

# **Student Loneliness: A Study of UWE Bristol Students' Loneliness Experience and Coping Strategies**

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## Executive summary

The present research study (Student Loneliness: A Study of UWE Bristol Students' Loneliness Experience and Coping Strategies) was conducted to understand student experiences of loneliness, factors, and ways UWE could better support students experiencing loneliness.

1. In this research, we aimed to understand student experiences of loneliness and how it affected their overall experience at UWE. We specifically answered the following questions:
  - a. To what extent do UWE students experience loneliness? What form does loneliness take?
  - b. What factors contribute to the increased risk of experiencing loneliness at UWE?
  - c. What role did the Covid-19 pandemic play in student loneliness at UWE? To what extent are students still affected by this?
  - d. What action could the university take to prevent loneliness? How could we help students cope with loneliness?
2. The Student Loneliness Research Project Survey Questionnaire (SLRPSQ) was developed to collect data for the research. Two hundred three responses to the SLRPSQ met our analysis criteria. We also collected 306 minutes of qualitative data from the interviews with nine students.
3. We used SPSS to analyse the quantitative data and NVivo to analyse the qualitative data thematically.
4. We found that the spread of loneliness is concerning among UWE students, with 60.3% feeling lonely.
5. It was found that female, young, non-religious, home, and heterosexual students felt lonelier than their counterpart groups.
6. Lonely students felt sad, left out, unsupported or empty, struggled to make new friends, and had little sense of belonging.
7. The sense of belonging, connections, socialising and social skills, mental health, and other personal issues were related to loneliness.
8. Although Muslims, Jewish, Black/African/Caribbean/Black British, gay women, placement year and post-graduate research students reported higher levels of loneliness, no significant relationship between these demographic characteristics and loneliness was found.
9. We found that students were divided about the impact of COVID-19 on their loneliness experience, and thus, it was not easy to establish any relationship between the two.
10. Students used a variety of strategies to cope with loneliness, the most common ones being talking to family, friends, and flatmates and walking or riding a bike.
11. Students must be aware of all available services UWE Bristol provides. Six of the 21 services included in this study were found to have a direct or indirect relationship with participants' self-reported level of loneliness.
12. The most common suggestions to UWE Bristol were to raise awareness of services and arrange more social events and meetups.

## Introduction

Loneliness is becoming an urgent issue in the UK. Although statistics on loneliness vary significantly from study to study, holistically, they provide a vivid view of how serious this phenomenon is. Dinic (2019) reports that 47% of the population in the UK feels lonely at least a few times a month. In 2012, it was reported that 6% of adults in the UK experienced severe loneliness (Victor & Yang, 2012). Ten years later, Mental Health Foundation (2022) reported that 7% of adults in the UK permanently or often feel lonely, which denotes one percentage point increase in 10 years. Noticeably, this proportion is more than trifold among students, with the Higher Education Policy Institute (HEPI) estimating that 23% of students feel lonely all or most of the time. The feeling of loneliness is also higher among students who are disabled, LGBTQ+ or minoritised in society because of their ethnicity (HEPI, 2022).

Loneliness is defined as the horrible feeling when one's actual amount and quality of relationships are less than their expected quantity and quality (Perlman & Peplau, 1981). Loneliness is also described as a "widely distributed and severely distressing" condition (Weiss, 1973, as cited in Russell et al., 1978). It is urged that loneliness is widespread in higher education in the UK and must be addressed in society, not only in the higher education sector (Vytniorgu et al., 2021).

At UWE, 10% of new postgraduate and undergraduate students surveyed in the annual Student Health and Wellbeing Follow-Up Survey reported experiencing loneliness. Although this survey was only sent to new and not returning students, it showed that loneliness was the sixth most common issue students encountered in their first year after stress, anxiety or worry, low mood, and lack of confidence (UWE Bristol, 2021).

In this research, we aim to understand UWE students' experiences of loneliness and their effect on their mental health and overall student experience. We also aim to identify factors that may increase the likelihood of a student experiencing loneliness, particularly how students from marginalised demographic groups experience loneliness compared to their peers. Using this information, we intend to identify specific ways the University could better support students to prevent and overcome loneliness.

## Review of literature

Researchers have extensively studied the prevalence, the causes, and the effects of loneliness on adults. With 47% of the UK population feeling lonely at least a few times a month, the issue of loneliness is getting considerable attention (Dinic, 2019). Dinic also revealed that loneliness is more severe among those aged between 16 and 24, with 71% of them feeling lonely. Focusing primarily on UK international students, Wawera and Mccamley (2020) found that 72.13% felt lonely. Furthermore, while the Student Academic Experience Survey (2022) showed a lower percentage of students feeling lonely (23%), it highlighted that loneliness was a particular problem for Black students (31%), LGB+ students (30%), students with a disability (36%) and transgender students (47%). This survey also

revealed that 30% of respondents who have left their courses indicated mental health as the main reason. Mental health can be improved with social cohesion and social integration as it creates a sense of belonging that can combat loneliness; however, research has shown that there are significant barriers to improving mental health for Black, Asian, and Minority Ethnic groups, such as hostility and harassment (Alrawashdeh, 2020). There is room for more research surrounding students with protected characteristics such as LGBT+ and Black, Asian and Ethnic Minority students, and the impact these characteristics have on the likelihood of them experiencing loneliness at university, and ways to reduce this.

Studies on the causes found that missing family and friends, poor self-esteem, willingness to seek support and mental health issues (Vasileiou et al., 2019), affiliation, belonging and social help (Ouzia et al., 2023), change in domicile (Diehl et al., 2018; Department for Digital, Culture, Media and Sport, 2022; Oakley, 2019), quality and termination of relationships, change in role (Perlman & Peplau, 1981), and finally university infrastructure (Vytniorgu et al., 2021) are the main contributing factors to loneliness.

Lonely people are also at a higher risk of mental health problems like anxiety, depression, and increased risk of suicide, alcohol, and 'risk-taking behaviour' (Perlman & Peplau, 1981). Furthermore, Lee Oakley found that students tried to find ways to hide their loneliness in conversation because they did not want to be seen as unsociable or have adverse inferences drawn about their character (Oakley, 2019). It has also been noted (Perlman & Peplau, 1981) that people find talking about their loneliness with others difficult. This tendency, as well as stereotypes and stigmas, make it difficult to understand the spread and lived experience of loneliness.

As Stickley et al. (2015) put it, worsening mental health can also lead to the worsening of physical health, triggering addiction and substance abuse or an increase in risk-taking behaviours (Peltzer & Pengpid, 2017; Pettite et al., 2015; Doane & Thurston, 2014). Students have used these behaviours to fit in and reduce social loneliness at university. For UWE Bristol, this would mean the potential to tackle loneliness to prevent or reduce the amount of substance abuse by UWE students.

