

Level of Self-Esteem and Its Relationship to Academic Performance among Undergraduate Occupational Therapy Students in Bangladesh.



By

Afrina Jaman Mithila

February 2025

This thesis is submitted in total fulfilment of the requirements for the subject RESEARCH 2 & 3 and partial fulfilment of the requirements for the degree of

Bachelor of Science in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Faculty of Medicine
University of Dhaka

Thesis completed by:**Afrina Jaman Mithila**4th year, B.Sc. in Occupational Therapy

Bangladesh Health Professions Institute (BHPI)

Centre for the Rehabilitation of the Paralysed (CRP)

Chapain, Savar, Dhaka: 1343

.....
Signature**Supervisor's Name, Designation, and Signature****Nayan Kumer Chanda**

Assistant Professor

Department of Occupational Therapy

Bangladesh Health Professions Institute (BHPI)

Centre for the Rehabilitation of the Paralysed (CRP)

Chapain, Savar, Dhaka: 1343

.....
Signature**Head of the Department's Name, Designation, and Signature****Prof. Sk. Moniruzzaman**

Professor & Head

Department of Occupational Therapy

Bangladesh Health Professions Institute (BHPI)

Centre for the Rehabilitation of the Paralysed (CRP)

Chapain, Savar, Dhaka: 1343

.....
Signature

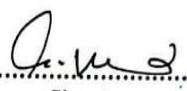
Board of Examiners**Prof. Sk. Moniruzzaman**

Professor & Head

Department of Occupational Therapy

Bangladesh Health Professions Institute (BHPI)

CRP, Savar, Dhaka-1343, Bangladesh.


.....
Signature**Dr. Md. Shakhaoat Hossain, PhD**

Chairman & Associate Professor

Department of Public Health and Informatics

Jahangirnagar University

Savar, Dhaka-1342, Bangladesh.


.....
Signature

Statement of Authorship

Except where it is made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or in part from a thesis presented by me for any other degree or seminar. No other person's work has been used without due acknowledgement in the main text of the thesis. This thesis has not been submitted for the award of any other degree in any other tertiary institution. The ethical issue of the study has been strictly considered and protected. In case of dissemination of the findings of this project for future publication, the research supervisor will be highly concerned, and it will be duly acknowledged as an undergraduate thesis.

Afrina Jaman Mithila

4th year, B.Sc. in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Peralysed (CRP)
Chapain, Savar, Dhaka: 1343

.....
Signature

Acknowledgement

Alhamdulillah! I am very happy to have completed my thesis. All praise goes to Almighty Allah who keeps me fit both physically and mentally, provides knowledge, patience, and the capability to accomplish this journey. I expressed my deepest gratitude to my parents and all my family members who supported me unconditionally throughout my academic journey. I wish to convey my profound gratitude to my esteemed supervisor Nayan Kumer Chanda for his exceptional guidance, insightful feedback, and steadfast support throughout this academic endeavor. His expertise and mentorship have been pivotal in shaping this thesis

I extend my sincere appreciation to Professor and Head Sk. Moniruzzaman, Department of Occupational Therapy, BHPI to give the opportunity to conduct this thesis and all the support during my research process. I also want to thank Md. Saddam Hossain, Assistant Professor, and all the faculties of Department of Occupational Therapy, BHPI, for their constructive insights and encouragement during the research process.

I am deeply indebted to the participants of this study, whose willingness to share their time and experiences made this research possible. Their contributions have been invaluable in addressing the research objectives.

Also, I want to thanks to my friends Ashmita and Sakib who support me in my whole thesis journey.

Dedication

I have dedicated my research to my parents, my family, my classmates and all the teachers of BHPI who have supported me throughout my academic journey.

Table of Contents

Board of Examiners	III
Statement of Authorship	IV
Acknowledgement	V
Dedication	VI
Table of Contents	VII
List of Tables	X
List of Figures	XI
List of Abbreviations	XII
Abstract	XIII
CHAPTER I: INTRODUCTION.....	1
1.1 Background	1
1.2 Justification of the study	5
1.3 Operational Definition:	7
1.4 Aim	7
CHAPTER II: LITERATURE REVIEW	8
Figure 2.1	8
2.2: Self -Esteem effect:.....	9
2.2.1: High level of self-esteem	9
2.2.2: Low level of self-esteem.....	9
2.2.3: Gender:.....	9
2.3: Academic Performance.....	10
2.3.1: Self-Evaluation	11
2.3.3: Mental health :.....	12
2.4 key gap	13
CHAPTER III: METHODS AND MATERIALS.....	14
3.1.1 Study Question.....	14
3.1.2 Aim	14
3.1.3 Objectives:	14
3.2 Study Design.....	14
3.2.1: Method.....	14
3.2.2 Study Approach :	14

3.3 Study Setting and Period.....	15
3.3.1 Study Setting.....	15
3.3.2 Period	15
3.3 Study Participant.....	15
3.3.1 Study Population:.....	15
3.3.2 Sampling Techniques.....	15
3.3.3. Inclusion Criteria	16
3.3.4 Exclusion criteria	16
3.3.5 Sample Size.....	16
3.5 Ethical Consideration.....	17
3.5.1: Ethical Clearance:	17
3.5.2: Informed consent	17
3.5.3: Unequal relationship	18
3.5.3: Risk and Beneficence.....	18
3.5.4: Power Relationship:	18
3.5.5: Confidentiality	18
3.6 Data Collection Process	18
3.6.1: Participant Recruitment Process	18
3.6.2 Data Collection Method.....	19
3.6.3: Data Collection Instrument.....	20
3.6.4: Field Note:	20
3.7 Data Management and Analysis	20
3.8 Quality Control and Quality Assurance.....	20
CHAPTER IV: RESULTS.....	22
Table 4.1	22
Figure 4.2.....	23
Table 4.3	24
Table 4.4.....	25
Figure 4.5: Self-Esteem Level	27
Table 4.6.....	28
CHAPTER V: DISCUSSION.....	32
CHAPTER VI: CONCLUSION	35
6.1 Strength and Limitation	35
6.1.1: Research Strengths.....	35
6.1.2 Research Limitations	35

6.2 Practice Implication	36
6.2.2: Implications of the Study	36
6.3: Conclusion	37
CHAPTER V: LIST OF REFERENCE	38
APPENDICES	41
Appendix B(Permission Letter).....	42
Appendix C (Scale Permission).....	46
Appendix D: Information Sheet & Consent Form.....	46
Appendix D: Information Sheet & Consent Form(Bangla Version).....	51
Participants Withdrawal from	57
Participants Withdrawal from(Bangla Version).....	58
Appendix E: Questionnaire.....	59
Questionnaire(Bangla Version).....	62
Appendix F: Supervisor Record From.....	65

List of Tables

Serial number of the Table	Name of the Table	Page no
Table 4.1	Socio Demographic Variables	22
Table 4.3	Distribution of socio-demographic information	24
Table 4.4	Self-Esteem Score	25
Table 4.6	Association	28

List of Figures

Serial number of the Figure	Name of the figure	Page no
Figure 2.1	Literature Review	8
Figure 3.6.1	Participants recruitment process	19
Figure 4.2	Distribution of institute participation	23
Figure 4.5	Self-Esteem Level	27

List of Abbreviations

BHPI- Bangladesh Health Professions Institute

CRP- Centre for the Rehabilitation of the Paralysed

IRB- Institutional Review Board

OT - Occupational therapy

RSES- Rosenberg Self- Esteem Scale

Abstract

Background: Self-esteem is how much a person values and believes in themselves has a strong impact on academic success, mental health, and future career growth, especially for students in healthcare-related fields and academic performance is the outcome of education is the extent to which a student, teacher or institution has achieved their educational goal. Limited research has explored self-esteem level and relationship between self –esteem level and academic performance particularly in settings like Bangladesh.

Aim: The aim of this study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh.

Methods and Materials: A cross-sectional study design was employed with data collected from 253 occupational therapy Students using the Rosenberg Self-Esteem Scale .Data were analyzed using descriptive analysis, chi-square and fisher’s exact test to identify associations and relationship between self-esteem level and academic performance .Used SPSS version 27 to identify associations.

Results: The result show self-esteem level among Occupational Therapy Students in Bangladesh.Among the 253 participants 75.9% students was normal level , 18.6% students was low level and 5.5% students was high level of self -esteem. Significant show with family member but other sociodemographic variable are not significant with self-esteem level. Statistically significant association ($p<0.002$) were found between Self-esteem level and institute. There is no statistically significant relationship between the self-esteem level and academic performance.

Conclusion: This study found the self-esteem level and its relationship with academic

performance among undergraduate Occupational Therapy students in Bangladesh. Most students reported normal self-esteem, while a smaller proportion showed low or high levels. Statistically significant association was found between self-esteem levels and family member and Institute. For low self-esteem students, institutional counseling services, confidence-building workshops, and peer support programs are recommended to improve their psychological well-being and professional development. The study provides valuable insights into the mental and academic profiles of OT students in Bangladesh and opens pathways for future research.

Key Words: Self-esteem, academic performance, undergraduate, Occupational Therapy.

CHAPTER I: INTRODUCTION

1.1 Background

Self-esteem is how much a person values and believes in themselves has a strong impact on academic success, mental health, and future career growth, especially for students in healthcare-related fields. It involves both positive and negative feelings about oneself, shaped by emotions and mental state (Ahmat, Muda, & Neoh, 2018). Two key parts of self-esteem are competence (how capable someone feels) and worth (how valued they feel as a person) (Cast & Burke, 2002). Self-esteem has become a very popular concept, especially among teachers, and therapists. Many people try to improve self-esteem because they believe it leads to better outcomes in life. However, the researchers argue that this belief needs to be carefully examined. Measuring self-esteem is tricky because people with high self-esteem often overestimate their abilities. Also, high self-esteem comes in different forms – some people have a healthy sense of self-worth, while others may be overly confident, defensive, or even narcissistic. Research has shown only a weak link between self-esteem and academic success, meaning that just having high self-esteem doesn't guarantee good grades (Arshad et al., 2015).

Self-esteem is deeply influenced by culture, as people develop their sense of self-worth based on societal values, which they internalize in their own way (Pyszczynski et al., 2004).

The idea was first introduced by William James (1890), who suggested that self-esteem develops when people achieve their important goals. Those with high self-esteem have a strong, positive self-view, while those with low self-esteem may feel

uncertain or negative about themselves (Oprisko, 2020). Self-esteem can also act as a protective factor that helps people deal with fear and stress. People with high self-esteem are more likely to face challenges, while those with low self-esteem may avoid them (Paudel et al., 2020).

For occupational therapy (OT) students, having healthy self-esteem is especially important. Since they are preparing to help others live more independently and improve their quality of life, they need to feel confident and emotionally strong themselves (Piko & Pinczés, 2014). Low self-esteem in OT students can lead to poor stress management, academic difficulties, and weaker clinical performance (Bergman, Gross, & Berry, 2018). Education plays important role in shaping personality and attitudes, which can determine whether a person has high or low self-esteem (Ahmat, Muda, & Neoh, 2018). Occupational therapy students must balance academic studies, clinical practice, and exams to develop the skills needed for their profession (Kayama et al., 2024). Self-esteem is psychological factor that affects a person's academic success, career goals, and overall well-being (Rosenberg, 1965). For occupational therapy (OT) students, who work with people facing physical, cognitive, and psychological challenges, having a strong sense of self-worth is essential for providing quality care their profession. Earlier research by Wiggins & Schatz (1994) found a moderate connection between self-esteem and academic achievement. Honors students, in particular, usually have higher academic self-esteem, which helps motivate them (Moeller, 1994).

In Japan, one study found that over half of first-year physical and occupational therapy students experienced high levels of anxiety. There is a strong link between self-esteem and academic performance. For example, a study from Tehran University showed that students with higher self-esteem tend to perform better academically,

possibly because self-esteem affects emotions and motivation (Kayama et al., 2024). Still, no studies have specifically looked at what affects academic success in occupational therapy students in Japan. Research has shown only a weak link between self-esteem and academic success, meaning that just having high self-esteem doesn't guarantee good grades (Arshad et al., 2015). A study found that 38% of nursing students experienced low self-esteem due to the pressures of academics and clinical training (McMullan et al. 2012). In competitive academic settings, students are constantly reminded that their grades are important.

A study revealed that medical students struggled with low self-esteem, often due to academic stress, societal expectations, and limited job prospects (Yasmin et al, 2020). While self-esteem can impact academic success, some studies have not analyzed gender differences due to limited sample sizes and the exploratory nature of the research (Kayama et al., 2024). Ensuring that students build confidence and self-worth can help them achieve their academic and professional goals (Sheeba Farhan & Imran Khan, 2015). This study assessed the relationship between the level of self-esteem and academic performance achieved among the pharmacy students. This study could provide important insights on the level of self-esteem among the pharmacy students and its correlates as existing studies revealed that there was a sensible difference in self-esteem level among the students from different faculties. (Ahmat et al., 2018)

Moreover a significant difference was found between male and female students on self-esteem and academic performance scores, which indicate that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students (Arshad et

al., 2015)

The relationship of socio-cultural environments of students and academic achievement has been explored by many researchers. Joshi (1988) found that rural and urban students do not differ in academic achievement whereas Grewal and Singh (1987) found rural students significantly higher on the level of academic performance. In study, significantly larger percentage of low achievers came from rural area. The figure being of low achievers 62.11 as against 46.5 percent for high achievers. Again 51.35 percent high achievers belonged to cities as against 37.89 percent of low achievers. (Joshi & Srivastava, 2009)

Therefore, The aim of this study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh. contributing to the limited literature and offering direction for educational intervention

1.2 Justification of the study

Self-esteem significantly impacts the personal and professional development of occupational therapy students it help to increase their confidence, communication ,academic and clinical performance . Self-esteem, or how much a person values and believes in themselves, is a key part of mental well-being .Students with high self-esteem usually feel more confident and motivated. Higher self-esteem in therapists can improve client engagement and treatment success. For Occupational Therapy students in higher education self-esteem can strongly affect their motivation, ability to handle stress, and academic performance. For occupational therapy (OT) students, self-esteem is especially important because it influences how they develop as professionals, build confidence, communicate with others, and make decisions. These students often juggle academic pressure, clinical training, and working with patients all of which can affect how they see themselves.

