

Abstract

The study was conducted to assess the behavioral problems, empathy and emotion regulation in School and Madrassa students. A random sampling technique was used for data collection in this study. The sample comprised of 140 participants, ranging from 14 to 17 years of age, including 70 girls and 70 boys. Child Behavior Checklist (CBCL), Interpersonal Reactivity Index (IRI) and Cognitive Emotion Regulation Scale (CERS) was used for the data collection along with demographic information sheet to assess the study variables. Different statistical analyses were conducted to analyze the data. The result of the study showed that the students going to madrassa ($M=65.64$, $SD=31.69$) have more behavioral problems as compared to students in school ($M=22.47$, $SD=6.94$). The result of independent sample t-test showed that behavioral problems are more in boys ($M=56.88$, $SD=39.38$) as compared to the girls ($M=31.10$, $SD=10.63$). Regression analysis showed that behavioral problems were significantly predicted by empathy ($\beta=.61$, $p<.01$) and emotion regulation ($\beta=.72$, $p<.01$). The results showed that students from joint families ($M= 56.59$, $SD=35.32$) have more behavioral problems as compared to students from nuclear ($M=33.97$, $SD=23.9$) families. Furthermore, the results showed that mother's education is significantly more related to the behavioral problem in students.