While loneliness is known and extensively studied, many studies only focus on one of the four aspects: its prevalence, causes, effects, or interventions. In the present study, we look at those aspects and the lived experiences of lonely students to better understand the issue and propose appropriate interventions to prevent loneliness. Specifically, we are seeking to answer the following questions.

1. To what extent do UWE students experience loneliness? What form does loneliness take?
2. What factors contribute to the increased risk of experiencing loneliness at UWE?
3. What role did the Covid-19 pandemic play in student loneliness at UWE? To what extent are students still affected by this?
4. What action could the university take to prevent loneliness? How could we help students cope with loneliness?

## Research Methodology

The present research seeks to understand loneliness among UWE Bristol students, from its prevalence to lived experiences and interventions. We designed a mixed-method approach (MMA) to achieve our goal, collecting both quantitative and qualitative data. Acknowledging McKim's (2017) claim, MMA (Mixed Method Approach) will allow us to understand the phenomenon deeply.

### Data Collection Instrument

The researchers designed the Student Loneliness Research Project Survey Questionnaire (SLRPSQ) to collect data for the present study. The items in SLRPSQ can be grouped into three main sections: Demographics, Loneliness Experience and Life and relationship satisfaction, coping mechanisms, and use of UWE Bristol services. The researchers developed a list of 13 questions to collect data from the focus groups. Recognising that students who experience loneliness are more likely to suffer from anxiety, depression, or other mental health conditions that may affect their willingness to join a group discussion (please see literature review), we wanted to ensure we do not limit our data to just students who feel comfortable to share their feedback in a group environment. So, students could choose their preferred environment: 1:1 interviews or focus groups. We used the same set of questions for both groups.

### Data Collection and Analysis

SLRPSQ was distributed to participants via Qualtrics. Participants were invited to participate in the study via lecture announcements, posters, and emails. SLRPSQ was administered twice, once in November/December 2022 and again in March/April 2023, consisting of the same questions each time. The researchers aimed to see if there was a difference in how lonely students felt between the first semester (2022) and the second semester (2023)

The researchers' aim behind this was to see if time made a difference in how lonely students felt. In 2022, 203 students responded to the questionnaire. After considering students' consent (excluding those who said no), average time spent filling out the questionnaire (excluding any questionnaire that was completed in less than five minutes), and completion percentage (excluding any questionnaire with less than 25% completion), 128 responses met our analysis criteria. In 2023, SLRPSQ generated 123 responses. After applying the same scrutiny, 75 responses met the analysis criteria. Nine participants (2 in the focus group and 7 in the interviews) attended our interviews and focus group, which generated 306 minutes of recordings. The data collected from the surveys was analysed using Statistical Package for the Social Sciences (SPSS), and the interview data, following Braun and Clarke's (2012) guidance, was thematically analysed using NVivo.

## Participants

The present participants were currently UWE Bristol students. To avoid double counting, Table 1 only shows the demographic information of students who participated in the first survey.

**Table 1**

The demographic information of participants in the first survey

Characteristics of participants		N	%
Year of Study	First Year	37	29.4
	Third Year	30	23.8
	Second Year	25	19.8
	Postgraduate Taught	24	19.0
	Placement Year	5	4.0
	Foundation Year	4	3.2
	Post Graduate Research	1	.8
Ethnic Origin	White/ White British	88	69.8
	Asian/Asian British	16	12.7
	Dual Heritage	9	7.1
	Black/African/Caribbean/Black British	8	6.3
	Other Ethnic Group	4	3.2
	Prefer not to say	1	.8
Religion/Belief	No religion or belief	81	66.4
	Christian	20	16.4
	Prefer not to say	6	4.9
	Hindu	5	4.1
	Muslim	5	4.1
	Buddhist	3	2.5
	Jewish	1	.8
	Sikh	1	.8
Sexual orientation	Heterosexual/straight	78	65.0
	Bisexual	30	25.0
	Gay woman/Lesbian	6	5.0
	Prefer not to say	4	3.3
	Gay man	2	1.7
Gender	Woman	81	64.3
	Man	37	29.4
	Non-Binary	7	5.6
	In another way	1	.8
Age	Mature	73	59.3
	Young	50	40.7
International Student	No	95	75.4
	Yes	31	24.6

## Findings and Analysis

This research aims to understand UWE students' experiences of loneliness and its effect on students' mental health and overall experience at UWE Bristol. It also aims to identify factors contributing to loneliness, particularly how students from marginalised demographic

groups experience loneliness compared to their peers. Using this information, we intend to identify specific ways the University could better support students to prevent and overcome loneliness.

Our analysis of the prevalence of loneliness among UWE Bristol students reveals that most students have suffered from severe loneliness (see Table 2 Below).

**Table 1**  
Prevalence of loneliness among UWE students

	First survey %	Second survey %
Never	2.4	2.7
Only rarely	4.0	1.3
At least once a month	7.9	4.0
At least once a week	25.4	34.7
Most of the time	49.2	45.3
All the time	11.1	12.0

The data shows a concerning percentage (60.3% in the first survey and 57.3% in the second survey) of students who have experienced severe loneliness—reporting feeling lonely most or all the time.

Further analysis of the prevalence of loneliness within different groups such as gender, year of study, age and home or international students shows that female (34%), first-year (22.3%), young (33%), heterosexual (39.2%), non-religious (39.4%) and home students (44.4%) had experienced severe loneliness to a greater extent than their comparator group<sup>1</sup>.

Data from interviews also shows that most interviewees felt lonely—at least at some point while at UWE. A thematic analysis of an open-ended item revealed that students experiencing loneliness felt sad or empty, struggled to make new friends, had no sense of belonging, and spent much time alone/on phones/in their rooms. Other common themes included feeling isolated even when surrounded by people, being left out, feeling unappreciated, unsupported, worthless, and missing loved ones. This could be summarised in one participant's account:

“Sometimes I feel that I missed home much, missing friends and family. I also feel it's hard to make friends, even the right ones, so I tend to just spend my days with classes and in my room.”

For many others, loneliness was a dark spell that took their happiness and joy away, as one participant puts it:

“It feels wretched, like everyone's on their islands but no one is on yours, and your island is drenched in rain and being eaten away, piece by piece. It is a veil that separates you

1. Refer to Appendix 1 to better understand participants' feelings of loneliness based on all demographic groups and other characteristics. The within-group percentage is calculated to provide a better view of variations within groups.



from everyone else, eating away until you just want to not exist.”

To answer our second research question, we found that there is a significant relationship ( $p = .001 < .05$ ) between loneliness, mental health conditions and other personal issues such as relationships and substance abuse.

