



# **Impact of Anger Control and Zero Violence Training on Preventing Teachers' Violent Practices in Timor-Leste Schools**

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## **Authors' contributions**

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

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## **ABSTRACT**

Educational workers in multiple ways, including through physical violence, while also employing verbal and emotional mistreatment practices, and failing to provide sufficient care. Children's human rights suffer from physical punishment while their learning abilities decline because they develop fear and classroom disinterest during this abuse. This study investigates the impact of Anger Control and Zero Violence Training on preventing violent teaching practices among primary school teachers in Timor-Leste. A quantitative study design was used to collect data from 40 primary school teachers in the Baucau municipality. The practices and attitudes of the teachers were measured using a structured questionnaire, which was validated by expert review (S-CVI = 0.89) and reliability tested (Cronbach 0.742). ANOVAs and multiple regressions were used to analyse the

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data. The results indicate that the improvements influenced by Zero Violence Training considerably reduced the number of violent practices already in the actions of teachers ( $B = 0.738$ ,  $p < 0.001$ ), while Anger Control Training produced no statistically significant direct change ( $p > 0.05$ ). These findings demonstrated that culturally appropriate, systemic treatments in the domain of emotional regulation are likely to be more effective than individual instruction. The research proposes to incorporate anger control and Zero Violence interventions into the pre-service and in-service teacher education curricula, which can be done with the support of the national policy change, to establish a secure environment. The study enhances the professional practice of teachers, fosters a positive classroom climate, and promotes student well-being in a post-conflict education context.

*Keywords: Teacher professional development; zero violence training; anger control training; school violence prevention; educational reform.*

## 1. INTRODUCTION

In the modern educational system, providing safe, inclusive, supportive learning environments is a top priority in most education systems across the globe (Holden et al., 2023). This objective is also time-sensitive in post-conflict countries like Timor-Leste, where the disciplinary practices adopted are still violent and can destroy student well-being and educational performance. Although there exist global and national pledges to the United Nations Convention on the Rights of the Child, surveys taken reveal that a large percentage of students in Timor still receive physical and emotional punishment in schools (UNICEF, 2015). Such practices not only destroy the relationship of trust but also the ability of critical thinking, motivation, and the right to equality of access to high-quality education (World Health Organization, 2021). Everyone must address the upcoming challenge by implementing evidence-based interventions that integrate professional development, culturally responsive pedagogy, and systemic policy change (Moruk & da Conceição, 2025). There exists extensive evidence-based research on ways to improve school climate, reduce bullying, limit other forms of violence in schools, and address threats in systematic ways, yet reports on the efficacy and effectiveness of many of these approaches have varied considerably (Mayer et al., 2021). This research article looks into the effects of Anger Control and Zero Violence Training as focal teacher development programs aimed at getting rid of violent classroom behaviour. Although the findings are specific to Timor-Leste, they are likely applicable to various education systems that aim to change the culture of education in schools, enhance teachers' capacity, and strengthen child protection systems in many international contexts.

Educational workers in multiple ways, including through physical violence, while also employing verbal and emotional mistreatment practices, and failing to provide sufficient care. Children's human rights suffer from physical punishment while their learning abilities decline because they develop fear and classroom disinterest during this abuse (Maiti, 2021). School violence causes people to develop persistent mental issues leading to depression and anxiety, together with reduced self-esteem, according to the report of the World Health Organisation (2021). These methods obstruct the critical thinking development and problem-solving capacities of students and restrict their academic growth. There is an urgent need to find effective intervention strategies to get rid of violent approaches in classrooms and make schools the centre of a nonviolent environment. There is a need for comprehensive approaches that target establishing clear school policies, encouraging teacher capacitation in their methods to manage disruptive behaviours, and creating interventions involving collaborative partnerships between teachers, parents, and social workers providing psychosocial support in schools (Khumalo et al., 2025).