Occupational Therapy students are preparing to help people live more independently and improve their quality of life, having strong self-esteem is crucial. In Bangladesh, where OT is still a growing profession, there hasn't been much research on OT students in their self-esteem. Studying their self-esteem can help educators and institutions create better support systems that build students' confidence and help them become strong, capable professional. This research contributes to the global understanding of self-esteem in health science education, providing evidence from a developing country with unique socio-cultural dynamics. In Bangladesh, OT students often face many challenges, including academic pressure and limited support. All of these pressures can negatively affect their self-esteem and mental health but these issues often go unnoticed in the education

system.

Academic success isn't only depend intelligence or study skills. Mental and emotional factors especially self-esteem also play a big role. Self-esteem is so important, not much research has been done on how it affects academic performance in OT students in Bangladesh. This is especially important because OT students are future healthcare professionals. They'll be working with people who have physical, emotional, and mental challenges so their own well-being is essential. A study here can offer new insights that better reflect the local context, especially Occupational Therapy. The results of this study can help university leaders and policymakers to design curriculum which important in OT education. It can lead to better services for students, more effective teaching approaches, and a healthier, more successful academic experience. By looking at self-esteem, academic performance, and background factors like age, gender, income, and education history, this study hopes to provide useful information that can help improve the overall experience for OT students in Bangladesh. This, research Bangladesh has not been done before, so this research will help a lot in the future.

As a researcher, I can learn through this research how to conduct a study and organization can be aware of their students Self-Esteem level and its relationship to academic performance..Students of Occupational Therapy department can be aware of their level of Self-esteem and academic performance. This study will create knowledge and aware of self-esteem and academic performance.

1.3 Operational Definition:

Self-Esteem:

Self-esteem is an overall subjective evaluation of one's worth or value which encompasses the positive or negative orientation or beliefs towards oneself(Paudel et al., 2020).

Academic Performance

Academic performance is the outcome of education is the extent to which a student, teacher or institution has achieved their educational goals (Arshad et al., 2015).

1.4 Aim

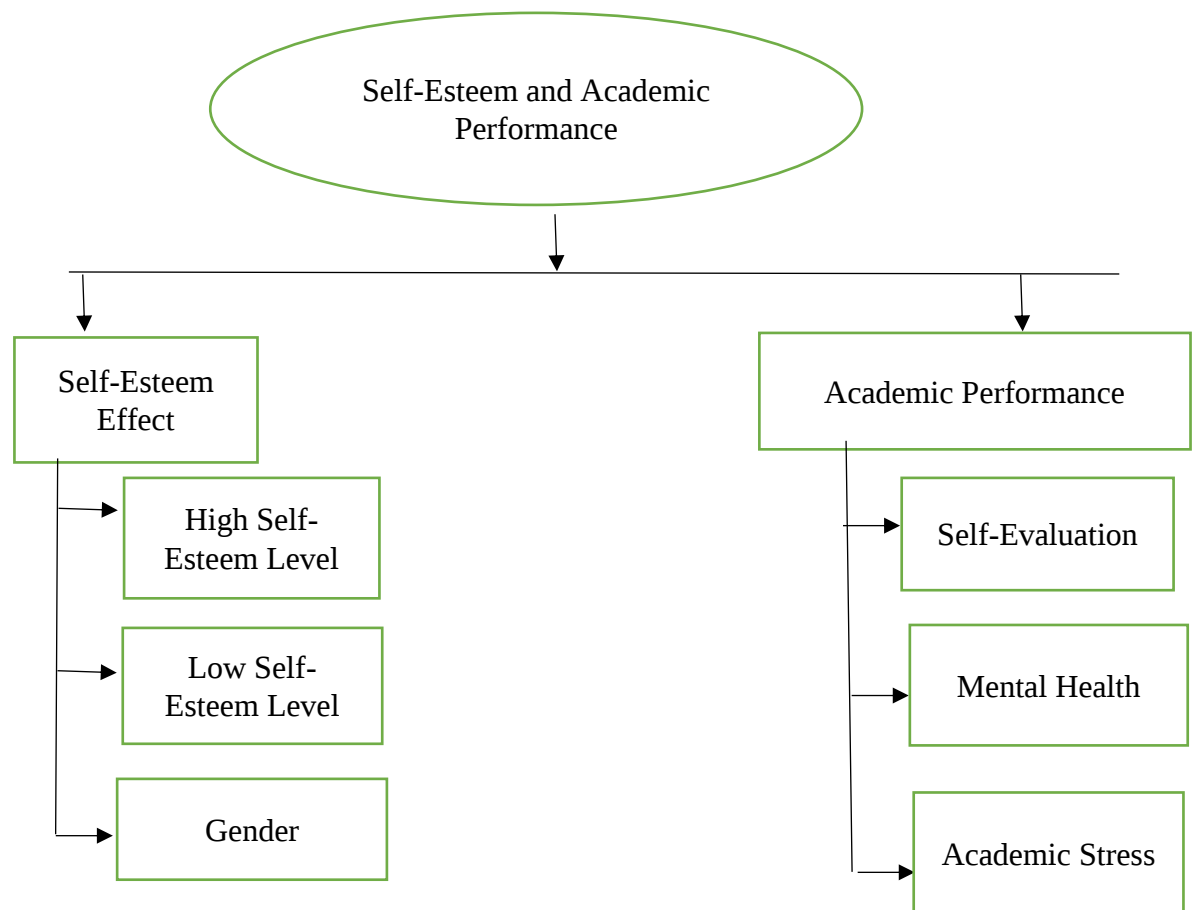
The aim of this study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh.

CHAPTER II: LITERATURE REVIEW

This chapter is organized with the information in level of self esteem and Academic performance in occupational therapy students. Then the information was recorded by reviewing various literatures. Information related to self -esteem such as performance ,high level, low level self esteem and academic performance was included in literature review.

Figure 2.1

Overview of literature review findings



2.2: Self -Esteem effect:

2.2.1:High level of self-esteem

High self-esteem refers to how people evaluate themselves, and most individuals strive to maintain and protect their self-worth when it feels threatened (Pyszczynski et al., 2004). People tend to have a positive self-view and report relatively high levels of self-esteem. self-esteem is not static—it changes with age throughout a person's life (Oprisko, 2020).

Research suggests that individuals with higher self-esteem are less affected by situations where they don't receive threat from others, making them less prone to emotional distress. A strong sense of self-worth can act as a protective factor, helping individuals cope better with stressful experiences (Kayama et al., 2024).

2.2.2:Low level of self-esteem

People who have low self-esteem often struggle in relationships, making them more unstable (Cast & Burke, 2002). Those with lower self-esteem are more likely to feel stressed by their surrounding (Kayama et al., 2024).

2.2.3: Gender

The most important effect detected was that of sex – being male was associated with higher general self-efficacy and with higher self-esteem. This finding concurs with both American and Norwegian studies comparing self-esteem and mental health of male and female students. In line with the reasoning in the survey (Nedregård & Olsen, 2014), we may consider general self-efficacy and self-esteem as closer to the person's experience, compared to more distal, general measures of mental health (Pipit, 2020).

2.3:Academic Performance

Research result show that occupational therapy students tend to have high self-esteem. Our study found that individuals with higher self-esteem for this reason they have a more positive outlook, assess their abilities favorably, and are more likely to expect success in new challenges (Kayama et al., 2024).

Researchers have also explored self-esteem differences within the same cultural setting between majority and minority groups. Minority groups often face discrimination and prejudice, which can negatively affect their self-esteem (Oprisko, 2020). In this study, 60 first-year occupational therapy students (16 males and 44 females) from Fujita Health University participated . Participation was voluntary, only first-year students were included to examine factors influencing academic performance upon entering university. Second-year and higher-level students were excluded. The study identified several factors affecting Japanese occupational therapy students' exam performance and identified their self – esteem was high (Kayama et al., 2024). This finding was somewhat surprising, given that self-esteem has been proposed as a determinant of learning strategies. Research on the role of self-esteem is, however, rather scarce and mixed. The findings of this study contradicts those of Abouserie (1995), who found self-esteem to be positively associated with productive study approaches and negatively related to a surface approach to studying. Our findings may be more in line with research stating that self- esteem does not predict academic performance (Oprisko, 2020). In previous findings, there was no significant correlation between the self-esteem level and CGPA ($p=0.87$) in the current study(Ahmat et al., 2018) revealed that the negative correlation between the self-esteem level and academic performance among the undergraduate pharmacy students.(Ahmat et al., 2018).

2.3.1:Self-Evaluation

Research shows that self-esteem differs significantly between successful and unsuccessful seventh-grade students, but these differences fade in the eighth and ninth grades. High-achieving students evaluate themselves more positively in school-related areas, while low-achievers focus on non-academic domains such as social or athletic competence. Students with poor academic performance also attribute less importance to school competence and display less favorable attitudes toward school (Alves-Martins et al., 2002).

According to Harter's self-esteem model and Robinson & Tayler's protection model, global self-esteem is relatively stable and shaped by support from significant others. Younger adolescents appear more vulnerable, as they struggle to protect their self-esteem when faced with academic challenges. However, adolescents learn to maintain acceptable self-esteem levels despite poor school results (Peixoto, 1998). Self-esteem is further influenced by social comparison, reflected appraisals from peers, and personal judgments of success or failure. Academic achievement plays a crucial role in shaping the self-esteem of younger adolescents, though older students develop compensatory strategies to preserve self-worth. (Sheeba Farhan & Imran Khan, 2015).

2.3.2: Academic Stress

Experts define "Stress" as the vigorous state of affairs in which a person is dealt with certain opportunities, demands, or resources that are associated with the wishes which an individual is yearning for and for which the outcome is perceived to be both indistinct and imperative. a general perception can be taken into account according to which there exists a strong relationship between self-esteem and stress; (Achary & Chalise, 2015). From students' perspective managing academic stress is more likely the way to enhance their productivity. Obviously a student knows better which problems

he or she is facing in their curricula. There are many signs of educational stress which includes feeling depressed or anxious or over exhausted etc. A research found an interesting correlation between stress and self-esteem as the team of researchers observed certain levels of declination in self-esteem judgments of students due to high stress or anxiety. Majority of researchers have agreed upon the fact that whenever one's self-esteem is low; it can leave some psychological effects on an individual that eventually render that person more vulnerable to stressful situations(Weber.et.al,2010). Consistently increasing levels of stress, a healthy sense of self-esteem in an individual can be eroded with the passage of time . the study in terms of relationship between stress and self-esteem identifies that positive and negative both sorts of hectic and tensed events are being experienced by youths of Pakistan (Sheeba Farhan & Imran Khan, 2015). The study found no significant link between academic stress and the performance of students in private universities in Pakistan. It was observed that students usually feel more stressed at the start of a semester, the stress peaks around the middle, and then gradually decreases towards the end. This happens because, in the beginning, students are unfamiliar with the course content and technical requirements, which makes them feel pressured and overwhelmed—especially when given assignments or tests early on (Womble, 2003). By the middle of the semester, although the workload increases, students have already adapted to the course structure and developed a better understanding of the subject. As a result, they experience less stress compared to the start of the semester (Sheeba Farhan & Imran Khan, 2015).

2.3.3: Mental health

The literature is consistent about the higher risk of mental health problems in students compared to the general population. there existed a negative correlation between self-esteem and depression, anxiety and stress experienced by the students(Paudel et al.,

2020). Moreover, there seems to be a consistent pattern of linking female students with a higher risk of mental health problems compared to males, whereas other influencing factors need further exploration. Articles in occupational therapy journals have focused largely on occupational therapy students personal learning process and their attitudes toward mental health problems in others whereas factors related to the students own mental health have been largely overlooked (Muliyah et al., 2020).

2.4: Key gap of studies

- Limited discipline-specific research: Occupational therapy students focus were rarely studied.
- Lack of Bangladeshi context: Most research was conducted in Western or other Asian countries, with very limited evidence from Bangladesh.
- Neglect of professional course demands: Previous research did not adequately consider the clinical and practical pressures of occupational therapy education.
- Limited focus on self-esteem levels: Many studies analyzed only total self-esteem scores without categorizing levels (low, moderate, high).
- Limited evidence to guide academic support strategies: Previous studies did not provide context-specific data to inform student support systems.
- Gap in evidence for policy and curriculum development: Previous findings were not specific enough to influence curriculum planning in OT program.

CHAPTER III:METHODS AND MATERIALS

3.1 Study Question(s),Aim,Objective(s)

3.1.1 Study Question

What is the relationship between self-esteem level and academic performance among undergraduate occupational therapy students in Bangladesh?

