

The Impact of Anger Control and Zero Violence Training on Preventing Teacher Violence: A Quantitative Study from Timor-Leste

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Abstract

This study examines the impact of anger control and zero-violence training on the prevention of violent teaching among elementary school teachers in Timor-Leste, which can have implications for the professionalism of teachers and the safety of schools. The quantitative type of research was used, where an ANOVA and multiple regression analysis were performed to evaluate the data set of the sample of 40 trained teachers in the Baucau municipality. The result showed that zero-violence training has significantly improved teachers' approach to non-violent instructional practice in the classroom. In contrast, the Anger-Control Training did not generate a measurable effect. These findings suggest that system-based feature interventions that focus on classroom actions and relationships between educators and students are more efficient compared to separate programs for managing emotions. This study contributes to the international debate on violence-free education because it points out the significance of evidence-based but culturally appropriate teacher training in post-conflict situations. Reinforcements involve the incorporation of zero-violence training in both pre-service and in-service teacher preparation, the establishment of continuous professional monitoring, and the utilisation of the program in rural areas of Timor-Leste.

Keywords: Anger control, Zero-violence, Teacher training, Violent practice, Preventing violence.

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Introduction

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Timor-Leste became independent in 2002, after centuries of colonial rule and many wars. Since then, the country's education system has had to deal with many major problems. The fact that violent teaching is still common is a sign of a major problem that harms both student welfare and academic standards. Historical elements of the country's past violence, along with traditional disciplinary traditions, normalise physical punishment with coercive teaching methods in educational institutions. Teachers had physically abused the 70% of students in the past year, and 80% of teachers agreed that physical punishment could be appropriate in some situations (Baumgarten, Simmonds & Mason-Jones, 2023). The problem needs to be resolved right away to make schools safe places to learn because teachers who aren't properly trained and who don't have enough resources have made things worse. When working on a solution, it's important to look closely at the reasons behind violent teaching and come up with answers that work with Timor-Leste's culture and school system.

Non-governmental organizations partnered with UNICEF to confirm that Timorese schools experience high frequencies of aggressive teaching practices, emotional mistreatment, and psychological manipulation. Educational personnel 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. 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 school methods obstruct the critical thinking development and problem-solving capacities of students and restrict their academic growth (Ximenes, 2024). There is an urgent need to find effective intervention strategies to get rid of violent approaches in classrooms and make schools nonviolent places with respect at their core.

Educational organisations should establish anger control and zero-violence training programs for teachers as effective solutions for preventing student abuse. The programme intends to deliver alternative discipline techniques that respect students' rights, reduce aggression, and maintain their dignity through the adoption of positive classroom management approaches (Saputra, 2021). These kinds of programmes focus on training teachers how to better handle their emotions, helping them learn how to control themselves and understanding what children need as they grow up. The interventions obey the rules set by Timor-Leste's National Education Strategic Plan because they focus on creating peaceful learning spaces that encourage everyone to feel welcome (Ministry of Education, Youth and Sports (MoEYS), Timor-Leste, 2020). Teaching the changes in a culturally sensitive manner increases the likelihood of teachers agreeing with them. This will lead to long-lasting improvements in how they teach.

Timor-Leste continues to struggle with education system issues because violent teaching approaches are commonly found throughout its educational institutions. The study investigates the effect of zero-violence training programs along with anger control education as tools for preventing violent teaching behaviours in Timor-Leste's educational settings. The study combines research findings from existing studies regarding the subject matter while focusing on essential areas, along with lacking knowledge and prospects for future exploration. The education system of Timor-Leste has undergone development through centuries of Portuguese colonisation and Indonesian occupation, followed by a struggle for independence (Shah and Quinn, 2016). Throughout history, these factors developed an educational atmosphere that views corporal punishment together with school violence as natural disciplinary tools.

The Frequency and 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 and national academic setbacks. These actions go 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.

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). Students who experience fear in their learning environment turn off their learning capacity and develop impaired critical thinking abilities. Violence has negative effects on students, such as making them perform poorly in school, which limits their options for the future. 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 worsens social problems and prevents the country from moving forward.

Acts of violence during student disciplinary actions cause serious psychological impacts in addition to causing substantial social problems. The data show that students who undergo corporal punishment and emotional abuse develop greater risks 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. Anti-social behaviours that schoolchildren 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: teacher training, policy changes, and public awareness initiatives (Ximenes, 2026a). The country must implement child-centred educational methods and teach respect and empathy to students in every subject, including mathematics (Ximenes, 2026b). This combination will help eliminate violent teaching methods and create an equitable educational environment for everybody.

