Grandparents are the most experienced and knowledgeable person in the family. The task of grandparent’s can be very imperative provided they act as objective judge. Furthermore are able to transmit this feeling to both parties. The sense of objectivity and the absence of prejudice lend integrity to their role as mediators but now a days modern young folk lacks the sense of responsibility towards the grandparents.

The word “grandparents” conjures up a unique world where the dual role of parenting is manifested. Grandparents act as shock absorbers, which cushion the aftershocks and they also act as bouncing boards, which help to ricochet a range of emotions. Grandparenthood most often begins in middle age. Its timing and prevalence obviously vary somewhat from culture to culture and cohort to cohort. Grandparents are an integral part of family life the grandparents are the founders of a family. Intergenerational bonds are critical to the well being of children. And not only the children who have a strong relationship with their grandparents have a good sense of security, they also tend to do better in school and feel comfortable in society.
Researches shows that grandparents are necessary in the family & have a very important role to play in the family discussion, transmission of culture and traditional traits feeling the gap between old culture and young generation and disciplining their grandchildren etc. The present study examined the role of grandparental proximity, gender and age on depression, coping behaviour and social skills.

**Effect of grandparental proximity**

Different levels of grandparental proximity (low, medium, high) effect depression. Findings suggests that high level grandparental proximity affects depression. Children who have high level of grandparental proximity are less depressive than low and medium level of grandparental proximity. Research show that grandchildren who felt emotionally close to the grandparents had fewer symptoms of depression.

Literature suggests that there is a difference in how people cope at different stages in life, furthermore, there are clear indications that older adolescents cope differently from younger adolescents (Frydenberg & Lewis, 1993). Researches found that there was a tendency with growing age to take up fewer support seeking ways of coping in both sexes. This feature can be viewed as a characteristics of the social interactions of adolescents including a higher need for
autonomy. Similarly, Farrell’s study found that young students (12 to 13 years) used more social support, expressed more feelings of not coping, took more social actions, ignored their problems, sought more professional help, and in general used more reference to other as a coping style than older adolescents (16 to 17 years) did, (Farrell, 1993).

High level of grandparental proximity affects the social skills. The results of the studies reveal that the adolescents who have spent more time with their grandparents, were actively sharing all of their feelings and thought with their grandparents. These children were also equipped with better social skills as compared to the children with low and medium level of grandparental proximity.

Finding suggest that high level of grandparental proximity effects presentation skills of adolescence. The adolescence who have high grandparental proximity were able to present themselves in the schools, with and peer groups, society and other similar platforms with high confidence and effectively as compared to the children with low & medium levels of grandparental proximity. This was due to the impact of experiences and maturity in thinking of the grandparent’s that have left an impression on their presentation skills.
Result reveals that there is a significant difference between the different levels of grandparental proximity with respect to presentation skills. It is clear that high level of grandparental proximity increases presentation skills of adolescents.

According to the observation, it is also seen that the grandparental proximity does not effect interaction skills in adolescents. Because, in this ultra modern and technological age the adolescents felt themselves at greater ease by interacting with their friends, peer groups rather than sharing their feelings with their grandparents. The use of technology in the form of internet services, social sites have played a vital role by widening the interaction platforms of adolescents with greater freedom and ease to share their thoughts. These trends of adolescent interactions have surpassed the role of grandparental proximity.

Societies in developing countries, differ radically from each other in social orientation and interaction with children. Studies of Indian culture illuminate the wide spectrum of norms of behaviour for adolescents. It also broadens perspective of difference. The culture in which child is reared is a major force in shaping the child’s disposition towards social behaviour. Child acquires behaviour and learns social skills by imitation, identification & reinforcement.
Findings suggest that high level of grandparental proximity effects conversation skills of adolescents. In the present era of fast changing society, the pressure is more on communication, social interaction have become an important part to life. The social skills are numerous and can be learnt automatically by seeing, imitating and conditioning. Generally adolescents learn social skills incidentally, without formal instruction.

Welford (1980) further points out that social skills is the ability to shift and pivot according to a variety of demands, thus making skill to a matter of versatility rather than hard and fast contributions to a repertoire Phillips (1978) defined social skills more broadly “the extent to which a person can communicate with others in a manner that fulfil one’s rights requirements, satisfactions or obligations to a reasonable degree without damaging the other persons similar rights, requirements, satisfactions or obligations and shares these rights etc with others in free and open exchange”. Therefore social skills is proactive, pro-social and reciprocally of mutually shared reinforcement.

