

Suicidal Ideation in Relation to Self-Esteem among University Students

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Abstract

The aim of this study was to investigate the suicidal ideation in relation to the total level of self-esteem among first year junior students. To achieve the goals of the study, a suicidal ideation questionnaire (SIQ) which was developed by the researcher the Rosenberg Self-Esteem Scale were used. The sample consisted of 302 male and female students. The results indicated a low level of suicidal ideation among university students. More specifically, factors that influenced students' suicidal ideation were identified as those of psychological, sociological, physical health, family in addition to economic ones. Furthermore, the study reported that there was a significant positive relationship ($\alpha \geq .05$) between suicidal ideation and the self-esteem level among students. As such, students with high self-esteem obtained highest suicidal ideation scores.

Keywords: Suicidal Ideation, Self-Esteem, Junior Students, Jordan, Yarmouk University.

التفكير الانتحاري وعلاقته بمستوى تقدير الذات لدى الطلبة الجامعيين

ملخص

هدفت الدراسة للكشف عن التفكير الانتحاري وعلاقته بمستوى تقدير الذات لدى طلبة السنة الاولى في جامعة اليرموك. وللإجابة على أسئلة الدراسة استخدمت استبانته التفكير الانتحاري التي طورها الباحث (SIQ)، ومقياس روزنبرج (Rosenberg Self-Esteem Scale) لقياس تقدير الذات الكلي. تألفت عينة الدراسة من (302) طالبا وطالبة. أشارت النتائج إلى أن مستوى التفكير الانتحاري كان منخفضا لدى الطلبة، وأن أهم العوامل الدافعة للتفكير الانتحاري كانت العوامل النفسية، فالعوامل الاجتماعية، فلعوامل الصحة الجسدية، فالعوامل الأسرية، فاعوامل الاقتصادية، على التوالي. كما أشارت النتائج إلى وجود علاقة موجبة ذات دلالة إحصائية ($\alpha \geq .05$) بين تقدير الذات والتفكير الانتحاري لدى الطلبة، فكلما ارتفع تقدير الذات ارتفع التفكير الانتحاري.

الكلمات المفتاحية: التفكير الانتحاري، تقدير الذات، طلبة السنة الاولى الجامعة، الأردن، جامعة اليرموك.

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Introduction:

Suicide is one of those unsolved psychosocial issue which cause a lot of pain to those who are left behind due to their dealing of guilt and grief about their behaviors with their loved ones. The effective prediction of suicidal death remains to be a problematic issue, and it has been a taboo topic all over the world especially in conservative countries like Jordan. After completing suicide, it may be impossible to know the internal thoughts or motives that drove any individual to commit suicide. Since suicidal ideation occur among variety of people (young and old, rich and poor, educated or less educated), it can be very difficult to pin point a typical suicidal ideation profile among college students.

Such worldwide problem of suicidal ideation has been considered a significant factor leading to death according to many researchers. Nock, Borges, Bromet, et al., (2008) affirms that between 22% and 38% of young adults have suicidal thoughts at some point in their developmental life stages. According to Centers for Disease Control and Prevention, (2010), suicidal ideation is the precedent factor of suicide which is the second leading cause of death among (25-34) year olds and the third leading cause of death among (15- to 24) year olds, and accounts for 12.2% of all deaths annually in U.S.A.

It is strongly believed that suicidal behaviors appear to be problematic among university students and young adults all over the world. Self-defeating thoughts and poor self-esteem may lead to suicidal ideation. Suicidal ideation among university students have unique circumstances due to the stress that occur in university life, including changes in family and peer relationships. Self- esteem levels can be an important issue during the first year of college students' life. People with low self - esteem develop a feeling to harm themselves because they are not living up to their expectations that may be developed internally by the students and externally by other (Kaur, & Rani, (2012). Suicidal ideation among first-year college students in the USA indicated that 6% of them had current suicidal ideation as reported by Arria, Grady, Caldeira, Vincent, Wilcox, and Wish (2009). People usually preoccupied with the thoughts of suicidal ideation to overcome and block unbearable emotional pain, caused by a wide variety of stressful life problems (Whitlock, & Knox, 2007).

