

---

## **A Study of Task Persistence In Relation To Mental Health, Home Environment and Self-Concept among College Students**

Dr. Nidhi Gupta<sup>1\*</sup>

**Keywords:** *Persistence, Relation, Mental Health, Home Environment, Self Concept, College, Students*

As much as tempo of human life is increasing rapidly, his problem is also increasing continuously. Everybody wants to achieve goal in different field of life and wants to achieve success. It has been always largely affected by motivation of an individual.

Today the new generations (student) are facing many problems and hindrance in the way of achieving their aim but task persistence provides strength to overcome these barriers and a student may achieve success in different fields of his life.

There is some observation regarding psychological profile of scholars. According to Fernald (1912) the success or failure of an individual depends largely on the ability to endure, to continue and to strive for the shape of achievement. In spite of fatigue, pain and discouragement.

Health is the quality of life which inspires us to lead a meaningful as well as active life. In order to live a pleasant and contented life. A person should be health and fit from all aspect. Health is a broad term covering physical, mental, emotional and social aspects. Mental health is that characteristics of life by which a person can establish a balance in his situations, wants, aims, feelings, and ambitions. It indicates individual's adjustment to oneself, others and environment including the demands of life.

Boehm (1955) reported mental health as a condition and level of social functioning of an individual which is socially acceptable and personality satisfying. The preamble of the World Health Organization's chapter defined health as a state of complete physical, mental and social well being not merely the absence of disease or infirmity. (Monopolis et al, 1977)

The home is the child's first environment. It plays crucial role in the development of personality as it sets the basic pattern of life, a home should be a place in which the child not only can participate in activities but also can relax. The ideal home environment provides an atmosphere

---

<sup>1</sup> Asst. Professor of Psychology (P.G), Dau Dayal Mahila(P.G)College,Firozabad, (U.P)

**\*Corresponding Author**

© 2015 | Dr. Nidhi Gupta; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/2.0>), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

## **A Study of Task Persistence In Relation To Mental Health, Home Environment and Self-Concept among College Students**

in which all its members can develop their best potentialities and the needs of all are met constructively.

Baldwin (1949) remarks “Home appears indeed to be a seat of learning for development of social skills and perhaps of the desire to participate in the activities with other individuals.

The term self-concept is so widely used in the field of education and psychology that it can be generally understood as the person’s ideas, feeling and attitudes about one’s self.

The importance of self-concept has been first highlighted by Kainy (1943) and he advocated that self-concept serves as an executive which guides the individual to make a variety of decisions. Rogers (1951), Jersild (1960) and Goldenson (1970) have also stressed the self-concept as the key to personality; it is a key stone to personality.

The existing literature reveals that application of task persistence in three variable mental health, home environment and self concept has hardly yet caught the attention of researchers there by leaving sufficient rationale for understanding research in this area.

Therefore the present study was intended to investigate the relationship of task persistence with some personality and environmental variables. The problem under this study is entitled as- “A STUDY OF TASK PERSISTENCE IN RELATION TO MENTAL HEALTH, HOME ENVIRONMENT AND SELF-CONCEPT AMONG COLLEGE STUDENTS”

**Material and Method :-** The sample of the present study was taken from four degree college (male & female) study as M.G.(P.G), D.D.M(P.G), C. L. Jain (P.G) & S.R.K. (P.G) College of Firozabad district College, 100 Student was confined with stratified – Random sample t-test has used for to see interaction effect. in this study ex –post facto research design has used .there are two variable like dependant variable [task persistence] independent variable[mental health ,home environment and self concept.

**Tools** –they are administrated by the following test-

- 1- task persistence (Nisha Dhawan 1998)
- 2- mental health (Dr. Jagdish &Dr. A.K Srivastav)
- 3- home environment (Dr.Karuna Shankar mushra)
- 4- Self-Concept (Dr. Rajkumar sarswat)

Task persistence has examined as an acquired behavioral tendency for continuing or pursuing an achievement goal in the face of obstacles .this questionnaire has 20 items as yes or no form.

