

Common Behavioral Problems among Memorizers of the Holy Qur'an in Algerian Qur'anic Schools from the Perspective of Their Teachers - A Field Study at the Imam Bukhari School in El-oued

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Abstract:

This study aims to examine the prevalence of behavioral problems among memorizers of the Holy Qur'an in Algerian Qur'anic schools, specifically at Imam Bukhari School in El Oued, from the teachers' perspective. It also investigates potential differences in these behavioral problems according to gender (male vs. female). To achieve these objectives, the study employed a descriptive-exploratory comparative approach. The researcher used Dr. Salah Al-Din Abu Nahia's behavioral problems checklist on a sample of 17 Qur'an teachers, selected through a comprehensive inventory method.

The study concluded that:

The overall prevalence of behavioral problems among Qur'an memorizers at Imam Bukhari School in El Oued, according to their teachers, is low.

The most common behavioral problem observed among these memorizers is overactivity.

No statistically significant differences were found in behavioral problems according to gender.

Keywords: Behavioral Problems, Qur'an Memorization, Qur'anic Schools, Teachers' Perspective.

ملخص الدراسة:

تهدف هذه الدراسة إلى التعرف على درجة شيوع المشكلات السلوكية لدى حفظة القرآن الكريم في المدارس القرآنية الجزائرية بمدرسة الامام البخاري بالوادي من وجهة نظر معلمهم، والمشكلات السلوكية أكثر شيوعاً لدى هؤلاء الحفظة، وكذا الكشف عن الفروق في هذه المشكلات السلوكية تبعاً لمتغير الجنس (ذكر-أنثى)، ولتحقيق أهداف الدراسة تم الاعتماد على المنهج الوصفي الاستكشافي المقارن، حيث استخدم الباحث قائمة المشكلات السلوكية للدكتور صلاح الدين أبو ناهية على عينة مكونة من (17) معلم ومعلمة للقرآن الكريم، تم اختيارهم بطريقة الحصر الشامل، وقد توصلت الدراسة إلى أن:

درجة شيوع المشكلات السلوكية لدى حفظة القرآن الكريم في المدارس القرآنية الجزائرية بمدرسة الامام البخاري بالوادي من وجهة نظر معلمهم ضعيف.

أكثر المشكلات السلوكية شيوعاً لدى حفظة القرآن الكريم في المدارس القرآنية الجزائرية بمدرسة الامام البخاري بالوادي من وجهة نظر معلمهم هو النشاط الزائد.

عدم وجود فروق ذات دلالة إحصائية، في المشكلات السلوكية لدى حفظة القرآن الكريم في المدارس القرآنية الجزائرية بمدرسة الامام البخاري بالوادي من

وجهة نظر معلمهم تبعاً لمتغير الجنس.

الكلمات المفتاحية: مشكلات؛ سلوكية؛ حفظة؛ مدارس؛ قرآنية.

1- Introduction :

Behavioral problems are among the most prominent classroom behavioral disturbances facing all educational institutions, including Quranic schools. These problems negatively affect the progress of the educational process within Quran memorization circles, hinder the achievement of their educational goals, and also influence the psychological classroom climate, leading to decreased academic motivation and difficulty in positive teacher–learner interaction (**Ben Yahya, 2018, p. 42**).

Many researchers have pointed out that classroom behavioral problems may hinder teachers and students from completing educational tasks effectively, thereby reducing learning engagement and self-regulation among learners (Hayaheen, 2021). However, research on these problems in Quranic schools remains very limited within the limits of the researcher’s knowledge.

Despite the distinctive spiritual and ethical nature of the Quranic school environment, which focuses on instilling Quranic values and morals, the need to study and monitor behavioral problems remains, especially by teachers, who have demonstrated the importance of their observations of deviant behaviors and early behavioral intervention, and that the effectiveness of their handling of classroom problems varies according to their level of emotional competence, experience, and strategies in classroom behavior management (**Yimer, 2022, p. 21**).

