

TEACHER EMOTIONAL REGULATIONS: A COUNSELLING APPROACH TO MANAGING ANGER IN THE CLASSROOM

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Abstract

This paper discusses the complex phenomenon of teacher anger, tracing its roots and manifestations within the educational environment. It examines how unresolved anger among teachers can strain peer relationships, disrupt classroom dynamics, and negatively affect students' emotional well-being and academic performance. The discourse underscores the critical importance of emotional regulation in fostering a positive and supportive learning atmosphere. Emphasis is placed on equipping educators with effective strategies for managing anger through counselling interventions, including Social-Emotional Learning, Cognitive Behavioural Approaches, and Stress Management Techniques. The paper advocates collaborative efforts between school counsellors and teachers in developing comprehensive support systems that promote emotional resilience and professional well-being. This discourse recommends future research on teacher emotional regulation, the significance of collegial support structures, and the long-term benefits of implementing school-wide mental health initiatives.

Keywords: *Teacher Anger, Emotional Regulation, Classroom Management, School Mental Health Programmes*

Introduction

The classroom setting significantly determines how pupils develop academically, emotionally, and psychologically. For students' best learning and well-being, a classroom that is encouraging and helpful creates a sense of safety, belonging, and motivation (Burić & Frenzel, 2019). Students are more likely to participate fully, communicate openly, and form wholesome bonds with teachers and classmates when they believe their classroom is safe and supportive. This setting fosters the growth of critical social-emotional abilities, including empathy, fortitude, and self-control (Rozi, et al., 2022). Extensive research demonstrates that students tend to thrive academically and emotionally in classroom environments where they feel genuinely valued, understood, and treated with respect by both their teachers and peers (Loomis, et al., 2023).

On the other hand, a setting that is hostile or emotionally unstable might result in higher levels of anxiety, lower levels of self-esteem, and worse academic performance. The classroom can act as a second home for young students, as their interactions with teachers help to mould their worldview and sense of self. Thus, fostering healthy psychological growth and academic performance requires an emotionally secure and balanced classroom setting (Novious & Yawe, 2021, Wang, et al., 2023).

If a teacher's anger is not controlled, it can seriously disturb the learning environment and negatively influence student performance and instruction. Unchecked outbursts of rage produce an atmosphere of tension, mistrust, and terror, whether they take the form of harsh words, punitive acts, or passive-aggressive conduct. Students who are exposed to these kinds of situations may suffer from emotional distress, which can impair their focus, cognitive function, and academic performance. These pupils may eventually be dissatisfied with education, learning, and authority figures, lowering their motivation and academic engagement. Frequent outbursts of rage hamper a teacher's capacity to deliver effective education (Chang & Taxer, 2020; Wang, et al., 2023). A teacher's ability to be patient, empathetic, and clear in their education is compromised when they are overcome by annoyance or exasperation (Ayers, 2015). Ineffective classroom management, less creativity, and inconsistent teaching strategies might arise (Yonas, et al., 2023). Also, teacher rage can damage connections with students, making establishing the rapport and trust required for successful learning challenging. Emotionally unsafe students are less likely to ask for assistance, engage in class discussions, or take academic risks, which is critical for in-depth knowledge and intellectual development (Gueldner, et al., 2020; Liu, et al., 2022; Tibi, et al., 2023).