3.1.2 Aim

The aim of this study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh.

3.1.3 Objectives:

- To assess the level of self-esteem among undergraduate Occupational therapy students in Bangladesh.
- To find out association between self-esteem level and sociodemographic variables.
- To determine the relationship between self-esteem level and academic performance.

3.2 Study Design

3.2.1:Method

This study follow quantitative method. The quantitative approach interprets and presents results by utilizing data associated with measurements and implementing numerical data. (Sheeba Farhan & Imran Khan, 2015).

3.2.2 Study Approach :

Cross-sectional study was conducted in occupational therapy students . The researcher was choosing this study because the researcher was select a population from specific period that was measured the self esteem(Lane and Kyprianou 2004).

3.3 Study Setting and Period

3.3.1 Study Setting:

Bangladesh Health Professions Institute ,Savar, Dhaka-1343, Saic College of Medical Science and Technology ,Mirpur 14, Dhaka ,Japan Bangladesh Friendship College of Physiotherapy and Health Sciences, 586/1, Metrorail Station, DSS Building, Begum Rokeya Sarani, Dhaka 1216, Mymensingh college of physiotherapy & Rehabilitation 26/A,Maskanda(Natun Bazar),Mymensingh, Bangladesh, 2200.

3.3.2 Period

The study was from February 2025 to February 2026.

3.3 Study Participant

3.3.1 Study Population:

The population of the study was who are studying in B.Sc. in Occupational Therapy department in Bangladesh Health Professions Institute and Saic College of Medical Science and Technology , Japan Bangladesh Friendship College of Physiotherapy and Health Sciences and Mymensingh college of physiotherapy & Rehabilitation .1st year to 4th year students were participant in the study.

3.3.2 Sampling Techniques

Purposive sampling was selected for the study because it is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. It is one of the best cost effective and time effective sampling procedures. In this sampling researcher rely on their own judgment when choosing members of the population to participate in the survey(Neseri et.al,2015)

3.3.3. Inclusion Criteria

- B.Sc in Occupational Therapy students.
- Those who have taken the term or Dhaka University final exam.
- Willing to participate.

3.3.4 Exclusion criteria

- Diploma and assistance, intern Occupational Therapy students.
- Students on academic leave or not present during data collection.
- Students unwilling to participate.

3.3.5 Sample Size

The student researcher followed the below method of calculation where the student researcher used 95% confidence interval and 5% sampling error for this study. Here, the confidence interval $z=1.96$ and sampling error is $(d)=0.05$. As the student researcher did not find any prevalence rate of Occupational Therapy students in Bangladesh, so researcher assumed the percentage of population of sample $p=50\%$.

$$n = \frac{Z^2 \times pq}{d^2}$$

Here,

n = Sample size

z = The standard normal deviated usually set as 1.96 which correspondent to 95%

p = Anticipated prevalence, 50%

$= (0.5)$

$q=1-p$

$$=0.5$$

d=0.05 degree of accuracy required

$$n = \frac{Z^2 \times pq}{d^2}$$

$$n = \frac{(1.96)^2 \times (0.5 \times 0.5)}{(0.05)^2}$$

$$= 384$$

As this is institutional student research and there are certain numbers of students in a department, accordingly the number of participants in my research stands at 253.

3.5 Ethical Consideration

3.5.1: Ethical Clearance: Ethical clearance obtained from the Institutional Review Board explaining the study's aim, objectives, and purpose of Bangladesh Health Professions Institute through the Department of Occupational Therapy. The IRB form number is: CRP-BHPI/IRB/07/2025/1103. This activity seeks to prove to the review board that our study design complies with their guidelines for executing ethical research. Permission from the Head of the Occupational Therapy Department, BHPI to collect data from Bangladesh Health Professions Institute and also from other institute.

3.5.2: Informed consent

The student researcher described the purpose of the research to the participants by the participant information sheet. Those who were given consent to participants, their data was collected. Written consent was taken from the participants as they had been face to

face survey.

3.5.3: Unequal relationship

Data was collected with standardized scale. So, there was no scope of bias.

3.5.3: Risk and Beneficence

The participation did not involve any risk and did not get any benefit for participating in this study. There were no monetary or any other benefits involved in this study.

3.5.4: Power Relationship: There was no power relationship.

3.5.5: Confidentiality

The student researcher was highly concerned about the confidentiality of the participant's information. Their name, identity, and socio-demographic information were not disclosed to anyone except the supervisor, as clearly stated in the information sheet. Additionally, any identical information of participants will not be disclosed for future uses, such as report writing, publication, conference presentations, media, or any written or verbal discussions. The participants were clearly about confidentiality through an information sheet.

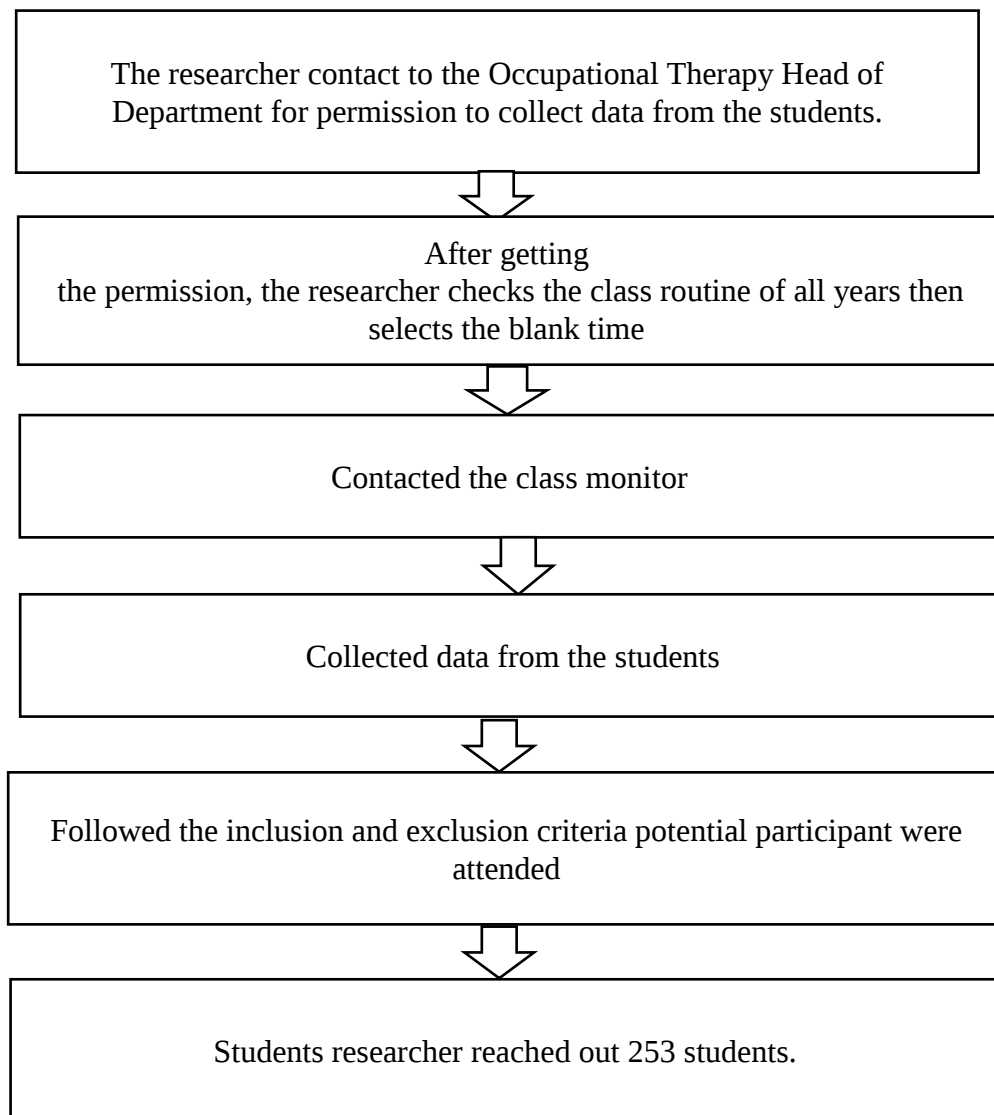
3.6 Data Collection Process

3.6.1: Participant Recruitment Process

Participants recruitment process is shown below in the flowchat

Figure 3.6.1

Overview of Participants recruitment process



3.6.2 Data Collection Method

The student researcher followed the face-to-face survey method for collecting data to obtain more accurate and effective results. In a face-to-face survey, the researcher was physically present to ask the survey questions and assist the respondents in answering them.

3.6.3: Data Collection Instrument

Rosenberg Self-Esteem Scale

The RSES is scored from 0 (strongly disagree) to 3 (strongly agree). It is set as unidimensional structure where five questions (i.e. Question 1, 3, 4, 7, and 10) are positively stated and the other five (i.e. Questions 2, 5, 6, 8, 9) are reverse stated. Score range are 0-14,15-25,26-30 (Ahmat et al., 2018).

3.6.4: Field Note:

The student researcher accomplished the field test before starting the data collection with two participants.

3.7 Data Management and Analysis

All data management and statistical analyses were performed using Statistical Package for Social Science (SPSS) 27. After that the student researcher inputted data into the Statistical Package for Social Science (SPSS) 27. Descriptive analyses were used to analyze the data by using the (SPSS)27. The Chi-square and Fisher's Exact test were used to explore the association between Self –Esteem level and socio demographic variable and relationship between Self-Esteem level and academic performance .

3.8 Quality Control and Quality Assurance

The five stages of data cycle management were followed properly to ensure data quality and safety in this study. 253 Occupational Therapy students in this study. The question was given to participants in paper documents format with spaces for answers. To ensure security all the documents were photocopied and kept soft copies of documents. After that the participants data were translated from Bangla to formal English. All the data were entered without any kind of bias and preserved in SPSS for use in analysis. Moreover, these were also stored in goggle drive where security level is extremely high with strong passwords. There was no chance for unauthorized access. The student

researcher safely used every data for analysis and was not influenced by any type of biasness. All these data were archived in goggle drive in case they are needed again. The student researcher and supervisor give importance to the archival process of data for further use .

CHAPTER IV: RESULTS

A cross-sectional study was conducted on the Self-Esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh. This chapter presents the study's findings in tables and figures, with an emphasis on the socio-demographic information, academic performance of undergraduate Occupational Therapy students in Bangladesh.

4.1 Sociodemographic Information

Table 4.1

Distribution of sociodemographic information of the participants

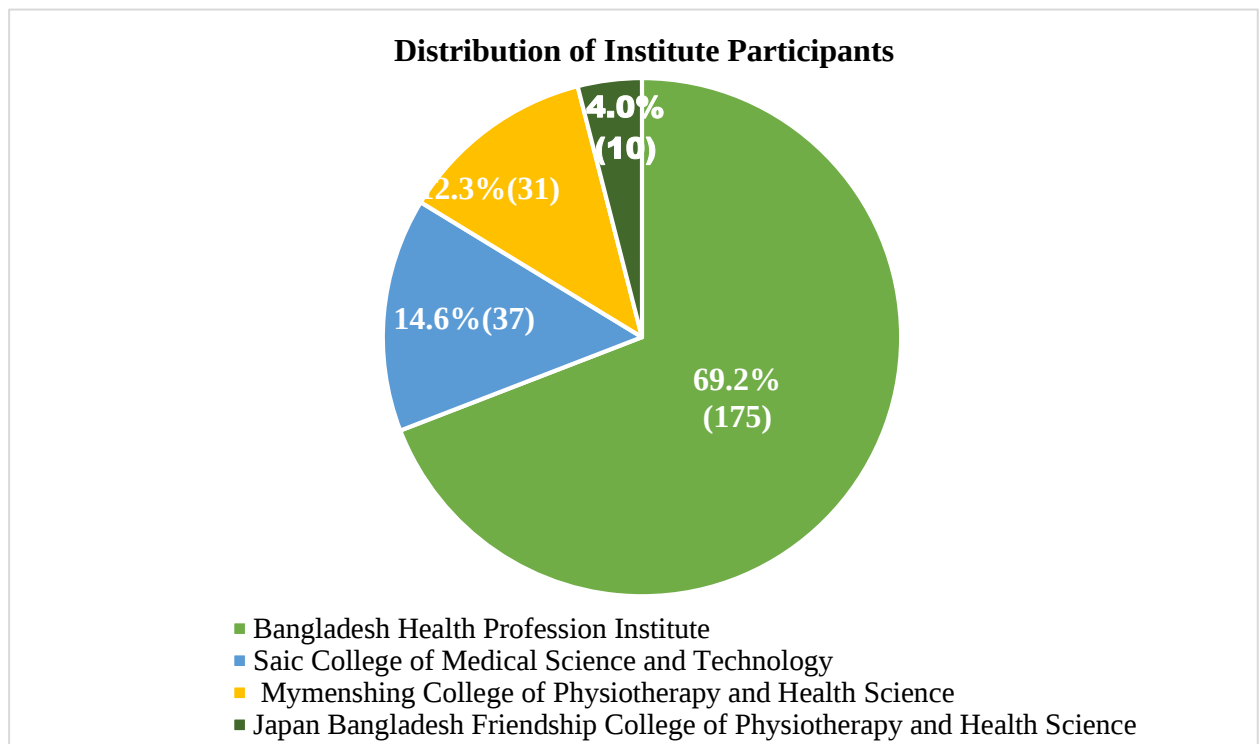
Variable	Category	Frequency(n=253)	Percentage(%)
Age	19-22Years	145	57.3
	23-26Years	108	42.7
	Mean=22.19years, SD=(± 1.317), Minimum= 19 years, Maximum=26years		
Gender	Male	112	44.3
	Female	141	55.7
Family Income	15000-45000BDT	156	61.7
	45000-200000BDT	97	38.3
	Mean=45877.47, SD= ± 29896.329 , Minimum=15000, Maximum=200000		
Family Members	2-4	130	51.4
	5-15	123	48.6
Marital Status	Unmarried	239	94.5
	Married	14	5.5
Living Arrangement	With Family	97	38.3
	Hostel	125	49.4
	Mess	24	9.5
	Other(rent house relative house)	7	2.8

Table 4.1 described Socio demographic variables were analysed in this research. It includes age, gender, educational year, marital status, living arrangement. The study

involved 253 participants, with being the average age was 22.19 years .In 19-22years participants was 145(57.3%) and 23-26 years participants was 108(42.7%) .Standard deviation of ± 1.317 and male was 44.3% also female was 55.7%.most of participants family Income 15000-45000BDT was 156(61.75%).130(51.4%) family member was 2-4 and 123(48.6%) was 5-15 family member.Most participants were unmarried (94.5%,n=239) . Living arrangement in hostel (49.4% ,n=125) was most of participants and also with family live in 97(38.3%),mess 24(9.5%),others 7(2.8%).

