

INTRODUCTION

Human beings are endowed with the ability to constantly reflect and improve upon the conditions that surround them. The power of human beings goes through social and cultural patterning throughout their childhood. It gives the human beings plasticity of nature and variability in thinking power and cultural responses. Family is the primary and most powerful agent in the child's metamorphosis from an infant to a responsible adult member of the society. Family is the basic unit of society and contributes significantly towards the changing patterns, development process economic and political values, cultural and moral values and interpersonal relationships, coping behaviour social skills and other innumerable aspects of a person's personality.

Further if we talk about the family system there are two family systems the joint family system is an old concept & was mostly prevalent in rural areas in ancient times. The idea behind this system was to provide security (social, economic and political) unity, higher degree of cooperation & low levels of anxiety & stress the nuclear family system is a modern age concept & is widely prevalent in our modern families & symbolizes urban gentry living in modern cities. The idea behind this concept is to pace up

with the modernization process & rapid progress in life . But here, the person has higher levels of anxiety & stress, lesser security & integrity.

But now again due to the changing trends of our society, the need of greater cooperation, & security from rising crime graph, ethics, cultural values & sense of responsibility more & more families are returning towards the older joint family system.

Further, if we talk about the grandparents in the above mentioned family system sharing their time & energy with grandsons, granddaughters & other relatives, we will find that the life and personality traits of children is greatly influenced by grandparents proximity. These adolescents are just like blank papers and very sensitive towards the happenings, incidents and daily activities that are going on around their physical environment. They often correlate, compare & reason out all that which comes under their purview with a lot of interrogations like Why? What? How? When? etc. In this above mentioned context it really becomes a big cause of anxiety that, how these raw and immature minds should be dealt with ? What should be the approach to be adopted ? The answer to all these questions lies in the adoption of a very selective, balanced and to the point approach.

As we all know that change is the law of nature, since ancient times the tremendous changes are going on in our dwelling habits, behaviours & personality. These regularly changing patterns had also defined the relationship of children with their parents and grandparents. Further if we go into deeper details there may be some other actors like education of family, its environment, child's own intellect and reaction towards a particular thing, i.e. optimistic or pessimistic and his friends influencing his social and personality linked traits.

India has been a country where a close joint family system has been prevalent through centuries the connotative meaning of term 'Family' has always included relatives like uncle, aunts, cousins and above all the grandparent. The rapid industrialization westernization and modernization have led to the gradual fragmentation of the joint family system. However, despite the negative influences the joint family has even now survived in the form of the extended family system. Thus, children in India may be living in different types of family systems the most prevalent being the joint, extended and the nuclear families. Children in such varying types of family system are exposed to influences of different types of family structure and family members.

One of the most important influence may be that of the grandparent with whom the child comes in highest level of contact in a joint family and somewhat lower level or medium level of contact in an extended family. There may also be situations where there is no contact but usually this happens only when grandparent are no more and the family is nuclear. The grandparent in India generally are quite actively involved in the rearing of their grand children. In this perspective it becomes essential to explore whether any difference exist between the children who are reared in the proximity of their grandparent and those who have very rare or no opportunity to interact with their grandparent's and those who have very rare or no opportunity to interact with their grandparent.

In the available literature western as well as India, very few studies focused on the influence of the grandparent or grand children. **Kennedy & Keerray (1988)** found that grandparent felt and expressed responsibility towards and experienced strong emotional ties with their grandparent. Grandparent are likely to have an influence on the beliefs and values held by the grand children (**Boon & Brussoni**), **1998** **Kallipuska (1994)** interviewed grandparent and found that they gave grandparent care, shelter, life experience company, closeness, trust, aid and support, apart from imparting more values to them. Coping behaviour

and social skills has been considered to be closely associated with development of moral values and morality as both are conceptually related to learning of rules & norms however morality is more to do with personal judgment of right and wrong than behaviour which had not greater control over undesirable or non conforming behaviour.

Proximity

Proximity of learned, experienced, aged and mature people helps in learning process, refinements of personality by rectification of mistakes, right knowledge and guidance at crucial times of life, it helps in developing systematic and disciplined approach with proper and timely encouragement and moral support. Now as far as the relationship of grand children and grandparents is concerned, we cannot escape or avoid the prevailing generation gap. The ideology of modern generation, their thinking, social adaptability and style quotients are widely different as compared to their pedigree.

But, despite of these differences, the proximity of grand parents had a great role to play in the lives of youngsters and grand children. If their grandparents relations with them are indeed healthy and flourishing one. The proximity of grandparents in terms of love, affection, caring and

sharing nature develops a greater affinity of the grand children towards them.