Although analysis revealed that specific groups such as Muslims, Jewish, Black/African/Caribbean/Black British, gay women, placement year and post-graduate research students reported higher levels of loneliness ( $M \geq 5$ ,  $N=126$ ) [OBJ], the Chi-Square test revealed no significant relationship between these demographic characteristics and loneliness. The relationship between age, gender and loneliness was also statistically insignificant. However, one characteristic—study mode—had a significant relationship with loneliness,  $p = .001 < .05$ , with part-time students feeling less lonely.

We also found that sense of belonging ( $\tau_b = -0.330$ ,  $p = .001 < .05$ ), amount of socialisation ( $\tau_b = -0.425$ ,  $p = .001 < .05$ ), connection ( $\tau_b = -0.418$ ,  $p = .001 < .05$ ) and life satisfaction ( $\tau_b = -0.415$ ,  $p = .001 < .05$ ) have a moderate negative relationship with loneliness. In other words, students with higher sense of belonging, amount of socialisations, connections and life satisfaction reported lower levels of loneliness and vice versa.

Analysis of the interview data shows that students (mostly international) feel lonelier because they are in “a foreign country where [they] know no one” and that the unfamiliar environment and culture made it “really hard [for them] to adjust.” University facilities and work were the other reasons for students’ loneliness.

Our purpose behind administering two surveys at separate times was to see if students’ experiences of loneliness changed over time. Our analysis of students’ loneliness scores in the first and second surveys found no significant relationship between time and loneliness at UWE Bristol,  $p = .236 > .05$ . We also tested the relationship between loneliness rating and student’s years of study. Our analysis revealed no significant relationship between the year of study and loneliness,  $p = .538 > .05$ .

However, interview findings suggest that students feel lonelier at the initial stages of their studies and that feeling decreases as they progress to the second and third years.

**Table 3**  
The impact of Covid-19 on student loneliness experience

	%	Mean	p-value
Not at all	19.0	3.2	.36
Mildly	14.3		
Somewhat	20.6		
Very	20.6		
Extremely	25.4		

Where 1 means not at all; 5, extremely

In response to our third research question, we found that students were divided about the impact of COVID-19 on their loneliness experience.

The mean score ( $M=3.2$ ) indicates that COVID-19 has ‘somewhat’ impacted students’ experience and understanding of loneliness. A crosstab analysis revealed that the relationship between the impact of COVID-19 on students’ loneliness and students’ self-rated experience of loneliness is not significant ( $\tau_b = .07$ ,  $p = .36 > .05$ ).

The diversity of feelings towards the impact of COVID-19 was also seen in the participants’ answers to an open-ended item in SLRPSQ. One occurring theme was that COVID-19 negatively impacted students’ experience of loneliness and has had long-term effects on them. The most common negative impacts were loss of confidence, motivation and social skills, disconnection, separation from friends and family, increased feelings of loneliness, and development of mental health issues.

Another theme was a positive view of Covid-19. The participants thought communication and connection with friends were accessible during the lockdown. They also mentioned that their productivity had increased and that the lockdown helped them better understand themselves. Some said that they “liked” and “enjoyed” the lockdown and that it was “great.”

While many participants indicated that loneliness negatively affected their social skills and confidence, loneliness taught others the value of social life and connection. As one student put it:

“Before the pandemic, I thought I’m an introvert like I’m fine staying in at home doing my own thing and everything but then during the lockdown, I felt that even though I’m an introvert, but I still need to meet people [...] So, the pandemic taught me a lesson that even though I’m an introvert I still need a social life.”

From students’ perspective, it is easier to connect with people after the lockdown “because you are just right there.” However, others believed connecting with people during the lockdown was easier as “socialising happened online, and it was more normal to just call with friends and family, and people were less busy then.”

To answer the last question, we looked at different things: a) the services UWE Bristol provides, b) students’ awareness about the services, c) the relationship of services with loneliness and finally, d) student recommendations and suggestions.

21 UWE Bristol service and support options were included in the research. These services support students in different areas, including physical and mental health. Based on the interview data, students believe that UWE Bristol is already doing enough but suggested that more services should be promoted. Considering the suggestions, we looked at the extent of participant’s awareness of the services. As Table 4 shows, we found that the awareness level of students is low, with an overall mean score of just 1.59.

**Table 4**

Students' awareness of UWE Bristol services

	N	M	SD
UWE Wellbeing Service	118	2.25	.57
Information Point	117	2.16	.56
Student Reps	116	2.06	.50
Study skills workshops	114	2.04	.69
UWE Bristol (centre for) Sport	113	1.94	.70
UWE Health Centre	116	1.92	.63
Centre for Music	116	1.72	.61
24/7 Crisis text line	116	1.71	.58
SU Advice Centre	114	1.65	.53
Kooth Student (online counselling)	124	1.54	.64
Out-of-hours team	115	1.50	.57
Feel Good	115	1.43	.64
Resilient U	114	1.37	.55
Report and Support	116	1.34	.53
Same-day support chats	115	1.32	.54
University Chaplain	114	1.31	.46
SAM App	113	1.29	.56
Living Well (social prescribing)	114	1.27	.55
Student Health App	114	1.26	.50
UWE drugs and alcohol practitioner	114	1.23	.42
Nilaari	114	1.09	.28
Overall Awareness	102	1.59	.027

1= not heard, not used 2= heard but not used 3= heard and used

As shown above, UWE Wellbeing Service, Information Point, Student Reps and Study Skills Workshop, with mean scores of 2.25, 2.16, 2.06, and 2.04, respectively, are mostly known to students. To determine the reason behind student awareness of these four services, the researchers requested information regarding the four teams' awareness strategy via email. One team that replied to our request explained that their awareness strategy included:

- An engagement coordinator responsible for promoting their service.
- Their online chat service.
- Academics informing students about the service.
- "College/School newsletters."
- "Weekly 10 Top Things newsletters."
- "Social media (Instagram, X and Facebook)."
- "On-campus advertising and web presence."

(T. Cooper, personal communication, December 15, 2023)

A Kendall Tau-b test was run to measure the association between each UWE service and loneliness. The result shows that there is a weak negative significant relationship between only two UWE services and loneliness: SU Advice Centre and loneliness ( $\tau_b = -.27, p = .001 < .05$ ) and 24/7 Crisis Text Line and loneliness ( $\tau_b = -.16, p = .034 < .05$ ). Our further analysis shows that students who had used these services reported lower levels of loneliness.