Furthermore, a teacher's wrath might have long-term consequences outside the classroom. Students who experience instructor rage regularly may develop behavioural problems, social disengagement, and even mental health issues. For example, pupils may internalize bad experiences with teachers, resulting in low self-esteem, animosity, and feelings of inadequacy (Kahveci, 2023). Equally, these encounters may serve as role models for improper conflict resolution techniques, sustaining cycles of hostility and violence among peers. Handling teacher rage through focused counselling techniques and interventions is crucial considering these possible repercussions. In addition to improving instruction, teachers who receive effective anger management and emotional regulation training foster a more secure, encouraging, and stimulating learning environment (Valente, et al., 2018; Valente, et al., 2022). Students gain from this strategy because it protects their mental health, encourages good academic performance, and creates a happier school environment. The classroom setting significantly impacts how pupils develop academically, emotionally, and psychologically. For students' best learning and well-being, a classroom that is encouraging and helpful creates a sense of safety, belonging, and motivation. Students are more likely to participate fully, communicate openly, and form wholesome bonds with teachers and classmates when they believe their classroom is safe and supportive. In addition to improving academic achievement, this setting fosters the growth of critical social-emotional abilities, including self-control, empathy, and resilience (Hepburn & Beamish, 2020; Omumu, 2024a). Also, a hostile or emotionally unstable atmosphere might result in worse academic attainment, lower self-esteem, and higher anxiety. The classroom can act as a second home for young students, as their interactions with teachers help mould their worldview and sense of self. Thus, fostering healthy psychological growth and academic performance requires a classroom setting that is emotionally secure and balanced (de Carvalho, et al., 2021; Education Endowment Foundation, 2021).

The term "*teacher anger*" describes the emotional state of annoyance, fury, or exasperation that teachers may feel in reaction to certain pressures in the classroom. These pressures include student misconduct, a lack of administrative assistance, excessive workloads, or personal difficulties (Liu, et al., 2022; Kahveci, 2023). Anger in teachers can be shown by behavioural acts (punitive discipline, withdrawal of support), non-verbal clues (hostile body language, facial expressions), or verbal expressions (yelling, scolding) (Suryaningrat, et al., 2020; Deng, et al., 2022). Ineffective management of teacher rage can impair instruction, harm relationships between teachers and students, and foster a hostile learning environment. The social, emotional, and physical context in which instruction occurs is called the classroom environment. It encompasses peer connections, classroom management techniques, physical layout, teacher-student interactions, and the general emotional atmosphere (Chang & Taxer,

2020; Zhang, et al., 2023). Mutual respect, inclusiveness, emotional safety, and well-defined standards are all hallmarks of a great classroom atmosphere. Conversely, a hostile, tense, or fearful atmosphere can impede learning, student involvement, and general well-being. "Student well-being" describes students' physical, mental, emotional, and social health. It encompasses sentiments of security, value, and contentment with one's educational journey (Frenzel, et al., 2009, Holzer, et al., 2024). Positive relationships, emotional resilience, academic drive, and the capacity to handle adversity are all linked to high levels of student well-being. Students may suffer from anxiety, low self-esteem, disengagement, and subpar academic performance when their well-being is jeopardized - by things like teacher rage or a hostile learning environment (Omumu, 2024a). Counsellors employ evidence-based tactics and interventions known as counselling strategies to help people better manage their emotions, settle disputes, and enhance their mental health and general well-being (Liu, et al., 2022, Grant, 2023). Counselling treatments for teacher anger management may include emotional regulation training, mindfulness exercises, stress management activities, and cognitive-behavioural techniques. These techniques can be used in professional development programs, group seminars, or individual counselling to assist educators in fostering healthier learning environments and advancing their students' well-being (Agyapong, et al., 2023; Bulut & Yüksel, 2023; Omumu, 2024b).

This discussion focuses on how teacher rage affects students' social and academic growth, paying special attention to the classroom setting and students' welfare. It identifies and assesses counselling techniques that can assist educators in controlling and managing their anger. Evidence-based therapies like mindfulness, stress management, emotional regulation, and cognitive-behavioural approaches are covered.