Figure 4.2

Distribution of institute participants



The Figure illustrated study were Bangladesh Health profession institute 175(69.2%), Saic College of Medical Science and Technology students was 37(14.6%), Mymensingh College of Physiotherapy and Health Science 31(12.3%), Japan Bangladesh Friendship College of Physiotherapy and Health Science 10(4.0%).

Table 4.3:*Distribution of sociodemographic information of the participants*

Variable	Category	Frequency(n=253)	Percentage(%)
Current Academic Year	1st year	68	26.9
	2nd year	76	30.0
	3rd year	56	22.1
	4th year	53	20.9
Exam Marks	Below50%	7	2.8
	50-60%	57	22.5
	61-70%	93	36.8
	Up to 70%	96	37.9
Academic performance	Failed any DU final exam	35	13.8
	Regularly passed all DU final exam	150	59.3
	Failed any term exam (only for 1st year Students)	28	11.1
	Regularly passed all term (only for 1st year Students)	40	15.8

There were 26.9%(n=68) students in 1st year, 30.0%(n=76) students were 2nd year, 22.1%(n=56) students were 3rd year, 20.9%(n=53) students were 4th year. In this research ,the researcher found2.8%(n=7) students exam marks were Below50% , 22.5%(n=57) students exam marks was 50-60% also 36.8% (n=93) students exam marks was 61-70% and 37.9%(n=96) students exam marks was Up to 70%. .Most participants were 59.3%(n=150.)Regularly passed all (Dhaka University) final exam,13.8%(n=35)students failed any DU final exam and also 1st year students in their term exam 15.8%(n=40) regularly passed and 11.1%(n=28) students failed in term exam.

Table 4.4*Self-Esteem score among undergraduate Occupational Therapy students*

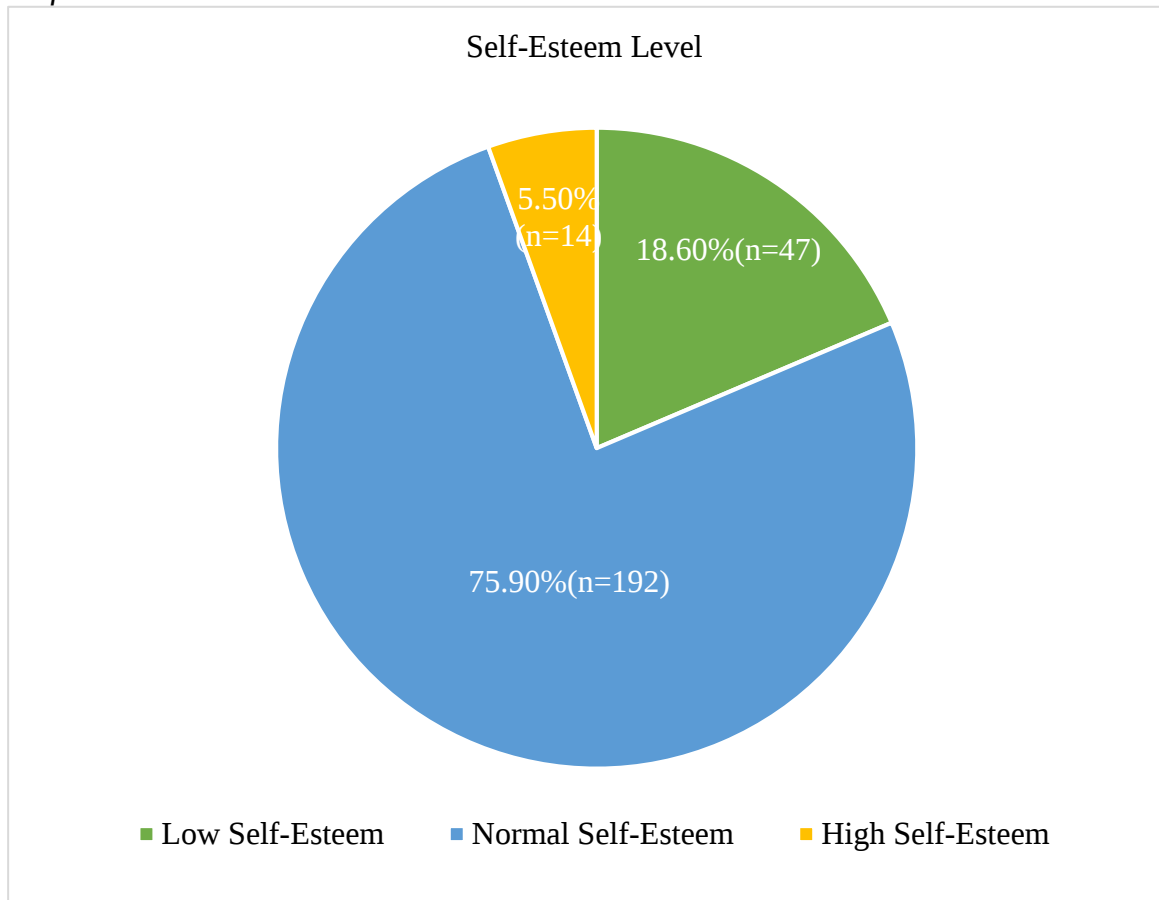
Variable	Strongly Agree % (n)	Agree % (n)	Disagree % (n)	Strongly Disagree % (n)
RSES1	30.0%(76)	48.6% (123)	16.6% (42)	4.7% (12)
RSES2	9.5% (24)	32.4% (82)	36.8% (93)	21.3% (54)
RSES3	39.9% (101)	47.4% (120)	10.3% (26)	2.4% (6)
RSES4	36.85% (93)	54.2% (137)	7.5% (19)	1.6% (4)
RSES5	15.0% (38)	46.6% (118)	28.5% (72)	9.9% (25)
RSES6	9.1% (23)	28.1% (71)	39.5% (100)	23.3% (59)
RSES7	42.7% (108)	46.6% (118)	7.95% (20)	2.8% (7)
RSES8	33.2% (84)	53.4% (153)	7.5% (19)	5.9%(15)
RSES9	12.3% (31)	36.4% (92)	31.2% (79)	20.2% (51)
RSES10	39.9% (101)	45.8% (116)	9.1% (23)	5.1% (13)

The table displays the participants self-esteem responses(Strongly agree,agree,disagree,Strongly disagree) to 10 item.For the item RSES1 the majority agreed (48.6%) or strongly agreed (30.0%), while only 16.6% disagreed and 4.7% strongly disagreed.In“RSES2” showed that 36.8% disagreed and 21.3% strongly

disagreed; however, 32.4% agreed, indicating that a portion of participants experienced moments of low self-worth.

In “RSES3” 47.4% agreeing and 39.9% strongly agreeing that they had a number of good qualities. Similarly, 54.2% agreed and 36.8% strongly agreed that they were able to do things as well as most other people., 46.6% agreed with the statement “RSES5,” while 28.5% disagreed and 9.9% strongly disagreed. This indicates mixed feelings among participants. For the item “RSES6,” 39.5% disagreed and 23.3% strongly disagreed, 28.1% agreed and 23(9.1%) shos strongly agree. A strong sense of personal value was reflected in responses to RSES7 where 46.6% agreed and 42.7% strongly agreed .More than half of the participants (53.4%) agreed with the statement “RSES8” indicating a desire for higher self-respect despite overall high self-esteem. For the item “RSES9” 36.4% agreed, 31.2% disagreed, and 20.2% strongly disagreed. In most participants reported a positive overall orientation toward themselves, with 45.8% agreeing and 39.9% strongly agreeing

Figure 4.5:
Self-Esteem Level



The figure illustrated the Self-Esteem levels among respondents, characterized using the Piechart .The most common level of self-Esteem reported by participants was normal level, accounting for 75.9% (n=192). Low level of Self-esteem was the second most common, with 47 students (18.6%). The least common level of Self-esteem was high, reported by 14 students (5.5%).

Table:4.6*Socio-demographic Associated with Self-Esteem Levels*

Socio-demographic Variable	Category	Rosenberg Self-Esteem Scale			Chi-Square (χ^2) / Fisher's Exact	P-value
		Low Self-Esteem Level n(%)	Normal Self-Esteem Level n(%)	High Self-Esteem Level n(%)		
Age	19-22Years	11.1% (28)	23.1% (109)	3.2% (8)	$\chi^2=.121$ 6	.941
	23-26Years	7.5% (19)	32.8% (83)	2.4% (6)		
Gender	Male	8.3% (21)	32.4% (82)	3.6% (9)	$\chi^2=2.46$ 6	.291
	Female	10.3% (26)	43.5% (112)	2.0% (5)		
Family Income	15000-45000 BDT	13.4% (34)	44.3% (112)	4.0% (10)	Fisher's Exact=.3627	.175
	45000-200000BDT	5.1% (13)	31.6% (80)	1.6% (4)		
Family Member	2-4	12.6% (31)	35.6% (90)	3.6% (9)	$\chi^2=6.49$ 1	0.039
	5-15	6.3% (16)	40.3% (102)	2.0% (5)		
Marital Status	Unmarried	17.8% (45)	71.1% (180)	5.5% (14)	Fisher's Exact=.358	1.00
	Married	0.8% (2)	4.7% (12)	0.0% (0)		

Socio-demographic Variable	Category	Rosenberg Self-Esteem Scale			Chi-Square(χ^2) / Fisher's Exact	P-value
		Low Self-Esteem Level n(%)	Normal Self-Esteem Level n(%)	High Self-Esteem Level n(%)		
Institute name	Bangladesh Health profession institute	15.4% (39)	49.4% (125)	43.3% (11)	Fisher's Exact=19.478	.002
	Saig College of Medical Science and Technology	2.8% (7)	11.9% (30)	0.0% (0)		
	Mymensingh College of Physiotherapy and Health Science	0.4% (1)	11.9% (30)	0.0% (0)		
	Japan Bangladesh Friendship College of Physiotherapy and Health Science	0.0% (0)	2.8% (7)	1.2% (3)		
Current Academic Year	1st year	4.3%(11)	20.9%(53)	1.6%(4)	Fisher's Exact=4.957	.548
	2nd year	5.5%(14)	22.9%(58)	1.6%(4)		
	3rd year	2.8%(7)	18.2%(46)	1.2%(3)		
	4th year	5.9%(15)	13.8%(35)	1.2%(3)		

Socio-demographic Variable	Category	Rosenberg Self-Esteem Scale			Chi-Square(χ^2) / Fisher's Exact	P-value
		Low Self-Esteem Level n(%)	Normal Self-Esteem Level n(%)	High Self-Esteem Level n(%)		
Exam Marks	Below 50%	0.8% (2)	2.0% (5)	0.0% (0)	Fisher's Exact=8.588	.163
	51-60%	5.9% (15)	16.6% (42)	0.0% (0)		
	61-70%	5.5% (14)	28.9% (73)	2.4% (6)		
	Up to 70%	6.3% (16)	28.5% (72)	3.2% (8)		
Academic Performance	Failed any DU final exam	4.0% (10)	7.5% (19)	0.8% (2)	Fisher's Exact=10.688	.074
	Regularly passed all DU final exam	10.3% (26)	45.8% (116)	2.8% (7)		
	Failed any term exam (only for 1st year Students)	2.8% (7)	9.5% (24)	0.0% (0)		
	Regularly passed all term (only for 1st year Students)	1.6% (4)	13.0% (33)	2.0% (5)		

The table displays the findings of a Chi-Square analysis that outlined the association between several variables and Self-Esteem levels of Rosenberg Self-Esteem Scale (low,

normal, and high). Age did not statistically significantly with Self-Esteem levels ($p=.941$), with 43.1% expressing normal level of self-esteem. Gender did not significantly with Self-Esteem levels ($p=0.291$), with 43.5% expressing normal level of self-esteem. Family Income did not significantly with Self-Esteem levels ($p=0.155$), with 44.3% expressing normal level of self-esteem. Family member was statistically significantly with Self-Esteem levels ($p=0.039$), with expressing normal level of self-esteem. There was not any correlation between marital status and self-esteem ($p=1.00$). Living Arrangement did not significantly correlate with Self-Esteem levels ($p=0.479$). But show statistically significant with institute $p<0.002$. there was no significant between Self-Esteem level and current academic year ($p>0.548$) or exam marks ($p>0.163$) or Academic performance($p=0.074$).

