THE IMPACT OF KINDNESS ON PSYCHOLOGICAL WELL-BEING, HAPPINESS, AND SOCIAL CONNECTEDNESS AMONG UNIVERSITY STUDENTS

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of BSc (Honours) Applied Psychology

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DECLARATION

This work has not previously been accepted in substance for any degrees and is not being concurrently submitted in candidature for any degrees.

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1. Kindness and Prosocial Behaviour among adults.

2. Kindness and Prosocial Behaviour among adolescents.

3. Kindness and Prosocial Behaviour among university students in the United Kingdom.

4. Well-Being scales relating to Kindness and Prosocial Behaviour.

5. Social Connectedness Scales relating to Kindness and Prosocial Behaviour.

6. Happiness scales relating to Kindness and Prosocial Behaviour.

7. Various other prompts relating to Kindness and Prosocial Behaviour among university students, suggesting for supporting and arguing cases.

Furthermore, I acknowledge the use of ChatGPT (https://chatgpt.com/) on 18/03/2025 to double check that the language I had used throughout the dissertation theses was in line with English UK spelling using the prompt(s):

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Katherine Monk 18/03/2025

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Abstract

Kindness plays a vital role in interpersonal interactions and psychological well-being. This study explores its effects on university students' happiness, well-being, and relationships, guided by self-determination and broaden-and-build theories. The self-determination theory and the broaden-and-build theory of positive emotion underpinned the study, asserting that prosociality results in emotional and social health.

Participants were divided into two groups: an experimental group performing daily acts of kindness and a control group with no assigned tasks. Data on happiness, subjective well-being, and social connectedness were collected through standardised, self-administered questionnaires. Descriptive statistics compared group differences, while inferential statistics assessed the likelihood of results occurring by chance.

Findings indicated that students practising kindness experienced increased happiness. While well-being and social connectivity improved, these effects were marginal and not always immediate. The results suggest that while kindness fosters emotional benefits, its impact on long-term well-being and social inclusion depends on continued engagement.

Keywords: Kindness, Prosocial Behaviour, Happiness, Well-Being, Social Connectedness, Self-Determination Theory, Positive Psychology, Psychological Well-Being, Mental Health Interventions, Reciprocity Theory.

Chapter 1: Introduction and literature review

Studying kindness alongside prosocial behaviour remains a prominent research topic within psychology and sociology. Researchers now focus on these actions more than ever because they are critical in strengthening social connections while benefitting individual wellness. Altruistic gestures without reward expectations that emerge spontaneously help build social cohesion and generate personal happiness, according to Smith (2019). Research reveals that altruistic gestures lead to better well-being for both groups and individuals (Hosoda & Estrada, 2024) while strengthening social connections (Becky & Becky, 2023) and promoting harmony across populations (Mastrantonio, 2023). Research on kindness and prosocial behaviour continues to expand, yet significant gaps persist in the scholarly literature about how such behaviours express themselves across specific demographic groups and environments.

The confluence of developmental transitions, academic advancement, and social changes while studying in university establishes students as a distinctive population whose pro-social behaviours demonstrate distinct characteristics. Understanding kindness within this particular context stands critical because university students frequently encounter mental health problems alongside academic stress and feelings of social isolation. Kindness operates through conscious and subconscious cognitive functions that enable people to detect others' needs while responding with empathy and compassion without conscious intent yet creating beneficial behavioural changes (Williams & Weigand, 2022). The universal nature of this definition ignores personal variations in social response, which demonstrates the need for more complex analysis.

Research shows kindness increases happiness by building emotional states and life satisfaction (Lyubomirsky et al., 2005). The broaden-and-build theory (Fredrickson, 2001) explains that positive emotional experiences from being kind enhance behavioural

capabilities and develop psychological resilience and health. Hui et al. (2020) conducted a thorough review showing that participants engaging in intentional kindness activities achieved significantly higher happiness scores than control group members. Research indicates that simple kind gestures, including helping others or expressing appreciation, produce better moods while building more positive self-perceptions (Lee et al., 2024).

Science has confirmed the strong relationship between deliberate acts of kindness and subjective happiness, while researchers continue to explore the duration of this emotional response. Research proves we gain instant emotional benefits (Algoe et al., 2008), but Ouweneel et al., 2014 argue that lasting happiness requires sustained participation in charitable acts. This study builds upon existing research by examining how short-term kindness activities impact the emotional well-being of university students both swiftly and in the long term.

According to Forester (2020), kindness consists of thoughtful actions and compassionate generosity to help others thrive without demanding payment or reward. Psychological studies show that kindness joins empathy and compassion to build positive feelings that enhance social bonds (Slavich et al., 2021). The practice of kindness serves as a fundamental aspect of social behaviour, promoting both personal wellness and harmonious social relationships. The deliberate practice of kindness produces positive effects for both givers and recipients through mental health enhancement and reduced stress alongside stronger social bonds.

The mechanisms behind student kindness among UK universities remain underexplored despite extensive research by Jiang et al. (2021), Rosli & Perveen (2021), Munawar et al. (2023), and Lee et al. (2024). Studies typically focus on individual acts of kindness but fail to consider the diverse behaviours distinguishing various groups or individuals. The narrow unidimensional evaluation of kindness ignores its complex,

multifaceted aspects, which demand a more comprehensive multidimensional analysis. The limited availability of validated psychometric instruments creates a major challenge for researchers in this field as numerous studies experience unreliable measurement issues that impede the establishment of clear research conclusions (Shillington et al., 2020; Ciocarlan, 2022; Fox & Aspland, 2024).

Research on kindness has grown, but methods to measure its psychological effects continue to present persistent obstacles. Today, research primarily uses participant-reported measures, but these methods generate flawed data through social desirability bias when participants overreport their charitable involvement (Ciocarlan, 2022). Studies of brief interventions lack follow-up data regarding the lasting effects of kindness on individual well-being and social relationships (Maier et al., 2021).

The research design combines a control group with a quasi-experimental setup to study how structured kindness activities affect happiness levels, impacting social relationships and personal well-being. The study utilises the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) alongside the Oxford Happiness Questionnaire and Social Connectedness Scale to understand changes in psychological outcomes caused by kindness interventions among university students.

The study examines psychological motivators behind various acts of kindness through a combination of experimental and control groups, monitoring both groups through online surveys and weekly task assignments for the experimental group only. An additional follow-up online assessment will be administered to participants. Using self-report measures through online surveys enables broad subject exploration yet creates potential social desirability bias issues that could distort results toward socially approved actions. Researchers will investigate these dimensions to understand better the mechanisms by which psychological traits and situational factors create kind experiences during daily activities. The central driving forces

behind kindness remain unclear due to limited research on the relationship between psychological traits and social and environmental influences (Lamm et al., 2024). This investigation will examine prosocial kindness through multiple dimensions by assessing social connectedness alongside happiness and well-being levels.

This study bases its hypothesis on the assumption that exposing participants to kindness-inducing stimuli like the proposed list of acts of kindness will increase their subconscious drive to perform random acts of kindness. The study suggests that personality traits, baseline well-being scores, and altruism and agreeableness levels impact how often and intensely people demonstrate kindness behaviours. The study traces the immediate impact of the intervention through pre-test/post-test data collection to understand the psychological aspects and frequency patterns which influence prosocial actions. Relying on a single intervention in combination with pre-test/post-test measurement might fail to track long-term behavioural modifications, which may not reveal the full complexity of enduring charitable conduct.

Online data collection platforms align with our digital age by offering diverse participant access, strengthening the research findings' general applicability (Newman et al., 2020). Online platforms enable researchers to obtain data from diverse university student populations across multiple institutions through convenient digital platforms that address access needs for students with varying time commitments. Online surveys provide users with complete anonymity, leading to more truthful answers about personal kindness experiences and motivations because traditional self-reported measures commonly have social desirability bias (Victor et al., 2024).

This study follows a structured framework to thoroughly investigate kindness and prosocial behaviours exhibited by UK university students. Chapter 2 explains the research methodology, detailing the study design, data collection methods, and analytical strategies

used throughout. The results section of Chapter 3 delivers a comprehensive data analysis while tackling the primary research inquiries. Chapter 4 analyses research findings through existing theoretical frameworks to explain their implications for student wellbeing and university policy development.

Universities worldwide unite students from multiple cultural backgrounds, social positions and personal histories to form challenging learning environments that drive personal transformation. Academic institutions serve as platforms for students to move through demanding academic journeys alongside intensive student development in both social and personal realms. Universities function as learning hubs where students obtain higher education while developing their identities alongside their social relationships, acquiring emotional intelligence through education and professional capabilities, and building ethical character (Darling-Hammond, 2021). Individually, people become most susceptible to harm during this phase. Prosocial conduct and acts of kindness matter deeply in this ever-changing context because they build positive connections between people while enhancing their emotional state. Research by Preston & Rew (2021), along with Hirani et al. (2022) and Lazar & Eisenberger (2021), demonstrate that prosocial behaviours result in better mental health outcomes and enhanced life satisfaction coupled with stronger social support systems. University communities remain understudied in how students' behaviours evolve when they navigate between their academic needs and social relationships while balancing personal responsibilities and thinking about their future careers.

Studies from around the world demonstrate that university students face mental health challenges, including elevated stress levels and feelings of anxiety and isolation (Halliburton et al., 2021; Saravanan et al., 2020; Salimi et al., 2021). This trend reveals the necessity to examine the impact of kindness on these mental health challenges. Student wellbeing can be sustained through prosocial acts that reduce stress levels and lift moods (Alvis et al., 2022)

while creating feelings of connection (Douwes et al., 2023). University students who experience academic pressure and adult transition often need the stress-reducing benefits of kindness based on studies by Cage et al. (2021). Kind gestures toward peers and colleagues, faculty members, staff and community members function to build supportive and inclusive environments which combat stressors.

Different-sized acts of kindness create impactful outcomes that benefit individuals, their associated groups, and larger communities. Research by Frangieh et al. (2024) shows that basic social gestures such as actively listening to friends, sharing study materials, or holding doors produce beneficial impacts that benefit both givers and receivers. Universities benefit from kind acts because they help students develop empathy, build stronger social connections, and foster community spirit. Kind acts have been proven to increase student happiness while decreasing loneliness, which combats the social isolation that many students face. Effective mental health outcomes for university students in times of academic or personal strain heavily depend on environments promoting kindness. Studies examining different benevolent actions have shown their beneficial effects on mood, interpersonal relationships, and general happiness levels. Mey et al. (2023) found that students who dedicated themselves to kindness practices reported fewer symptoms of depression and anxiety and better social bonding experiences. Additional studies must determine if kindness produces enduring protective effects against stress or operates mostly as an emergency coping method. The study's pandemic-centred approach creates uncertainty about how these findings would translate outside emergency circumstances since regular challenges to kindness would likely vary. The scientific evidence demonstrates that small or substantial acts of kindness enhance personal well-being while strengthening community social bonds.

Research on prosocial behaviour has long examined educational and workplace settings, but scientists now study this behaviour more specifically within universities.

Universities function as distinct sociological environments which unite academic programs with diverse student populations to create landscapes that enable researchers to examine social interactions and individual development alongside the effects of kindness on student life quality (Gál et al., 2021). The UK higher education system experienced major reforms during the past two decades while welcoming a growing number of students who represent various socioeconomic statuses and cultural identities. Universities face increasing expectations to deliver broad mental health services and to maintain supportive campus environments (Campbell et al., 2022). Research on kindness and prosocial behaviour among university students reveals essential information about how these behaviours build an empathetic academic community that supports students.

This study attempts to address a literature gap by examining how UK university students demonstrate kindness and perform prosocial actions, along with their frequency and resulting impact. This research investigates the motivations behind such behaviours, their wellness-related benefits, and their enhancement of social connections to strengthen our grasp of kindness cultivation for student wellbeing and campus cohesion.

The study examines university students' acts of kindness and prosocial behaviour in the UK and their effects on student wellbeing, happiness, and social connectedness. This research focuses on understanding the effects of basic kindness activities on people. The research explores UK university students' participation in prosocial behaviours, including acts of kindness, by asking these supplementary questions. What drives people to show kindness, and what factors influence their motivations between different individuals and situations? The research examines the influence of kindness deeds on academic achievements and wellbeing alongside social connections among students. To what extent does the university environment promote or limit prosocial behaviour among students? These research questions create a thorough understanding of kindness and prosocial conduct in university environments

because they yield vital information about building academic spaces that support empathy, social responsibility, and teamwork.

Multiple established measurement tools will evaluate the study's impact on participants' wellbeing, happiness levels, and social interactions. The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) uses statements including "I have been feeling optimistic about the future" and "I have been feeling useful" on a scale from 1 (None of the time) to 5 (All of the time) to measure participant mental wellness. The Oxford Happiness Scale utilises a six-point scale that ranges from strongly disagree (1) to strongly agree (6) to measure subjective happiness through items including "I have very warm feelings towards almost everyone" and "I rarely wake up feeling rested." The Social Connectedness Scale measures social inclusion and comfort in social settings using statements such as "I feel comfortable in the presence of strangers" and "I am in tune with the world", which participants rate on a scale from 1 (Strongly disagree) to 6 (Strongly agree). These instruments quantify the psychological effects of kindness on three domains of wellbeing alongside happiness and social connectedness.

The questionnaire and psychometric scales work together to understand how kindness and prosocial acts influence university environments. This research examines key questions to provide meaningful insights about university-level strategies for fostering environments that promote empathy, collaboration, and social responsibility.

The study holds crucial value across academic fields and real-world applications. This study expands academic knowledge about prosocial behaviours by investigating university students, who represent an important yet under-investigated population in behaviour research. Studies about prosocial behaviour traditionally concentrated their research on children, adolescents, and adults. Still, university students exist during a transitional life stage that mixes independence with exploration alongside growing responsibilities. University settings

serve as crucial research areas to study how kindness and other prosocial behaviours develop and embed as young adults progress from adolescence through adulthood.

The study's research data provides crucial insights that guide university decision-makers and teaching and administrative staff in developing student well-being strategies. Educational institutions that recognise their students' mental health difficulties are stepping up their support with programs that provide counselling services and peer support networks, in addition to mental health workshops, student assistance systems, and resilience and mindfulness initiatives. This research explores how kindness and prosocial behaviours support student wellbeing and thus reveals the importance of nurturing academic institutions where empathy and cooperation flourish.

The study of kindness in university settings holds broader significance for understanding basic social behaviours. Students who demonstrate prosocial actions tend to display higher levels of empathy, enhanced moral development, and better social responsibility skills. This study's investigation of kindness behaviour among university students advances our comprehension of essential social virtue development in young adulthood. Universities must focus on fostering prosocial behaviours to create more cooperative and compassionate societies because modern society prioritises individualism and competition.

This study offers insight into university environments' influence on shaping student social actions. Universities serve dual purposes as learning centres and vibrant social locations where students create enduring friendships while forming social identities. This research examines how institutional cultures and social networks affect prosocial behaviours and reveals effective strategies for universities to promote or diminish student empathy and kindness.

The research provided deeper insights into the psychological advantages of helping others. Findings show that people who engage in acts of kindness experience greater happiness, reduced stress, and improved health outcomes. This research examines the positive relationship between helping behaviour and wellbeing among university students to add to existing evidence that kindness enhances mental health, especially in demanding academic environments.

This research uses relevant theoretical frameworks to understand the nature of prosocial behaviour and acts of kindness. This research focuses on prosocial behaviour, which describes voluntary actions that benefit others without personal gain. Two major behavioural theories of prosocial behaviour —social exchange theory (Homans, 1958) and empathy-altruism theory (Batson, 1991)—offer essential frameworks to explain what makes people perform kind acts. Social exchange theory states that humans determine their behaviour by assessing costs against benefits because they expect more social approval and emotional outcomes when compared to the effort required to help others. The theory suggests that people choose to act kindly because they anticipate getting both tangible and intangible benefits. Empathy-altruism theory proposes that genuine worry about others' welfare can lead people to altruistic actions without seeking personal advantages. People who experience empathy show increased motivation to help others through altruistic activities, including assisting those who require support. This theory argues that genuine concern for others' welfare drives people to perform acts of kindness.

This research utilises self-determination theory (Deci & Ryan, 1985) to study the relationship between kindness and personal motivation and wellbeing. According to self-determination theory, humans strive to fulfil their fundamental psychological needs of autonomy, competence, and relatedness. Acts of kindness help meet the need for relatedness through building relationships and creating interpersonal connections. Prosocial behaviour generates

personal feelings of competence and autonomy, leading to better wellbeing. Research on kindness and prosocial behaviour expands through this investigation which analyses multiple dimensions of kindness in university settings. This study moves beyond previous research that limited its analysis to individual acts of kindness by studying kindness as a continuous behaviour that affects multiple factors in students' lives.