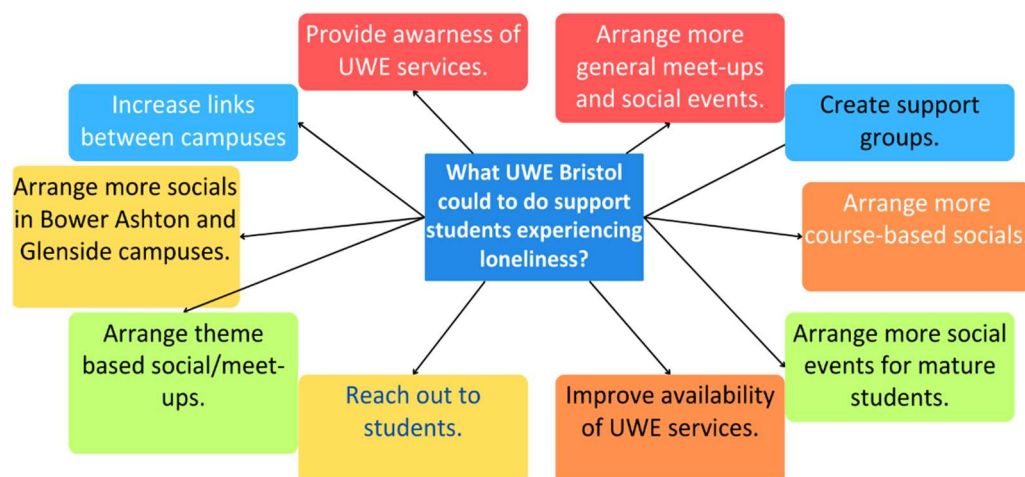
Further analysis shows that although an absolute majority of UWE services do not appear to have any relationship with loneliness, several services such as Nilaari, Wellbeing Service, Drugs and Alcohol Practitioner, and Living Well (Social Prescribing) have a relationship with one or more of the behaviours like the sense of belonging, connection, amount of socialisation and life satisfaction all of which have a weak to moderate negative relationship with loneliness at the 5% level ( $p = .001 < .05$ ). The analysis shows that students with higher sense of belonging, sense of connection and more elevated amount of socialisation and life satisfaction reported lower levels of loneliness.

In addition to the services above, UWE Bristol has a dedicated webpage, Tackling Loneliness, to support those feeling lonely better. The webpage is informative and provides students with numerous resources to tackle loneliness. We asked interview participants whether they knew the website; only half did.

Regarding how UWE could better help students, both survey and interview participants suggested 21 actions UWE Bristol could take to combat students' loneliness. The most common suggestions are summarised in Figure 1 below.

**Figure 1**

Participants' suggestions to UWE Bristol

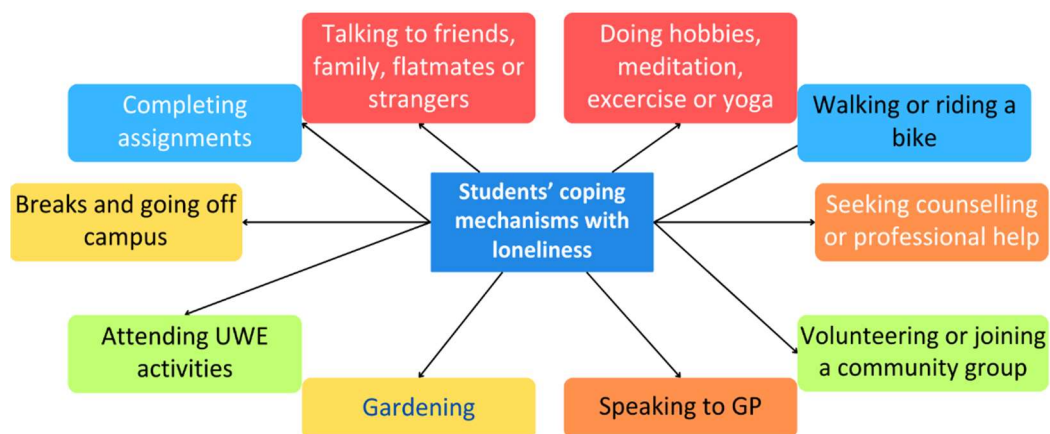


From the mentioned themes in Figure 1, the most common ones were providing awareness of UWE services and arranging more general meetups and social events. Other individual suggestions included training staff to pinpoint students experiencing loneliness, conducting loneliness awareness campaigns, providing free memberships, conducting smaller-scale surveys to identify lonely students, and scheduling more meetings with personal tutors.

In addition to the above findings, which directly answered our main questions, we had some other relevant findings. First, we found that students mostly feel lonely during breaks, in the spring and at the beginning of their studies. Second, it was found that students may need help opening up to university staff despite knowing everything was confidential. Third, we also found repetitive instances of social comparison in our qualitative data, which is weakly related to feelings of loneliness ( $\tau_b = .2$ ,  $p = .01 < .05$ ). Furthermore, our thematic analysis of the qualitative data shows that loneliness has negatively impacted student's academic engagements, motivation and confidence, sense of belonging and mental health and their ability to make connections. Participants also mentioned the positive effects of loneliness, allowing students "more time to focus on [their] studies". The final important theme in our qualitative data was students' coping mechanisms with loneliness, summarised in Figure 2 below.

**Figure 2**

Student coping mechanism with loneliness



## Discussion

In the present research, we endeavoured to understand UWE students' experiences of loneliness, the prevalence of loneliness at UWE Bristol, UWE services and their relationship with loneliness, and finally, students' coping mechanisms with loneliness and their recommendations for UWE to better support lonely students. This research also aimed to identify factors contributing to loneliness, particularly how students from marginalised demographic groups experience loneliness compared to their peers. Using this information, we intend to identify specific ways the University could better support students to prevent and overcome loneliness.

Our findings show the spread of loneliness concerns among UWE students, with 60.3% feeling lonely, 2.6 times the proportions reported by (HEPI, 2022). Loneliness was more widespread among female students, mature students, first-year students, and home students than their counterparts. If students have all these characteristics, they might be highly susceptible to severe loneliness; however, it was difficult to prove it in the present study because of insufficient data.

We found that lonely students felt empty, found it hard to make friends, spent much time alone and had little sense of belonging. The study also found the sense of belonging as a possible contributing factor to loneliness, which aligns with the findings of Ouzia et al. (2023). We also found that several UWE support services, such as Nilaari, UWE Drugs and Alcohol Practitioner, Report and Support and UWE Wellbeing Service, have a significant relationship with loneliness. Further analysis showed that students who had used these services reported lower levels of loneliness; however, we cannot say whether these students' lower levels of loneliness are due to their engagement with these services or not.

Other contributing factors to loneliness are UWE university facilities and the quality of relationships. Because students find it difficult to talk about loneliness (Perlman & Peplau, 1981), we found that students made excuses for not engaging with UWE services.

Muslims, Jewish, Black/African/Caribbean/Black British, gay women, placement year and post-graduate experienced loneliness with higher severity. Although these demographic groups reported higher levels of loneliness than their comparator group, the difference among these groups is not statistically significant. Thus, unlike Wawera and Mccamley (2020), the present study could not establish whether ethnicity played a role in student's feelings of loneliness.