CHAPTER V: DISCUSSION

The study examined the relationship between self-esteem levels and selected demographic characteristics among Occupational therapy students from different institutions in Bangladesh. The face-to-face survey method is acceptable in cross-sectional study. Discussion based on 253 participants.

To first objective of this study was to assess self-esteem level. In this study, the majority of students (75.9%) demonstrated normal self-esteem, while 18.6% had low and 5.5% had high self-esteem. In previous research suggests that The findings from this study showed that undergraduate pharmacy students reported an average self-esteem level. More than three-fourth (75.7%) of the students were found to have a normal level of self-esteem while around one-fifth (21.4%) of the students had low self-esteem (Paudel et al., 2020). The findings show that the majority of undergraduate pharmacy students reported an average level of self-esteem. With a mean score of 17.30 (± 3.88), it can be understood that most students had a fairly stable perception of themselves. (Ahmat et al., 2018).

To second objective of this study was to found association between self-esteem level and sociodemographic variables. In this current study, there is no significant association between self-esteem level and gender Among 253 undergraduated Occupational Therapy students in study ,44.3%(n=112) were male and 55.7%(n=141) were female students. In Malaysian study found whereby no significant differences in self-esteem level was noted between male and female student (Ahmat et al. 2018) also show no significant difference was found in self-esteem between males and females (Arshad et al., 2015). By (Sheeba faran & Imran khan, 2015) which indicates that level of self-esteem are not significantly related to students gender. Self-esteem level was

show no statistically significant with age among the undergraduate education and business students(Ahmat et al. 2018).Family member shows significant association with self-esteem level $\chi^2=6.491(p<0.039)$. The size of the family is 60% of the respondents' families have 4-7 members and 40% of the respondent's family members are less than 4 in number(Pinto, 2017). Family members and peers can primarily influence person's self-worth as they highly contribute over how one views himself in others eyes. Family members are the major source of support for person and can shape a person's personality and self-worth by providing positive feedbacks, motivations, appraisal and support (Paudel et al. 2020).

The findings revealed that self-esteem level shows significantly across institutions, as confirmed by the Chi-square test ($\chi^2 = 10.438, p < 0.002$). Bangladesh Health Professions Institute (BHPI) had the largest proportion of students with low self-esteem (22.3%).These differences indicate that institutional factors such as academic expectations, peer support, and campus environment may shape students confidence levels who reported variations in self-esteem among students from different faculties, suggesting that academic context plays a crucial role in shaping self-perception(Ahmat et al. 2018). Paudel et al. (2020) described self-esteem as a subjective evaluation influenced by one's social and educational environment, supporting the idea that institutional setting matters. Institutional environment, academic culture, and student support systems may influence students' self-evaluation and psychological well-being. Statistically significant association among institution, self-esteem level. Institutions with higher levels of low self-esteem may need to implement counseling services, mentorship programs, or skill-building workshops to strengthen students,psychological well-being. Since self-esteem influences academic performance, interpersonal relationships, and career confidence, improving these aspects could benefit student

outcomes. This study shows self-esteem level and current academic year are not statistically significant. Students in Year 2 and Year 4 of the pharmacy program demonstrated relatively higher self-esteem levels compared to those in Year 1 and Year 3. Nevertheless, this difference did not reach statistical significance ($p = 0.08$), suggesting that the variation among the academic years was not strong enough to be considered meaningful (Ahmat et al. 2018).

The third objective of this study was to determine the relationship between self-esteem level and academic performance. No significant relationship between self-esteem level and academic performance was demonstrated. It was shown that there were no differences in measured self-esteem between the gifted and non-gifted students. Contrary to earlier studies, the research did not find any significant relationship between self-esteem and CGPA ($p = 0.87$) (Ahmat et al., 2018). This suggests that, within this sample, students' academic performance was not meaningfully associated with their level of self-esteem. A previous study shows that there is no significant relationship between self-esteem and academic performance among students. (Arshad et al., 2015).

CHAPTER VI: CONCLUSION

6.1 Strength and Limitation

6.1.1: *Research Strengths*

- Covers specific group: This study focuses on undergraduate occupational therapy students in Bangladesh, a population that has not been widely researched. This adds new knowledge to the field.
- The Rosenberg Self-Esteem Scale (RSES) was used, which is a reliable and internationally accepted measure. This increases the accuracy of the findings.
- Students from different institutes were included, which helped capture variations in learning environments and increased the general usefulness of the results.
- Appropriate Statistical Analysis: Tests like Chi-square and Fisher's exact test were used correctly, ensuring the findings are statistically valid .
- The results can help educators, program leaders, and institutions to plan student support services such as counselling, mentoring, and academic guidance.

6.1.2 *Research Limitations*

- Limited Number of Institutions: The study included only a few institute running occupational therapy programs, so the results may not represent all OT students in Bangladesh.
- Unequal Sample Sizes: Some groups (like smaller institutes) had very few participants. This affects the strength of some statistical tests.
- Academic Performance Measured Broadly: Academic performance was categorized (exam marks), which may not show detailed differences in student achievement.

- Not using standerized scale for measure academic performance.

6.2 Practice Implication

6.2.1: Recommendation for future practice

- Student Support Services: The variation in self-esteem levels across institutions suggests that some academic environments may place higher stress on students. Institutes should consider developing counselling services, mentorship programs, and mental-health support to improve student well-being.
- Improving Learning Environment: Since academic settings appear to influence self-esteem, institutions may strengthen student–teacher interaction, provide supportive feedback, and create a positive classroom atmosphere to enhance students confidence.
- Academic Performance Enhancement: Students with lower self-esteem may struggle academically. Early identification of low self-esteem can help educators provide targeted academic guidance, motivation-building sessions, and study skills training.
- Importance for Curriculum Planners: Occupational therapy programs should integrate sessions on personal development, stress management, and self-reflection to help students build emotional resilience.
- Counselling program,skill building workshop,mentorship initiative.

6.2.2: Recommendation for future research

- Use a Longitudinal Study Design: Future studies should collect data at multiple time points to observe how self-esteem changes throughout the academic years and how it impacts academic performance over time.
- Using a Larger Sample: Researchers should include more occupational therapy

institutions across Bangladesh to increase the generalizability of the findings.

- Future research should consider factors such as stress, anxiety, depression, motivation, and social support, as these may influence both self-esteem and academic achievement.
- Intervention-Based Studies: Future researchers can develop and test programs (e.g., counseling, workshops, skill-building sessions) to see whether they improve students self-esteem and academic outcomes.
- Should be used standerized for assess academic performance.

6.3: Conclusion

This study assessed the self-esteem level and its relationship with academic performance among undergraduate occupational therapy students in Bangladesh. Most students reported normal self-esteem. Statistically significant association was found between students institutional background and their self-esteem levels indicating that academic environments may play a key role in shaping students psychological well-being. Low self-esteem level students may need to implement counseling services, mentorship programs, or skill-building workshops to strengthen students, psychological well-being. Strengthening institutional support systems may help students develop healthier self-esteem, which can positively influence their learning, professional growth, and future clinical performance. The study provides valuable insights into the mental and academic profiles of OT students in Bangladesh and opens pathways for future research. Overall, the study provides valuable insights into the academic profiles of OT students in Bangladesh and opens pathways for future research.

CHAPTER V: LIST OF REFERENCE

- Acharya Pandey, R., & Chalise, H. N. (2015). Self-esteem and academic stress among nursing students. *Kathmandu University Medical Journal*, 13(52), 298–302. <https://doi.org/10.3126/kumj.v13i4.16827>
- Afari, E., Ward, G., & Khine, M. S. (2012). Global self-esteem and self-efficacy correlates: Relation of academic achievement and self-esteem among Emirati students. *International Education Studies*, 5(2), 49–57. <https://doi.org/10.5539/ies.v5n2p49>
- Ahmat, S. N., Muda, M. R., & Neoh, C. F. (2018). Self-esteem level and its relationship to academic performance among undergraduate pharmacy students in a Malaysian public university. *Indian Journal of Pharmaceutical Education and Research*, 52(2), 197–201. <https://doi.org/10.5530/ijper.52.2.21>
- Alves-Martins, M., Peixoto, F., Gouveia-Pereira, M., Amaral, V., & Pedro, I. (2002). Self-esteem and academic achievement among adolescents. *Educational Psychology*, 22(2), 51–62. <https://doi.org/10.1080/01443410120101242>
- Arshad, M., Muhammad, S., & Mahmood, K. (2015). Self-esteem & academic performance among university students. *Journal of Education and Practice*, 6(1), 156–162. <http://files.eric.ed.gov/fulltext/EJ1083788.pdf>
- Aryana, M. (2010). Relationship between self-esteem and academic achievement amongst pre-university students. *Journal of Applied Sciences*, 10(20), 2474–2477. <https://doi.org/10.3923/jas.2010.2474.2477>
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high

self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4(1), 1–44.
<https://doi.org/10.1111/1529-1006.01431>

D'Mello L., Monteiro M & Pinto N. (2018). A Study on the Self Esteem and Academic Performance among the Students. *International Journal of Health Sciences and Pharmacy (IJHSP)*, 2(1), 1-7. <http://doi.org/10.5281/zenodo.1156448>

Kayama, R., Suzumura, S., Koyama, S., Takeda, K., Fujimura, K., Ii, T., Ota, H., Tanabe, S., Sakurai, H., & Kanada, Y. (2024). A cross-sectional study of self-esteem, psychological factors, and academic performance among occupational therapy students in Japan. *Frontiers in Medical Journal*, 1, 1–7.
<https://doi.org/10.20407/fmj.2024-018>

Leary, M. R., Schreindorfer, L. S., & Haupt, A. L. (1995). The role of low self-esteem in emotional and behavioral problems: Why is low self-esteem dysfunctional? *Journal of Social and Clinical Psychology*, 14(3), 297–314.
<https://doi.org/10.1521/jscp.1995.14.3.297>

Mohammad, A. (2010). Relationship between self-esteem and academic achievement amongst pre-university students. *Journal of Applied Sciences*, 10(20), 2474–2477. <https://doi.org/10.3923/jas.2010.2474.2477>

Naeem, H., Sharif, S., Sharif, H., & Seemi, T. (2023). Self-esteem levels in school-going adolescents across the slums of Karachi, Pakistan: A cross-sectional analysis. *Frontiers in Child and Adolescent Psychiatry*, 2(May).
<https://doi.org/10.3389/frcha.2023.1175826>

Naseri, L., Mohamadi, J., Sayehmiri, K., & Azizpoor, Y. (2015). Perceived social support, self-esteem, and internet addiction among students of Al-Zahra

- University, Tehran, Iran. *Iranian Journal of Psychiatry and Behavioral Sciences*, 9(3), e421. <https://doi.org/10.17795/ijpbs-421>
- Oprisko, R. L. (2020). *Esteem. In Honor: A phenomenology*. Routledge.
<https://doi.org/10.4324/9780203110232-15>
- Paudel, S., Adhikari, C., Chalise, A., & Gautam, H. (2020). Self-esteem among undergraduate students and its correlation with depression, anxiety and stress: A cross-sectional study of Pokhara Metropolitan, Nepal. *Europasian Journal of Medical Sciences*, 2(2), 98–105. <https://doi.org/10.46405/ejms.v2i2.189>
- Pyszczynski, T., Solomon, S., & Schimel, J. (2004). Why do people need self-esteem? A theoretical and empirical review. *Psychological Bulletin*, 130(3), 435–468.
<https://doi.org/10.1037/0033-2909.130.3.435>
- Sheeba F, & Imran K. 2015. Impact of Stress, Self-Esteem and Gender Factor on Students' Academic Achievement. *International Journal on New Trends in Education and Their*, no. 2, 12–1309. www.ijonte.org.
- Weber, S., Puskar, K. R., & Ren, D. (2010). Relationships between depressive symptoms and perceived social support, self-esteem, & optimism in a sample of rural adolescents. *Issues in Mental Health Nursing*, 31(9), 584–588. <https://doi.org/10.3109/01612841003775061>

APPENDICES

Appendix A: Ethical Approval from



বাংলাদেশ হেলথ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
Bangladesh Health Professions Institute (BHPI)
 (The Academic Institute of CRP)

Ref: CRP-BHPI/IRB/07/2025/1103

Date: 21.07.2025

To
 Afrina Jaman Mithila
 4th Year, B.Sc. in Occupational Therapy
 Session: 2020-21, Student ID: 122200438
 BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Subject: Approval of the thesis proposal **Self-Esteem Level and Its Relationship to Academic Performance among Undergraduate Occupational Therapy Students in Bangladesh** by ethics committee.

Dear Afrina Jaman Mithila,
 Congratulations.

