

Original Article

Dysmorphic Disorder to Anxiety Career Vocational school students

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Abstract. This study was conducted to investigate the extent to which Body Dysmorphic Disorder (BDD) contributes to career anxiety among students at Mardhika Vocational School. A quantitative correlational approach was applied, with simple linear regression used to examine the influence between the variables. The study involved 110 eleventh-grade students who were selected through random sampling. The findings revealed that BDD significantly influences students' career anxiety, indicating that higher levels of BDD are associated with greater anxiety about future career choices. The study also identified social media exposure, social pressure, and family expectations as factors that may intensify the effects of BDD on students' career readiness. These findings highlight the importance of comprehensive and preventive Guidance and Counseling (GC) services in addressing body image concerns and career-related anxiety simultaneously, thereby supporting students in developing healthier self-perceptions and better career readiness..

Keywords: Body Dysmorphic Disorder; Anxiety Career; Student

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Introduction

Body Dysmorphic Disorder (BDD) is disturbance psychologically characterized with preoccupation excessive to lack physical that is considered real or imaginative, so that influence function social and emotional individual. A research by Pinto & Phillips (2005) find that individual with BDD experience difficulty in weave connection social and show symptom depression as well as high anxiety. In Indonesia, a study by Safitri et al. (2025) show that BDD often No diagnosed in adolescents Because the symptoms similar with disturbance image body usual. Research previously by Rao et al. (2023) reveal that vocational school students who have BDD symptoms tend to be show obstacle in think positive about the future they, especially in taking decision career.

In a way theoretically, BDD can explained through cognitive- behavioral theory, in which distortion cognitive to body trigger behavior compulsive like repeatedly looking in the mirror or avoid interaction social (Kuck et al., 2021). Theory This reinforced by the results studies Toh et al. (2025) which shows that individual with BDD more tend interesting self from activity social, including discussion about the future or career. In context this, BDD does not only impact on personal aspects, but can also be a predictor of emergence anxiety career, because perception negative to self can bother belief individual in make choice life and work.

Anxiety is part from aspect psychological consisting of from: evaluation self, excessive worry about failure, worry about what other people think, avoidance from error language (Lubis et al., 2022), important For measure symptom anxiety and depression in a way appropriate as step screening First before treatment given For prevent disease or mental disability (Ifdil et al.,

2022). According to Social Cognitive Career Theory (SCCT) theory from (Lent et al., 1994), variable main such as self-efficacy, outcome expectations, and goals in general together affect the decision-making process decision career. Research experimental by Kusumawati & Wahyuningsih (2020) show that implementation SCCT approach in service guidance career increase ability taking decision career student in a way significant (pre-test and post-test). In addition the, review by (Wang et al., 2022) confirm that intervention career SCCT based including counseling groups, workshops, and online systems-effective in build efficacy self as well as reduce obstacle psychological student in designing career. stated that the researchers only focus on validation inventory and strategy For increase planning career, and put aside whether individuals who fill in inventory study truly No ambiguous in fill in answer question inventory (Alluhidan et al., 2025).

School students who are entering phase preparation career tend face pressure social related future appearance and expectations. Procrastination related with ability cognitive from deliberate activity and regulation self (such as start or stop behavior). There is a correlation between function more executives low and increase procrastination (Fajri et al., 2023). Disorders like BDD can make things worse anxiety career Because influence image self, motivation, and self-efficacy. Intervention SCCT based is necessary directed No only on the aspect cognitive and career, but also pay attention to condition psychological like BDD. With Thus, the SCCT approach has potential For reduce impact negative BDD towards ability take decision career, because build efficacy realistic self-esteem and outcome expectations. Study literature show the need merger module BDD therapy (CBT) with intervention development career to happen effect synergy (LENT, 2020), Problems mental health in children and adolescents can impact bad for health physical, achievement academic, and interaction social they (Syahputra et al., 2024).

One of approach intervention integrated For dealing with BDD and anxiety career is an internet - based Cognitive Behavioral Therapy (iCBT) combined with with module development career based on SCCT. Study latest by (Schmidt et al., 2025) in BMC Psychiatry shows that guided iCBT therapist online very effective reduce BDD symptoms in adolescents and adults young, with effect large (Hedges' $g \approx 0.93$) compared to control active. Besides that, systematic review by (Unbrin et al., 2024) confirm that CBT for BDD including restructuring cognitive therapy exposure, and modification behavior reducing image distress body and improve quality life patient. If this CBT module combined with intervention SCCT career (such as training efficacy self, workshop outcome expectations, and goal-setting), then intervention will capable build trust self student in a way comprehensive, strengthening readiness career, and minimize future anxiety.