They prefer to share every minute detail and experiences that they comes a cross, with them, and feel relieved. They are very comfortable with their grandparents to share their secrets because of their more friendly and relating behaviour as compared to their parents. But now if we look into the other aspects of this proximity it sometimes gives rise to certain problems. The children after taking advantage of grandparents excessive liberties, caring nature and freedom may develop some undesirable traits & behaviours.

Depression

The word depression is part of our everyday language. These feeling occur in all of us. The feeling of depression based on temporary situation usually fade away quickly. They are quite different from the feelings of being under a black cloud that accompany a depressive episode or major depressive disorder (Hamilton 1982).

The term depression covers a variety of negative moods and behaviours change. Some are normal mood fluctuation and other need the definition of clinical problems to a deeply negative views of the world and an inability to function effectively. The incidence has increased

dramatically over the last several decades and has resulted in drastic changes in life, styles and in the environment in which children are brought up.

It is generally thought that depression is the result of an interaction between biological characteristics, psychological vulnerabilities and stressful events or ongoing stressful life situations.

Though twin and family studies suggest a genetic component and biochemical view point emphasize the activity of the-neurotransmitter system. The catecholamines, norepinephrine and dopamine and the indolamine serotonin, have been most widely researched. But even in the absence of any neurotransmitter imbalances people seem to suffer from depression. Hence biochemical imbalances is not the sole culprit behind depression especially in children and adolescents whose physical and hormonal systems are young and healthy.

A number of risk factors for child hood depression have been identified. These factors include parental psycho pathology, family discord and divorce, low socio-economic status, the child temperamental characteristics, and stressful experience (Jensen Et al 1990) Emotional or psychological absence of parents.

In some cases depression "runs in families" (Harnmen, 1992). But now a days children of mentally healthy, educated and a affluent class are regularly being reported for depressive symptoms. Above 80% of the children of high and middle SES urban class stay in nuclear family of one or both parents and communication and interaction with other relatives from mother's or father's side is very little. Due to the demands of their professions they too are physically or emotionally absentees from the psychological world of their children .

The same trend is catching up in urban Indian households. For physical and emotional support and interaction children fully depend on their parents conversely in the older times depression in children and adolescents was something unheard of people lived in joint families comprising of many relatives and grandparents who could enrich the interaction with a variety of experiences. The present investigator tries to explore whether proximity and interaction with grandparents has something to do with depression, coping behaviour and development of social skills in the preadolescent and early adolescent children.

Mc Card & Mc Card (1964) study of psychopathic personality had revealed that, the continuous rejection and non affection of parents towards their children develops a psychopathic behaviour in the children.

Depression disorder in children tends to be relatively long lasting. Although the symptoms usually improve over time chances of a recurrence are high. Depression in **childhood has been found to increase the likelihood of suicide in late adolescent or early adulthood.**

Coping Behaviour.

Coping consists of efforts both action oriented and intrapsychic to manage that is master, tolerate, reduce, minimize environmental and internal demands and conflicts among them.

Lazarus and Laurantier: internal and External determinants of behaviour 1978 (Pg -311)

By coping we mean the degree to which individuals are able to meet and master at least three kinds of challenges to their existence.

- a direct challenges from the physical environment,
- b challenges stemming from their physical limitation,
- c Interpersonal challenges.

Goodstein and Lonyon: Adjustment, Behaviour and 1975 (pg-14-15)

Coping styles, like personal resources are considered to be general and relatively stable qualities of individuals that they bring to situation in contrast to more situationally defined coping efforts. There is a greater

accumulation of knowledge about the effectiveness of specific coping efforts. Rosenstiel and Roth have studied this phenomenon.

Colletta & Gregg (1981) assessed efforts in their categories of those modifying the situation (direct action) those modifying the meaning of the situation (interpretive appraisal) and those manage stress related tension and distress (emotion management). However rather than assessing empirically the extent of co variation among these categories or their effects, they conceptualized, a continuum of active coping on which both interpretive appraisal and stress management are low and only direct action is high. With self esteem and available social supports held constant. This omnibus measure of active coping was related to lower emotional distress in their sample. They did not directly assess the level of stress or problems faced, but variation was probably reduced by restricting their sample to adolescent.

Zahava and Soloman and his companion studied on Israeli soldiers who had taken part in 1982 Lebanon war about their coping styles (incidental cause of life styles).

Cooper, Sloan and Williams (1988) have identified the following six coping strategies and have used this as a measure to assess, the means of coping with occupational stress which are: Social Support,

task strategies, logic, home and work relationship time management and involvements.