The Institutional Review Board (IRB) of BHPI has reviewed and discussed your application to conduct the above mentioned dissertation, with yourself, as the principal investigator and Nayan Kumer Chanda, Assistant Professor, Department of Occupational Therapy, Bangladesh Health Professions Institute (BHPI), CRP as thesis supervisor. The Following documents have been reviewed and approved:

SL No.	Name of the Documents
1	Research Proposal
2	Rosenberg Self -Esteem Scale(RSES)(English & Bangla)
3	Information sheet & consent form

The purpose of the study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh. The study involves use of a Rosenberg Self -Esteem Scale (RSES) to assess Self -Esteem level and its relationship to academic performance among undergraduate Occupational Therapy students that may take 15 to 20 minutes to fill in the questionnaire and there is no likelihood of any harm to the participants. There is no benefit to the participants. The members of the Ethics committee have approved the study to be conducted in the presented form at the meeting held at 8:30 AM on, 17 June, 2025 at BHPI (50th IRB Meeting).

The institutional Ethics committee expects to be informed about the progress of the study, any changes occurring in the course of the study, any revision in the protocol and patient information or informed consent and ask to be provided a copy of the final report. This Ethics committee is working accordance to Nuremberg Code 1947, World Medical Association Declaration of Helsinki, 1964 - 2013 and other applicable regulation.

Best regards,


 Muhammad Millat Hossain
 Associate Professor, Project and Course Coordinator, MRS
 Member Secretary, Institutional Review Board (IRB)
 BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Appendix B: Permission Letter for Data Collection

Permission Letter 1



বাংলাদেশ হেলথ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)

Bangladesh Health Professions Institute (BHPI)

(The Academic Institute of CRP)

CRP, Chapain, Savar, Dhaka-1343 Tel: 02-7745464-5, 7741404, Fax: 02-7745069

Date: 04/08/2025

To
The Head of the Department,
Department of Occupational Therapy,
Bangladesh Health Professions Institute,
CRP, Savar, Dhaka-1343

Subject: Regarding permission for data collection for undergraduate research.

Sir,

With due respect I would like to draw your kind attention that I am a student of 4th Year B.Sc. in Occupational Therapy at Bangladesh Health Professions Institute (BHPI) which is an academic institute of Centre for the Rehabilitation of the Paralyzed (CRP), affiliated to Faculty of Medicine, University of Dhaka. According to my course curriculum, I have to conduct research, and my research title is “Self - Esteem Level and Its Relationship to Academic Performance among Undergraduate Occupational Therapy Students in Bangladesh” with myself & Nayan Kumer Chanda as my thesis supervisor. The purpose of my study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh. In order to fulfill the objectives of this study, I would like to collect data from 1st year to 4th year B.Sc in Occupational Therapy Students of BHPI and the data collection period is from 02/08/2025 to 15/09/2025. I assure you that collected information that will be used solely for academic purpose and confidentiality will be maintain in accordance with ethical guideline. Your permission and support would be invaluable in facilitating the successful completion of my research.

So, I therefore, pray and hope that you would be kind enough to grant me permission to collect data for my study and oblige thereby.

Sincerely yours,

A. Mithila
Afrina Jaman Mithila

4th Year, B.Sc. in Occupational Therapy

Session: 2020-21; Student ID: 122200438

BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Attachments: Copy of IRB Approval Letter.

*Approved for
data collection for BSc OT SJS.*

Dr. M. M. Hossain
04.08.2025
Prof. Dr. Moniruzzaman
Professor & Head
Department of Occupational Therapy
BHPI, CRP, Savar, Dhaka-1343

*forwarded to Head of OT, BHPI
for consideration.*

Nayan Kumer Chanda
15.08.2025
Nayan Kumer Chanda
Assistant Professor
Dept. of Occupational Therapy
Bangladesh Health Professions Institute
CRP, Savar, Dhaka-1343

Permission Letter 2



বাংলাদেশ হেলথ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
Bangladesh Health Professions Institute (BHPI)

(The Academic Institute of CRP)

CRP, Chapain, Savar, Dhaka-1343 Tel: 02-7745464-5, 7741404, Fax: 02-7745069

Date: 09/08/2025

To
 The Principal,
 Saic College of Medical Science and Technology ,
 Saic Tower, M1/6, Mirpur 14,
 Dhaka-1216
 Through: The Occupational Therapy Department

Subject: Regarding permission for data collection for undergraduate research.

Sir,

With due respect I would like to draw your kind attention that I am a student of 4th Year B.Sc. in Occupational Therapy at Bangladesh Health Professions Institute (BHPI) which is an academic institute of Centre for the Rehabilitation of the Paralyzed (CRP), affiliated to Faculty of Medicine, University of Dhaka. According to my course curriculum, I have to conduct research, and my research title is "Self-Esteem Level and Its Relationship to Academic Performance among Undergraduate Occupational Therapy Students in Bangladesh" with myself & Nayan Kumer Chanda as my thesis supervisor. The purpose of my study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh. In order to fulfill the objectives of this study, I would like to collect data from 1st year to 4th year B.Sc in Occupational Therapy Students of Saic College of Medical Science and Technology and the data collection period is from 02/08/2025 to 15/09/2025. I assure you that collected information that will be used solely for academic purpose and confidentiality will be maintain in accordance with ethical guideline. Your permission and support would be invaluable in facilitating the successful completion of my research.

So, I therefore, pray and hope that you would be kind enough to grant me permission to collect data for my study and oblige thereby.

Sincerely yours,

Mithila
 Afrina Jaman Mithila
 4th Year, B.Sc. in Occupational Therapy
 Session: 2020-21; Student ID: 122200438
 BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Recommendation from the Head of the Department:

[Signature]
 Prof. Sk. Moniruzzaman
 Professor & Head
 Department of Occupational Therapy
 Bangladesh Health Professions Institute (BHPI)
 CRP, Savar, Dhaka-1343

Attachments: Copy of IRB Approval Letter.

Allowed to collect data from the students of department of Occupational Therapy.

[Signature]
 27-08-25
 Dr. Abul Kasem Mohammad Enamul Haque
 MBBS, M Phil (PSM)
 Principal
 SAIC College of Medical Science and Technology (SCMST)
 Mirpur-14, Dhaka.

Permission Letter 3



বাংলাদেশ হেলথ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
Bangladesh Health Professions Institute (BHPI)
 (The Academic Institute of CRP)
 CRP, Chapain, Savar, Dhaka-1343 Tel: 02-7745464-5, 7741404, Fax: 02-7745069

Date: 09/08/2025

To
 The Principal,
 Mymensingh College of Physiotherapy and Health Sciences,
 26/A, Maskanda (Natun Bazar), Mymensingh
 Through: The Occupational Therapy Department

Subject: Regarding permission for data collection for undergraduate research.

Sir/Ma'am,

With due respect I would like to draw your kind attention that I am a student of 4th Year B.Sc. in Occupational Therapy at Bangladesh Health Professions Institute (BHPI) which is an academic institute of Centre for the Rehabilitation of the Paralysed (CRP), affiliated to Faculty of Medicine, University of Dhaka. According to my course curriculum, I have to conduct research, and my research title is "Self-Esteem Level and Its Relationship to Academic Performance among Undergraduate Occupational Therapy Students in Bangladesh" with myself & Nayan Kumer Chanda as my thesis supervisor. The purpose of my study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh. In order to fulfill the objectives of this study, I would like to collect data from 1st year to 3rd year B.Sc in Occupational Therapy Students Mymensingh College of Physiotherapy and Health Sciences and the data collection period is from 02/08/2025 to 15/09/2025. I assure you that collected information that will be used solely for academic purpose and confidentiality will be maintain in accordance with ethical guideline. Your permission and support would be invaluable in facilitating the successful completion of my research.

So, I therefore, pray and hope that you would be kind enough to grant me permission to collect data for my study and oblige thereby.

Sincerely yours,

Mithila

Afrina Jaman Mithila
 4th Year, B.Sc. in Occupational Therapy
 Session: 2020-21; Student ID: 122200438
 BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Recommendation from the Head of the Department:

S. M. M.

Prof. Sk. Moniruzzaman
 Professor & Head
 Department of Occupational Therapy
 Bangladesh Health Professions Institute (BHPI)
 CRP, Savar, Dhaka-1343
Attachments: Copy of IRB Approval Letter.

Received.
 Dr. Ruksana Akter, PT
 Principal (Acting)
 Mymensingh College of Physiotherapy & Health Sciences

Permission Letter 4



বাংলাদেশ হেলথ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
Bangladesh Health Professions Institute (BHPI)

(The Academic Institute of CRP)

CRP, Chapain, Savar, Dhaka-1343 Tel: 02-7745464-5, 7741404, Fax: 02-7745069

Date: 16/07/2025

To
 The Principal,
 Japan Bangladesh Friendship College of Physiotherapy and Health Sciences,
 586/1, Metrorail Station, DSS Building, Begum Rokeya Sarani,
 Dhaka-1216
 Through: The Occupational Therapy Department

Subject: Regarding permission for data collection for undergraduate research.

Sir,

With due respect I would like to draw your kind attention that I am a student of 4th Year B.Sc. in Occupational Therapy at Bangladesh Health Professions Institute (BHPI) which is an academic institute of Centre for the Rehabilitation of the Paralysed (CRP), affiliated to Faculty of Medicine, University of Dhaka. According to my course curriculum, I have to conduct research, and my research title is **"Self-Esteem Level and Its Relationship to Academic Performance among Undergraduate Occupational Therapy Students in Bangladesh"** with myself & Nayan Kumer Chanda as my thesis supervisor. The purpose of my study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh. In order to fulfill the objectives of this study, I would like to collect data from B.Sc in Occupational Therapy Students of Japan Bangladesh Friendship College of Physiotherapy and Health Sciences and the data collection period is from 02/08/2025 to 15/09/2025. I assure you that collected information that will be used solely for academic purpose and confidentiality will be maintain in accordance with ethical guideline. Your permission and support would be invaluable in facilitating the successful completion of my research.

So, I therefore, pray and hope that you would be kind enough to grant me permission to collect data for my study and oblige thereby.

Sincerely yours,

Mithila
 Afrina Jaman Mithila
 4th Year, B.Sc. in Occupational Therapy
 Session: 2020-21; Student ID: 122200438
 BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Recommendation from the Head of the Department:

[Signature]
 Prof. Sk. Moniruzzaman
 Professor & Head
 Department of Occupational Therapy
 Bangladesh Health Professions Institute (BHPI)
 CRP, Savar, Dhaka-1343
Attachments: Copy of IRB Approval Letter.

Accepted
[Signature]

Dr. Sabrina Fahmida Azim
 Principal & Associate Professor
 Japan Bangladesh Friendship College
 of Physiotherapy & Health Sciences

Appendix C

Scale Permission

Queries regarding permission using Rosenberg self esteem scale

Sociology Department (SHARED) (sent
by amonroe4@umd.edu)
to me

Fri, Jun 20, 2025, 11:36 PM

Dear Afrina,

The department only maintain the Scale in English. Since the Scale is in the public domain, you are welcome to modify the Scale in the language that you need. We ask that you credit Dr. Morris Rosenberg as the creator of the original Scale, where appropriate. For more information about the Scale, please visit our [website](#).

Thank you,

Ashley M.
Administrative Assistant
Department of Sociology
University of Maryland
<https://socy.umd.edu/>

Appendix D: Information Sheet & Consent Form

Participants Information sheet

Introduction

I am Afrina Jaman Mithila, a 4th-year student in the Bachelor of Science in Occupational Therapy program (Session 2020–2021) at the Bangladesh Health Professions Institute (BHPI), under the Faculty of Medicine, University of Dhaka. As part of the B.Sc. in Occupational Therapy curriculum at BHPI, conducting a research project is mandatory. This research project will be carried out under the supervision of Assistant Professor Nayan Kumer Chanda of the Occupational Therapy Department.

Through this participant information sheet and letter, you will be provided with detailed information about the purpose of the research project, the methods of data collection, and how all matters related to the study will be safeguarded. If you are interested in participating in this research, having a clear understanding of the project's related aspects will help you make an informed decision.

Please note that at this stage, you are not required to confirm your participation. Before making any decision, you may discuss this matter with your family members, friends, or anyone you trust, if you wish. On the other hand, if you face any difficulty understanding any part of this participant information sheet or need further clarification on any matter, please feel free to ask questions without hesitation.

What is the purpose of this research?

Self -Esteem Level and Its Relationship to Academic Performance among Undergraduate Occupational Therapy Students in Bangladesh. The aim of this study is to assess self-esteem level and its relationship to academic performance among undergraduate Occupational Therapy students in Bangladesh. By identifying the specific factors that contribute to Self-esteem level this study will guide the development of targeted

interventions to identify Self-esteem level and its relationship to academic performance.

What does the research involve?

Participants will complete a structured questionnaire, including the Rosenberg Self-Esteem Scale(RSES) to assess self-esteem level, along with questions on socio-demographics. Statistical analysis will be conducted to identify correlations and factors associated with self-esteem level. Data collection will be anonymous and confidential.

Why were you chosen for this research?

You have been selected for this study because you have first hand experience that can provides valuable insight self-esteem level and its relationship to academic performance.

Source of funding

The research has been carried out on a self-funded basis.

Consenting to participate in the project and withdrawing from the research

The research requires your approval through a consent form, which you must sign and submit during the interview. Your participation is voluntary and there is no obligation to grant consent. If you withdraw before the data analysis phase, there will be no negative consequences. Your decision to refrain from answering specific questions will also have no adverse effects. Your comfort and autonomy are our top priorities throughout the process.

