Vietnamese High School Students' Perception of Body Compassion

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ABSTRACT Body compassion is primarily influenced by both the multifaceted architecture of body image and self-compassion. Therefore, this paper aims to investigate the level of perception of body compassion among Vietnamese students at high school. A group of 396 Vietnamese high school students (121 males and 275 females) participated in a survey. They finished the body compassion scale, which included: Defuse, Common Humanity, Acceptance. The results found that regarding the body compassion towards research scores, the body compassion of females was found to have higher than males. Moreover, body compassion grade 11 had higher scores than grade 10 and grade 12. High school students who had gone through the research showed that Grade 12 would be interested in the Acceptance subscale. In contrast, grades 10 and 11 would be interested in defusion, and common humanity.

INTRODUCTION

Body compassion included construct of body image and self-compassion (Altman et al. 2020). Self-Compassion means to be kind and forgiving oneself, not to become extremely self-critical, to see one's experiences as part of a more considerable human existence rather than to see them as alienation, and instead of over-identifying one's own negative thoughts and feelings (Neff et al. 2007). The three elements of self-compassion defined by Neff (2003) is empathy towards oneself, recognizing one's struggles as part of the collective society, and mindfulness. (Altman and Beacham 2017). In line with this theoretical argument, self-compassion in developmental work involves: (a) being compassionate and forgiving of oneself in moments of discomfort or failure, (b) perceiving one's misery as part of a broader human experience, and (c) keeping negative emotions and reflections in conscious awareness (Barnard and Curry 2011). However, previous research about compassion is the human standard, and it is about positive character traits, the potential for love and vocation, bravery, diplomatic competence, esthetic awareness, perseverance, empathy, originality, future resilience, high creativity, and knowledge.

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At the group level, it is about democratic values and structures that drive people towards improved citizenship: accountability, caring, altruism, civility, compassion, tolerance (Cassell 2002). The current research aimed to explore the perception of body compassion for high students. The study examined high school student's body compassion in Vietnam.

According to Botta (1999), the result supports the idea adolescents' body image has little to do with how others perceive them (Botta 1999). Some studies show that the media's direct effect on self-compassion is much higher and more common for girls than for boys, but that certain boys might still be influenced by body image attitudes and behaviours more (Hargreaves and Tiggemann 2004; Botta 1999). Similarly, McCabe and colleagues (2003) demonstrated that social-cultural factors forecast body-change techniques for boys and girls that have a negative effect on boys, but not on girls (McCabe and Ricciardelli 2003). Social media contributed to happiness, physical appreciation, self-esteem, mental illness and behavioral performance (Barlett et al. 2008), people with high self-compassion also have high self-esteem (Neff et al. 2011), and self-esteem was also associated with deception (Nguyen-Thi et al. 2020).

Self-compassion defines a person's optimistic and compassionate attitude toward loss (Zessin et al. 2015). Prior research of Neff et al. (2007) shows that the positive connection between self-compassion and satisfaction, confi-

dence, positive influence, wisdom and personal initiative were important (Neff et al. 2007). The research suggests that the moral resilience and security of self-compassion are greater than self-esteem. A Study other suggests that self-compassion is an empowering building for psychological well-being and stress resilience (Finlay-Jones et al. 2015). Neff (2003) the positive effects in mental wellbeing have a strong link between self-compassion (Neff 2003), provides more mental and stable endurance than self-esteem (Neff and Vonk 2009). Results from both studies suggest that self-compassion may be a beneficial solution to global self-esteem if what constitutes healthy self-reliance is considered (Neff and Vonk 2009).

BCS is a new topic globally, especially high school students who have not studied research BCS. Additional data is gathered to address gaps, and we have been conducting studies to fill this gap further. This research is conducted to explore high school students' body compassion in Vietnam empirically. This research aims to discover the perception of body compassion among Vietnamese high school students and improve health-promoting behaviors, social-emotional, and standard of living.

Objectives

This paper aims to find out Vietnamese high school students' perception of body compassion. Besides, the study results will contribute to filling the gap in body compassion studies.