Suicidal ideation viewed as a preoccupation with intensive thoughts of ending one's own life, while suicide is the completed act of taking one's life (Conner, Duberstein, Conwell, Seidlitz, & Caine, 2001). According to Lester (2006), suicidal act viewed as unethical and immoral in all Islamic countries, and considered to be a sin committed against God will. However in some other cultures it may not be illegal or unethical to commit suicide.

Self-esteem changes significantly during adolescence, and provides important insights into the adolescent self-esteem function (Rhee, Chang, Rhee, 2003). As adolescents reach young adulthood, males and females often experience many adulthood stressors, and the reactions to their internal and external changes in life, affect their self-esteem according to Baldwin and Hoffmann (2002).

According to Wilburn and Smith (2005), self-esteem refers to the evaluation of individuals regarding their self- worth negatively or positively, and it is an important factor in the determination of the individual ability to deal with life stressors. Besides, in order to avoid the negative emotional outcomes, for example; the suicidal ideation, it is important to reduce stress by helping the youth to develop positive perceptions of their self-esteem.

Good mental health tends to be associated with good self-esteem that individual hold of himself/herself as well as with higher self-esteem effect that help individuals to be more effective in dealing with life stressors where they are successful in their daily life in general. Self-esteem can influence students' entire life and helps them to deal effectively with their emotion. Students who exhibit low self-esteem experience suicidal ideation. As such, high self-esteem promotes success later in life because it allows students to start with good attitudes and opportunities in life (Sidik, 2008).

Self-esteem could be influenced by many factors such as relationship between family members, family environment (James, Thames, Bhalla, & Cornwell, 2003), parental support and monitoring (Parker, & Benson, 2004), family encouragement to promote autonomy, responsibilities and self-discipline (Schmidt & Padilla, 2003).

The goal of the present study was to develop an understanding of the suicidal ideation among first year college students, and to investigate the relationship between suicidal ideation and students' self-esteem. So, it is expected that this study will shed the light on suicidal ideation before commenting the act of suicide.

Mental health conditions such as: hopelessness and irritability, loose interest in personal appearance, change in sleeping patterns, anxious towards death as to leave friends and family are all associated with factors to suicidal ideation as indicated by all of Chehil and Kutcher (2012) together with Hawton, Saunders and O'Connor (2012). Moreover, significant changes in behavior or significant loss of interest or pleasure in daily activities, fatigue or loss of energy, sudden change in attendance, reduction in the quality of work, drug abuse, reckless behavior and unexplained accidents, loss of employment, loss of valued relationship such as divorce or separation, talking, giving away possessions, sudden interest in personal wills or life insurance are all clues of suicidal intentions (Schneidman, 2008).

Past history of attempted suicide, the availability of suicidal means and genetic factors are another leading cause of suicidal ideation. Twenty percent of suicidal act had a previous attempt and 1% of them complete suicide within a year as indicated by Chang, Gitlin, and Patel (2011). Households with firearms reported to have suicide or suicidal thoughts more than those without firearms (Miller, Azrael, & Barber, 2012). The genetic factors accounted for 38% to 55% of suicidal behaviors among psychiatric clinical samples according to (Brent, & Melhem, (2008).

Perceived physical or sexual abuse, shame and psychological pain are highly related to suicidal ideation and intent. According to Brent and Melhem, (2008), sexual abuse consists of 20% of the overall risk factors of suicide. Unbearable physical pain, devotion to cause of heroism, loyalty to a leader or spouse, loss of love one, loss of a job, or social isolation can also be also significant risk factors (Chehil, & Kutcher, 2012).

Unemployment, homelessness, hopelessness and discrimination may lead to suicidal ideation as reported by to Qin, Agerbo and Mortensen, (2003). Escape of being bullied is another cause to suicidal ideation as indicated by Cox, Abramson, Devine, Patricia and Hollon (2012). Older adults may perceive themselves being a burden on others and that may increase their suicidal thoughts according to the viewpoint of Van Orden and Conwell, (2011). Moreover, people who have never been married are also associated with suicidal ideation according to Chang, Gitlin, and Patel (2011).

