Attitude cannot be considered as simple structures underlying behaviour, for research has shown them to be extremely complicated. Katz and Stoland (1959) identified three basic components of attitude e.g. cognitive, affective and action components. Attitude has been defined as a more or less generalized tendency to think or act in a certain way in respect to some object or situation, often attended by feeling. We may ask what the attitude of a person is toward some subject taught in school, teacher, co-curricular activities, physical education, discipline, method of teaching followed, and we are told that it is one of dislike, of hate, of fondness, of affection, of disgust, of preference, or indifference. These attitudes indicate the direction and intensity of response of the person to stimuli, that is, objects, persons, subjects of study, situations or social values. Moreover, they reveal the drives which lead to some form of attitude. The cultivation of favourable attitude towards school is necessary for better training in the citizenship of a democracy and in building a future career. Prediction of favourable or unfavourable attitudes toward school in any individual are an asset both to him and to society. From the point of view of classroom activities prediction of attitudes is important in as much as they facilitate better and improved classroom performance.
Much remains to be explored about the way attitudes are related to variables like interest pattern, self-concept, adjustment pattern and scholastic achievement.

Numerous investigators have studied adolescents' attitudes towards significant objects and they indicate that attitude towards school are less enduring and change direction. When attitudes change and develop and remain stable, it is pertinent to enquire what factors facilitate and what inhibit formation of stable attitude towards school.

Relationship between attitude towards school and interest pattern of school-going adolescents are relatively less explored area.

A great deal of emphasis is now laid on the study of self-concept of individuals for understanding and predicting many facets of their behaviour. Self-concept plays a vital role in human life as every one continuously strives towards self-realisation, self-actualisation and self-enhancement. In view of the significance of self-concept as determinant of the behaviour of the individuals, its study in relation to attitude towards school is of great significance.

The question, "what is the nature of relationship between attitude towards school and adjustment pattern"? has stimulated scope for further enquiry in recent years?
An interesting feature of research on attitude towards school may be the study of its relationship with achievement in school subjects.

Of late, it has been the trend of current research to predict a criterion behaviour from a linear combination of a number of predictors.

Attitude towards school is regarded as the most useful variable determining one's behaviour and performance in school. The present study is an humble attempt to predict attitude towards school from the study of variables like interest pattern, self-concept, adjustment pattern and scholastic achievement.

In this study, the researcher tried to derive relationship from an analysis of conceptual framework made about the possible relationship among the criterion-predictor variables and later on obtained certain results through hypotheses testing.

The first chapter deals with the conceptual background of the problem.

The second chapter deals with the identification and formulation of the problem, the significance of the study and framing of the hypotheses, etc.

The third chapter contains description of the tools used
and discussions relating to the construction and standardization of tests by the researcher.

The fourth chapter deals with the design of the study and the procedure of the investigation.

The fifth chapter presents the analysis and interpretation of data through descriptive and inferential statistics involving correlational techniques and factor analysis.

The sixth chapter is devoted to the discussion, which is based on the summary of major findings.

Attitude towards school has been found to be one of the most challenging yet less explored area of research. Although, great researchers like Gustafsson, Carey and Dalton have illuminated the area by acting as "torch-bearer", the researcher at the end of a very hard and modest endeavour which continued for about four years, can only humbly state that he has merely acquired some confidence only to undertake a more systematic and yet a difficult task in the ever growing field of 'correlates of attitudes towards school'.

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