From this point of view, monitoring the views of Quranic school teachers on the nature and extent of these problems becomes crucial to determine their manifestations and ways of dealing with them in Quranic educational institutions, which helps enhance social-emotional learning and adaptive behavior within the learning environment.

Some studies have emphasized the importance of studying the impact of the Holy Quran in addressing behavioral problems and the need to prepare those in charge of the educational process in methods of employing the Quran in educational and behavioral modification (Al-Zahrani, 2018). Other studies have also addressed behavioral problems among students of Quranic circles and focused on teachers' perspectives and treatment methods (Himi, 2010), which emphasizes that these institutions are not isolated from behavioral phenomena that need to be evaluated and monitored. In fact, the absence of accompanying educational guidance programs that support the success of Quranic circles in a positive psychological and pedagogical manner may have negative effects on students' social adjustment and behavioral regulation (**Mohammed, 2013**).

In this context, some recent studies have shown that the role of Quranic schools in alleviating the level of behavioral problems among students still needs further research, pointing out that there are no significant differences in behavioral problems between students belonging to and not belonging to Quranic schools in some dimensions (Lahmari, 2024, p. 265), which opens the door to questioning the psychosocial reality of behavioral problems within these schools themselves.

Due to the scarcity of research and methodological studies that dealt with the degree of prevalence and classification of behavioral problems among the memorizers of the Holy Quran in Algerian Quranic schools in general, and in the region of El-Oued (Imam Bukhari School) in particular, this study came to reveal the degree of prevalence and classification of behavioral problems that students of Quranic schools exhibit from the perspective of their teachers, by answering the following main questions:

- 1- What is the prevalence of behavioral problems among memorizers of the Holy Quran in Algerian Quranic schools at the Imam Bukhari School in El-Oued from the point of view of their teachers?
- 2- What are the most common behavioral problems among memorizers of the Holy Quran in Algerian Quranic schools at the Imam Bukhari School in El-Oued from the point of view of their teachers?
- 3- Are there any statistically significant differences in the behavioral problems of the memorizers of the Holy Quran in Algerian Quranic schools at the Imam Bukhari School in El-Oued from the point of view of their teachers according to the gender variable?

1-2. Objectives of the Study:

Revealing the degree of prevalence of behavioral problems among memorizers of the Holy Quran in Algerian Quranic schools at the Imam Bukhari School in El-Oued from the point of view of their teachers.

Uncovering the most common behavioral problems among the memorizers of the Holy Quran in Algerian Quranic schools at the Imam Bukhari School in El-Oued from the point of view of their teachers.

Detecting the differences in behavioral problems among the memorizers of the Holy Quran in Algerian Quranic schools at the Imam Bukhari School in El-Oued from the point of view of their teachers according to the gender variable.

Identifying the psychological and social factors influencing students' classroom behavior.

Exploring the relationship between behavioral problems and teacher–student interaction quality within the learning environment.

1-3. The Importance of the Study:

The importance of the present study lies in the fact that it deals with the behavioral problems of memorizers of the Holy Quran in Algerian Quranic schools from a psychoeducational perspective.

It is considered a scientific addition to studies related to Quranic schools and educational psychology.

It contributes to the understanding of behavioral regulation and emotional control among Quran memorization students.

Highlighting the most prevalent behavioral problems among students of Quranic schools for those interested and responsible for Quranic education, as well as for educators and parents, in order to focus on them and find psychological and educational interventions to address them.

Directing researchers to this type of problem that is particularly prevalent in Quranic schools.

1-4. Limitations of the Study:

Objective Limits: Represented in the behavioral problems common among the memorizers of the Holy Quran in Algerian Quranic schools from the point of view of their teachers.

- 4- **Human Limits:** Students of the Holy Quran at the Quranic School of Imam Bukhari in El-Oued, Algeria.
- 5- **Spatial Limits:** The study was applied at the Imam Bukhari Quranic School in El-Oued, Algeria.
- 6- **The study** was conducted from August 30, 2025, to September 21, 2025.

