Contribution of Self-Compassion to Body Image: A Study at Vocational School

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ABSTRACT

This study aims to measure the contribution of self-compassion to the body image of students of SMKN 1 Karanganyar. The approach used in this research is a quantitative approach with an ex-post-facto design. The sample in this study amounted to 279 students from a total population of 926 students who were taken using a proportionate stratified random sampling technique. The instrument used is a self-compassion scale developed by researchers based on Neff's (2015) theory, which totals 29 items, and a body image scale developed based on Cash and Pruzinsky's (2002) theory, totaling 41 items. The validity test results for the self-compassion scale get a value range of 0.493-0.731, and the body image scale has a value range of 0.271-0.659. The reliability test results of the self-compassion scale obtained results of 0.918 and the body image scale of 0.947. Hypothesis testing using simple linear regression analysis with the results showed that self-compassion contributed 31.4% with the coefficient of determination (R^2 = 0.314, $\rho < 0.05$). Based on these results, it can be seen that self-compassion significantly influences body image in SMK Negeri 1 Karanganyar students. Future researchers can research other variables that affect body image, such as gratitude, self-esteem, and social comparison.

Keywords: Self-compassion; Body Image; Students

ABSTRAK

Penelitian ini bertujuan untuk mengukur kontribusi welas asih diri terhadap citra tubuh siswa SMKN 1 Karanganyar. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan desain *ex-post-facto*. Sampel dalam penelitian ini berjumlah 279 siswa dari total populasi 926 siswa yang diambil menggunakan Teknik *proportionate stratified*

random sampling. Instrumen yang digunakan yakni skala welas asih diri yang dikembangkan oleh peneliti berdasarkan teori milik Neff (2015) yang berjumlah 29 item dan skala citra tubuh yang dikembangkan berdsarkan teori Cash dan Pruzinsky (2002) berjumlah 41 item. Hasil uji validitas untuk skala welas asih diri mendapatkan rentang nilai 0,493-0,731 dan skala citra tubuh dengan rentang nilai 0,271- 0,659. Hasil uji reliabilitas skala welas asih diri diperoleh hasil sebesar 0,918 dan skala citra tubuh sebesar 0,947. Uji hipotesis menggunakan analisis regresi linear sederhana dengan hasil menunjukkan bahwa welas asih diri berkontribusi sebanyak 31,4% dengan koefisien determinasi (R^2 = 0,314, ρ < 0,05). Berdasarkan hasil tersebut dapat diketahui bahwa terdapat pengaruh signifikan dari welas asih diri terhadap citra tubuh pada siswa SMK Negeri 1 Karanganyar. Peneliti selanjutnya dapat melakukan penelitian dengan variabel lain yang memengaruhi citra tubuh seperti kebersyukuran, self-esteem, dan social comparison.

Kata kunci: Welas Asih; Citra Tubuh; Siswa

INTRODUCTION

The existence of ideal standards regarding the appearance of adolescents affects the ideal body image that adolescents have, so it is essential to discuss this because it affects the psychology of adolescents (Jankauskiene & Baceviciene, 2002). Body image is a picture of one's body that includes thoughts, perceptions, and feelings formed in one's mind (Cash & Pruzinsky, 2002). Body image itself is divided into two, namely, positive and negative (Cash & Pruzinsky, 2002). In body image, there are several influential aspects, including appearance evaluation, appearance orientation, satisfaction with body parts, preventing obesity, and perception of body size (Cash & Pruzinsky, 2002).

Vocational High School (SMK) students are included in the group of adolescents who pay special attention to body shape and tend to be negative. This is also reinforced by the argument that emotional eating, body image, and stress levels with IMT / U adolescent girls at SMK Negeri 41 Jakarta showed that 80.6% of adolescents had a negative body image (Juzailah & Ilmi, 2022). These results are supported by other research on the relationship between body image and adolescent eating behavior at SMK 4 Pancasila Ambulu, with results showing that 46.9% of adolescents at SMK 4 Pancasila Ambulu have a negative body image (Sholekhah, 2021). Another study on the relationship between body image perception and peers with eating habits in adolescent girls in the Dance Department, SMK

Negeri 1 Kasihan, showed that 57.4% of adolescents were dissatisfied with their body condition (Lestari et al., 2022).