**A Study of Task Persistence In Relation To Mental Health, Home Environment and Self-Concept among College Students**

Mental health has 6 sub dimensions & 56 items it measures the person’s ability to make positive self evaluation. To perceive the reality, to integrate the personality, autonomy group oriented attitude & environmental mastery.

Home environment consist of 10 dimensions & 100 items. Home environment is the psychological climate of home as perceived by children. It provides a measure of the quality of the cognitive emotional and social support that has been available to the child with in the home.

Self- concept has 6 dimension & 48 items. It is a individual’s way of looking at himself. It also signifies his way of thinking, feeling and behaving.

*Table1: Mean S.D. and significance level on various measures of diminution*

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD Deviation</b>	<b>t-value</b>	<b>df</b>	<b>sig</b>
<b>TP</b>						
<b>Male</b>	200	15.24	3.305	342	398	.733
<b>Female</b>	200	15.26	3.127	342	396.773	.733
<b>SA</b>						
<b>Male</b>	200	27.76	4.125	4.413	398	.000
<b>Female</b>	200	28.59	4.169	4.413	397.956	.000
<b>SB</b>						
<b>Male</b>	200	28.60	4.540	5.222	398	.331
<b>Female</b>	200	29.42	5.462	5.223	391.178	.331
<b>SC</b>						
<b>Male</b>	200	30.88	3.679	.724	398	.469
<b>Female</b>	200	30.70	4.498	.724	397.993	.469
<b>SD</b>						
<b>Male</b>	200	30.70	4.306	5.907	398	.000
<b>Female</b>	200	33.10	3.823	5.907	392.482	.000
<b>SE</b>						
<b>Male</b>	200	30.21	3.305	1.876	398	.061
<b>Female</b>	200	30.84	3.127	1.876	396.773	.061
<b>SF</b>						
<b>Male</b>	200	25.89	3.305	5.117	398	.000
<b>Female</b>	200	27.94	3.127	5.117	396.773	.000
<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD Deviation</b>	<b>t-value</b>	<b>df</b>	<b>sig</b>
<b>ST</b>						
<b>Male</b>	200	173.53	15.989	4.858	398	.000
<b>Female</b>	200	181.19	15.545	4.858	397.65	.000

**A Study of Task Persistence In Relation To Mental Health, Home Environment and Self-Concept  
among College Students**

<b>MA</b>	<b>Male</b>	200	29.18	5.205	2.230	398	.0236
	<b>Female</b>	200	30.26	4.500	2.230	389.60	.026
<b>MB</b>	<b>Male</b>	200	22.04	3.834	.370	398	.712
	<b>Female</b>	200	22.19	4.273	.370	393.60	.712
<b>MC</b>	<b>Male</b>	200	30.97	6.498	2.124	398	.013
	<b>Female</b>	200	32.31	6.114	2.124	396.01	.013
<b>MD</b>	<b>Male</b>	200	16.27	3.550	1.456	398	.146
	<b>Female</b>	200	16.78	3.520	1.456	390.12	.146
<b>ME</b>	<b>Male</b>	200	28.34	4.885	1.307	398	.192
	<b>Female</b>	200	28.94	4.279	1.307	392.06	.192
<b>MF</b>	<b>Male</b>	200	26.04	4.496	.365	398	.716
	<b>Female</b>	200	26.20	3.691	.365	396.01	.716
<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD Deviation</b>	<b>t-value</b>	<b>df</b>	<b>sig</b>	
<b>MT</b>	<b>Male</b>	200	152.84	20.129	1.012	398	.045
	<b>Female</b>	200	156.68	17.978	1.012	393.647	.045
<b>HA</b>	<b>Male</b>	200	21.92	5.656	1.096	398	.073
	<b>Female</b>	200	20.94	5.364	1.096	345.209	.073
<b>HB</b>	<b>Male</b>	200	27.34	6.681	1.086	398	.287
	<b>Female</b>	200	28.00	5.657	1.086	389.71	.287
<b>HC</b>	<b>Male</b>	200	26.54	6.584	.840	398	.401
	<b>Female</b>	200	26.02	5.889	.840	398.045	.401
<b>HD</b>	<b>Male</b>	200	31.94	6.807	.108	398	.914
	<b>Female</b>	200	31.87	6.157	.108	397.049	.914
<b>HE</b>	<b>Male</b>	200	16.76	8.095	1.709	398	.081
	<b>Female</b>	200	15.40	8.839	1.709	389.210	.081
<b>HF</b>	<b>Male</b>	200	29.56	6.625	2.197	398	.013
	<b>Female</b>	200	31.11	5.802	2.197	391.207	.013