Lazarus, Folkman (1994) and Simmers (1996) differentiated between problem focused and emotion focused forms of coping. Research has shown that social emotional support available to the person helps him/her to effectively cope with stress (**Pestorijee 1999**)

A favourable coping style can be core resources for bolstering an individuals health and well being. As cited by **Sonneta and Frase Lazarus and Folkman** defined coping as "Constantly changing cognitive and behavioural efforts to manage specific external and for internal demands that are as taxing or exceeding the resources of the person (Pg 469).

Problem focused coping includes problems solving behaviours that aim directly to change the stressors, other aspects of the environment, on ones own behaviour. Emotion -focused- coping refers to attempt to manage cognitions or emotions directly. **Sonoentag and Frese, 2003**). Similar classification of coping style has been reported by **Maddi and Kobassa (Pestonjee 1993)**.

Based on empirical evidence **Sonnentag and Frese** state that problem focused coping has been found to be positively related to mental

health and well being whereas emotion -focused- coping and an additional style of avoidance coping were often found to be associated with poorer well being.

Coping refers to active efforts to master, reduce or tolerate the demands created by stress. People cope with stress in many ways, individuals have their own styles of coping. (Weiten and Uoyed, 2003).

Social Skills

Some people have high level of social skill they gets readily adaptive and adjustable to varying or distinct social challenges. In other words we can say that they predetermine the shape of things to come in their social life and accordingly plan themselves to be best suited to these challenges. These above mentioned people have highly developed social skills.

Statement of the Problem -

Effects of grandparental proximity on depression, coping behaviour and social skills of school going children.

Objectives of the Study -

1. To Study the effect of grandparental proximity on depression, coping behaviour and social skills of school going pre adolescents and early adolescents.

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 high proximity level of grandparent's on depression, coping behaviour and social skills of school going children.
4. To study the effect of medium proximity level of grandparents on depression, coping behaviour and social skills of school going children.
5. To study the effect of low proximity level of grandparent's on depression coping behaviour and social skills of school going children..

Amount of contact- The contact of children with their grandparents as taken in this investigation refers to those contacts which they share with their grandparents such as regularly living with them under the same roof, in terms of their experiences at home, sharing of different types of moods like happiness, sadness, excitements, stressful situations so on. Celebration of festivals and birthdays together, going on outings and picnics with them and sharing of daily meals, together. Grandparents being

physically and emotionally attached to all the experiences of children and thereby influence their social, emotional and personal lives.

This research work comprises of a study based on measurement of depression, coping behaviour and social skills of the school going children aged 10-15 years. We will take three district levels mentioned as under:-

Level-I: This level comprises of those school going children who are living with their grandparents since 3 years. It was taken as low level of proximity.

Level-II: In this level the children included were to be those living with their grandparents since 6 years.

Level-III: This level will represent the children living with their grandparents since 9 years.

In this study we will study those children who are either living with their maternal grandparents or paternal grandparents and both the grandparents being alive and healthy.

Hypotheses of the Study -

1. Children with higher grand parental proximity are likely to have more positive coping behaviour and social skills than children with lower level of grandparental proximity.
2. Early adolescents are likely to have more positive coping behaviour, social skills and less depressive than pre adolescents.
3. Girls are likely to have more positively coping behaviour and social skills than boys.

Delimitations -

1. The present study will be confined to pre adolescent and early adolescents of school.
2. Children age ranging from 10-15 years will be selected for the study.

Sample Size -

The sample in the present study consisted of 240 school going children.

Sampling Method-

Incidental purposive sample will be drawn from school of Meerut, and Muzaffarnagar.

Table showing the distribution of the sample.

SAMPLE DISTRIBUTION

Age	Sex	Level of Grand Parental Proximity		
		High living together	Medium Intermittent Contact	Low No Contact
Pre-adolescents 10-12 years	Boys	PHB 20	PMB 20	PLB 20
	Girls	PHG 20	PMG 20	PLG 20
Early adolescents 13-15 years	Boys	EHB 20	EMB 20	ELB 20
	Girls	EHG 20	EMG 20	ELG 20

Each sub group consisted of 20 subjects. Thus the sample will comprise of a total of 240 subjects.

Research Design-

A 3x2x2 factorial design will be used. Three independent variables and their levels are:

1. Three levels of grandparental proximity (high, medium and low).
2. Two age levels pre-adolescents and early adolescents.
3. Two sexes (boys and girls).

Tools to be used-

1. An interview schedule will be prepared to assess the background information related to social-economic status, educational level family background, level of proximity with grandparents.
2. Suitable test would be used for measuring the variables under consideration.

Collection of Data-

Initially the interview schedule will be administered and information regarding level of grandparental proximity will be ascertained from students of class VI, VII, VIII and IX.

Statistical method to be used-

Appropriate statistical tools will be used in the present study.

However, the researcher proposes to use following statistical techniques.

1. ANOVA
2. t-test
3. Newmen Kuel's test

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