



Research Paper

Impact Of Romantic Relationships, Breakups and Attachment on Study Habit Among University Students in Delta Central Senatorial District of Delta State

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Abstract

The investigated the impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State. Descriptive and correlational research design was adopted for the study. The population consisted of 55,701 university students in Delta Central Senatorial District of Delta State. The researcher adopted the purposive sampling technique to select 381 students from the three (3) universities in Delta Central Senatorial District of Delta State. Using the purposive sampling technique, 127 students were selected from three Universities making a total sample size of 381. A self-developed questionnaire titled "Romantic Relationships, Breakups and Attachment and Study Habit were used based on four-point rating scale of measurement weighed. The face and content of the Questionnaire was ascertained. The Cronbach Alpha was applied for the computation of the reliability coefficient of the four scales. The general reliability of all items was 0.73. The researcher administered the self-developed instrument to the 381 university students in Delta Central Senatorial District of Delta State with 3 research assistants. The data were analyzed using mean and standard deviation to answer the research questions 1-4 while multiple correlation was used to answer research question 5 and at the 0.05 level of significant, multiple regression was used to test the null hypotheses. The findings among others showed a high level of romantic relationship among university students in Delta Central Senatorial District of Delta State. It was recommended among others that students should as a matter of need to regulate emotions and communicate effectively to handle relationship stress among them.

Keywords: Romantic Relationships, Breakups and Attachment, Study Habit

Received 15 Sep., 2025; Revised 25 Sep., 2025; Accepted 27 Sep., 2025 © The author(s) 2025.

Published with open access at www.questjournas.org

I. INTRODUCTION

Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education. From early childhood, children begin to develop their intellectual, moral, and physical abilities through different forms of learning. Education does not start only when a child enters school; it begins at home with the guidance and knowledge provided by parents and is later reinforced by teachers. In nearly every society, formal schooling is considered essential for anyone who wishes to attain success in life. Education serves as the foundation that enables individuals to advance, secure better employment opportunities, and achieve overall fulfillment. However, the realization of educational objectives largely depends on cultivating effective study habits.

A study habit refers to the way an individual organizes and manages personal reading activities to adapt to new knowledge in a constantly evolving world. Rubin (2021) explains that children with ineffective study habits are more likely to exhibit antisocial behaviors such as truancy, bullying, school violence, delinquency, and examination malpractice. Such children also tend to achieve low academic performance, become easily distracted, and experience frustration. Douglas (2020) emphasizes that for children to excel academically and fulfill their civic roles in a democratic society, they must develop strong study competencies. Whereas poor study habits can negatively shape an individual's future, effective study habits foster steady growth and the development of a positive, constructive mindset.

According to Percival and Ellington (2017) study habit refer to the method or technique of effective learning which in turn involve a set of study skills, essay writing, report writing, note taking, examination technique and even job-hunting skills. According to Crede&Kuncel (2018) study habits refer to ‘the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g., reviews of material) occurring in an environment that is conducive to studying’. A good study habit is important for the development of personalities and mental capacities. This habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve language proficiency (Grabe&Stoller, 2017). Good Study habit provides readers with great knowledge, understanding and a sense of values, which enable them gradually to develop the greatest of all virtues and the ability to understand other people beliefs (Cook, Halleran& O’Brien, 2018). Study habit is a pattern of behaviour adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in the routines (e.g. reviews of materials, frequency of studying sessions, etc.) occurring in an environment that is conducive to studying. Good study habits involve staying organized, taking clear notes, regularly reading textbooks, paying attention during lectures, and studying consistently. On the other hand, poor study habits include missing classes, neglecting assignments, spending time on television or video games instead of studying, and misplacing study materials. Several factors can shape whether a student develops good or bad study habits, such as peer influence, family background, time management challenges, and involvement in romantic relationships. This study, however, specifically concentrates on how romantic relationships, breakups, and attachment patterns influence the study habits of university students.