Various previous arguments led to the assumption that adolescents at SMKN 1 Karanganyar have the same tendency to experience related phenomena. This assumption is proven by the interviews conducted on October 9, 2023, involving the counseling teacher and 12 male and female student respondents at SMKN 1 Karanganyar. The results of these interviews show that students at SMKN 1 Karanganyar experience the phenomenon of negative body image in the form of negative views of body shape, skin color, and facial condition. The existence of these opposing views causes students to be insecure about bodies that are too fat, black skin color, and face acne. Students also try to improve their physical shape according to their wishes. Negative body image is also triggered by the pressure that entering the world of work requires an attractive appearance, so efforts to improve physical shape are crucial. Therefore, some students improve their appearance in ways that tend to be negative, namely strict dieting, using illegal creams, and so on.

This phenomenon can be reduced by having an upbeat personality. Personality can influence the formation of adolescent body image (Cash & Pruzinsky, 2002). Individuals with perfectionist personalities tend to demand themselves to have a high and perfect body image. Perfectionist personality causes individuals to always feel dissatisfied with their appearance. Therefore, an upbeat personality is essential for adolescents to have. A positive personality can be built by increasing self-compassion. Self-compassion is an effort to be open to one's suffering, care for oneself, be kind, and understand and accept one's shortcomings. Self-compassion is closely related to psychological health, which increases motivation, healthy behavior, and positive body image (Germer & Neff, 2019). Adolescents who have self-compassion are believed to be able to deal with difficult situations by giving kindness to themselves so that they do not judge themselves harshly (Tylka et al., 2015). Self-compassion can reduce harsh self-criticism and help individuals to treat themselves well, not drag on suffering, accept their shortcomings, and have no limits to develop. Several elements can increase self-compassion, including self-kindness, common humanity, and mindfulness (Neff, 2015).

Several previous studies on body image and self-compassion are reviewed in this study as scientific considerations, including research on self-compassion and body image,

showing that the two variables are positively and significantly interrelated (Erismadewi et al., 2022). Other research also supports this research, with results stating that self-compassion reduces self-criticism-motivated behavior and reduces body image pathology (Turk & Waller, 2020). However, in contrast to these two studies, there is research showing that self-compassion does not show changes in body appreciation, weight management, and healthy eating behaviors (Berbeau et al., 2022). Two other studies also have inverse results, showing that self-compassion does not show significant changes in body image (Barron et al, 2021; Kelly & Stephen, 2016).

This research holds significant importance for Vocational High Schools (SMK), particularly for educators, counselors, and researchers. SMK adolescents, with their high standards of physical appearance for career preparation, are a crucial demographic for this study. The findings can serve as a foundation for counseling service programs at Vocational High Schools (SMK) based on the Learner Competency Standards (SKKPD) in the aspect of self-development. This focus on accepting the uniqueness of the self with all its strengths and weaknesses can help students prepare for their careers after graduating from school. This research, by examining the influence of predictor variables such as self-compassion, can contribute to efforts to overcome the phenomenon of negative body image in the SMK environment. Therefore, the purpose of this study is to measure the significant contribution of self-compassion to the body image of vocational school students.

METHODS

This study uses a quantitative approach with an ex post facto design. The sample in this study amounted to 279 students from a total population of 926 students at SMKN 1 Karanganyar, who were selected using a proportionate stratified random sampling technique. The data used in this study were obtained using psychological scale instruments, including body image and self-compassion scales, which were prepared based on the theory of body image and self-compassion scales. The body image scale uses Cash and Pruzinsky's (2002) body image building blocks, including appearance evaluation, appearance orientation, satisfaction with body parts, preventing obesity, and perception of body size. The self-compassion scale was also developed based on self-compassion's building blocks, including self-kindness, common humanity, and mindfulness (Neff, 2015). Based on the

scale, validity and reliability tests were applied. The test is carried out after obtaining expert judgment or expert opinion.

The instrument validity test used the product moment formula, while the reliability test used the Cronbach alpha formula. Both tests were carried out with the help of the Statistical Product and Services Solutions (SPSS) version 26 application. The results of the validity of the self-compassion scale are in the range of values 0.493 - 0.731 and reliability of 0.947 and are included in the classification of very high alpha coefficients. Referring to the self-compassion validity test results, 29 valid statement items were obtained. The last validity and reliability test results are the body image scale with a validity value range of 0.271 - 0.659 and a reliability of 0.918, which is included in the very high alpha coefficient classification. Based on the results of the body image scale validity test, 41 valid statement items were obtained.

