

**MINISTRY OF EDUCATION AND TRAINING
HO CHI MINH CITY UNIVERSITY OF ENGINEERING
AND TECHNOLOGY**

TRẦN THÔNG TUỆ

**EDUCATING COMPASSION FOR JUNIOR HIGH
SCHOOL STUDENTS THROUGH EXPERIENTIAL
LEARNING ACTIVITIES**

**MAJOR: EDUCATION
CODE: 9140101**

SUMMARY OF DOCTORAL DISSERTATION

Ho Chi Minh City, 2026

This dissertation was completed at:
Ho Chi Minh City University of Engineering and Technology

Academic Supervisors:

1. Assoc. Prof. Dr. Nguyen Van Tu
2. Dr. Tran Tuyen

Reviewer 1:.....

Reviewer 2:.....

Reviewer 3:.....

The dissertation will be defended before the University-level
Dissertation Defense
Committee Held at Ho Chi Minh City University of Engineering and
Technology

At: a.m./p.m. on, 2026

The dissertation is available for reference at:

- National Library of Vietnam
- General Sciences Library of Ho Chi Minh City
- Ho Chi Minh City University of Engineering and
Technology Library

LIST OF THE AUTHOR'S PUBLICATIONS RELATED TO THE DISSERTATION

- [1] Tuyen, T., Tue, T. T., Van Nghia, N., Van Tu, N., & Anh, P. T. H. (2025). Development and Validation of the PCNA Scale for Assessing Compassion Qualities in Vietnamese Lower Secondary School Students. *North American Journal of Psychology*, 27(4)., 1115–1129.
- . [2] Tran, T. T., Tran, T. N. T., Vo, T. H., Nguyen, V. T., & Tran, T. (2024). Educating compassion for lower secondary school students based on living values - life skills approach: A study in some provinces of the Southeast region. *Journal of Education*, 24 (Special Issue 11), 261–265.
- [3] Tran, T. T., Nguyen, V. T., & Tran, T. (2024b). The reality and measures for educating compassion for high school students in the Southeast provinces. *Journal of Education*, 24 (Special Issue 8), 292–296.

INTRODUCTION

1. Rationale of the Study

In the context of the fundamental and comprehensive educational reform mandated by Resolution No. 29-NQ/TW, Compassion is identified as one of the five core qualities to be fostered in students under the 2018 General Education Curriculum (GEC). Compassion serves not only as the cornerstone of personality development but also as a pivotal element in cultivating global citizenship competence, empowering students to integrate internationally while preserving their national identity.

However, the current landscape of moral education in Vietnam confronts substantial challenges: the prevalence of apathy, a deficit in empathetic skills, and a severe disconnect between theoretical knowledge and practical behaviors among junior high school students. Traditional pedagogical methods are frequently formalistic and dogmatic, hindering the internalization of compassionate values into autonomous actions. Furthermore, the criteria for compassion in the existing curriculum predominantly emphasize the interpersonal dimension, lacking depth in other critical facets such as self-compassion (intrapersonal) and compassion towards nature (eco-compassion).

Consequently, the development of a specialized pedagogical model utilizing Experiential Learning Activities (ELA) to

comprehensively cultivate students' compassion emerges as an urgent imperative. This endeavor holds both profound theoretical significance and highly actionable practical value.

2. Research Objectives

Objective 1 (Theoretical): Establish the theoretical framework for Compassion education through Experiential Learning Activities (ELA), elucidating the multidimensional structure and psychological mechanisms of the moral value internalization process among junior high school students; Objective 2 (Design): Construct an integrated Compassion education model (the 3C Model) and a pedagogical process operating on three coordinate axes: self-compassion, interpersonal compassion, and eco-compassion; Objective 3 (Experimentation and Evaluation): Implement pedagogical experimental interventions to verify the model's efficacy and assess the sustainability of this quality through a 6-month post-intervention longitudinal study; Objective 4 (Recommendation): Propose a system of pedagogical solutions and a multi-force coordination mechanism to optimize the school's educational environment in sustaining the effectiveness of Compassion education.

