A COMPARATIVE STUDY OF THE ACADEMIC STRESS AND DEPRESSION AMONG HIGH SCHOOL GIRL AND BOY STUDENTS

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ABSTRACT

This paper compares the difference between boy and girl high school students of 1st grade to 3rd grade in academic stress and depression. Using a random stratified sampling 120 girl and boy students (60 girls and 60 boys) were selected from 1st grade (n=40), 2nd grade (n=40) and 3rd grade (n=40) high school students. In this study gender and grades have considered as independent variables and academic stress and depression were dependent variables. A scale for assessing academic stress (SAAS, Sinha, Sharma and Mahindra, 2001) and children depression inventory (CDI, Kovacs, 1992) were used for collecting data. To analyze of data statistics such as mean, SD, Pearson's coefficient of correlation and regression homogeneity to test of variance's homogeneity, and multivariate analyze of variance (MANOVA were used). Results showed that the effect of gender on combined dependent variables (academic stress and depression) was statistically significant (Wilk's Lambda=.367; F (12, 103) = 14.81, p=.000; Eta=.63); the effect of grade on combined dependent variables was statistically significant (Wilk's Lambda=. 708; F (24, 206) = 1.98, p=.05; Eta=.16); The mutual interaction of gender and grades on combined dependent variables was not significant (Wilk's Lambda=.774; F 24, 206= 1.71; p=.272; Eta= .12). The effect of gender on academic stress and its subscales (Wilk's Lambd=.648; F 6, 113=10.23; p<0.05; Eta=.35); and depression and its subscales (Wilk's Lambd=.495; F6, 113=19.22; p<0.05; Eta=.51) was statistically significant. Further the effect of grades on academic stress was significant but the effect of grade on depression was not significant. Finally the study concluded that there was a significant difference between boy and girl students in academic stress and depression.

Keywords: Academic Stress, Depression, Gender, Grades, Girl And Boy, Student.

INTRODUCTION

Adolescence is a transitional period (the transition from childhood, and the transition from middle school to high school). Several scholars and policymakers have argued that this school transition is linked to negative changes in the functioning of many adolescents, particularly in the realm of academic achievement. According to person-environment fit theory (Eccles et al, 1993), individual's behavior, motivation, and mental health are influenced by the fit between the characteristics individuals bring to their social environments and the characteristics of these social environments. Individuals are not likely to do very well, or be very motivated, if they are in social environments that do not fit their psychological needs; so, person-environment fit theory predicts a decline in the motivation, interest, performance, and behavior of adolescents as they move into this environment. Since in this period of life there are a lots of factors that pressured the adolescent, such as parent and teachers expectations, peers pressures, and society pressures as accepting the social principles and acting according to them, it is generally regarded as an emotionally intense and often stressful period. Depression and stress (here academic stress) have some similar symptoms, such as lose of motivation, cognitive problems, social/interpersonal and affective difficulties, in this paper an attempt has made to compare these variables among boy and girl high school students including 1st, 2nd, and 3rd grades. In general, stress is associated with increased risk for depression and other forms of

psychological maladjustment. However, gender appears to moderate the association between stressful life events and depressive symptoms. Stressful life events have a greater impact on girl's reports of depressive symptoms; that is girls appear to be more reactive at least with regard to internalizing symptoms (e.g. stress, depression, anxiety, etc.), to environmental stressor than boys (Compas & Wagner, 1991; cited in Timothy et al, 2011).

It also appears that adolescent girls experience more stress than boys. However, this finding is not always consistent and inconsistency may result from differences in the type of stressors considered. Although, stress appears to increase in adolescence for both boys and girls, there may be more nuanced patterns of gender-specific changes for different kinds of stressors. For girls, interpersonal stress increases from preadolescence to adolescence; in contrast, for boys, non interpersonal stress increases from preadolescence to adolescence. Interestingly, adolescent girls experience more self-generated interpersonal stress with parents and peers than do adolescent boys or preadolescents (Rudolph & Hammen, 1999).