This study explores the impact of anger control and zero violence training on school teachers' capacity to avoid using violent teaching methods in Timor-Leste's educational facilities. The research questions revolved around the impact of implementing Anger Control and Zero Violence Training on teachers' adoption of non-violent instructional methods. What effects do programs teaching anger control alongside zero violence training generate regarding educators' ability to regulate emotions while managing their classrooms in Timor-Leste? Anger Control and Zero Violence Training don't seem to have much of an effect on stopping teachers in Timor-Leste

from using violence while teaching, according to the alternative hypothesis. H1: Anger management and Zero-Excessive Violence Training make a real difference in keeping teachers in Timor-Leste's schools from using violent methods of teaching. These research questions and hypotheses in this study support the overall mission of fostering an education system in Timor-Leste that develops empowered students who meet modern times. The establishment of non-violent educational settings remains vital to break the violence pattern and create the basis for Timor-Leste's peaceful education.

## 2. LITERATURE REVIEW

### 2.1 Impact of Violent Teaching Practices

Analysis of Timor-Leste's education system demonstrates the high occurrence of violent discipline methods causing students physical and academic harm through traditional teaching practices. A 2015 survey showed that physical violence between students and teachers was common; 70% of children said they had been abused by their teachers in the past year (UNICEF, 2015). The results of quantitative research show that violent forms of discipline are still used all over society. This is mostly because many people believe that teachers should be in charge and students should follow their lead. An investigation by Rees et al. (2015) found that teachers mostly used physical punishment and verbal abuse along with it as their main way of disciplining students. This made schools feel like places where students had to obey instead of actively learning. Teachers mostly use these methods of discipline because they haven't been properly trained in other, more positive ways to discipline students, especially in rural and underfunded areas. Several studies have created an alarming image of the educational conditions in Timor-Leste because they demonstrate both psychological injuries for students, along with national academic obstructions. These actions against Timor-Leste's international promises to protect children because they violate the UN Convention on the Rights of the Child. The country needs to quickly change its policies and start training teachers (Global Initiative to End All Corporal Punishment of Children, 2023) to make this happen. The establishment of anger control and zero-violence training for educators represents a vital solution to create safe educational spaces that put student dignity, along with full development, at the forefront.

### 2.2 The Negative Practices' Impact on Students

The ongoing occurrence of violent educational techniques in Timor-Leste leads to serious detrimental effects on how students achieve academically, while damaging their psychological state and general growth. Multiple studies show that physical and verbal mistreatment in classrooms produces lowered academic achievement because students exposed to these methods develop fear and anxiety while losing their learning drive (Global Initiative to End All Corporal Punishment of Children, 2023; Bangash et al., 2024). Students who experience fear in their learning environment turn off their learning capacity and develop impaired critical thinking abilities (Saputra et al., 2020). Violence has bad effects on students, like making them do poorly in school, which limits their options for the future (Maiti, 2021). Students who experience school violence drop out of education frequently because the insecure school environment makes them withdraw completely from their educational path (Global Initiative to End All Corporal Punishment of Children, 2023). Timor-Leste has problems because it is hard to get a good education, and kids drop out of school too soon, which makes social problems worse and stops the country from moving forward.

Acts of violence during student disciplinary actions cause serious psychological impacts in addition to causing substantial social problems (Ferrara et al., 2019). The data showed that students who undergo corporal punishment and emotional abuse are at greater risk for enduring mental health problems such as anxiety and depression and reduced self-esteem (Durrant & Ensom, 2012). The harmful effects that result from physical punishment interrupt academic commitment while preventing students from improving their relationship skills, establishing trust with supervisors, and developing personal confidence (Maiti, 2021). Anti-social behaviours that children learn from experiencing violence in schools tend to remain with them, which leads to an ongoing pattern of violence extending from families to communities. The need for immediate changes requires schools to develop and implement peaceful teaching practices that will create protective learning environments (Bradshaw et al., 2021). To achieve school disciplinary reform in Timor-Leste, the government should implement three main components, which include teacher training and policy changes, along with public awareness

initiatives. The country must implement child-centred educational methods and teach respect and empathy to students. This combination will help eliminate violent teaching methods and create an equitable educational environment for everybody.