Method

According to (Ali et al., 2022) Method study quantitative is approach scientific methods used For obtain data in form numbers that can categorized, sorted, and measured use unit statistics certain. The data Then analyzed For test hypothesis that has been formulated previously, with objective support or reject something theory scientific. This process allows study become systematic, structured, and based logic deductive.

Participants

According to Mushofa et al. (2024), a population refers to the entire group of individuals, objects, documents, or phenomena that possess specific characteristics relevant to the objectives of a study. In quantitative research, the population serves as the primary group from which research participants are identified and selected based on predetermined criteria.

The population of this study consisted of 151 eleventh-grade students at SMK Mardhika in the 2025/2026 academic year. The population comprised four classes, namely XI OTKP 1 with 38 students, XI OTKP 2 with 37 students, XI OTKP 3 with 38 students, and XI OTKP 4 with 38 students. Therefore, the total population involved in this study was 151 students.

The participants were eleventh-grade students who were relevant to the focus of the study, particularly in relation to body dysmorphic disorder and anxiety associated with career planning and career development. This population was selected because students at this educational level are entering an important developmental stage in which concerns about physical appearance, self-perception, future career choices, and preparation for further education or employment may become increasingly significant.

Sampling Procedures

According to Mushofa et al. (2024), a sample is a portion of a population selected by researchers to represent the characteristics of the entire population. In quantitative research, sampling is particularly important when it is not feasible to involve all members of the population. Therefore, an appropriate sampling procedure is required to obtain data that are representative and can be generalized to the target population.

In this study, the population consisted of 151 eleventh-grade students of SMK Mardhika. The sampling technique employed was Simple Random Sampling, which provides each member of the population with an equal opportunity to be selected as a research participant. This technique was chosen to minimize selection bias and to ensure that the selected participants adequately represented the characteristics of the population.

The required sample size was determined using the Slovin approach with a 5% margin of error. Based on the sample size determination, 110 students were selected as the research sample. Thus, from the total population of 151 eleventh-grade students at SMK Mardhika, 110 students participated as respondents in this study.

Materials and Apparatus

On the instrument this body dysmorphic disorder variable strengthened with theories and concepts from the American Psychiatric Association (APA) in (WL Toh et al., 2021). BDD defined as disturbance obsessive-compulsive disorder related, characterized by thinking obsessive to lack appearance that is not looks clear for others, and behavior compulsive as response to concern the indicator main used For measure variables this , and a higher score tall associated with trend somebody For experiencing BDD, namely, Pre-occupation excessive to appearance physical, behavior compulsive related appearance, disorders in function social, academic, or activity daily, distress significant psychological. While Anxiety Career (Muhdi Agung et al., 2023) interpreted like something condition when individual No capable make decision Because a state of being held back in the process of deciding something. Anxiety career vocational school students are measured based on perception student against fear or concern they in facing the future career, which is reflected in three aspect main, namely is uncertainty career, disability face demands career, pressure social and hope.

In study method quantitative, the Likert scale is one of them method the most common measurements used. A Likert scale was used For measure attitude, opinion, perception, or level agreement respondents to statement certain. For used, the Likert Scale consists of from various levels response, which is usually consists of from five to seven options, including very no agree, no agree, neutral, agree, and strongly agree.

Validity is a fundamental aspect of a research instrument because it determines the extent to which the instrument is able to accurately measure the construct that it is intended to measure. A valid instrument provides greater confidence that the data obtained truly represent the variables being investigated (Syahputra et al., 2025). Therefore, validity testing is an essential step before an instrument is administered to the research sample.

Based on the results of the validity test of the body dysmorphic disorder instrument can explained that results of the validity test of the trust instrument self-assessment carried out on students of Mahardika Vocational School . The number of The respondents were 78 for 32 instrument items. The test was conducted with level significance of 5% with amount 76 respondents so $R_{table} = 0.222$. So, 2 invalid items are obtained so that 30 valid items will be obtained tested on samples research . Based on results of the validity test of the anxiety instrument career, can explained that results of the validity test of the interaction instrument social Amount The respondents were 78 for 24 instrument items. The test was conducted with level significance of 5% with amount 76 respondents so $R_{table} = 0.222$. So, 24 valid and valid items were obtained tested on samples study.

