

The relationship between student diligence, student support systems  
and student academic performance

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There is concern that students are severely disengaged from school. Public perception believes that schools and teachers cannot prevent or overcome this problem. The purpose of this study was to examine options in which students can become academically engaged.

A correlational study was used to describe the degree of the relationships between student diligence, student support systems and student academic performance. Diligence scores were collected from 458 students, and diligence-support scores were collected from 358 parents, and 34 educators. Students were matched to their parents to determine a direct relationship between parental diligence support and student diligence.

The findings show that there is a significant correlation between student diligence and academic performance ( $r = .248$   $p < .01$ ). Younger students, 14 years and under, ( $M = 136.62$ ,  $SD = 15.42$ ) are more diligent than older students, 16 year old's, ( $M = 123.81$ ,  $SD = 17.11$ ) and 17 years and older ( $M = 124.65$ ,  $SD = 15.54$ )  $p < .05$ . Students who perceive that others expect them to succeed ( $M = 128.29$ ,  $SD = 15.70$ ) are more diligent than those who perceive that others are not expecting them to succeed ( $M = 112.49$ ,  $SD = 19.36$ )  $p < .001$ . There is a significant correlation between parental diligence support and student diligence ( $r = .279$   $p < .001$ ). Educators ( $M = 140.05$ ,  $SD = 12.22$ ) provide more diligence support to students than do parents ( $M = 133.79$ ,  $SD = 19.92$ )  $p < .001$ .