Participants were divided about the impact of COVID-19, and it was difficult to establish whether the pandemic affected students' feelings of loneliness.

We also found that students were unaware of most of UWE's services and that only four out of 21 available services were known among participants. The services students need to be made aware of can follow the earlier strategies (see page 10) to better inform students about their services. This is especially important for services that have a direct or indirect relationship with loneliness.

Finally, several coping mechanisms that students used to fight loneliness were found. The most common ones were talking to friends and family members, walking or riding a bike, and doing hobbies, meditation, exercise, and yoga. To support students who are feeling lonely, UWE Bristol can create more opportunities for such strategies on UWE campuses so interested students can join and participate.

## Conclusion and Recommendations

The present research was conducted to understand UWE students' loneliness experiences, the prevalence of loneliness at UWE, factors that affected students' feelings of loneliness, students' coping mechanisms and ways that UWE could better help students tackle loneliness. We found that loneliness was widespread among UWE students. It was discovered that lonely students felt sad and empty and had a low sense of belonging. Except for the mode of study, there appeared to be no relationship between loneliness and demographic characteristics such as gender, age, ethnicity, and religion. Although there seemed to be no relationship between spending time at UWE and loneliness, several students (primarily international) noted that they felt lonelier in the initial stages of their

studies. We also found that current UWE services need to be promoted better because many students are unaware of them. Finally, we found that students desired more general social events and meetups and theme-based, course-based, and age-based events where students could get together and improve their networks. Based on the findings of the present paper, the following are recommended to support students experiencing loneliness.

1. Future Students, Communications and Marketing, and The Students' Union could continue and increase the prominence of the recent student loneliness awareness campaign. This will bring staff and students' attention to this destructive phenomenon and change it into a university-level discourse.
2. Programme and module leader training could include information on recognising and supporting lonely students and signposting them to relevant support services.
3. The Students' Union, Centre for Sports, Global Team, and Centre for Music could consider reviewing the current meetups and theme-based, course-based, age-based, and general social events to ensure they are well-planned and communicated to students. These events should occur on all the campuses: Frenchay, Glenside, and Bower Ashton. Such events are desired in the first and subsequent years.
4. Student Communications, The Students' Union, and Feel Good could consider providing better awareness of the Tackling Loneliness webpage as it provides numerous resources and events that lonely students can use and participate in.
5. UWE Wellbeing could increase the availability of UWE services. This is especially imperative for appointment-based services with long waiting times.
6. The Centre for Sport, the UWE Volunteering Team, and The Students' Union could create or advertise more current volunteering opportunities, yoga and meditation sessions, and gardening events.
7. The Global Team and The Students' Union could consider improving/increasing advertising and communication of the current UWE Bristol Buddy Scheme. This is especially important when international students arrive and begin their programmes at UWE, when they are new to the environment and culture.



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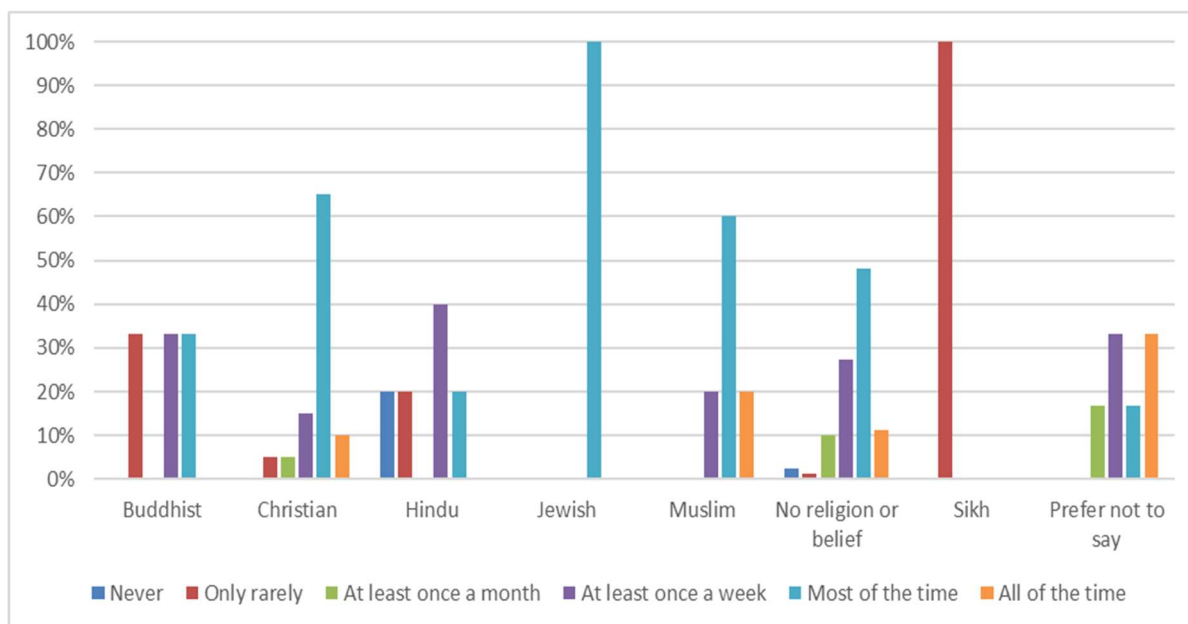
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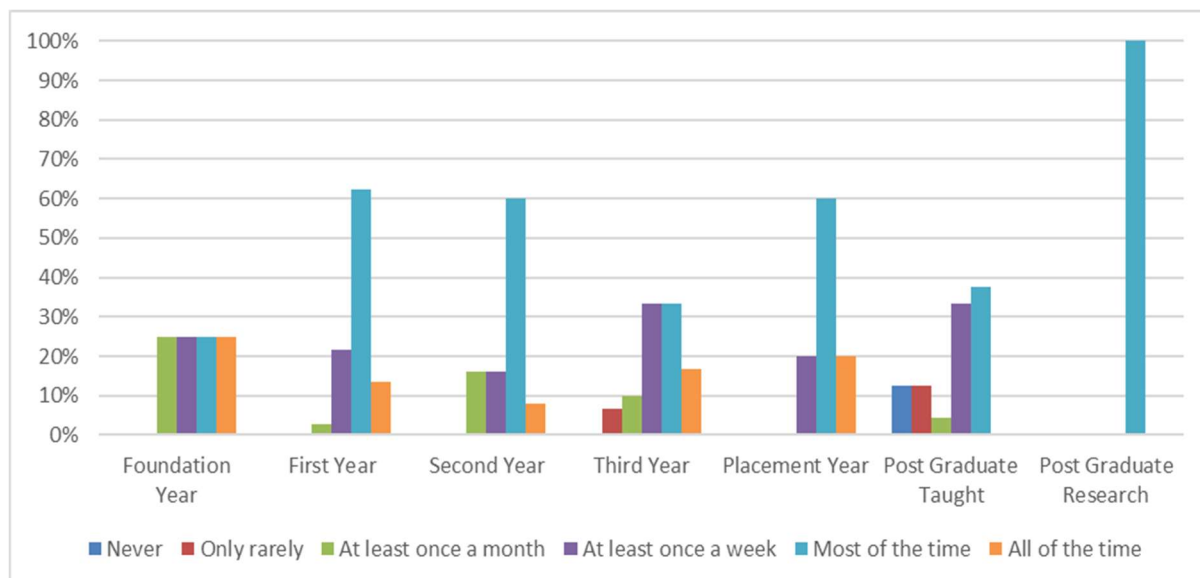
## Appendix 1

