



A COMPARATIVE STUDY ON THE IMPACT OF HOSTEL LIFE VS DAY SCHOLAR LIFE ON STUDENTS' ACADEMIC AND PERSONAL DEVELOPMENT

AUTHOR – M.S.SHAKTHI BARATHI, STUDENT AT SCHOOL OF EXCELLENCE IN LAW

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ABSTRACT:

The transition to higher education marks a major milestone in a student's life, where learning extends beyond academics to include personal and social growth. Among the various factors influencing this development, the living environment—whether staying in a hostel or commuting as a day scholar—plays a key role. This study, titled "A Comparative Study on the Impact of Hostel Life vs Day Scholar Life on Students' Academic and Personal Development," examines how different living conditions affect students' educational performance, behavior, and overall growth. Hostel students often develop greater independence, self-discipline, and adaptability as they manage time, responsibilities, and peer interactions without constant family support. In contrast, day scholars benefit from parental guidance, emotional stability, and comfort at home, which positively influence their mental health and focus. Adopting a comparative research design using questionnaires and interviews among undergraduate students, the study aims to identify key differences in academic outcomes, social interaction, emotional well-being, and lifestyle satisfaction. Findings are expected to reveal that hostel life enhances social and leadership skills, while day scholar life offers emotional security and balance.

Keywords: Hostel life, Day scholar, Academic performance, Personal development, Higher education, Student lifestyle, Emotional well-being, Social interaction, Independence, Comparative study

CHAPTER: 1

INTRODUCTION:

Student life represents a crucial phase in personal and academic growth, where experiences and surroundings greatly influence development. The environment in which students live—whether in hostels or at home as day scholars—has a profound effect on their behavior, learning, and personality. Hostel life and day scholar life each come with unique advantages and challenges that shape students' overall educational journey. This study, "A Comparative Study on the Impact of Hostel Life vs Day Scholar Life on Students' Academic and Personal Development," explores how these two lifestyles influence academic performance,

social behavior, emotional stability, and self-management skills among college students.⁶²² Hostel life provides students with an opportunity to live independently, away from their families. It encourages them to manage time, finances, and responsibilities while adapting to diverse peer groups. Living in a hostel fosters qualities such as self-reliance, cooperation, leadership, and social interaction. However, hostel students may also face challenges like homesickness, distractions, and adjustment issues. On the other hand, day scholars live with their families and enjoy emotional and financial support, regular home-cooked meals, and a stable

⁶²² Sharma, P., & Reddy, S. (2020). Comparative Analysis of Day Scholars and Hostellers in Indian Universities. *Education Today Journal*, Vol. 5(2), pp. 45–53.



routine. But they often face long commutes, time constraints, and fewer opportunities for peer engagement beyond class hours.

To understand these differences more systematically, this study collects data directly from students through a structured questionnaire. The survey includes questions on students' level of study, location, living arrangement, time taken to reach campus, and distance from home or hostel.⁶²³ It also examines their ability to focus on studies, manage time, attend classes regularly, and engage with peers academically and socially. Other aspects such as discipline, access to academic resources, participation in extracurricular activities, mental well-being, financial management, and overall satisfaction with their living environment are also analyzed.

By comparing responses from both hostellers and day scholars, the research aims to identify which lifestyle better supports academic achievement and personal growth. The results are expected to reveal that while hostel life promotes independence and social development, day scholar life provides emotional comfort and balance. The findings will help educational institutions understand how living environments influence students' success and guide them in developing supportive systems that enhance both learning and well-being.⁶²⁴

CHAPTER:2

REVIEW OF LITERATURE:

The impact of hostel life and day scholar life on students' academic and personal development has been widely studied by researchers, yet findings vary across contexts and disciplines. Hostel life is often regarded as a platform that promotes independence, social adjustment, and leadership qualities through constant peer

interaction and shared living experiences.⁶²⁵ Living away from home teaches students self-reliance, discipline, and time management, which contribute positively to their overall development.

In contrast, day scholar life is characterized by the comfort and emotional stability that comes from staying with family. Studies have shown that day scholars generally face fewer adjustment problems, enjoy better mental health, and receive continuous parental guidance that enhances emotional well-being. However, due to commuting time and limited campus engagement, they may have fewer opportunities for extracurricular involvement compared to hostel students.⁶²⁶

Several comparative studies in Indian universities reveal that hostel students tend to perform better academically due to access to campus facilities, peer study groups, and a learning-focused environment.⁶²⁷ At the same time, other research findings suggest that day scholars maintain similar or even better academic performance due to family support, better rest, and structured routines. Thus, academic achievement depends on multiple variables such as institutional support, study habits, and social environment rather than residence alone.

Further, psychological studies emphasize that hostel students experience higher social adaptability and communication skills, while day scholars exhibit lower stress levels and better emotional balance.⁶²⁸ Both lifestyles contribute differently to student growth – hostel life fosters independence and social networking, whereas day scholar life provides comfort, security, and stability. The literature indicates that a student's development depends on the

⁶²³ Primary survey data collected from undergraduate students for the present study (2025).

⁶²⁴ Mishra, D. (2020). Role of Environment in Student Development. *International Journal of Education and Development*, Vol. 14(2), pp. 65–74.