1-5. Study Terms:

Quranic Schools: Social and educational institutions concerned with teaching and memorizing the Holy Quran for different age groups, often attached to mosques or affiliated with associations, and may be supervised by teachers appointed by the Ministry of Religious Affairs or volunteers.

Behavioral Problems: According to Khawla (2003), behavioral problems refer to “a form of abnormal behavior emanating from an individual as a result of an imbalance in the learning process, often in the form of reinforcing non-adaptive behavior and not reinforcing adaptive behavior.”

In this study, behavioral problems are operationally defined based on the scores obtained from the items of the Behavioral Problems Scale prepared by Saleh Abu Nahia, which includes the following dimensions: hyperactivity, deviant social behavior, impulsive tendencies, aggressive behavior, oppositional or defiant behavior, and withdrawal behavior, all viewed through the lens of educational psychological adjustment.

2. Theoretical Framework and Previous Studies

2.1. Theoretical Frameworks:

Behavioral problems are among the most prominent psychological and educational challenges facing Quranic school students, as this category is characterized by an educational and religious specificity that distinguishes it from other groups. The student in the Quranic school lives in an educational environment based on memorization, discipline, and the internalization of Qur'anic ethics, but the nature of this environment, and the continuous cognitive engagement and self-regulation it requires, may cause some students to exhibit behaviors that are incompatible with the desired Qur'anic values. Individual differences between learners, and differences in their family, social, and emotional development, contribute to the emergence of some maladaptive behavioral patterns.

Yahya (2000) points out that behavioral problems are a form of maladaptive behavior that is produced by an individual as a result of a defect in the learning and reinforcement process, often in the form of reinforcing non-adaptive behavior and failing to reinforce adaptive behavior (**Yahya, 2000, p. 162**).

As for **Abderrazak (2001)**, Banha defined it as "a set of recurring actions that exceed the acceptable limit of socially normative behavior, and appear in the form of observable symptoms by those around the child during daily activity" (Al-Sayed, 2001, pp. 327–328).

Mansour (2002) defined it as "those types of behavior that teachers perceive as undesirable and find difficult to confront, leading to classroom disruption and representing non-conforming behavior by the student" (**Mansour, 2002, p. 90**).

Through the above, behavioral problems can be defined as patterns of maladaptive behavior that arise from the learner as a result of a defect in the process of psychological adjustment or social learning, represented in repeated actions that exceed the limits of educationally and socially acceptable behavior, so that educators and teachers perceive them as undesirable behaviors that hinder the progress of the educational process and indicate deficits in emotional regulation and social competence.

According to **Woody (1969)**, behavioral problems can be classified into three levels according to **severity and intervention requirements**:

- 7- Minor behavioral disorders: which the teacher can address through behavioral guidance and positive reinforcement strategies.
- 8- Moderate behavioral disorders: which require psychological or counseling intervention.
- 9- Major behavioral disorders: which include emotional and personality disturbances, requiring treatment by specialists and referral to special education programs (**Woody, 1969, p. 128**).

2.2. Previous Studies:

Studies addressing behavioral problems in Quranic schools have shown growing interest in understanding the nature of student behavior and the psychosocial factors affecting it.

- 1- **Lahmari (2024)**: Confirmed that Quranic schools contribute to reducing negative behavioral tendencies among middle school students, as results showed that their students are less prone to behavioral problems compared to those in regular schools, thanks to the disciplinary and moral climate fostered by the Quranic environment.
- 2- **Ben Yahya Atallah and Kouni Abdel Basit (2023)**: The study aimed to determine the reality of behavioral problems among primary school students in Laghouat using the descriptive–analytical approach on a sample of 250 students. The results showed that the most common behaviors were verbal aggression, lack of adherence to classroom norms, and academic apathy. There were no statistically significant differences according to gender or educational level. The study recommended preventive and remedial programs based on strengthening teacher–student relationships, enhancing school counseling, and promoting family involvement (**Bin Yahya & Kouni, 2023, p. 5126**).
- 3- **Al-Hajj Al-Shuwaidi (2023)**: Showed that Quran memorization centers play an effective role in refining youth behavior and improving academic achievement and motivation, according to parents’ perspectives in the city of Misrata. This highlights the impact of Quranic education on moral development and behavioral adjustment.
- 4- **Al-Hums and Al-Zamili (2018)**: Focused on the reality of Quran memorization centers in Gaza and noted that the absence of supportive psychoeducational programs may lead to the emergence of undesirable behaviors, calling for the integration of behavioral intervention activities within Quranic curricula.
- 5- **Al-Muzain (2013)**: Addressed the administrative and behavioral difficulties in Quranic camps, explaining that weak educational supervision and the lack of structured programs contribute to the emergence of maladaptive behaviors. The study recommended activating the role of educators and developing behavioral counseling and guidance practices.
- 6- **Hemi (2010)**: Found that students of Quranic circles face a range of behavioral problems, most notably poor self-discipline, off-task behavior during memorization, and frequent