3. Novel Contributions of the Thesis

Theoretical contributions: The thesis expands the theoretical framework of Compassion within the Vietnamese educational context. Rather than merely approaching five isolated

components, the research structurally organizes Compassion into an Integrated Multi-axis Cultivation Matrix encompassing three dimensions: Self-compassion (intrapersonal), Compassion for others (interpersonal), and Compassion for nature (ecological). This model establishes a dialectical correlation among Experiential Learning Theory (Kolb), Transformative Learning Theory (Mezirow), and Social Learning Theory (Bandura) to decode the micro-transformational mechanism from cognition to sustainable behaviors.

Practical contributions: * (1) Provides empirical evidence of the "Reverse spillover mechanism": Research findings indicate that 37.50% of the experimental sample demonstrated a shift where students transitioned from passive recipients to active agents regulating the moral behaviors of their own family members; (2) Demonstrates the model's feasibility through its "Contextual self-regulation" capability: The psychological educational environment and the teacher's modeling role possess the capacity to compensate for physical barriers (e.g., large class sizes of 50-53 students/class) to maintain a synchronized trajectory of Compassion development; (3) Proposes and standardizes a Mixed Methods Research (MMR) measurement toolkit, notably Rubric 1B, which facilitates the precise quantification of compassionate behavioral manifestations that were highly elusive to observe in prior studies.

4. Objects and Scope of the Research

Research Objects: The model, methodologies, and pedagogical processes of cultivating Compassion through ELA; Research Subjects (Participants): 360 junior high school students (180 in the experimental group, 180 in the control group), alongside a supplementary sub-sample comprising teachers, parents, and educational experts; Geographical Scope: Three junior high schools representing rural, semi-urban, and urban contexts within the Southeast region of Vietnam.

5. Thesis Structure

The thesis is structured into three main chapters:

Chapter 1: Theoretical foundations of educating compassion for junior high school students through experiential learning activities; Chapter 2: Research methodology on educating compassion for junior high school students through experiential learning activities; Chapter 3: Research results and discussion on educating compassion for junior high school students through experiential learning activities.

CHAPTER 1. THEORETICAL FOUNDATIONS OF EDUCATING COMPASSION FOR JUNIOR HIGH SCHOOL STUDENTS THROUGH EXPERIENTIAL LEARNING ACTIVITIES

1.1. Concept and Structure of Compassion

Within the scope of this thesis, Compassion is defined as a complex psychological construct comprising intrinsic qualities

and behavioral attitudes, manifesting through the capacity for empathy, tolerance, and a spirit of social mutual assistance. Rooted in the convergence of the 2018 General Education Curriculum (GEC) and modern psychological theories, Compassion is structurally conceptualized through 5 core components and 3 interactive dimensions:

5 core components: Love, Care, Empathy, Respect, and Tolerance. These components operate synchronously across three psychological domains: cognitive (value comprehension), affective (emotional resonance and empathy), and behavioral.

3 interactive dimensions: Self-compassion (intrapersonal): The capacity for self-acceptance, self-kindness, and self-tolerance, laying the foundation for establishing a safe zone of empathy; Compassion for others (interpersonal): Manifested through caring, sharing, and providing support to the community, particularly vulnerable and marginalized groups; Compassion towards nature (ecological/eco-compassion): A sense of responsibility for environmental protection and a profound respect for the vitality of ecosystems.

The dialectical integration of these 5 components and 3 dimensions constitutes a Multi-axis Compassion Cultivation Matrix. This matrix ensures that the educational process avoids a fragmented or isolated approach, thereby exerting a comprehensive and holistic impact on the students' personality

development.

