

Correlation between Loneliness and Suicidal Behavior among College Students during School Break

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Abstract – *The purpose of this study is to find the correlation between loneliness and suicidal behavior among college students during the school break. Loneliness is a significant psychological issue that may contribute to various mental health problems, including suicidal behavior, especially during periods when students are away from their academic routines and social environments. This study employed a descriptive correlational research design with a convenience sampling method, involving 355 students from Nursing Faculty Universitas Klabat. Data were collected using valid and reliable questionnaires to assess both loneliness and suicidal behavior. The level of loneliness was analyzed using the mean value, while the suicidal behavior was measured using frequency and percentage. Both data were analyzed using the Spearman rank correlation test with SPSS software. The result showed that majority of the students experienced low levels of loneliness (63.1%) and majority of the students did not exhibit suicidal behavior (67.9%). The result also showed a statistically significant relationship between loneliness and suicidal behavior ($p=0.000$), with a correlation coefficient of 0.336, indicating a weak positive relationship. Although most students reported low loneliness and did not exhibit suicidal behavior, a notable portion still experienced moderate loneliness and suicidal behavior. These findings highlight the importance of early identification and preventive efforts for students who may be at risk of loneliness and suicidal behavior, especially during holiday period.*

Keywords: Loneliness, suicidal behavior, college students

I. INTRODUCTION

One of the mental health problems that is found most of the time nowadays is the risk of suicide. Suicide refers to a death that occurs when a person deliberately takes their own life. In contrast, suicidality is a broader term used to encompass various forms of suicidal behavior, such as suicidal thoughts, planning, threats, attempts, and completed suicide (Marthoenis, 2022; Tin et al., 2015). Not only grown-ups but adolescents, like college students, have also been found to be at risk of suicide by showing some suicidal behavior. This has been proven several times in previous studies. Baca-Garcia (2020) stated that every year, around the world, there are around 800,000 people who die by suicide. Besides the number of people, other people tried to commit suicide. There are over 56% of suicides worldwide that occur in individuals younger than 50 years old. Suicide ranked as the third most common cause of death among young individuals aged 15 to 29 years, affecting both males and females (WHO, 2021).

A study in Southeast Asia in 2015 shows that in the past 12 months, there were 9.0% suicide attempts, with figures varying between 3.9% and 16.2% in several countries. Among individuals who attempted suicide within that period, nearly half (49.0%) had experienced suicidal thoughts, and 47.7% had formulated a suicide plan during the same timeframe (Pengpid & Peltzer, 2020). In Indonesia itself, the rate of suicide attempts was 2.25 per 100,000 individuals, and the suicide attempt rate in North Sulawesi was 7.11 per 100,000 individuals (Onie et al., 2024).

Several factors can cause someone to exhibit suicidal behavior. Previous studies shown that one of the factors that can contribute suicidal behavior is loneliness (Jatmiko, 2020; McClelland et al., 2020). Since the COVID-19 pandemic, there has been a growing focus on the issue of loneliness. A study showed that loneliness was a contributing factor to suicidal thoughts, and it revealed that 20.47% of participants experienced intense loneliness, which was found to be a predictor of suicidal ideation among students (Hamzah & Triwahyuni, 2023). Loneliness has been considered as a significant concern as it affects multiple areas of life, including personal health, social and economic well-being, relevant policies, and the level of public awareness and available social support. Loneliness can harm both physical and mental health (Kandou & Nurcahyo, 2025).

Loneliness is a feeling of being isolated, both emotionally and physically (Shafiananta et al., 2024). Loneliness also doesn't simply a result from a lack of social contact, but from the perceived gap between the social relationships a person wants and those they actually have (Perlman & Peplau, 1986). According to data based on previous study, it was found that there are 43% of young adults aged 17-25 years old that feel lonely. Preliminary interview findings revealed that students experienced loneliness and reported various feelings, including a lack of closeness with those around them, frequent feelings of being ignored or excluded, fear of rejection, and similar emotions (Pangestika et al., 2024).

