ABSTRACT

The present study was undertaken with the objectives: To study teacher effectiveness among secondary school teachers of Punjab in relation to their school organizational climate, gender, location, teaching experience and stream (science, social science and languages). A sample of 75 senior secondary schools (45 rural and 30 urban) were selected. Further all the teachers (totally 450) working in these schools were administered research tools, namely school organizational climate, teacher effectiveness scale, teacher attitude inventory and job satisfaction scale. It was concluded that the secondary school teachers perceiving autonomous and familiar type of school organizational climate have exhibited significantly higher level of teacher effectiveness as compared to those perceiving school climate to be of closed type. There is no significant difference in teacher effectiveness of secondary school teachers across gender, location, stream and teaching experience groups.

Keywords: Teacher effectiveness, school organizational climate, job satisfaction, attitude towards teaching profession.