In the educational process, schools play the most important role. So, the schools must be quite effective to accomplish the goal of education. The school effectiveness is likely to be influenced by ample of factors. Administrative Behaviour of the school heads, Teacher factor, Student Perception regarding school and School Organizational Climate could be four of such factors. Therefore in the present study, the school effectiveness is studied in association with these four factors. 60 Schools affiliated to Punjab School Education Board from three districts viz. Hoshiarpur, Fatehgarh Sahib and Moga from Punjab state were taken up for the study. A sample of 353 teachers at secondary level, all the 60 school heads and 893 students was drawn from these schools. Five tools were used; (i) School Effectiveness Schedule (SES) by Dr.D.N Dash (2007). (ii) Administration Behaviour Scale, developed and standardized by Dr Haseen Taj (1998) (administered to school Principals only). (iii) Teacher Effectiveness Scale by Umme Kulsum (2000). (iv) School Organizational Climate Description Questionnaire by Motilal Sharma (1978). (v) Student Perception Scale (on school environment) developed and standardized by Kaura (1977). The results of the study showed that (i) The more-effective schools were having better physical facilities and were superior in Headmaster/Principal and teachers’ performance and students’ performance in comparison to the less-effective schools.(ii) There was a significant association between school effectiveness and administrative behaviour of heads at secondary stage.(iii) There was a significant association between school effectiveness and preparation of teaching and planning, teachers’ management of class rooms, knowledge of subject matter and Interpersonal relationships at secondary stage. (iv) Students’ perception had a significant and positive effect on the school effectiveness at secondary stage. (v) The school effectiveness
significantly differed in schools with different types of school organizational climate. The mean scores of the more-effective schools on administrative behaviour of school heads, teachers’ scores on teacher effectiveness scale and students’ score on their perception about schools were found to be highest in autonomous and open type of climate.