This study contributes to the growing body of research on kindness and prosocial behaviour by offering a multidimensional analysis of kindness within university environments. Unlike previous research that narrowly examines single acts of kindness, this study explores kindness as an ongoing, dynamic behaviour that influences various aspects of student life.

This study uses self-determination theory and social exchange theory to explore the psychological mechanisms that drive kindness. The study's conclusions will guide university policies regarding student well-being by proving that purposefully designed kindness programs create supportive academic communities that promote inclusion. The study's findings could enable universities to create effective support strategies which build emotional resilience alongside improved academic success and better overall well-being for students due to rising mental health issues in higher education.

This research project relies on five key hypotheses demonstrating improved wellbeing outcomes for experimental group participants after they perform simple acts of kindness for one week. Experimental group members should show increased happiness ratings after the intervention period. Participants in the experimental group should demonstrate higher social connectedness metrics than their initial baseline evaluations. Experimental group participants should report superior ratings of wellbeing alongside higher happiness scores and enhanced social connectedness compared to control group participants.

We expect to observe interactions among scores from wellbeing and happiness based on social conn, dress measurements, and agreements within the experimental group.

Chapter Two: Methodology

Design –

A mixed (between-within) subjects design was used. This study employed a quasi-experimental pre-test/post-test framework, conducted entirely online. An actual randomised controlled trial (RCT) was not feasible due to institutional constraints and participant availability. Instead, a quasi-experimental approach was chosen to maintain ecological validity while allowing for between-group (experimental vs. control) and within-group (pre-test vs. post-test) comparisons. Participants were divided into two groups: an experimental group that engaged in a structured kindness challenge and a control group that did not participate in any specific intervention. This study measured three dependent variables (DVs) through online questionnaires: the Oxford Happiness Questionnaire, the Warwick-Edinburgh Mental Well-being Scale (WEMWBS), and the Social Connectedness Scale. The independent variable (IV) was the 7 days between the first and second rounds of online questionnaires. This allowed for measuring the difference in scores between participants in the control and experimental groups. Participants in the experimental group were instructed to perform at least three acts of kindness daily for seven days.

In contrast, the control group did not engage in structured kindness activities but completed the same pre- and post-test surveys. In order to answer Research Question One, "Do kindness challenges enhance prosocial behaviours among adults?", test measures were evaluated using a mixed between-within ANOVA. This analysis assessed whether participation in a kindness challenge facilitated through an online platform led to an increase in prosocial behaviours.

Participants –

Participants were members of the Discipline of Psychology and Counselling in the University of Wales Trinity Saint David (UWTSD) program, based in Swansea or

Carmarthen. Sixty-four participants participated in this online study, with twenty-six participants in the control group and thirty-eight participants in the experimental group. The sampling design followed a homogeneous group or cohort design, allowing the research to focus on a specific group of students with the common characteristic of enrolling in the Psychology and/or Psychology and Counselling course at UWTSD.

The sample consisted exclusively of psychology students, which may introduce selection bias, as these individuals might be more familiar with prosocial behaviour studies and thus more inclined to respond in a socially desirable manner. Participation was entirely voluntary, and all participants had to register for the survey through EMS, a system predominantly used by psychology students. Psychology students were selected for ease of access to the researcher; however, these findings could still be generalised beyond this group. Each participant had their unique access code for the online Experimental Management System (EMS), which allowed for anonymisation and ensured participants were only identifiable by their unique code number. The study was conducted online, with participants completing all tasks and questionnaires remotely. All participants were over the age of 18. UWTSD granted ethical approval before the commencement of the study.

Materials –

The study included the following materials: an information section (see Appendix 1), a list of acts of kindness (see Appendix 2), an informed consent form (blank copy) (see Appendix 3), and a memorable password for participants to link their two sessions together. Participants also completed the Oxford Happiness Questionnaire (Hills & Argyle, 2002) (see Appendix 4), the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (Warwick-Edinburgh Mental Well-being Scale, 2006) (see Appendix 5), and the Social Connectedness Scale (Lee & Robbins, 1995) (see Appendix 6). After completing these measures, participants were randomly assigned to either the control or experimental groups and given a 7-day task.

At the end of the 7 days, participants received a new information sheet (for the control group, see Appendix 1), a list of acts of kindness (see Appendix 2), and an informed consent form (blank copy) (see Appendix 3). Participants were asked to re-enter their original password and state their group assignment. They then completed the Oxford Happiness Questionnaire (see Appendix 4), the WEMWBS (see Appendix 5), the Social Connectedness Scale (see Appendix 6), and a debrief sheet (see Appendix 7). All materials were provided through an online platform.

All participants received the same online questionnaires. These psychometric scales were chosen as they had shown that they were valid and reliable in their own right. A study by Grigoriadou et al. (2024) determined that the Oxford Happiness Scale had been shown to possess good reliability and validity. The scale demonstrated high internal consistency, often with Cronbach's alpha values above 0.80 (Tavakol & Dennick, 2011), indicating that the items measured a cohesive construct. The scale also showed good stability over time, meaning that scores remained consistent when the test was repeated. The scale also correlated well with other psychometric measures of happiness and well-being, suggesting that it accurately captured the construct it aimed to measure. It has also been found to differentiate between groups based on expected criteria, such as differences in happiness levels between various demographic groups. Tennant et al. (2007) determined that the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) demonstrated good reliability and validity. The WEMWBS had shown high consistency with Cronbach's alpha, with a value of 0.91, indicating that the items effectively measured the same underlying construct. The scale also showed good test-retest reliability, with scores remaining consistent. WEMWBS correlated well with other psychometric measures of mental well-being. It has also been found to differentiate between groups based on expected outcomes, such as varying levels of mental well-being in different populations. A study by Lok and Dunn (2022) determined that the

Social Connectedness Scale had shown internal consistency, with Cronbach's alpha value at 0.90. This indicated that the items on the scale were measuring a cohesive construct. The scale also showed good test-retest reliability, with scores remaining consistent. The SCS had also been shown to positively correlate with other social support and well-being measures, indicating that it effectively captured the construct of social connectedness. The scale could differentiate between groups based on expected levels of social connectedness, supporting its ability to measure meaningful differences in social relationships.

Procedure -

Given ethical clearance from the University of Wales Trinity Saint David (UWTSD), this study was conducted exclusively online employing Qualtrics Survey Software. These comprised of questions from the Oxford Happiness Questionnaire (OHQ), Social Connectedness Scale (SCS), and Warwick- Edinburgh Mental Well-being Scale (WEMWBS). Recruitment was done through EMS, and participants were randomly assigned to either the experimental or control group using the Qualtrics randomiser tool.

All participants read an information sheet describing the study's purpose and a list of suggested acts of kindness that could be performed. The participants further sought their consent before the study could commence. They also added an identification password for the follow-up survey so that their answers could be matched to the models.

Pre- and post-intervention questionnaires included questions about happiness, social connectedness, and self-reported mental well-being for all participants. Higher OHQ totals of 40 and above denoted happiness and/or life satisfaction, while lower sums of 20 and below signified emotional disturbance. Likewise, higher WEMWBS above 40 out of 70 were associated with better mental health and higher resilience, while WEMWBS below 30 out of 70 indicated anxiety or depression. The SCS assessing social integration revealed a critical cut of 50+/70 for belongingness and 20-/70 for loneliness.

After the first assessment, the experimental group was given a 7-day kindness intervention where they were asked to complete at least 3 acts of kindness each day. The control group did not receive any such task. After the first phase of the study, all participants were given a debriefing sheet that helped them understand the study's purpose, the ethical considerations, and their right to withdraw from the study at any given time.

One week after the study, all participants were invited to complete a follow-up survey with the same items as the first. They had to type in their identification password to compare the answers. The tools comprised an information sheet, acts of random kindness list, consent form, questionnaire, and debriefing sheet.

The survey was administered online, and each questionnaire averaged 15 minutes in duration. The data was collected through Qualtrics and then transferred to SPSS for analysis. A mixed ANOVA was used to analyse the pre-and post-intervention scores, with the time variable as the within-subject variable and the group variable as the between-subject variable.

Chapter 3: Results

Introduction

This chapter discusses the study's findings, which relate to acts of kindness and their effects on university students' happiness, well-being, and social relationships. The findings are analysed systematically using basic statistics, significance testing, and multivariate analysis. To support this research question, this chapter will assess whether prosocial behaviour profoundly impacts the selected psychological differences between the experimental and control groups. A series of three mixed (between-within subjects) ANOVA's were carried out to explore the effect of simple acts of kindness on participants' happiness levels, well-being and social connectedness.

Table 1

Means and standard deviations for **happiness** scores across time 1 and time 2.

	Group	*M*	*SD*	*N*
Total happy time 1	1. Control Group	76.65	11.34	26
	2. Experimental Group	63.26	16.98	38
Total happiness time 2	1. Control Group	76.04	17.39	26
	2. Experimental Group	79.11	18.74	38

From Table 1 above, the descriptive statistics indicate a difference in the happiness scores between the control and the experimental groups. Initially, the control group had a higher mean happiness score of 76.65, while the experimental group had a mean happiness score of 63.26. It is also important to note that this disparity may be due to initial differences in the general happiness level these women may have had before the study based on personality or life experience. However, after the intervention, the experimental group had a higher level of happiness, 79.11, compared to the control group, with 76.04. This increase in happiness scores aligns with previous studies that established that performing an act of

prosociality leads to increased moods and life satisfaction. The *SD* of the experimental group before intervention (16.98) is more expansive, demonstrating the variation in the degrees of happiness from one individual to another. After the intervention, such variability remained, and it is posited that although kindness inherently contributes to the levels of joy, the changes are not uniform across all people.

The p-value for Box's Test of Equality of Covariance Matrices is estimated to be 0.117. Since this value is above the critical level of .05, covariance matrices are equal in both groups. This means that unequal variances did not affect the ANOVA. Checking the Levene`s values for homogeneity, both values are .05 and .43 respectively, therefore it can be assumed that there is violation of homogeneity of variance.

The ANOVA reveals a significant interaction between group (control vs experimental) and time (pre and post intervention) for happiness levels; Wilks` Lambda = .87, $F(1, 62) = 9.12$, $p = .004$, with a partial eta square value of .13 indicating a moderate effect size. The results of the ANOVA also reveal a statistically significant result for time (pre and post intervention); Wilks' Lambda = .89, $F(1, 62) = 7.822$, $p = .007$, with a partial eta squared value of .11, indicating that the kindness intervention leads to greater happiness with moderate effect.

The second ANOVA explored the effects of acts of kindness on individuals' levels of well-being. The results can be seen below:

Table 2

Means and standard deviations for **well-being** scores across time 1 and time 2.

Descriptive statistics	Group	*M*	*SD*	*N*
Total well-being time 1	1 – control group	46.81	8.72	26

	2 – experimental group	41.50	8.93	38
Total well-being time 2	1 – control group	48.81	9.95	26
	2 – experimental group	47.74	10.41	38

From table 2 it can be seen that the mean scores for well-being in both groups increase over time, with the men scores for the control group rising from 46.81 to 48.81 after the intervention. The mean scores for the experimental group rise from 41.50 to 47.74 suggesting that performing acts of kindness can have a positive effect on an individual's well-being.

The p-value for Box's Test of Equality of Covariance Matrices is .17 and above the critical level of .05, meaning that equal variances can be assumed. Checking for homogeneity Levene`s values are .90 and .94 therefore this assumption has not been violated. The results of the ANOVA revealed that there was no significant interaction between time (pre and post intervention) and group (control vs experimental group); Wilks' Lambda = .97, $F(1, 62) = 2.18$, $p = .15$, with a partial eta squared value of .03. There was however, a significant main effect for time (pre and post intervention); Wilks' Lambda = 0.88, $F(1, 62) = 8.22$, $p = .006$, with the partial eta squared = 0.117 representing a moderate effect. This implies that kindness positively affects well-being irrespective of which group participants were assigned to.

The third and final ANOVA explored acts of kindness on an individual's levels of social connectedness.

Table 3

Means and standard deviations for **social connectedness** pre and post intervention

Descriptive statistics	Group	*M*	*SD*	*N*
Total social connectedness time 1	1 – control group	41.50	7.08	26
	2 – experimental group	35.74	11.44	38
Total social connectedness time 2	1 – control group	40.12	12.46	26
	2 – experimental group	44.21	11.09	38

Table 3 provides means and standard deviations of social connectedness in the control and experimental groups pre-and post-intervention. At pre-test, the control group reported a higher mean social connectedness score of (41.50) than the experimental group score of 35.74. However, this dropped post intervention to 40.12. For the experimental group however, their mean score rose from 35.74 pre intervention, to 44.21 post intervention.

The p-value for Box's Test of Equality of Covariance Matrices is .04 and below the critical level of .05, meaning that equal variances cannot be assumed. Checking for homogeneity of variance, Levene`s values are .03 and .45 therefore this assumption may also be violated, indicating a need to proceed with caution. The results of the third ANOVA revealed a significant interaction between time (pre and post intervention) and group (control vs experimental); Wilks` Lambda = .88, $F(1, 62) = 8.66$, $p = .005$, partial eta squared = .12,

indicating a moderate effect size. In addition, the analysis revealed a significant main effect for time (pre and post); Wilks` Lambda = .93, $F(1, 62) = 4.48$, $p = .04$, partial eta square = .07, suggesting that participants in the kindness-based activities reported more substantial increases in social connectedness than those in the control group.

Chapter 4: Discussion

This study aimed to investigate the psychological benefits that university students get when they engage in acts of kindness, in as much as well-being and happiness, and social connectedness. In this quasi-experimental design, it was determined whether structured acts of kindness positively influenced these domains compared to the control group. The results show that happiness emerged with the largest increase while well-being and social connectedness also increased, though with smaller effect sizes. These findings support the theoretical literature on prosocial behaviour, consistent with studies that have established the relations between kindness, positive emotion, and social functioning (Hosoda & Estrada, 2024; Becky & Becky, 2023). However, the fact that between-subjects effects were mixed points to the fact that it may be challenging to determine the effect of prosocial behaviour in short-term interventions.

The Impact of Kindness on Happiness

This research indicated that there were gains in happiness among the participants who were asked to do acts of kindness. The experimental group was found to have a significantly higher post-test happiness level than the control group in support of evidence that helping others leads to increased well-being (Lee et al., 2024). Results obtained from the Oxford Happiness Scale supplemented the general understanding that practicing daily kindness enhances life satisfaction (Hui et al., 2020). These findings are consistent with the self-determination theory (Deci & Ryan, 1985) that asserts that meeting basic psychological needs results in better mental health. It helps to develop positive emotions, foster social

connections, and the perception of personal efficacy through gratitude from the recipient (Karman, 2019). According to Lyubomirsky et al. (2005), positive emotions promote prosocial behaviour, enhancing social relationships and self-esteem. This is by the broaden-and-build theory by Fredrickson (2001), where performing kind acts enhances the positive self-image and reduces negative emotions.

According to the social reciprocity theory by Gouldner (1960), the increase in happiness can be explained. The expectation or experience of being reciprocated increases feelings of belongingness and pleasure (Algoe et al., 2008). However, it should be noted that the effects within subjects were more significant overall than those between subjects. This proposes the idea of regression to the mean in which the individuals with comparatively low happiness scores had more significant gains (Lyubomirsky, 2008).

There are also reasons why kind acts may not work across cultures, and cultural differences might even affect the success of kindness interventions. In collectivist cultures, where people prioritise interdependence and affiliation, the positive effects may be more significant than in individualist cultures (Jiang et al., 2021). Since the participants within the study come from diverse backgrounds, cultural differences in the perception of kindness may have affected their responses. Future research should also explore how cultural identity might buffer or enhance the relationship between kindness and happiness, especially in diverse populations.

They also include contextual factors. The study focused more on the individuals' acts of kindness to people they knew or others they encountered daily, not in an organised setting. While single acts of kindness may give a temporary burst of happiness, consistent participation in programs, like volunteering, may produce longer-term positive impacts (Rosli & Perveen, 2021). Further research should focus on how one-time occurrences are different from well-planned ones. Research that has involved longer intervention durations, like the

one conducted by Ouweneel and colleagues (2014), suggests that the longer an individual engages in prosocial behaviour, the longer they experience happiness gain.

