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Introduction

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus (WHO, 2021). On January 30, 2020, the World Health Organization (WHO) declared a public health emergency of international concern, and since then, within a few weeks, 172 countries from around the world introduced various types of restrictions, including those regarding the functioning of universities (World Health Organization, 2022). The COVID-19 pandemic has had a very strong and wide-ranging impact on young people's well-being, mental health and security. Our mental health includes all aspects of our physical, psychological, emotional, and social wellbeing. It has an impact on our attitudes, feelings, and actions. It also affects our decision-making, interpersonal interactions, and stress responses. Every stage of life—from childhood and youth through adulthood—is crucial for maintaining mental health (Mentalhealth.gov, 2022). University students' mental health has been a concern even before the COVID-19 pandemic. University students are now more susceptible to mental health problems due to the pandemic's stressors and constraints, which could have a negative impact on their academic performance, social relationships, and future professional and personal chances (Chen and Lucock, 2022).

The aim of this study is to analyse the latest research on the effects of putting these restrictions into place in the UK, on the mental health issues of university students during the pandemic (COVID 19) From the point of view of their development in cognitive educational health, emotional, as well as social.

Background

As a result of learning, university students anticipate significant changes in their lives. It can be challenging, interesting, and enjoyable. Students are more likely to have mental health problems than the general population since many people initially struggle with them or seek help for them at university. (Johnson and Crenna-Jennings, 2018)

For university students the spread of online learning and support services, which many students found difficult to use effectively, was one of the specific challenges brought on by the epidemic. This challenge prompted students to be more apprehensive and worried about their academic achievement and long-term employment. (Adedoyin and Soykan, 2020) Closing student residence halls, delaying exchange programmes and commencement rituals, losing part-time jobs, and increasing confusion about career options are further repercussions. The lockdown and social isolation tactics may have also led to chronic loneliness by reducing options for connecting and socialising and increasing reliance on social media. (Adedoyin and Soykan, 2020) Interpersonal relationships help regulate emotions, which also aid in emotional regulation, stress management, and resilience in trying circumstances. Connections with other individuals help one feel satisfied with life and are beneficial for one's mental and physical health (psycnet.apa.org, n.d.).

Researchers at the University of Surrey surveyed 259 college students for depression, anxiety, general well-being, alcohol consumption and sleep quality. The research was conducted in autumn 2019, i.e., before the epidemic and during the first lockdown - at the turn of May and June 2020. (www.surrey.ac.uk, n.d.) First, during the epidemic, they noticed an increase in the risk of developing symptoms of depression and a decrease in general well-being. The incidence of clinical depression more than doubled, from 14.9 percent to 34.7 percent. Sleep quality overall did not deteriorate among university students, but researchers did find a link between poorer sleep and depression risk. (www.surrey.ac.uk, n.d.)

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