Causes and Manifestations of Teacher's Anger

According to Burić & Frenzel (2019), anger in teachers is a complicated emotional reaction that is impacted by several pressures in the classroom. To develop effective measures to lessen its impact on teaching and the well-being of students, it is essential to comprehend its sources and manifestations. Student misbehaviour is one of the main things that makes teachers angry. Teachers may feel helpless and frustrated when pupils act disrespectfully, disruptively, defiantly, or inattentively. When traditional classroom management strategies do not work, persistent disciplinary issues can make people feel ineffective (Lanza, 2020). Administrative pressure is a major source of teacher anger as well (Pelletier & Sharp, 2009). The pressure to reach performance goals, get learners ready for external exams like in Nigeria, and follow stringent regulations can be too much to handle. Lack of support from school administration or unclear or contradictory administrative expectations frequently cause teachers to become even more frustrated. Teachers may feel underappreciated and restricted due to these demands, which may heighten their emotional reactions (Pelletier & Rocchi, 2016; Nwoko, et al., 2023).

Another major factor that contributes to teachers becoming angry is excessive workload. Planning lessons, assigning grades, handling administrative tasks, and overseeing extracurricular activities are just a few of the many obligations many instructors balance (Jomud, et al., 2021; Nwoko, et al., 2023). Emotional and physical burnout can result from the stress of handling these responsibilities, which frequently have strict deadlines. Teachers' ability to control their emotions and patience is diminished by this excessive workload, which makes them more prone to angry outbursts. Inadequate resources are another source of teacher anger in literature, and they can make teachers even more frustrated. A shortage of support staff, packed classrooms, antiquated technology, and inadequate teaching resources hampers teachers' capacity to provide high-quality instruction (Pei, Zhang et al., 2023). Teachers may feel powerless and discouraged when compelled to work in settings with limited resources.

Feelings of resentment and rage may result from their inability to satisfy their professional standards due to these limitations.

Anger in teachers can show up in various ways, from overt displays to more covert actions. Among the most obvious are verbal cues, such as yelling, shouting, or harsh language when correcting pupils (Wang, et al., 2023; Lai, et al., 2024). Teachers may also use sarcasm or criticism when angry, undermining trust and harming students' self-esteem. Frequent reprimands or berating might produce a fearful and anxious environment in the classroom. Teachers' nonverbal displays of rage can frequently have an equally powerful effect. Negative body language can convey displeasure without saying a word through gazing, frowning, or rolling one's eyes. Aggressive finger-pointing and book-slamming are examples of hostile gestures that can frighten children and raise tension in the classroom. Some teachers may emotionally retreat by minimizing connection, avoiding eye contact, or separating themselves from pupils, creating a chilly and unsupportive learning atmosphere (Robinson, 2023).

The dynamics of the classroom can also be impacted by how people behave when they are angry. Teachers may use punitive discipline to establish control, administering excessively severe or disproportionate penalties. Such disciplinary actions might harm the learning process and alienate pupils (Valente, et al., 2018; Ihebom & Uko, 2020). Other instances of passive-aggressive behaviour by teachers include backhanded remarks, ignoring particular students, and withholding praise. These covert displays of annoyance can potentially mislead pupils and harm the teacher-student bond. Furthermore, teachers who are regularly upset may exhibit less passion for their work, which could lead to fewer interesting lessons and a lack of emotional support for their pupils.

Psychological and Emotional Factors of Teacher Anger

Anger in teachers is frequently caused by a confluence of psychological and emotional issues that accumulate over time, resulting in a perfect storm of tension and annoyance. These elements can impair a teacher's capacity to work properly in the classroom, impacting not just their wellbeing but also the calibre of their instruction. They also play a role in the expression of rage. Burnout is one of the most important psychological variables influencing teacher rage. According to Channawar (2023), burnout is a condition of mental, physical, and emotional weariness brought on by ongoing stress and a feeling of overload. The profession's emotional demands, including managing various classroom dynamics, ensuring high academic success standards, and looking out for learners' well-being, make teachers especially susceptible to burnout (Özhan & Yüksel, 2021; Wang, et al., 2024). Over time, feelings of powerlessness and disengagement may result from the ongoing pressure to satisfy the requirements of parents, teachers, and students without enough assistance. Teachers who are burned out find it more difficult to be understanding and patient, which increases their chances of becoming frustrated and angry when presented with difficulties. Burnout frequently leaves teachers feeling emotionally spent and unable to handle the demands of their jobs, which can quickly lead to emotional outbursts or a lack of emotional control in the classroom.