Furthermore, personality characteristics may interact with kindness interventions in some way. It has been proposed that people with high agreeableness and extraversion gain more from doing kindness activities (Munawar et al., 2023). Extroverts will likely derive satisfaction from social relations, while introverts may not feel the same way. Future investigations should incorporate personality assessments as moderating variables in the intervention's treatment.

Well-Being and Psychological Benefits of Kindness

While the results showed that kindness positively correlated with happiness, the same was not true of well-being. The changes in the well-being scores for the experimental group were further compared to a control group using the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). The impact was not as significant as that seen in the case of happiness. This finding agrees with Ciocarlan (2022), who noted that while acts of kindness could help to make people feel good in the short term, the other aspects of well-being are a product of practice. These findings can be understood by acknowledging that well-being is a complex emotional, psychological, and social phenomenon and might be why the kindness interventions were not as effective within this research.

Well-being is the overarching, enduring state of the person’s psychological health, while happiness relies on short-term conditions. Diener et al. (2017) revealed that subjective well-being depends on dispositional, socio-structural, and value factors. Thus, while short-term mood enhancement may be attained through performing altruistic acts, long-term improvement in well-being is achieved when individuals change their behaviour patterns and the way they think about the world. This concurs with Layous et al. (2012), who posited that

while STK boosts mood, the impact on well-being is profound in those who practice it as a steady behavioural change, not a one-time exercise.

Furthermore, well-being is far more a matter of meaning and purpose, not feelings and moods. Self-awareness measures that encourage people to think about what they are doing and why can be more beneficial for individuals than occasional altruistic behaviours. In their study, Steger et al. (2008) described the positive effect of performing purposeful acts of kindness like volunteering for a cause that one has values and preferences for, a finding that showed that participants who committed purposeful acts of kindness had higher subjective well-being than those who only performed isolated acts of kindness. The development of subsequent studies should focus on the motivation for the act of kindness rather than how often it occurs.

These findings are consistent with Deci and Ryan's self-determination theory (1985), which states that human beings are motivated to satisfy basic psychological needs of autonomy, competence, and relatedness in order to attain optimal well-being. Prosocial behaviour might increase positive mental health through increased feelings of relatedness due to social contact and mastery in helping others. However, the findings indicate that it is the kind of acts that positively impact well-being regardless of whether the choice is self-determined or made by somebody else. Weinstein and Ryan (2010) stated that young adults who engaged in kindness for personal reasons reported a higher level of well-being than those who engaged in the act for reasons of perceived pressure. This could be why some of the participants in the experimental group were more likely to report more significant well-being gains than others; intrinsic motivation helped to boost the effects of kindness.

Therefore, it could be that personality characteristics significantly influence the effects of kindness on well-being. Munawar et al. (2023) investigated how agreeableness and extraversion personality traits contribute to perceived reactions to prosocial behaviour.

Kindness interventions may benefit agreeable persons since they are predisposed towards cooperation and positive interactions. In the same way, heavy social interactors, such as extroverts, will likely experience a more significant boost in well-being than introverts, who might feel drained by the constant social interaction. Therefore, since the present research did not consider personality variations, future studies should examine how such approaches enhance the well-being of different personalities.

Lastly, the roles of biology may explain why kindness leads to well-being. Moll et al. (2006) have found that prosocial behaviour engages the reward circuits in the brain, such as the ventral striatum and prefrontal cortex. Kindness activities increase the production of dopamine and oxytocin, which are associated with social connectedness and positive feelings. However, the effectiveness of prophylactic neurochemical changes regarding sustained well-being enhancement remains inconclusive.

Kindness and Social Connectedness

The literature has established links between kindness and social connectedness, whereby performing acts of kindness enhances interpersonal relationships and the individual's feelings of belonging (Becky & Becky, 2023; Hui et al., 2020). The results from this study support previous research, as participants in the experimental group reported an improvement in perceived social connectedness following the intervention phase.

One way to explain how kindness leads to connection is through the theory of reciprocity. According to the social reciprocity theory, as postulated by Gouldner (1960), kind behaviours elicit similar positive responses, thereby maintaining social relationships. Some of the participants in this study could have been encouraged by the positive feedback they received from the other students, making them feel connected. Algoe et al. (2008) discovered that gratitude increases relationship closeness, but the level of reciprocity of participants may have affected the level of relationship improvement in social connectedness.

One more reason for social connectedness may be the sense of identification that goes along with positive emotions. According to the broaden-and-build theory by Fredrickson (2001), positive emotions expand the available repertoire and resources and enhance social relatedness. Acting altruistically likely creates positive social experiences, which can be valuable for university students when constructing relationships (Rosli & Perveen, 2021). Nevertheless, the degree to which social feedback can help moderate these effects is still a mystery, which calls for more research.

It was found that the type of prosocial acts may influence the effectiveness of kindness interventions. It was found that FS directed towards friends and family is far more important for the level of social connectedness than positive actions towards strangers (Aknin et al., 2013). In this study, participants selected the target of their kindness interventions, which may have involved individuals of differing levels of relatedness. Those helping people with whom they already share a relationship may have potentially received more substantial benefits compared to helping strangers. Therefore, future studies should explore whether the outcomes of other structured approaches that leverage social networks are more profound.

Cultural factors may also determine how kindness enhances social integration. Jiang et al. (2021) reported that those from collectivistic backgrounds are likely to show greater levels of connectedness when the participants are engaged in random acts of kindness than those from individualistic backgrounds. There was also a possibility that due to the differences in their cultural setting, cultures could have influenced students' reactions to the intervention. Future research should elaborate on whether collectivist-oriented interventions yield more significant societal advantages.

Another moderator is the temporal length of the intervention – how long the intervention will last before its effects cease. Although short-term positive behaviour changes can enhance self-reported mood and short-lived interpersonal interactions, forming a long-

term social network may take time (Beelman & Heeren, 2020). Research works like those of Kok and Fredrickson (2013) established that extended participation in activities enhances long-term social inclusion. It is possible that extending interventions will increase the impact of the interventions themselves.

Other individual differences include personality traits, which can also influence the effects of kindness. Munawar et al. (2023) postulated that because extroverts require social contact, they might obtain more significant increases in connectedness than those gained by introverted participants, who could provide connectedness by engaging in less conspicuous acts of kindness. Subsequent research should examine how different personality factors enhance or hinder acts of kindness.

Neuroscientific evidence also further confirms the importance of kindness in the development of social relations. Moll and colleagues (2006) suggest that prosocial behaviour stimulates areas of the brain connected with bonding, reward, and trust, which are brought about by oxytocin and dopamine. However, the neurochemical changes that occur in the long term remain ambiguous and should be researched further.

Lastly, institutional support may help promote kindness interventions. Cognitive interventions such as structured kindness programs, including peer relationships and gratitude interventions, are elements that enhance social connectedness (Hui & Kogan, 2022). Integrating kindness into institutional culture can help individuals build lasting relationships beyond momentary interactions.

Methodological Considerations and Limitations

However, it is important to note the following methodological limitations in this study. Another potential shortcoming is that the data collection method is based on self-reports, which can be influenced by factors such as desirability. Respondents may have overestimated the time spent on such acts or even the extent to which they benefited from

increased well-being. Nevertheless, as the use of online data collection increases accessibility, the eligibility of participants is often unknown to the researchers, and they may not always follow through with the assigned intervention.

Another limitation of the study is the relatively short period of observation. To begin, it is crucial to note that although the present study found positive immediate implications of practising kindness on happiness, the lasting impact on well-being and social relationships is yet unknown. Prior studies have indicated that extended positive involvement in prosocial activity increases the stability of psychic gain (Maier et al., 2021). Further research should employ follow-up measurements to establish the sustainability of the detected changes. Consequently, certain sample constraints may have affected the study's outcome. This study was carried out with psychology students, a population that may have more awareness about prosocial behaviour. Therefore, the study's applicability to other groups of students is not clear. Further research on the topic should be conducted with other academic disciplines and universities to determine whether the same effects can be achieved in other universities.

Implications for Future Research and Practice

Such discoveries have several implications for future research and university policy. First, the findings indicate that intervention based on kindness increases happiness and, to some extent, well-being as well as social relatedness. Universities should incorporate kindness-related activities into student support services and use the lack of social connection and increased stress, particularly in the current generation, as a reason for implementing them.

Specifically, future research should investigate the longitudinal outcomes of the studies on Kindness and determine how consistent participation in acts of prosocial conduct enhances its positive impact. Further studies should examine the potential mediators and

moderators of the effects of kindness on well-being and social relationships, including personality traits, cultural background, and the length of the intervention.

Conclusion

This study investigated the effects of kindness interventions on university students' psychological well-being, happiness, and perceived social connectedness. This way, the study shows that performing acts of kindness increases happiness and contributes to increases in well-being and feelings of connectedness. These findings are consistent with self-determination theory, broaden-and-build theory, and other theories on the benefits of performing prosocial behaviours. However, the study also reveals some of the challenges of assessing the impact of kindness over the long term, especially in the area of integration into society and psychological well-being.

The rise in happiness scores implies that kindness creates positive emotional reactions on the spot, possibly linked to the brain's release of dopamine and oxytocin. However, well-being and social connectedness changes were not as significant, meaning these aspects might need more substantial, reproducible, or structured interventions to demonstrate substantial long-term impact. Likewise, though kindness effectively creates interpersonal connections at the individual level, societal inclusion may be influenced by mutual exchange, personality disposition, and culture.

These results point to the effectiveness of kindness as a psychological and social intervention and the requirement for extended and organised ones to reach their full potential. Scientific studies have shown that institutions such as universities and workplaces can improve happiness and the general well-being of individuals or society by promoting kindness in their cultures through mentorship, gratitude, and community service. Future studies must consider the long-term outcomes of kindness interventions and how individual

differences could moderate the change. Cultivation of kindness can be a valuable approach to preventing and treating various psychological disorders and enhancing human relationships.

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Appendices

Appendix 1: Study Information Page

This document provides key information regarding the study and provides details about what will be expected of you as a participant. Therefore, please read this information carefully before providing consent to take part. This study explores factors that help shape and influence kindness and prosocial behaviour among university students.

During this study, you will be required to do the following:

- Read and agree to a series of statements relating to consent, confidentiality, and anonymity to show that you understand what is expected of you and are willing for your responses to be used for this study.
- Answer a 43-item survey at week 1.
- You will be randomly allocated to either the experimental or control groups for one week. The experimental group will involve you completing at least three simple acts of kindness each day for one week. If you are allocated to the control group, you will not need to do anything in the following week.
- Create a unique password and include this on your survey when prompted. Please do not use a password that you use for any other purposes. This password is required to link your responses from week 1 to week 2 and will be replaced with a number once your data has been linked.
- Submit your 43-item survey answers using the EMS portal system at week 1.
- At the end of the one week, you will be asked to enter the second link on EMS, where you will answer the same 43-item survey as before, regardless of what group you were assigned to (this is week 2).
- On completing the 43-item survey, you will be directed to a debriefing page allowing you to withdraw from the study at both week 1 and week 2.

You are free to withdraw from this study at any point until the end of the survey in week 2. After that, once your data is submitted, it will be anonymised and cannot be traced back to you. No personal data will be recorded, and all data received will be stored confidentially and anonymously in line with the UWTSD research data management protocol and the BPS ethical code of conduct.

Examples of the types of questions included in the survey are:

1. In the last week, how true is this sentence? "I have been feeling interested in other people."
2. To what extent is this statement true? "I find most things amusing".
3. To what extent is this statement true? "I see people as friendly and approachable."

If you feel this study is not something you wish to participate in or you might feel distressed answering questions about your social connectedness, well-being, or happiness, please close your browser now and do not continue the survey.

If you have any questions, please feel free to contact the researcher or supervisor at the email addresses provided below:

Katherine Monk – researcher: 2220232@student.uwtsd.ac.uk or Karen Eaton – Thomas – supervisor: k.eatonthomas@uwtsd.ac.uk

If you are happy to proceed with the survey, please click next to continue to the consent page.

Appendix 2: List of various acts of kindness

1. Call a friend that you haven't spoken to for a while
2. Send a letter to a grandparent
3. Send flowers to a friend
4. Offer to pick up some groceries for your elderly neighbour
5. Send someone a handwritten note
6. Offer to babysit for a friend
7. Walk your friend's dog
8. Tell your family members how much you love and appreciate them
9. Help your parents with household chores
10. Help a friend get active
11. Make someone laugh
12. Offer to cook for a friend or family member
13. Make a cup of tea for a friend or family member
14. Help with a household chore at home or for a friend
15. Host an informal get together and invite your neighbours to get to know each other
16. Tell someone you know that you are proud of them
17. Tell someone you know why you are thankful for them
18. Send a motivational text to a friend who is struggling
19. Send someone you know a joke to cheer them up
20. Send someone you know a picture of a cute animal
21. Send an inspirational quote to a friend
22. Send an interesting article to a friend
23. Put a surprise note or drawing on someone's desk
24. Contact someone you haven't seen in a while and arrange to meet face to face

25. Engage in conversation with a shop assistant when paying at the till
26. Spend time playing with your pet
27. Sign up to do voluntary work in your local community
28. Reach out to spend time with a friend, family member or neighbour who is experiencing loneliness
29. Have a clear out and take items to a charity shop
30. Make and send a care package to someone who needs it
31. Make a donation to a charity
32. Offer to pick up a friend or family member from work
33. Make a cup of tea for your colleagues
34. Get to know the new staff member
35. Lend your ear - listen to your colleague who is having a bad day
36. Say good morning
37. Bake a cake for your colleagues
38. Give praise to your colleague for something they've done well
39. If it's raining – lend someone your umbrella
40. Take someone out for lunch instead of eating at your desk
41. Give up your seat to an elderly, disabled or pregnant person
42. Let someone jump the queue at the supermarket
43. Take a minute to help someone who is lost
44. Have a conversation with someone who is experiencing homelessness
45. Help a mother carrying her push chair down the stairs or hold the door for her
46. Let a fellow driver merge into your lane
47. Pick up some rubbish lying around in the street

48. Smile and say hello to people you may pass every day, but have never spoken to before
49. Return a lost item to its owner
50. Pop into a coffee shop and ask to pay for a coffee for them to give to someone later that day for free

Appendix 3: Consent form

Study Consent Form

Please read the statements below, and if you agree with them, please click the corresponding circle alongside them.

1. I understand that this research study is being carried out by a 3rd year Psychology Student for their Level 6 Thesis.	O
2. I understand that participating in this study will involve completing an online survey twice: once at the beginning and again after a week has passed.	O
3. I understand that I will be randomly allocated to either an experimental condition, where I agree to engage in simple acts of kindness at least three times a day for one week, or to a control condition, where I will not have to perform any acts of kindness during the one week.	O
4. I understand that I can withdraw my data from this study at any time during the study and until I submit my responses at the end of the week after completing the survey a second time.	O
5. I understand that participation in this study is entirely voluntary, and I am free to withdraw participation at any time without giving a reason.	O

6. I know that if I have concerns about the study, I can email the researcher or supervisor any time during or after the study.	O
7. I understand that my information will be confidential, with a unique number code assigned in place of my name. The Data Protection Act and the UWTSD research data management protocol will store the data.	O
8. I also understand that at the end of the study, I will be provided with a debrief and the opportunity to email the researcher or supervisor if I have any questions.	O
9. I consent to take part in this study.	O

Appendix 4: The Oxford Happiness Scale – Hills and Argyle (2002)

Psychologists Michael Argyle and Peter Hills at Oxford University developed the Oxford Happiness Questionnaire.

Instructions

Below are several statements about happiness. Please indicate how much you agree or disagree

with each by entering a number in the blank after each statement, according to the following scale:

1 = strongly disagree

2 = moderately disagree

3 = slightly disagree

4 = slightly agree

5 = moderately agree

6 = strongly agree

The Questionnaire

1. I have very warm feelings towards almost everyone.

2. I rarely wake up feeling rested. (R)

3. I am always committed and involved.

4. Life is good.

5. I do not think that the world is a good place. (R) _

6.. I laugh a lot.

7. I am satisfied with everything in my life.

8. There is a gap between what I want to do and what I have done. (R)

9. I am thrilled.

10. I find beauty in some things.

11. I always have a cheerful effect on others.

12. I can fit in (find time for) everything I want to.

13. I feel I am not in control of my life. (R)

14. I feel able to take anything on.

15. I often experience joy and elation.

16. I do not find it easy to make decisions. (R)

17. I feel I have a great deal of energy.

18. I usually have a good influence on events.

19. I do not feel particularly healthy. (R)

Appendix 5: The Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last week.