Body dysmorphic disorder reliability testing was performed with level significance of 5% and the number of respondents was 78. Cronbach's Alpha was obtained at 0.972. Its mean high. Reliability test anxiety career, can explained that the reliability test done with level significance of 5% obtained Cronbach's Alpha of 0.981 can be obtained it is said tall.

Procedures

Study This done through a number of stages systematic consisting of from stage preparation, implementation, until data collection. As for procedure study in a way details is as following, Stage Preparation researchers start the process with determine problem research and formulate title as well as formulation relevant issues. Next done studies library For strengthen runway theory from variables studied. At this stage this is also compiled framework thinking, hypothesis, and design instrument research. After that, the researcher arrange and align indicator study with instrument in the form of developed questionnaire from relevant theories. Instruments This Then converted to in digital format using the Google Form platform, which allows online distribution and completion by respondents in a way flexible and efficient. Stage Implementation and Data Collection, Researcher spread Google Form link to respondents who have determined in accordance with technique taking sample. Researchers give information complete about purpose and objectives filling questionnaire, and ensure confidentiality of respondent data. Data collection was carried out during period time certain until amount respondents in accordance with amount specified sample. All result data automatic Google Form filling recorded in spreadsheet format later exported and processed more carry on For analyzed in a way statistics

Design or Data Analysis

Study This using regression test For measure influence between second variables, regression test is one of the technique analysis statistics used in study quantitative For measure and know connection between two or more variables . In journal This explained that the regression test aim For know to what extent the variables independent (free) to influence variables dependent (bound), as well as For make prediction to variables dependent based on mark independent variables (Putra et al., 2023).

Results and Discussion

Analysis of the results data study use statistics Descriptive from overall respondents totaling 110 students class XI at Mardhika Vocational School . Following results descriptive described in the table below

Table 1. Description of research data

	N	Range	Minimum	Maximum	Mean	Standard Deviation
Body Dysmorphic Disorder	110	61	43	104	90.84	10,454
Anxiety Career	110	58	28	86	72.50	8,590
Valid N (listwise)	110					

In the table above explain that the data analysis technique used is Statistics Descriptive. Table the is processing SPSS version 20 results and explain that results variable (X) namely Body Dysmorphic Disorder with results standard deviation 10.454, with minimum and maximum values generated of 43 and 104. The average value produced of 90.84, with range amounting to 61. Apart from that that, in table 1 also explains variable (Y), namely anxiety career. On anxiety career standard deviation results of 8,590, minimum value 28, value maximum 86, average value of 58, and value range of 58.

Table 2. Results of Body Dysmorphic Disorder Categorization

Score Interval	Category	Frequency (F)	Presentation
30 – 54	Very No Agree	4	4%
55 – 78	No Agree	3	3%
79 – 102	Neutral	1	1%
103 – 126	Agree	70	64%
127 – 150	Very Agree	32	29%
Total		110	100%

Can seen that from all over The respondents tested were 110 people, it was known amount students who experience Body Dysmorphic Disorder are very low as many as 4 students or 4%, the rate low as many as 3 students or around 3%, level currently as much as 1 or around 1%, level tall as many as 70 students or 64%, the level very tall as many as 32 students or 29%. Table 2 also shows that student Body Dysmorphic Disorder level in a way general is in the category tall.

Table 3. Categorization Results Anxiety Career

Score Interval	Category	Frequency (F)	Presentation
22–43	Very No Agree	2	2%
44–62	No Agree	1	1%
63–81	Neutral	4	4%
82–100	Agree	50	45%
101–120	Very Agree	53	48%
Total		110	100%

Can seen that from all over respondents tested a total of 110 people are known amount students who have Anxiety Career very low as many as 2 students or around 2%, level low as many as 1 student around 1%, level currently as many as 4 students around 4%, level tall as many as 50 students around 45%, level very tall as many as 53 students or 48%. The table also shows that level Anxiety Career student in a way general in category very tall.

Before conducting linear regression analysis, prerequisite tests were carried out to ensure that the data met the assumptions required for further analysis. The prerequisite tests conducted in this study consisted of a normality test and a linearity test. Based on the results of the normality test, the Asymp. Sig. (2-tailed) value was 0.180, which was greater than the significance level of 0.05. Therefore, it can be concluded that the data on Body Dysmorphic Disorder (X) and Career Anxiety (Y) were normally distributed.

Furthermore, a linearity test was conducted to determine whether the relationship between Body Dysmorphic Disorder and Career Anxiety was linear. The results showed that the Deviation from Linearity significance value was 0.214, which was greater than the significance level of 0.05 ($0.214 > 0.05$). Therefore, it can be concluded that the relationship between Body Dysmorphic Disorder and Career Anxiety was linear. Thus, the prerequisite assumptions were fulfilled, and the analysis could be continued using linear regression analysis.

