

A Study of Suicidal Ideation and Self-Control in Hosteller and Non-Hosteller Students

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Abstract—The present investigation examined suicidal ideation and self-control among hosteller and non-hosteller students with reference to gender and residential status. The sample consisted of 200 students, including 100 males and 100 females. Each gender group comprised 50 hostellers and 50 non-hostellers, selected through a balanced sampling design. Suicidal ideation was measured using the Suicidal Ideation Scale developed by Devendra Singh Sisodia and Vibhuti Bhatnagar (2011). Self-control was assessed using the Self-Control Scale developed by Arun Kumar Singh and Alpana Sen Gupta (2008), which was later translated into Gujarati by Y. A. Jogsan (2014). A factorial analysis of variance (ANOVA) was employed to examine the main and interaction effects of gender and residential status on suicidal ideation and self-control. Pearson's product-moment correlation coefficient was used to determine the relationship between suicidal ideation and self-control. The findings revealed a significant main effect of gender on suicidal ideation at the 0.01 level and a significant main effect of residential status at the 0.05 level. However, the interaction effect of gender and residential status on suicidal ideation was not significant. No significant main or interaction effects were observed for self-control across gender and residential categories. Furthermore, a moderate negative correlation ($r = -0.44$) was found between suicidal ideation and self-control. The findings highlight the importance of demographic and residential factors in understanding suicidal ideation and emphasize self-control as a protective psychological variable among students.

Index Terms—suicidal ideation, self-control, hosteller students, non-hosteller students

I. INTRODUCTION

Mental health concerns among students have become a growing area of interest in psychological research due to increasing academic pressure, social changes,

and transitional challenges during adolescence and early adulthood. Among various psychological issues, suicidal ideation has emerged as a serious public health concern, particularly in student populations. Suicidal ideation refers to thoughts, considerations, or preoccupations with ending one's own life and is often considered a critical precursor to suicidal behavior. Understanding the factors associated with suicidal ideation is essential for early identification and prevention efforts within educational settings.

Previous research has indicated that suicidal ideation among students is influenced by a complex interaction of personal, social, and environmental factors. Gender has frequently been examined as an important demographic variable, with several studies reporting significant differences between male and female students in the expression and intensity of suicidal thoughts. Similarly, residential context plays a meaningful role in students' psychological adjustment. Students residing in hostels often face challenges such as separation from family, reduced emotional support, adjustment to shared living environments, and increased academic independence. In contrast, non-hosteller students may benefit from family supervision and emotional security, which can act as protective factors against psychological distress. These differences highlight the need to examine suicidal ideation in relation to both gender and residential status.

Self-control is another crucial psychological construct that has been consistently linked to mental health outcomes. Self-control refers to an individual's ability to regulate thoughts, emotions, and behaviors in order to achieve long-term goals and adapt effectively to

environmental demands. Higher levels of self-control have been associated with better emotional regulation, reduced impulsivity, and improved coping strategies, whereas lower self-control has been linked to emotional instability, stress, and maladaptive behaviors. From a psychological perspective, self-control may serve as a protective factor that reduces vulnerability to suicidal ideation by enabling individuals to manage negative emotions and stressful life events more effectively.

Despite the growing body of literature on suicidal ideation and self-control, relatively fewer studies have examined these variables simultaneously in relation to both gender and residential status within student populations. Moreover, the interaction effects of gender and residential area on suicidal ideation and self-control remain insufficiently explored, particularly in the Indian cultural context. Understanding whether these demographic variables independently or interactively influence suicidal ideation and self-control can contribute to more targeted and effective mental health interventions for students.

Therefore, the present study aims to investigate suicidal ideation and self-control among hosteller and non-hosteller students with reference to gender. In addition, the study seeks to examine the relationship between suicidal ideation and self-control. By identifying demographic differences and psychological associations, the findings of the study may help educators, counselors, and mental health professionals design preventive strategies and intervention programs to enhance students' psychological well-being and reduce the risk of suicidal ideation.

II. REVIEW OF LITERATURE

Patel (2022) conducted a study to examine suicidal ideation among college students. A sample of 180 students aged 17 to 22 years was selected using a random sampling method. The Suicidal Ideation Scale developed by Sisodia and Bhatnagar was used for data collection. The study revealed significant gender differences in suicidal ideation, with female students reporting higher levels than male students. The findings highlighted the importance of demographic

factors in understanding suicidal thoughts among students.