Poverty is associated with the experience of suicidal ideation especially in rural areas according to Stark, Riordan and O'Connor, (2011). School dropout and other academic problems influence the suicidal ideation as indicated by Daniel, Walsh, Goldston, Arnold,

Reboussin, and Wood (2006). Lack of family support or lack of belongingness influence the suicidal ideation among young adults (Joiner, 2005). Moreover, alcohol abuse has been associated with suicidal ideation (O'Connell & Lawlor, 2005). Mass media effect may give detailed description of how to commit suicide by a specific means which may act as a reinforcement of this method and that may increase suicidal ideation and modeling of suicide (Sisask, & Värnik, 2012).

A study was conducted to investigate the associated risk factors of suicidal ideation among high school students and college students in China. The sample consisted of 5249 students who participated in a self-administered anonymous survey. The result indicated that lower life satisfaction and higher self-esteem were significantly associated with suicidal ideation. Moreover, female students reported more suicidal ideation than male students (Yao, et al., 2014).

A similar study was conducted at the nursing school at the Autonomous University of Barcelona, Spain with the aims to investigate the prevalence of suicide risk in a sample of nursing students, by examining the relationship between suicide risk and perceived emotional intelligence, depression, trait anxiety and self-esteem. The sample consisted of 93 students males and females. The results revealed that depression and emotional intelligence are significant predictors of suicidal ideation, and suicidal risk showed a significant negative association with students' self-esteem. Moreover, the results indicated that there were no significant differences between gender in their suicidal ideation or self-esteem among students (Aradilla-Herrero, Tomás-Sábado, & Gómez-Benito, 2014).

A study that was conducted by Preeti, and Shradha (2013) focused on the suicidal ideation and self-esteem among senior secondary level students. Suicidal Ideation Questionnaire and the Rosenberg (1965) scale were used to determine the level of Suicidal Ideation and Self-Esteem. The sample consisted of 120 students with age ranged between 16-18 years. The results of the study indicated that there was a significant negative correlation between self-esteem and suicidal ideation among students. In other words, low self-esteem leads to higher levels of suicidal ideation.

Moreover, a study was conducted in India to investigate suicidal ideation, self-esteem and perfectionism. The sample consisted of 100 university students' males (40) and females (60) ranging in age between 19-22 years old. The result indicated the following: Suicidal Ideation negatively correlated with self-esteem, perfectionism positively correlated with suicidal ideation and negatively correlated with self-esteem. Moreover, the result revealed a significant difference between gender, Females reported higher perfectionism and suicidal ideation more than males. However, males obtained a higher self-esteem more than females (Kaur, & Rani, 2012).

A study investigated the suicidal ideation among 1,249 first-year college students in the USA, indicated that 6% of first-year students had current suicidal ideation. Depressive symptoms, low social support, and father-child conflict were independently associated with suicidal ideation. Substance abuse was also associated with suicidal ideation (Arria, Grady, Caldeira, Vincent, Wilcox, & Wish, 2009).

Moreover, a study that examined depression and suicide ideation among 1,622 university students who accessed primary care services in 4 university clinics in the USA, and Canada, indicated that thought of suicidal ideation was higher among men (13%) than

women (10%). Depression and suicide are of increasing concern on college campuses (Mackenzie, Wiegel, Mundt, Brown, Saewy, Heillignestein, Harahan, & Fleming, 2011).

A similar study was conducted by Wilcox, Arria, Caldeira, Vincent, Pinchevsk, and O'Gardy (2010) who investigated the prevalence and the predictors of suicidal ideation, plans, and attempts, reported during students' time in university. The sample consisted of 1253 first-year university students at Johns Hopkins University, at Baltimore, USA. The results indicated that 12% of the sample experienced suicide ideation at some point during college, and about 25% had more than one episode of suicidal ideation. Suicide is the second-leading causes of death among college students, and about 1100 college students commit suicide each year in the U.S.A. Risk factors for suicidal ideation include low social support and adolescent exposure to domestic violence.