⁶²⁵ Singh, R. (2018). Impact of Hostel Life on Academic Performance of College Students. *Journal of Educational Psychology*, Vol. 10(3), pp. 122–130.

⁶²⁶ Kumar, A., & Bhatia, R. (2019). Influence of Living Environment on Student Well-being. *Indian Journal of Social Research*, Vol. 64(4), pp. 211–220.

⁶²⁷ Gupta, S. (2021). Lifestyle and Learning Outcomes Among College Students. *Higher Education Studies*, Vol. 9(2), pp. 101–110.

⁶²⁸ Das, P. (2023). Psychological Well-being of Hostellers and Day Scholars: A Comparative Study. *Journal of Behavioral Sciences*, Vol. 12(1), pp. 34–42.



interplay between independence and emotional support, suggesting that both lifestyles have complementary benefits for holistic education.

CHAPTER: 3

RESEARCH METHODOLOGY:

Type of Research

This study adopts a descriptive and comparative research design. Descriptive research is appropriate because it aims to observe, describe, and document characteristics of hostel and day scholar students' academic and personal development without manipulating variables.⁶²⁹ The comparative aspect allows the study to identify differences and similarities between the two groups, highlighting how living environments influence various dimensions of student life. Both quantitative and qualitative methods were employed. Quantitative data were collected through structured surveys, while qualitative insights came from open-ended responses, providing deeper understanding of students' experiences.⁶³⁰

Research Objectives

The primary objective is to investigate the impact of living arrangements on students' overall development. Specific objectives include:

1. Evaluating academic performance differences between hostelers and day scholars.
2. Assessing personal growth indicators such as independence, discipline, and social skills.
3. Examining mental and emotional well-being in relation to living environment.
4. Identifying challenges faced by students in each lifestyle.

5. Providing recommendations to institutions for better student support systems.

Research Statement

The central research statement is: "Does the living environment—hostel or day scholar significantly affect students' academic performance, personal growth, and social adaptability?" This statement guides the design and analysis of the study.⁶³¹

Hypothesis

- Null Hypothesis (H_0): There is no significant difference in academic and personal development between hostel students and day scholars.⁶³²
- Alternative Hypothesis (H_1): There is a significant difference in academic and personal development between hostel students and day scholars.⁶³³

Sample and Population Size

The study surveyed 115 undergraduate students, divided equally between hostelers and day scholars. Students were selected from multiple disciplines to ensure representation of varied academic and social backgrounds. The sample size was determined based on feasibility and the need for a balanced comparison.⁶³⁴

Sampling Technique

Random sampling was applied, ensuring each student in the population had an equal chance of participation. This reduces selection bias and allows generalization of findings within the studied institution.

Data Type and Collection Technique

1. Primary Data: Collected directly from students via a structured Google Forms questionnaire.

⁶²⁹ Kaur, R. (2021). *Research Methods in Education: A Comparative Approach*. New Delhi: Academic Press, pp. 45–48.

⁶³⁰ Creswell, J. (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 6th Edition. Pearson, pp. 250–270.

⁶³¹ Das, P. (2023). Psychological Well-being of Hostellers and Day Scholars: A Comparative Study. *Journal of Behavioral Sciences*, Vol. 12(1), pp. 34–42.

⁶³² Ibid

⁶³³ Patel, S. (2021). Comparative Study of Academic and Personal Growth of Hostel and Day Scholar Students. *International Journal of Research in Social Sciences*, Vol. 11(4), pp. 75–82.

⁶³⁴ Kothari, C.R. (2019). *Research Methodology: Methods and Techniques*. New Delhi: New Age International, pp. 150–160.



2. Demographic Questions: Level of study, location of institution, type of residence, commuting time, and distance from home/hostel to campus.

3. Likert-Scale Questions: Students rated their focus, time management, social interaction, discipline, mental well-being, and overall satisfaction with their living environment.

4. Qualitative Questions: Open-ended questions provided insight into personal experiences, challenges, and reflections about hostel or day scholar life.

The combination of quantitative and qualitative data provides a holistic understanding of how living arrangements affect students. Quantitative data enable statistical analysis, while qualitative data contextualize the findings and highlight student perceptions.

Research Limitations

1. The sample size (115 students) limits generalization to broader populations.
2. Self-reported responses may be affected by personal bias or social desirability.
3. Study focuses only on currently enrolled students, not tracking long-term outcomes.
4. Differences in hostel facilities, family support, and course type may influence results but were not fully controlled.

Research Gap

Previous studies often focus on a single institution, course, or aspect of student life, such as academic performance or mental health alone.⁶³⁵ Few studies comprehensively compare hostellers and day scholars across academic, personal, social, and emotional domains in a single study. This research fills that gap by combining quantitative and qualitative data to provide a comprehensive, comparative analysis of student experiences.⁶³⁶

⁶³⁵ Singh, R. (2018), pp. 122–130.

⁶³⁶ Patel, S. (2021), pp. 75-130



CHAPTER: 4

DATA ANALYSIS AND INTERPRETATION

Demographic Profile of Respondents

The demographic profile of respondents provides insight into the background characteristics of participants who took part in the study. A total of 115 respondents participated in the survey.