1.2. Tri-axial Theoretical Framework for Compassion Education

The thesis establishes a theoretical framework based on the integration of three primary theoretical axes, elucidating the trajectory from psychological construction to the maintenance of sustainable behaviors:

Axis 1: Psychological Foundation Construction Orientation (Philosophy and Cognition): Applying Humanistic Theory (Maslow, Rogers) to affirm that Compassion only emerges when students attain a state of psychological safety and receive unconditional positive regard. This is integrated with Kohlberg's Theory of Moral Development to design a differentiated educational roadmap: Grades 6-7 focus on micro-relationships and emotions; Grades 8-9 increase in complexity through critical thinking and macro-social issues.

Axis 2: Experiential Transformation Mechanism Orientation (Methodology and Internalization): As the core axis, this utilizes Kolb's Experiential Learning Theory to transform experiences into knowledge and character qualities through a 4-stage cycle. The thesis further integrates Mezirow's Transformative Learning Theory to decode the mechanism of dismantling "old frames of reference" (egocentric biases) by creating "disorienting dilemmas" (cognitive crises) and facilitating critical reflection, thereby leading to a substantive transformation in the moral value

structure.

Axis 3: Sustaining Ecosystem Orientation (Environment and Behavioral Stabilization): Applying Bandura's Social Learning Theory to emphasize the "role modeling" strategy, affirming the teacher's modeling role as the most intuitive catalyst for value transmission. Simultaneously, Bronfenbrenner's Ecological Systems Theory and UNESCO's "Happy Schools" criteria are utilized to restructure the classroom space into a safe environment, where the interconnected network between the school and the family helps protect and sustain Compassion values post-intervention.

1.3. The 3C Educational Model and the Spiral Pedagogical Process

Derived from the theoretical framework, the thesis constructs a specialized intervention model designed to fulfill the requirements of the 2018 General Education Curriculum (GEC):

The 3C Model (Connect - Context - Continuity):

Connect: Establishes multidimensional emotional bonds among Teachers - Students - Families, shifting students from passive recipients to active agents of value creation.

Context (Contextualization): Embeds the cultivation of Compassion into local practical situations and integrated teaching (e.g., Literature, Civic Education), creating an environment to test the robustness and resilience of this character quality.

Continuity: Ensures the sustainable and uninterrupted development of the quality.

The 4-stage educational process based on the spiral principle: The trajectory is operationalized to transform cognition into autonomous behaviors:

Stage 1: Concrete Experience and Exploration: Engaging with practical contexts to evoke authentic emotions and identify compassion-related issues.

Stage 2: Reflective Observation and Connection: Students engage in critical reflection through journaling and group discussions to comprehend the deeper significance of the experience, bridging it with academic knowledge.

Stage 3: Abstract Conceptualization and Practice: Systematizing accumulated experiences into behavioral principles and practicing these behaviors in simulated environments (e.g., role-playing, situational problem-solving).

Stage 4: Active Experimentation and Application: Actualizing Compassion through community projects and diffusing these values back into the family, thereby stabilizing the personality and fostering a commitment to long-term behavioral maintenance.

Conclusion: Chapter 1 establishes that Compassion education through Experiential Learning Activities (ELA) is not

merely the organization of superficial activities, but rather a structured internalization process anchored in the synergy between a safe psychological environment and the role modeling of adults. This theoretical framework serves as the fundamental premise for implementing pedagogical experimentation and evaluating the model's efficacy in the subsequent chapters.

CHAPTER 2. RESEARCH METHODOLOGY

2.1. Research Design

The thesis employs Mixed Methods Research (MMR) utilizing a convergent parallel design. This approach allows for the independent collection and analysis of quantitative and qualitative data, followed by their integration for cross-verification. This methodology facilitates decoding the "black box" of the pedagogical process and elucidating the internalization mechanism of Compassion. Regarding the experimental aspect, the research utilizes a quasi-experimental design featuring a pre-test (T1), post-test (T2), and a 6-month follow-up retention assessment (T3) on a non-equivalent control group. This design ensures the ecological validity of the school environment by preserving intact classroom structures and employing a technique where a single teacher instructs both groups simultaneously to control for the confounding variable of instructor competence (teacher effect).