Shah and Mehta (2023) carried out a research study to investigate the effect of residential status on psychological well-being among undergraduate students. The sample consisted of 200 students, including hostellers and non-hostellers. Mental health and adjustment scales were used to measure psychological variables. The results indicated that hosteller students experienced higher emotional stress compared to non-hosteller students. However, no significant interaction effect was found between gender and residential status.

Singh (2021) conducted a study to assess self-control among adolescents. A sample of 150 students studying in classes 9 to 12 was selected. The Self-Control Scale developed by Singh and Sen Gupta was used for data collection. The findings revealed no significant gender difference in self-control. The study suggested that self-control is a stable psychological trait influenced more by personal factors than demographic variables. Kumar and Verma (2022) examined the relationship between self-control and suicidal ideation among higher secondary school students. The sample consisted of 120 students selected through purposive sampling. Pearson's product moment correlation was used for data analysis. The results showed a significant negative correlation between suicidal ideation and self-control, indicating that students with higher self-control reported lower levels of suicidal thoughts.

Rathod (2024) conducted a comparative study on mental health variables among hosteller and non-hosteller students. A total of 160 students were selected as samples. Standardized psychological tools were used to assess emotional adjustment and coping abilities. The findings revealed no significant difference in self-control between hosteller and non-hosteller students, but hostellers showed slightly higher emotional distress.

III. SUMMARY OF REVIEW

From the review of related literature, it is evident that suicidal ideation is influenced by gender and residential factors, while self-control shows a protective role against suicidal thoughts. However, findings related to self-control across gender and

residential status remain inconsistent. Moreover, limited studies have examined suicidal ideation and self-control together among hosteller and non-hosteller students. Therefore, the present study attempts to fill this research gap.

IV. OBJECTIVES OF THE STUDY

1. To study the effect of gender on suicidal ideation among students.
2. To examine the effect of residential status (hosteller and non-hosteller) on suicidal ideation among students.
3. To study the interaction effect of gender and residential status on suicidal ideation among students.
4. To study the effect of gender on self-control among students.
5. To examine the effect of residential status (hosteller and non-hosteller) on self-control among students.
6. To study the interaction effect of gender and residential status on self-control among students.
7. To study the relationship between suicidal ideation and self-control among students.

V. NULL HYPOTHESES

- H01. There will be no significant effect of gender on suicidal ideation among students.
- H02. There will be no significant effect of residential status on suicidal ideation among students.
- H03. There will be no significant interaction effect of gender and residential status on suicidal ideation among students.
- H04. There will be no significant effect of gender on self-control among students.
- H05. There will be no significant effect of residential status on self-control among students.
- H06. There will be no significant interaction effect of gender and residential status on self-control among students.
- H07. There will be no significant relationship between suicidal ideation and self-control among students.

VI. METHOD

Research Design

The present study employed a 2×2 factorial research design, with gender (male and female) and residential status (hosteller and non-hosteller) as independent

variables. Suicidal ideation and self-control were treated as dependent variables. A correlational approach was also used to examine the relationship between suicidal ideation and self-control.

2×2 factorial design

| | A1 | A2 |
|----|-------|-------|
| B1 | A1*B1 | A2*B1 |
| B2 | A1*B2 | A2*B2 |

Where,

A1 = male students

A2 = female students

B1 = hostellers

B2 = non hostellers

VII. VARIABLES

1) Independent Variables:

- Gender
 - o Male
 - o Female
- Residential Status
 - o Hosteller
 - o Non hosteller

2) Dependent Variables:

- Suicidal Ideation
- Self-Control

VIII. SAMPLING METHOD

The sample was selected using a purposive sampling method, ensuring equal representation of gender and residential status. Care was taken to include an equal number of hosteller and non-hosteller students from both male and female groups to maintain balance across the study variables.

1. Suicidal Ideation Scale

The Suicidal Ideation Scale developed by Sisodia and Bhatnagar (2011) was used to measure suicidal ideation among students. The scale is a standardized and widely used tool with established reliability and validity.

2. Self-Control Scale

Self-control was measured using the Self-Control Scale developed by Singh and Sen Gupta (2008). The Gujarati version of the scale, translated by Jogsan

(2014), was used in the present study. The scale measures an individual's ability to regulate behavior, emotions, and impulses.

