SUMMARY

The first chapter “Introduction” deals with the information about the grandparental proximity, its basic concepts with references to school going children. This chapter also cover the types and theories of depression, coping behaviour and social skills.

The second chapter “Review of the Literature” comprises of different studies and work done in this field as a whole or partially. We have quoted them in following sequences.

1. Studies related to depression
2. Studies related to coping behaviour
3. Studies related to social skills.

The third chapter “Methodology” deals with the objective of the present study and null hypothesis (Ho) along with the design of the study; sampling, tools used & procedures followed:

Objective of the study -
1. To study the effect of grandparental proximity on depression, coping behaviour, and social skills of school going pre-adolescence and early adolescence.
2. To study the effect of grandparental proximity on depression, coping behaviour and social skills of school going boys and girls.

3. To study the effect of different levels of grandparental proximity on depression, coping behaviour and social skills of school going children.

4. To study interaction existing among grandparental proximity, gender and age when these variables remain active influence the factors like depression, coping behaviour and social skills.

5. To study the relationship between grandparental proximity and depression, coping behavior and social skill to utilize this sort of knowledge for both guidance and correctional programmes.

“Design” of the study deals with the nature of the study, variables of the study and sample with the list of the school involved in data collection. Present study is an ex-post-facto study. A 3x2x2 factorial design was used to study the variables.

**Independent variables**

Independent variables and their categories of study are:

**Grandparental proximity (A)** has three levels, i.e. high level of proximity (a₁); medium level of proximity (a₂) and low level of proximity (a₃).
Gender (B) has two categories, i.e. boys (b₁) and girls (b₂)

Age (C) (period of adolescence): has two categories i.e. Pre adolescence (10-12) years old (C₁), early adolescence (13-15) years old (C₂).

Dependent variables

Dependent variables of the study are:

1. Depression

2. Coping behaviour

3. Social skills

“Sampling” deals with the sampling procedure of the study. The incidental purposive sampling technique has been used in the present study. The respondent elements in this context are school going early and pre adolescents girls and boys in the age range of 10 to 15 yrs. Only literate pre & early adolescence of Meerut & Muzaffarnagar district are included in the present study. They belongs to middle socio-economic status and educational background of all religions. Each group represents subjects in each cell from all the age levels i.e., 10-12 years (Pre adolescence), 20 girls and 20 boys were taken from each groups. To select the effect of high medium and low level grandparental proximity on school going children.
“Tools” used deals with the description of the tools

i. Depression scale (MDS) developed by L.N. Dubey.

ii. Social skills problem checklist (SSPBC) developed by Madhu Mathur and Saroj Aurora.

iii. Coping Inventory

“Procedure” deals with administration of the tool with instruction and scoring of the test. After the scales were filled the test was scored by the investigator herself with the help of scoring key given in the manual.

The fourth chapter “Statistical analysis and Results” deals with the result obtained by the statistical analysis of the data. Analysis of variance (ANOVA) technique was used to analysis the data. Summary tables of ANOVA, of all independent variables for all the dependent measures and the details of the significant results and interpretations are given. To test the difference of means of various measures Newmen Kuels test was used.

The fifth chapter “Discussion” deals with the verification of various hypothesis and discussion related to finding of the study and achievement of the objectives of study.
“Conclusion” deals with conclusion derived from the statistical analysis of main effects and interaction effects of various independent variables or dependent measures.

Findings

- Adolescents who have high level of grandparental proximity are less depressive.

- Pre-adolescents who have high level of grandparental proximity are less depressive than early adolescence.

- Grandparental proximity does not affect coping behavior.

- Girls are having more coping skills than boys.

- Girls who have high level of grandparental proximity are better in coping behavior than boys.

- Result indicates that grandparental proximity, gender and age affects coping behaviors.

- Adolescents, who have high level of grandparental proximity, have better social skills than low and medium level of grandparental proximity.
• Gender produce more differences in social skills among children in the area of presentation skill, interaction skills, conversation skill, social integration skill, and attitude towards adults.

• Boys exhibited more social skills in comparison to girls.

• Adolescents, who have high level of grandparental proximity, have better presentation skills than low level of grandparental proximity.

• Boys have better presentation skills than girls.

• Boys are more confident in their interaction than girls.

• Adolescents who have high grandparental proximity are better in their conversation skills.

• Early adolescents are better in their conversation skills than pre adolescence.

• Boys of high and medium grandparental proximity have better conversational skills than girls.

• Adolescents who have high level of grandparental proximity are better in social integration skills.

• Boys have more social integration skill than girls.
• High level of grandparental proximity promotes social integration skill in pre adolescents.

• Adolescents who have high grandparental proximity have better attitude towards other children.

• Adolescents who have high level of grandparental proximity are better in their attitude towards adults.

• Boys have better attitude towards adults in comparison to girls.

• High level of grandparental proximity promotes attitude towards adult in pre adolescence.