Umari, (2010) studied the prevalence of stress among children between age of 4-17 and found that when boys and girls are compared, majority of girls were found to have more stress than boys. Severe stress was seen in both genders between the ages of 12 – 16. 100% of children, both boys and girls, in the age of 4, 7, 12, 13, and 15 showed stress. Of the total number of boys rated (339), 331(97.6%) of them showed stress above average. Similarly of the total number of girls studied (328), 324(98.8%) of them showed stress. The study points out that there is gender and age variation in stress levels of children. Statistical analysis (t-test) was further carried out to see whether variations shown between the stress in boys and girls and also between different age groups are significant statistically.

Girls and boys experience distinctly different patterns of stress during adolescence that may leave girls more vulnerable to depression, according to research on stress patterns in adolescence boys and girls. It is reported that while adolescent girls and boys experience similar levels of stress, adolescent girls are more likely to experience stress in their relations with parents and friends, whereas adolescent boys' stress is more likely to emerge from trouble in school or other factors outside their relationships with others. Girls and boys experienced about the same levels of stress, which tended to increase with age (Cited in Umari, 2010).

In another study, done between 1987 and 1999, it was revealed that levels of psychological distress increased from 19% to 33% in girls, compared to an increase from 13% to 15% in boys. Stress was found to be more in girls from middle-class backgrounds. Worries about schoolwork, relationships, weight and looks increased notably in adolescent girls. The combination of educational stressors together with those associated with achieving and maintaining a feminine identity (weight, body shape etc) affected the mental health of females more."The study also indicated that academic achievement is identified as a new pressure in 15-year-old girls. In Kerala girls now days out-perform boys in almost every school subject indicating that they are likely to face educational stress (Sarah-Kate, 2003; Cited in Umari, 2010).

According to a study by Danielle Brooke, although the types of stress experienced by school-age children are similar between the sexes, there are differences in how males and females assess their stressors. More girls (41.2%) than boys (16.2%) in his study rated their stressor as "it upset me a lot." Similarly, in another study females were found to rate 14 or 20 stressors more than males (Lewis, Siegel & Lewis, 1984). The female children in Sharrer and Ryan-Wenger's study (Sharrer, et.al, 2002) were found to describe significantly more symptoms at an average of 2.8, compared to 1.8 for the males. Research has shown that women are more likely to report symptoms and seek healthcare than men (Centre for disease and prevention, 2005).

Adolescent depression is a disorder that occurs during the teenage years, and involves persistent sadness, discouragement, lose of self-worth, and lose of interest in usual activities such as hobbies and games. Adolescents are at the greatest risk for depression, with community

prevalence ranging from 2.9% to 8%, and as many as 25% of youth meeting criteria for a diagnosis of major depression by late adolescence (Lewinsohn et al, 1993).

Sigfusdottir and Silver (2009) examined the effects of negative life events on anger and depressed mood among adolescents. They found that (i) girls and boys tend to experience different negative life events, (ii) negative life events are associated with comparable levels of anger among boys and girls, (iii) negative life events predict depressed mood more strongly among girls than among boys, and (iv) conflict with family and friends predicts anger and depressed mood more strongly than other negative life events among boys and girls.

During adolescence, there is a remarkable shift in the relative risk of depression in girls and rates of depressive disorders. Between ages 13 and 15, girls' rates of symptoms and disorders rise precipitously, while boys' rates remain relatively stable (Galambos, Leadbeater, &Barker, 2004). By early adulthood, women are twice as likely as men to suffer depression.

Sometimes around the ages of 13 to 14, girls consistently begin to show higher rates of depression than boys. In a longitudinal study of 6th -12th grade children, Petersen & Spiga (1982) found no gender difference in depressed mood before 8th grade, differences beginning to emerge in 8th grade (13-14 year olds) and significant gender differences in 12th grades, with girls showing higher scores than boys.