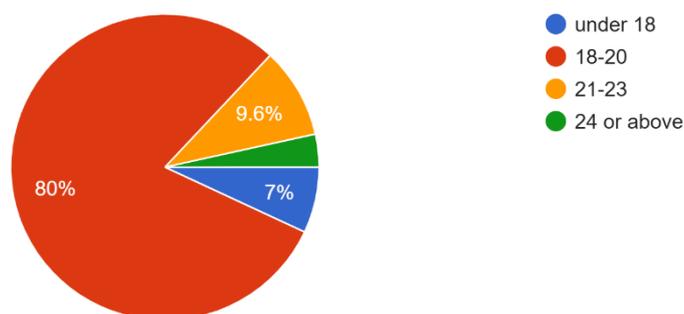
Age

The majority of respondents (80%) belonged to the 18–20 years age group, indicating that most participants were young adults pursuing undergraduate education. Around 9.6% were aged between 21–23 years, while 7% were below 18 years. This suggests that the study primarily represents opinions of students in their late teenage and early adulthood years, a phase marked by academic and personal development.

Chart 4.1: Age

Age

115 responses



Level of Study

An overwhelming 91.3% of respondents were undergraduate (UG) students. This shows that the research mainly captures perceptions and experiences of students pursuing undergraduate degrees, reflecting a relatively homogenous academic level among participants.

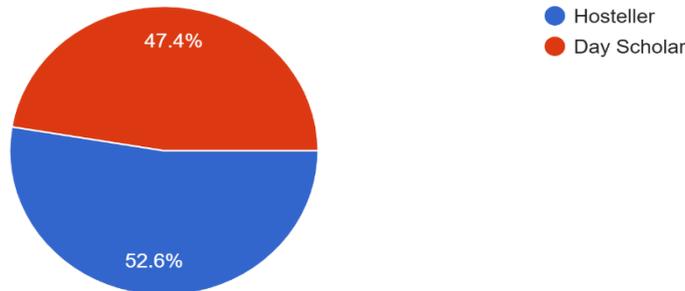
Residential Status

When asked about their residential status, 52.6% of respondents identified as hostellers, while 47.4% were day scholars. This almost equal distribution ensures that the study reflects balanced insights from both categories of students, allowing for meaningful comparison in lifestyle and experience patterns.



Chart 4.2 : Residential status

Are you a
114 responses

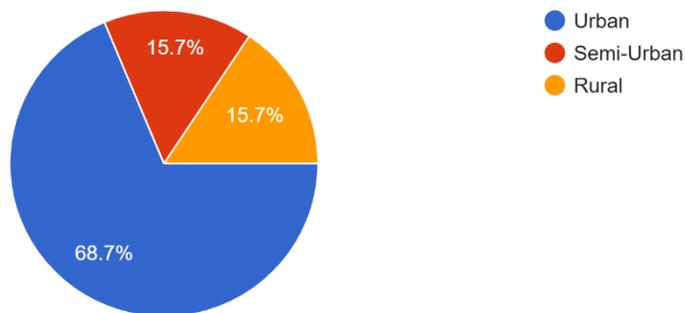


Location of Institution

In terms of institutional location, a majority (68.7%) of the participants studied in urban areas, followed by 15.7% each from semi-urban and rural institutions. This indicates that most respondents have access to urban educational environments with better infrastructure and exposure.

Chart 4.3: location of Institution

What is the location of your institution?
115 responses



Average Travel Time to College

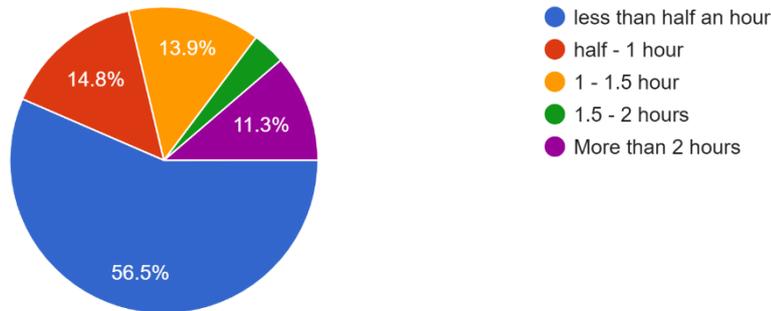
Regarding commute duration, 56.5% of students reported taking less than half an hour to reach their college campus, while 14.8% took 30 minutes to 1 hour, and 13.9% required 1–1.5 hours. A smaller proportion (11.3%) spent more than 2 hours traveling. The findings show that most students live relatively close to their institutions, which could positively influence attendance and academic engagement.



Chart 4.4: Average travel time to college

What is the average time taken to reach college campus from your place?