Loneliness is a significant psychological issue that may influence suicidal behavior, especially among college students. Given the high vulnerability of students to both loneliness and suicidality, particularly during less structured periods like holidays, it is crucial to explore the relationship between these two variables. Although numerous previous studies have investigated loneliness and suicidal behavior among college students, there is still a lack of research that specifically focuses on these two variables during school break. Therefore, this study aims to examine the correlation between loneliness and suicidal behavior among college students during school break.

II. LITERATURE REVIEW

Suicide ranks as the second most common cause of death among college students in the United States (DeVylder et al., 2021). This alarming statistic reflects a complex and multifaceted problem. Various factors have been identified as contributing to suicide among college students. Purnamasidi (2023) stated that at least three primary causes include academic load, financial burden, and social burden, all of which can exert significant internal pressure on students. In addition to these stressors, other studies have shown that chronic illness, low

resilience, low self-esteem, insufficient family support, loneliness, depression, and hopelessness can also serve as predictors of suicidal behavior (Kurniawan et al., 2024).

Understanding the development of suicidal behavior is essential in addressing this health issue. The sequence of suicidal behavior generally consists of four stages: suicidal ideation, followed by suicidal threats, suicide attempts, and suicide itself. Suicidal ideation refers to persistent thoughts of self-harm or ending one's life. When these thoughts escalate into suicidal threats, individuals often exhibit emotional instability, social withdrawal, academic decline, or behavioral changes. If the distress persists and coping mechanisms fail, a person may engage in a suicide attempt – a deliberate act of self-harm with a clear intent to die. At its most tragic endpoint, suicide is the final act of self-destruction carried out with the firm intention to end one's life (Kneisl & Trigoboff, 2014). These behaviors are often responses to overwhelming emotional distress, where individuals feel that suicide is the only escape from unbearable psychological pain.

From a sociological perspective, suicide can be classified into four types: egoistic, anomic, fatalistic, and altruistic (Mueller et al., 2021). Among these, egoistic suicide is closely linked to feelings of social isolation and disconnection (Sutejo, 2019). Egoistic suicide occurs when individuals feel separated from society or experience a sense of not belonging. This persistent feeling of isolation or lack of connection with others can increase vulnerability to suicidal thoughts and behaviors.

Loneliness, a condition strongly associated with feelings of disconnection, has been identified as one of the key psychological factors contributing to suicidal behavior. Numerous factors can trigger loneliness in an individual. According to the National Academies of Sciences Engineering and Medicine (2020), these include physical health issues (e.g., chronic illness or disability), psychological and cognitive conditions (such as depression or anxiety), socio-cultural stressors (such as lack of social support or major life transitions), and environmental limitations (such as poor housing or limited transportation). Inayati (2019) further emphasized that loneliness may arise due to a lack of communication, absence of meaningful activities, unmet social expectations, low-quality relationships, or individual personality traits.

To better understand how loneliness impacts mental health, Robert Weiss (1973) proposed a theory distinguishing between two dimensions of loneliness: emotional loneliness and social loneliness. Emotional loneliness refers to the perceived absence of a close, intimate figure whose presence gives a sense of personal affirmation and security. In contrast, social loneliness reflects a perceived lack of meaningful social networks or group belonging (Cacioppo & Cacioppo, 2012). Expanding on this, Tilburg (2021) explained that social loneliness emerges when individuals feel detached from a broader social network, while emotional loneliness occurs when there is a lack of a deep, emotionally supportive relationship.

Taken together, the evidence suggests that loneliness, both emotional and social, can play a critical role in shaping suicidal behavior among college students. As such, recognizing and addressing loneliness as a significant psychological stressor is essential in suicide prevention efforts within the student population.

III. MATERIALS AND METHODS

This research is a quantitative study employing a descriptive correlational design. A descriptive correlational design is used to explore and describe the relationship between variables without establishing a cause-and-effect connection (Devi et al., 2022). The population of this study consists of nursing students from the second to the fourth year for the coming academic year of 2025/2026. A total of 355 respondents participated in this study. The sampling technique used in this study is convenience sampling, considering that this study was conducted during a school holiday. Convenience sampling is a non-probability sampling method where the researcher collects data from the participants who are easiest to reach or most readily available (Chan, 2023).