Rudolph and Hammen (1999) studied 88 teenage boys and girls, average age 13, who received treatment at a mental health clinic. The teens and their parents provided details about specific events in the teens' lives that had been troubling, such as an argument with parents, a school failure, or a move to a new home. The teens also completed standard questionnaires probing their symptoms of depression and anxiety.

Girls and boys experienced about the same levels of stress, which tended to increase with age. Adolescent girls experienced higher levels of stress related to their relationships with their parents, friends, or teachers than boys did. Adolescent boys, in contrast, experienced more stress from events outside their relationships with others, such as school performance or a move to another home.

Overall, symptoms of depression were more consistently associated with stress levels in girls than in boys. Depression was also more common among adolescents who experienced high levels of conflict with others (center for the advancement of health, 1999).

Xiaojia et al (1994) examined the trajectories of life events and depressive symptoms in adolescence. The trajectories of depressive symptoms differ between boys and girls. Compared with boys, girls experienced a greater number of depressive symptoms after age 13. Changes in uncontrollable events are associated with the increases in girls' but not boys' depressive symptoms. Latent growth curve analyses show that, over 4 yrs, (i) depressive symptoms for girls changed according to a curvilinear pattern that is associated with changes in stressful events; (ii) the level of depressive symptoms is related to the level of life events for both boys and girls; and (iii) change in depressive symptoms is significantly related to change in stressful events only for girls. Girls living with less supportive mothers are more vulnerable to negative life changes.

Algood-Merten, Lewinsohn and Hops, (1990), Hoeksema and Seligman (1991) found that 13% of the girls and 3% of the boys showed the criteria for a major depressive disorder. Their study shows gender differences in depression.

Hoeksema and Girgus (1994) found that there are no gender differences in depression rates in prepubescent children, but, after the age of 15, girls and woman are about twice as likely to be depressed as boys and men.

Azizi, F. (2011) compared school stress among the girls high school students and found that 3rd grade students experience more stress than the other grades.

Research Questions

- Whether there is a significant difference between boys and girls high school students in relation to academic stress and depression?
- Whether there is a significant difference between boy

and girls high school students in relation to academic stress?

- Whether there is a significant difference between boy and girls high school students in relation to depression?

Aim

- To compare of academic stress and depression among girl and boy high school students.

Objectives

- To compare academic stress between girl and boy high school students.
- To compare depression between girl and boy high school students.

Hypotheses

- There is a significant difference between girl and boy high school students in relation to academic stress.
- There is a significant difference between girl and boy high school students in relation to depression.

Research Tools

Scale for Assessing Academic Stress (SAAS)

A 30-item self-report measure will be used for assessing academic stress in terms of their presence or absence. Sinha, Sharma and Mahendra (2001) developed (SAAS) on a random sample of 400 (Male 200, Female 200) school student. SAAS measures five independent factors of academic stress indicating expression of academic stress through different channels: cognitive, affective, physical, motivational, social and interpersonal. All the items under each factor have fairly high loading ranging from 0.60 to 0.85. The subject has to choose yes or no for each item as applies to him/her.

The test- re-test reliability of SAAS over the period of one moth is 0.88 and split-half reliability is 0.75 indicating adequate reliability of the scale. Internal consistency of the scale is also adequate being in a range of 0.30 and 0.81. When the pattern of distribution of SAAS scores of all the subjects as analyzed, the mean score was 5.06 with standard deviation of 2.78. Items related to each factor are qualified as follow

Cognitive factors include items 1-7; affective factors including items 8-13; physical factors including items 14-18; social/interpersonal factors including items 19-23; motivational factors including 24-30.