Table 4. Results of Simple Linear Regression Analysis

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5980.874	1	5850.874	321,161	.000 ^b
Residual	2062.626	108	18,098		
Total	8043.500	109			

Based on results table , obtained calculated F value amounting to 321,161. Meanwhile Table of 3.93 with mark significance generated of $0.000 < 0.05$. If $F_{count} > F_{table}$ with $\alpha = 0.05$ (5%) with value $321.161 > 3.93$ then regression test results simple This can interpreted that Body Dysmorphic Disorder has an effect positive to Anxiety Career.

Table 5. Coefficients Simple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7,238	2,641		3,463	.017
Body Dysmorphic Disorder	.619	.040	.752	14,546	.000

Obtained coefficient X is 0.619 and constant of 7.238. So, it can be depicted form connection Body Dysmorphic Disorder variable against Anxiety Career in form equality Regression $Y = 7.238 + 0.619X$. This is show that Body Dysmorphic Disorder increased by 1 point. Then, Anxiety Career will increase of 0.619 at a constant of 8.138. In other words, the more well Body Dysmorphic Disorder then Anxiety Career will increase.

Table 6. Coefficients Determination

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.742 ^a	.654	.651	3,350

Obtained The R Square value is 0.654, which means Body Dysmorphic Disorder variables have influence large 65.4% against variables anxiety career. The rest influenced by other variables that are not investigated in study This. This is also supported by the R Square value of 0.654 which shows that 65.4% of the variability in anxiety career can explained by the Body Dysmorphic Disorder variable. The data distribution also shows that No there is difference striking patterns between men and women in connection second variables those dots from both genders are relative spread follow the same pattern throughout line regression. This is show that connection between Body Dysmorphic Disorder and Anxiety Career nature consistent cross - gender in this study.

Research by Hakim et al. (2021) showed that BDD had significant relationships with depression, anxiety, and stress, indicating that individuals with BDD are more vulnerable to

broader psychological problems. These findings suggest that dissatisfaction with physical appearance does not remain limited to body image concerns, but may influence emotional stability and the way individuals evaluate themselves. When concerns about appearance become excessive, individuals may become more sensitive to social judgment and develop persistent feelings of inadequacy. In students, this condition can reduce self-confidence and interfere with their readiness to face academic, social, and future-oriented demands. Therefore, the psychological impact of BDD may also extend to career development, particularly by increasing anxiety when students begin to plan and prepare for their future careers.

Research conducted by Rao et al. (2023) showed that BDD was significantly associated with lower self-esteem and higher social anxiety. This indicates that concerns about physical appearance may weaken self-confidence and increase sensitivity to social evaluation. In students, these conditions may contribute to greater anxiety when preparing for future career demands.

Research conducted by Didie et al. (2008) showed that higher BDD symptoms were associated with lower self-esteem and life satisfaction. This suggests that negative body perceptions can affect how adolescents evaluate themselves and their future. In the context of career development, these conditions may reduce confidence and increase anxiety in planning future careers.

Study Pinto & Phillips (2005) showed that individuals with BDD experienced higher levels of social anxiety, and greater BDD severity was associated with greater social anxiety. This suggests that excessive concern about physical appearance can increase fear of being judged by others. Such anxiety may encourage individuals to avoid social situations that require interaction and self-presentation. In students, this condition may interfere with confidence when facing career-related activities such as interviews, presentations, and workplace interactions.

Schnackenberg (2021) found that BDD significantly affected students' academic functioning, social participation, and emotional well-being. Students with BDD tended to avoid social interaction, miss classes, and experience excessive anxiety when speaking in public. These findings indicate that concerns about physical appearance can interfere with students' ability to participate confidently in educational and social activities. In the context of career development, such avoidance may limit opportunities to build communication skills, confidence, and readiness for future career demands.

Study Amrizon et al. (2022) showed that self-acceptance had a significant negative relationship with BDD, meaning that higher self-acceptance was associated with lower BDD tendencies. This finding indicates that difficulties in accepting oneself may strengthen negative perceptions of physical appearance. Low self-acceptance can also make students more focused on perceived physical shortcomings and less confident in their personal strengths. In the context of career development, this condition may increase uncertainty and anxiety when students begin to evaluate their abilities and plan their future careers.

