

### **Abstract**

This study examines the relationship between staff morale and teacher performance. It is the contention of the study that the factors which contribute to or damage staff morale in a primary school can affect the standard of teacher performance. Similarly, it is the argument of the dissertation that factors which positively and negatively affect teacher performance can have various consequences on staff morale.

Chapter One introduces the context of the research and the current views of the Department of Education and Skills in relation to staff morale and teacher performance.

Chapter Two reviews some of the literature in relation to factors affecting staff morale and teacher performance in schools: communication, relationships between colleagues, feeling valued, collegiality, Continuous Professional Development and leadership.

Chapter Three deals with research methodology and describes the study.

Chapter Four consists of the data collected through questionnaires and interviews from teachers in three co-educational primary schools in the south of Ireland. An analysis of this data is provided. Results found that staff morale and teacher performance have a significant impact upon each other. Key elements which can improve both staff morale and teacher performance were identified. These include open communication, recognition, acknowledgement and appreciation of staff, collegiality and whole-school approaches and methodologies.

Finally, based upon the findings of this study, Chapter Five concludes with a synopsis of previous chapters and offers some conclusions and recommendations to maintain high staff morale in schools and enhance teacher performance.