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I have been feeling optimistic about the future	1	2	3	4	5
I have been feeling useful	1	2	3	4	5
I have been feeling relaxed	1	2	3	4	5
I have been feeling interested in other people	1	2	3	4	5
I have had the energy to spare	1	2	3	4	5
I have been dealing with problems well	1	2	3	4	5
I have been thinking clearly	1	2	3	4	5
I have been feeling good about myself	1	2	3	4	5
I have been feeling close to other people	1	2	3	4	5
I have been feeling confident	1	2	3	4	5
I have been able to make up my mind about things	1	2	3	4	5
I have been feeling loved	1	2	3	4	5
I have been interested in new things	1	2	3	4	5

I have been feeling cheerful	1	2	3	4	5

Appendix 6: Social Connectedness Scale – Lee and Robbins (1995).

Following are several statements that reflect various ways in which we view ourselves. Rate the degree to which you agree or disagree with each statement using the following scale (1 = Strongly Disagree and 6 = Strongly Agree).

Statements	Strongly disagree	Disagree	Mildly disagree	Mildly agree	Agree	Strongly agree
1. I feel comfortable in the presence of strangers	1	2	3	4	5	6
2. I am in tune with the world	1	2	3	4	5	6
3. I fit in well in new situations	1	2	3	4	5	6
4. I feel close to people	1	2	3	4	5	6
5. I see people as friendly and approachable	1	2	3	4	5	6
6. I feel understood by the people I know	1	2	3	4	5	6
7. I can relate to my peers	1	2	3	4	5	6

8. I find myself actively involved in people's lives	1	2	3	4	5	6
9. I can connect with other people	1	2	3	4	5	6
10. My friends feel like family	1	2	3	4	5	6

Appendix 7: Study Debrief

An exploration of kindness and prosocial behaviour among university students

Thank you for taking part in the study. This study aimed to explore the factors that shape and influence kindness and prosocial behaviour among university students, mainly to see if engaging in simple acts of kindness over one week can influence an individual's well-being, happiness, and sense of social connectedness.

To learn more about this study's background, you can access these YouTube videos, using the following links, explaining the idea behind simple acts of kindness by Psychologist Dr Marilee Ludvik and APRESO resources.

https://www.youtube.com/watch?v=ow4o-3ifwEs
https://www.youtube.com/watch?v=l38rpfIRc4Q

Your data will be held in confidence and stored securely and anonymously in accordance with the Data Protection Act and the UWTSD research data management protocol until the degree is completed, after which it will be destroyed.

If you wish to withdraw your data from the study, you should do so now. Once you submit your data, it will become anonymous, and it will not be possible to trace it back to you.

If you are happy to submit your data, please click the SUBMIT button now.

If taking part in this study has raised any questions, please speak to the researcher Katherine Monk at 2220232@student.uwtsd.ac.uk or contact the dissertation supervisor, Karen Eaton-Thomas at k.eatonthomas@uwtsd.ac.uk

Thank you once again for taking the time to participate in this study.

BSc Honours Applied Psychology

University of Wales Trinity Saint David, Carmarthen

Appendix 8: Ethics Form

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS This form is to be completed by the student within SIX months for full-time students and TWELVE months for part time students, after the commencement of the research degree or following progression to Part Two of your course. Once complete, submit this form via the MyTSD Doctoral College Portal at (https://mytsd.uwtsd.ac.uk). This document is also available in Welsh.
RESEARCH STAFF ONLY All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:		Katherine Monk			
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

3	Institute/Academic Discipline/Centre:	Psychology and Counselling
4	Campus:	Carmarthen
5	E-mail address:	2220232@student.uwtsd.ac.uk
6	Contact Telephone Number:	
	For students:	
7	Student Number:	2220232
8	Programme of Study:	BSc Applied Psychology
9	Director of Studies/Supervisor:	Karen Eaton-Thomas

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		**YES** ☒	**NO** ☐	
				Date	
2	If Yes, please indicate source of approval (and date where known): ***Approval in principle must be***	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in)	☒	**July 2024**	

	obtained from the relevant source prior to seeking ethical approval	Supervisor – Karen Eaton-Thomas		

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	**<u>UWTSD Research Ethics & Integrity Code of Practice</u>**	☒
2	**UWTSD Research Data Management Policy**	☒
3	**UWTSD Student Code of Conduct**	☐
4	**UWTSD Data Protection and Storage Protocol**	
5	**BPS Code of Human Research Ethics (April 2021)**	
6	**BPS Code of Ethics and Conduct (July 2018)**	
7	**BPS Data Protection Regulation – Guidance for Researchers (2018)**	

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	

2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?		**YES**	☐	**NO**	☐
5	Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	**YES**	☐	**NO**	☐
7		Employed	**YES**	☐	**NO**	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	**YES**	☐	**NO**	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	**YES**	☐	**NO**	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	**YES**	☐	**NO**	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	An exploration of kindness and prosocial behaviour among university students in the UK		
2	Proposed start date:	November 2024	Proposed end date:	May 2025
	Introduction to the Research (maximum 300 words per section) **Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:** *Purpose of Research Activity* *Proposed Research Question* *Aims of Research Activity* *Objectives of Research Activity* Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain *What the research activity will add to the body of knowledge* *How it addresses an area of importance.*			
3	**Purpose of Research Activity** Kindness has been described as both a known and a subconscious cognitive process that "entails enacting kind behaviour toward other people" (Otake et al., 2006). Prosocial behaviour has been described as "any action that, as it happens, benefits others, or promotes harmonious relations with others, even if there is no sacrifice on the actor's part and even if there is some benefit to the actor" (Hay, 1994). Extensive research regarding the underlying mechanisms that drive acts of kindness and prosocial behaviour among university students has been previously investigated			

(e.g., Rosli & Perveen, 2021; Lee et al., 2024; Munawar et al., 2023; Jiang et al., 2021) However, there are three areas of limitations on the overall research on kindness and prosocial behaviour, firstly, research focuses on one single act of kindness (e.g. complimenting a stranger) to distinguish between various groups or individuals. Secondly, kindness is only seen from a unidimensional perspective when it has the capacity to be seen from a multidimensional perspective. Thirdly and finally, this research area lacks a strong psychometric instrument.

As a result, the purpose of the proposed study is to explore the impact of carrying out a variety of kindness acts over a period of one week on an experimental group of participants compared to a control group of participants who are not required to conduct acts of kindness. Additionally, prosocial kindness will be explored as a multidimensional concept, being measured on social connection, happiness and well-being.

Reference List:

Bar-Tal, D., Raviv, A., & Goldberg, M. (1982). Helping Behavior among Preschool Children: An Observational Study. Child Development, 53(2), 396. https://doi.org/10.2307/1128982

Caprara, G. V., Barbaranelli, C., Incatasciato, M., Pastorelli, C., & Rabasca, A. (1997). Emotional instability, physical and verbal aggression, and prosocial behavior as precursors of scholastic achievement and social adjustment. In The Plenum

series in social/clinical psychology (pp. 111–120). https://doi.org/10.1007/978-1-4615-5883-5_7

Denham, S. A. (1986). Social Cognition, Prosocial Behavior, and Emotion in Preschoolers: Contextual Validation. Child Development, 57(1), 194. https://doi.org/10.2307/1130651

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Jiang, Y., Yao, Y., Zhu, X., & Wang, S. (2021). The influence of college students' empathy on prosocial behavior in the COVID-19 pandemic: The mediating role of social responsibility. Frontiers in Psychiatry, 12. https://doi.org/10.3389/fpsyt.2021.782246

Lauri, M. A., & Calleja, S. S. (2019). Prosocial behaviour and psychological wellbeing. In BRILL eBooks (pp. 46–62). https://doi.org/10.1163/9789004394179_005

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Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. L. (2006). Happy People Become Happier through Kindness: A Counting Kindnesses Intervention. Journal of Happiness Studies, 7(3), 361–375. https://doi.org/10.1007/s10902-005-3650-z

Rosli, S. N., & Perveen, A. (2021). The Relationship between Prosocial Behavior and Psychological Well-Being among Undergraduate Students. International Journal of Academic Research in Business & Social Sciences, 11(6). https://doi.org/10.6007/ijarbss/v11-i6/10119

Son, D., & Padilla-Walker, L. M. (2019). Happy Helpers: a multidimensional and Mixed-Method approach to prosocial behavior and its effects on friendship Quality, Mental Health, and Well-Being during Adolescence. Journal of Happiness Studies, 21(5), 1705–1723. https://doi.org/10.1007/s10902-019-00154-2

	Wentzel, K. R. (1996). Social goals and social relationships as motivators of school adjustment. Cambridge University Press eBooks, 226–247. https://doi.org/10.1017/cbo9780511571190.012 (this box should expand as you type)
4	**Research Question** 1. What impact does performing simple acts of kindness have on an individual? **Hypotheses –** H1 – Participants in the experimental (kindness) group will demonstrate an improvement in their well-being scores following one week of performing simple acts of kindness compared to their well-being scores before performing the acts of kindness. H2 – Participants in the experimental (kindness) group will demonstrate an improvement in their Happiness scores following one week of performing simple acts of kindness compared to their Happiness scores before performing the acts of kindness. H3 – Participants in the experimental (kindness) group will demonstrate an improvement in their social connectedness scores following one week of performing

	simple acts of kindness compared to their social connectedness scores before performing the acts of kindness. H4 – Participants in the experimental group will demonstrate higher well-being, happiness and social connectedness scores than the participants in the control group. H5 – There will be an interaction between participants well-being, happiness and social connectedness scores in the experimental group. H6 – There will be an interaction between participants well-being, happiness and social connectedness scores in the control group. (this box should expand as you type)
5	**Aims of Research Activity** To explore the impact of simple acts of kindness on participants well-being, happiness and social connectedness. (this box should expand as you type)
6	**Objectives of Research Activity** 1. To utilise an online survey to explore the impact of simple acts of kindness on an individuals well-being, happiness and social connectedness in an experimental group

	over a period of one week compared to a control group of participants not required to perform simple acts of kindness. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	1. Participants include undergraduate students from UWTSD on any Psychology related course. Each participant will be over 18 years of age and will voluntarily participate via an online registration programme called the Experimental Management System (EMS) in which participants will receive credits toward course completion. The study will include a minimum of 60 participants. 2. Participants will be invited to take part in the study by selecting the study on the university EMS platform. They will be presented with brief details of what the study entails before deciding to proceed to the information page of the online survey (appendix 1). The information page will provide details of the study and what it will entail, including examples of the type of questions they will be asked. They will also

	be provided with email details of the researcher and supervisor, in case they have any questions about the study itself. 3. If participants decide to continue, they will next be taken to an online consent form (appendix 2), which includes a number of statements to confirm that they understand what will be expected of them. The final statement asks for them to click on a circle which is confirmation of their consent to take part. At this point, if they decline to take part they will be advised to close their browser. 4. If they provide their consent, they will enter the survey questions, for the first time. Please refer to appendix 3 to see the full list of questions and their sources. They will then be randomly allocated to either the experimental group or the control group via the randomiser function in Qualtrics. Participants will be informed that they do not have to answer any questions that they do not want to and that they can skip questions or withdraw from the study at any time by closing their browser. They will also be told that all responses will be anonymous, and they will not be asked to provide any personal details. They will be assured of data confidentiality and adherence to the guidelines of GDPR. 5. They will then be provided with a list of various acts of kindness, from which they are asked to perform at least three of these each day for a period of one week (Appendix 5). They are also asked to provide a unique password to include on the survey, to be used to identify them one week later when they complete the survey for a second time (both experimental group and control group).

	6. On completion of the questions, they will be taken to a debrief page, where an explanation of the study will be provided, (appendix 4) along with a reminder of their final chance to withdraw their data before the final submission of their responses. Once submitted, their responses will be anonymised and will no longer be able to be traced back to them, so it is important that they are made aware of this before submitting their answers. The email details of the researcher and supervisor will be provided again and participants will be reminded to make a note of these for future reference. 7. One week later, participants will be required to visit the second link to the survey on EMS to complete the survey for a second time. The procedure will follow the same format as the initial survey, with participants being reminded to enter their unique identification password that they used on the first survey, in order for their data to be linked together. 8. The data will be stored in Qualtrics before being exported into SPSS for data analysis. A mixed ANOVA will be used to analyse the data, with the within factors being time (pre and post kindness acts) and between factors being the experimental group compared to the control group. The DV`s are the well-being, happiness and social connectedness scores. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	

	Online (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	*(this box should expand as you type)*

10	Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	☐
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales.		

	(this box should expand as you type)

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	**YES**	**NO**
12	A prosperous Wales	☐	☐
13	A resilient Wales	☐	☐
14	A healthier Wales	☐	☐
15	A more equal Wales	☐	☐
16	A Wales of cohesive communities	☒	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☐
18	A globally responsible Wales	☐	☐
19	If YES to any of the above, please give details:		
	Research (Mental Health Foundation, Wales) suggests that simple acts of kindness can improve mental health and well-being, therefore if the results of this study support this idea, then encouraging people to perform these simple acts may contribute to a more cohesive community. (this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	**YES**	**NO**
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method:		

	(this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	**YES**	**NO**
1	Students or staff at the University?	☒	☐
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒

8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: (this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	60 participants will be recruited on a volunteer basis. *(this box should expand as you type)*
11	Who will the participants be?	The participants will be students from within the Discipline of Psychology and Counselling. *(this box should expand as you type)*
12	How will you identify the participants?	

		Participants will voluntarily sign up to take part in the study through the discipline`s Experiment Management System (EMS). Participants will be offered credits in exchange for their participation. These credits will benefit the participants, contributing to their total needed credits to enable them to use the EMS for their own research for their final year of study. Participants will then be identified by their personal unique ID number. *(this box should expand as you type)*

	Information for participants:	**YES**	**NO**	**N/A**
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☐	☒	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐

19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	As the study is online, participants are not able to provide written consent. However they will indicate their consent by clicking on a statement online which states “I give my consent to take part in this study”. If they do not click this statement, they will not be able to continue into the main part of the initial questionnaire. *(this box should expand as you type)*			

	Information for participants:	**YES**	**NO**	**N/A**
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐

27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	Full risk assessment completed and appended?	Yes	☐
		No	☒
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants:	**How you will mitigate the risk to participants:**	

	1. Participants may feel uncomfortable or become distressed when being asked about their well-being, happiness and social connectedness.	1. Participants will be provided with detailed information about the study and relevant procedures, including whom to contact (myself or the dissertation supervisor) should any issues arise, both prior to entering the study and on the debrief page following completing week 1 and week 2 of the survey. This will enable participants to raise any concerns regarding the content of the questions being asked. In addition, examples of the types of questions included in the survey will be provided on the information page of the study. Participants will be reminded that they have the right to withdraw at any point in the study, with their contribution not being included in data analysis. They will be reminded that doing this will not negatively impact them in any way, with no penalty for their withdrawal. If the participant becomes uncomfortable with the research, they will have been made aware that they can withdraw at any point, with a reminder of this being provided on each page of the survey and on the debrief page at the end of week 1 and week 2.