This appendix provides specific/detailed stats on UWE Students' experience of loneliness based on demographic groups and other characteristics. The within-group percentage (Row %) has been used to compare better and understand feelings of loneliness within each demographic group.

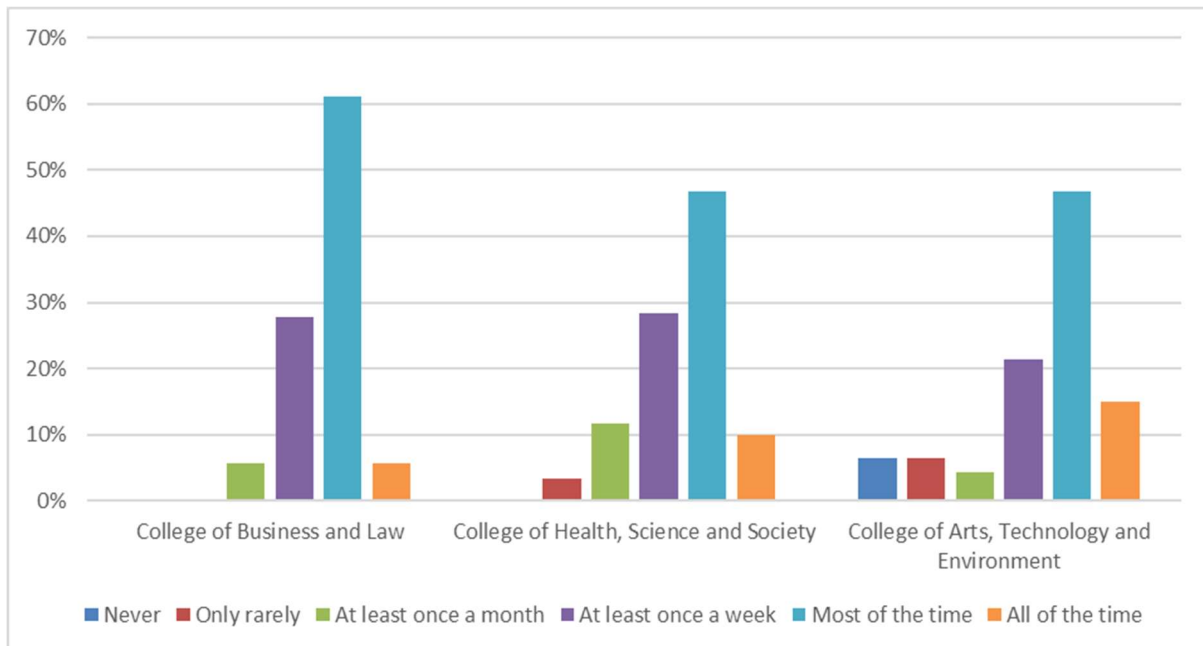
## Percentage of Students Experiencing Loneliness by Religion



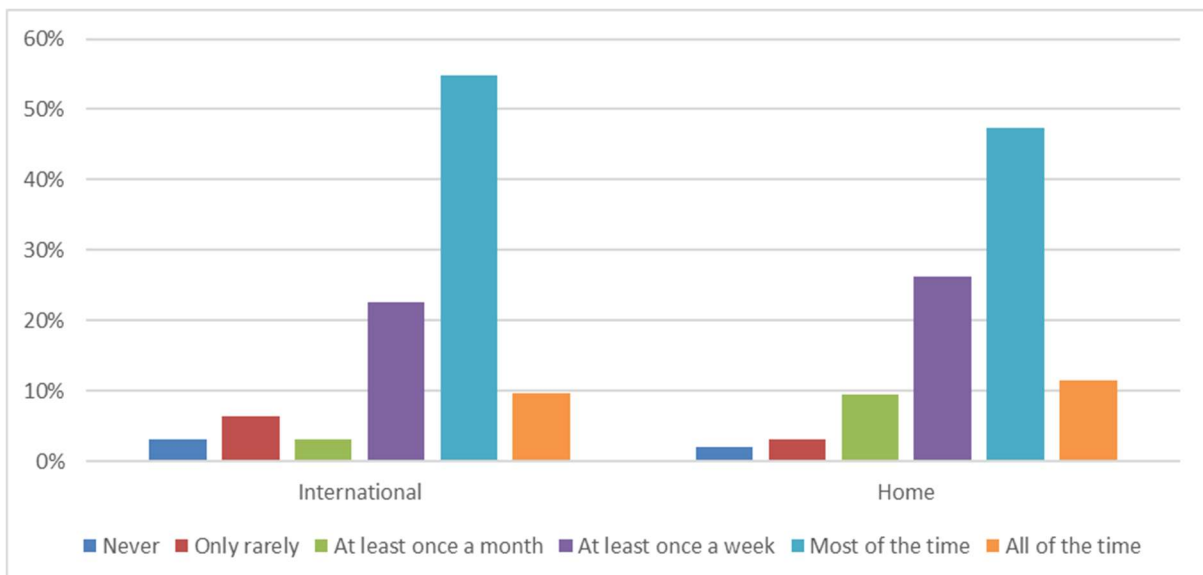
## Percentage of students experiencing loneliness by year of study