The instrument used for this study is a questionnaire, consisting of two parts: the loneliness questionnaire and the suicidal behavior questionnaire. The loneliness questionnaire was adopted from Halim and Dariyo (2017). It consists of 16 items, comprising 10 favorable and 6 unfavorable statements. This questionnaire employs a five-point Likert scale. For favorable items, the scoring is as follows: 5 = strongly agree, 4 = agree, 3 = somewhat agree, 2 = disagree, 1 = strongly disagree. In contrast, the scoring for unfavorable items is reversed: 1 = strongly agree, 2 = agree, 3 = somewhat agree, 4 = disagree, and 5 = strongly disagree. The questionnaire has been tested for both validity and reliability value, and the Cronbach alpha for this questionnaire is 0.887.

The second instrument used in this study is the suicidal behavior questionnaire, adopted from Iswari (2019). This questionnaire consists of four questions, each with a different number of response options. Questions one and six provide six alternative answers, while questions two and three offer five alternative answers. The scoring system for this questionnaire also varies depending on the chosen response. Similar to the first instrument, this questionnaire also has undergone validity and reliability test, resulting in a Cronbach alpha of 0.83.

All questionnaire items were transferred to a Google Form and distributed via Whatsapp groups. Students who agreed to participate as respondents completed both questionnaires. After the students finished answering all of the questions and submit their forms, the researcher collected the data by downloading the responses in spreadsheet format and proceeded with data analysis using the Statistical Package for the Social Sciences (SPSS) software. Prior to data entry into SPSS, the raw data were first tabulated and organized using Microsoft Excel. To obtain the general overview of loneliness, the mean formula was used, while the frequency and percentage formulas were applied to assess suicidal behavior. To examine the correlation between loneliness and suicidal behavior among university students, the researcher used the Pearson correlation formula for normally distributed data or the Spearman rank correlation for non-normally distributed data.

IV. RESULTS AND DISCUSSION

This study aimed to identify the correlation between loneliness and suicide behavior among students during school break. The statistical analysis is displayed in tables and interpreted using significance values derived from the Spearman rank test, as the data were found to be non-normally distributed. The findings are expected to provide new insights into the experiences of loneliness and suicidal behavior among college students.

Table 1. Descriptive Analysis of Loneliness among College Students

Category	Frequency	Percentage
Very low	19	5.4
Low	224	63.1
Moderate	101	28.5
High	11	3.1
Very high	0	0
Total	355	100.0

Table 1 presents the descriptive analysis of loneliness among college students during the school break. The data shows that 224 students (63.1%) reported a low level of loneliness, followed by 101 students (28.5%) who experienced moderate levels of loneliness. This suggests that the majority of students experienced a low level of loneliness. Meanwhile, 19 students (5.4%) reported a very low level of loneliness, while 11 students (3.1%) experienced high loneliness. Notably, no students reported a very high level of loneliness. These findings suggest that even during the holiday period, most of the students did not experience significant loneliness.

Table 2. Descriptive Analysis of Suicide Behavior among College Students

Category	Frequency	Percentage
Does not exhibit suicidal behavior	241	67.9
Exhibits suicidal behavior	114	32.1
Total	355	100.0

Table 2 presents the descriptive analysis of suicidal behavior among college students during the school break. The data show that 241 students (67.9%) did not exhibit suicidal behavior, whereas 114 students (32.1%) did. Although the majority of students did not report suicidal behavior, a significant proportion did. This indicates that suicidal behavior may still occur during the holidays. Further examination of the questionnaire items reveals that 100 students (28.2%) had at least once thought about suicide, and 70 students (19.8%) had such thoughts more than once. Additionally, when asked about the likelihood of attempting suicide someday, 25 students (7%) indicated it was possible, 10 students (2.8%) said it was likely, and 1 student (0.3%) reported it was very likely. Although statistically this is categorized as low, but in fact this must be a serious warning sign that requires further attention.