Anger Control Training for Teachers

The current literature on anger control training for teachers in Timor-Leste remains scarce, but parallel settings demonstrate promising results. Wangdi & Namgyel's (2022) research underline the importance of teachers' strategic classroom management methods in creating better classroom environments that produced less disruptive behaviour. Studies indicate that anger management programmes 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. Pre-service teacher trainers must be provided with modern pedagogical abilities to promote enduring peace throughout the country (Sayed & Novelli, 2016; Beck, 2024). 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 programmes for anger control for teachers in Timor-Leste shows strong potential to decrease violent instructional behaviours and enhance the educational setting.

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 (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. According to the research, adapting parallel violence

prevention strategies to fit Timor-Leste's culture and educational setting would play a significant role in making classrooms peaceful for students.

Challenges and Contextual Factors in Timor-Leste

Some things about Timor-Leste's culture make it harder to carry out programs that teach people how to control their anger and avoid violence. A lack of teachers and poor infrastructure in the education system make it hard to provide more and longer-lasting anger management and zero-violence training (Shah and Quinn, 2016; Ximenes, 2025). Most people in Timor-Leste are okay 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.

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 context. 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 programmes 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' requirements. The establishment of non-violent educational settings remains vital to break the violence pattern and create the basis for Timor-Leste's peaceful and developed future.

Method

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, Boone, & Neumann, 2023). The research collects data about numbers systematically to identify patterns that enable drawing conclusions for generalisation 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 forecast 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.

Population and Sample

This research used a purposive sampling method to choose participants from a population of 120 primary school teachers working in Baucau Municipality who had attended professional training in the Instituto Catolico para a Formacao de Professores (ICFP) on anger regulation and violence-free pedagogy (Kimmons, 2022). The training records provided a list of all eligible teachers, and 40 respondents were randomly chosen through a random number process. Such teachers had been trained on anger control and non-violent instruction and teaching techniques to enhance the interaction in the classroom and to offer a safe learning environment. The size of the sample (40 teachers) was deemed sufficient to investigate the impact of the training programme on the instructional behaviours and classroom management practices of teachers in the Baucau educational setting. 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.

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 used the 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 tough 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" and "strongly agree."

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 accurate 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 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.

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 SPSS (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. 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.

Regression Analysis

A method called regression analysis was used to find out how independent factors, such as Anger Control and Zero Violence Training, affect the outcomes of teachers' violent classroom behavior (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 behavior (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.

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). Investigators told participants in great detail about the main goals of the study, what kind of work they would be doing, and what benefits and drawbacks might come up. 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. The Institutional Review Board approved the ethics standards following an assessment by the relevant authority before the study's commencement. The institutional review board evaluated and verified the review process, which maintains ethical standards for protecting participant dignity and upholding beneficence and justice. Research studies become ethically possible through this method of procedural approval.

Results and Discussion

Results

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.

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 Practicing 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

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 practicing 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.

Reliability Test Result

The reliability test results used SPSS tool shown in the following table.

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 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.

Regression Analysis Result of the T-test

A regression analysis measured the effects of Anger Management and Zero Violence values on the Violence Prevention in Teaching variable. The table below presents the key data.

Table 3. T-test Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	-0.357	4.889		-0.073	0.942
	Anger Management	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

The table shows a constant value of -0.357 exists 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 Management" 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.

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 ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	497.327	2	248.663	43.104	.000 ^b
	Residual	213.448	37	5.769		
	Total	710.775	39			
a. Dependent Variable: Violence Prevention in Teaching						
b. Predictors: (Constant), Zero Violence, Enger Management						

The regression model successfully accounts for an important amount 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 study demonstrates that “Anger Management” shows no relationship to violence prevention in teaching, but “Zero Violence” training remarkably enhances violence prevention outcomes. The results show that anger management, 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 occurrences. Future investigations should investigate supplementary elements or training bases to enhance the results, which will improve educational practices in Timor-Leste.

The regression result shows that the overall model is statistically significant ($F = 43.104$, $p < 0.001$), which shows that the predictors have a significant amount of variance in explaining violence prevention in teaching. Although in the case of anger management there is a positive but statistically insignificant impact ($b = 0.145$, $p = 0.220$), in zero violence the relationship appears to be strong and significant ($b = 0.738$, $p < 0.001$). Such results indicate that zero violence training has significant positive effects on the capacity of teachers to reduce violence in the classroom, but anger management training does not have significant effects. The findings highlight the importance of organised violence prevention programs for enhancing learning processes.