A study was conducted by Bhar, Ghahramanlou-Holloway, Brown and Beck, (2008) who investigated the self-esteem and suicide ideation in psychiatric outpatients revealed that depression, hopelessness, and low self-esteem are all associated factors to suicidal ideation. The results of the study indicated that low self-esteem was negatively associated with suicidal ideation and considers being a good predictor of suicidal ideation independent of depression and feeling of hopelessness. The sample consisted of 338 psychiatric outpatients male and female at the (Center for Cognitive Therapy at the University of Pennsylvania USA. The Beck Self-Esteem Scales was used to measure patients self-esteem, Beck Depression Inventory, Beck Hopelessness Scale were utilized in the study

A study investigated the relationship between self-injurious behavior and suicide in a young adult population. The sample consisted of 2875 selected from two universities in the northeastern United States participated in a Web-based survey. The results indicated that self-mutilation behavior is a good predictor and highly related to suicidal ideation and intent. The study also revealed that people usually attempt suicide to overcome and block unbearable emotional pain, caused by a wide variety of stressful life problems. Most suicidal individuals give warning signs in the hope that they will be helped, because their true intention is to stop their emotional pain, not to die (Whitlock, & Knox, 2007).

Reviewing the related literatures revealed a different result regarding the relationship between suicidal ideation and self-esteem among young adults. Some of the study indicated a negative relationship between suicidal ideation and self-esteem (e.g. Preeti, & Shradha, (2013), Aradilla-Herrero, Tomás-Sábado & Gómez-Benito, 2014). and some other study indicated a positive relationship between the two variables (e.g. Yao, et al., 2014).

Therefore, this study intended to investigate and clarify the association of the relationship between suicidal ideation and self-esteem among first year college students. It is clearly observed that there is a lack of researches investigates the relationship between suicidal ideation and college students' self-esteem in Jordan due to the sensitivity of this topic in a conservative country like Jordan. This study can enhance the field of counseling psychology by clarifying the association between the two variables which in return increase the knowledge and the awareness about the relationship between suicidal ideation and students' level of self-esteem as a mean to conduct an effective psychotherapy treatment.

Statement of the problem:

Suicidal ideation wildly exists among Jordanians college students just like many other students worldwide. Self-esteem is an important factor in the determination of the individual ability to deal with life stressors, and self-esteem levels can be viewed as an

important issue during college students' life. The problem of this study came as a result of the observation and through local media that reported many suicidal acts and many suicidal ideations among many young adult in Jordan. The significance of this issue among young adults gave the researcher reasons to investigate the relationship of suicidal ideation and the students' level of self-esteem. In addition, there is no previous research in Jordan, as to the researcher's knowledge, that investigated the suicidal ideation in relation to the university students' self-esteem. It was hypothesized, that students with low self-esteem experience more suicidal ideation than their peers of high self-esteem. The study specifically tried to answer the following questions:

Q1: What are the prevalence and the most influential factors of suicidal ideation among junior students?

Q2: Is there a statistically significant difference between junior students' regarding their suicidal ideation by their gender and their place of residence?

Q3: What is the level of self-esteem among junior students?

Q4: Is there a significant difference in students' level of self-esteem by their gender and place of residence?

Q5: What is the relationship between students' suicidal ideation and their level of self-esteem?

Significance of the Study:

For many people outside the field of counseling and psychosocial psychology, the suicidal ideation or intent can be puzzling and may provokes anxiety, fear and misunderstanding about such emotional feelings. It is the researcher intention to clarify the confusion and the misunderstanding, by answering many questions about the motives and the factors leading to such thoughts especially among first year university students in Jordan. The justification for conducting this study is to increase the awareness and the knowledge about the factors or the motives behind the suicidal ideation behavior or thoughts in order to provide a guideline for possible prevention program or treatments for those students who are experiencing thoughts to harm themselves. The prevalence of self-esteem, the motives of suicidal ideation and the relationship between those two variables among first year university students in Jordan are not fully investigated, which gives this study a good reason to be conducted.