absenteeism, due to weak supervision and limited family cooperation. The study emphasized the importance of home–school collaboration in addressing these problems.

From the above, it can be said that most previous studies have focused on describing and classifying maladaptive behaviors, as in the studies of Hemi (2010) and Al-Muzain (2013), while other studies, such as Al-Hums and Al-Zamili (2018), have focused on designing counseling and intervention programs. Studies by Belhaj Shuwaidi (2023) and Lahmari (2024) examined the impact of Quranic education on behavior modification without delving deeply into the internal dynamics of behavioral problems within Quranic schools.

The present study seeks to fill this empirical gap by exploring the most prevalent behavioral problems in Algerian Quranic schools from the teachers' psychological and educational perspectives.

3. Method and Tools:

3.1. Study Methodology:

The descriptive–exploratory comparative method, which is one of the descriptive approaches in educational psychology, was adopted as it is the most appropriate for the nature of this study and the objectives it seeks to achieve. This approach allows for describing the phenomenon of behavioral problems among Quranic school students and comparing their levels across variables such as gender and behavioral dimensions, in order to identify psychological and educational patterns objectively.

3.2. Study Population and Sample:

The study population consists of all Quran teachers at the Imam Bukhari Quranic School in El-Oued, Algeria, totaling 17 teachers (male and female) during the academic year 2025/2026.

Due to the small size of the study population, the comprehensive census method was adopted, meaning the entire population was included as the study sample. Accordingly, the sample comprised all 17 teachers — 5 male teachers and 12 female teachers.

This sampling approach ensures maximum representativeness and reduces sampling error, which is particularly appropriate in educational–psychological field studies with limited populations.

3.3. Study Tool:

To achieve the objectives of the study, the researcher used the Behavioral Problems Scale for Children developed by Salah al-Din Abu Nahia (1993). This scale encompasses six sub-dimensions representing key areas of behavioral and emotional adjustment, namely:

- Hyperactivity (reflecting deficits in attention and self-regulation),
- Deviant social behavior,
- Strange habits and neurotic reactions,
- Rebellious school behavior,
- Aggressive behavior, and
- Withdrawal behavior (social withdrawal).

This instrument was selected due to its strong psychometric validity and reliability in measuring behavioral and emotional problems, as well as its extensive use across various Arab educational contexts, including Algeria. The scale was also chosen for its ease of administration and scoring, which enhances its applicability in field-based educational assessments.

The scale contains 96 items, with each sub-dimension including 16 statements. Each item has four response alternatives:

- Severe = 3,
- Moderate = 2,
- Mild = 1,
- None = 0.

-Participants (teachers) were asked to select one option per statement by marking an “X” in the appropriate box, allowing for a quantitative assessment of behavioral indicators.

- Psychometric Characteristics of the Behavioral Problems Scale

To confirm the psychometric soundness of the instrument, the researcher re-evaluated its validity and reliability indicators as follows:

1- Internal Consistency Validity (Construct Validity):

The correlation coefficients between each subscale and its items, and between all subscales and the total score, were calculated. Correlation values ranged from 0.56 to 0.84, indicating a high degree of construct validity and strong internal coherence among the dimensions.