Descriptive quantitative analysis techniques and simple linear regression analysis were used to prove the research hypothesis and determine the contribution of self-compassion variables to body image variables. Simple linear regression analysis is used with the help of the SPSS version 26 program. According to Sugiyono (2016), a prerequisite test must be fulfilled before doing a simple regression analysis to know that there are no deviating assumptions. The classical assumption test is divided into normality, linearity, and heteroscedasticity. The multicollinearity test was not used because the research variables only used two variables. The normality test in this study uses the Kolmogorov Smirnov test on SPSS version 26, which shows that the data is usually distributed because the significance value is 0.058, or it can be interpreted as the sig. (ρ) > 0.05. Furthermore, the data linearity test uses a linearity test by looking at the deviation from the linearity value, which results in a deviation from the linear (ρ) value of 0.076 so that the data can be said to have a linear relationship. The last classic assumption test is the heteroscedasticity test, which is carried out using the Glesjer test with the result of the sig value. (ρ) 0.078, so it can be said that the regression model does not occur heteroscedasticity.

RESULTS AND DISCUSSION

Based on the data obtained, it is known that the level of self-compassion of 279 students is in the moderate category (M = 77, SD = 11.019), while the level of body image

is in the moderate category (M = 112, SD = 17.737). Furthermore, the body image and self-compassion categorization criteria can be seen in Table 1. Furthermore, the details of the descriptive analysis of the level of self-compassion and body image can be seen in Table 2.

Table 1.
Categorization and Description of Body Image and Self-compassion

Variable	Interval	Categories	Description
Body Image	123-164	High	Students with a high body image can give sound judgment, give full attention, and make positive efforts to improve their physical appearance. Then, students can objectively assess their body parts, including their weight and height. In addition, students maintain their ideal weight and can apply healthy efforts to retain it.
	82-122	Medium	Students with moderate body image still need to be more consistent in giving good assessments and giving full attention. Sometimes, they still use harmful efforts to improve their physical appearance. Furthermore, students still need to be able to objectively assess their body parts, including their weight and height. In addition, students have not been able to maintain their ideal weight consistently and sometimes still apply negative behaviors to get the perfect weight.
	41-81	Low	Students with low body image give negative judgments, ignore their physical appearance, and apply harmful efforts to improve their physical appearance. Then, students also prioritize subjective judgments to assess their physical appearance, including weight and height. Students also ignore the healthy ideal weight and make harmful efforts to maintain it.
Self-compassion	87-116	High	Students with high self-compassion can provide kindness and care for themselves, interpret their suffering or failure as a natural thing experienced by humans, and see suffering from various objective and practical perspectives.
	58-86	Medium	Students with moderate self-compassion can show kindness to themselves when experiencing suffering or failure, but sometimes, they still give harsh criticism of themselves. In addition, students need to be more consistent in interpreting suffering or failure as something naturally experienced by humans and still view suffering or failure from an objective and subjective point of view.
	29-57	Low	Students with low self-compassion cannot give kindness to themselves and give harsh criticism when experiencing failure or suffering. In addition, students interpret suffering as a phase experienced by themselves and see it from a subjective point of view.

Table 2.

Levels of Self-Compassion and Body Image of Students

Variable	N	M	SD	Categorization
Self-Compassion	279	77	11.019	Medium
Body Image	279	112	17.737	Medium

Table 3.

Students' Self-Compassion and Body Image Level per Indicator

Variable	Indicator	N	M	SD	Categorization
Self-Compassion	*Self-kindness*	279	2,7	0,431	Medium
	Mindfulness	279	2,7	0,492	Medium
	Common Humanity	279	2,6	0,536	Medium
	Performance orientation	279	2,8	0,532	Medium
Body Image	*Appearance evaluation*	279	2,7	0,568	Medium
	Satisfaction with body parts	279	2,7	0,587	Medium
	Preventing obesity	279	2,7	0,684	Medium
	Perception of body parts	279	2,6	0,539	Medium

Table 4.

Hypothesis Test Results

R	R square	F	Sig
0.561	0.314	42.044	0.000

Table 5.