	2. Risk of transfer of personal data. As participants are required to provide a unique password of their own in order to link together their responses from week 1 and week 2, they might be worried that their anonymity or confidentiality might be compromised. (this box should expand as you type)	2. Participants will be told not to disclose their password to anyone else and not use the same one that they have on any personal or electronic devices. They will be informed that only the supervisor and researcher will have access to the data, which will be anonymised once week 2 data has been collected The identifying passwords will be removed and replaced with an unique number to avoid the risk of accidental identification. All data collected from the surveys will remain confidential and in line with UWTSD Data Protection and Storage Protocol and the guidelines of GDPR. (this box should expand as you type)
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	

	N/A *(this box should expand as you type)*	
4	**Risks to the investigator** For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: 1. Participants may find the task tedious or boring and not wish to continue, or be disappointed that they are not in the experimental group and withdraw, meaning that the researcher may not gather enough data to run the planned analysis. 2. The student researcher may be asked for information outside the scope of knowledge as an undergraduate student.	*How you will mitigate the risk to the investigator:* 1. Participants will be fully informed that their participation in the study will take place over a one week period and that they are signing up to answer two online surveys one week apart plus commit to engaging in 3 simple acts of kindness each day for the one week period (randomly assigned experimental group). The list of acts of kindness is provided on the information page to enable participants to decide if they want to take part. 2. Any queries sent to the researchers that they cannot deal with will be passed on to the research supervisor

	3. There is also a risk that the student researcher may be accused of harm/impropriety if the participant feels they are not happy about something that has occurred during the research. 4. There may be a conflict of interest as the participants will be from the school of psychology and may be known to the researcher. *(this box should expand as you type)*	3. The researcher will follow all UWTSD and BPS researcher codes of conduct and research guidelines, behaving professionally and respectfully at all times. The study will not take place until all elements have been approved by the supervisor and ethical approval has been granted. 4. The researcher will act with professionalism and integrity at all times, following the BPS research ethics code of conduct and will ensure that the participants know that they can withdraw at any point without consequence. Participants will be assured that the data will be stored anonymously and confidentially and that no personal information will be sought. *(this box should expand as you type)*
5	**University/institutional risks** For example: adverse publicity, financial loss, data protection	
	Risk to the University:	*How you will mitigate the risk to the University:*

	1.Should the researcher's or participants' behaviour be contrary to the Student Code of Conduct, there is a danger that the reputation of the university will be jeopardised.	1. All Psychology students are required to abide by the UWTSD Student Code of Conduct, and participants are given the supervisor's contact information if they have any questions. In addition, the researcher will act with professionalism and respect at all times and abide by the BPS research ethics code of conduct.
	2. Data could be exposed, leaked, or used for other purposes.	2. In accordance with the BPS code of research ethics and UWTSD's Research data management policy, the data will be stored following GDPR regulations and only utilised for the intended purpose. All acquired data will be securely stored on the researchers university password protected OneDrive account. On completion of the degree any stored data relating to the study will be destroyed.
	(this box should expand as you type)	*(this box should expand as you type)*

6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A *(this box should expand as you type)*	*How you will mitigate the risk to environment:* *(this box should expand as you type)*

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	**Feedback** What de-briefing and feedback will be provided to participants, how will this be done and when?
	At the end of the survey on week 1 and week 2, participants will be directed to an online debrief. The debrief from week 1 will outline the purpose of the study with further instructions to follow

	during the next week (depending on which group participants are allocated to). They will be asked to create their own unique password before submitting their responses. At this point, they will also be reminded that they can still withdraw from the study if they wish. If participants complete the week and continue onto the survey for week 2, the debrief at the end of this study will offer them the final chance to withdraw, before submitting their responses for the final time. After this, they will no longer be able to withdraw from the study, due to the anonymisation of their answers. The debrief page will also contain the contact details for the researcher and supervisor should they wish to ask any questions following completion of the study, and participants will be reminded to make a note of these. *(this box should expand as you type)*
2	**Informed consent** Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	Upon clicking the link on EMS, participants will be taken to an information page, outlining what is expected of them if they agree to participate in this study. They will be informed that the study involves three parts, an online survey at the start, one week of either engaging in simple acts of kindness (experimental group), or doing nothing (control group), followed by the completion of the survey again one week later. Examples of the survey questions are provided in order for participants to see the type of questions they will be asked. The information page will ensure to highlight that the participants may withdraw at any point within the study, with no ramifications coming from doing

	so. Finally, the participants will be told that all responses will remain confidential and will be stored in an anonymous format in accordance with e UWTSD research data management protocol. *(this box should expand as you type)*
3	**Confidentiality / Anonymity** Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	All data collected within this study will be anonymised, with each participant being assigned a random number to replace the participants unique password used for the purpose of linking the week 1 and week 2 surveys together. Participants will not be required to provide any personally identifiable information such as name, student number or address, therefore data collected will be completely anonymous. *(this box should expand as you type)*

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**
1	***"Personal data"*** *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier*	☐X	☐

	such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.		
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	Participants will be required to provide their age and gender identity as part of descriptive data required in quantitative data analysis. *(this box should expand as you type)*		
	Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**
3	***"Special category data"*** *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*	☐	☐X
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4			

	(this box should expand as you type)

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	**YES**	**NO**
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	All data obtained regarding this study will be stored on the investigators personal laptop within the university office 365 software, on OneDrive, which is password protected. The data will firstly be collected in the survey software Qualtrics, saved on the researchers password protected university account before being exported into SPSS, which will also be stored on the researchers university password protected OneDrive account. The researcher being the sole individual to have access to the file.		

	(this box should expand as you type)

	Data Protection		
	Will the research activity involve any of the following activities:	**YES**	**NO**
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☒	☐
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	The data will firstly be collected in the survey software Qualtrics, saved on the researchers password protected university account before being exported into SPSS, which will also be stored on the researchers university password protected OneDrive account. The UWTSD Data Protection and Storage Protocol shall be followed for the confidentiality of any information gathered during the period of the study.		

	Final dissertation material will be shared with UWTSD academic staff in the form of a written thesis and oral presentation of work. *(this box should expand as you type)*
22	List all who will have access to the data generated by the research activity:
	Katherine Monk Karen Eaton-Thomas *(this box should expand as you type)*
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:
	Katherine Monk *(this box should expand as you type)*
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
	All data will be stored electronically. During data collection, the data will be stored in the researcher`s university password protected Qualtrics account. Data that has been analysed will be stored digitally in a password-protected file in the researchers university OneDrive account. Upon completion of the degree, all data collected will be destroyed. The university's research data management policy will be followed in all data storage arrangements.

	(this box should expand as you type)		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*		
	Data will not be stored in the UWTSD Research Data Repository. *(this box should expand as you type)*		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	**Signature of applicant:**	Katherine Monk	**Date:** 01.11.2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Karen Eaton-Thomas	**Date:** **01.11.2024**
3	Signature:	K. M. Eaton-Thomas	

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		**Date:**
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed **ALL RELEVANT** sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (**where appropriate**)
☐	I have attached a full risk assessment (where appropriate) *ONLY TICK IF YOU HAVE* ***ATTACHED A FULL RISK ASSESSMENT***
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY Once complete, submit this form via the **MyTSD Doctoral College Portal** at (https://mytsd.uwtsd.ac.uk).
RESEARCH STAFF ONLY All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 9: SPSS Output Data

General Linear Model

Within-Subjects Factors

Measure: MEASURE_1

factor1	Dependent Variable
1	total_happy_1
2	Totalhappy_2

Between-Subjects Factors

		Value Label	N
Please confirm to which group you were allocated:	1	1. Control Group	26
	2	2. Experimental Group	38

Descriptive Statistics

Please confirm to which group you were allocated:	Mean	Std. Deviation	N

total happy time one	1. Control Group	76.65	11.335	26
	2. Experimental Group	63.26	16.984	38
	Total	68.70	16.259	64
total happiness time 2	1. Control Group	76.04	17.388	26
	2. Experimental Group	79.11	18.744	38
	Total	77.86	18.128	64

Box's Test of Equality of Covariance Matrices[a]

Box's M	6.116
F	1.964
df1	3
df2	172790.019
Sig.	.117

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept +

Q65

Within Subjects Design:

factor1

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
factor1	Pillai's Trace	.112	7.804[b]	1.000	62.000	.007	.112
	Wilks' Lambda	.888	7.804[b]	1.000	62.000	.007	.112
	Hotelling's Trace	.126	7.804[b]	1.000	62.000	.007	.112
	Roy's Largest Root	.126	7.804[b]	1.000	62.000	.007	.112
factor1 * Q65	Pillai's Trace	.128	9.117[b]	1.000	62.000	.004	.128
	Wilks' Lambda	.872	9.117[b]	1.000	62.000	.004	.128
	Hotelling's Trace	.147	9.117[b]	1.000	62.000	.004	.128
	Roy's Largest Root	.147	9.117[b]	1.000	62.000	.004	.128

a. Design: Intercept + Q65

Within Subjects Design: factor1

b. Exact statistic

Mauchly's Test of Sphericity[a]

Measure: MEASURE_1

	Mauchly's W	df	Sig.	Epsilon[b]

Within Subjects Effect		Approx. Chi-Square			Greenhouse-Geisser	Huynh-Feldt	Lower-bound
factor1	1.000	.000	0	.	1.000	1.000	1.000

Tests the null hypothesis that the error covariance matrix of the orthonormalised transformed dependent variables is proportional to an identity matrix.

a. Design: Intercept + Q65

Within Subjects Design: factor1

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
factor1	Sphericity Assumed	1789.616	1	1789.616	7.804	.007	.112
	Greenhouse-Geisser	1789.616	1.000	1789.616	7.804	.007	.112
	Huynh-Feldt	1789.616	1.000	1789.616	7.804	.007	.112
	Lower-bound	1789.616	1.000	1789.616	7.804	.007	.112
factor1 * Q65	Sphericity Assumed	2090.616	1	2090.616	9.117	.004	.128
	Greenhouse-Geisser	2090.616	1.000	2090.616	9.117	.004	.128
	Huynh-Feldt	2090.616	1.000	2090.616	9.117	.004	.128
	Lower-bound	2090.616	1.000	2090.616	9.117	.004	.128

Error(factor1)	Sphericity Assumed	14217.603	62	229.316			
	Greenhouse-Geisser	14217.603	62.000	229.316			
	Huynh-Feldt	14217.603	62.000	229.316			
	Lower-bound	14217.603	62.000	229.316			

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	factor1	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
factor1	Linear	1789.616	1	1789.616	7.804	.007	.112
factor1 * Q65	Linear	2090.616	1	2090.616	9.117	.004	.128
Error(factor1)	Linear	14217.603	62	229.316			

Levene's Test of Equality of Error Variances[a]

		Levene Statistic	df1	df2	Sig.
total happy time one	Based on Mean	4.021	1	62	.049
	Based on Median	4.102	1	62	.047
	Based on Median and with adjusted df	4.102	1	58.471	.047

	Based on trimmed mean	4.028	1	62	.049
total happiness time 2	Based on Mean	.632	1	62	.430
	Based on Median	.703	1	62	.405
	Based on Median and with adjusted df	.703	1	61.121	.405
	Based on trimmed mean	.740	1	62	.393

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Q65

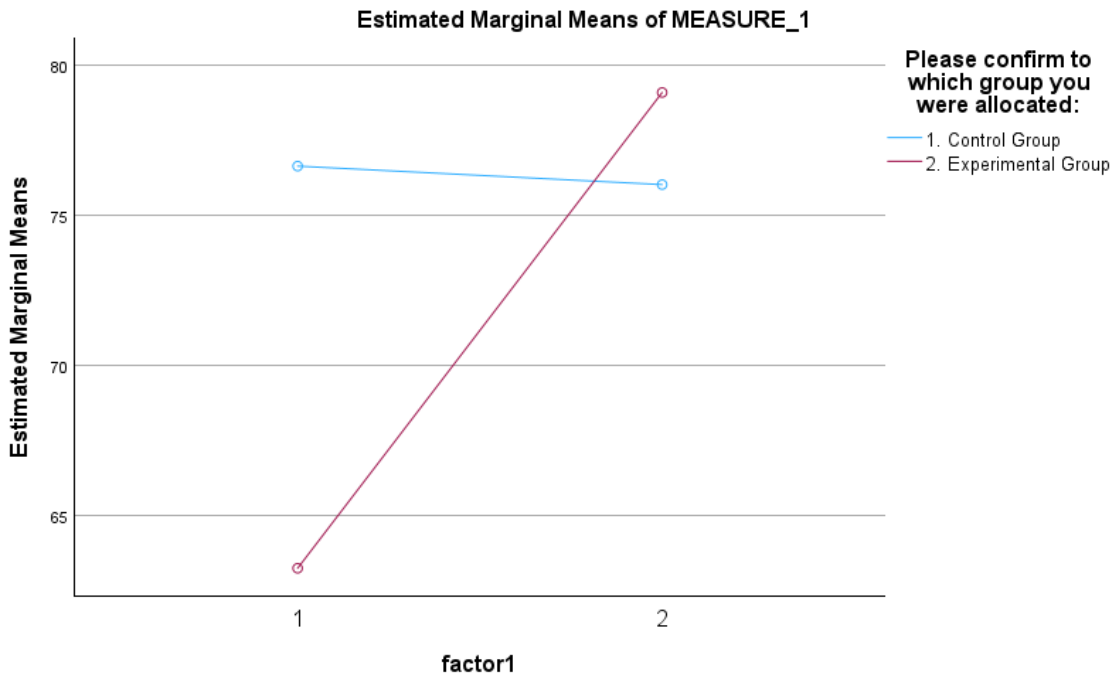
Within Subjects Design: factor1

Tests of Between-Subjects Effects

Measure: MEASURE_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	672000.810	1	672000.810	2059.906	<.001	.971
Q65	822.685	1	822.685	2.522	.117	.039
Error	20226.190	62	326.229			



General Linear Model

Within-Subjects Factors

Measure: MEASURE_1

factor1	Dependent Variable
1	total_well_1
2	total_well_2

Between-Subjects Factors

		Value Label	N
Please confirm to which group you were allocated:	1	1. Control Group	26
	2	2. Experimental Group	38

Descriptive Statistics

	Please confirm to which group you were allocated:	Mean	Std. Deviation	N
total well-being time one	1. Control Group	46.81	8.722	26
	2. Experimental Group	41.50	8.934	38
	Total	43.66	9.164	64
total well-being time two	1. Control Group	48.81	9.948	26
	2. Experimental Group	47.74	10.412	38
	Total	48.17	10.160	64

Box's Test of Equality of Covariance Matrices[a]

Box's M	5.164
F	1.658
df1	3
df2	172790.019
Sig.	.174

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Q65

Within Subjects Design:

factor1

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
factor1	Pillai's Trace	.117	8.219[b]	1.000	62.000	.006
	Wilks' Lambda	.883	8.219[b]	1.000	62.000	.006
	Hotelling's Trace	.133	8.219[b]	1.000	62.000	.006
	Roy's Largest Root	.133	8.219[b]	1.000	62.000	.006
factor1 * Q65	Pillai's Trace	.034	2.175[b]	1.000	62.000	.145
	Wilks' Lambda	.966	2.175[b]	1.000	62.000	.145
	Hotelling's Trace	.035	2.175[b]	1.000	62.000	.145
	Roy's Largest Root	.035	2.175[b]	1.000	62.000	.145

a. Design: Intercept + Q65

Within Subjects Design: factor1

b. Exact statistic

Mauchly's Test of Sphericity[a]

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W		df	Sig.	Epsilon[b]

		Approx. Chi-Square			Greenhouse-Geisser
factor1	1.000	.000	0	.	1.000

Tests the null hypothesis that the error covariance matrix of the orthonormalised transformed dependent varia

matrix.

a. Design: Intercept + Q65

Within Subjects Design: factor1

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are dis

Effects table.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F
factor1	Sphericity Assumed	523.683	1	523.683	8.219
	Greenhouse-Geisser	523.683	1.000	523.683	8.219
	Huynh-Feldt	523.683	1.000	523.683	8.219
	Lower-bound	523.683	1.000	523.683	8.219
factor1 * Q65	Sphericity Assumed	138.558	1	138.558	2.175
	Greenhouse-Geisser	138.558	1.000	138.558	2.175
	Huynh-Feldt	138.558	1.000	138.558	2.175
	Lower-bound	138.558	1.000	138.558	2.175
Error(factor1)	Sphericity Assumed	3950.434	62	63.717	

	Greenhouse-Geisser	3950.434	62.000	63.717	
	Huynh-Feldt	3950.434	62.000	63.717	
	Lower-bound	3950.434	62.000	63.717	

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	factor1	Type III Sum of Squares	df	Mean Square	F	Sig.
factor1	Linear	523.683	1	523.683	8.219	.006
factor1 * Q65	Linear	138.558	1	138.558	2.175	.145
Error(factor1)	Linear	3950.434	62	63.717		

Levene's Test of Equality of Error Variances[a]

		Levene Statistic	df1	df2
total well-being time one	Based on Mean	.016	1	62
	Based on Median	.031	1	62
	Based on Median and with adjusted df	.031	1	61.847
	Based on trimmed mean	.006	1	62
total well-being time two	Based on Mean	.001	1	62
	Based on Median	.051	1	62

	Based on Median and with adjusted df	.051	1	61.988
	Based on trimmed mean	.005	1	62