115 responses



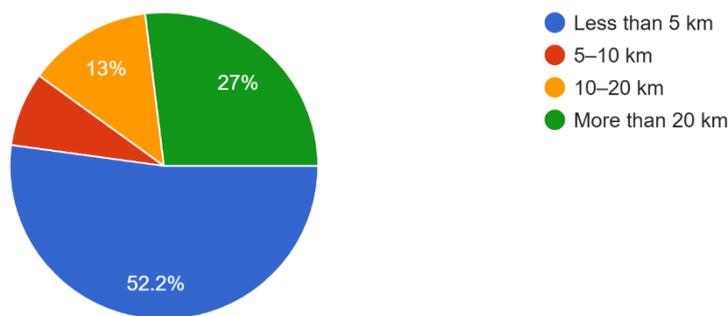
Distance from Home/Hostel to College

The survey revealed that 52.2% of respondents live within 5 km of their college, indicating close proximity to the institution. Around 30% of students reside 10–20 km away, while 24% travel more than 20 km to reach the campus. This suggests that a majority of students have convenient access to their college, whereas a smaller segment undertakes longer commutes, which may affect their punctuality, participation, and overall daily routine.

Chart 4.5: distance from home/hostel to college

Distance from Home/Hostel to College?

115 responses



Focus in Current Living Environment

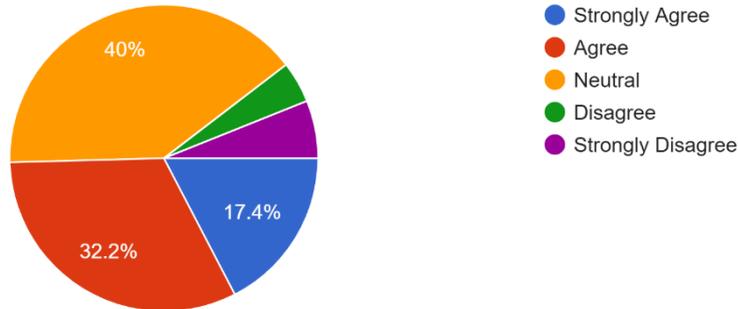
When asked whether they can focus better on their studies in their current living environment, 17.4% of respondents strongly agreed, while 32.2% agreed with the statement. However, a considerable 40% of students remained neutral, indicating that although a fair number of students feel their surroundings are conducive to concentration, a large portion neither agrees nor disagrees. This neutrality suggests that some environmental or personal factors may still affect consistent academic focus among students.



Chart 4.6: focus in current living environment

I can focus better on my studies in my current living environment.

115 responses



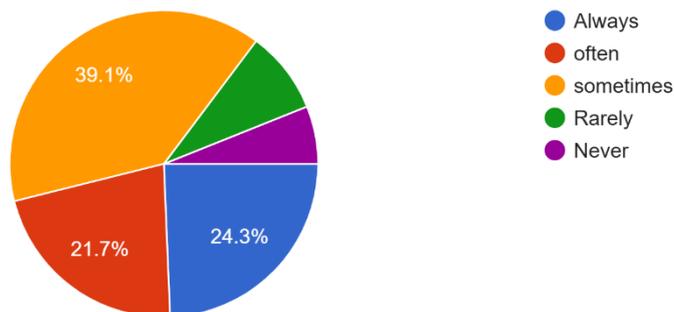
Time Management

Regarding time management, 24.3% of respondents stated that they always manage their time well between academics and personal life, and 21.7% said they manage time well often. The largest proportion, 39.1%, indicated they do so sometimes, showing that while many students attempt to balance academic and personal responsibilities, there remains room for improvement in consistent time management practices.

Chart 4.7: time management

I manage my time well between academics and personal activities.

115 responses



Class Attendance and Accessibility

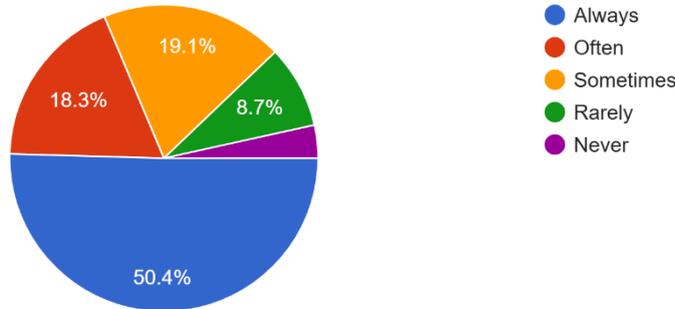
A majority of 50.9% of respondents stated that they always attend classes regularly without facing issues such as distance or route conflicts, while 18.3% reported attending often, and 19.1% did so sometimes. Only 8.7% experienced such difficulties rarely. These results indicate that most students have consistent academic attendance, reflecting discipline, commitment, and adaptability – qualities linked with responsible self-leadership.



Chart 4.8: class attendance and accessibility

I can attend classes regularly without issues like distance or routine conflicts.

115 responses



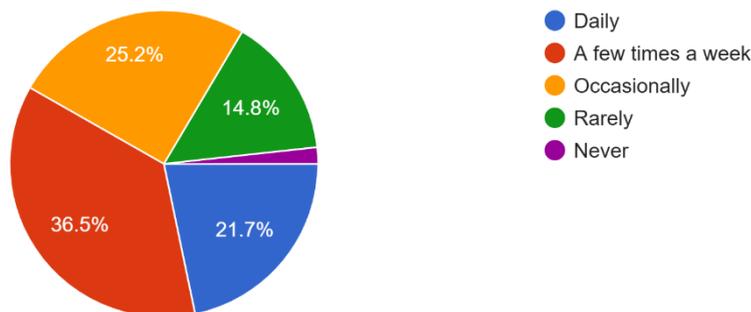
Peer Study and Interaction

When asked about their academic interaction with peers, 21.7% of respondents said they study or discuss subjects with friends daily, while 36.5% do so a few times a week. Another 25.2% engage occasionally, and 14.8% reported rarely doing so. The data highlights that peer learning and group discussions play a significant role in academic collaboration, enhancing mutual understanding and empathy among students.