Findings suggest that high level grandparental proximity increases conversation skills in male adolescents. Though, our empowerment and reduced gender differences. But inspite of all these
things our society remained a male dominated society from earlier times. Males are encouraged and appreciated in all family matters, whether it is decision making on any family issue or seeking their suggestions or opinion on family or other matters of importance. Due to male priority in the above discussed matters, they become highly adept in conversation skills.

Findings suggests that high level of grandparental proximity effects social integration skills of adolescents. Researches suggest that the social ability of children to establish and maintain social relationship are central integration control to their social acceptance and social integration. Cognitive models measuring social competence continued to lead the research on the origins of social skills deficits in children, Laad (1999). Framework for social competence have been developed to measure the social behaviours and skills in young children when engaged in social interaction with their peers. These frame works help psychologists to understand how children acquires skills to process social information and the interactional difficulties. Social perspective with in social goals and social tasks, which are present in the social environment enables children to integrate skills across developmental domains, which they get from their grandparents.
High level of grandparental proximity promotes social integration. Skill in early adolescents. The studies showed that the early adolescents with high levels of grandparental proximity were very good in social integration as compared to the pre-adolescents. The loving and compassionate attitude of grandparents towards all other beings without any pride and prejudices left a lasting impression on the minds of early adolescents in their proximity thereby making them understand the importance of social integration skills.

Findings suggest that high grandparental proximity surely promotes the attitude towards other children. Almost all children are in habit of imitating their elders behaviour in some other way. It is because of this habit, the adolescence who share high grandparental proximity undergoes major attitude and behavioural related changes towards other children.

Adolescents who have high grandparental proximity they are remarkably resilient, competent and have high self esteem, when they get the help they need; effective support systems includes love and encouragement of parents and guidance by important adults make their attitude good towards adults.

Results indicate that high level of grandparental proximity effect adolescents attitude towards adults. Children need love, care,
attention and time, which they get in abundance from their grandparents. So this high levels of grandparental proximity plays a vital role in shaping their raw minds. The adolescents are capable enough to understand the seriousness of things more. So, the behaviour and attitude which the adolescents show towards adults is mostly the attitude which they are learning from their grandparents.

**Effect of Gender**

In India from beginning boys and girls are socialized differently. Boys are expected to be aggressive, assertive and hostile and show other stereotypical male characteristics. Thus at adolescence they revolt more aggression and become more aggressive. This finding is in tune with the research finding of Ameerjan (1994) where it was found that when compared to boys girls perceived that their parents showed more nurturance and instrumental companionship, expected more principled, discipline and predictability of standards, rewarded more often for their achievement. That is boys at adolescence analyse and evaluate themselves as separate or individually, where as in contrast not being so instrumental girls identify themselves in relationship to others. Instead of urging for separation they value connectedness.

Boys explored the world and then made commitments while girls adopted values, beliefs, goals of significant others in their environment
without exploring. This might be due to reason, that the gender role socialization that parents give from beginning encourages boys to have instrumental traits such as, assertive, boldness, leadership independent and feminine traits among girls. Thus, reaching at adolescents boys start questioning, inquiring and exploring their own alternative while girls follow whatever is being told rather than confronting with authority as parents. It might be because parents links girls to be fragile and weak so they may give over protectiveness comparing to boys. Thus, since everything is being done for them they get habituated to receive whatever is being given rather than exploring themselves like boys. These findings can be supported by research findings of Moore (1987) found that girls are generally over socialized towards dependence on family while boys are over socialized towards independence.

The result of study shows that most of the gender differences are similar in the boys and girls. Depression seems to occur with equal frequency in boys and girls. In the area of psychological adjustment, depression is common among people at different levels. Depressed mood, which for adolescence population might be irritability, markedly diminished interest or pleasure in all or almost all activities.
According to the findings, gender effects coping behaviour. Coping refers to any and all responses made by an individual who encounters a potentially harmful situation (Silva & Wortman 1980). Results show that there is a significant difference in the coping behaviour of boys & girls. Results reveals that girls are better in their coping behaviour skills than boys.

Results indicates that the gender effects social skills. Gender differences are likely to favour girls, in the development of social skills. The gender role-stereotype attitude that females are more altruistic and pro social than males is widely accepted, because child rearing techniques are used with girls i.e. greater affection from parents, less assertive, docile, submissive, nurturant and helpful are generally conducive to the development of social competence. However, boys are rewarded for behavior involving risks and challenges. Results show that girls are good in their social skills as compared to boys.

Result shows that the girls tend to be good in presentation skills, which is widely accepted. In contrast excitability in both boys and girls remains the same which may be due to fast social changes emerging in the society, resulting in narrowing down gender differences. As far as
interaction skill is concerned there is no significant difference between interaction skills of boys and girls.