Study Vinet & Zhedanov (2011) found a significant negative relationship between BDD and self-acceptance, indicating that higher BDD tendencies were associated with lower self-acceptance. This finding suggests that negative perceptions of physical appearance can make individuals more difficult to accept themselves as a whole. Low self-acceptance may also weaken confidence in recognizing personal strengths and abilities. In the context of career development, this condition may increase doubt and anxiety when students begin to make decisions about their future.

Study Adlya & Zola (2019) explained that BDD in adolescents can lead to psychological problems such as low self-esteem, anxiety, social difficulties, and impaired self-development. These conditions may make adolescents more vulnerable to negative self-evaluation and avoidance of situations that require confidence and social interaction. The study also emphasized Cognitive Behavioral Therapy (CBT) and cognitive restructuring as relevant approaches to reduce maladaptive thoughts related to physical appearance. In the context of

career development, such interventions may help students build a more positive self-perception and strengthen their readiness to face future career demands.

Study Yunalia et al. (2023) showed that gender was significantly related to the tendency of BDD, with female adolescents showing higher levels than males. This finding suggests that social and cultural pressures related to physical appearance may affect how adolescents evaluate their bodies. Greater exposure to beauty standards can increase dissatisfaction with appearance and make adolescents more vulnerable to negative self-perception. In the context of career development, these pressures may also reduce confidence and increase anxiety when students prepare themselves for future academic and occupational demands.

Islamiyah et al. (2023) found that lower body image was associated with higher BDD tendencies, indicating that negative perceptions of physical appearance can intensify dissatisfaction with oneself. This pattern is consistent with (Oselian et al., 2024) and Fazriyani & Rahayu (2019), who showed that higher BDD tendencies were associated with higher levels of stress. In addition, (Prakoso et al., 2020) found that BDD tendencies were related to lower self-confidence, while Adlya & Zola (2020) showed that self-esteem also played an important role in the emergence of BDD. Taken together, these findings suggest that BDD is not limited to dissatisfaction with appearance, but is also connected with broader psychological conditions such as stress, low self-confidence, and low self-esteem.

These psychological conditions help explain why BDD influences career anxiety in this study. Students who view their physical appearance negatively may become more doubtful about themselves, more sensitive to social evaluation, and less confident in showing their abilities. At the same time, stress and low self-esteem can make future-oriented situations feel more threatening, especially when students are required to make career decisions, participate in interviews, communicate with others, or prepare to enter the workplace. As a result, concerns about physical appearance may gradually interfere with students' confidence and readiness in career development. Therefore, the influence of BDD on career anxiety can be understood as a psychological process in which negative body image contributes to stress, reduced self-confidence, and lower self-esteem, which in turn increase anxiety about future careers.

Based on various research findings, Body Dysmorphic Disorder (BDD) is associated with psychological problems such as anxiety, stress, low self-esteem, and social avoidance. These conditions can affect students' confidence in interacting with others and performing in situations that require self-presentation. Previous studies also support the use of counseling interventions to address body image concerns and related anxiety, including Cognitive Behavioral Therapy (CBT), group counseling, and psychoeducation (Terence, Ayub, & Kimong, 2024; Nazmi, 2024). In the context of career development, negative body image and low self-confidence may interfere with career exploration, planning, and decision-making. Students with BDD symptoms may feel less confident when facing interviews, presentations, internships, or workplace interactions. Therefore, the findings of this study imply that Guidance and Counseling services should integrate personal-social and career guidance by strengthening self-acceptance, positive body image, self-confidence, and students' readiness to face future career demands.

However, this study was limited to eleventh-grade students from one vocational school, which may limit the generalizability of the findings. The use of self-report questionnaires may also be influenced by students' personal perceptions when responding to sensitive issues related to body image and career anxiety. In addition, the quantitative approach may not fully capture students' deeper psychological experiences. Future studies are recommended to involve more diverse participants from different schools and educational settings. Qualitative or mixed-method approaches may also be used to provide a more comprehensive understanding of the relationship between BDD and career anxiety.

Conclusion

The findings indicate that Body Dysmorphic Disorder has a positive influence on career anxiety among eleventh-grade students at SMK Mardhika. Negative perceptions of physical appearance may reduce students' confidence and psychological readiness in planning and preparing for their future careers. These findings highlight the importance of integrating personal-social and career guidance services, particularly in strengthening self-acceptance, positive body image, self-confidence, and career readiness. However, this study was limited to one school and two main variables. Future studies should involve more diverse participants and examine other factors related to career anxiety using broader research approaches.

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