2.2. Participants and Sampling Methods

Quantitative survey sample (Scale construction): 516 junior high school students in the Southeast region participated in the survey to standardize Scale C1.

Experimental intervention sample: 360 Grade 7 and 8 students, evenly allocated into the Experimental Group (EG, n=180) and the Control Group (CG, n=180).

Geographical context: The sample was ecologically stratified across three junior high schools representing three distinct contexts: rural (School 001), semi-urban (School 002), and urban (School 003).

In-depth qualitative sample: Comprises 30 students (from the EG), 24 Teachers and Educational Administrators, 30 Parents, and 9 Experts to gather multidimensional data.

2.3. Research Instrument System

Quantitative group (C1-C4): Centered on the Compassion Scale (C1), which consists of 25 items measuring 5 components across 3 domains (cognitive, affective, behavioral). Supplementary scales (C2, C3, C4) evaluate the frequency of participation in Experiential Learning Activities (ELA), role modeling, and the learning environment.

Qualitative group (C5-C10): Includes the ELA Observation Checklist (C5), Integrated Teaching Observation Checklist (C6), Compassion Journal (C7), and an in-depth interview system.

Integrated group (C11-C12): Expert Consultation (C11)

and the analysis of 150 student learning products (C12).

The core role of Rubric 1B: This serves as a standardized 5-level reference framework utilized to quantify qualitative data derived from Journals (C7), Observation Checklists (C5, C6), and Learning Products (C12). This procedure enables the calculation of Pearson and Spearman correlations between self-reported cognition and actual behavioral manifestations, thereby ensuring the substantiveness of the Compassion internalization results.

2.4. Data Processing and Analysis Procedures

Data were cleaned and processed utilizing IBM SPSS Statistics 20.0.

Quantitative analysis: The Shapiro-Wilk test was utilized to assess the assumption of normality. Central inferential tests included: Two-way Repeated Measures ANOVA (RM-ANOVA) to evaluate the interaction effect between time and the intervention group; Cohen's d and Partial Eta Squared (η^2) indices to determine the effect size and practical significance of the model.

Qualitative analysis: Applied Braun and Clarke's thematic analysis technique to decode psychological mechanisms. Reliability was controlled via Cohen's Kappa coefficient of agreement (κ) among independent researchers (achieving a substantial level of 0.80 - 0.89).

2.5. Research Ethics

The entire process adhered strictly to ethical principles: voluntary participation, the participants' right to autonomy, identity confidentiality through structural coding, and the students' psychological safety. The thesis also maintains transparency regarding the use of Artificial Intelligence (AI) in audio transcription and text systematization, committing to zero violations of copyright and academic integrity.

Conclusion: Chapter 2 establishes the methodological framework (MMR) through a quasi-experimental model involving 360 students with rigorous mechanisms for controlling confounding variables. The instrument system (C1-C12), Rubric 1B, and multi-source triangulation have objectively quantified the trajectory of Compassion transformation.

CHAPTER 3: RESEARCH RESULTS AND DISCUSSION ON EDUCATING COMPASSION FOR JUNIOR HIGH SCHOOL STUDENTS THROUGH EXPERIENTIAL LEARNING ACTIVITIES

3.1. Quantitative Analysis Results

3.1.1. Immediate Intervention Efficacy (T1 - T2)

Experimental results from the sample of 360 students demonstrate a remarkable breakthrough in Compassion within the Experimental Group (EG) compared to the Control Group

(CG).

Within-group growth of the EG: The mean Compassion score of the EG surged from 3.56 (pre-intervention - T1) to 4.17 (post-intervention - T2). The Paired Samples t-test ($t = -15.42$; $p < 0.001$) and the Wilcoxon Signed-Rank test ($Z = -11.05$; $p < 0.001$) affirm that this transformation is highly statistically significant.

