INTRODUCTION
Learning can be immensely gratifying, but studying usually involves hard work. The first step towards effective study habits is to face up to this reality. One need not feel guilty if one doesn’t look forward to studying. Once an individual accepts the premise that studying doesn’t come naturally, it should be apparent that one needs to set up an organized programme to promote adequate study. Learning how to study is really a long-term process. As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a lifelong process, and one should be ready to modify one’s method of study according to the need of the time.

Academic Achievement refers to the marks scored in the quarterly examination by the XI (+1) and XII (+2) standard students.

Higher Secondary Students
By higher secondary students, the investigator means the students studying the higher secondary course, i.e., XI and XII standards after completion of their SSLC / 10th standard.

NULL HYPOTHESES
1. There is no significant difference between XI and XII standard students in their study habits.
2. There is no significant difference between day-scholar and hosteller higher secondary school students in their study habits.
3. There is no significant difference among students of government, govt. aided and self-financed higher secondary schools in their study habits.
4. There is no significant relationship between study habits and academic achievement of higher secondary students.

METHODOLOGY
The investigator adopted the survey method to find out the relationship between study habits and academic achievement of higher secondary students. The population for the present study consisted of higher secondary students study.
ing in Tirunelveli educational district. The investigator used the simple random sampling technique. The sample consisted of 300 students from 13 higher secondary schools. The investigator used the Study Habits Inventory by V.G.Anantha (2004). The investigator collected the students’ marks in quarterly examinations in all the subjects for the academic achievement. For analyzing and interpreting the data the investigator used percentile analysis, standard deviation (SD), ‘t’ test, ANOVA and Pearson’s product moment correlation as the statistical techniques.

DATA ANALYSIS

Table-1 Level of Study Habits of Higher Secondary Students

<table>
<thead>
<tr>
<th>Variable Category</th>
<th>Standard</th>
<th>Mod of Stay</th>
<th>Type of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XI</td>
<td>XII</td>
<td>Govt.</td>
</tr>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Low</td>
<td>48</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Moderate</td>
<td>24.5</td>
<td>10.6</td>
<td>14.4</td>
</tr>
<tr>
<td>High</td>
<td>132.3</td>
<td>78</td>
<td>80.38</td>
</tr>
</tbody>
</table>

It is inferred from the above table that 24.5% of the XI Students have low 67.3% of them have moderate and 8.2% of them have high level of study habits. 14.4% of the XII standard students have low, 75.0% of them have moderate and 14.4% of them have high level of study habits.

It is inferred from the above table that 21.1% of the day-scholar higher secondary students have low, 69.4% of them have moderate and 9.4% of them have high level of study habits. 8.6% of the hostellers have low, 74.3% of them have moderate and 17.1% of them have high level of study habits.

It is inferred from the above table that 14.4% of the government school students have low, 70.3% of them have moderate and 15.3% of them have high level of study habits. 17.5% of the government aided school students have low, 74.1% of them have moderate and 8.4% of them have high level of study habits. 43.6% of the self-financed school students have low, 53.8% of them have moderate and 2.6% of them have high level of study habits.

Table-2 Level of Academic Achievement of Higher Secondary Students

<table>
<thead>
<tr>
<th>Variable Category</th>
<th>Standard</th>
<th>Mod of Stay</th>
<th>Type of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XI</td>
<td>XII</td>
<td>Govt.</td>
</tr>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Low</td>
<td>39</td>
<td>21</td>
<td>44</td>
</tr>
<tr>
<td>Moderate</td>
<td>19.9</td>
<td>20.2</td>
<td>37.3</td>
</tr>
<tr>
<td>High</td>
<td>135.8</td>
<td>60</td>
<td>73</td>
</tr>
</tbody>
</table>

It is inferred from the above table that 19.9% of the XI Students have low, 68.9% of them have moderate and 11.2% of them have high level of academic achievement. 20.2% of the XII standard students have low, 57.7% of them have moderate and 22.1% of them have high level of academic achievement.

It is inferred from the above table that 18.5% of the day-scholar higher secondary students have low, 66.4% of them have moderate and 13.1% of them have high level of academic achievement. 31.4% of the hostellers have low, 54.3% of them have moderate and 14.3% of them have high level of academic achievement.

It is inferred from the above table that 21.8% of the rural students have low, 63.5% of them have moderate and 14.7% of them have high level of academic achievement. 18.1% of the urban students have low, 66.7% of them have moderate and 15.3% of them have high level of academic achievement.

FINDINGS AND INTERPRETATIONS

Null Hypothesis-1

There is no significant difference between XI and XII standard students in their study habits.