Romantic relationships are a significant part of many students' lives, and the impact these relationships have on their study habit has garnered increasing attention in recent years. While romantic relationships can provide emotional support, they may also lead to significant changes in students' study habits, either positively or negatively. Studies have shown that romantic relationships can provide emotional support, which positively influences students' motivation to study. According to Barker et al. (2023), students who feel emotionally supported by their partners tend to experience lower levels of stress and higher academic motivation. These students may prioritize their studies to maintain academic success, seeing their achievements as beneficial not only for themselves but also for their relationships. Lopez et al. (2024) found that students in stable romantic relationships demonstrated a stronger commitment to their academic goals, which could be attributed to the shared future goals with their partners, romantic relationships can also be a source of distraction. The demands of a relationship, particularly when it is new or facing challenges, can lead to poor time management and decreased study time. Nguyen and Peters (2021) identified that students with romantic partners often struggle to balance relationship time with study time, resulting in less time devoted to academic tasks. These findings are consistent with Harrison et al. (2022), who argue that the emotional highs and lows of romantic relationships can disrupt students' ability to focus on their academic responsibilities. Miller and O'Connor (2025) add that relationship conflicts or insecurities may lead students to procrastinate on assignments, further reducing their overall academic performance. Students in stable romantic relationships tend to have better mental health outcomes, which indirectly improves their study habits. Chang et al. (2023) highlighted that students' who perceived their relationships as supportive experienced higher levels of psychological well-being, which facilitated better concentration and sustained academic performance. The supportive nature of these relationships provides a sense of security, allowing students to focus on their studies without the burden of emotional distress. This was supported by Jensen (2024), who opined that students that are in healthy relationships were more likely to demonstrate proactive study behaviors and time management skills.

Breakups could also in a way impact positively or negatively on university students study habits. The emotional distress associated with romantic breakups can significantly influence various aspects of a student's life, including their study habits and academic performance. A breakup often leads to emotional turmoil, which can manifest in symptoms of depression, anxiety, and stress, all of which can severely disrupt cognitive processes essential for academic success. Hernandez et al. (2023) revealed that emotional distress following a breakup can impair memory and attention, leading to difficulties in absorbing and retaining academic material. These cognitive impairments often result in poor performance on exams and assignments, as students struggle to concentrate and process information effectively. In addition to cognitive disruptions, breakups can lead to decreased motivation. Chang and Lee (2022) highlighted that individuals going through a breakup are more likely to experience a decline in intrinsic motivation, particularly in areas that require sustained effort and focus, such as studying. The emotional weight of a breakup can cause students to feel disengaged from their academic pursuits, as they prioritize emotional recovery over academic responsibilities. Social and behavioral consequences of breakups can exacerbate the challenges students face in managing their study habits. Peters and Robinson (2024) reported that breakup-related stress often leads to social withdrawal, as individuals become less likely to engage in group study sessions or participate in academic activities that require collaborative efforts. This isolation can contribute to poorer academic performance, as students lose valuable opportunities for peer support and collaborative learning. Social withdrawal may also reduce exposure to motivational peer

influences, which are important for academic engagement. Moreover, Wright and Martinez (2021) found that students who experience relationship dissolution may develop procrastination tendencies as a form of emotional avoidance. These students are more likely to delay academic tasks, choosing instead to ruminate on the breakup or seek distractions that offer temporary emotional relief. This procrastination can further compound academic difficulties, as the delay in completing assignments leads to last-minute cramming and poor-quality work. In the nutshell not all students respond to breakups in the same way. a breakup may serve as a catalyst for increased self-reflection and personal growth, which can indirectly benefit academic performance. Chang and Lee (2022) stated that students who adopt adaptive coping strategies, such as journaling or engaging in creative activities, may experience positive academic outcomes after a breakup. These strategies allow students to process their emotions in a constructive way, which can lead to emotional resilience and a greater sense of focus in their academic pursuits. Additionally, students who perceive the breakup as an opportunity to focus more on personal and academic growth may engage more fully in their studies, using academic achievements as a means of regaining control over their emotional lives. Zhang and Wu (2024) argued that, in some cases, the emotional pain of a breakup can lead students to refocus their energy on academic success as a way to regain a sense of normalcy and purpose. These students may experience an increase in productivity and a renewed sense of determination in their academic work. Those who experience severe emotional distress and have limited coping mechanisms may find it difficult to regain their academic focus, especially when the breakup is recent or if the relationship was particularly significant. Nguyen et al. (2022) noted those individuals who do not have access to effective emotional support networks or healthy coping strategies often struggle to regain their academic momentum. The lack of emotional resilience may lead to prolonged disengagement from academic activities, which can result in significant academic underachievement. Harrison and Lin (2023) emphasized that students experiencing high levels of emotional distress may also encounter sleep disturbances, which further impede their cognitive function and ability to perform well in academic settings.