2- Reliability (Internal Stability):

Using the Cronbach’s Alpha coefficient ($\alpha = 0.79$), the scale demonstrated a high level of reliability, confirming that the tool consistently measures behavioral problems across respondents and items.

- **Statistical Treatment:**

The researcher employed the Statistical Package for the Social Sciences (SPSS, Version 27) for data analysis. The following descriptive and inferential statistical methods were applied:

- Arithmetic means and standard deviations (for descriptive analysis),
- Cronbach’s alpha coefficient (for internal consistency),
- Pearson correlation coefficient (for examining relationships between variables), and
- Independent samples t-test (to detect statistically significant differences in behavioral problems according to gender).

These statistical procedures align with the quantitative paradigms of educational psychology, ensuring objective interpretation of the behavioral data.

4. Results and Discussion:

4.1. Presentation and Analysis of the Results of the First Question:

-Research Question:

- What is the prevalence of behavioral problems among memorizers of the Holy Quran in Algerian Quranic schools at the Imam Bukhari School in El-Oued, from the teachers' point of view?

To answer this question, the researcher calculated the arithmetic mean and standard deviation for the total sample scores, obtaining the following results:

- **Arithmetic Mean: 81.19**
- **Standard Deviation: 8.57**
- **Rate: 21.93%**

Table (01): Distribution of the prevalence degrees of behavioral problems according to the level of teachers' agreement.

figure	Approval Percentage (Calculated Grade ÷ Overall Grade × 100)	Degree of prevalence
01	%0	None
02	33.33%-----0.1%	Weak
03	33.34%-----66.66%	Medium
04	6.7% ----- 100%	Severe

It is clear from the table that the prevalence levels of behavioral problems among memorizers of the Holy Quran have been classified into four main categories according to the percentage obtained from the total scores. Obtaining a percentage of 0% indicates the absence of behavioral problems, while a percentage between [0.1% and 33.33%] indicates a low prevalence of problems. Percentages between [33.34% and 68.74%] indicate a moderate prevalence, while percentages ranging from [68.75% to 100%] indicate that behavioral problems are highly prevalent among students.

According to the results, which are estimated at (21.93%), they fall within the range of [0.1%–33.33%], which corresponds to a low level of behavioral problem prevalence.

Therefore, the prevalence of behavioral problems among the memorizers of the Holy Quran in Algerian Quranic schools at the Imam Bukhari School in El-Oued, from the teachers' perspective, is low.

This result can be interpreted in light of the psychosocial and moral characteristics of the Quranic educational environment, which is distinguished by clear behavioral discipline and close

educational supervision of a religious and moral nature, contributing to the reduction of maladaptive or undesirable behaviors (Lahmari, 2024, p. 33).

According to field studies conducted in Algeria, the rates of behavioral and emotional problems among students in regular schools were found to be relatively high. Petot et al. (2008, p. 57) noted that Algerian children and adolescents scored higher on the Behavioral and Emotional Problem Scales compared to many other countries. Similarly, the study by Ben Yahia and Kouni (2023, p. 5126) revealed that verbal aggression, noncompliance with classroom rules, and academic apathy were among the most prevalent behavioral problems among primary school students.

Comparing these findings with the results of the present study indicates the distinctive nature of the Quranic environment, which promotes faith-based education, self-regulation, and collective discipline—factors that help reduce aggressive or oppositional behaviors.

The teacher–student relationship in Quranic schools is characterized by mutual respect and moral modeling, which serve as psychological and behavioral protective factors that minimize the risk of behavioral deviations (Yimer, 2022, p. 21).

Therefore, the low prevalence of behavioral problems in Quranic schools does not imply their complete absence; rather, it may be attributed to the small sample size used in the study or to the fact that most students in the sample were female and from the primary education stage.

4.2 Presentation and Analysis of the Results of the Second Question:

- What are the most common behavioral problems among memorizers of the Holy Quran in Algerian Quranic schools at the Imam Bukhari School in El-Oued from the teachers' perspective?