**A Study of Task Persistence In Relation To Mental Health, Home Environment and Self-Concept  
among College Students**

<b>HG</b>	<b>Male</b>	200	14.66	7.637	1.104	398	.270
	<b>Female</b>	200	13.86	6.641	1.104	390.606	.270
<b>HH</b>	<b>Male</b>	200	24.31	6.035	2.218	398	.027
	<b>Female</b>	200	25.64	5.956	2.218	397.931	.027
<b>HI</b>	<b>Male</b>	200	13.96	7.746	.337	398	.736
	<b>Female</b>	200	14.20	6.436	.337	385.090	.736
<b>HJ</b>	<b>Male</b>	200	19.51	6.731	.579	398	.783
	<b>Female</b>	200	19.17	4.864	.579	362.305	.783
<b>HT</b>	<b>Male</b>	200	226.50	33.146	.068	398	.736
	<b>Female</b>	200	226.27	32.582	.068	397.883	.736

It was found in the present investigation that perception of reality is negative and insignificantly related with task persistence. A student having high aspiration of their carrier and becomes more task persistence after achieving their goal, feeling will more strong and suggests to how to prepare and planed the study. Student become more popular. Just its opposite the perception of reality that a student know very well that hard work get success, even then if he doesn't try their best efforts, but it is false belief nobody can get success with source. Students can see more around their environment that very few people can take high place in their carrier, after having a good source, so it is suggested that student take guidance to their teachers, parents seniors and others scholars. Student should have to develop high aspiration and work hard, than it is sure that can get success in every field. So their society also accepts him that's a really hard work. Students should believe upon their own potential.

Sex variation has been also observed in the present investigation. Male and female subjects were found equal task persistence as It's the age of 20th century women is doing work in every field as male also seen there. Today everywhere is emphasis of woman also modernization and awareness of education towards them female knows about their constitutional right so female are participating in every field as she has interest. The feeling of female that they have same potentials to do every difficult task as male can do. They are paying attention to their house hold duties as well as society also. Formerly females have limited goal and not to do best efforts their thinking is moved around their limited environment where as males set various goal and males get success in their filed as we can see that female have more aspiration level to task persistence so it is suggested to parents, teacher, faculty and scholars and society also that they are motivate to female by giving proper guidelines as they establish their name for moving ahead on their society as we see that awareness of a girl child is less but it is suggested that male is incomplete

## **A Study of Task Persistence In Relation To Mental Health, Home Environment and Self-Concept among College Students**

without female. So we have to proud to have a girl child as she can do every task which was done by male. Male student should understand that female is also a human being. She has a same potentials and support to him.

