

Costelloe, James, 1999, *Student Performance and under-performance in relation to aspects of school climate in post-primary schools.*

ABSTRACT OF DISSERTATION

This study is an attempt to ascertain which aspects of school climate and, specifically, classroom climate, affect student performance or under-performance, in terms of academic achievements. It is the contention of the dissertation that the way teachers organise their classes, the expectations for success, which they hold and the focus, which they give to the task in hand can have a beneficial effect on student performance.

Chapter one examines the structure of Irish education, the organisational climate of schools, student performance and the nature of learning, knowledge and intelligence. Chapter two reviews some of the literature in relation to certain aspects of classroom climate: involvement, affiliation, teacher support, task orientation, order/organisation and rule clarity.

Chapter three examines briefly the history of the three schools where the survey was carried out, their organisational climate, the specific environment of a Catholic school and an outline of the research methodology used. Chapter four contains the data collected from the students surveyed, their teachers and their parents, together with a scientific analysis of that information.

Chapter five concludes with an overview of the previous chapters and some conclusions and recommendations based on the findings of the survey.