Children's Depression Inventory

The children's depression inventory (CDI, kovacs, 1992) is appropriate for children and adolescents aged between 7 to 17 years. The instrument quantifies a range of depressive symptoms, including disturbed mood, problems in hedonic capacity and regulative functions, low self evaluation, hopelessness, difficulties in interpersonal. The CDI consists 27 self report items and each items includes of three choices, (keyed 0 -absence of symptoms, 1-mild symptoms or 2 -definite symptoms), with higher scores indicating high depression. The total scale score can range from 0 to 54. Besides of the total score, the CDI yields scores for five factors or subscales: negative mood, interpersonal problems, and ineffectiveness, anhedonia, and negative self esteem. Among these questions 14 of them are scored directly and 13 of them indirectly. In direct questions score of 0 to the item (i); 1 to the item (ii) and 2 to the item (iii) are belonged. Indirect questions are scored versus. That is, 2 for item (i); 1 for item (ii), and 0 for item (iii). Indirect questions are: 2- 5-7-8-9-10-11-13-15-16-18-21-25 and the rests are direct.

Interpretation of the Scale

The scores between 0 - 8 refer that the person is healthy. The scores between 9 -19 refer that the person is prone to depression. The score of 20 and over refer to depression.

Procedures

The present study is a type of descriptive studies with comparative design, in which the following procedures had carried out.

- Contacting and obtaining permission from the institution.
- Screening the students for academic stress and depression using the research tools.
- Data analysis and interpretation.

Findings

The results of the present study are presented in two parts: Part 1: descriptive findings; and Part 2: inferential findings.

Table 1 shows the mean and standard deviation of two variables in two groups according to their grades. This table reveals that total scores of girl students openly are more than boy scores.

Inferential Findings

To assess the research hypotheses used from multivariate analyze of variance (MANOVA). Before reporting results of MANOVA, we decided to present some assumption of MANOVA.

- Linear correlation between dependent variables (less than .90).
- Homogeneity of variances.

Table 2 shows Pearson's coefficient of correlation between dependent variables. Correlations indicate that there are linear significant correlations between the variables except for negative mood and motivational factor; and negative self-esteem and physical factors (less than .90).

Leven's Test of Homogeneity of Variances

Further, in order to test the homogeneity of covariance matrices, Leven's test was used and supported the homogeneity of variances (Table 3).

Hypothesis 1: There is a significant difference between girl and boy high school students in relation to academic stress and depression.

According to Table 4, the difference between girls and boys in relation to combined dependent variables (academic stress, and depression) was statistically significant. Wilk's Lambda= .367; F (12, 103) = 14.81, p=.000; Eta=.63. The Eta square is the part of variance that is related to new combined variable. If this ratio is more than .14, it indicates an acceptable effect size. In this study the obtained Eta was .63 that means .63 percent of changes in dependent variables are explained according to the gender.

Further, results show that difference among grades in relation to combined dependent variables (academic stress, and depression) was statistically significant. Wilk's Lambda=. 708; F (24, 206) = 1.98, p=.05; Eta=.16. The eta squared hints that 16 percent of changes in dependent variables are explained according to the grades.

On the other hand, result showed that mutual interaction between gender-grade to making differences among students in dependent variables were not statistically significant(Wilk's Lambda=.774; F 24, 206= 1.71; p=.272; Eta= .12 (Table 4).

Hypothesis 1.1. There is a significant difference between girl and boy high school students in relation to academic stress.

In respect to hypothesis1.1 MANOVA test showed that there was a significant difference between two sex (boys

Variables		Academic stress		Depression	
gender	Statistics grades	Mean	SD	Mean	SD
Girls	1st	16.20	4.89	23.15	7.06
	2nd	16.45	5.05	20.35	5.58
	3rd	18.75	4.33	25.55	6.62
	Total	17.13	4.83	23.01	6.69
Boys	1st	16.80	5.00	20.20	5.68
	2nd	16.55	5.46	18.30	6.57
	3rd	17.95	4.81	19.65	5.51
	Total	17.10	5.04	19.38	5.89

