

## Abstract

The current research investigated the comparison of bullies and victims regarding their emotion regulation difficulties and perceived social competency across gender and school type. The study followed a cross-sectional research design and purposive sampling technique to recruit students (N=150) of 11-16 age group. Data was collected through Illinois Bully Scale (Shujja and Atta, 2011), Difficulties in Emotion Regulation (Ghaffar and Malik, 2014), and Perceived Social Competency Scale-II (Anderson, 2007). Moreover, Urdu translated versions of measures were used for the subject's convenience. Analysis of data was done through Pearson's product-moment correlation, Independent sample t-test, and Two-Way Manova. The results depict a significant negative correlation between emotion regulation difficulties and perceived social competency. Findings show a significant difference in scores of bullies and victims on emotion regulation difficulties and perceived social competency. The study also highlights a non-significant difference in scores of government school students and private school students on emotion regulation difficulties and perceived social competency. Significant gender difference was found in emotion regulation difficulties where perceived social competency scores were non-significant for gender. No significant difference was found in emotion regulation difficulties and perceived social regarding gender times bullies/victims.