This study came to existence as an attempt to raise the awareness about suicidal ideations' risk factors and prevention so that university students in crisis may be recognized and helped. Moreover, the study addresses the prevalence, the explanations and the factors that influence suicidal ideation among first year college students. The accurate identification of students at risk for suicide is an important step toward a suicide prevention program that can be carried out at the Deanship of Students' Affairs. This study may help others in the field of counseling psychology in how to recognize the risk factors, the signs of suicidal ideation and develop a plan of action to prevent this psychological and social issue. Despite the potentially important role of self-esteem in suicidal ideation among college students, few studies had directly examined the relationship of self-esteem to suicidal behavior among first year university students especially in Jordan, which is the focus of this study.

Definition of Terms:

Suicidal ideation: Suicidal thoughts, also known as suicidal intent by the individual to end his own life. In this study, it is operationally defined as the score obtained by the student on the questionnaire of suicidal ideation.

Self-esteem: The degree of the evaluation that people make of themselves negatively or positively internally (how people evaluate themselves), and externally (how they are evaluated by others). Operationally it is the score obtained by the student on the self-esteem inventory.

Methodology and Procedure:

The researcher followed all the necessary means to insure the confidentiality of the information obtained from students. The name of the student was not required to insure the privacy of the students. All students were given the choice to participate in the study, and they were seen in their classrooms that are required for all first year college students from all deferent faculties and departments.

For the purpose of answering the research questions, the researcher developed a suicidal ideation questionnaire SIQ (see appendix A). The study contained two dependent variables, suicidal ideation and self-esteem. Moreover, the study contained two independent variables, students' gender and their place of resident. The mean and the standard deviation were calculated for students' total self-esteem and students' suicidal ideations based on the gender and the place of residents' of the students.

The two ways analysis of variance ANOVA of suicidal ideations according to students 'gender, and place of residence were calculated to know the effect of gender and place of residents on suicidal ideation and self-esteem among students Finally Pearson r correlation coefficient was calculated between suicidal ideation and the total level of students' self-esteem.

Population and Sample:

The population consisted of all first year college students at the Yarmouk University (9000, according to the registration department records provided) who were enrolled at the first semester of the year (2013).

Participants:

The sample was selected from students who were enrolled in courses that are required for all first year college students in the university from all different colleges and departments. The sample consisted of 400 students, nevertheless 98 students become ineligible for participation due to their failure to complete the items or the fact they appeared to answer randomly. The data were analyzed by a sample of 302 students who consisted of 108 males and 194 females. They were informed about the purpose of the study as well as about their rights and expectations from participating in this study. They all gave their verbal consent to participate. Table 1 shows the distribution of the socio-demographic variables.

Table 1 <i>The distribution of sample as to students' gender and their place of residence</i>		
Variables	Value Label	N
Gender	Male	108
	Female	194
Place of residence	City	124
	Badiyah	23
	Camp	10
	Village	145
Total N		302

Instrumentations:

The following two scales were used in this study which were later translated into Arabic.

1- The suicidal ideation questionnaire (SIQ) which was developed by the researcher. The questionnaire was a self-report survey consisting of 36 items as divided into four factors (psychological, family, economical, physical, and sociological factor) that were designed to assess university students' preoccupation with thoughts of suicide. The questionnaire is a 5 - point Likert-type scale, and requires students to indicate their intentional thoughts of suicide for each item. The questionnaire included a demographical page of information related to their gender, and the place of resident. The researcher gained insights from other researchers who used similar instrument to assess suicidal ideation; namely: Preeti, and Shradha (2013) and Kaur and Rani (2012).

The first draft of this questionnaire underwent several revisions and amendments. The researcher was promoted by the related literature in the field of suicidal behaviors among university students so that to develop this questionnaire. Suggestions of seven professors from the department of psychology and counseling education were considered. That is, they gave feedback regarding the length of the questioner, the suitability of the language of the items and comments on its face validity. The questionnaire was considered valid upon all the modifications that were suggested by the specialized professors.