### 2.3 Anger Control Training for Teachers

The current literature about anger control training for teachers in Timor-Leste remains unusual, but parallel settings demonstrate promising results. Wangdi & Namgyel's (2022) research results underline the importance of teachers' strategic classroom management methods in creating better classroom environments that produce less disruptive behaviour. Studies indicate that anger management programs effectively lower adolescent anger while simultaneously developing their problem-solving and communication abilities, thus validating their potential effectiveness in the teacher population (Singh & Kaur, 2023). As Timor-Leste faces challenges, the government focuses on implementing programs that teach peace while fighting violence. UNESCO (2023) managed a training initiative that provided in-service teacher trainers with modern pedagogical abilities to promote enduring peace throughout the region. According to Wild et al. (2022), education and early intervention are the keys to preventing violence toward children and women and creating a peaceful society in Timor-Leste. Therefore, establishing training programs for anger control for teachers in Timor-Leste shows strong potential to decrease violent instructional behaviours and enhance the educational setting.

### 2.4 Zero Violence Training Programs

The objective of Zero Violence training programs is to build schools where violence does not exist. Research in cultural and geographical areas like Timor-Leste shows promising results that can help us think of ways to stop this from happening. The Brazilian "Escolas de Paz" (Schools of Peace) program succeeds in controlling school violence by teaching teachers non-violent mediation techniques (Amaral and Ramos, 2018). The implementation of successful prevention strategies in schools directly depends on thorough educator training, according to Sprague and Walker (2021). Such evidence-based approaches need proper teacher training to work effectively. Positive Behavioural Intervention and Support (PBIS) stands alongside restorative practices, while social-

emotional learning and trauma-informed care operate as additional approaches. Making changes to parallel violence prevention strategies to fit Timor-Leste's culture and educational setting would play a big part in making classrooms peaceful for students (Fahey, 2023).

### 2.5 Challenges and Contextual Factors in Timor-Leste

Timor-Leste's culture makes it harder to carry out programs that teach people how to control their anger and avoid violence. Shah and Quinn (2016) say that a lack of teachers and bad infrastructure in the education system make it hard to provide more and longer-lasting anger management and zero violence training. The UNICEF (2018) reported that most people in Timor-Leste are accepting with physical punishment. New ways of teaching that don't use physical punishment are hampered by the cultural norm of using it. Rees et al. (2022) show that Timor-Leste's traumatised past continues to affect its population by limiting teachers' and students' ability to accept nonviolent conflict resolution methods. All of these things show how important it is to have well-thought-out interventions that deal with both the current violent teaching practices and Timor-Leste's larger social and cultural background. A successful educational initiative for Timor-Leste would require elements that handle resource shortages, modify cultural beliefs, and deliver historical trauma remediation (Fahey, 2023).

## 3. MATERIAL AND METHODS

### 3.1 Research Design

The research design follows a quantitative approach to investigating and analysing relationships and variable effects, particularly regarding anger control and zero-violence training activities that avert violent instructional approaches from teachers (Fischer et al., 2023). The research collects data about numbers systematically to identify patterns that enable concluding generalisations across all teachers. Using ANOVA and regression methods together in statistical analysis will test the validity of the hypothesis and find the numbers for the meaningful relationships between variables (Taherdoost, 2022). The survey relies on ANOVA to determine significant statistical differences in group means and then uses regression to estimate how training affects selected teacher

behaviour outcomes. Such powerful statistical approaches ensure the study produces valuable findings about the training program's impact, which guide both educational policies and instructional methods.

### **3.2 Population and Sample**

This study used simple random sampling (Kimmons, 2022) to select participants from the total population of 120 teachers at primary schools in Baucau who went to the Instituto Católico para a Formação de Professores (ICFP) in Baucau to learn how to control their anger and prevent violence. They gained the essential abilities to control their anger along with skills to use non-violent teaching practices in a classroom setting. The research targets 40 samples of teachers in Baucau Municipality because it seeks to evaluate how the training program works in educational settings that match reality for students and teachers based in Baucau. This particular group selection is vital for understanding the training's overall effect on education methods and learning environment security because it enables researchers to evaluate immediate and long-term educational behavioural modifications.

