efforts but instead practice sustained academic engagement (Crompton & Burke, 2018; Sönmez et al., 2018; Alghazi et al., 2020; Camilleri & Falzon, 2021). This pattern highlights a positive academic culture that supports learning despite the presence of potential distractions.

The implications of these findings point to a student population that is academically capable and generally disciplined in their study behaviors. Effective study habits serve as a protective factor that can help students manage academic demands even in environments filled with digital distractions. These results suggest that students have developed skills that allow them to navigate academic responsibilities with intention, which may help offset challenges related to technology use (Sumayang et al., 2024; Dag-um et al., 2025; Sumayang et al., 2025).

### ***Relationship Between Mobile Phone Dependency and Study Habits***

The results indicate a meaningful positive relationship between mobile phone dependency and study habits, indicating that changes in phone dependency are associated with corresponding changes in students' study behaviors. This relationship suggests that mobile phone use is not purely disruptive but interacts with how students approach their academic routines. The presence of a significant relationship confirms that mobile phone dependency is connected to students' study habits in a measurable way.

In analyzing this relationship, the results show that mobile phone dependency and study habits do not exist independently of each other. Instead, students appear to integrate mobile phone use into their academic routines, which may influence how they manage time, access learning resources, and maintain engagement. This connection highlights that mobile phones can function as tools that support academic activities while also posing challenges when not properly managed (Crompton & Burke, 2018; Alghazi et al., 2020; Camilleri & Falzon, 2021; Calderón-Garrido et al., 2022). The strength of the relationship underscores the importance of examining phone use alongside study behaviors rather than viewing them as separate factors.

The implications of this relationship emphasize the need for balanced and mindful mobile phone use among college students. Since phone dependency is linked to study habits, efforts to promote effective academic behaviors should also address how students use and manage their mobile devices (Sumayang et al., 2024; Dag-um et al., 2025; Sumayang et al., 2025). These findings suggest that improving self-regulation and purposeful use of mobile phones may help strengthen positive study habits while minimizing potential distractions.

### ***Synthesis***

Taken together, the findings present a clear picture of college students as active mobile phone users who maintain generally effective study habits. While students demonstrate frequent phone use and challenges in self-regulation, they also show strong academic routines characterized by good time management, focus, preparation, and strategic learning. This balance suggests that mobile phones are deeply embedded in students' lives but do not automatically weaken their study behaviors.

The significant relationship between mobile phone dependency and study habits further highlights the complex role of mobile phones in academic life. Rather than acting solely as a source of distraction, mobile phones appear to influence how students organize and carry out their studies. These findings underscore the importance of promoting responsible phone use and strengthening self-regulation skills to ensure that mobile technology continues to support, rather than interfere with, effective learning practices.

## **CONCLUSIONS AND RECOMMENDATIONS**

The findings show that college students demonstrate an average level of mobile phone dependency, characterized by frequent use and challenges in self-regulation, while maintaining moderate emotional attachment and academic influence. At the same time, students exhibit generally effective study habits across key areas such as time management, focus, preparation, resource use, and learning strategies. These results suggest that mobile phones are deeply integrated into students' daily routines without fully disrupting their ability to manage academic responsibilities.

The results further reveal a meaningful relationship between mobile phone dependency and study habits, indicating that mobile phone use is closely connected to how students organize and carry out their academic activities. Rather than functioning solely as a source of distraction, mobile phones appear to interact with students' study behaviors in a way that reflects both their supportive and challenging roles. Taken together, the findings highlight the complex nature of mobile phone use in academic life, where dependency and effective study habits can coexist.

The study provides new understanding by showing that mobile phone dependency among college students does not automatically weaken study habits but is significantly linked to how students manage their learning routines. The findings emphasize that the impact of mobile phone use depends largely on students' ability to regulate their engagement, pointing to the importance of balance in integrating technology into academic life.

The findings should be interpreted in light of several limitations. The data were gathered using self-reported questionnaires, which rely on the honesty and self-awareness of the respondents and may be influenced by personal bias or inaccurate recall. The study was conducted within a single institution, which may limit the ability to generalize the results to students from other colleges or academic settings. In addition, the use of a descriptive correlational design allowed the study to identify relationships between variables but did not permit conclusions about cause and effect, which restricts deeper explanations of how mobile phone dependency directly influences study habits.

Based on the results, it is recommended that colleges promote awareness programs that encourage responsible and balanced mobile phone use among students. Since students generally maintain effective study habits despite an average level of dependency, interventions may focus on strengthening self-regulation skills rather than limiting access to mobile phones. Educators may also consider integrating mobile phones into academic activities in a structured manner, helping students use technology more purposefully while minimizing distractions that may affect focus and time management.

#### ADVANCED RESEARCH

Future research may explore mobile phone dependency and study habits across multiple institutions or diverse student populations to improve the generalizability of the findings. Longitudinal studies may also be conducted to examine changes in phone dependency and study habits over time, providing deeper insight into patterns of behavior. In addition, qualitative approaches, such as interviews or focus group discussions, may help explain how students experience and manage mobile phone use in relation to their academic routines.

#### ACKNOWLEDGMENT

This study was conducted in accordance with established ethical standards and institutional research protocols of San Isidro College; the study was registered under **Research ID No. SIC-092025-SBA1025-14**. Informed consent was secured from all participants prior to data collection, and confidentiality and anonymity were strictly maintained throughout the research process.

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