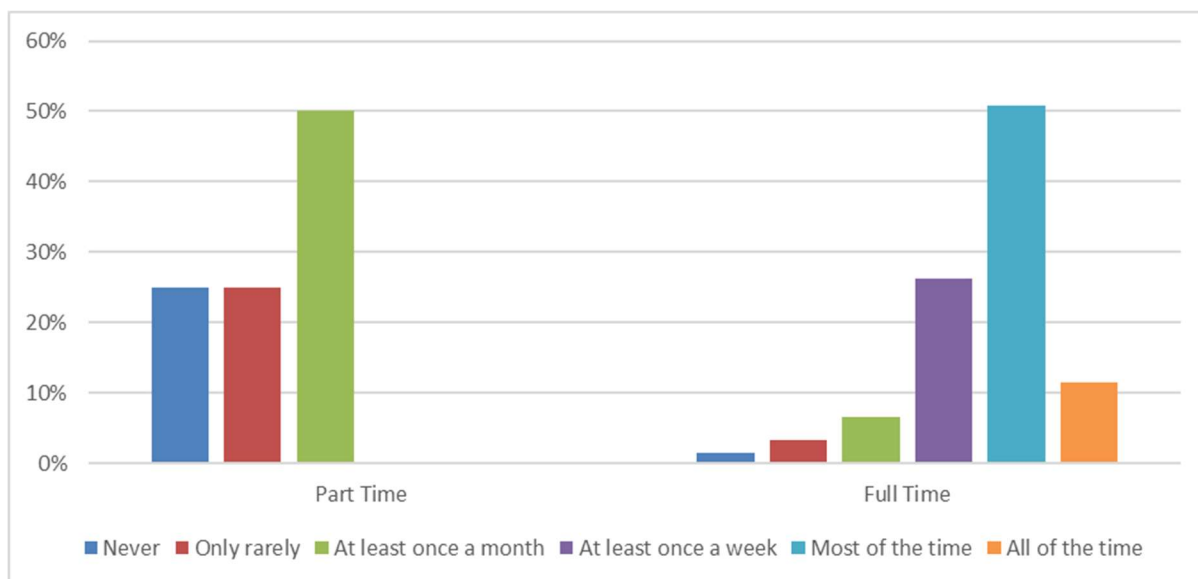
## Percentage of students experiencing loneliness by school/faculty



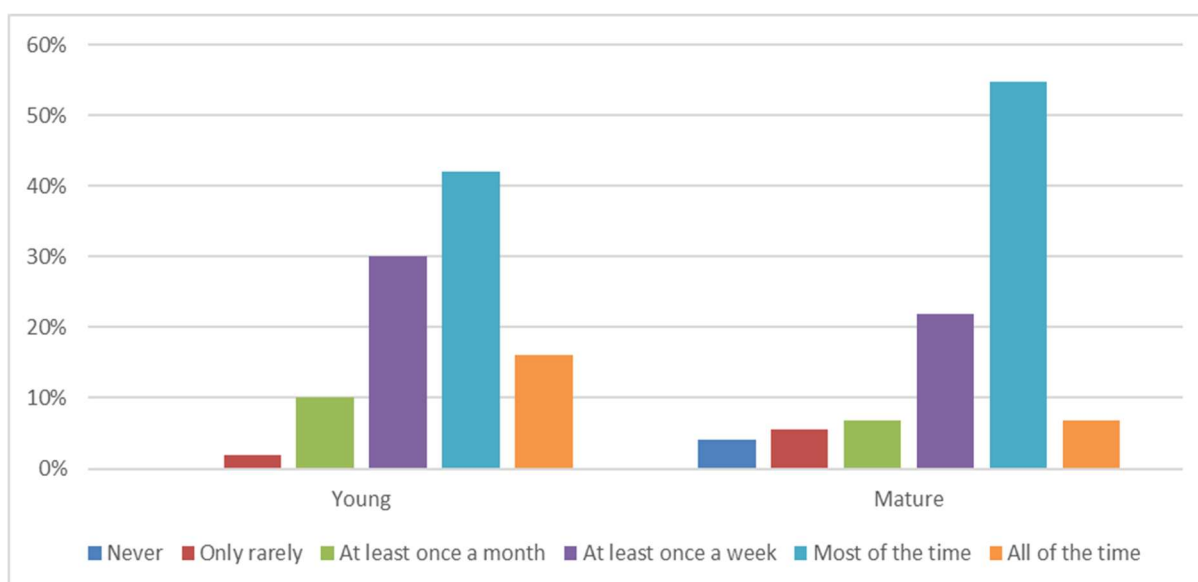
## Percentage of students experiencing loneliness by home or international status



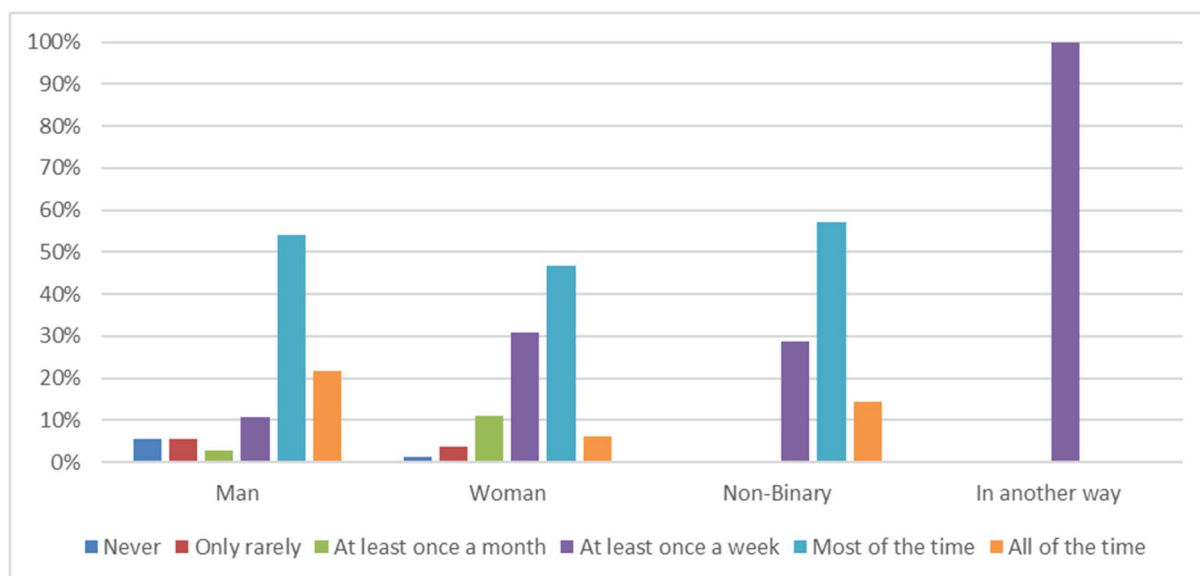
## Percentage of students experiencing loneliness by study mode