A sample of primary school teachers from the Baucau municipality who took the Anger Control and Zero Violence Training at ICFP Baucau was chosen on purpose to make sure that they were typical of the whole group. The 40 chosen participants are a perfect fit for the research goals because of the way their unique traits allow them to evaluate the results of the training. Higher accuracy was achieved in the analysis because the participants were teachers who had been trained, which accurately shows the characteristics of the population. The calculation of the required sample size through power analysis established statistical power, enabling examination of significant alterations or relationships present in the collected data (Kimmons, 2022). The research was more reliable because it used a method called disciplined selection. The results were valid, and all trained teachers in the municipality could use them.

### **3.3 Data Collection Method**

The survey questionnaire features a standardised format for gathering essential data points that correspond to research targets (Ghanad, 2023). The assessment tool reached a certain group of people who had gone through

training on how to control their anger and prevent violence from happening. Researchers conducted research to develop survey question elements that assess the effectiveness of the educational programme in teaching teachers how to manage their classroom anger effectively. Emotional control training, stress-reduction techniques, and techniques for staying in control during threatening times are all covered in the survey.

The survey looked at how the training program has helped reduce violent teaching methods in particular. The research scores teachers' understanding of peaceful disciplinary approaches as well as analyses their stance on violent behaviour in schools, along with their frequency of nonviolent methods. The main way the survey looked at teachers' thoughts and actions about controlling anger and stopping school violence was through items on a Likert scale that had options for "strongly disagree" to "strongly agree."

### **3.4 Validity Testing**

The study requires valid and reliable measuring tools to ensure accurate and credible results. Researchers used the content validity approach to make a survey questionnaire that covers all the important parts of Zero Violence and Anger Control Training. Such an expansive method allows the instrument to properly measure the research constructs (Rusticus, 2024). A group of experts in education, psychology, and violence prevention looked into how accurately the questionnaire items were at capturing the ideas they were meant to capture and whether they were useful for teachers who are already working. Researchers measured the content validity using the scale level of the content validity index, which provides a controlled way to see how experts agree on whether an item is appropriate. The thorough validation testing makes sure that the survey tool is both conceptually sound and useful in real life. This process makes the data and conclusions more reliable.

### **3.5 Reliability Testing**

Researchers checked the instrument's dependability to make sure it measured important Anger Control and Zero Violence Training variables correctly and consistently (Kennedy, 2022). The main statistical approach for determining survey item internal consistency used Cronbach's alpha metrics, which help with

the SPSS26 (Statistical Package for Social Science) program. This method demonstrates how measurement scales perform collectively by analysing the correlations between each item on the questionnaire. Results from Cronbach's alpha served as the primary indicator of reliability since a score above 0.70 symbolised satisfactory measurement quality (Hussey et al., 2025). The set threshold enables the instrument to consistently gather accurate data. This process makes the research results more reliable and easier to repeat. The study can move on to analysis because the method of measurement shows the accurate evaluation of the variables being studied, which increases the validity of the research.

### 3.6 Regression Analysis

A regression analysis method was used to find out how independent factors, such as Anger Control and Zero Violence Training, affect the outcomes of teachers' violent classroom behaviour (Lee, 2022). The technique contains two basic procedures. To figure out how different variables affect outcomes, we used simple linear regression to find the relationship between the single independent variable and the dependent variable. A multiple regression analysis processes a simultaneous assessment of various independent factors affecting teachers' behavioural outcomes to identify comprehensive factor interactions that influence teaching behaviour (Ali & Younas, 2021).

Researchers checked many important assumptions, like the linearity of variable connections, before conducting the regression analysis. Researchers used SPSS software to do F-tests (ANOVA) and R-squared and adjusted R-squared values to see how well the whole regression model could explain changes in the dependent variable. T-tests were used to see if each predictor variable was statistically significant, and regression coefficients were used to find the direction and strength of the relationship (Roni & Djajadikerta, 2021). The in-depth study gives us strong clues about what causes the number of violent school activities, which will help us make better policies and come up with better ways to help students who are being bullied.