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Q65

Within Subjects Design: factor1

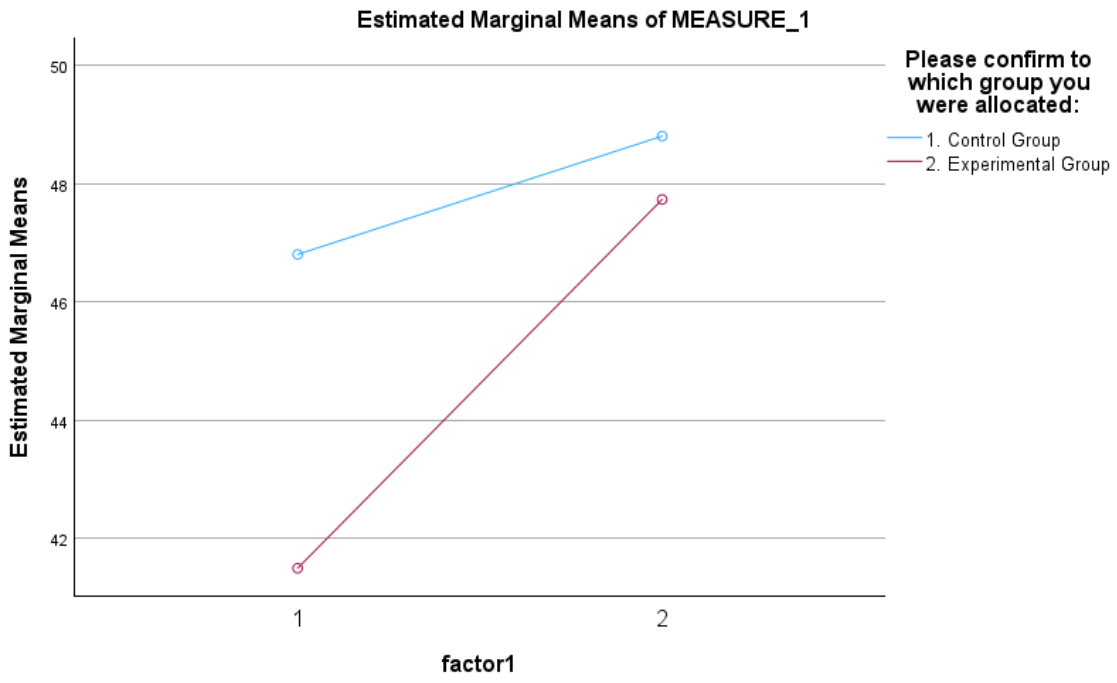
Tests of Between-Subjects Effects

Measure: MEASURE_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squa
Intercept	263752.356	1	263752.356	2212.654	<.001	.973
Q65	314.044	1	314.044	2.635	.110	.041
Error	7390.511	62	119.202			

Profile Plots



General Linear Model

Within-Subjects Factors

Measure: MEASURE_1

factor1	Dependent Variable
1	Totalsocial_1
2	total_social_2

Between-Subjects Factors

		Value Label	N
Please confirm to which group you were allocated:	1	1. Control Group	26
	2	2. Experimental Group	38

Descriptive Statistics

	Please confirm to which group you were allocated:	Mean	Std. Deviation	N
total social time 1	1. Control Group	41.50	7.078	26
	2. Experimental Group	35.74	11.444	38
	Total	38.08	10.244	64
total social time two	1. Control Group	40.12	12.456	26
	2. Experimental Group	44.21	11.085	38
	Total	42.55	11.740	64

Box's Test of Equality of Covariance Matrices[a]

Box's M	8.922
F	2.865
df1	3
df2	172790.019
Sig.	.035

Tests the null hypothesis

that the observed covariance

matrices of the dependent

variables are equal across

groups.

a. Design: Intercept + Q65

Within Subjects Design:

factor1

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
factor1	Pillai's Trace	.067	4.478[b]	1.000	62.000	.038
	Wilks' Lambda	.933	4.478[b]	1.000	62.000	.038
	Hotelling's Trace	.072	4.478[b]	1.000	62.000	.038
	Roy's Largest Root	.072	4.478[b]	1.000	62.000	.038
factor1 * Q65	Pillai's Trace	.123	8.660[b]	1.000	62.000	.005
	Wilks' Lambda	.877	8.660[b]	1.000	62.000	.005
	Hotelling's Trace	.140	8.660[b]	1.000	62.000	.005
	Roy's Largest Root	.140	8.660[b]	1.000	62.000	.005

a. Design: Intercept + Q65

Within Subjects Design: factor1

b. Exact statistic

Mauchly's Test of Sphericity[a]

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon[b] Greenhouse-Geisser
factor1	1.000	.000	0	.	1.000

Tests the null hypothesis that the error covariance matrix of the orthonormalised transformed dependent varia

matrix.

a. Design: Intercept + Q65

Within Subjects Design: factor1

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are dis

Effects table.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F
factor1	Sphericity Assumed	387.905	1	387.905	4.478
	Greenhouse-Geisser	387.905	1.000	387.905	4.478
	Huynh-Feldt	387.905	1.000	387.905	4.478
	Lower-bound	387.905	1.000	387.905	4.478
factor1 * Q65	Sphericity Assumed	750.155	1	750.155	8.660
	Greenhouse-Geisser	750.155	1.000	750.155	8.660

	Huynh-Feldt	750.155	1.000	750.155	8.660
	Lower-bound	750.155	1.000	750.155	8.660
Error(factor1)	Sphericity Assumed	5370.814	62	86.626	
	Greenhouse-Geisser	5370.814	62.000	86.626	
	Huynh-Feldt	5370.814	62.000	86.626	
	Lower-bound	5370.814	62.000	86.626	

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	factor1	Type III Sum of Squares	df	Mean Square	F	Sig.
factor1	Linear	387.905	1	387.905	4.478	.038
factor1 * Q65	Linear	750.155	1	750.155	8.660	.005
Error(factor1)	Linear	5370.814	62	86.626		

Levene's Test of Equality of Error Variances[a]

		Levene Statistic	df1	df2	S
total social time 1	Based on Mean	5.086	1	62	.0
	Based on Median	3.024	1	62	.0
	Based on Median and with adjusted df	3.024	1	51.941	.0
	Based on trimmed mean	4.779	1	62	.0

total social time two	Based on Mean	.569	1	62	.4
	Based on Median	.102	1	62	.7
	Based on Median and with adjusted df	.102	1	55.042	.7
	Based on trimmed mean	.527	1	62	.4

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Q65

Within Subjects Design: factor1

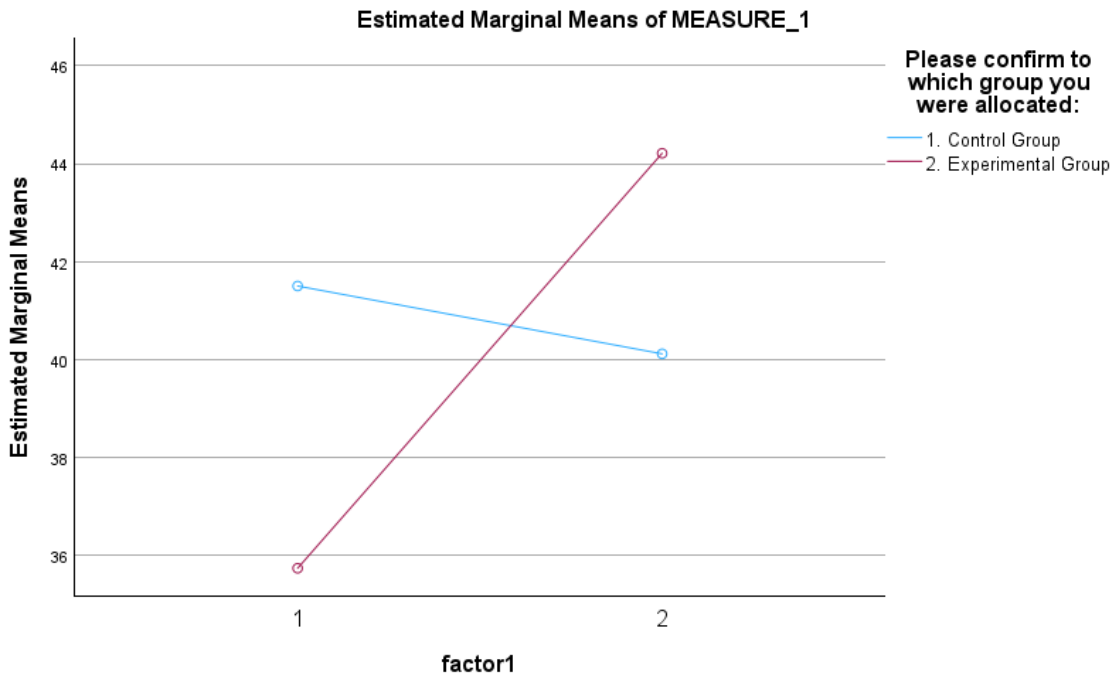
Tests of Between-Subjects Effects

Measure: MEASURE_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squa
Intercept	201478.851	1	201478.851	1364.910	<.001	.957
Q65	21.476	1	21.476	.145	.704	.002
Error	9152.024	62	147.613			

Profile Plots


Estimated Marginal Means of MEASURE_1
Estimated Marginal Means
46
44
42
40
38
36
1
2
factor1
Please confirm to which group you were allocated:
1. Control Group
2. Experimental Group

Appendix 10: Examples of raw data; first questionnaire

Example One:

Q50. **Study Information Page**

This document provides key information regarding the study and provides details about what will be expected of you as a participant. Therefore, please read this information carefully before providing consent to take part. The purpose of this study is to explore factors that help shape and influence kindness and prosocial behaviour among university students.

During this study you will be required to do the following:

• Read and agree to a series of statements relating to consent, confidentiality and anonymity to show that you understand what is expected of you, and that you are willing for your responses to be used for the purpose of this study.

• Answer a 45-item survey at the beginning of week one (part 1) and on completion of week one (part 2).

• Part 1: You will be randomly allocated to either an experimental group or a control group for a period of one week.

If you are added to the experimental group, you will be required to complete at least three simple acts of kindness each day for one week (there is a list of the simple acts of kindness to follow).

If you are allocated to the control group, you will not need to take part in any specific acts of kindness over the following week.

• You will be required to create an unique password and include this on your survey when prompted. Please do not use a password that you use for any other purposes. This password is required to link your responses from part 1 to part 2, and will be replaced with a number once your data has been linked.

• Submit your 45-item survey answers using the EMS portal system at the beginning of week one.

Then, for the duration of one week, depending on which group you are allocated to, you will either be required to perform the acts of kindness, or you will not be required to do anything different to your normal daily routine.

• At the end of the one week period, you will be asked to enter the second link on EMS, where you will answer the same 45-item survey as before, regardless of what group you were assigned to (this is part 2).

• On completing the 45-item survey, you will be directed to a debrief page where you will be given the opportunity to withdraw from the study at both part 1 and part2.

You are free to withdraw from this study at any point until the end of the survey at part 2, after which point, once your data is submitted it will be anonymised and will not be able to be traced back to you. No personal data will be recorded and all data received will be stored confidentially and anonymously in line with the UWTSD research data management protocol and the BPS ethical code of conduct.

Examples of the type of questions included in the survey are:

1. *In the last week, how true is this sentence? "I've been feeling interested in other people"*
2. *To what extent is this statement true? "I find most things amusing".*
3. *To what extent is this statement true? "I see people as friendly and approachable"*

The list of `Simple acts of kindness` that you can select three acts daily to perform of your choosing; you do not have to select every act, you can use the same acts multiple times.

1. Contact someone you haven`t spoken too in a while.
2. Send flowers/chocolates to a friend.
3. Walk someone`s dog / complete a chore or favour for a friend / neighbour.
4. Make someone laugh / send an amusing message or text.
5. Make someone a cup of tea / coffee or offer to pay for one.
6. If it is raining, lend someone your umbrella.
7. Give up your seat on public transport, or let a driver merge in the lane infront of you.
8. Open doors for people wherever you are.
9. Say hello / good morining /good afternoon to people you don`t know.
10. Help someone who is lost.
11. Let someone jumpt the queue at the supermarket / chat to the cashier at the till.
12. Lend your ear; listen to someone who is having a bad day.
13. Offer to make a meal / bake a cake for someone.
14. Let someone you know that you are proud / thankful / appreciative of them.

If you feel this study is not something you would wish to participate in or you think you might feel distressed answering questions about your social connectedness, well-being or happiness, please close your browser now and do not continue into the survey.

If you have any questions please feel free to contact the researcher or supervisor on the email addresses provided below:
Katherine Monk – researcher: 2220232@student.uwtsd.ac.uk
or Karen Eaton – Thomas – supervisor: k.eatonthomas@uwtsd.ac.uk

If you are happy to proceed into the survey, please click on next to continue onto the consent page.

Q51. Study Consent Form Please read the statements below, and if you agree with them please click them.

Q52. I understand that this research study is being carried out by a final year Psychology Student for their Level 6 Thesis.

◉ Yes

Q56. I understand that taking part in this study will involve completing an online survey twice; once at the beginning of the study and again after a week has passed.

◉ Yes

Q55. I understand that I will be randomly allocated to either an experimental condition, where I agree to engage is simple acts of kindness at least three times a day for one week, or to a control condition where I will not have to perform any extra acts of kindness during the one week period.

◉ Yes

Q54. I understand that I can withdraw my data from this study at any time during the study and up until I submit my responses at the end of the week, after completing the survey a second time.

- (●) Yes

Q53. I understand that participation in this study is entirely voluntary, and I am free to withdraw participation at any time without giving a reason.

- (●) Yes

Q59. I am aware that if I have concerns about the study, I can email the researcher or supervisor at any time during or after the study.

- (●) Yes

Q58. I understand that the information provided by me will be held confidentially, with a unique number code assigned in place of my name. The data will be stored in accordance with the Data Protection Act and the UWTSD research data management protocol.

- (●) Yes

Q57. I also understand that at the end of the study, I will be provided with a debrief and the opportunity to email the researcher or supervisor if I have any questions.

- (●) Yes

Q60. I consent to taking part in this study.

- (●) Yes

Q67. Over the next page you will see some general questions about yourself. The first question relates to your age. Are you:

- ( ) 1. Aged 18 - 25
- ( ) 2. Aged 26 - 39
- (●) 3. Over the age of 40

Q68. Please indicate your gender identity:

- (●) 1. Female
- ( ) 2. Male
- ( ) 3. Other/prefer not to say

Q69. Finally, please enter a memorable password below. This is purely to match your responses in part 1 and part 2 of this study.

Avocado21

Q49. Over the next few pages there are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last week.

Q1. I've been feeling optimistic about the future

- ( ) 1 None of the time
- ( ) 2 Rarely
- (●) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q2. I've been feeling useful

- ( ) 1 None of the time
- ( ) 2 Rarely
- ( ) 3 Some of the time
- (●) 4 Often
- ( ) 5 All of the time

Q3. I've been feeling relaxed

- ( ) 1 None of the time
- (●) 2 Rarely
- ( ) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q4. I've been feeling interested in other people

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q5. I've had energy to spare

- ○ 1 None of the time
- ◉ 2 Rarely
- ○ 3 Some of the time
- ○ 3 Often
- ○ 5 All of the time

Q6. I've been dealing with problems well

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q7. I've been thinking clearly

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ◉ 5 All of the time

Q8. I've been feeling good about myself

- ○ 1 None of the time
- ○ 2 Rarely

- (●) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q9. I've been feeling close to other people

- ( ) 1 None of the time
- ( ) 2 Rarely
- (●) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q10. I've been feeling confident

- ( ) 1 None of the time
- ( ) 2 Rarely
- (●) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q11. I've been able to make up my own mind about things

- ( ) 1 None of the time
- ( ) 2 Rarely
- ( ) 3 Some of the time
- (●) 4 Often
- ( ) 5 All of the time

Q12. I've been feeling loved

- ( ) 1 None of the time
- ( ) 2 Rarely
- (●) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q13. I've been interested in new things

- ○ 1 None of the time
- ○ 2 Rarely
- ◉ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q14. I've been feeling cheerful

- ○ 1 None of the time
- ◉ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q48. Below are a number of statements about happiness. Please indicate how much you agree or disagree with each statement by ticking one box, according to the following scale:
1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree.

Q15. I have very warm feelings towards almost everyone.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q16. I rarely wake up feeling rested.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q18. I am always committed and involved.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Stongly Agree

Q19. Life is good.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q20. I do not think that the world is a good place.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q21. I laugh a lot.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q22. I am well satisfied about everything in my life.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q23. There is a gap between what I would like to do and what I have done.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q24. I am very happy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ◉ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q25. I find beauty in some things.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q26. I always have a cheerful effect on others.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q27. I can fit in (find time for) everything I want to.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q28. I feel that I am not especially in control of my life.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ◉ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q29. I feel able to take anything on.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q30. I often experience joy and elation.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ◉ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q31. I don't find it easy to make decisions.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q32. I feel I have a great deal of energy.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q33. I usually have a good influence on events.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q34. I don't feel particularly healthy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q47. You are nearly at the end of the survey; just a few more questions.