Attachment is another factor that could affect students study habit. Students with secure attachment styles tend to exhibit higher levels of academic self-regulation, better time management skills, and more consistent study habits. Martínez et al. (2023) found that students with secure attachment were better at setting academic goals, planning their time, and staying focused on tasks, which contributed to higher levels of academic performance. Furthermore, Lopez and García (2024) highlighted that secure attachment fosters emotional resilience, enabling students to cope more effectively with academic stress, which in turn enhances their ability to maintain productive study habits. These students are more likely to seek help when needed, engage in collaborative learning, and persist through academic challenges, all behaviors that support effective studying. Securely attached students also tend to report lower levels of procrastination, as they are generally more confident in their ability to succeed (Zhang & Chen, 2021). On the contrary, students with anxious or avoidant attachment styles may struggle with maintaining healthy study habits. Nguyen and Zhao (2022) demonstrated that students with anxious attachment often experience heightened stress and worry about their academic performance, leading to emotional volatility that disrupts their focus and study routines. These students may struggle with time management, as they are prone to procrastination or compulsive study habits driven by anxiety. Harrison and Parker (2023) further emphasized that anxious individuals may frequently engage in "avoidant procrastination," where they delay studying as a coping mechanism to manage their fear of failure, leading to poor academic outcomes. Avoidant attachment, characterized by emotional distance and difficulty in seeking support, may lead students to isolate themselves academically, preferring to work alone, which can reduce opportunities for collaborative learning and peer feedback (Liu et al., 2024). Attachment styles also impact how students respond to external academic challenges. Securely attached students tend to view setbacks as manageable and are more likely to use adaptive coping strategies, such as seeking feedback or reorganizing their study plan, to overcome obstacles. Wang and Zhang (2025) observed that students with a secure attachment to their caregivers or mentors were more likely to exhibit proactive behaviors in response to academic difficulties, showing a capacity for resilience that fostered their academic engagement. Conversely, students with insecure attachment styles may have a tendency to either overreact to academic failures or withdraw entirely, both of which undermine productive study behaviors (Peters & Jackson, 2022).

Attachment can influence how students interact with their academic environment, including instructors and peers. Chen et al. (2024) found that students with secure attachment were more likely to engage positively with their professors, seek clarification when necessary, and participate actively in class discussions. This engagement facilitates deeper learning and more effective study habits. In contrast, students with insecure attachment may find it difficult to approach instructors for help, either due to fear of rejection (anxious attachment) or a preference for independent work (avoidant attachment), which limits their academic growth (Gao & Li, 2021). The role of attachment in academic performance is further complicated by cultural factors. Sharma and Singh (2023) found that attachment styles interacted with cultural norms surrounding education, affecting how students from different backgrounds approached their studies. For example, in collectivist cultures, where family involvement in education is emphasized, students with secure attachment to family

members might have greater motivation to excel academically. In contrast, in more individualistic cultures, the impact of attachment may be more pronounced in terms of self-regulation and personal responsibility (Li et al., 2024).

Interestingly, research suggests that attachment security can be cultivated, even in students who initially demonstrate insecure attachment patterns. Jensen et al. (2021) found that interventions aimed at enhancing emotional regulation and interpersonal skills could help students with insecure attachment styles develop more adaptive study habits and improve academic performance. Such interventions might include counseling, peer mentoring, or programs designed to increase emotional intelligence, all of which can help students manage stress, regulate their emotions, and approach their studies with greater focus and persistence.

From the above discussion, romantic relationships, breakups and attachment has positive or negative impact on study habit of students which help in ascertaining the achievement in schools. It is against this background that the researcher seeks to examine impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State

Statement of the Problem

Observation has shown that majority of university students do not possess good study habit. The researcher also observed during her practicum and teaching practice exercise that most of the students do not pay attention in class, do not attend to their homework, do not answer questions in class, find it difficult to write examination on their own with strict supervision, find it difficult to read and to their books, find it difficult to read and do their class-work. They spend most of their time on social media rather than reading their books. Study habit good or bad is influenced by several factors such as romantic relationships, breakups and attachment, students' inability to manage their time, among other factors. The problem of this study therefore is, what is impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State

Research Questions

The study answered the following research questions:

1. What is the level of romantic relationships among university students in Delta Central Senatorial District of Delta State?
2. What is the level of breakups among university students in Delta Central Senatorial District of Delta State?
3. What is the level of attachment among university students in Delta Central Senatorial District of Delta State?
4. What is the level of study habit among university students in Delta Central Senatorial District of Delta State?
5. What is the impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State?