### 3.7 Ethical Considerations

Before any data was collected, all participants gave their informed consent, which showed that

they fully understood the study's goals and methods, as well as their rights as participants (Pietrzykowski & Smilowska, 2021). Participants who sign consent forms for voluntary participation make it possible to include them in the research project. Researchers used secure storage for all collected data and protected participants' privacy by using anonymous codes instead of personal information. The steps ensure the confidentiality of participants by keeping each response anonymous.

## 4. RESULTS

### 4.1 Validity Test Result

The content validity test was approached at the scale-level content validity index (S-CVI). The content validity test results are shown in the following Table 1.

In the content validity test of the instrument, the two experts considered six important areas concerning anger management, non-violence, and inclusive teaching practices. The validity scores presented were mean scores ranging from 3.00 to 4.00, where a rating of 4.00 indicated excellent content alignment, which was awarded to both anger and emotion control, as well as sharing and collaboration. The section with scores of 3.50 included categories such as understanding and practising non-violence in teaching, equity and inclusion in teaching, and creating a safe and supportive learning environment, which produced a good but slightly lower agreement among validators. In contrast, the category that received a score of 3.00 focused on advocacy and school-wide influence, also representing good agreement but at a slightly lower level. The overall mean for all the categories was 21.5, with a maximum score of 24, amounting to 89.58% of the maximum score that could be achieved. The result is a high percentage, which means that the instrument has adequate overall content validity. These findings show that the measures are mostly appropriate, relevant, and highly reliable for understanding how teachers perceive and manage emotions and behaviours.

### 4.2 Reliability Test Result

The reliability test results were obtained using the SPSS 26 tool, shown in the following Table 2.

**Table 1. Validity test result**

Content Validity	Validator I	Validator II	Mean (Validity score)
Anger and Emotion Control (Self-Perception and Practice)	4	4	4.00
Sharing and Collaboration	4	4	4.00
Understanding and Practising Non-Violence in Teaching	4	3	3.50
Advocacy and School-Wide Influence	3	3	3.00
Equity and Inclusion in Teaching	3	4	3.50
Safe and Supportive Learning Environment	3	4	3.50

**Table 2. Reliability test result**

Reliability Statistics	
Cronbach's Alpha	N of Items
0.742	36

The reliability of the questionnaire was tested by using the Cronbach's Alpha method, the value of which was calculated through SPSS software and reached 0.742 for 36 items, demonstrating acceptable internal consistency. The magnitude of this score indicates the reliable measurement of one construct by multiple items. The identification of problematic items through additional evaluation would make it possible to improve the scale's reliability model. The reliable nature of this questionnaire becomes important because it ensures the validity of the gathered data. The researchers should analyse and resolve problems that affect reliability because this action produces improved quality assessment tools that provide more precise results for further research.

#### 4.3 Regression Analysis Result of the T-test

A regression analysis measured the effects of Anger control and Zero Violence values on the Violence Prevention in Teaching variable. The Table 3 presents the key data.

The table shows a constant value of -0.357 with 4.889 units of standard error. The t-value stands at -0.073, while the significance level (p-value)

equals 0.942. The constant term is statistically insignificant, which suggests that the expected value of "Violence Prevention in Teaching" remains unchanged when both independent variables equal zero. The statistical value of "Anger Control" establishes a relationship of 0.186 with an error range of 0.149 through the analysis. Statistically, the standardised coefficient (beta) equals 0.145 because it shows a positive association with the dependent variable. The results show this variable remains statistically insignificant at the frequently used significance threshold of  $\alpha = 0.05$  since the t-value stands at 1.247 and the p-value reaches 0.220. Statistical tests indicate that violent management does not create meaningful changes in violence prevention practices in teaching.

The coefficient value for Zero Violence equals 0.821 with a standard error measurement of 0.129. Analysis of the standardised coefficient (Beta) shows a strong 0.738 correlation between the dependent variable and the predictor. Zero Violence" demonstrates both statistical significance in this analysis with a 6.358 t-value and a 0.000 p-value, which signifies a significant association of this variable with Violence Prevention in Teaching.