Test Results for Each Indicator

Indicator	Beta	t	Sig
Self-kindness	0.308	5.288	0.000
Common Humanity	0.238	3.939	0.000
Mindfulness	0.149	2.500	0.013

Table 2 shows that the descriptive statistical calculation of the level of self-compassion and body image is in the moderate category. In more detail, the level of self-compassion and body image of each indicator can be seen in Table 3. Referring to Table 3, it can be seen that all indicators of self-compassion are in the moderate category with details of the indicators of self-kindness (M = 2.7, SD = 0.431), mindfulness (M = 2.7, SD = 0.429), and common humanity (M = 2.6, SD = 0.536). The data on the level of self-compassion for each indicator shows that students are enough to provide kindness and care for themselves when they experience failure, even though they sometimes criticize themselves. Students have also been able to view suffering or failure from an objective point of view, but students also still have a subjective view, so it is difficult to focus on the solution to the problem.

Conversely, students do not accentuate the behavior of common humanity, so students still feel isolated or separated from their environment when experiencing suffering.

The level of body image of each indicator in Table 3 shows that all body image indicators are in the moderate category with details of appearance orientation indicators (M=2.8, SD=0.532), appearance evaluation (M=2.7, SD=0.568), satisfaction with body parts (M=2.7, SD=0.587), preventing obesity (M=2.7, SD=0.684), and perception of body parts (M=2.7, SD=0.539). The level of body image of each indicator shows that students have yet to be able to provide a positive assessment of their physical appearance. Students also have yet to be able to use positive efforts to improve their appearance and still need to fully interpret their body parts as attractive. Students need to be fully able to maintain their ideal weight positively. The last indicator with the lowest score is the perception of body parts, so it can be interpreted that students have yet to be able to fully assess their weight and height objectively.

After knowing the level of self-compassion and body image, it is necessary to test the hypothesis to determine the significance of the effect of self-compassion on body image using a simple linear regression test that has gone through the classical assumption test. More detailed results of hypothesis testing can be seen in Table 4.

Referring to Table 6, there is a relationship between self-compassion and body image or can be said to have a reasonably strong relationship (R = 0.561, sig = 0.000 <0.05). Self-compassion contributes to the body image variable by 31.4% (R^2 = 0.314). It can also be seen that the calculated F value is 42.044 with an F table of 2.637, so it can be concluded that F count> F table. Based on this exposure, self-compassion affects students' body image, so Ho is accepted. Furthermore, table 5 will present the testing of each indicator of self-compassion.

Referring to Table 5, it can be seen that self-kindness contributes significantly to improving body image (β=0.308, sig=0.000). Common humanity significantly improves body image (β=0.238, sig.=0.000), and mindfulness significantly explains improving image (β=0.149, sig.=0.013). Furthermore, the calculated t value is 5.288, common humanity is 3.939, and mindfulness is 2.500 with a t table of 1.968. Based on the t count of each indicator, it can be seen that all indicators have t count> t table, so it can be seen that all indicators of self-compassion affect body image.

The research results that have been analyzed using the simple linear regression analysis method have answered the purpose of this study, namely to determine the contribution of self-compassion to student body image. In more detail, the level of self-compassion possessed by students is in the moderate category, which means that students do not fully have compassion for themselves. When analyzing each indicator in-depth, students have moderate self-kindness, so it can be interpreted that students can already provide kindness and care for themselves when experiencing suffering or difficult times. Still, students also offer harsh criticism or blame themselves when experiencing suffering. These results align with Neff's (2015) statement that students need high self-kindness to act positively, such as providing kindness and care for themselves when experiencing suffering. This argument is reinforced by research by Febrianingsih et al. (2022), showing that individuals with moderate category self-kindness are enough to provide kindness and care for themselves; however, they often still provide harsh criticism when they experience failure.

Furthermore, students have a shared humanity in the moderate category; it can be interpreted that students do not fully realize that the failure or suffering that students experience is a form of experience of all humans, so students tend to feel abandoned by their environment when experiencing failure or suffering. These results are reinforced by Neff's (2015) statement that students need to have high common humanity to be aware of failure or suffering as an experience experienced by all humans. This opinion is in line with Firdaus (2022) and Blackie & Kocovski (2018) that students with low common humanity have difficulty realizing the suffering they experience is a human imperfection, so they are prone to isolate themselves.