To determine the reliability of the questionnaire, the researcher administered it to 50, students outside the sample of the study. The reliability of the scale established through the overall measure of the internal consistency, which was obtained by Cronbach alpha (0.89) which is suitable for the purpose of the study.

A high score on the scale indicated a higher likelihood that students have suicidal ideation or intent. The possible responses ranged from: (0= No suicidal ideation existed), (1= Strongly Disagree), (2= Disagree), (3 = Agree), (4 =Strongly Agree). The possible scores ranged from (0 to 180). The possible score divided into three levels, low level from (0 - 1.33), moderate level from (1.34 – 2.67), and high level from (2.68-4.0).

2- The Rosenberg Self-Esteem Scale (Rosenberg, 1965). This scale consisted of self-worth statements ranging from low self-esteem to high self-esteem. The scale is a ten item Likert-type. Items are four point scale ranging from strongly agree to strongly disagree. Strongly agree was given three points, agree two points, disagree one points, and strongly disagree no points. Scoring: The scale consisted of five positive items and five negatives items. Negative items (2, 5, 6, 8, and 9) were reversed scored. The score of the students ranged

from (0 to 40). The possible score divided into three levels, low level from (0 - 1.33), moderate level from (1.34 – 2.67), and high level from (2.68-4.0). In order to establish the reliability for this scale, it was administered to (50) students outside the sample of the study. The reliability of the scale established through the overall measure of the internal consistency which was obtained by (Cronbach alpha = 0.78). The high score on the scale meant a higher level of self-esteem. This scale is well known measure of self- esteem all over the world. Rosenberg (1965) reported internal consistency reliability (Cronbach alpha) ranging from 0.85 to 0.88 for the participating students.

Results:

In order to discover the prevalence of suicidal ideation and the most influential factors affecting it, means and standard deviations were calculated for all students as indicated in table (2). The result indicated that the prevalence of the suicidal ideation among students was low (1.095). The low range (1-1.33), the moderate range (1.34-2.66), and the high range (2.67-4.0). Moreover, the most influential factors for students' suicidal ideation were the Psychological factors, Sociological factors, the physical health factors, the Family factors, and the Economic factors, respectively.

Suicidal ideation factors	N	Mean	Std. deviation
Psychological factors	302	1.277	.824
Sociological factors.	302	1.179	.729
Physical health factors	302	1.175	.827
Family factors.	302	.971	.789
Economic factors	302	.844	.803
Suicidal ideation total	302	1.095	.660

To discover whether these means differ according to students' gender and place of residence, means and standard deviations were calculated. Observed means showed differences between males and females and between students of different places of residence. In order to see whether these differences were statically significant a 2-way ANOVAs was conducted which indicated a significant main effect for the place of resident, but not for students' gender or its interaction with place of residence as indicated in table (3).

Source	Sum of squares	df	Mean square	F	Sig.
Gender	.049	1	.049	.116	.734
Place of resident.	6.024	3	2.008	4.720	.003*
Gender * place	1.153	3	.384	.903	.440
Corrected total	131.364	301			

*- Significant at .05 level

Post-hoc comparisons using Scheffe method indicated that students coming from cities had higher level of suicidal ideation than those who live in village, while no other differences were found between the other groups.

In order to discover the level of students' self-esteem, means and standard deviations were calculated for all students as indicated in table (4). The result indicated that the total level of self-esteem among students was moderate (2.59). The low range (1-1.33), the moderate range (1.34-2.66), and the high range (2.67-4.0).

Table 4 <i>The Mean and the standard deviation of first year college students' regarding their total level of self-esteem</i>			
Source	N	Mean	Standard deviation
Self-esteem	302	2.59	.317
Valid N	302		

In order to see whether there is a statically significant difference in students' level of self-esteem by their gender and place of residence a 2-way ANOVAs was conducted which indicated no significant difference at (.05 level) between students' level of self-esteem by their gender and place of residence as indicated in table (5).