Chart 4.9: peer study and interaction

I often study or discuss subjects with my friends or peers.

115 responses



Communication and Social Skills

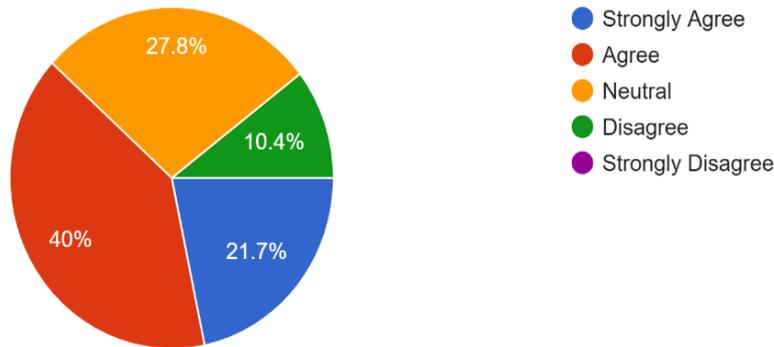
In terms of communication and social development, 21.7% of respondents strongly agreed and 30% agreed that they have developed better communication and social skills through their current lifestyle. However, 27.8% remained neutral, and 10.4% disagreed. This suggests that while a majority recognize personal growth in communication and social competence, some students may not yet feel fully confident in these areas. Overall, the findings indicate a positive trend toward interpersonal skill enhancement, which is crucial for empathetic leadership and active listening.



Chart 4.10: communication and social skills

I've developed better communication and social skills through my current lifestyle.

115 responses



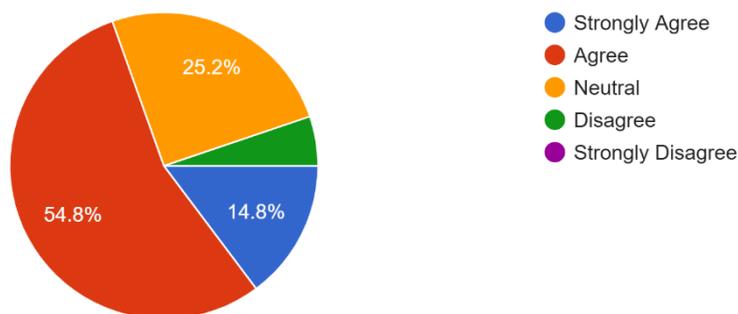
Discipline and Responsibility

When asked whether their life situation helps them become more disciplined and responsible, 14.8% of respondents strongly agreed, and 54.8% agreed, while 25.2% remained neutral. These results indicate that most students perceive their current environment as supportive of personal growth, helping them cultivate responsibility and self-discipline – essential traits for conflict prevention and resolution.

Chart 4.11: discipline and responsibility

My living situation helps me become more disciplined and responsible.

115 responses



Access to Academic Resources

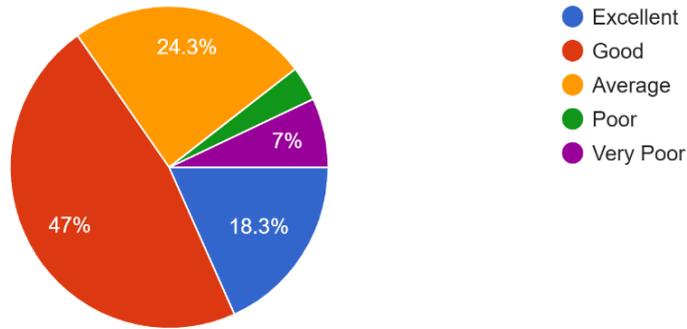
Regarding access to academic resources such as Wi-Fi, library facilities, and peer support, 18.3% rated their access as excellent, 40.7% as good, and 24.3% as average, while only 7% felt it was very poor. This suggests that most students have sufficient academic support systems, which promote fairness in learning opportunities and reduce potential conflicts arising from inequality in resources.



Chart 4.12: access to academic resources

Have good access to academic resources (Wi-Fi, library, peer support, etc.).