METHODOLOGY

Research Design

A 3×2 factorial design was used. The independent variables were two students' characteristics: grade (grade 10, grade 11, grade 12), and gender (male and female). Three dependent variables were measured: Defusion (D), Common Humanity (C.H.), and Acceptance (A). The following null hypotheses were tested:

H_{01} (main effect): No significant difference between male and female groups of students when they are compared simultaneously on the Defusion (D), Common Humanity (C.H.), and Acceptance (A).

H_{02} (main effect): No significant diûerence between grade 10, grade 11 and grade 12 groups of students when they compared simultaneously on Defusion (D), Common Humanity (C.H.) and Acceptance (A).

H_{03} (interaction effect): No significant interaction between grades and gender groups of students when they are compared simultaneously on the Defusion (D), Common Humanity (C.H.), and Acceptance (A).

Data Collection

Questionnaires have been distributed electronically via the Google form, website for data collection. This research was a survey study and was carried out in January 2020. The survey was distributed to 396 participants at the seven high schools in Ho Chi Minh City in Vietnam. There were more females, 275 (69.4%) than males 121 (31.6%) among the 396 Vietnamese participants who were surveyed. Of these, 103 (26%) were grade 10, 115 (29%) were grade 11, and 178 (44.9%) grade 12. The distribution of participants by gender is shown in Table 1.

Table 1: Number of participants in the grade by gender

Grade	Gender group		Total
	Male	*Female*	
Grade 10	30	73	103
Grade 11	35	80	115
Grade 12	56	122	178

Measurement

The following questionnaire was asked of participants: the Vietnamese versions of student bodily compassion on the basis of the original (Altman and Beacham 2017). The BCS consists of three subscales: Defusion, Common Humanity, and Acceptance. Both participants were told to carefully read questions on the questionnaire and to select the best answers. The BCS consists of 23 items measured on a 5-point Likert scale in which the 1 indicates a response of 'almost never,' while the value of 5 corresponds to 'almost always.' The internal consistency reliability (Cronbach's alpha) estimate for this sample was high at 0.92 (Bowling 2014; Tran 2019).

Alpha coefficients for each subscale were as follows: Defusion, Common Humanity, and Acceptance for this sample are as follows: .92, .91, and .87 (Altman and Beacham 2017). For this study, the calculated internal consistency reliability was .92. The scales and the number of all questions on the body compassion scale of students in Vietnam were then measured.

Data Analysis

For analyzing the collected data, the Statistical Social Science Package (SPSS) 20.0 program was used. The Body Compassion Scale (BCS) was viewed as dependent variables with two different variables (grade and gender) and subscales. In order to research disparities in defusion, shared humanity, and acceptance by grade and gender of Vietnamese high-school, the average item means the standard deviation of F values and results in MANOVA.

RESULTS AND DISCUSSION

Descriptive Analysis

According to the BCS norms, the participant's mean scored on the body compassion scale (BCS) was 65.06 (*SD*=12.96). The D subscale was D 23.13 (*SD* =6.67). The CH subscale was 25.50 (*SD* =7.10). The A subscale was 16.97 (*SD*=4.55) (See Table 2).

Inferential Analysis

A two-way multivariate analysis of variance (MANOVA) was used for evaluating null hypotheses. MANOVA should be related to a low to a moderate level with the multiple dependent variables (Pallant 2016; Huang et al. 2018). The descriptive statistics of the variables are demonstrated in Table 3 shows that C.H. was positively correlated with D (r=.41, p<.01), A was positively C.H. (r=.29, p<.01) (Pallant 2016, Huang et al. 2018). Since all values were under .80 (Pallant 2016), so multicollinearity has checked the assumption.