Possible benefits and risks to participants

Participation in this research may not yield direct benefits, but the information gathered will enhance self-esteem level and academic performance. The research is designed with low risk. If discomfort arises during the interview, the student researcher will minimize it in the following way:

- You will be given a reminder that the participation is voluntary, you can withdraw from it anytime you want.
- The researcher will offer break during interview if the discomforts impact the interview. Additionally, the researcher will discuss about re-scheduling the interview if you prefer to continue later.

Confidentiality

The study will maintain confidentiality of all participant details, with their name not disclosed in any published documentation. A unique code will be used for de-identification after interviews, ensuring anonymous data analysis. The original interview transcripts, featuring the participant's name, will only be accessible to the researchers, ensuring high privacy and security.

Storage of data

The data collected will be stored in a password-protected computer and cloud system, accessible only to the researchers, and physical copies will be kept in locked filing cabinets at the Centre for the Rehabilitation of the Paralysed (CRP) for strict confidentiality.

Results

This research will combine interviews and data from interviews to create a comprehensive descriptive report. Highlights may be published in scholarly journals or conference proceedings. For a concise summary, contact project investigators using provided contact details. The study's outcomes may also be featured in conference proceedings.

Complaints

If you have any concerns or complaints about the research's conduct, you are welcome to contact the supervisor.

Nayan Kumer Chanda

Assistant Professor

Department of Occupational Therapy

Bangladesh Health Professions Institute (BHPI), CRP ,Savar, Dhaka -1343

Call: +8801735296444

Email : nayanchanda2020@gmail.com

Thank you,

Afrina Jaman Mithila

4th Year, B.Sc. in Occupational Therapy, Session: 2020-2021

Bangladesh Health Profession Institute (BHPI), Savar, Dhaka-1343

অংশগ্রহণকারীর তথ্যপত্র

ভূমিকাঃ

আমি আফরিনা জামান মিথিলা, ঢাকা বিশ্ববিদ্যালয়ের চিকিৎসা অনুষদের অধীন বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট বি.এস.সি.ইন. অকুপেশনাল থেরাপি বিভাগের ৪র্থ বর্ষের ছাত্রী হিসেবে স্নাতক শিক্ষাবর্ষক্রম (২০২০-২০২১) সেশনে অধ্যয়নরত আছি। বিইচপিআই থেকে অকুপেশনাল থেরাপি বি.এস.সি. শিক্ষা কার্যক্রম সম্পন্ন করার জন্য একটি গবেষণা প্রকল্প পরিচালনা করা বাধ্যতামূলক। এই গবেষণা প্রকল্পটি অকুপেশনাল থেরাপি বিভাগের সহকারী অধ্যাপক নয়ন কুমার চন্দ এর সহত্বাবধানে সম্পন্ন করা হবে। এই অংশগ্রহণকারী তথ্য ও পত্রের মাধ্যমে গবেষণার প্রকল্পটির উদ্দেশ্য, উপাত্ত সংগ্রহের প্রণালি ও গবেষণাটির সাথে সংশ্লিষ্ট বিষয় কিভাবে রক্ষিত হবে তা বিস্তারিতভাবে আপনাকে উপস্থাপন করা হবে। যদি আপনি গবেষণায় অংশগ্রহণ করতে ইচ্ছুক থাকেন, সেক্ষেত্রে এই গবেষণার সম্পৃক্ত বিষয় সম্পর্কে স্পষ্ট ধারণা থাকলে সিদ্ধান্ত গ্রহণ সহজতর হবে। অবশ্য এখন আপনার অংশগ্রহণ আমাদের নিশ্চিত করতে হবে না। যেকোন সিদ্ধান্ত গ্রহণের পূর্বে, যদি চান, আপনার আত্মীয়-স্বজন, বন্ধু অথবা আস্থাভাজন যেকারো সঙ্গে এই ব্যাপারে আলোচনা করতে পারেন। অপরপক্ষে, অংশগ্রহণকারী তথ্যপত্রটি পড়ে যদি কোন বিষয়বস্তুর বুঝতে সমস্যা হয় অথবা যদি কোন কিছু সম্পর্কে আরো বেশি জানার প্রয়োজন হয়, তবে নির্দিধায় প্রশ্ন করতে পারেন।

গবেষণার শিরোনাম : বাংলাদেশের স্নাতক পর্যায়ের অকুপেশনাল থেরাপি শিক্ষার্থীদের আত্মমর্যাদার স্তর এবং এর সাথে একাডেমিক ফলাফলের সম্পর্ক।

গবেষণার উদ্দেশ্য : এই গবেষণার শিরোনাম : "বাংলাদেশের স্নাতক পর্যায়ের অকুপেশনাল থেরাপি শিক্ষার্থীদের

আত্মমর্যাদার স্তর এবং এর সাথে একাডেমিক ফলাফলের সম্পর্ক”। এই গবেষণার উদ্দেশ্য হলো বাংলাদেশের স্নাতক পর্যায়ে অকুপেশনাল থেরাপি শিক্ষার্থীদের আত্মসম্মান স্তর নির্ধারণ করা এবং তা শিক্ষাগত ফলাফলের সাথে এর সম্পর্ক যাচাই করা। আত্মসম্মান স্তরের সঙ্গে সম্পর্কিত নির্দিষ্ট কারণগুলো চিহ্নিত করার মাধ্যমে, এই গবেষণা আত্মসম্মান উন্নয়নের লক্ষ্যে লক্ষ্যভিত্তিক হস্তক্ষেপ প্রণয়ন ও বাস্তবায়নে দিকনির্দেশনা প্রদান করবে।

গবেষণায় কী করতে হবে?

আপনাকে একটি প্রশ্নপত্র পূরণ করতে বলা হবে, যার মধ্যে থাকবে আত্মসম্মান স্তর নির্ধারণ জন্য Rosenberg Self Esteem Scale(RSES) এবং সমাজ-অর্থনৈতিক ও জনসংখ্যাগত তথ্য সংগ্রহের জন্য অন্যান্য প্রশ্ন। আত্মসম্মান স্তরের সাথে সম্পর্কিত কারণসমূহ এবং পারস্পরিক সম্পর্ক চিহ্নিত করতে পরিসংখ্যানগত বিশ্লেষণ পরিচালিত হবে। সব তথ্য গোপন রাখা হবে এবং আপনার নাম কোথাও প্রকাশ করা হবে না।

আপনাকে কেন এই গবেষণায় অন্তর্ভুক্ত করা হয়েছে?

কারণ আপনি নিজে এই অভিজ্ঞতার ভেতর দিয়ে গেছেন, তাই আপনার মতামত আমাদের জন্য খুবই গুরুত্বপূর্ণ।

অর্থায়ন (Funding) :

এই গবেষণাটি গবেষক নিজে অর্থায়ন করছেন। কোনো বাহ্যিক সাহায্য নেই।

অনুমতি এবং গবেষণা থেকে সরে আসা :

গবেষণায় অংশগ্রহণের জন্য আপনাকে একটি সম্মতি ফর্মে স্বাক্ষর করতে হবে। আপনি ইচ্ছা করলে যেকোনো সময় গবেষণা থেকে সরে আসতে পারেন, এতে কোনো সমস্যা হবে না। আপনি যদি কোনো প্রশ্নের উত্তর না দিতে চান, তাহলেও কোনো সমস্যা নেই। আপনার ইচ্ছা এবং স্বাচ্ছন্দ্য

আমাদের কাছে সবচেয়ে গুরুত্বপূর্ণ।

অংশগ্রহণে সুবিধা ও সম্ভাব্য ঝুঁকি :

এই গবেষণায় অংশগ্রহণের ফলে সরাসরি কোনো উপকার নাও হতে পারে, তবে সংগ্রহকৃত তথ্য আত্মসম্মান স্তর এবং শিক্ষাগত সাফল্য বৃদ্ধিতে সহায়ক ভূমিকা রাখবে। এই গবেষণা স্বল্প ঝুঁকির ভিত্তিতে পরিচালিত হচ্ছে। যদি সাক্ষাৎকারের সময় অংশগ্রহণকারীর মধ্যে কোনো ধরনের অস্বস্তি দেখা দেয়, তাহলে শিক্ষার্থী গবেষক তা নিম্নোক্তভাবে কমিয়ে আনার ব্যবস্থা গ্রহণ করবেন।:

- ✓ আপনাকে মনে করিয়ে দেওয়া হবে যে আপনি যেকোনো সময় থেমে যেতে পারেন।
- ✓ যদি আপনি অস্বস্তি অনুভব করেন, তবে বিরতি দেওয়া হবে।
- ✓ চাইলে সাক্ষাৎকার পরে আবার নেওয়া হবে।

গোপনীয়তা :

আপনার সব তথ্য গোপন রাখা হবে। আপনার নাম কোথাও ব্যবহৃত হবে না। একটি কোড দিয়ে তথ্য সংরক্ষণ করা হবে, যাতে কেউ চিনতে না পারে। শুধু গবেষকরা মূল তথ্য দেখতে পারবেন।

তথ্য সংরক্ষণ :

আপনার দেওয়া তথ্য পাসওয়ার্ড-দেওয়া কম্পিউটার এবং ক্লাউডে সংরক্ষিত থাকবে। কাগজে থাকা কোনো তথ্য সুরক্ষিত কেবিনেটে রাখা হবে (CRP-তে), যাতে কোনো গোপনীয়তা লঙ্ঘিত না হয়।

গবেষণার ফলাফল :

গবেষণার তথ্য বিশ্লেষণ করে একটি প্রতিবেদন তৈরি করা হবে। এই গবেষণার গুরুত্বপূর্ণ অংশ কোনো জার্নাল বা সম্মেলনে প্রকাশ হতে পারে। আপনি চাইলে গবেষণার সংক্ষিপ্ত ফলাফল পেতে

পারেন—তখন গবেষকের সাথে যোগাযোগ করতে হবে।

অভিযোগ করার নিয়ম :

যদি গবেষণা নিয়ে কোনো অভিযোগ বা প্রশ্ন থাকে, আপনি গবেষণার তত্ত্বাবধায়ক (supervisor) এর সঙ্গে যোগাযোগ করতে পারে

নয়ন কুমার চন্দ

সহকারী অধ্যাপক

অকুপেশনাল থেরাপি বিভাগ

বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই),

সিআরপি, সাভার, ঢাকা-১৩৪৩

ফোন: +৮৮০ ১৭৩৫ ২৯৬ ৪৪৪

ইমেইল : nayanchanda2020@gmail.com

আফরিনা জামান মিথিলা

বি.এস.সি. ইন অকুপেশনাল থেরাপি (৪র্থ বর্ষ), সেশন: ২০২০-২০২১ ইং,

বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই), সিআরপি, সাভার, ঢাকা-১৩৪৩

Consent Form

The researcher Afrina Jaman Mithila is a 4th year student of Bangladesh Health Profession Institute of Occupational Therapy Department, the academic institute of CRP. She is conducting a research which is part of course curriculum. The research title is “ **Level of Self-Esteem and Its Relationship to Academic Performance among Undergraduate Occupational Therapy Students in Bangladesh** ”

In this study I am..... a participant and I have been clearly informed about the purpose of the study. I have the right to refuse in the taking part at any time and at any stage of the study.

I will not be bound to answer to anybody. This study has no connection with me and there will be no impact on me. I am also informed that, all the information collected from interview that is used in the study will be kept safe and maintain confidentiality. My name will not be published anywhere. Only the researcher and supervisor will be eligible to access in the information for her publication of the result. I can consult with the researcher and the research supervisor about the research process or get answer of any question regarding the research project. I have been informed about the above mentioned and I am willing to participate in the study with giving consent.

Signature of the participant:

Date:

Signature of the researcher:

Date

Consent From (Bangla)

সম্মতিপত্র

গবেষক আফরিনা জামান মিথিলা বাংলাদেশ হেলথ প্রফেশন্স ইনস্টিটিউট এর অকুপেশনাল থেরাপি বিভাগের চতুর্থ বর্ষের ছাত্রী এটি সিআরপির একটি একাডেমিক ইনস্টিটিউট। সে একটি গবেষণা পরিচালনা করছেন যা পাঠ্যক্রমের একটি অংশ। গবেষণার শিরোনাম হল : বাংলাদেশের স্নাতক পর্যায়ে অকুপেশনাল থেরাপি শিক্ষার্থীদের আত্মমর্যাদার স্তর ও এর সাথে একাডেমিক ফলাফলের সম্পর্ক।

এই গবেষণায়, আমি.....একজন অংশগ্রহণকারী এবং আমাকে অধ্যয়নের উদ্দেশ্য সম্পর্কে স্পষ্টভাবে জানানো হয়েছে। অধ্যয়নের যে কোন সময় এবং যে কোন পর্যায়ে অংশগ্রহণ প্রত্যাখ্যান করার অধিকার আছে।

আমি কাউকে জবাব দিতে বাধ্য হব না। এই অধ্যয়নের সাথে আমার কোন সম্পর্ক নেই এবং আমার উপর কোন প্রভাব পড়বে না। আমি আরও জানাচ্ছি যে ইন্টারভিউ থেকে সংগৃহীত সমস্ত তথ্য যা গবেষণায় ব্যবহার করা হবে সেগুলি সুরক্ষিত থাকবে এবং গোপনীয়তা বজায় রাখা হবে। আমার নাম কোথাও প্রকাশ করা হবে না। শুধুমাত্র গবেষক এবং তত্ত্বাবধায়ক তার ফলাফল প্রকাশের জন্য তথ্য ব্যবহার করতে পারবেন। আমি গবেষণা প্রক্রিয়া সম্পর্কে গবেষক এবং গবেষণা তত্ত্বাবধায়কের সাথে পরামর্শ করতে পারি বা গবেষণা সম্পর্কিত যেকোনো প্রশ্নের উত্তর পেতে পারি। আমাকে উপরে উল্লিখিত বিষয়ে অবহিত করা হয়েছে এবং আমি সম্মতি দিয়ে গবেষণায় অংশগ্রহণ করতে ইচ্ছুক।

অংশগ্রহণকারীর স্বাক্ষর:

তারিখঃ

গবেষকের স্বাক্ষর :

তারিখঃ

Participants Withdrawal from

(Applicable only for voluntary withdrawal)

Participant s name:.....