Hypothesis

H₀: There is no significant impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State

Methods and Procedures

The investigation adopted descriptive and correlational research design. The population for this study comprised of 55,701 university students in Delta Central Senatorial District of Delta State. Based on investigations by the researcher, there are 30,456 students at Delta State University, Abraka while there are 20,245 students at Federal University of Petroleum Resources, Warri and 5,000 students at Western Delta University, Oghara. The researcher adopted the purposive sampling technique to select 381 students from the three (3) universities in Delta Central Senatorial District of Delta State. Using the purposive sampling technique, 127 students were selected from Delta State University, Abraka, Federal University of Petroleum Resources, Warri and Western Delta University, Oghara making a total sample size of 381. A self-developed questionnaire titled "Romantic Relationships, Breakups and Attachment and Study Habit" were used.

The self-developed questionnaire contained two sections. Section A contains information such as student school and section B contained subsection designed to gather information on Romantic Relationships, Breakups, Attachment and Study Habit from the three (3) universities in Delta Central Senatorial District of Delta State. The subscales contain 10 item statement each that are based on the four-point rating scale of measurement weighed as Strongly Agreed (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). The face and content of the Questionnaire was given to 3 measurement experts in guidance and counselling from Delta State University Abraka to ascertain its validity and their suggestions

were corrected. The reliability of the validated instrument was done through trial test of the instrument at University of Delta, Agbor in Delta North Senatorial District of Delta State. In thereliability test, the self-developed questionnaire was administered to fifty (50) students and collected back. The Cronbach Alpha was applied for the computation of the reliability coefficient of the four scales. The essence of this trial testing is to establish the internal consistency of the instrument and also to find out how respondents react to the instrument. Romantic relationship had a reliability of 0.70, Breakups had a reliability of 0.91, Attachment had a reliability of 0.73 and study habits had a reliability of 0.56. The general reliability of all items is 0.73. The researcher trained 3 research assistants on the purpose of the study to administer the self-developed instrument to the 381 university students in Delta Central Senatorial District of Delta State. The data were analysed using mean and standard deviation to answer the research questions 1-4 while multiple correlation was used to answer research question 5 and at the 0.05 level of significant, multiple regression was used to test the null hypotheses.

PRESENTATION OF RESULTS

Research Question 1: What is the level of romantic relationships among university students in Delta Central Senatorial District of Delta State?

Table 1: Mean and Standard Deviation on the level of romantic relationships among university students in Delta Central Senatorial District of Delta State

S/N	Items	N	Mean	Std. Deviation	Decision
1	I feel public displays of affection towards a relationship	381	2.23	1.01	Low level
2	I often communicate my emotions and feelings in a relationship	381	2.78	.72	High level
3	Trust is a fundamental component of a successful romantic relationship	381	3.47	.64	High level
4	I am satisfied with quality time with partner	381	3.57	.58	High level
5	There is fun sharing household responsibilities in relationship	381	3.35	.61	High level
6	I maintained individual interest in a relationship	381	3.48	.68	High level
7	I value shared life goals with my partner	381	3.25	.53	High level
8	Am not comfortable with my partner spending time alone with friends	381	3.42	.57	High level
9	I feel bad when my partner have an opposite-gender friends	381	3.44	.67	High level
10	Physical intimacy is a key to romantic relationship	381	3.27	.66	High level
Average mean			3.30	0.72	

Table 1 clearly highlights the mean level of romantic relationships among university students in Delta Central Senatorial District of Delta State. According to the data gather in Table 1 the average means of 3.30 is higher than the bench mark means of 2.50. This implies a high level of romantic relationships among university students in Delta Central Senatorial District of Delta State.

Research Question 2: What is the level of breakups among university students in Delta Central Senatorial District of Delta State?

Table 2: Mean and Standard Deviation on the level of breakups among university students in Delta Central Senatorial District of Delta State

S/N	Items	N	Mean	Std. Deviation	Decision
1	Lack of communication ends breakup	381	3.12	.75	High level
2	I believe in my personal values to the detriment of my relationship	381	3.32	.82	High level
3	Academic responsibilities neglected my relationship	381	3.10	.98	High level
4	We grew apart due to differing life goals and aspirations	381	3.19	.99	High level
5	There was a lack of trust in the relationship	381	3.34	.84	High level
6	Jealousy and possessiveness contributes to the breakup	381	3.13	.77	High level
7	Conflicting opinions impaired my relationship	381	3.38	.79	High level
8	Unhealthy disagreement caused my breakup	381	3.01	.70	High level
9	I felt unsupported by my partner during stressful times	381	3.22	.80	High level
10	The cheating nature of my partner impaired the relationship	381	3.33	.78	High level
Average mean			3.10	0.72	

Table 2 clearly highlights the mean level of breakups among university students in Delta Central Senatorial District of Delta State. According to the data gather in Table 2 the average means of 3.10 is higher than the bench mark means of 2.50. This implies a high level of breakups among university students in Delta Central Senatorial District of Delta State.