Below are a number of statements that reflect various ways in which we view ourselves. Please tick the corresponding box to indicate to which you agree or disagree, using the following scale:
1 = Strongly Disagree, 2 = Disagree, 3 = Mildly Disagree, 4 = Mildly Agree, 5 = Agree and 6 = Strongly Agree.

Q35. I feel comfortable in the presence of strangers

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ◉ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q36. I am in tune with the world

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ◉ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q37. I fit in well in new situations

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree

- (●) 4 Mildly Agree
- ( ) 5 Agree
- ( ) 6 Strongly Agree

Q38. I feel close to people

- ( ) 1 Strongly Disagree
- ( ) 2 Disagree
- ( ) 3 Mildly Disagree
- (●) 4 Mildly Agree
- ( ) 5 Agree
- ( ) 6 Strongly Agree

Q39. I see people as friendly and approachable

- ( ) 1 Strongly Disagree
- ( ) 2 Disagree
- ( ) 3 Mildly Disagree
- (●) 4 Mildly Agree
- ( ) 5 Agree
- ( ) 6 Strongly Agree

Q40. I feel understood by the people I know

- ( ) 1 Strongly Disagree
- ( ) 2 Disagee
- ( ) 3 Mildly Disagree
- (●) 4 Mildly Agree
- ( ) 5 Agree
- ( ) 6 Strongly Agree

Q41. I am able to relate to my peers

- ( ) 1 Strongly Disagree
- ( ) 2 Disagree
- (●) 3 Mildly Disagree
- ( ) 4 Mildly Agree

- ○ 5 Agree
- ○ 6 Strongly Agree

Q42. I find myself actively involved in people's lives

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ◉ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q43. I am able to connect with other people

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ◉ 5 Agree
- ○ 6 Strongly Agree

Q44. My friends feel like family

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ◉ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q73. You are in this group: Experimental Group

Q74. If you are in the **Experimental Group**, you should now complete three acts of Kindness per day for the next week, before returning to EMS to complete Part 2 of this survey.

If you are in the **Control Group**, you need only to revisit EMS in one week to complete Part 2 of this survey.

Q61. **Study Debrief: An exploration of kindness and prosocial behaviour among university students.**

Thank you for taking part in the current study.

The aim of this study is to explore the factors that shape and influence kindness and prosocial behaviour among university students, in particular to see if engaging in simple acts of kindness over a period of one week can have an influence on an individuals well-being, happiness and sense of social connectedness.

To find out more about the background of this study, you can access these YouTube videos, using the following links, explaining the idea behind simple acts of kindness, by Psychologist Dr Marilee Ludvik and APRESO resources. https://www.youtube.com/watch?v=ow4o-3ifwEs https://www.youtube.com/watch?v=l38rpfIRc4Q

Your data will be held in confidence and will be stored securely and anonymously in accordance with the data Protection Act and the UWTSD research data management protocol until the degree is completed, after which, it will be destroyed.

If you wish to withdraw your data from the study you should do so now. After this point, once you submit your data, it will become anonymous, and it will not be possible to trace it back to you. If you are happy to submit your data, please click on the SUBMIT button now.

If you are kindly willing to take part in the second element of this study (i.e. completing this survey again after one week), please follow the link on EMS entitled *`Kindness and Prosocial Behaviour Part 2`*.

If taking part in this study has raised any questions, please speak to the researchers Katherine Monk on 2220232@student.uwtsd.ac.uk
or contact the dissertation supervisor Karen Eaton-Thomas on k.eatonthomas@uwtsd.ac.uk

Thank you once again for taking the time to participate in this study.

BSc Honours Applied Psychology, University of Wales Trinity Saint David, Carmarthen

Q62. Do you wish to submit your answers?

- (●) Yes
- ( ) No

Embedded Data

Group: Experimental Group

Example Two:

Q50. **Study Information Page**

This document provides key information regarding the study and provides details about what will be expected of you as a participant. Therefore, please read this information carefully before providing consent to take part. The purpose of this study is to explore factors that help shape and influence kindness and prosocial behaviour among university students.

During this study you will be required to do the following:

• Read and agree to a series of statements relating to consent, confidentiality and anonymity to show that you understand what is expected of you, and that you are willing for your responses to be used for the purpose of this study.

• Answer a 45-item survey at the beginning of week one (part 1) and on completion of week one (part 2).

• Part 1: You will be randomly allocated to either an experimental group or a control group for a period of one week.

If you are added to the experimental group, you will be required to complete at least three simple acts of kindness each day for one week (there is a list of the simple acts of kindness to follow).

If you are allocated to the control group, you will not need to take part in any specific acts of kindness over the following week.

• You will be required to create an unique password and include this on your survey when prompted. Please do not use a password that you use for any other purposes. This password is required to link your responses from part 1 to part 2, and will be replaced with a number once your data has been linked.

• Submit your 45-item survey answers using the EMS portal system at the beginning of week one.

Then, for the duration of one week, depending on which group you are allocated to, you will either be required to perform the acts of kindness, or you will not be required to do anything different to your normal daily routine.

• At the end of the one week period, you will be asked to enter the second link on EMS, where you will answer the same 45-item survey as before, regardless of what group you were assigned to (this is part 2).

• On completing the 45-item survey, you will be directed to a debrief page where you will be given the opportunity to withdraw from the study at both part 1 and part2.

You are free to withdraw from this study at any point until the end of the survey at part 2, after which point, once your data is submitted it will be anonymised and will not be able to be traced back to you. No personal data will be recorded and all data received will be stored confidentially and anonymously in line with the UWTSD research data management protocol and the BPS ethical code of conduct.

Examples of the type of questions included in the survey are:

1. *In the last week, how true is this sentence? "I've been feeling interested in other people"*
2. *To what extent is this statement true? "I find most things amusing".*
3. *To what extent is this statement true? "I see people as friendly and approachable"*

The list of `Simple acts of kindness` that you can select three acts daily to perform of your choosing; you do not have to select every act, you can use the same acts multiple times.

1. Contact someone you haven`t spoken too in a while.
2. Send flowers/chocolates to a friend.
3. Walk someone`s dog / complete a chore or favour for a friend / neighbour.
4. Make someone laugh / send an amusing message or text.
5. Make someone a cup of tea / coffee or offer to pay for one.
6. If it is raining, lend someone your umbrella.
7. Give up your seat on public transport, or let a driver merge in the lane infront of you.
8. Open doors for people wherever you are.
9. Say hello / good morining /good afternoon to people you don`t know.
10. Help someone who is lost.
11. Let someone jumpt the queue at the supermarket / chat to the cashier at the till.
12. Lend your ear; listen to someone who is having a bad day.
13. Offer to make a meal / bake a cake for someone.
14. Let someone you know that you are proud / thankful / appreciative of them.

If you feel this study is not something you would wish to participate in or you think you might feel distressed answering questions about your social connectedness, well-being or happiness, please close your browser now and do not continue into the survey.

If you have any questions please feel free to contact the researcher or supervisor on the email addresses provided below:
Katherine Monk – researcher: 2220232@student.uwtsd.ac.uk
or Karen Eaton – Thomas – supervisor: k.eatonthomas@uwtsd.ac.uk

If you are happy to proceed into the survey, please click on next to continue onto the consent page.

Q51. Study Consent Form Please read the statements below, and if you agree with them please click them.

Q52. I understand that this research study is being carried out by a final year Psychology Student for their Level 6 Thesis.

◉ Yes

Q56. I understand that taking part in this study will involve completing an online survey twice; once at the beginning of the study and again after a week has passed.

◉ Yes

Q55. I understand that I will be randomly allocated to either an experimental condition, where I agree to engage is simple acts of kindness at least three times a day for one week, or to a control condition where I will not have to perform any extra acts of kindness during the one week period.

◉ Yes

Q54. I understand that I can withdraw my data from this study at any time during the study and up until I submit my responses at the end of the week, after completing the survey a second time.

- (●) Yes

Q53. I understand that participation in this study is entirely voluntary, and I am free to withdraw participation at any time without giving a reason.

- (●) Yes

Q59. I am aware that if I have concerns about the study, I can email the researcher or supervisor at any time during or after the study.

- (●) Yes

Q58. I understand that the information provided by me will be held confidentially, with a unique number code assigned in place of my name. The data will be stored in accordance with the Data Protection Act and the UWTSD research data management protocol.

- (●) Yes

Q57. I also understand that at the end of the study, I will be provided with a debrief and the opportunity to email the researcher or supervisor if I have any questions.

- (●) Yes

Q60. I consent to taking part in this study.

- (●) Yes

Q67. Over the next page you will see some general questions about yourself. The first question relates to your age. Are you:

- (●) 1. Aged 18 - 25
- ( ) 2. Aged 26 - 39
- ( ) 3. Over the age of 40

Q68. Please indicate your gender identity:

- (●) 1. Female
- ( ) 2. Male
- ( ) 3. Other/prefer not to say

Q69. Finally, please enter a memorable password below. This is purely to match your responses in part 1 and part 2 of this study.

Maddie2006

Q49. Over the next few pages there are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last week.

Q1. I've been feeling optimistic about the future

- ( ) 1 None of the time
- ( ) 2 Rarely
- (●) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q2. I've been feeling useful

- ( ) 1 None of the time
- (●) 2 Rarely
- ( ) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q3. I've been feeling relaxed

- ( ) 1 None of the time
- (●) 2 Rarely
- ( ) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q4. I've been feeling interested in other people

- (●) 1 None of the time
- ( ) 2 Rarely
- ( ) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q5. I've had energy to spare

- (●) 1 None of the time
- ( ) 2 Rarely
- ( ) 3 Some of the time
- ( ) 3 Often
- ( ) 5 All of the time

Q6. I've been dealing with problems well

- ( ) 1 None of the time
- (●) 2 Rarely
- ( ) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q7. I've been thinking clearly

- ( ) 1 None of the time
- (●) 2 Rarely
- ( ) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q8. I've been feeling good about myself

- (●) 1 None of the time
- ( ) 2 Rarely

- ○ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q9. I've been feeling close to other people

- ○ 1 None of the time
- ◉ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q10. I've been feeling confident

- ○ 1 None of the time
- ○ 2 Rarely
- ◉ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q11. I've been able to make up my own mind about things

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q12. I've been feeling loved

- ○ 1 None of the time
- ○ 2 Rarely
- ◉ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q13. I've been interested in new things

- ○ 1 None of the time
- ◉ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q14. I've been feeling cheerful

- ○ 1 None of the time
- ◉ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q48. Below are a number of statements about happiness. Please indicate how much you agree or disagree with each statement by ticking one box, according to the following scale:
1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree.

Q15. I have very warm feelings towards almost everyone.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q16. I rarely wake up feeling rested.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q18. I am always committed and involved.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Stongly Agree

Q19. Life is good.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ◉ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q20. I do not think that the world is a good place.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q21. I laugh a lot.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q22. I am well satisfied about everything in my life.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ◉ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q23. There is a gap between what I would like to do and what I have done.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q24. I am very happy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ◉ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q25. I find beauty in some things.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q26. I always have a cheerful effect on others.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q27. I can fit in (find time for) everything I want to.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q28. I feel that I am not especially in control of my life.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q29. I feel able to take anything on.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ◉ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q30. I often experience joy and elation.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q31. I don't find it easy to make decisions.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q32. I feel I have a great deal of energy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q33. I usually have a good influence on events.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ◉ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q34. I don't feel particularly healthy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ◉ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q47. You are nearly at the end of the survey; just a few more questions.

Below are a number of statements that reflect various ways in which we view ourselves. Please tick the corresponding box to indicate to which you agree or disagree, using the following scale:
1 = Strongly Disagree, 2 = Disagree, 3 = Mildly Disagree, 4 = Mildly Agree, 5 = Agree and 6 = Strongly Agree.

Q35. I feel comfortable in the presence of strangers

- ◉ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q36. I am in tune with the world

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ◉ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q37. I fit in well in new situations

- ○ 1 Strongly Disagree
- ◉ 2 Disagree
- ○ 3 Mildly Disagree

- ○ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q38. I feel close to people

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ◉ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q39. I see people as friendly and approachable

- ○ 1 Strongly Disagree
- ◉ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q40. I feel understood by the people I know

- ○ 1 Strongly Disagree
- ○ 2 Disagee
- ◉ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q41. I am able to relate to my peers

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ◉ 4 Mildly Agree

- ○ 5 Agree
- ○ 6 Strongly Agree

Q42. I find myself actively involved in people's lives

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ◉ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q43. I am able to connect with other people

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ◉ 4 Mildly Agree
- ○ 5 Agree
- ○ 6 Strongly Agree

Q44. My friends feel like family

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ◉ 6 Strongly Agree

Q73. You are in this group: Experimental Group

Q74. If you are in the **Experimental Group**, you should now complete three acts of Kindness per day for the next week, before returning to EMS to complete Part 2 of this survey.

If you are in the **Control Group**, you need only to revisit EMS in one week to complete Part 2 of this survey.

Q61. **Study Debrief: An exploration of kindness and prosocial behaviour among university students.**

Thank you for taking part in the current study.

The aim of this study is to explore the factors that shape and influence kindness and prosocial behaviour among university students, in particular to see if engaging in simple acts of kindness over a period of one week can have an influence on an individuals well-being, happiness and sense of social connectedness.

To find out more about the background of this study, you can access these YouTube videos, using the following links, explaining the idea behind simple acts of kindness, by Psychologist Dr Marilee Ludvik and APRESO resources. https://www.youtube.com/watch?v=ow4o-3ifwEs https://www.youtube.com/watch?v=I38rpfIRc4Q

Your data will be held in confidence and will be stored securely and anonymously in accordance with the data Protection Act and the UWTSD research data management protocol until the degree is completed, after which, it will be destroyed.

If you wish to withdraw your data from the study you should do so now. After this point, once you submit your data, it will become anonymous, and it will not be possible to trace it back to you. If you are happy to submit your data, please click on the SUBMIT button now.

If you are kindly willing to take part in the second element of this study (i.e. completing this survey again after one week), please follow the link on EMS entitled ***'Kindness and Prosocial Behaviour Part 2'.***

If taking part in this study has raised any questions, please speak to the researchers Katherine Monk on 2220232@student.uwtsd.ac.uk
or contact the dissertation supervisor Karen Eaton-Thomas on k.eatonthomas@uwtsd.ac.uk

Thank you once again for taking the time to participate in this study.

BSc Honours Applied Psychology, University of Wales Trinity Saint David, Carmarthen

Q62. Do you wish to submit your answers?

- (●) Yes
- ( ) No

Embedded Data

Group: Experimental Group

Appendix 11: Examples of raw data; second questionnaire

Q50. **Study Information Page**

This document provides key information regarding the study and provides details about what will be expected of you as a participant. Therefore, please read this information carefully before providing consent to take part. The purpose of this study is to explore factors that help shape and influence kindness and prosocial behaviour among university students.

During part 2 of this study you will be required to do the following:

• Answer a 45-item survey following your completion of week one (part 2).

• In Part 1 (week one) you were randomly allocated to either an experimental group or a control group for a period of one week.

If you were added to the experimental group, you were asked to complete at least three simple acts of kindness each day for one week.

If you were allocated to the control group, you did not need to take part in any specific acts of kindness over the one week.

• You were asked to create an unique password and include this on your survey when prompted. You will need to include this password later on within this survey.

• You were required to submit your 45-item survey answers using the EMS portal system at the beginning of week one.

Then, for the duration of one week, depending on which group you were allocated to, you were either required to perform the acts of kindness, or you were not asked to do anything different to your normal daily routine.

• This should be your second time to complete the following survey, assuming that you have completed Part 1., and one week has passed.

• On completing the second 45-item survey, you will be directed to a debrief page where you will be given the opportunity to withdraw from the study at part 2.

You are free to withdraw from this study at any point until the end of this survey (part 2), after which point, once your data is submitted it will be anonymised and will not be able to be traced back to you. No personal data will be recorded and all data received will be stored confidentially and anonymously in line with the UWTSD research data management protocol and the BPS ethical code of conduct.

If you feel this study is not something you would wish to participate in or you think you might feel distressed answering questions about your social connectedness, well-being or happiness, please close your browser now and do not continue into the survey.

If you have any questions please feel free to contact the researcher or supervisor on the email addresses provided below:
Katherine Monk – researcher: 2220232@student.uwtsd.ac.uk
or Karen Eaton – Thomas – supervisor: k.eatonthomas@uwtsd.ac.uk

If you are happy to proceed into the survey, please click on next to continue onto the consent page.

Q51. Study Consent Form Please read the statements below, and if you agree with them please click the corresponding circle alongside them.

Q52. I understand that this research study is being carried out by a final year Psychology Student for their Level 6 Thesis.