Reason for withdrawal:

.....
.....
.....
.....
.....

Signature and date of
participation:.....

Withdrawal from(Bangla)

অংশগ্রহণকারীর প্রত্যাহার পত্র

(শুধু মাত্র স্বেচ্ছায় প্রত্যাহারকারীর জন্য প্রযোজ্য)

অংশগ্রহণকারীর নামঃ.....

প্রত্যাহার করার কারণঃ

.....

.....

.....

.....

অংশগ্রহণকারীর স্বাক্ষর ও তারিখঃ

Appendix E: Questionnaire(English Version)**Socio-Demographic Questionnaire:**

1.What is your name?

Ans:

2.Where are your address (District)?

Ans:

3.What is your mobile number?

Ans:

4 What is your age (in years)?

Ans:.....

5 Gender:

i)Male

ii) Female

iii) Other

6 What is your monthly family income?

Ans:

7.How many family members are there in your family?

Ans:__persons

8.What is your marital status?

i)Unmarried

ii) Married

iii) Divorced

9.What is your living arrangement?

i)With family

ii) Hostel

iii) Other (please specify):

10.What is your institute name?

Ans:

11.What is your session?

Ans:

12.What is your class roll number?

Ans:

13.What is your current academic year?

- i) 1st year ii) 2nd year
- iii) 3rd year iv) 4th year

14.What was your mark (%) in the last Dhaka University final \term exam(only for 1st year)?

- i) Below 50% ii) 50-60%
- iii) 61-70% iv) Up to 70%

15.How are your academic performance?

- i)Failed any Dhaka University final exam or term exam
- ii)Regularly passed all Dhaka University final exams
- iii)Failed any term exam (only for 1st year)
- iv)Regularly passed all term exams (only for 1st year).

Rosenberg Self-Esteem scale

Scoring system : SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3.

SA=Strongly Agree

A= Agree

D=Disagree

SD=Strongly Disagree

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

1. On the whole, I am satisfied with myself	SA	A	D	SD
2*. At times, I think I am no good at all	SA	A	D	SD
3. I feel that I have a number of good qualities.	SA	A	D	SD
4. I am able to do things as well as most other people	SA	A	D	SD
5*. I feel I do not have much to be proud of	SA	A	D	SD
6*. I certainly feel useless at times	SA	A	D	SD
7. I feel that I'm a person of worth, at least on an equal plane with others .	SA	A	D	SD
8*. I wish I could have more respect for myself.	SA	A	D	SD
9* All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10. I take a positive attitude toward myself.	SA	A	D	SD

Questionnaire(Bangla Version)

সামাজিক-জনতাত্ত্বিক তথ্য

১.আপনার নাম কী?

উত্তর:

২.আপনার ঠিকানা (জেলা) কোথায়?

উত্তর:

৩.আপনার মোবাইল নাম্বার কত?

উত্তর:

৪.আপনার বয়স কত বছর?

উত্তর:..... বছর

৫.লিঙ্গ:

i) পুরুষ

ii) নারী

iii) অন্যান্য

৬.আপনার পরিবারের মাসিক আয় কত?

উত্তর:..... টাকা

৭.আপনার পরিবারের সদস্য সংখ্যা কত?

উত্তর:_____ জন

৮.আপনার বৈবাহিক অবস্থা কেমন?

i) অবিবাহিত

ii) বিবাহিত

iii) তালাকপ্রাপ্ত

৯.আপনার বসবাসের ব্যবস্থা কোথায়?

i) পরিবারের সাথে

ii) হোস্টেল

iii) অন্যান্য:

১০.আপনার ইনস্টিটিউটের নাম কী?

উত্তর:

১১.আপনার সেশন কত?

উত্তর:

১২.আপনার ক্লাস রোল নাম্বার কত?

উত্তর:

১৩.আপনার বর্তমান শিক্ষাবর্ষ কোনটি?

i) ১ম বর্ষ

ii) ২য় বর্ষ

iii) ৩য় বর্ষ

iv) ৪র্থ বর্ষ

১৪.ঢাকা বিশ্ববিদ্যালয়ের শেষ ফাইনাল/টার্ম পরীক্ষায় (শুধুমাত্র ১ম বর্ষের জন্য) আপনার প্রাপ্ত নম্বর (%)

কত ছিল?

i) ৫০% এর নিচে

ii) ৫১-৬০%

iii) ৬১-৭০%

iv) ৭০% পর্যন্ত

১৫.আপনার একাডেমিক পারফরম্যান্স কেমন?

i) কোনো ঢাকা বিশ্ববিদ্যালয় ফাইনাল পরীক্ষা ফেল করেছেন

ii) নিয়মিতভাবে সকল ঢাকা বিশ্ববিদ্যালয় ফাইনাল পরীক্ষায় পাস করেছেন

iii) কোনো টার্ম পরীক্ষায় ফেল করেছেন(শুধুমাত্র ১ম বর্ষের জন্য)

iv) নিয়মিতভাবে সকল টার্ম পরীক্ষায় পাস করেছেন(শুধুমাত্র ১ম বর্ষের জন্য)

রোজেনবার্গ সেলফ-এস্টিম স্কেলের প্রশ্নাবলী:

স্কোরিং পদ্ধতি

দৃঢ়ভাবে একমত= ৩, একমত= ২, অসম্মত= ১, সম্পূর্ণ অসম্মত=০। যেসব আইটেমে (*) চিহ্ন আছে

সেগুলো রিভার্স (বিপরীত) স্কোর করা হবে, অর্থাৎ:দৃঢ়ভাবে একমত=০, একমত= ১, অসম্মত= ২

,সম্পূর্ণ অসম্মত= ৩।

নির্দেশনা: নিচে আপনার নিজের সম্পর্কে আপনার সাধারণ অনুভূতি সম্পর্কিত বিবৃতিগুলির একটি

তালিকা দেওয়া হল। যদি আপনি দৃঢ়ভাবে একমত হন, তাহলে বৃত্তাকার করুন। যদি আপনি বিবৃতির

সাথে একমত হন, তাহলে একমত-কে বৃত্তাকার করুন। যদি আপনি একমত না হন, তাহলে অসম্মত

কে বৃত্তাকার করুন। যদি আপনি দৃঢ়ভাবে একমত না হন, তাহলে সম্পূর্ণ অসম্মত -কে বৃত্তাকার করুন

১. সমগ্রভাবে, আমি নিজেকে নিয়ে সন্তুষ্ট।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত
২*. কখনো কখনো আমি নিজেকে সম্পূর্ণ অযোগ্য মনে করি।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত
৩. আমি অনুভব করি যে আমার অনেক ভালো গুণাবলী রয়েছে।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত
৪. আমি অন্যদের মতই কাজগুলো সুষ্ঠুভাবে করতে সক্ষম।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত
৫*. আমি মনে করি আমার খুব বেশি গর্ব করার মতো কিছু নেই।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত

৬*. মাঝে মাঝে আমি নিজেকে একদমই অপ্রয়োজনীয় মনে করি।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত
৭. আমি মনে করি আমি একজন মূল্যবান ব্যক্তি, অন্তত অন্যদের সমান মর্যাদার অধিকারী।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত
৮*. আমার ইচ্ছা, আমি যেন নিজের প্রতি আরও শ্রদ্ধাশীল হতে পারতাম।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত
৯*. সব মিলিয়ে, আমি মাঝে মাঝে নিজেকে ব্যর্থ মনে করি।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত
১০. আমি নিজের প্রতি ইতিবাচক মনোভাব পোষণ কর।	দৃঢ়ভাবে একমত	একমত	অসম্মত	সম্পূর্ণ অসম্মত

Appendix F: Supervisor Record Sheet

Bangladesh Health Professions Institute
Department of Occupational Therapy
4th Year B. Sc in Occupational Therapy
OT 401 Research Project

Thesis Supervisor- Student Contact; face to face or electronic and guidance record

Title of thesis: Self-esteem level and its relationship to Academic performance among Undergraduate occupational Therapy Students in Bangladesh

Name of student: Afrina Jaman Nithila

Name and designation of thesis supervisor: Nayan Kumar Chanda
Assistant Professor

Department of Occupational Therapy, BHPI, CRP

Appointment No	Date	Place	Topic of discussion	Duration (Minutes/Hours)	Comments of student	Student's signature	Thesis supervisor signature
1	25.5.25	OT Dept BHPI	Title, Scale, aim, Objective	1 hour	Got a clear concept about research	Nithila	Nayan
2	27.5.25	OT Dept BHPI	Title, Scale, Methodology	1 hour 30 minutes	Got a clear concept how to organize method	Nithila	Nayan
3	31.5.25	OT Dept BHPI	Proposed presentation Guideline	2 hours	Got a clear concept about presentation	Nithila	Nayan

4	16.6.25	OT Dept BHPI	Proposal presentation guideline feedback	1 hour	Got clear concept about IRB presentation	Nithila	Nayaz
5	18.6.25	OT Dept. CHPI	Discussion about litera- ture matrix	2 hour	Effective discussion	Nithila	Nayaz
6	21.6.25	OT Dept. BHPI	Discussion about scale rating & socio demographic questionnaire	2 hour	Effective discussion	Nithila	Nayaz
7	23.6.25	OT Dept CHPI	Discussion about scale	1 hour	Got clear idea about scale	Nithila	Nayaz
8	25.6.25	OT Dept BHPI	Feed back on Bangla translation questionnaire	1 hour 30 minutes	Got clear idea about translation	Nithila	Nayaz
9	30.6.25	OT Dept BHPI	Feedback on Bangla translation questionnaire	1 hour	Got clear idea about translation	Nithila	Nayaz
10	2.7.25	OT Dept BHPI	Discuss about background methodology, Justification	2 hours	Got valuable feed back in methodology	Nithila	Nayaz
11	7.7.25	OT Dept CHPI	Discussion about litera- ture review	1 hour 30 minutes	Got clear concept of literature review	Nithila	Nayaz
12	10.7.25	OT Dept BHPI	Feedback in literature review	1 hour	Got valuable feed back in literature review	Nithila	Nayaz
13	12.7.25	OT Dept BHPI	Discussion about consent form, information sheet	1 hour 30 minutes	Got clear concept of consent form, information sheet	Nithila	Nayaz
14	15.7.25	OT Dept CHPI	Discussion about Bangla translation in consent, informa- tion sheet	2 hours	Got clear concept of translation	Nithila	Nayaz

15	23.7.25	OT Dept. BHP1	Discussion about data collection status	2 hours	Effective learning about data collection	Nithila	Nayyar
16	30.7.25	OT Dept. BHP1	Discussion about data collection status	1 hour	Effective learning	Nithila	Nayyar
17	3.8.25	OT Dept. BHP1	Discussion about data entry	1 hour	Effective learning about data entry	Nithila	Nayyar
18	6.8.25	OT Dept. BHP1	Discussion about data entry and analysis	2 hours	Effective discussion about data analysis	Nithila	Nayyar
19	10.9.25	OT Dept. BHP1	Discussion about result analysis part	2 hours	Got clear concept about result	Nithila	Nayyar
20	23.9.25	OT Dept. BHP1	Discussion about result part & discussion	2 hours	Got clear concept about result & discussion	Nithila	Nayyar

Note:

1. Appointment number will cover at least a total of 40 hours; applicable only for face to face contact with the supervisors.
2. Students will require submitting this completed record during submission your final thesis.

21	12.11.25	OT Dept. BHPI	Discussion about discussion part	30min	Helpful for discussion part	nithila	✓
22	18.11.25	OT Dept. BHPI	Feedback in result and discussion part	2 hours	Helpful for result and discussion write up	nithila	✓
23	2.12.25	OT Dept. BHPI	Discussion about conclusion	1 hours	Effective discussion about conclusion	nithila	✓
24	8.12.25	OT Dept. BHPI	Discussion about abstract	30min	Effective learning about abstract	nithila	✓
25	9.12.25	OT Dept. BHPI	Discussion overall draft	30 minutes	Got clear idea about draft	nithila	✓
26	3.1.26	OT Dept. BHPI	Feedback in 1st draft	2 hours	Got clear idea about thesis	nithila	✓
27	10.1.26	OT Dept. BHPI	Feedback in result, abstract,	2 hours	Effective learning	nithila	✓
28	14.1.26	OT Dept. BHPI	Feedback in discussion, conclusion	30 mins	Effective learning about discussion	nithila	✓
29	13.1.26	OT Dept. BHPI	Discussion draft	30 mins	Effective learning	nithila	✓
30	17.1.26	OT Dept. BHPI	Discussion draft	30 mins	Got clear concept	nithila	✓
31							