115 responses



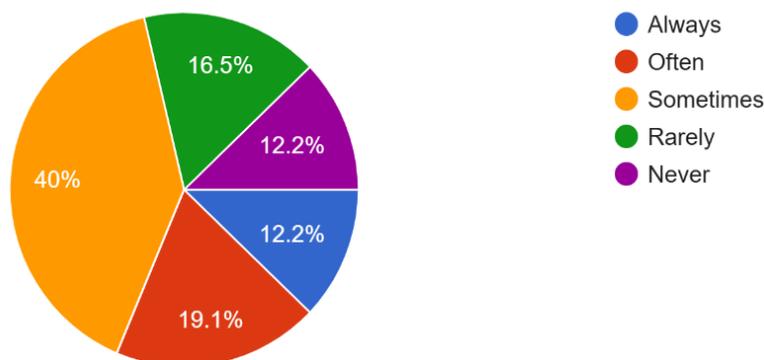
Participation in College Activities

In terms of co-curricular involvement, 12.2% of students reported that they always participate in college clubs and activities, 19.1% do so often, and 40% sometimes. However, 16.5% participate rarely, and 12.2% never engage. This variation shows that while a significant portion of students actively engage in campus life, others may face barriers such as time, motivation, or resource constraints – factors that can indirectly influence interpersonal harmony and conflict management,

Chart 4.13: participation in college activities

I take part in college activities or clubs actively.

115 responses



Confidence in Handling Daily Tasks

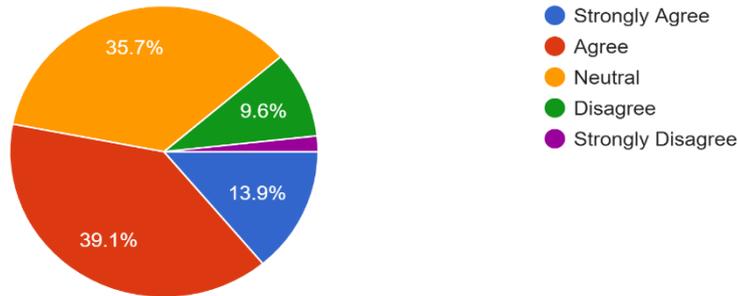
When asked about managing daily responsibilities such as laundry, budgeting, and time management, 13.7% strongly agreed and 39.1% agreed that they handle tasks confidently, while 35.7% were neutral and 9.6% disagreed. This reflects that most students possess moderate to high levels of independence and self-confidence, vital for balanced decision-making in stressful or conflicting situations.



Chart 4.14: confidence in handling daily tasks

I feel confident handling daily tasks (laundry, budgeting, managing time, etc.).

115 responses



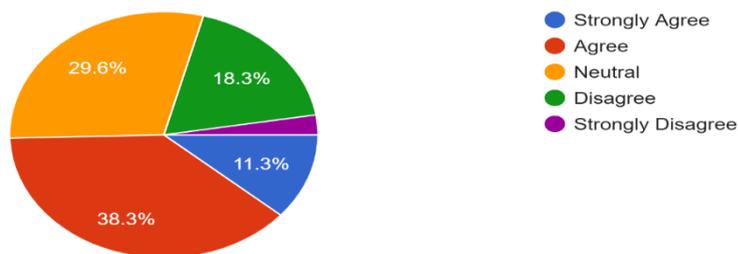
Mental Well-being and Stress Balance

In terms of mental health, 11.3% strongly agreed and 38.3% agreed that their living environment supports mental well-being, while 29.3% were neutral and 18.3% disagreed. Similarly, when asked about balancing studies and personal life without much stress, 7% strongly agreed, 27.8% agreed, but 43.5% stayed neutral and 16.5% disagreed. These responses indicate that while most students maintain fair mental balance, a significant portion experiences occasional stress or emotional strain – suggesting a need for enhanced emotional support mechanisms in their environments.

Chart 4.15: mental well being and stress balance

My current living environment supports my mental well-being.

115 responses



Financial Responsibility

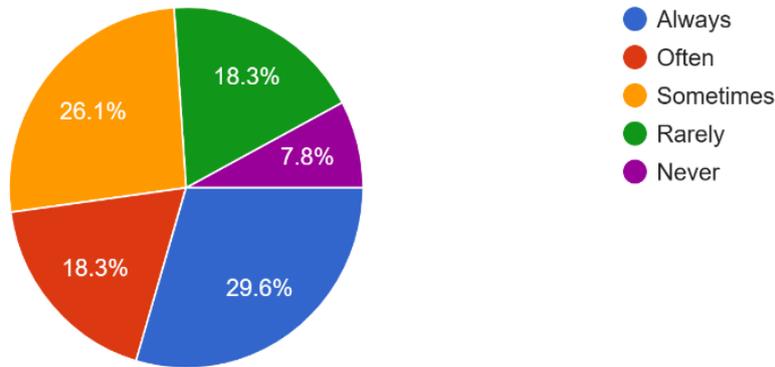
Regarding financial management, 29.6% of respondents reported always handling expenses responsibly, 18.3% often, and 26.1% sometimes, while 18.3% said rarely and 7.8% never. This data implies that although many students display financial discipline, a notable portion still struggles with budgeting or expenditure control – an area closely tied to self-management and responsible decision-making.



Chart 4.16: financial responsibility

I handle my expenses responsibly.