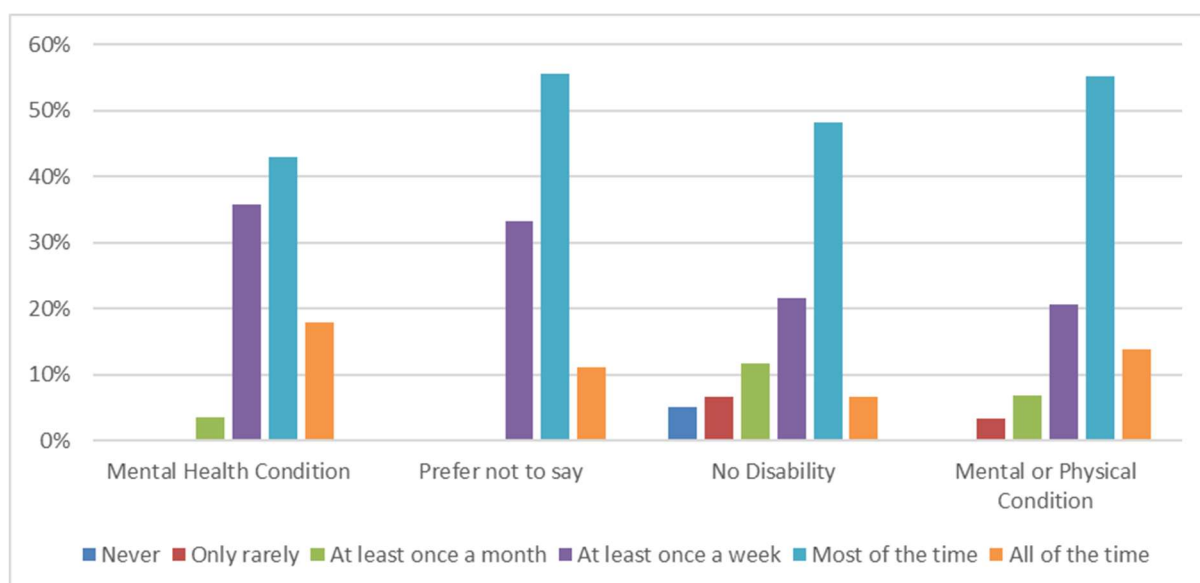
## Percentage of students experiencing loneliness by age group



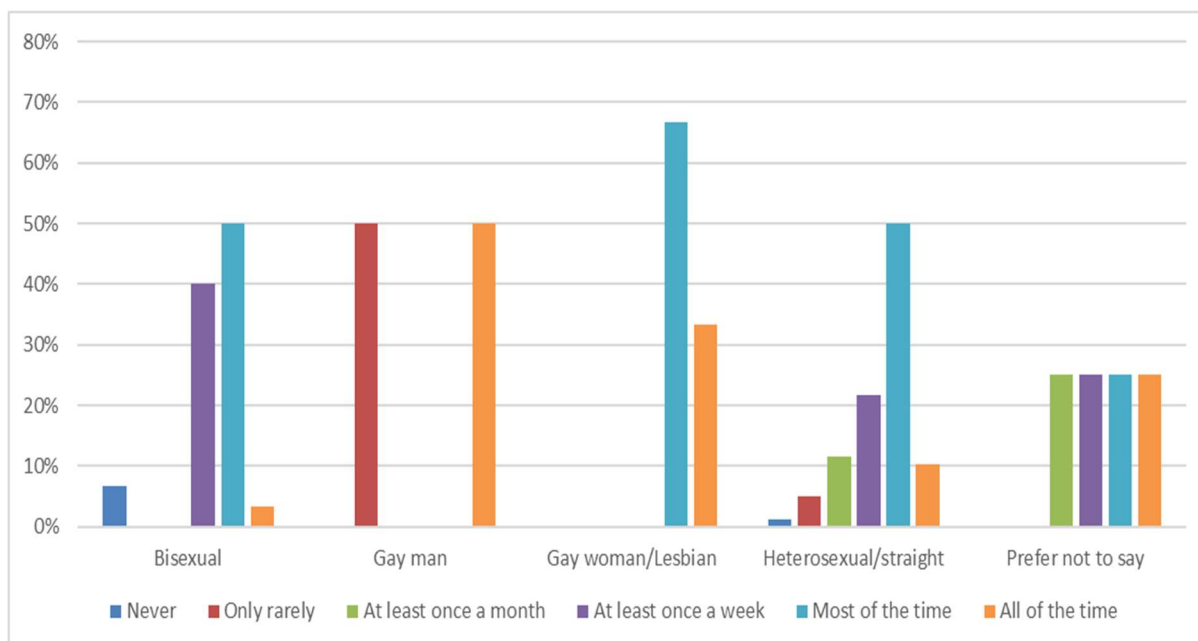
## Percentage of students experiencing loneliness by gender



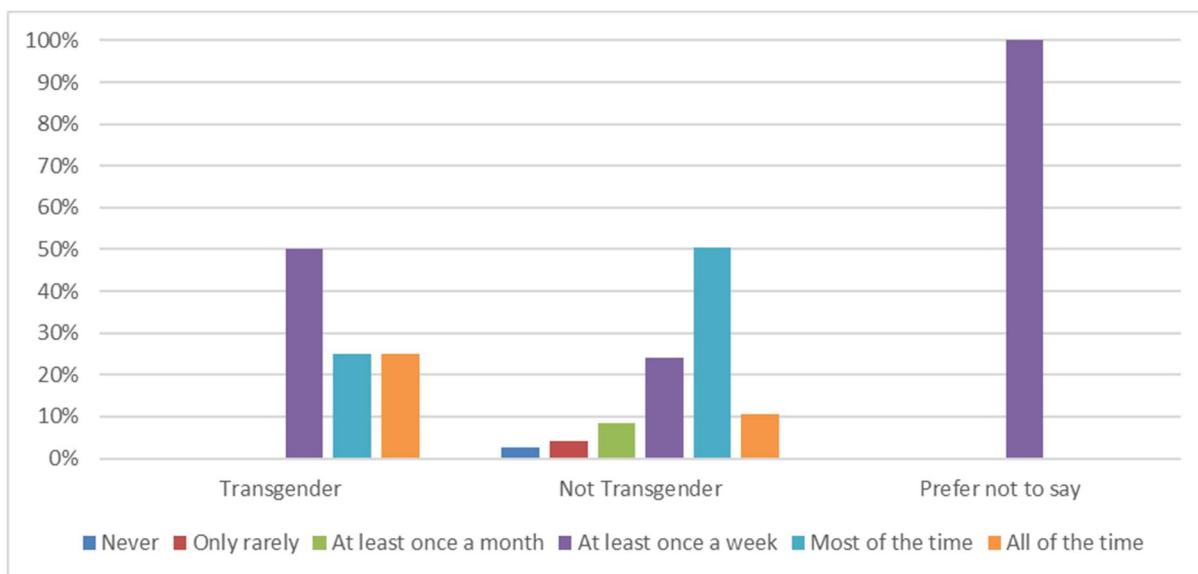
## Percentage of students experiencing loneliness by disability



## Percentage of students experiencing loneliness by sexual orientation



## Percentage of students experiencing loneliness by transgender status



## Percentage of students experiencing loneliness by Ethnic Origin