The prime negative parenting styles which inculcates social skills problems in adolescents are autocratism, which develop conversation skill problems, discouragement and conservatism. So, it was concluded that all parenting styles, and other factors equally influenced adolescent conversation skills irrespective of gender difference.

Result reveals that adolescents who get excessive love, care and courage from their grandparents. They rise and develop their social integration skills. A few positive thing like acceptance, independence and sentiments also promotes social integration skills in adolescents. Results reveals that there is no significant difference between social integration skill of boys and girls.

Results confirms that both gender of adolescents who are emotionally stable, they are observed as having a good attitude towards other children. Adolescents who belongs to joint family exhibit good attitude towards other children. Findings suggest that adolescents learn to help & to get along with others from the adults around them.
Results reveals that there is significant difference in the attitude towards adults skills. Boys promotes attitude towards adults skills, instead of girls.

**Effect of age**

The period of adolescence is often marked by struggles in social & emotional development. They are persuaded for an increased pace of life, high flying life-styles, social pressure to succeed, hence, adverse effects are obvious. They are frequently compared with their friends or siblings which might develop a sense of insecurity and the development of personal identity is hampered (Peuskens, De Hert, Cosyns, Pieters, Theys & Vermote 2002) Makri-Batsari (2005) in study of 558 junior and senior high school students found that low self perception of scholastic competence, dissatisfaction with physical appearance, conflicting family; relationships and low social support from classmates have risk enhancing effects on their social development.

Patel (2003) observed that the age of adolescent is accompanied by stress as related to school, family & peer, and often find it difficult to manage.

On all three levels of grandparental proximity pre adolescence are less depressive than early adolescence. Holsen et al., (2000). In
addition, Holsen & Colleagues showed that “trait” or stable depressed mood was more prevalent during later adolescence while episodic or “state” depressed mood was more characteristic during early adolescence. In sum, these two studies suggest that heterogeneous depressive trajectories can be identified for groups of individuals during adolescence.

Results reveals that on the different levels of grandparental proximity there are significant difference in the depression of pre and early adolescents, pre adolescence are less depressive than early adolescents.

Research findings show that depression is a serious problem that impacts every aspect of age. Both age group of adolescents can lead to problems at home & school. Depression can destroy the very essence of a teenager’s personality, causing an overwhelming sense of sadness, despair or anger.

Because pre-adolescents are more dependent on their elders as compared to early adolescents, they share all of their feelings with their elders, that’s why they are less depressive than early adolescents.

Results are not consistent with this finding as age does not correlate with coping. Research focused that there is a difference in
how people cope at different stages in life, furthermore there are clear indications that older adolescents cope differently from younger adolescents. (Frydenberg & Lewis 1993).

According to the observation age does not effects social skills of adolescents. Patel (2003) observed that the age of adolescents is accompanied by stress as related to school, family and peer, and often find it difficult to manage.

Research observations suggest that age does not effects on presentation skills. Presentation skills is an extremely important activity for young children, as young children become members of many new groups, other family members, neighbourhood and community. Each of these groups requires the child to interact in a socially appropriates manner, but age does not effect children’s presentation skills.

Results indicates that age does not effects on interaction skills, social interaction is an integral part of an individual daily life. Defined as “any situation involving two or more people in whom the behaviour of each person is in response to the behaviour of the other person” (Res & Wheeler, 1991). Social interaction have been found to affect both gender, but it does not effects on age.
Finding suggest that age does not effects on conversation skills of adolescents. Children often behave in appropriately because they do not know what to do in certain social situations. Consolation skills may be taught to children to help social relationships go smoothly. It is felt that the relationship should be warm and positive Oden & Asher (1977) believed that all children can benefit from learning four basic interaction concepts participation, communication, cooperation and validation support.

Results reveals that there is no significant difference in the conversation skills. On the basis of mean values pre-adolescence are good in their conversation skills than early adolescence.

Results confirms that age does not effect on social integration skills. All age group of children should be brought to a social setting such as an inclusive pre-school, a set of social integration skills, specific interest in certain social and nonsocial activities, expectation that others share their rule system, a certain level which they are willing to accept or overlook.

Results reveals that age does not effect on attitudes towards other children. Almost all age group of children are in habit of imitating their elders behaviour in some a other way. It makes their behavioural related changes towards other children.
Research observations suggest that age effects on attitudes towards adult. There are large number of children and young adults, who do not perceive the subtle social interactions around them or benefit from direct instructions of social skills. Social skills make up children confident & independent adults, who function effectively in society.

Results shows that there is a significant difference in the attitude towards adults skill. Pre adolescents are better in their attitude towards adults, comparison of early adolescents.