115 responses



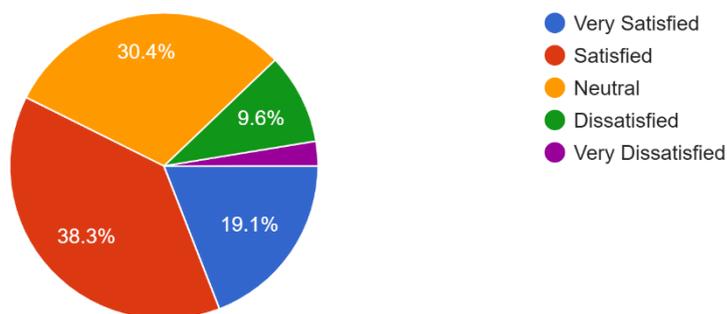
Satisfaction with Living Experience

A considerable portion of respondents (19.1%) reported being very satisfied, and 38.3% were satisfied with their living experience, either as hostel students or day scholars. Around 30.4% remained neutral, while 9.6% expressed dissatisfaction. This overall positive response indicates that most students find their current living conditions emotionally supportive, helping them maintain a stable and encouraging environment for learning.

Chart 4.17: satisfaction with living experience

I am happy with my living experience as a hostel student/day scholar.

115 responses



Impact on Academic and Personal Development

When asked whether hostel or day scholar life has influenced their academic and personal development, 12.2% strongly agreed and 42.6% agreed, while 33.9% stayed neutral and 10.4% disagreed. These results reflect that living conditions—whether independent or home-based—significantly contribute to shaping students' personalities, discipline, and leadership potential. Such experiences help foster emotional maturity, adaptability, and self-awareness—qualities vital for both academic success and leadership growth.

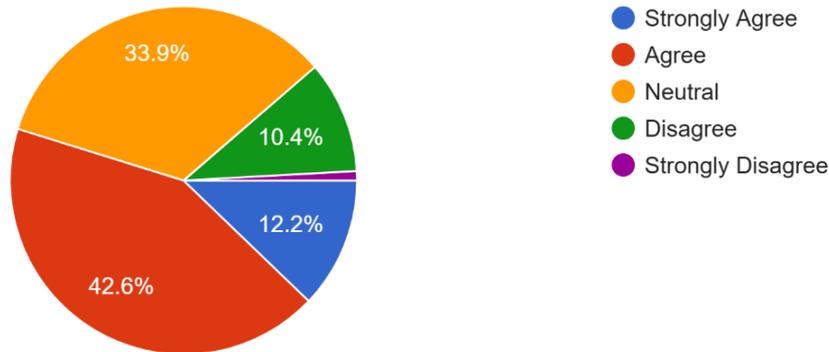
Impact



Chart 4.18: impact on academic and personal development

I believe hostel/day scholar life has strongly shaped my academic and personal development.

115 responses



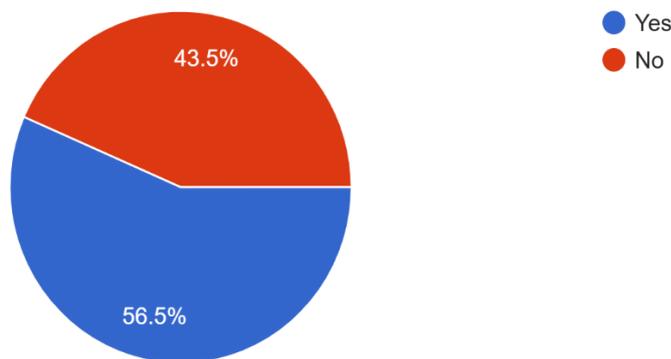
Experience with Both Living Conditions

A majority (56.5%) of respondents have experienced both hostel and day scholar life, while 43.5% have not. This mix offers valuable comparative insights into how different living environments influence students' emotional well-being, communication skills, and ability to handle academic or personal challenges. Those who have experienced both lifestyles are likely to have developed a broader sense of empathy and understanding toward diverse student experiences.

Chart 4.19: experience with both living conditions

Have you experienced both hostel and day scholar life before?

115 responses



Now, looking at the data we collected from our survey, some interesting patterns emerge.

1. About 57% of students reported being satisfied or very satisfied with their living experience, whether in hostel or as a day scholar. This shows that most students adapt well to their environment.
2. Around 54% of students agreed or strongly agreed that their living arrangement had a strong impact on their academic and personal development. So clearly, where you stay does influence your growth.



3. Interestingly, 56% of students have experienced both hostel and day scholar life, which gives them a broader perspective and helps them see the benefits and challenges of both lifestyles.

From this, we can conclude that both hostel and day scholar life contribute significantly to a student's development, but in different ways. Hostel life seems to help with independence, peer interaction, and self-management, while day scholar life supports emotional stability, family bonding, and focused study habits.

Ultimately, the survey confirms that neither lifestyle is superior – what matters most is how a student utilizes the opportunities available to them.

CHAPTER: 5

FINDINGS

1. Satisfaction with Living Experience

57% of students are satisfied or very satisfied with their living arrangement. Hostellers appreciate independence and peer support, while day scholars value family comfort and routine.

About 10% expressed dissatisfaction, mainly due to homesickness for hostellers and long travel times for day scholars.⁶³⁷

2. Impact on Academic Development

Hostellers benefit from peer learning, group discussions, and easy access to library and faculty support. Day scholars excel in individual focus due to fewer distractions and family guidance.

Both groups highlighted that self-discipline and time management were key factors in academic success, regardless of living arrangement.⁶³⁸

3. Impact on Personal and Social Development

Hostellers develop independence, adaptability, leadership, and social confidence. They learn life skills like budgeting, decision-making, and conflict resolution.

