Abstract: Introduction: Students represent a highly educated population under significant pressures. They encounter multiple emotions and risk factors during the transition from insecure student to young knowledgeable educated. Student may experience a loss of external control and may counter this with an increase in depression, anxiety and stress symptoms. Studies suggest that mental health worsens after children begin school and remains poor throughout training. So the greater the psychosocial health and educational policy issues, the greater is the well-being and the capacity for adaptation and overcoming problems and common life frustrations in relationships, education, and work. It is considered that students, in comparison with the general population, are exposed to academic stress and therefore are vulnerable to psychosocial health problems and certain specific dysfunctions that may decrease the quality of healthy thinking. Objectives: This study was aimed to investigate the relation of depression, anxiety and stress on students' academic performance. Method and Materials: The method of this study was correlation and the sample of the study was 400 students who were assessed by: Depression, Anxiety, Stress Scale (DASS), and term point average (Academic performance). Results: Results showed that academic performance was correlated with depression, anxiety and stress (P< 0.05). Depression, anxiety and stress could contribute to the variance of academic performance significantly. Conclusion: However, the considerable amount of depression, anxiety and stress were found among students in this study should trigger further work. Finding of this research would be beneficial for psychologist, counselors, policy makers, and future researchers.

Depression, Anxiety, Stress, Academic performance, Student

Presentation: Poster