To answer this question, the arithmetic means and standard deviations of the participants' responses on the Behavioral Problems Checklist were calculated as follows:

Table (02): Arithmetic means, standard deviations, and levels of prevalence of behavioral problems among memorizers of the Holy Quran in Algerian Quranic schools (Imam Bukhari School in El-Oued) from the teachers' perspective.

N	Behavioral problems	Arithmetic Average	Standard deviation	Percentage %	Deployment Rank
1	Hyperactivity	4.23	1.96	42.3%	5
2	Deviant social behavior	1.72	1.59	17.2%	6
3	Strange habits and nervous convulsions	4.68	2.73	46.8%	4
4	Rebellious behavior at school	6.47	2.19	64.7%	2
5	Aggression Behavior	8.19	1.58	81.9%	1
6	Withdrawal Behavior	6.02	2.08	60.2%	3
	Total (Overall Average)	5.55	/	52.2%	

It is clear from the previous table that the most common behavioral problems among memorizers of the Holy Quran, from the teachers' perspective, are aggressive behavior, with an arithmetic mean of (8.19) and a percentage of (81.9%), followed by rebellious behavior with (64.7%), then

withdrawal behavior with (60.2%). On the other hand, deviant social behavior ranked last (17.2%), indicating a relatively low prevalence of this behavioral pattern among students.

The predominance of aggressive behavior can be explained by several psychological and educational considerations. Educational literature indicates that aggression represents the most common form of maladaptive behavior among students, especially in the context of competition or psychological pressures within the learning environment (Petot et al., 2008, p. 57). Some Algerian studies have also shown that verbal aggression and defiant behavior are among the most frequent behavioral patterns at the primary stage (Ben Yahya and Kouni, 2023, p. 5127). Some researchers have attributed this to psychological motives, as the individual needs to assert himself or gain social approval from peers (Bandura, 1973, p. 144).

Rebellious behavior, which ranked second, may be linked to attempts by some students to resist strict discipline in the Qur'anic environment or to challenge teachers' authority in pursuit of personal autonomy (Yimer, 2022). Strict classroom control may intensify resistance behaviors manifested in noncompliance or argumentativeness if not moderated by flexible teaching strategies.

The emergence of withdrawal behavior in the third place may be explained as a result of psychological stress or lack of social adjustment. This is consistent with Berkowitz (1993, p. 91), who stated that a highly disciplined learning environment may lead some students to withdraw to avoid confrontation or punishment. Despite this, the percentage of deviant social behavior remains low, which indicates the success of Qur'anic schools in reinforcing moral values and regulating behaviors inconsistent with societal norms. This finding aligns with Lahmari (2024, p. 33), who confirmed that the value-based nature of Qur'anic education contributes to reducing manifestations of social deviance within the classroom.

Based on the above, it can be said that the prevalence of aggressive and rebellious behaviors does not necessarily reflect value deviation among memorizers, but rather situational emotional responses related to psychological and social developmental characteristics in this age group. Meanwhile, the low rate of socially deviant behavior confirms the preventive role of Qur'anic schools in promoting a disciplined and balanced behavioral system.

4.3. Presentation and analysis of the results related to the first hypothesis:

- **Are there any statistically significant differences in the levels of behavioral problems among memorizers of the Holy Qur'an in Algerian Quranic schools (Imam Bukhari School in El-Oued) from the teachers' perspective according to the gender variable?**

To answer this question, the *Mann-Whitney U test* was used, as shown in Table (03).

Table (03): Results of the *Mann-Whitney U test* showing the significance of differences in the levels of behavioral problems among memorizers of the Holy Qur'an in Algerian Quranic schools (Imam Bukhari School in El-Oued) from the teachers' perspective according to gender.

Sex	Number	Intermediate Ranks	Total Ranks	husband whitney	Z value	Significance Level	Resolution

				In the			
males	05	7.02	134.46	15	1.053	0.17	Non-statistically significant
Female	12	9.94	12.09				

Based on the previous table, the results of the *Mann–Whitney U test* indicated that there were no statistically significant differences at the (0.05) level between the mean ranks of male and female students in behavioral problem scores among Quranic school learners. The obtained values were ($U = 15.0, Z = 1.053, p = 0.17$).