### **REFERENCES**

- Adeyemo, D.A., & Torubeli, V.A. (2008). Self-efficacy, self-concept and peers effluence as correlates of achievement among secondary school student in transition. *Pakistan journal of social sciences*, 5, 10-16.
- Anderson, Hakan, Bergman, & Lars, R. (2011). The role of task persistence in young adolescence for successful educational and occupational attainment in middle adulthood. *Journal of developmental Psychology*, 47(4), 950-960.
- Azizi, Yahaya, & Jamaludin, Ramli. (2009). The Relationship between self-concept and communication skills towards academic achievement among secondary school student in jogor Bahru. *International Journal of psychological studies*, 1(2), 25-34.
- Bandhana, Dr. Darshana & Sharma, P. (2012). Home environment, mental health and academic achievement among Higher Secondary school students. *International journal of scientific and research publications*, 2, 1-4.
- Baumeister, R. F. D. T., Gilbert, S. T., Fiske, & G., Lindzey. (1998). *Handbook of Social Psychology*, 1, 680-740. New York, McGraw Hill.
- Bhattacharjee. (1985). The need frustration, frustration – In toleration and mental health of adolescent girls regarding in certain Urban Secondary School of West Bengal. Fourth survey of research in education psy.,1, 348-349.
- Broota, K. D. (1992). *Experimental design in behavioural research*, New Delhi, wiley Eastern, India Research Journal of Indian stream,1,118-122.
- Chandra, S. (1990). Self-concept parental influence socio-economic status and sex in relation to career choice attitudes among high school students. *Research Journal of Education*, 988-993.
- Daulta, M. S. (2008). “Impact of home environment on the scholastic achievement of children.” *Journal of human ecology*, 23, 75-77.
- Devi, T.,Kalyani,& Latha B. Madhavi. (2004). Home environment and mental health. *Indian journal of psychometric and education*, 35,21-25.
- Devi, T., Kalyani. (2001). Influence of birth order, age and sex on self-concept during adolescence. *Indian Journal of Psychometry and education*, 32 , 76-78.
- Fergession, D. M.,& woodward, L. J. (2002). Mental health, educational and social role outcomes of adolescent with depression. *Journal of psychiatry*, 59, 225-231.
- Kaur, Jagpreet, J. S. Rana, & Rupinder Kaur. (2009). Home environment and academic achievement as correlates of self-concept among adolescents. *Journal of Stud. Home. com .sci.*, 3, 13-17.
- Kasl, S. (1973). Mental Health and work environment an examination of evidence. *Journal of occupational medicine*, 15. 509-518.

**A Study of Task Persistence In Relation To Mental Health, Home Environment and Self-Concept  
among College Students**

- Kobasa, S. (1979). Stressful life event personality and health : An Inquiry into hardiness. *Journal of Personality and Social psychology*, 37, 1-11.
- Lockhart, E., & Keys, S. (1998). The mental health counseling role of school counselors. *Journal of professional school counseling*, 1, 3-7.
- Magano, Meahabo, & Dinah. (2004). The relationship between a disadvantaged home environment and the self-concept of children; A guidance and counseling perspective Ph. D. Thesis in psychology of education, university of South Africa.
- Mc Cartney, K., & Berry, D. (2005). Gene-Environment Processes in task persistence, trends in cognitive science. *Journal of environment and educational psy.*, 9, 407-408.
- Mehra, G., & Mishra, P. C. (1991). Mental health as a moderator variable of intrinsic job satisfaction and organizational structure. *Journal of Psychological studies*, 36, 198-202.
- Park, Jungwee. (2003). Adolescent Self-Concept and health into adulthood, statistics Canada Annual reports.
- Petrill, S. A., & Deater - Deckard, K. (2004). Task orientation. Parental warmth and SES account for a significant proportion of the shared environmental variance in general cognitive ability in early childhood evidence from a twin study. *Journal of Developmental Science*, 7, 25-32.
- Puskar, K. R., & Bernardo, L. M. (2007). Mental Health and Academic achievements Role of School Nurses. *Journal for specialists pediatric nursing*, 12, 215 - 223.
- Raimy, V. C. (1943). The Self – Concept as a factor in counseling and personality Organization. *Journal of development and training*, 13, 23-26
- Roger, walsh. (2011). Life style and Mental health. *Journal of American psychology*, 10, 1-10.
- Sharma, Darshana, & Bandhana. (2012). Emotional intelligence, home environment and problem solving ability of adolescents. *Research Journal of Indian stream*, 2, 1-4.
- Tickoo, (2006). Introversion and mental health among school students. *Journal of Psycho-lingua*, 36, 121-125.
- Zhau, Q., Hofer, C., Eisenberg, N., Reiser, M., Spinard, T. K., & Fabes, R. A. (2007). The developmental trajectories of attention focusing, attention and behavioural persistence and externalizing problems during school age years. *Journal of developmental psychology*, 43, 369-385.