Adolescence is a developmental stage characterized by change. Adolescence is both a period of transition from childhood to adulthood and an important period in the life span in itself. It is characterized by major physical and intellectual development which is associated with important changes in social relationships, as young people struggle to meet external expectations of them to behave as adults, and their own perceptions and reactions to what it means.

Although the transition to adolescence yields many opportunities for growth, adolescents face a number of potentially stressful circumstances, including family and relationship conflicts, academic demands, financial difficulties, and a variety of social stressors. Some problems have been found to contribute to an increased risk of various emotional-social-cognitive difficulties in adolescence (Frydenberg et al., 2004). As a result, it is not surprising that across cultures, up to one-third of adolescents meet criteria for stress (Calvete and Connor-Smith, 2006).

Some writers view the adolescent years as a time of “storm and stress” and of alienation. Interest in stress and coping among adolescents has been the focus of many researches. Some people have been most interested in psychological processes that are involved in experience of stress and choice of coping responses in adolescents. This study focused on adolescents’ stressors and daily hassles arising from the domains of family environment and culture that have special significance to the everyday life experiences of adolescents.
It is important to note that the social and cultural factors play an important role in mental health. Culture can be a source of stress by confronting individuals and/or groups with environmental demands that exceed their ability to cope (Kazdin, 2000).

There is some evidence that the basic structure of stress and coping may be similar across cultures, but cross-cultural differences are expected in the number and intensity of stressors experienced, as adolescents undergo lifestyle changes (Connor-Smith and Calvete, 2004). Also there are some differences in the family environment, parenting and socialization of adolescents in different cultures which have effects on experiencing stress by adolescents and the ways they cope with stresses in life.

Culture is likely to influence the type and frequency of stressors experienced, the perceived stressfulness of negative events, the adaptability, the acceptability of various responses to stress, and the availability of coping resources. Differences in factor structures obtained across samples and cultures may be based on the highly contextual nature of coping, which depends on the interactions between individuals, stressors, and environments (Folkman and Lazarus, 1985).

Although coping and stress reactivity clearly influence adjustment to stressful events (Compas et al., 2001), most research has been based on American samples, and our understanding of stress and coping in other cultures is limited. Many international studies have relied upon measures developed and validated in American sample without first assessing the validity of the measure in
other cultures (Kim and Won, 1997; McCarty et al., 1999; Sinha et al., 2000).

In collectivistic cultural groups, individuals are more compliant and other-oriented. India and Iran are developing countries; both are trying for industrialization and advancement. Such collectivistic countries are exposed to industrialization and globalization influences which are experiencing marked social, economic, and political changes. Such changes have direct consequences for the adolescents, their family, and especially for parent-adolescent relationships where possible alternative life influences not only impact the development of the adolescent well-being, but also their inter-relationships with their parents (Kapadia and Miller, 2005). Therefore, both the countries need to harness their man-power and train the young generation as the future resource.

In view of the above, here, this study aimed to compare adolescents from India and Iran on Stress, Coping Strategies, Personality, Perceived Family Environment, Happiness Measures, Positive Mental States, Health, and Depression.

Hence, the main objectives of the present study were:
1. To study the relationship of adolescents’ stress with personality, perceived family environment, happiness measures, positive mental states, health, and depression.
2. To study the relationship of adolescents’ coping with personality, perceived family environment, happiness measures, positive mental states, health, and depression.
3. To make a **cross-cultural comparison** among adolescents of Iran and India on stress, coping, personality, perceived family environment, happiness measures, positive mental states, health, and depression.

4. To study **gender differences** among adolescents of Iran and India on stress, coping, personality, perceived family environment, happiness measures, positive mental states, health, and depression.