Table 3. Correlation between Loneliness and Suicidal Behavior

			Loneliness Score	Suicide Behavior Score
Spearman's rho	Loneliness	Correlation Coefficient	1.000	.336**
		Sig. (2-tailed)	.	.000
		N	355	355
	Suicidal Behavior	Correlation Coefficient	.336**	1.000
		Sig. (2-tailed)	.000	.
		N	355	355

Table 3 presents the results of the correlation analysis between loneliness and suicidal behavior. The significance value (Sig. 2-tailed) of 0.000 is lower than the alpha level, indicating a statistically significant relationship between loneliness and suicidal behavior. The correlation coefficient is 0.336, which suggest a weak but positive correlation between the two variables. This implies that as loneliness increases, suicidal behavior tends to increase as well, and vice versa. When these results are considered alongside the data in tables 1 and 2, which shows that most of the students experience low levels of loneliness and do not exhibit suicidal behavior, the findings support the conclusion that lower loneliness levels are associated with lower instances of suicidal behavior.

The overall finding that most students reported low levels of loneliness differs from previous studies which found higher levels of loneliness among college students (Groarke et al., 2020; Hamzah & Triwahyuni, 2023). This discrepancy may be attributed to contextual differences. Many prior studies were conducted during the COVID-19 pandemic when lockdown measures limited students' ability to go out and socialize. In contrast, this study was conducted during a holiday period with no movement restrictions. Many respondents also indicated that they stayed with their families during the holiday, and received emotional support from them. While most students reported low loneliness level, a notable proportion (28.5%) experienced moderate levels, potentially due to challenges in finding someone to confide in, as indicated in item number 10 of the questionnaire.

In terms of suicidal behavior, the majority of respondents in this study did not exhibit suicidal behavior. These findings are consistent with Yunitri et al. (2025), who also found that the average suicide risk among college students was relatively low. Other studies have broke down suicidal behavior into specific types, such as suicidal ideation (26.5%), suicide plan (18.2%), suicide threat (14.1%), and suicide attempts (4.4%) (Kurniawan et al., 2024). However, direct comparison with those findings is limited due to differences in the measurement tools used in each study.

This study confirms the existence of a positive correlation between loneliness and suicidal behavior. Previous research also supports this relationship, suggesting that students who experience loneliness are more likely to engage in suicidal behaviors (Biswas et al., 2020; McClelland et al., 2020). In the present study, the relatively low levels of loneliness observed correspond with the low levels of suicidal behavior reported, reinforcing the idea that reduced loneliness can contribute to a decreased risk of suicidal tendencies.

V. CONCLUSION

This study aimed to examine the relationship between loneliness and suicidal behavior among college students during school break. The result showed that the majority students experienced low levels of loneliness and did not exhibit suicidal behavior. However, a notable portion of students still experienced moderate loneliness and some level of suicidal behavior, indicating that these issues are still present even though during the holiday period. The spearman rank test revealed a statistically significant relationship between loneliness and suicidal behavior. Although the strength of this relationship was weak, it was positive – suggesting that as loneliness decreases, suicidal behavior tends to decrease as well.

One of the limitations of this study is that it did not specifically measure suicidal behavior based on its different forms, such as suicidal ideation or suicide attempts. Additionally, the study did not distinguish the levels of loneliness and suicidal behavior among students based on their living arrangements – whether they lived with parents, guardians, or alone – during the school break. These factors could provide a deeper understanding of how different living situations can affect the loneliness and suicidal behavior.

In conclusion, although most students reported low loneliness and did not exhibit suicidal behavior, the presence of moderate loneliness and suicidal tendencies in a significant minority highlights the importance of continuous mental health support – particularly during unstructured periods such as school breaks. The finding emphasizes the need for early detection and intervention strategies to support students' emotional well-being and prevent the risk of suicide. Future researchers may consider using questionnaires that are specifically designed to measure loneliness and suicidal behavior during holiday periods and conduct a deeper analysis comparing loneliness and suicidal behavior during school breaks and regular academic periods.

AUTHORS' CONTRIBUTIONS

Michelle Sambuaga was responsible for developing this study, including formulating the research concept, designing the study, determining the methodology, collecting data, processing the data, and drafting the manuscript. This research was also conducted as part of her job as one of the lecturers in Nursing Faculty, Universitas Klabat.

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