Research Question 3:What is the level of attachment among university students in Delta Central Senatorial District of Delta State?

Table 3: Mean and Standard Deviation on the level of attachment among university students in Delta Central Senatorial District of Delta State

S/N	Items	N	Mean	Std. Deviation	Decision
1	I feel emotionally connected to my partner due to share interests	381	3.58	.54	High level
2	My attachment to my partner is based on the deep trust	381	3.40	.60	High level
3	I feel attached to my partner because of open communication	381	2.36	1.03	Low level
4	I love my partner's physique	381	2.43	1.01	Low level
5	My attachment to my partner is influenced by the respect to each other's boundaries	381	2.78	.72	High level
6	My attachment is based on listening	381	3.47	.64	High level
7	I am attached to my partner because of the support to academic and personal growth	381	3.57	.58	High level
8	I cherished the quality time	381	3.35	.61	High level
9	Engagement in deeper learning create room for attachment	381	3.48	.68	High level
10	My attachment to my partner has grown stronger due to the kindness nature	381	3.25	.53	High level
Average mean			2.97	0.72	

Table 3 clearly highlights the mean level of attachmentamong university students in Delta Central Senatorial District of Delta State. According to the data gather in Table 3 the average means of 2.97 is higher than the bench mark means of 2.50. This implies a high level of attachmentamong university students in Delta Central Senatorial District of Delta State.

Research Question 4:What is the level of study habits among university students in Delta Central Senatorial District of Delta State?

Table 4: Mean and Standard Deviation on the level of studyhabits among university students in Delta Central Senatorial District of Delta State

S/N	Items	N	Mean	Std. Deviation	Decision
1	I have trouble finishing test on time	381	3.42	.57	High level
2	I set aside a regular time for studying every day.	381	3.44	.67	High level
3	Before I read a chapter, I turn headings into questions so that I know what I'm going to learn	381	3.27	.66	Low level
4	I don't have much luck following a definite study schedule	381	3.12	.75	Low level
5	I give up if an assignment is difficult	381	3.32	.82	High level
6	I have difficulty determining important points in lessons	381	3.10	.98	High level
7	Before class starts, I review yesterday's lessons notes	381	3.19	.98	High level
8	I focus entirely on my work when I study	381	3.34	.84	High level
9	I feel uncomfortable reading a chapter unless I've read all the headings and the summary first.	381	3.13	.77	High level
10	I don't bother taking notes on lessons	381	3.38	.79	High level
Average mean			3.20	0.72	

Table 4 clearly highlights the mean level of study habitsamong university students in Delta Central Senatorial District of Delta State. According to the data gather in Table 4 the average means of 3.20 is higher than the bench mark means of 2.50. This implies a high level of study habits among university students in Delta Central Senatorial District of Delta

Research Question 5:What is the impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State?

Table 5: Multiple Correlation analysis of the impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State

Variables	N	R	r ²	r ² %	Remark
Romantic Relationships Breakups Attachment Study Habit	381	.98	0.96	96	Positive Impact

Table5 shows the result of a multiplecorrelationanalysis of the impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State. The result revealed that $r = 0.98$, $r^2 = 0.96$, and $r^2\% = 96$. The result showed a positive impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State. This implied that romantic relationships, breakups and attachment jointly contributed 96% to the variability in study habit among university students in Delta Central Senatorial District of Delta State.

Hypothesis

H₀: There is no significant impact ofromantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State

Table 6: Multiple Regression analysis of the impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10126.102	3	3375.367	2949.880	.000 ^b
Residual	431.378	377	1.144		
Total	10557.480	380			

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
(Constant)	2.027	.529		3.830	.000
Romanticrelationship	.858	.045	.564	19.278	.000
Breakup	.702	.016	.762	45.045	.000
Attachment	-.622	.034	-.419	-18.222	.000

Alpha= 0.05; R= 0.98; R² = 0.96; Adjusted R² =96

a. **DependentVariable:** studyhabits

b. **Predictors: (Constant)**, attachment, breakup, romanticrelationship

Table 6 showed multiple regression analysis of the impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State. Results showed that the model (combination of all the predictors) as a whole can predict study habits. The model as a whole explained 96% to the variability in study habit, $R^2 = 0.96$, $F(3, 380) = 2949.88$, $p < 0.05$ level of significance. Hence, the null hypothesis is rejected, indicating that there is a positive impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State.