Comparison between the two groups: At the T2 milestone, the EG's score (4.17) was significantly higher than that of the CG (3.46) with a very large effect size, evidenced by Cohen's $d = 1.10$. The Two-way RM-ANOVA results confirmed that the interaction effect between time and the intervention group achieved statistical significance ($p < 0.001$), wherein the intervention variable accounted for 37.6% of the variance in the developmental trajectory of the quality ($\eta^2 = 0.376$). Figure 3.1 illustrates the clear bifurcation in the developmental trajectories of the two groups.

3.1.2. Post-intervention Retention and Stability

To verify the internalization process of compassionate values, the study conducted a delayed measurement 6 months after the cessation of the pedagogical intervention.

Sustainability of Compassion: At the T3 milestone, the mean score of the Experimental Group (EG) recorded an insignificant decrease of merely -0.008 points (from 4.175 to 4.167). Despite

this minor statistical fluctuation, the effect size of Cohen's $d = 0.06$ affirms the nearly absolute stability of the quality from a practical perspective.

The EG continued to maintain a superior margin over the Control Group (CG) ($M = 4.167$ compared to $M = 3.427$; $p < 0.001$), proving that Compassion has transformed into a sustainable personality structure rather than merely a temporary compliance response.

3.1.3. Contextual Analysis and Moderating Mechanisms (RQ5)

One-way ANOVA results in Table 3.8 indicate that the school context operates as a flexible moderating system:

The moderating role of teachers: In urban areas (School 003), the teacher's "Role modeling" variable achieved the highest impact level ($M = 4.06$), governing students' cognition and behaviors through "teaching by example" (role modeling).

Overcoming physical barriers: Data in Table 3.23 acknowledge that large class sizes (50-53 students/class) constitute a significant barrier (accounting for 15.56% of feedback). However, Mixed ANOVA results show that the developmental trajectory of the quality remained synchronized across different geographical contexts ($p = 0.135$). This affirms that when the physical environment is constrained, a safe psychological environment and the teacher's role-modeling

capacity operate as a compensatory mechanism, maintaining stable educational efficacy.

3.2. Qualitative and Practical Analysis Results

3.2.1. The Reverse Spillover Effect

A highly valuable empirical finding of the thesis is the role shift of students within the family ecosystem.

Results recorded within the family: Analysis of interview data from parents in Table 3.25 confirms: 37.50% of students in the experimental sample proactively performed compassionate behaviors and directly reminded or regulated the inappropriate behaviors of adults at home.

This serves as evidence that Compassion has reached Level 5 (Internalization & Diffusion) according to Rubric 1B, wherein learners transition from passive recipients to active agents of creating and diffusing sustainable moral values beyond the school parameters.

3.2.2. The Transformation from Cognition to Action

Analysis of 150 learning products via Rubric 1B reveals a positive trend: The mean score for actual behaviors at milestone T2c (4.68) is significantly higher than the theoretical cognition score at milestone T2a (2.54). This result validates the superiority of the intervention model: Students do not merely "know" about compassion through textbooks but truly "live" compassion

through experience. The proportion of products achieving levels 4 and 5 increased from 20.0% (T1) to 93.3% (T2c), affirming the efficacy of role-playing scenarios and community projects in activating empathy.

3.3. General Discussion

The quantitative and qualitative results converge strongly to affirm: Compassion is not formed through imposition but through experiential absorption. An effect size of $d = 1.10$ provides evidence that the integration of Experiential Learning Activities (behavior) and integrated teaching (cognition) creates an optimal "Zone of Proximal Development" (ZPD) for students. Notably, the 3C Model successfully resolved the "behavioral latency" issue, assisting students in maintaining stable compassion values post-intervention, regardless of current barriers regarding class sizes and physical infrastructure in general education schools.