**Table 3. T-test result**

Model	Coefficients <sup>a</sup>				Sig.
	Unstandardized coefficients	Standardized coefficients	t		
	B	Std. Error	Beta		
1 (Constant)	-0.357	4.889		-0.073	0.942
Anger Control	0.186	0.149	0.145	1.247	0.220
Zero Violence	0.821	0.129	0.738	6.358	0.000

a. Dependent Variable: Violence Prevention in Teaching

#### 4.4 Regression Analysis Result of the F-test (ANOVA)

The table below of ANOVA results helps determine the total significance value for the regression model.

**Table 4. F-test (ANOVA) results**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	497.327	2	248.663	43.104	.000 <sup>b</sup>
	Residual	213.448	37	5.769		
	Total	710.775	39			

a. Dependent Variable: Violence Prevention in Teaching

b. Predictors: (Constant), Zero Violence, Anger Management

The regression model successfully accounts for an important quantity of variation in the dependent variable. The model regression sum of squares stands at 497.327, and it operates with two degrees of freedom (df). The value of the regression mean square is 248.663. According to the F-statistic, the value reaches 43.104, which creates a p-value of 0.000. The regression model is statistically significant because at least one of the predictors, either “Anger Management” or “Zero Violence,” helps explain the differences in “Violence Prevention in Teaching.” The residual sum of squares reaches 213.448 during a test with 37 degrees of freedom to produce a mean square value of 5.769. The unexplained data points from “Violence Prevention in Teaching” indicate additional factors that impact the variable.

The result demonstrates that “Anger control” shows no relationship to violence prevention in teaching, but “Zero Violence” training remarkably enhances violence prevention outcomes. The results show that anger control, together with zero violence training, effectively reduces violent educational methods among Timor-Leste teachers, thus confirming Hypothesis 1 (H1). Therefore, the importance of zero violence training since it helps educators become more effective in classroom management and emotion control to reduce violence rates. Future investigations should investigate supplementary elements or training bases to enhance the results, which will improve educational practices in Timor-Leste.

#### 4.5 Discussion

The research results highlight the effectiveness of anger control and zero-violence training programs, which fight violent teaching practices among Timorese primary school teachers.

Research data showed that anger management training produced no statistically meaningful effect on the elimination of violence in classrooms, yet zero violence training demonstrated a significant ability to strengthen non-violent teaching behaviours.

Anger control training did not significantly reduce violence, just like studies that show personal emotional control programs don't work well in environments that accept violent punishment methods (Wangdi and Namgyel, 2022; Singh and Kaur, 2023). The traditional acceptance of corporal punishment in Timor-Leste affects the effectiveness of individual-focused efforts because such approaches do not challenge the cultural defence of physical disciplinary methods (UNICEF, 2018). The research indicates that personal emotional control abilities need additional systemic changes that oppose and reshape conventional norms supporting rigorous disciplinary actions within educational systems.

The complete analysis of regression results demonstrates that Zero Violence training creates solutions for both individual and broader systemic problems. Zero Violence training delivers holistic educational changes through its dual impact on both providing teachers with non-violent classroom tools and transforming their views about classroom leadership and student relationships. Successful international models that have proven effective, such as Brazil's "Escolas de Paz," demonstrate that network-wide educational changes require altering institutional behavioural principles (Amaral & Ramos, 2018). To create lasting violence prevention programs, they need to combine key ideas from non-violent communication, restorative justice, empathy, and teaching that focuses on rights.

Multiple sectors in Timor-Leste are shaped by psychological and cultural fragments of the nation's extensive history of colonial rule and systemic violence, including education (Shah & Quinn, 2016; Rees et al., 2022). Any school violence reduction program needs to specifically target historical and collective traumas as fundamental elements of the issue. The post-conflict environment in Timor-Leste makes zero-violence training programs with trauma-informed approaches especially effective because they facilitate reconciliation and healing processes. Education professionals serving areas of conflict need to develop competencies both in professional techniques and emotional strength, as well as community well-being and institution trust repair.