Table 5 <i>Mean, standard deviations and ANOVA of students' self-esteem by their 'gender, and place of residence</i>					
Source	Sum of squares	df	Mean square	F	sig
Gender	.004	1	.004	.041	.841
Place	.397	3	.132	1.320	.268
Gender * place	.244	3	.081	.812	.488
Total	30.341	301			

Pearson r correlation coefficient was applied to analyze the correlation coefficient between suicidal ideation and the total level of students' self-esteem as indicated in table (6). The result rejected the hypothesis that was sit by the researcher, and the results showed a significant positive relationship between the two variables as indicated, which means students with higher level of self-esteem, exhibit more suicidal ideation and this result is supported by the finding of the study that was conducted by (Yao, et al., 2014).

Table 6 <i>The correlation coefficient between students' suicidal ideation and their total level of self-esteem?</i>				
Variables	Correlation	The total level of suicidal ideation	The total level of self- esteem	Sig.(2-tailed)
suicidal ideation	Pearson r	1.00	.203**	.000
self- esteem	Pearson r	0.203**	1.00	.000
N total		302	302	

** Correlation is significant at the 0.01 level (2-tailed).

Summary and Discussions:

The results indicated that level of suicidal ideation behavior among university students was low as 1.095. The researcher explains this finding by the fact that most of the students are religiously oriented who will think that killing one-self is a sin against the will of Allah.

The results also indicated that the most influential factors for students' suicidal ideation were: the psychological, sociological, physical, family and economic ones; respectively. The explanation of this finding revealed the significance of mental illness as an influential factor for suicidal ideation due to the stressful events that the mentally ill person deals with in a daily life. This finding is in agreement with the finding of the study that was conducted by Chehil and Kutcher (2012) as well as Hawton, Saunders and O'Connor (2012). Moreover, the results in this study indicated that economic factor was the least influential factor of suicidal ideation among college students. This finding is not supported by the study of Stark, Riordan and O'Connor (2011) who indicated poverty is one of the most leading factors to suicidal ideation among people. The reason behind this finding is that, students are religiously oriented more than they are economically oriented, so many students view economic factors as a secondary factor in comparison with others factors.

There was no statistically significant difference between gender regarding students' suicidal ideation or their level of self-esteem. This finding is not in agreement with the study conducted by Kaur and Rani (2012) who reported that females reported higher suicidal ideation more than Males. However, males obtained a higher self -esteem more than females. However, there was a significant difference between students place of resident. The results revealed that the place of residence can be a significant factor in suicidal ideation among students. Students who live in cities are more likely to have suicidal ideation more than their peers who live in other places. The rational explanation for this finding may be due to Students who live in the city face more stressful life than their peers living in villages.

The results, also, showed a significant positive relationship between suicidal ideation and students' level of self-esteem. It was found out that, the higher the level of self-esteems, the more likely students experience suicidal ideation. The logical explanation for this positive relationship may be due to students' high level of self-esteem where they may perceive themselves as embraced or ashamed due to the failure to meet their goals in life. Another explanation may be based on students' concern regarding facing others; so they turn to suicidal ideation as a way out. This result is in agreement with the study of Yao et al. (2014) who showed that higher self-esteem was significantly associated with suicidal ideation. Nevertheless, this study was not in agreement with the study of Preeti and Shradha (2013) as well as the study of Aradilla-Herrero, Tomás-Sábado and Gómez-Benito (2014) which reported that there was a significant negative correlation between self- esteem and suicidal ideation among students. Moreover this result is not in the agreement with the result of the study that was conducted by Bhar, Ghahramanlou-Holloway, Brown and Beck (2008) which revealed a negative association of self- esteem with suicidal ideation among psychiatric outpatient sample.