Table 1. Mean and Standard Deviation of Variables

Dependent variables	Academic stress	Cogni-tive	affec-tive	Physical	Social/ interpersonal	motiva-tional
Academic stress	1.00	.64	.64	.54	.59	.48
Cognitive	.64	1	.43	.37	.49	.42
affective	.64	.43	1	.43	.34	.46
Physical	.54	.37	.43	1	.43	.26
Social/interpersonal	.59	.50	.49	.34	1	.29
motivational	.48	.48	.42	.46	.29	1
depression	.54	.46	.45	.37	.55	.35
Negative mood	.35	.36	.25	.34	.52	.04*
Interpersonal problems	.46	.31	.39	.45	.47	.24
ineffectiveness	.38	.44	.34	.26	.46	.42
unhedonia	.43	.35	.38	.26	.25	.41
Negative self esteem	.32	.22	.29	.02*	.23	.29

Correlations are significant at the level of p<0/05
*Correlations are not significant

Table 2. Coefficient of Correlation Between Variables

		F	df1	df2	Sig.
Gender	Academic stress	.245	1	118	.941
	Depression	.161	1	118	.689
Grades	Academic stress	.212	2	117	.809
	Depression	.231	2	117	.794

Table 3. Leven's Test of Equality of Error Variances

and girls) in academic stress (Wilk's Lambd=.648; F6,113=10.23; p<0/05; Eta=.35). In other words, the effect of gender on academic stress was statistically significant. The amount of Eta indicates that 35 percent of changes of academic stress are explained by gender (Table 5). Further, test of between subject effects showed that subscales such as physical factor (F1, 118=7.008; p<0/05); social/interpersonal factors (F1, 118=16.13; p<%5) and motivational factor (F1, 118=8.34; p<%5) have helped to meaningful effect of gender on academic stress (Table 6). Comparison of means revealed that girl students physical factor scores (M=2.41) and social/ interpersonal factor (M=3.22) were more than boys physical factor scores (M=1.93) and social/ interpersonal factor (M=2.38). On the other hand boy student motivational factor score (M=4.28) was more than girl scores (M=3.42).

Also, results showed that there is significant difference between the students of different grades in relation to academic stress (Wilk's Lambda=.796; F12, 224= 2.25; p=%1). In other words, the effect of grades on academic stress was statistically significant (Table 5). Further, the subject effects between showed that subscales such as cognitive factor (F2, 117= 3.85; P=%2); and physical factor (F2, 117= 3.25; p=%4) have helped to significant effect of grades on academic stress (Table 6). Comparison of cognitive factor mean scores show that mean score of 3rd grade students (M=4.02) is more than 1th grade (M=3.85) and 2nd grade (M=3.77). Further, Comparison of physical factor mean scores show that mean score of 2nd grade students (M=2.47) is more than 3rd grade (M=2.10) and 1st grade (M=1.99).

Sources	Wilks' lambda	F	Hypothesis DF	Error DF	Sig.	Partial Eta Squared
Gender*academic stress*depression	.367	14.81	12	103	.000	0.63
Grades*academic stress*depression	.708	1.62	24	206	.04	0.16
Gender*grades	.744	1.71	24	206	.272	0.12

Table 4. Multivariate Tests for Combined Variables

Sources	Wilks' lambda	F	Hypothesis DF	Error DF	Sig.	Partial Eta Squared
Gender* academic stress	.648	10.23	6	113	.000	. 35
Grades* academic stress*	.796	2.25	12	224	.01	.11

Table 5. Multivariate Test for Academic Stress

Also, results showed that there is significant difference between the students of different grades in relation to academic stress (Wilk's Lambda=.796; F12, 224= 2.25; p=%1). In other words, the effect of grades on academic stress was statistically significant (Table 5). Further, the between subject effects showed that subscales such as cognitive factor (F2, 117= 3.85; P=%2); and physical factor (F2, 117= 3.25; p=%4) have helped to significant effect of grades on academic stress (Table 6). Comparison of cognitive factor mean scores show that mean score of 3rd grade students (M=4.02) is more than 1th grade (M=3.85) and 2nd grade (M=3.77). Further, Comparison of physical factor mean scores show that mean score of 2nd grade students (M=2.47) is more than 3rd grade (M=2.10) and 1st grade (M=1.99).