All the assumptions were tested by the researchers. The results were positive except for Box's test of equality of variance. If the sizes of the groups are almost similar or if the largest

Table 2: Number of participants in grade by gender groups

Gender	Grader group			
	Grade 10	Grade 11	Grade 12	Combined
Male	30	35	56	121
D				
M	22.93	23.60	20.89	22.18
SD	7.81	7.13	7.58	7.55
CH				
M	25.22	25.81	25.81	25.65
SD	6.59	6.86	6.97	6.82
A				
M	16.82	16.55	17.56	17.10
SD	4.59	4.30	4.14	4.31
Female	73	80	122	275
D				
M	22.22	24.24	23.88	23.55
SD	5.96	6.09	6.38	6.21
CH				
M	25.22	25.81	25.81	25.65
SD	6.60	6.86	6.97	6.82
A				
M	16.82	16.55	17.56	17.07
SD	4.60	4.29	4.14	4.31

Table 3: Correlations matrix

	D	CH	A
D	1	.41**	
CH		1	.29**
A			1

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

group size is less than around 1,5 times smaller, MANOVA is robust to violate the homogeneity of variation-covariance matrices (Leech et al. 2005). Although the group of covariant patterns that were tested with the Box M test was around 4.10 times larger than the smallest in this research (n = 30), the M value of 45.81 (p> 001) was found to be not significant by the multivariate homogeneity of covariance matrices. The statement that covariance matrices are homogeneous was therefore satisfactory.

The MANOVA revealed a significant multivariate effect for the grade group, Wilks' lambda = .97, $F_{(6,776)}$ =2.03, p <.01, partial $\eta2$ = .015, and a non-significant multivariate effect for gender, Wilks' lambda = .99, $F_{(3,388)}$ = 2.34, p > .01, partial $ç2$ =.007. A non-significant multivariate effect for interaction was also found, Wilks' lambda = .98, $F_{(6,776)}$ =1.06, p > .01, partial $\eta2$ = .008. There-

fore, the results suggested that the first hypothesis (Ho_1) was rejected, but the second hypothesis (Ho_2) and third hypothesis (Ho_3) were not rejected. Based on the significant effects found from the MANOVA, a separate two-way univariate analysis of variance (ANOVA) for each of the dependent variables was conducted without undue inflation of the experiment wise Type I error (Grimm and Yarnold 1995). The Levene's test revealed that the assumption of homogeneity of variances was met for $D[F(5, 390) = 1.03, p > .01]$, CH $[F_{(5, 390)} = 1.55, p > .01]$, A $[F_{(5, 390)} = 0.86, p > .01]$.

The ANOVA results as shown in Table 4 revealed the interaction effect was non-significant ($p > .05$). A significant grade effects on D $[F_{(2, 396)} = 1.71, MSE = 43.78, p < .01,$ Partial $ç2 = .09]$, CH $[F_{(2, 396)} = 0.69, MSE = 50.45, p < .01,$ Partial $\eta2 = .004]$, A $[F_{(2, 36)} = 3.39, MSE = 20.55, p < .035,$ Partial $\eta2 = .017]$ among the grade 10, grade 11 and grade 12 (grade 10: $M_D = 22.57, M_{CH} = 25.71, M_A = 16.76, M_{total} = 21.68$ grade 11: $M_D = 23.92, M_{CH} = 25.94, M_A = 16.03, M_{total} = 21.96$; 12: $M_D = 22.39,$

$M_{CH} = 24.93, M_A = 17.55, M_{total} = 21.62$) Significant gender effects on D $[F(1, 396) = 1.70, MSE = 43.78, p < .01,$ Partial $\eta2 = .004]$, CH$[F(1, 396) = 0.05, MSE = 50.45, p < .01,$ Partial $ç2 = .00]$, A $[F(1, 396) = 0.60, MSE = 20.55, p < .01,$ Partial $ç2 = .002]$ among males and females (Male: $M_D = 22.47, M_{CH} = 25.44, M_A = 16.58, M_{total} = 21.50$; Female: $M_D = 23.45, M_{CH} = 25.61, M_A = 16.97, M_{total} = 22.01$).

On the overall score, the grader 11 was found higher than those children of grade 10 and grade 12. Moreover, the grade 11 were higher than those of the grade 10, 12 on the scores of D and C.H. Besides, and the research shows that the female was higher than the male on the scores of D, CH, A. The findings showed that the perception of high school students with body compassion was increased to a high level in grade 11 and then to a high level of 12. Furthermore, females are higher than males because of body compassion.