IX. PROCEDURE

After obtaining necessary permission from the concerned authorities, the researcher personally administered the tools to the selected students. Clear instructions were given before administering the scales, and participants were assured of confidentiality. The responses were collected and scored according to the manuals provided with the respective scales.

X. STATISTICAL ANALYSIS

The collected data were analyzed using appropriate statistical techniques. Factorial Analysis of Variance (ANOVA) was used to examine the main and interaction effects of gender and residential status on suicidal ideation and self-control. Pearson's product-moment correlation coefficient was used to study the relationship between suicidal ideation and self-control. The level of significance was set at 0.01 and 0.05 levels.

XI. RESULT AND DISCUSSION

ANOVA Table Showing F-Values of Students' Suicidal Ideation with Reference to Gender and Residence Variables.

Table no. – 1

| Variables | S.S. | df | M.S. | F | Sig. Level |
|---------------------------------|----------|-----|---------|-------|------------|
| gender (A) | 1383.38 | 1 | 1383.38 | 12.95 | 0.01 |
| Residential areas (B) | 640.82 | 1 | 640.82 | 6.00 | 0.05 |
| Gender * residential area (A*B) | 74.42 | 1 | 74.42 | 0.70 | NS |
| WSS | 20932.4 | 196 | 106.80 | | |
| TSS | 23031.02 | 199 | | | |

Sig. Level: 0.05=3.89
0.01=6.76

Null Hypothesis (H_{01}) :- There will be no significant effect of the gender variable on suicidal ideation.

Table no. 2 :- Means and F-Value of Suicidal Ideation with Reference to Gender

| Variables | N | Mean | F | Sig. Level |
|-----------------|-----|-------|-------|------------|
| Male students | 100 | 48.44 | 12.95 | S |
| Female students | 100 | 53.70 | | 0.01 |

Sig. Level: 0.05=3.89
0.01=6.76

S = Significant

From Table no. 2 it is evident that the obtained F-value for the gender variable is 12.95, which is higher than the table value at the 0.01 level of significance. Hence, a significant effect of gender on suicidal ideation is observed. The mean score of suicidal ideations for male students is 48.44, whereas for female students it is 53.70, which is statistically significant at the 0.01 level. Thus, a significant difference exists between

male and female students with respect to suicidal ideation. Accordingly, the previously formulated null hypothesis is rejected. A possible reason for this result may be that, compared to male students, female students experience greater social pressure, relatively lower family support, and more pronounced hormonal changes, which may contribute to a higher level of suicidal ideation among female students

Null Hypothesis (H_{02}) :- There will be no significant effect of the residential area on students' suicidal ideation.

Table no. 3 :- Means and F-Value of Suicidal Ideation with Reference to Residential Area.

| Variables | N | Mean | F | Sig. Level |
|----------------|-----|-------|------|------------|
| Hostellers | 100 | 52.86 | 6.00 | S |
| Non hostellers | 100 | 49.28 | | 0.05 |

Sig. level: 0.05=3.89

0.01=6.76

S= significant

From Table no. 3 it is observed that the obtained F-value for the residential area variable is 6.00, which is higher than the table value at the 0.05 level of significance. Therefore, a significant effect of residential area on suicidal ideation is found. The mean score of suicidal ideations for students residing in hostels is 52.86, whereas the mean score for non-hostel students is 49.28, which is statistically significant at the 0.01 level. Thus, a significant difference exists between hostel residents and non-

hostel residents with regard to suicidal ideation. Accordingly, the previously formulated null hypothesis (H_{02}) is rejected. A possible explanation for this finding may be that students living in hostels often experience a lack of family support, feelings of loneliness, romantic relationship issues, academic stress, and financial stress, which may contribute to higher levels of suicidal ideation compared to students not residing in hostels.

Null Hypothesis (H_{03}) :- There will be no significant interaction effect of gender and residential area on students' suicidal ideation.