Hypothesis1.2. There is a significant difference between girl and boy high school students in relation to depression.

In respect to Hypothesis 1.1 MANOVA test showed that there is significant difference between two sex (boys and girls) in relation to depression (Wilk's Lambda=.495; F6,113=19.22; p<0/05; Eta=.51). In other words, the effect of gender on depression was statistically significant. The amount of Eta indicates that 51 percent of changes of depression are explained by gender (Table 7). Further, test of between subject effects showed that subscales such as negative mood (F1, 118=64.50; p<0/05); and interpersonal problems (F1, 118=19.80; p<%5) have helped to meaningful effect of gender on depression (Table 8). Comparison of means revealed that girl students negative mood scores (M=7.10) and interpersonal problems (M=5.00) were more than boys negative mood scores (M=4.35) and interpersonal problems (M=3.60).

Sources variables		SS	DF	MS	F	Sig.
gender	physical	7.008	1,118	7.008	7.93	%5
	social	20.83	1,118	20.83	16.13	%5
	motivational	22.53	1,118	22.53	8.34	%5
grades	cognitive	19.33	2,117	9.66	3.85	%2
	physical	5.85	2,117	2.93	3.25	%4

Table 6. Test of Between Subject Effects for Academic Stress

On the other hand, results showed that there is no significant difference between the students of different grades in relation to depression (Wilk's Lambda=.889; F12, 224=1 .13; p=.333; Eta= .058) (Table 7).

Discussion

This study compared the differences of academic stress and depression among high school girl and boy students. The purpose of this study was to verify the following hypotheses

There is a significant difference between girl and boy high school students in relation to academic stress and depression.

There is a significant difference between girl and boy high school students in relation to academic stress.

There is a significant difference between girl and boy high school students in relation to depression.

As mentioned earlier, the difference of academic stress and depression between girl and boy students was significant. This finding is concordant to previous research findings such as (Lewis, Siegle, & Lewis, 1984; center for the advancement of health, 1999; Rudolph & Hammen, 1999; Sigfusdottir and Silver, 2009) and supports the significant effect of gender on academic stress and depression. Results showed that girl students experience academic stress and depression more than the boy.

When girls and boys get upset, they may not respond in the same way. Girls are somewhat more likely to burst into tears while boys are somewhat more likely to hit something or run away. Why do these differences exist?

Fight or Flight

The fight-or-flight stress response is the way the body responds to perceived threats whether it is a threat to life and limb such as an auto accident or whether it is a threat to one's self-esteem such as a major test. What happens is that the body gets prepared to defend itself from the oncoming danger or to run away. The following physiological changes occur:

- The heart begins to beat faster to send blood to the muscles and brain and as a result, the blood pressure increases.
- The person begins to breathe deeply and rapidly. This will supply oxygen so that the body can produce energy from the increased blood sugar.
- The pupils of the eyes will widen so that the person can see the danger better.

Although girls do experience the fight or flight response as well, boys are much more likely to experience an increased activation of this physiological response to perceived stress. In any situation, a boy may react suddenly and his behavior may become an issue when he is faced with what he experiences as a threatening situation. Children need to be taught to manage strong emotions and if no one has shown a boy how to control his response, he may not understand why others don't like his outbursts. Guys also use aggressiveness to compete for status, when males lose contests for status, they "become behaviorally withdrawn and inhibited and less aggressive".

Adolescent girls may be more invested than boys in their relationships as a source of emotional support and, perhaps, personal identity, interpersonal stress may be more salient and may act as a stronger threat to their well-being.

When adolescents get stressed, compare to boys, girls show more depression symptoms. One possible explanation for the disproportionate effect of stress on depression for girls versus boys is that girls may hold their goals more strongly and have more difficulty disengaging from them. Therefore, when stress arises due to the inability to meet a goal, a girl may have trouble reducing the discrepancy by changing the goal or decreasing the goal importance (e.g. by focusing on the salient goals).