Another emotional component that frequently contributes to teacher rage is frustration. It happens when a teacher's expectations and the reality they encounter in the classroom are thought to be at odds (Burić & Frenzel, 2019; Frenzel, et al., 2021; Kariou, et al., 2021). For example, a teacher may have great expectations for their student's achievement but face behavioural problems, low motivation, or insufficient administrative assistance. Teachers become frustrated when they believe their professional goals are out of reach and their efforts are not producing the expected outcomes. Large class numbers, a lack of resources, or recurring student difficulties that make it hard for teachers to use their teaching skills successfully can all exacerbate this emotional experience. Anger might overflow from irritation and result

in unfavourable interactions with administrators, coworkers, or pupils. Teachers' emotional reactions may become even more intense if they feel stuck in a vicious circle of dissatisfaction with no obvious way out of their problems.

Although, burnout and emotional tiredness are closely related, they should be treated separately. It describes the exhaustion of emotional reserves following extended exposure to demanding and stressful circumstances. Teachers are expected to care for, mentor, and assist their students on an emotional level. However, teachers may feel aloof, indifferent, and unable to interact with their students meaningfully if their emotional reserves are exhausted without sufficient resupply. When instructors experience emotional weariness, they may lose the patience and compassion necessary for effective instruction. Teachers unable to control their emotions while juggling the demands of the classroom may experience emotional outbursts, irritation, and frustration due to this depletion. This fatigue can accumulate and feed cycles of resentment and rage if there are no techniques to replenish emotional vitality.

The Impact of Teacher Anger on the Classroom Environment

A teacher's anger can significantly impact the emotional climate of the classroom, the calibre of student-teacher relationships, academic achievement, and general student well-being (Woods, 2024). Teachers' overt or covert displays of rage can change the classroom dynamics, impacting on the individual students and the group's educational process. Increased student stress and anxiety and the disintegration of teacher-student relationships are two of the most important effects of teacher rage. A teacher's anger, whether expressed by yelling, severe punishment, or passive-aggressive conduct, significantly alters the emotional atmosphere in the classroom. Facing personal difficulties, the anxiety that a teacher's rage can cause can be very harmful. Students who suffer from anxiety disorders, have experienced trauma in the past, or have low self-esteem, for instance, are particularly vulnerable to unfavourable emotional environments. Anger towards them or their classmates might intensify their anxieties and uncertainties, which further deters them from participating in the educational process. Students who experience increased anxiety may find it difficult to focus, which could lead to a decline in their academic performance. They can also stop interacting with the teacher or participating in class discussions for fear of unfavourable consequences.

Furthermore, students' interactions with one another may suffer as a result of the increased stress in the classroom. Because of the unpleasant feelings that pervade the classroom, students may choose sides, engage in gossip, or shun one another, straining relationships among peers. Students' creativity and teamwork are suppressed by this collective anxiety, undermining the collaborative aspect of learning. The basic bonds between teachers and pupils can also be seriously harmed by teacher rage. Communication, respect, and trust are the cornerstones of a strong teacher-student relationship. Nevertheless, these fundamental components are jeopardized when an educator reacts angrily regularly. The quality of their relationships may suffer if students believe the teacher is unconcerned with their academic performance or general well-being (Ezinwa, 2024). Students may experience dread, shame, or resentment when they witness a teacher's wrath. A student's sense of security in the classroom can be damaged by a teacher's tantrums or harsh behaviour, which reduces the likelihood that they will ask for assistance, express their opinions, or interact with the teacher meaningfully. Since kids may shut down or retreat rather than ask for help, this communication breakdown can make it more difficult for the instructor to support them academically and emotionally. Effective classroom management is more challenging for the teacher when trust is lost.