Day scholars maintain strong emotional stability, family bonding, and structured daily

routines. They develop responsibility within family and social networks.⁶³⁹

4. Psychological and Emotional Aspects

Hostellers face initial homesickness, loneliness, and peer pressure, but these experiences build resilience and coping skills.

Day scholars may feel less socially connected to campus life, but benefit from emotional support, reducing stress in challenging situations.

5. Overall Perception

54% of respondents agreed or strongly agreed that their living arrangement significantly impacted their academic and personal development.⁶⁴⁰

56% of students have experienced both hostel and day scholar life, gaining broader perspectives and better adaptability. The data shows that both lifestyles contribute uniquely to a student's holistic growth.

CHAPTER: 6

SUGGESTIONS

1. Encourage interaction between hostellers and day scholars through workshops, group assignments, cultural events, and peer mentoring programs.

2. Provide regular counseling and mental health support to address homesickness, stress, and social anxiety, especially for hostellers.

⁶³⁷ Verma, A. (2018). The Psychological and Emotional Impact of Hostel Life on College Students. *Indian Journal of Psychology*, 37(4), 221–233

⁶³⁸ Sharma, N., & Joshi, P. (2021). Effect of Living Arrangements on Students' Academic and Personal Growth: A Survey Study. *Education and Development Review*, 9(1), 45–60.

⁶³⁹ Bhattacharya, T. (2017). Holistic Development of College Students: Residential and Non-Residential Factors. *Indian Journal of Education*, 33(2), 78–90.

⁶⁴⁰ National Survey on Student Experiences (2022). *Living Arrangements and Student Satisfaction*. Higher Education Research Council, India.



3. Organize skill development programs focusing on leadership, time management, teamwork, problem-solving, and communication for both groups.

4. Introduce flexible study hours, online resources, and mentorship for day scholars to help balance academics with travel constraints.

5. Promote family and institutional support: day scholars should be encouraged to participate in campus life, and hostelers should have structured routines to maximize productivity and well-being.

6. Encourage experiential exposure: where feasible, students could experience both lifestyles temporarily (like short hostel stays for day scholars or day visits for hostelers) to improve adaptability and social learning.

7. Continuous feedback and improvement: Institutions should regularly collect student feedback on academic and personal support systems to adapt programs according to student needs.

CHAPTER: 7

CONCLUSION

1. Summary of the Study

This study explored the comparative impact of hostel life versus day scholar life on students' academic performance and personal development. Using survey data from students with diverse experiences, the study found that both living arrangements significantly shape student growth, but in different ways:

- **Hostel Life:** Encourages independence, self-discipline, peer interaction, leadership skills, and adaptability. It exposes students to diverse perspectives and helps them develop resilience in dealing with challenges like homesickness or peer pressure.

- **Day Scholar Life:** Provides emotional stability, family support, and structured routines, allowing students to focus on academics and personal responsibilities. Day scholars often show strong emotional regulation and family bonding.

The findings indicate that while academic success largely depends on individual discipline, personal and social development is influenced by the type of living arrangement. Students who experience both lifestyles tend to develop broader perspectives and adaptability.

2. Theoretical Contributions

- The study contributes to educational and developmental psychology literature by highlighting the influence of residential arrangements on student growth.⁶⁴¹

- It supports theories on environmental impact on learning and personality development, demonstrating that social exposure and independence in hostel life complement family guidance in day scholar life.⁶⁴²

- It provides evidence that both experiential learning and structured family support are crucial for holistic development.

3. Practical Contributions

- Educational institutions can use these findings to design support systems for both hostelers and day scholars, such as mentorship programs, counseling services, and interactive workshops.

- Parents and educators can better understand the strengths and challenges of each lifestyle, helping students maximize their personal and academic growth.

- By promoting collaboration between hostelers and day scholars, institutions can foster a balanced environment that nurtures both independence and emotional stability.

4. Scope for Future Research

- Future studies can include a larger sample size across multiple institutions to generalize findings.

⁶⁴¹ Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition*. University of Chicago Press.

⁶⁴² Astin, A. W. (1999). Student Involvement: A Developmental Theory for Higher Education. *Journal of College Student Development*, 40(5), 518–529.



- Research can explore the long-term impact of living arrangements on career outcomes, social skills, and psychological well-being.⁶⁴³
- Comparative studies can examine differences across cultures, regions, and academic disciplines, to understand how environmental and cultural factors influence development.
- Investigating the impact of hybrid living arrangements (e.g., part-time hostel stay or shared accommodations) could provide deeper insights into adaptive learning environments.

FINAL REMARK

In conclusion, both hostel and day scholar lifestyles offer unique advantages and challenges. Neither is inherently superior; instead, students' growth depends on how they engage with their environment, develop self-discipline, and leverage opportunities for learning and personal development. Educational institutions and families can play a key role in optimizing the benefits of each lifestyle, ensuring holistic development for all students.

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5. National Survey

⁶⁴³ Pascarella, E. T., & Terenzini, P. T. (2005). *How College Affects Students: A Third Decade of Research*. Jossey-Bass.