This results also indicated that there was no statistical significant difference between students regarding their suicidal ideation as attributed to their gender. This result is in agreement with the study of Aradilla-Herrero, Tomás-Sábado and Gómez-Benito (2014) which exposed no significant differences found between male and female students regarding

their suicidal ideation and their self-esteem. However, this finding is not in agreement with the study of Mackenzie et.al. (2011) who reported that male students are involved more in suicidal thoughts than female students. The researcher believed that male and female students have the same psychological and sociological factors that influence suicidal ideation. They both face similar social life stressors and expectations, and they both have the tendencies to focus on higher social and academic achievement. Both male and female students try to prove that they are achievers successful and can do better in their daily life, which in return can influence their total level of self-esteem which may affect their suicidal ideation equally. Similarly, there was no significant difference between students self – esteem by their gender and by their place of resident.

Recommendations:

Implications for Practice: This study may help counselors understand that there are many contribute factors to suicidal ideation among college students, and may shed the lights on those students who most likely being at risk. There are a vast number of suicidal ideation indicators among college students and, Counselors and other caregivers should become aware of the potential factors that can predict students at risk. The prevalence of students' self-esteem, suicidal ideation and the relationship between those two variables can give the implication and the clarification to the misunderstanding of suicidal ideation and its relationship to students' self-esteem, by the knowledge given about the most influential factors leading to suicidal ideation among students in Jordan. Moreover, the study increases the awareness and the knowledge bouts suicidal ideation in order to provide a guideline for possible prevention program or treatments for those students who are experiencing the ideas of suicidal ideation. This study came to existence as an attempt to raise the awareness about suicidal ideations' risk factors and prevention so that college students in crisis may be recognized and helped or carried out at the Deanship of Students' Affairs. Other implication to this study, it may help others in the field of counseling psychology in how to recognize the risk factors, the signs of suicidal ideation and develop a plan of action to prevent this psychological and social issue.

Conclusion and Implications for Future Research: Further Avenue of future research can examine the relation between self-esteem, depression and suicidal ideation. Further research needs to be conducted to determine other factors influence suicidal ideation among children specially those who are at adolescent stage of development or other group of population. Conducting similar studies like this study are not important in themselves, but they are important as an attempt to develop strategies to identify students at risk for suicidal ideation that may lead to suicide. College students are having suicidal ideation whither we like it or not. Helping counselors and other caregivers save the lives of students is very important wither they have low level or high level of self-esteem. It is equally important to conduct further researches to increase our knowledge regarding suicide detection and prevention programs to deal with students negative thoughts.

Limitations: This study is not without any limitation that can be found in the following: The study is limited to the sample of the first year college students at the Yarmouk University who were enrolled at the first semester of the year (2013) or a similar sample. Moreover, the results depend on the students giving their true feeling about their suicidal ideation and their true evaluation of themselves. It is also limited to the two scales that were used in the study to measure suicidal ideation and self-esteem among first year college

students. There can be some limitations to any researcher when conducting a study or review the related literatures. Some of these limitations are due to the researcher bias as he/she chooses some articles and ignore the others for lack of relatedness or being partially related. It is a human nature that there is a tendency to select studies that support the theme and the aims of the researcher study. Moreover, there are too many articles investigate a similar variables, and the study can not review that many articles.

Summary: Suicidal ideation is a problem especially for first year college students who are facing ever-changing social, psychological issues and high level of stress. It is very helpful if caregiver have the tools and the means to determining which students are at risk for suicidal ideation or suicide. In this study and some other study, we found a linked between high self-esteem and suicidal ideation; while other study indicated a negative association between suicidal ideation and self-esteem. Either way there are many other contribute factors to suicidal ideation other than self-esteem that may be influence the outcome of similar research. This study revealed that no statistically significant difference between students by their gender regarding suicidal ideation or their total level of self-esteem, however students place of resident can be a contribute factors to suicidal ideation, students who live in cities reports a higher level of suicidal ideation than their peers who live in villages.

Based on the findings of this study it is recommended that: Counselors and other educators are encouraged to make plans to reduce suicidal ideation among collage students specially the freshmen. The availability of counseling center is strongly recommended, so that it deal with actual problems that may face students on campus. Future research is recommended to investigate the relationship between students' suicidal ideation and parenting styles. Also future research is recommended with larger samples to clarify the significance of the differences and relationships between variables. Finally, it is recommended to ask students about their suicidal intention when facing many problems and stressors in their daily life.

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