Sources	Wilks' lambda	F	Hypothesis DF	Error DF	Sig.	Partial Eta Squared
Gender* depression	.495	19.22	6	113	.000	. 51
Grades* depression	.889	1.13	12	224	.333	.058

Table 7. Multivariate Test for Depression

Sources variables		SS	DF	MS	F	Sig.
Gender	Neg. mood	226.87	1,118	226.87	64.50	.000
	Interpersonal problems	58.80	1,118	58.80	19.80	.000

Table 8. Test of Between Subject Effects for Depression

On the other hand, Males tend to have larger social networks and form less intimate relationships in which dominance and aggression play big roles.

In case of girls, confrontation with parents are more vehement while they are the ones who are called on more often to help in housework, which decrease their free time to a considerable extent. Girls, can indicate their higher levels of stress more effectively because it is accordance with cultural expectations associated to the gender-role. According to student's reports one of the reasons of their academic concerns was their inability (especially girls) to face with their parent's request and force to get marry to whom that they didn't interest them. Some of them had to get married under their parent's pressures. In such case, the anxiety result in thinking about ambiguous future disturbed their concentration and motivation to study hard.

The difference of academic stress between the academic grades was statistically significant. This means that academic stress can change by the age. In case of the significant effect of grade on academic stress we observed increased academic stress in 3rd grade students (17 years old). This finding supports previous results (e.g. Nora & Imre, 2000; Azizi, 2011, Umari, 2010) and approves increase in stress by increasing the age. Some possible explanations for this can be the following reasons

- Excessive worry and fear of failure to enter to the university in proportion their interested academic courses which are seen as consistent thinking rumination.
- Stress result in inability to satisfying the parent's academic expectations.
- Fear of inappropriate comparison with their peers by parents.
- Worry about education is accompanied with worries due to establishing the future life (e.g. become select by the opposite sex, parent's pressure to marriage) more intensify the stress symptoms, because, there is a common belief in Iran that the age of graduating from high school is the best stage to marriage.

On the other hand, cultural expectations cause adolescents (especially girls) to behave more according to adult culture while their age rises. Therefore, by comparing of the present behavior to what social expectations demand, adolescents get fear and apprehension in self-evaluating; Because, this stage is the period of personality fixation as a person that have capability to be selected by the opposite sex (It is necessary to be mentioned that in Iran's culture, boys can select, in contrast, girls are selected and cannot choice their future partner).

Strengths of the Present Study

The main benefit of this study was that the students who were very high in academic stress and depression identified and toke interventions in order to reduce the symptoms of their academic stress and depression (that is cognitive behavior therapy). Further, the studied students' parents and teachers informed about the subject's present situation and award how to look out and behave to these students.

Minor Weaknesses and Suggestions

Despite of all attempts to doing study, the researcher was exposed with some limitations that inevitably influenced the internal validity of the study.

There were no comprehensive studies related to this study in Iran to compare the present findings with them.

The majority of surveyed students of this study were from rustic regions and therefore high academic stress and depression somehow can be related to their life style and family difficulties. So, it is suggested that in the next studies rural and urban students be compared in academic stress and depression.

Major Weaknesses and Suggestions

The authors allocated a small sample to each grade. Therefore, generalizing of results to all high school students should be cautiously.

Another limitation was comparing the researcher with school's counselor; because they posed that counselor divulge their secrets. Therefore, some of them behaved very cautiously.

According to research findings and limitations, they

suggest

Presenting training programs in schools for parents to know how appropriate relationship and behavior to children.

Schools try to use of expert counselors, so that students can easily disclose themselves without fear of labeling.

The authors suggest that researchers study more samples in each grade in the future, because of increasing the external validity of findings.

Establishing comprehensive counseling trainings for students about how suitable interpersonal relations with parents, teachers and classmates, how percept their potentials, how make a positive impression toward themselves.

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