◉ Yes

Q56. I understand that taking part in this study will involve completing an online survey twice; once at the beginning of the study and again after a week has passed.

◉ Yes

Q55. I understand that I will be randomly allocated to either an experimental condition, where I agree to engage is simple acts of kindness at least three times a day for one week, or to a control condition where I will not have to perform any extra acts of kindness during the one week period.

◉ Yes

Q54. I understand that I can withdraw my data from this study at any time during the study and up until I submit my responses at the end of the week, after completing the survey a second time.

◉ Yes

Q53. I understand that participation in this study is entirely voluntary, and I am free to withdraw participation at any time without giving a reason.

◉ Yes

Q59. I am aware that if I have concerns about the study, I can email the researcher or supervisor at any time during or after the study.

◉ Yes

Q58. I understand that the information provided by me will be held confidentially, with a unique number code assigned in place of my name. The data will be stored in accordance with the Data Protection Act and the UWTSD research data management protocol.

- (●) Yes

Q57. I also understand that at the end of the study, I will be provided with a debrief and the opportunity to email the researcher or supervisor if I have any questions.

- (●) Yes

Q60. I consent to taking part in this study.

- (●) Yes

Q49. Over the next few pages there are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last week

Q1. I've been feeling optimistic about the future

- ( ) 1 None of the time
- ( ) 2 Rarely
- ( ) 3 Some of the time
- (●) 4 Often
- ( ) 5 All of the time

Q2. I've been feeling useful

- ( ) 1 None of the time
- ( ) 2 Rarely
- (●) 3 Some of the time
- ( ) 4 Often
- ( ) 5 All of the time

Q3. I've been feeling relaxed

- ( ) 1 None of the time
- ( ) 2 Rarely
- (●) 3 Some of the time
- ( ) 4 Often

- ○ 5 All of the time

Q4. I've been feeling interested in other people

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q5. I've had energy to spare

- ○ 1 None of the time
- ○ 2 Rarely
- ◉ 3 Some of the time
- ○ 3 Often
- ○ 5 All of the time

Q6. I've been dealing with problems well

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q7. I've been thinking clearly

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q8. I've been feeling good about myself

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q9. I've been feeling close to other people

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q10. I've been feeling confident

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q11. I've been able to make up my own mind about things

- ○ 1 None of the time
- ○ 2 Rarely
- ◉ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q12. I've been feeling loved

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ◉ 5 All of the time

Q13. I've been interested in new things

- ○ 1 None of the time
- ○ 2 Rarely
- ◉ 3 Some of the time
- ○ 4 Often
- ○ 5 All of the time

Q14. I've been feeling cheerful

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q48. Below are a number of statements about happiness. Please indicate how much you agree or disagree with each by entering a number in the blank after each statement, according to the following scale:
1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree.

Q15. I have very warm feelings towards almost everyone.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q16. I rarely wake up feeling rested.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q18. I am always committed and involved.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Stongly Agree

Q19. Life is good.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q20. I do not think that the world is a good place.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q21. I laugh a lot.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q22. I am well satisfied about everything in my life.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q23. There is a gap between what I would like to do and what I have done.

- ◉ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q24. I am very happy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q25. I find beauty in some things.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q26. I always have a cheerful effect on others.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q27. I can fit in (find time for) everything I want to.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q28. I feel that I am not especially in control of my life.

- ◉ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q29. I feel able to take anything on.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q30. I often experience joy and elation.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q31. I don't find it easy to make decisions.

- ◉ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q32. I feel I have a great deal of energy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q33. I usually have a good influence on events.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q34. I don't feel particularly healthy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ◉ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q47. You are nearly at the end of the survey; just a few more questions.

Below are a number of statements that reflect various ways in which we view ourselves. Rate the degree to which you agree or disagree with each statement using the following scale:
1 = Strongly Disagree, 2 = Disagree, 3 = Mildly Disagree, 4 = Mildly Agree, 5 = Agree and 6 = Strongly Agree.

Q35. I feel comfortable in the presence of strangers

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ◉ 6 Strongly Agree

Q36. I am in tune with the world

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ◉ 6 Strongly Agree

Q37. I fit in well in new situations

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree

- ○ 4 Mildly Agree
- ◉ 5 Agree
- ○ 6 Strongly Agree

Q38. I feel close to people

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ◉ 6 Strongly Agree

Q39. I see people as friendly and approachable

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ◉ 6 Strongly Agree

Q40. I feel understood by the people I know

- ○ 1 Strongly Disagree
- ○ 2 Disagee
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ◉ 6 Strongly Agree

Q41. I am able to relate to my peers

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree

- (●) 5 Agree
- ( ) 6 Strongly Agree

Q42. I find myself actively involved in people's lives

- ( ) 1 Strongly Disagree
- ( ) 2 Disagree
- ( ) 3 Mildly Disagree
- (●) 4 Mildly Agree
- ( ) 5 Agree
- ( ) 6 Strongly Agree

Q43. I am able to connect with other people

- ( ) 1 Strongly Disagree
- ( ) 2 Disagree
- ( ) 3 Mildly Disagree
- ( ) 4 Mildly Agree
- ( ) 5 Agree
- (●) 6 Strongly Agree

Q44. My friends feel like family

- ( ) 1 Strongly Disagree
- ( ) 2 Disagree
- ( ) 3 Mildly Disagree
- ( ) 4 Mildly Agree
- ( ) 5 Agree
- (●) 6 Strongly Agree

Q66. Please re-enter your original password:

Midnight

Q65. Please confirm to which group you were allocated:

- ( ) 1 Control Group

- ○ 1. Control Group
- ◉ 2. Experimental Group

Q67. Please confirm your age group:

- ○ 1. Aged 18 - 25
- ○ 2. Aged 26 - 39
- ◉ 3. Age 40 and above

Q68. And, finally confirm your Gender Identity:

- ◉ 1. Female
- ○ 2. Male
- ○ 3. Other / Prefer not to say

Q61. **Study Debrief: An exploration of kindness and prosocial behaviour among university students.**

Thank you for taking part in the study.

The aim of this study was to explore the factors that shape and influence kindness and prosocial behaviour among university students, in particular to see if engaging in simple acts of kindness over a period of one week can have an influence on an individuals well-being, happiness and sense of social connectedness.

To find out more about the background of this study, you can access these YouTube videos, using the following links, explaining the idea behind simple acts of kindness, by Psychologist Dr Marilee Ludvik and APRESO resources. https://www.youtube.com/watch?v=ow4o-3ifwEs https://www.youtube.com/watch?v=I38rpfIRc4Q

Your data will be held in confidence and will be stored securely and anonymously in accordance with the data Protection Act and the UWTSD research data management protocol until the degree is completed, after which, it will be destroyed.

If you wish to withdraw your data from the study you should do so now. After this point, once you submit your data, it will become anonymous, and it will not be possible to trace it back to you. If you are happy to submit your data, please click on the SUBMIT button now.

If taking part in this study has raised any questions, please speak to the researchers Katherine Monk on 2220232@student.uwtsd.ac.uk or contact the dissertation supervisor Karen Eaton-Thomas on k.eatonthomas@uwtsd.ac.uk

Thank you once again for taking the time to participate in this study.

BSc Honours Applied Psychology University of Wales Trinity Saint David, Carmarthen

Q62. Do you wish to submit your answers?

- ◉ Yes
- ○ No

Example Two:

Q50. **Study Information Page**

This document provides key information regarding the study and provides details about what will be expected of you as a participant. Therefore, please read this information carefully before providing consent to take part. The purpose of this study is to explore factors that help shape and influence kindness and prosocial behaviour among university students.

During part 2 of this study you will be required to do the following:

• Answer a 45-item survey following your completion of week one (part 2).

• In Part 1 (week one) you were randomly allocated to either an experimental group or a control group for a period of one week.

If you were added to the experimental group, you were asked to complete at least three simple acts of kindness each day for one week.

If you were allocated to the control group, you did not need to take part in any specific acts of kindness over the one week.

• You were asked to create an unique password and include this on your survey when prompted. You will need to include this password later on within this survey.

• You were required to submit your 45-item survey answers using the EMS portal system at the beginning of week one.

Then, for the duration of one week, depending on which group you were allocated to, you were either required to perform the acts of kindness, or you were not asked to do anything different to your normal daily routine.

• This should be your second time to complete the following survey, assuming that you have completed Part 1., and one week has passed.

• On completing the second 45-item survey, you will be directed to a debrief page where you will be given the opportunity to withdraw from the study at part 2.

You are free to withdraw from this study at any point until the end of this survey (part 2), after which point, once your data is submitted it will be anonymised and will not be able to be traced back to you. No personal data will be recorded and all data received will be stored confidentially and anonymously in line with the UWTSD research data management protocol and the BPS ethical code of conduct.

If you feel this study is not something you would wish to participate in or you think you might feel distressed answering questions about your social connectedness, well-being or happiness, please close your browser now and do not continue into the survey.

If you have any questions please feel free to contact the researcher or supervisor on the email addresses provided below:
Katherine Monk – researcher: 2220232@student.uwtsd.ac.uk
or Karen Eaton – Thomas – supervisor: k.eatonthomas@uwtsd.ac.uk

If you are happy to proceed into the survey, please click on next to continue onto the consent page.

Q51. Study Consent Form Please read the statements below, and if you agree with them please click the corresponding circle alongside them.

Q52. I understand that this research study is being carried out by a final year Psychology Student for their Level 6 Thesis.

◉ Yes

Q56. I understand that taking part in this study will involve completing an online survey twice; once at the beginning of the study and again after a week has passed.

◉ Yes

Q55. I understand that I will be randomly allocated to either an experimental condition, where I agree to engage is simple acts of kindness at least three times a day for one week, or to a control condition where I will not have to perform any extra acts of kindness during the one week period.

◉ Yes

Q54. I understand that I can withdraw my data from this study at any time during the study and up until I submit my responses at the end of the week, after completing the survey a second time.

◉ Yes

Q53. I understand that participation in this study is entirely voluntary, and I am free to withdraw participation at any time without giving a reason.

◉ Yes

Q59. I am aware that if I have concerns about the study, I can email the researcher or supervisor at any time during or after the study.

◉ Yes

Q58. I understand that the information provided by me will be held confidentially, with a unique number code assigned in place of my name. The data will be stored in accordance with the Data Protection Act and the UWTSD research data management protocol.

- (●) Yes

Q57. I also understand that at the end of the study, I will be provided with a debrief and the opportunity to email the researcher or supervisor if I have any questions.

- (●) Yes

Q60. I consent to taking part in this study.

- (●) Yes

Q49. Over the next few pages there are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last week

Q1. I've been feeling optimistic about the future

- ( ) 1 None of the time
- ( ) 2 Rarely
- ( ) 3 Some of the time
- (●) 4 Often
- ( ) 5 All of the time

Q2. I've been feeling useful

- ( ) 1 None of the time
- ( ) 2 Rarely
- ( ) 3 Some of the time
- (●) 4 Often
- ( ) 5 All of the time

Q3. I've been feeling relaxed

- ( ) 1 None of the time
- ( ) 2 Rarely
- ( ) 3 Some of the time
- (●) 4 Often

- ○ 5 All of the time

Q4. I've been feeling interested in other people

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q5. I've had energy to spare

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 3 Often
- ○ 5 All of the time

Q6. I've been dealing with problems well

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q7. I've been thinking clearly

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q8. I've been feeling good about myself

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ◉ 5 All of the time

Q9. I've been feeling close to other people

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ◉ 5 All of the time

Q10. I've been feeling confident

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ◉ 5 All of the time

Q11. I've been able to make up my own mind about things

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ◉ 5 All of the time

Q12. I've been feeling loved

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ○ 4 Often
- ◉ 5 All of the time

Q13. I've been interested in new things

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q14. I've been feeling cheerful

- ○ 1 None of the time
- ○ 2 Rarely
- ○ 3 Some of the time
- ◉ 4 Often
- ○ 5 All of the time

Q48. Below are a number of statements about happiness. Please indicate how much you agree or disagree with each by entering a number in the blank after each statement, according to the following scale:
1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree.

Q15. I have very warm feelings towards almost everyone.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q16. I rarely wake up feeling rested.

- ◉ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q18. I am always committed and involved.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Stongly Agree

Q19. Life is good.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q20. I do not think that the world is a good place.

- ◉ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q21. I laugh a lot.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q22. I am well satisfied about everything in my life.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q23. There is a gap between what I would like to do and what I have done.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q24. I am very happy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q25. I find beauty in some things.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q26. I always have a cheerful effect on others.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q27. I can fit in (find time for) everything I want to.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q28. I feel that I am not especially in control of my life.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q29. I feel able to take anything on.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q30. I often experience joy and elation.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ◉ 6 Strongly Agree

Q31. I don't find it easy to make decisions.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q32. I feel I have a great deal of energy.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q33. I usually have a good influence on events.

- ○ 1 Strongly Disagree
- ○ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ◉ 5 Moderately Agree
- ○ 6 Strongly Agree

Q34. I don't feel particularly healthy.

- ○ 1 Strongly Disagree
- ◉ 2 Moderately Disagree
- ○ 3 Slightly Disagree
- ○ 4 Slightly Agree
- ○ 5 Moderately Agree
- ○ 6 Strongly Agree

Q47. You are nearly at the end of the survey; just a few more questions.

Below are a number of statements that reflect various ways in which we view ourselves. Rate the degree to which you agree or disagree with each statement using the following scale:
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Q35. I feel comfortable in the presence of strangers

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ◉ 5 Agree
- ○ 6 Strongly Agree

Q36. I am in tune with the world

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
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- ○ 6 Strongly Agree

Q37. I fit in well in new situations

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree

- ○ 4 Mildly Agree
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Q38. I feel close to people

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ◉ 5 Agree
- ○ 6 Strongly Agree

Q39. I see people as friendly and approachable

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ◉ 6 Strongly Agree

Q40. I feel understood by the people I know

- ○ 1 Strongly Disagree
- ○ 2 Disagee
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree
- ○ 5 Agree
- ◉ 6 Strongly Agree

Q41. I am able to relate to my peers

- ○ 1 Strongly Disagree
- ○ 2 Disagree
- ○ 3 Mildly Disagree
- ○ 4 Mildly Agree

- (●) 5 Agree
- ( ) 6 Strongly Agree

Q42. I find myself actively involved in people's lives

- ( ) 1 Strongly Disagree
- ( ) 2 Disagree
- ( ) 3 Mildly Disagree
- ( ) 4 Mildly Agree
- ( ) 5 Agree
- (●) 6 Strongly Agree

Q43. I am able to connect with other people

- ( ) 1 Strongly Disagree
- ( ) 2 Disagree
- ( ) 3 Mildly Disagree
- ( ) 4 Mildly Agree
- ( ) 5 Agree
- (●) 6 Strongly Agree

Q44. My friends feel like family

- ( ) 1 Strongly Disagree
- ( ) 2 Disagree
- ( ) 3 Mildly Disagree
- ( ) 4 Mildly Agree
- ( ) 5 Agree
- (●) 6 Strongly Agree

Q66. Please re-enter your original password:

Chance1Nova2

Q65. Please confirm to which group you were allocated:

- ( ) 1 Control Group

○ 1. Control Group

◉ 2. Experimental Group

Q67. Please confirm your age group:

○ 1. Aged 18 - 25
◉ 2. Aged 26 - 39
○ 3. Age 40 and above

Q68. And, finally confirm your Gender Identity:

◉ 1. Female
○ 2. Male
○ 3. Other / Prefer not to say

Q61. **Study Debrief: An exploration of kindness and prosocial behaviour among university students.**

Thank you for taking part in the study.

The aim of this study was to explore the factors that shape and influence kindness and prosocial behaviour among university students, in particular to see if engaging in simple acts of kindness over a period of one week can have an influence on an individuals well-being, happiness and sense of social connectedness.

To find out more about the background of this study, you can access these YouTube videos, using the following links, explaining the idea behind simple acts of kindness, by Psychologist Dr Marilee Ludvik and APRESO resources. https://www.youtube.com/watch?v=ow4o-3ifwEs https://www.youtube.com/watch?v=I38rpfIRc4Q

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If taking part in this study has raised any questions, please speak to the researchers Katherine Monk on 2220232@student.uwtsd.ac.uk or contact the dissertation supervisor Karen Eaton-Thomas on k.eatonthomas@uwtsd.ac.uk

Thank you once again for taking the time to participate in this study.

BSc Honours Applied Psychology University of Wales Trinity Saint David, Carmarthen

Q62. Do you wish to submit your answers?

◉ Yes
○ No