Table-3 Relationship between XI and XII Standard Students in their Study Habits

<table>
<thead>
<tr>
<th>Standard</th>
<th>N</th>
<th>Mean</th>
<th>Sd</th>
<th>Calculated 't' Value</th>
<th>Remark at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI</td>
<td>196</td>
<td>254.20</td>
<td>38.42</td>
<td>5.48</td>
<td>S</td>
</tr>
<tr>
<td>XII</td>
<td>104</td>
<td>279.69</td>
<td>38.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At 5% level of significance the table value of ‘t’ is 1.96)

It is inferred from the table that there is significant difference between XI and XII standard students in their study habits. That is XII standard students have better study habits than XI standard students. This may be due to the fact that there is a turning point in their life pertaining to their career viz. Medical, Engineering, Law etc.

Null Hypothesis-2

There is no significant difference between day-scholar and hosteller higher secondary school students in their study habits.

Table-4 Relationship between Day-scholar and Hosteller Higher Secondary School Students in their Study Habits

<table>
<thead>
<tr>
<th>Mode of Stay</th>
<th>N</th>
<th>Mean</th>
<th>Sd</th>
<th>Calculated 't' Value</th>
<th>Remark at 5% Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day-scholar</td>
<td>265</td>
<td>260.11</td>
<td>39.99</td>
<td>3.91</td>
<td>S</td>
</tr>
<tr>
<td>Hosteller</td>
<td>35</td>
<td>285.17</td>
<td>35.07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At 5% level of significance the table value of ‘t’ is 1.96)

It is inferred from the table that there is significant difference between day-scholar and hosteller higher secondary school students in their study habits. That is hostellers have better study habits than day-scholar students. This may be due to the fact that they are accustomed to the routine work scheduled by the authorities.

Null Hypothesis-3

There is no significant difference among students of government, govt. aided and self-financed higher secondary schools in their study habits.

Table-5 Difference among Students of Govt., Govt. Aided and Self-financed Schools in their Study Habits

<table>
<thead>
<tr>
<th>Variable Habits</th>
<th>Source of variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>MSV</th>
<th>Calculated 'F' Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>Between</td>
<td>46410.00</td>
<td>2</td>
<td>23205</td>
<td>15.67</td>
<td>S</td>
</tr>
<tr>
<td>Within</td>
<td>439856.00</td>
<td>297.1491</td>
<td>1481</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At 5% level of significance for 2,297 df the table value of ‘F’ is 3.03)

It is inferred from the table that there is significant difference among students of government, government aided,
Achievement of Higher Secondary Students

There is no significant relationship between study habits and academic achievement of higher secondary students. Null Hypothesis-4

May be due to the fact that they are given freedom in their thinking and doing.

Table-6 Relationship between Study Habits and Academic Achievement of Higher Secondary Students

<table>
<thead>
<tr>
<th>Σx</th>
<th>Σy</th>
<th>Σx²</th>
<th>Σy²</th>
<th>Σxy</th>
<th>Calculated ‘γ’</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>19219</td>
<td>78911</td>
<td>1314379</td>
<td>21242720</td>
<td>5037295</td>
<td>0.090</td>
<td>NS</td>
</tr>
</tbody>
</table>

(At 5% level of significance for 298 df the table value ‘γ’ is 0.113)

It is inferred from the table that there is no significant relationship between study habits and academic achievement of higher secondary students.

CONCLUSION

From the above study the investigator concluded that the level of study habits of the higher secondary school students is moderate and their academic achievement is also moderate. This finding supports the findings of Anantha (2004) and Kulandai Samy (2007). The investigator found that XII standard students have better study habits than XI standard students. This finding contradicts the finding of Kulandai Samy (2007) and supports the findings of Helen Kevin (2007).

Here, the investigator found that hostellers have better study habits than day-students. It contradicts the study of Doss (2012) which indicates that the day-scholars have better study habits than the hostellers.

In the present study, ‘F’ test reveals that the government school students have high level of study habits than the other school students. This finding contradicts the findings of Helen Kevin (2007) and supports the findings of Anantha (2004).

Finally, the investigator found that there is no significant relationship between study habits and academic achievement. This supports the finding of Monika Saini (2013) and contradicts the finding of Sarath A. Nonis & Gail I. Hudson (2010), Dinesh Kumar (2013), Kalia, K Ashok (2013) and Ehtesham Anwar (2013).

Many researchers have studied the relationship between study habits and academic achievement. Most of them prove there is a significant relationship between them and some of them prove that there is no significant relationship between them. Here the investigator supports the second one based on his findings that there is no significant relationship between study habits and academic achievement of higher secondary school students.

**REFERENCE**