Students also have mindfulness in the medium category, which shows that students already have a clear view of the problem. Still, students tend to brood over the suffering or failure they experience excessively. This argument is reinforced by the opinion of Neff (2015) that students need to have a high level of mindfulness to have a clear view without exaggerating the suffering they experience so that students can focus on the way out of the suffering they experience. In line with this opinion, according to Riki Anggraheni (2018) and Firdaus (2022), students with high mindfulness can measure their problems and the solutions they need. In contrast, students with a low level of mindfulness will reflect on their

mistakes excessively, so they cannot focus on solutions to their suffering (Bluth & Eisenlohr-Moul, 2017).

The student body image level is in the moderate category. This shows that students still need a favorable view of their bodies or a positive body image. Based on the indicators, the overall body image is also in the moderate category. The first indicator is the evaluation of appearance, which is in the mild category so that it can be interpreted that students have not been able to assess their appearance as something attractive entirely and tend to have still the belief that other people's judgments determine whether their appearance is beautiful or not. These results align with Cash & Pruzinsky's (2002) statement that students with a negative body image tend to give a negative assessment of their body and will overthink their appearance when they get an assessment from others. Students with low appearance evaluations tend to be sensitive to other people's judgments about their physique and always feel less than their appearance (Febriani & Rahmasari, 2022).

Furthermore, in the appearance orientation indicator, students are in the moderate category, meaning they can already choose positive ways to improve their appearance but still use harmful efforts or ways to improve their appearance. These results align with the opinion of Cash & Pruzinsky (2002), who explain that students with a high or positive body image will improve their appearance positively and according to their needs. Meanwhile, students who have a low or negative body image tend to improve their appearance using harmful methods without paying attention to health aspects. Another opinion was also conveyed by Sumanty et al. (2018) and Lupitasari (2019), who stated that individuals with a low appearance orientation feel that their body shape is a failure. Hence, individuals tend to be pessimistic about improving their appearance.

The next indicator is satisfaction with body parts, where students are in the moderate category, so it can be interpreted that students can already provide objective measurements and are satisfied with their body parts. However, sometimes, students reject their body condition and compare it with others. In line with the results of this study, according to Cash & Pruzinsky (2002) and Cash (2005), students with a high body image will provide objective measurements of their body parts and not excessively compare their body parts with others. Students with a positive body image will feel satisfied with their body parts and can accept their physical condition well. Conversely, students with low body image will

provide subjective measurements and tend to reject their body parts. Students with low body image also often compare themselves with others (Homan & Tylka, 2015; Febriani & Rahmasari, 2022).

The next indicator is preventing obesity, which is in the moderate category. Based on this, students have yet to be able to maintain their ideal weight consistently and still use negative ways to get the ideal weight. The results of this study align with the opinion of Cash & Pruzinsky (2002), who state that students with a negative body image will use harmful methods and put aside health aspects to get the ideal weight. Students with a negative body image tend to go on a strict diet until they experience eating disorder problems because they want the ideal weight instantly (Carlin et al., 2020; Lestari et al., 2022; Anggraheni, 2019).

The last indicator is the perception of the body part with a moderate category, which can be interpreted as students tending to measure their weight and height subjectively. Students also have not fully categorized their body size objectively and tend to rely on societal ideals rather than standardized standards based on health aspects. This is in line with the opinion of Cash and Pruzinsky (2002), who states that students need to have a positive body image because, with a positive body image, students can objectively assess their weight and height without being reduced or exaggerated. The results of this study also align with the research by Sari et al. (2022), where students with negative body image tend to categorize their weight and height based on subjective judgments or societal ideal standards.

Furthermore, based on the results of hypothesis testing using simple linear regression analysis, it is shown that the contribution of self-compassion to body image is 33.7% and has a positive direction, meaning that the higher the self-compassion, the higher the student's body image. The hypothesis of this study is accepted. This research also aligns with Germer and Neff's (2019) argument that self-compassion enhances positive body image. Based on this, increased student self-compassion is also required to improve body image.

Self-compassion helps students provide kindness, care for themselves, and accept shortcomings in their appearance rather than hurtful criticism (Fan et al., 2022). Self-compassion also allows students to make positive efforts to improve their appearance. This is supported by the research by Ferreira, Pinto-Gouveia, and Duarte (2013), which shows

that self-compassion reduces negative self-views and enhances individual abilities to cope with appearance pressures, thus creating peace for individuals.