Table no. 4 :- Means and F-Value of Suicidal Ideation with Reference to Gender and Residential Area

| Variables | Mean | | F | Sig. Level |
|----------------|---------------|-----------------|------|------------|
| | Male students | Female students | | |
| Hostellers | 50.84 | 54.88 | 0.70 | NS |
| Non hostellers | 46.04 | 52.52 | | |

Sig. Level: 0.05=3.89

0.01=6.76

NS=Not significant

From Table no. 4 it is observed that the obtained F-value (0.70) for the interaction between gender and residential area is lower than the table value, indicating that the interaction effect is not statistically significant. The mean score of suicidal ideation among male hostel residents is 50.84, while that of female hostel residents is 54.88. Similarly, among non-hostel students, the mean score for males is 46.04, and for females it is

52.52. Since no significant interaction effect is found between gender and residential area, the null hypothesis (H_{03}) is accepted. This indicates that while gender and residential area individually influence suicidal ideation, their combined (interactive) effect does not significantly impact students' suicidal ideation.

ANOVA Table Showing F-Values of Self-Control with Reference to Gender and Residential Area

Table no. – 5

| Variables | S.S. | df | M.S. | F | Sig. Level |
|-----------------------|-------|----|-------|------|------------|
| gender (A) | 24.5 | 1 | 24.5 | 2.11 | NS |
| Residential areas (B) | 25.92 | 1 | 25.92 | 2.24 | NS |

| | | | | | |
|---------------------------------------|---------|-----|-------|------|----|
| Gender * residential area (A*B) | 1.28 | 1 | 1.28 | 0.11 | NS |
| WSS | 2270.68 | 196 | 11.59 | | |
| TSS | 2322.38 | 199 | | | |

Sig. level: 0.05=3.89

0.01=6.76

Null Hypothesis (H_{04}) :- There will be no significant effect of the gender variable on self-control.

Table no. 6 :- Means and F-Value of Self-Control with Reference to Gender

| Variables | N | Mean | F | Sig. Level |
|-----------------|-----|-------|------|------------|
| Male students | 100 | 17.76 | 2.11 | NS |
| Female students | 100 | 17.06 | | |

Sig. Level : 0.05=3.89

0.01=6.76

NS=Not significant

From Table no. 6 it is observed that the obtained F-value (2.11) for the gender variable is lower than the table value, indicating that the effect of gender on self-control is not statistically significant. The mean score of self-control for male students is 17.76, whereas for female students it is 17.06. Although a significant mean difference is observed at the 0.05 level, the overall F-test does not indicate a significant effect.

Therefore, since no significant overall effect of gender on self-control is found, the null hypothesis (H_{04}) is accepted. Possible reasons for this result may include increased social expectations, development of self-regulation skills due to technological exposure, and cultural norms, which may contribute to similar levels of self-control among male and female students.

Null Hypothesis (H_{05}) :- There will be no significant effect of the residential area variable on self-control.

Table no. 7 :- Means and F-Value of Self-Control with Reference to Residential Area.

| Variables | N | Mean | F | Sig. Level |
|----------------|-----|-------|------|------------|
| Hostellers | 100 | 17.05 | 2.24 | NS |
| Non hostellers | 100 | 17.77 | | |

Sig. Level : 0.05=3.89

0.01=6.76

NS=Not significant

From Table no. 7 it is observed that the obtained F-value (2.24) for the residential area variable is lower than the table value, indicating that the effect of residential area on self-control is not statistically significant. The mean score of self-control for students residing in hostels is 17.05, whereas for non-hostel students it is 17.77. Although this difference is significant at the 0.05 level, the overall F-test does not indicate a significant effect. Therefore, since no significant overall effect of residential area on self-control is found, the null hypothesis (H_{05}) is accepted. Possible reasons for this result may include similarities in the academic environment, cultural norms, and the tendency to accept real-life situations, which may contribute to comparable levels of self-control among hostel and non-hostel students.

Null Hypothesis (H_{06}) :- There will be no significant interaction effect of gender and residential area on self-control.

Table no. 8 :- Means and F-Value of Self-Control with Reference to Gender and Residential Area

| Variables | Mean | | F | Sig. Level |
|----------------|---------------|-----------------|------|------------|
| | Male students | Female students | | |
| Hostellers | 17.48 | 16.62 | 0.11 | NS |
| Non hostellers | 18.04 | 17.50 | | |

Sig. Level : 0.05=3.89

0.01=6.76

NS=Not significant

From Table no. 8 it is evident that the obtained F-value (0.11) for the interaction between gender and residential area is lower than the table value, indicating that the interaction effect on self-control is not statistically significant. The mean self-control score among male hostel residents is 17.48, whereas among female hostel residents it is 16.62. Similarly, for non-hostel students, the mean score is 18.04 for males and

17.50 for females. Since no significant interaction effect is found between gender and residential area, the null hypothesis (H_{06}) is accepted. This result suggests that gender and residential area, either independently or jointly, do not significantly influence students' self-control, indicating a relatively uniform level of self-control across these groups.