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 management 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, 2017). The research indicates that personal emotional control abilities need additional systemic changes that oppose and reshape conventional norms supporting brutal 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 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.

This research shows that Zero Violence training creates a strong link to preventing violence because it provides teaching methods that are suitable for different cultures, going beyond just basic discipline. Through their training programs, teachers develop professional identities, which shift their identification from disciplinarian enforcers to development-oriented facilitators who show empathy for their students. Educational professionals trained in Zero Violence principles have enhanced capability to build supportive classrooms that support mental development while promoting student development, thus advancing goals of equal opportunities in education and peaceful coexistence.

Readers need to interpret the study results in light of Timor-Leste's past and present social features. Multiple sectors in Timor-Leste are shaped by psychological and cultural remnants 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 programmes. 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 blueprint to show their maximum results. To achieve success, teacher development initiatives need explicit policy measures that both ban 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.

A few vital constraints need proper consideration. Since the sample size of 40 teachers offers useful information about the effectiveness of the training program, it is rather limited, which might limit the capability to use the findings in other municipalities of Timor-Leste. The implementation of Zero Violence and anger management programs faces varying reception and implementation based on differences in cultural traditions, educational financing, and historical patterns between municipalities. Research should increase its scope to include diverse teacher populations throughout different regions, thus improving study validity for communities beyond the Baucau municipality.

This research used quantitative methods to show how training succeeded, but quantitative methods prevented deeper qualitative analysis of the whole picture. Future research in this field would profit from the addition of qualitative research methods that allow researchers to learn about teachers' personal experiences and their encounters with non-violent practices while gaining insight into environmental elements that influence their work. Qualitative data collection would yield important knowledge that assists training curriculum development and enables better adjustments to specific regional conditions.

The research has demonstrated the essential nature of Zero Violence training for reducing violent teacher conduct as well as creating safety-orientated 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-orientated, and rights-respecting educational future for Timorese children, we must fully implement systemic, relational, and pedagogical strategies.

Conclusion

This study examined the effects of anger-control and zero-violence training on violent teaching practices among the primary school teachers of Timor-Leste. The results provide evidence that Zero-Violence Training had a significant reduction in the proportion of teachers with violent disciplinary practices. However, anger-control training alone had no distinguishable impact on teachers' emotional management. This outcome implies that the sustainability of behavioural change is higher when interventions on the systemic and classroom levels occur in contrast to one-on-one interventions on emotional regulation that cannot be carried out separately.

The study shows that culturally responsive, rights-based training is important in the transformation of teaching practices in post-conflict education environments. Zero-Violence Training will help to establish safe and supportive learning conditions by providing teachers with a set of practical solutions to positive classroom management and help them respect the dignity of the students, thus making learning more engaging. Anger management, in turn, does not seem to be enough on its own, unless it is a part of a set of changes to the whole school and professional support system.

This study contributes internationally to the discourse on violence-free education by demonstrating the effectiveness of comprehensive, evidence-based interventions in a setting where corporal punishment was once normalised. Policymakers, teacher training institutions, and school heads must ensure that non-violence is taught and monitored consistently and that society is aware of these issues. Such initiatives are critical for ensuring long-term changes in classroom safety and embracing the overall agenda of educational reform in Timor-Leste.

Recommendations

Based on the findings and related international applications, the following recommendations might be made: Techniques to manage non-violence within classrooms and society should be instilled as a part of pre-service and in-service teacher training programs so that the teachers are empowered with the skills and ways of implementing Zero-Violence effectively.

To maximise long-term behavioural change, anger management approaches should be part of a more expansive professional development program, which encompasses stress management, trauma-sensitive care, and teaching skills in the classroom.

The Ministry of Education should expand the Zero-Violence efforts beyond Baucau and into other municipalities, with a focus on rural schools where conventional disciplinary procedures are most established.

A national education policy should include a clear prohibition on corporal punishment, well-defined methods for monitoring teacher behaviour, and ongoing professional development and accountability processes.

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Author (s) Contribution Rate

The first author contributed (Salvador Magno Ximenes) 50%, the second author (Ágata Moreira Freitas) 25%, and the third author (Crisogno Soares Freitas Pereira) 25%.

Ethical Approval

Ethical permission for this research was obtained from Instituto Católico para a Formação de Professores (ICFP), Baucau, Timor-Leste, Institutional Research Commission's Decision Number: 14; Date: 10.02.2025. All procedures involving human participants were conducted in accordance with the ethical standards of the relevant institutional and national research committees.

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