

**A PSYCHOLOGICAL ANALYSIS OF THE IMPACT OF ACADEMIC-
UNDERACHIEVEMENT RELATED NEGATIVE STATEMENTS OF
TEACHERS ON SELF-ESTEEM OF PRIMARY SCHOOLERS IN SRI LANKA**

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During the school years, teachers play a crucial role in the lives of students. The way in which teachers interact with their students can be an important influence, affecting the psychosocial well-being of students. According to previous research studies, presently the teaching and learning approach in primary education in Sri Lanka is teacher-centric, and the emphasis on academic achievements exert great pressure on children. However, very little research has examined the impact of such classroom-related factors on the self-esteem of children in the Sri Lankan context. Hence, this study aims to address that research gap, and the key objective of the study is to investigate the relationship between academic-underachievement-related negative statements of teachers and the self-esteem of primary schoolers in Sri Lanka. Reviewing of the literature was used as a research method. The book 'Primary Education Reform in Sri Lanka' published by the Educational Publications Department of the Ministry of Education and Higher Education in Sri Lanka was used as the primary source of information. Secondary information was gathered through investigating research publications, journal articles and reports. The qualitative data gathered through the existing literature were critically and comparatively analyzed using the thematic analysis method. According to the findings of this study, teachers' statements on the students' academic performance affect students' attitudes, motivation, and satisfaction towards curricular and extra-curricular activities. On the other hand, students' positive attitudes towards the school environment are associated with increases in their self-esteem. Thus, it can be concluded that teachers' negative statements on students' academic underachievement negatively influence the students' self-esteem. These findings can be used to plan school-based intervention programs aimed at promoting more effective teacher feedback strategies and strengthening self-esteem among primary schoolers in Sri Lanka.

Keywords: academic under-achievements, negative statements of teachers, primary schoolers, self-esteem of students, Sri Lanka