The present research's main goal was to explore high school students' perception of body compassion in Vietnam. The main findings indi-

Table 4: Combined univariate ANOVA table

Source	Dependent variable	Type III sum of squares	Df	Mean square	F	Sig.	Partial Eta squared
Corrected Model	D	517.434[a]	5	103.487	2.364	.039	.029
	CH	168.120[b]	5	33.624	.667	.649	.008
	A	152.082[c]	5	30.416	1.480	.195	.019
Intercept	D	166262.347	1	166262.347	3.797.501	.000	.907
	CH	205471.890	1	205471.890	4.072.913	.000	.913
	A	88792.607	1	88792.607	4.321.318	.000	.917
Gender	D	74.472	1	74.472	1.701	.193	.004
	CH	2.483	1	2.483	.049	.825	.000
	A	12.183	1	12.183	.593	.442	.002
Grade	D	149.937	2	74.968	1.712	.182	.009
	CH	69.428	2	34.714	.688	.503	.004
	A	139.150	2	69.575	3.386	.035	.017
Gender * Grade	D	206.447	2	103.224	2.358	.096	.012
	CH	120.837	2	60.418	1.198	.303	.006
	A	16.686	2	8.343	.406	.667	.002
Error	D	17074.998	390	43.782			
	CH	19674.870	390	50.448			
	A	8013.555	390	20.548			
Total	D	229429.000	396				
	CH	277444.000	396				
	A	122202.000	396				
Corrected Total	D	17592.432	395				
	CH	19842.990	395				
	A	8165.636	395				

a. R Squared = .029 (Adjusted R Squared = .017)
b. R Squared = .008 (Adjusted R Squared = -.004)
c. R Squared = .019 (Adjusted R Squared = .006)

cate that there was a relationship between three BCS subscales: Defusion (D), Common Humanity (CH.), and Acceptance (A). This research revealed significant grades on the D, CH, A, and total scores among the 10, 11 and 12 grades. With the grades, grade 11 has BCS than higher grade 10,12, about factor D, CH (0.06 and 0.34), but factor A grade 12 more than grade 10,11 (0.79 and 1.52). According to gender, students' grades achieved body compassion at the ordinary level in females' higher males. For each factor BCS, there was not too much difference in each factor, the factor of Acceptance (A) at a low-level. This very active and burgeoning research area found that people with high self-compassion also have high self-esteem (Neff 2011). Similar, prior research of Neff et al. (2007) shows that the positive connection between self-compassion and satisfaction, confidence, positive influence, wisdom and personal initiative were important (Neff et al. 2007). So, improving compassion for high school students is important in the current context. It is a crucial conclusion for further upcoming studies advanced regarding BCS among Vietnamese high school students to improve health-promoting behaviors, social-emotional, and standard of living in high school. Therefore, it is necessary to coordinate all the school and students in improving body compassion. All results obtained after this research are necessary for the cognition of high school students in Vietnam about BCS. The research is done with an expectation of acting as stimulation in extending similar investigations on bridging the gap between research and its needed practices in the high school in Vietnam. The main evidence defects originate from the sampling process. This research poses numerous limitations and this problem is alleviated by the random selection of participants, but it is not completely addressed. The second disadvantage is the sample and measurements that are automatically recorded. The results may also be skewed and cross-party analyses were not allowed. These limitations should be discussed in future research.

CONCLUSION

The current research explored the BCS of high school students in Vietnam. It shows that the BCS of high school students is medium. The first research investigates the understanding of body compassion by high school students in Vietnam to the best of the authors' knowledge. This research result is necessary for Vietnamese counseling teachers to understand the Student's body compassion better and provide effective service counseling and therapy for each Student. Further study is recommended to determine the contributing causes why South Vietnamese students do not experience any gender disparities in body compassion. Research involving students from various areas of Vietnam is also proposed to be generalized.

RECOMMENDATIONS

There can be several recommendations. First, the study results have helped provide essential recommendations with the level of perception of body compassion among Vietnamese high school students so that to paying attention to body compassion may be essential to identify at-risk students having high self-compassion in school. Furthermore, future research should focus more on a broader sample of participants for a better generalization and participants' perspectives from a more detailed interview.

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