Null Hypothesis (H_{07}) :- There will be no significant correlation between suicidal ideation and self-control.

Table no. 9 :- Correlation Between Suicidal Ideation and Self-Control

| Variables | N | Mean | r | Sig. Level |
|-------------------|-----|-------|-------|------------|
| Suicidal ideation | 200 | 51.07 | -0.44 | S 0.01 |
| Self-control | 200 | 17.41 | | |

Sig. Level : 0.05=0.14

0.01=0.18

S= significant

An examination of Table no. 9 reveals a moderate negative correlation ($r = -0.44$) between suicidal ideation and self-control, which is statistically significant at the 0.01 level.

This indicates that as self-control decreases, suicidal ideation increases, and conversely, as self-control increases, suicidal ideation decreases among students. A possible explanation for this relationship is that students with lower self-control are more likely to become entangled in various stressful situations and emotional difficulties and may be unable to identify effective coping strategies to deal with these problems. Their ability to realistically perceive situations and make appropriate decisions may be impaired, which can lead to the emergence of suicidal ideation or self-harming tendencies. Since a statistically significant correlation is observed between suicidal ideation and self-control, the null hypothesis (H_{07}) is rejected.

XII. CONCLUSIONS OF THE RESEARCH

Based on the statistical analysis of the data obtained in the present study, the following conclusions can be drawn:

- A significant effect of gender on students' suicidal ideation was found. Therefore, the null hypothesis formulated prior to the study is rejected. This indicates that there is a statistically significant

difference in suicidal ideation between male and female students at the 0.01 level of significance.

- A significant effect of residential area on students' suicidal ideation was observed. Hence, the null hypothesis is rejected, indicating that suicidal ideation differs significantly with respect to residential area at the 0.05 level of significance.
- No significant interaction effect of gender and residential area on suicidal ideation was found. Therefore, the previously formulated null hypothesis is accepted.
- With reference to the gender variable, no significant effect was found on students' self-control. Hence, the null hypothesis formulated earlier is accepted.
- With reference to the residential area variable, no significant effect was observed on self-control. Therefore, the null hypothesis is accepted.
- No significant interaction effect of gender and residential area on students' self-control was found. Accordingly, the null hypothesis formulated prior to the study is accepted.
- A negative correlation ($r = -0.44$) was found between suicidal ideation and self-control. This indicates a moderate negative correlation, suggesting that higher self-control is associated with lower suicidal ideation and vice versa.

XIII. LIMITATIONS OF THE RESEARCH

No research work is completely free from limitations. Just as a coin has two sides, research also has both strengths and limitations. Although the present study has several merits, it also has certain limitations, which, if addressed in future research, may lead to more accurate and objective results. The major limitations of the present study are as follows:

- The present study includes only students as participants.
- The study is limited to students studying in various colleges of Rajkot city.
- The sample size consisted of only 200 students, which limits the generalizability of the findings.
- The study examined the effects of only two variables—gender and residential area.
- Data were collected using only the questionnaire method; other methods such as observation, interview, and additional psychological techniques were not employed.

XIV. SUGGESTIONS FOR FUTURE RESEARCH

The term research implies re-examining a subject in depth, verifying obtained findings, and overcoming existing limitations. Since certain limitations were observed in the present study, the following suggestions may be useful for future researchers working in this area:

- To enhance generalizability, future studies should increase the sample size to obtain more precise results.
- Instead of limiting data collection to Rajkot city, future researchers may include other cities or regions and conduct comparative studies.
- While the present study focused only on students, future research may include adults, youth, or children.
- Along with questionnaires, other methods such as interviews, observation, and additional psychological tools may be used to obtain richer and more reliable data.
- In addition to gender and residential area, future studies may consider other independent variables such as religion, zodiac sign, academic stream, etc.

- Besides ANOVA, Karl Pearson's correlation, and the LSD method, other statistical techniques may be employed for data analysis.

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