The results of this research also highlight critical considerations for the design and implementation of violence prevention programs. Zero Violence interventions need to combine experiential learning methods, reflective opportunities, and continuous professional support systems that work directly within educational institutions. Inside schools, experiential teaching methods along with peer mediation exercises, combined with role-playing activities, help students fully understand peaceful disciplinary strategies. It is essential to provide reflective spaces for teachers because these professional environments help process their encounters with authority, along with discipline and conflict management for sustained change. The absence of proper support systems enables daily classroom stress, combined with established cultural disciplinary traditions, to overcome well-intended classroom behavioural modifications.

The investigated study exhibited significant findings regarding how well policies match up with other systems. Teacher training initiatives need to operate under a national education reform plan to show their maximum results. To achieve success, teacher development initiatives need explicit policy measures that both prohibit corporal punishment and support child rights and positive disciplinary practices. To guarantee proper school-level policy enactment, teachers need rigorous mechanisms for monitoring and evaluation to ensure accountability. Teachers require training, empowerment, and support to battle organisational forces that would have them return to violent disciplinary practices.

The research has demonstrated the essential nature of anger control and Zero Violence

training for reducing violent teacher conduct as well as creating safety-oriented educational spaces in Timor-Leste. For violence prevention policies in schools to work successfully, teachers need more than emotional learning strategies since comprehensive, system-wide, culture-sensitive strategies need to become an essential part. Policymakers, educational leaders, and teacher educators need to fully support implementing more Zero Violence training while ensuring its effective cultural integration, sustainable implementation, and continuous assessment. To create a peaceful, development-oriented, and rights-respecting educational future for Timorese children, teachers must fully implement systemic, relational, and pedagogical strategies.

## **5. CONCLUSION**

This study reveals, through empirical research evidence, that Zero Violence Training can significantly reduce violent teaching among primary school teachers in Timor-Leste, while Anger Control Training does not have any statistically significant impact on its own. The results highlight the value of systemic, culturally sensitive programs that intervene both at a pedagogical level as well as at a less specific cultural level of schooling. The findings imply that sequential and whole-based professional development programs that combine non-violent classroom management techniques, trauma-informed approaches, and community relations have a greater effect than individual emotional regulation training alone.

The development of non-violent teaching approaches represents an essential element that supports both student growth and helps Timor-Leste reach its social peace goals. The study results establish that sustained comprehensive initiatives must focus on school teacher training together with reforms in educational policy and transformations in school violence perceptions within society.

## **6. RECOMMENDATIONS**

Several recommendations result from the research findings and analysis as follows:

- 1. Integration of Zero Violence Training into Teacher Education Programmes:** All educational institutions operating under ICFP and national teacher training colleges must establish the zero-violence

methodology as a compulsory requirement for both pre-service teacher education and ongoing teacher training.

2. **Expansion of Training Programmes**The positive results achieved in Baucau should push the Ministry of Education and its affiliated organisations to expand zero-violence training across all municipalities in Timor-Leste, especially in the rural areas, where they can benefit equally.
3. **Combination of Anger Management with Broader Psychological Support:** Anger control works best in combination with holistic psychological care programs that provide trauma and classroom leadership methods in addition to stress management sessions. The implementation of emotional regulation techniques needs to take place within a comprehensive teacher well-being and resilience development structure.
4. **Cultural Adaptation and Community Engagement:** The training process needs to adapt to cultural standards by identifying native practices but simultaneously encouraging modern approaches that defend human rights. Teacher training sessions should be supported by awareness programs targeting parents, alongside community figures and students, to transform public norms regarding corporal punishment acceptance.
5. **Monitoring and Evaluation Systems:** Ongoing training effectiveness assessment requires strong systems that include studies that monitor teachers' actions as well as student results over time. The training programs will undergo continuous improvement through established cycles of feedback.
6. **Policy Reform and Enforcement:** National education policies should be implemented to prohibit corporal punishment and mandate nonviolent disciplinary methods through detailed guidelines, teacher assistance, and appropriate accountability measures to ensure compliance.

#### DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The authors hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) were used; however, the authors used the QuillBot grammar checker during the English language editing of this manuscript.

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#### CONSENT

As per international standards or university standards, Participants' written consent has been collected and preserved by the author(s).

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#### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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