Accordingly, it can be concluded that there are no statistically significant gender differences in the level of behavioral problems among memorizers of the Holy Qur’an from the teachers’ perspective.

This result can be interpreted in light of the specific characteristics of Quranic schools, where both males and females are subject to the same value-oriented and pedagogical system based on religious discipline and consistent moral regulation. Such a system minimizes behavioral variations between genders (Lahmari, 2024, p. 33).

Educational supervision in these institutions focuses on fostering respect, obedience, and self-regulation—core components of Qur’anic education—which are applied equally to all learners. This uniformity may also be attributed to the intrinsic religious motivation of students to learn and memorize the Qur’an, which promotes greater behavioral adjustment and emotional stability compared to their peers in regular schools.

Similar findings have been reported in Arab contexts. Ben Yahya and Kouni (2023, p. 5128) found no significant gender-based differences in behavioral problems at the primary level. Likewise, Petot et al. (2008, p. 59) emphasized that gender differences in aggressive and emotional behaviors tend to diminish within structured and value-driven learning environments that provide equal opportunities for behavioral regulation and guidance.

From a psychological perspective, this result can be interpreted through Bandura’s (1973, p. 144) *social learning theory*, which posits that behavior is acquired through observation, imitation, and modeling rather than innate biological factors. When both genders are exposed to similar behavioral and moral models—as in Quranic schools—the behavioral gap between them tends to decrease.

Therefore, the absence of significant gender differences reflects the success of the Quranic educational environment in promoting behavioral equilibrium through equality in guidance, reinforcement, and discipline, thus minimizing stereotypical gender disparities commonly observed in other educational settings.

4. Conclusion:

The results of the study on behavioral problems among Qur’anic memorizers at the Imam Bukhari Qur’anic School in El-Oued indicated that the overall prevalence of these problems is low from the teachers’ perspective. This finding reflects the effective educational and preventive role played by Qur’anic schools in regulating students’ behavior and fostering self-discipline and moral development.

The Qur'anic learning environment, characterized by its value-based educational system emphasizing adherence, commitment, and self-regulation, contributes significantly to reducing the incidence of maladaptive behaviors. It also provides a positive moral climate that directs learners' conduct toward emotional balance, behavioral adjustment, and moderation.

The findings further revealed that **aggressive behavior** was the most prevalent behavioral problem among students, followed by **rebellious behavior** and **withdrawal behavior**, while **deviant social behavior** ranked last, suggesting that manifestations of social deviance remain limited within the Qur'anic context.

Concerning gender differences, the results showed no statistically significant differences between male and female students in the prevalence of behavioral problems, indicating the homogeneity of the Qur'anic educational experience and its consistent influence on learners' behavioral regulation regardless of gender.

- **Based on these findings, the study recommends the following:**

- Enhancing teacher training programs in **educational psychology** and **school counseling** to develop teachers' competencies in managing aggressive and oppositional behaviors through constructive pedagogical strategies.
- Employing **Qur'anic value-based approaches** as therapeutic and preventive strategies in behavior modification, emphasizing the principles of **tolerance, self-control, and cooperation**.
- Strengthening **school–family communication** to ensure the continuity of behavioral guidance and reinforcement beyond the school setting.

-**Future Research Directions:**

- Investigating the relationship between **Qur'anic memorization methods** and the **development of moral and educational values** in children.
- Conducting comparative studies on **behavioral problems between formal and non-formal Qur'anic schools** in Algeria.
- Re-examining behavioral problems across **different educational stages and age groups** within Qur'anic learning environments.

In conclusion, the current study contributes to building an initial scientific understanding of the nature of behavioral problems in Qur'anic schools. It emphasizes that Qur'anic education constitutes an effective framework for promoting balanced and adaptive behavior, while highlighting the need for further research into its psychological and educational mechanisms in contemporary contexts.

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