II. Discussion of Results

Level of Romantic Relationships among University Students

Information relating to first research question showed a high level of romantic relationships among university students in Delta Central Senatorial District of Delta State. The reason behind this high level of romantic relationship among university students is the transition to adulthood and the opportunity to meet new people, alongside with the shared experiences and social environment that create a fertile ground, offer a sense of belonging, making them appealing to students seeking connection and intimacy for romantic connections. This finding agreed with the finding of Chang et al. (2023) whose study highlighted that students' who perceived their relationships as supportive, experienced higher levels of psychological well-being, which facilitated better concentration and sustained academic performance.

Level of Breakups among University Students

Information relating to second research question showed a high level of breakups among university students in Delta Central Senatorial District of Delta State. The reason behind this high level of breakups among university students is the demanding nature of academic environment, increased freedom and exposure to a

wider range of potential partners, communication problems, different life goals, and a lack of emotional intimacy and challenges in balancing relationships with other priorities like career aspirations and personal development to be achieved. This finding agreed with the finding of Zhang and Wu (2024) whose argument is that in some cases, the emotional pain of a breakup can lead students to refocus their energy on academic success as a way to regain a sense of normalcy and purpose.

Level of Attachment among University Students

Information relating to third research question showed a high level of attachment among university students in Delta Central Senatorial District of Delta State. The reason behind this high level of attachment among university students could be the desire for security in an unfamiliar environment, seeking social support, family dynamics and a need for belonging which may contribute to the level of attachment among them. This finding agreed with the finding of Nguyen and Zhao (2022) whose study demonstrated that students with anxious attachment often experience heightened stress and worry about their academic performance, leading to emotional volatility that disrupts their focus and study routines.

Level of Study Habits among University Students

Information relating to fourth research question showed a high level of study habits among university students in Delta Central Senatorial District of Delta State. This reason for high level of study habit could be that students spend more time in reviewing what they are taught in school, spending more time in reading for pleasure during vacations which built self-confidence among them. This finding disagreed with the findings of Cook, Halleran and O'Brien, (2018) who found that good study habit provides readers with great knowledge, understanding and a sense of values, which enable them gradually to develop the greatest of all virtues and the ability to understand other people's beliefs.

Impact of Romantic Relationships, Breakups and Attachment on Study Habit among University Students

Information relating to fifth research question showed a positive and significant impact of romantic relationships, breakups and attachment on study habit among university students in Delta Central Senatorial District of Delta State. The reason behind this positive and significant impact of romantic relationships, breakups and attachment on study habit among university students could be that emotional regulation and support, motivation and goal orientation, breakups as turning points, social learning and shared routines, identified formation and personal growth connects with study habits among them. This finding agreed with the finding of Lopez et al. (2024) who found that students in stable romantic relationships demonstrated a stronger commitment to their academic goals, which could be attributed to the shared future goals with their partners. , romantic relationships can also be a source of distraction. This finding also agreed with the finding of Chang and Lee (2022) who stated that students who adopt adaptive coping strategies, such as journaling or engaging in creative activities, may experience positive academic outcomes after a breakup. The study also agreed with the study of Chen et al. (2024) who found that students with secure attachment were more likely to engage positively with their professors, seek clarification when necessary, and participate actively in class discussions.

III. Conclusion

On the above findings, it can be concluded that a high level of romantic relationship, breakups, attachment and study habits existed among university students in Delta Central Senatorial District of Delta State. It can also be concluded that a positive and significant impact of romantic relationships, breakups and attachment on study habit existed among university students in Delta Central Senatorial District of Delta State

IV. Recommendations

The following recommendations are made

1. Students should as a matter of need to regulate emotions and communicate effectively to handle relationship stress among them.
2. Universities should offer free and confidential counseling where students can talk about relationship issues, breakups, and attachment from professionals to prevent emotional academic decline.
3. Government and parents should create peer support groups where students can share their experiences in a non-judgmental space to normalize the experience and reduce the high level of romantic relationships, breakups and attachment and their impact on study habits

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