Conclusion of Chapter 3: Experimental results affirm the outstanding efficacy of the intervention model on the development of Compassion, as the experimental group demonstrated a breakthrough growth ($M: 3.56$ to 4.17 ; $p < 0.001$) with a very large effect size ($d = 1.10$) and maintained stability after 6 months, evidencing the sustainable internalization of values. The actual behavioral index ($M = 4.67$) surpassing theoretical cognition ($M = 3.63$) confirms the superiority of experiential learning and critical reflection compared to one-way

transmission methods. The study also elucidates the "Reverse Spillover Effect," the moderating role of "Teaching by Example," and a safe psychological environment in mitigating the barrier of large class sizes. The verification of the hypothesis system (H1–H6) provides scientific rationale to propose the 3C Model and the 5-step procedure for widespread application in current educational practices.

CONCLUSION AND RECOMMENDATIONS

1. CONCLUSION

1.1. Regarding the theoretical foundations and the structure of Compassion

The research affirms that developing a Compassion education model through Experiential Learning Activities (ELA) is highly feasible when established upon the intersection of J. Dewey's pragmatic educational philosophy and D. Kolb's experiential learning cycle. This theoretical framework facilitates a paradigm shift in educational methodology, moving from unidirectional moral transmission to a mechanism of self-construction, formation, and development of the learner's individual Compassion. Compassion is defined as a psychological construct comprising 5 components (love, care, empathy, respect, tolerance), manifesting across 3 dimensions: self-compassion (intrapersonal), social compassion (micro-interpersonal), and compassion towards the environment and nature (macro-extrapersonal). Notably, the capacity for self-

compassion serves as an orienting psychological premise, assisting students in establishing an internal balancing mechanism to execute authentic compassionate behaviors.

1.2. Regarding the educational model and process

The educational intervention model is constructed based on the spiral development principle, integrating two pedagogical spaces: the practical space of ELA (evoking emotions) and the academic space of integrated teaching via Literature and Civic Education (systematizing cognition). The operational process is based on D. Kolb's cycle, consisting of 4 stages: Concrete Experience – Reflective Observation – Abstract Conceptualization – Active Experimentation. Wherein, the self-reflection phase is the critical nexus enabling students to transform emotions into profound cognition and an intrinsic commitment to moral values. This model is entirely compatible with the psychophysiological characteristics of adolescents and is highly feasible within the current resource constraints of junior high schools.

1.3. Regarding practical efficacy and changes in students' compassionate behaviors

Comparative data reveal that the experimental group demonstrated significantly more pronounced and sustainable progress compared to the control group. The experimental group achieved growth with a large effect size ($d = 1.10$; $p < 0.001$), wherein the Tolerance index exhibited the most robust

improvement. The frequency of compassionate behaviors within the school environment increased by 26.32%, and the quality of practical products achieving Good/Excellent levels rose by 34.9%. This result proves that the synergy between experience and academics generates a superior holistic effect, facilitating students' transition from a mindset of "knowing about compassion" to proactively "living compassion."

1.4. Regarding the retention and transformation of Compassion into personal values

The repeated measures assessment after 6 months provided objective evidence regarding the stability of Compassion post-experimentation. The mean score at the delayed assessment milestone (T3) showed an insignificant decline ($\Delta = -0.008$) compared to immediately post-intervention (T2), confirming that Compassion maintained a stable state. Qualitative analysis reveals that 33.33% of the journal data achieved the level of "value characterization," and the capacity for self-planning to maintain behaviors increased by 41.7%. This affirms that students have shifted from external rule compliance to behavioral self-regulation based on intrinsic commitment.