Self-compassion also helps individuals to see their physical appearance as it is, without exaggeration or reduction, and to see their physical flaws as something special, not as something that hinders their potential (Neff, 2015). In line with this opinion, the study by Allen et al. (2020) reveals that mindfulness reduces behaviors of comparing one's physical appearance with others, especially regarding weight, and increases positive efforts to improve physical appearance continuously. This argument is also reinforced by Erismadewi et al. (2022), who state that mindfulness helps students avoid negative thoughts about their appearance and helps students focus on finding solutions to the discrepancies they feel.

Furthermore, self-compassion also helps students to see flaws in their physical appearance as something familiar and experienced by all human beings, known as common humanity (Neff & McGehee, 2010). Common humanity is essential because students can better understand and realize that flaws in their physical appearance are not something shameful but rather something familiar to all humans. This argument is also supported by Tylka et al. (2015) and Rodgers (2017), who state that common humanity helps individuals see their physical flaws broadly to accept their shortcomings as something experienced by all humans.

Based on the previous discussion, an increase in student self-compassion is needed. One effort to increase student self-compassion involves guidance counselors as providers of school counseling services. Services that guidance counselors can provide to enhance student self-compassion include Mindful Self-Compassion (MSC) training aimed at helping students pay attention to difficult-to-express emotions (Germer & Neff, 2019). MSC services can be integrated into individual counseling as a structured and practice-based approach to help clients develop attitudes of attention and care towards themselves. Furthermore, Compassionate Mind Training (CMT) aims to enhance self-compassion by assisting students to create support for themselves and reduce shame and self-criticism (Beaumont et al., 2017).

Furthermore, compassion-focused therapy (CFT) can also help students develop a positive view of themselves and find compassion-based emotional coping methods to manage their negative feelings and thoughts (Gilbert, 2010). Additionally, art therapy

services can be implemented to enhance student self-compassion (Angelika et al., 2019). Furthermore, psychodrama services are also believed to increase self-compassion because, in psychodrama, students learn to understand themselves better and can express responses to perceived pressures (Hidayati, 2018). Based on several studies that have been conducted, guidance and counseling services can be applied to increase student self-compassion, which influences the improvement of student body image. BK services, both essential and responsive services, can be integrated with various services that can enhance self-compassion, such as Mindful Self-Compassion, Compassionate Mind Training (CMT), Compassion Focused Therapy (CFT), art therapy, and psychodrama services.

This study has several limitations that are expected to be addressed in further research. Due to school scheduling constraints, some limitations lie in the data collection process for grade XII, which is conducted online. This condition may lead to suboptimal psychological scale filling because students can ask questions if they need clarification. Furthermore, limitations in the measurement tools used in preliminary studies do not adequately facilitate more comprehensive measurements because only one measurement tool, namely interviews, was used. Furthermore, there are limitations in the sampling process that need to consider the proportion of genders, resulting in an imbalance in the number of males and females. Based on these limitations, further researchers can conduct research with the same variables using other research methods, such as qualitative methods, to reveal phenomena in more detail and in-depth. They can expand the research population to various educational levels, such as elementary, junior high, high school, or university. Further researchers also need to balance the number of male and female samples and conduct research with other variables that affect body image, such as gratitude, self-esteem, and social comparison.

CONCLUSION

This research shows that self-compassion can affect students' body image levels. The level of self-compassion shows a linear trend with the level of student body image. In this research, students' self-compassion level is in the moderate category, characterized by not being able to fully provide kindness and care for themselves, having a broad view of suffering, and having full awareness of the suffering they experience. The students' body image level is also in the moderate category, marked by not being able to fully demonstrate

the behavior of the five elements: appearance evaluation, appearance orientation, satisfaction with body parts, preventing obesity, and perception of body size. Based on the above explanation, self-compassion can affect students' body image. Suggestions for future researchers are based on limitations that need to be refined in future research. Suggestions in this study include that future researchers can conduct research with the same variables using other research methods, such as qualitative methods, to reveal more detailed and in-depth phenomena, expand the research population at various levels of elementary, junior high, high school or college education, balance the number of male and female samples, and conduct research with other variables that affect body image such as gratitude, self-esteem, and social comparison.

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