1.5. Regarding the impact environment and the diffusion of the model

The teacher's role modeling is the most crucial moderating variable, profoundly influencing the students' cultivation outcomes. The congruence between teachers' words and actions

is a prerequisite for students to internalize compassionate values. A safe psychological environment acts as a catalyst propelling Compassion, helping to neutralize physical infrastructure constraints. Notably, the research recorded that 37.50% of students proactively practiced and regulated the behaviors of adults within the family, affirming that students have become active agents in creating compassionate values within the community.

2. RECOMMENDATIONS

2.1. Proposed Educational Model and Process

2.1.1. The 3C Compassion Education Model:

Operates on three pillars: Connect (emotional/family connection turning students into active value creators), Context (local practical situations), and Continuity (sustainable trait maintenance). Context induces cognitive dissonance, while Connect ensures psychological safety; together, they form a sustainable personality structure.

2.1.2. The 5-Step Intervention Process:

1. Assess psychological baseline (self-compassion/empathy).
2. Design intervention contexts (integrated teaching).
3. Implement activities (ensure safe spaces & teacher modeling).
4. Diffuse values (family/community projects).
5. Evaluate & provide feedback (using qualitative rubrics).

2.2. Professional Recommendations

2.2.1. Prioritize Self-Compassion:

Equip students with emotional regulation and stress management skills as a fundamental prerequisite before teaching them to love others.

2.2.2. Restructure Operations & Foster Reflection:

Implement block scheduling for integrated subjects to create uninterrupted time for journaling and reflection. Synchronize assessment tools (Scale C1, Rubric 1B) into management platforms for continuous tracking.

2.2.3. Enhance Teacher Role Modeling:

Provide teachers with specialized training in emotional intelligence and mindfulness to ensure consistency between their pedagogical instructions and actions.

2.2.4. Leverage Literature & Innovative Assessment:

Use flexible evaluation tools instead of rigid tests. Maximize Literature classes (e.g., via role-playing) as a primary pedagogical channel to evoke profound empathy.

2.2.5. Flexible Learning Spaces:

Compensate for physical limitations (e.g., large class sizes) by cultivating a safe psychological environment through small group discussions and utilizing alternative spaces (libraries,

parks).

2.3. Limitations and Future Research Directions

2.3.1. Contextual Representativeness:

The model was primarily tested in HCMC and Dong Nai. Future studies should expand to regions with diverse socio-economic and cultural backgrounds.

2.3.2. Personalization Constraints:

Due to physical barriers (crowded classes), the current model is generalized. Future research must develop individualized intervention matrices tailored to distinct cognitive and psychological profiles.

2.3.3. Peer-to-Peer Evaluation Gap:

The study has not yet measured the impact of peer interactions. Subsequent research should analyze the mechanism of value transfer among peers, as peer influence is crucial for middle schoolers.

2.3.4. Lack of "Digital Compassion" Assessment:

The intervention was limited to physical environments. Future studies must evaluate online empathy and cyber-compassion to align with the digital transformation era.

2.3.5. Need for Longitudinal Tracking:

While short-term retention was positive, character education requires long-term tracking. Extended longitudinal studies across multiple educational levels are necessary to definitively confirm the permanent internalization of compassionate values.

RELATED RESEARCH PUBLICATIONS

- [1] Tuyen, T., Tue, T. T., Van Nghia, N., Van Tu, N., & Anh, P. T. H. (2025). Development and Validation of the PCNA Scale for Assessing Compassion Qualities in Vietnamese Lower Secondary School Students. *North American Journal of Psychology*, 27(4)., 1115–1129.
- . [2] Tran, T. T., Tran, T. N. T., Vo, T. H., Nguyen, V. T., & Tran, T. (2024). Educating compassion for lower secondary school students based on living values - life skills approach: A study in some provinces of the Southeast region. *Journal of Education*, 24 (Special Issue 11), 261–265.
- [3] Tran, T. T., Nguyen, V. T., & Tran, T. (2024b). The reality and measures for educating compassion for high school students in the Southeast provinces. *Journal of Education*, 24 (Special Issue 8), 292–296.