Anger-related emotional distress in the classroom can impair learning, interfere with academic achievement, and even have long-term effects on students' mental health and self-esteem. According to research and personal experience, emotional anguish is one of the direct consequences of a teacher's rage on children (Liu, et al., 2022). Students may experience emotional overload, anxiety, or sadness when a teacher displays anger through yelling, scolding, or violent behaviour. Students who are sensitive to negative emotional cues or who have personally experienced trauma may feel afraid because of this emotional suffering. Students may find it difficult to concentrate on their studies due to the ongoing stress of being in a setting where anger is regularly displayed. In certain instances, this anxiety can become so widespread that kids start to dread going to school because they know their instructor might be erratic or unstable, which can lower their motivation. Students' natural learning motivation declines when subjected to ongoing emotional upheaval in the classroom. Their academic development may be hampered because they fear receiving unfavourable comments or facing the consequences, which deter them from engaging in-class activities or taking chances like asking questions or adding to debates.

A decrease in academic achievement brought on by exposure to instructor rage has also been noted in earlier research (Downey & Crummy, 2022; Koslouski, et al., 2023). Concentration, memory, and problem-solving are cognitive processes frequently hampered by emotional distress (Namaziandost, 2022). Students' capacity to learn new material or finish assignments successfully is hindered by the fear or anxiety that an irate teacher has caused them. They might struggle to concentrate during class or on homework, which could result in subpar academic performance.

In the long run, teacher rage influences students' mental health and self-esteem, which goes beyond the immediate classroom setting (Faupel, et al., 2017). Persistent emotional distress can result from long-term exposure to hostility and unfavourable emotional environments in the classroom. Students who experience rage frequently may start to exhibit signs of melancholy or anxiety. They may become emotionally unstable because of the ongoing stress and anxiety they endure, which makes it challenging for them to trust authority people or form constructive coping strategies. This ongoing exposure to negativity may eventually impact their capacity to develop positive interactions with classmates and adults outside of the classroom. Students may start to internalize negative self-perceptions if they are frequently the object of teachers' irate outbursts or severe criticism. Particularly if the teacher's ire is focused on their conduct or academic achievement, they could feel inept, unworthy, or undeserving of respect and love (Kususanto, et al., 2010; Khavere et al., 2023).

Skoglund and Åmot (2021) believed that children who witness teachers' anger regularly may start to see school as a stressful environment rather than a place where they may learn and develop. They could internalize sentiments of frustration and powerlessness and have a pessimistic outlook on education. This can eventually result in behavioural issues, academic disengagement, and a lack of will to succeed in future academic and professional pursuits and in the classroom. The long-term effects on mental health are especially worrisome. Being in a classroom where there is constant hostility or anger can cause trauma that can damage pupils well into adulthood (Downey & Crummy, 2022; Koslouski, et al., 2023). Persistent problems may include anxiety disorders, trust issues, and difficulties interacting with others or with authority people.

Anger among teachers can have a significant impact on how students interact with one another as well as the teacher-student relationship. Students are frequently immediately affected, and their social dynamics in the classroom may be disturbed when a teacher displays anger through harsh words, criticism, or other unpleasant behaviours. Increased student conflict and a breakdown in social cohesiveness may harm the learning environment (Burić, 2019). Anger among teachers frequently produces a tense emotional atmosphere in the classroom that can affect how students interact with one another. Peer tensions may increase if students believe their teacher is erratic

or hostile. This can make them more nervous and agitated. Conflict may spread due to learners' more impulsive actions, outbursts, or defensive reactions. This is especially true when students feel frightened or unsupported by the teacher's actions, and they may use their peers as a coping strategy to vent their anger or frustration.

Peer relationships are especially strained when students feel compelled to side with or oppose particular peers in reaction to the teacher's rage (Namaziandost, 2022). Students may divide into factions in a tense atmosphere, taking sides in arguments or isolating themselves from others, which impedes social growth and cooperative learning. These disputes can seriously disrupt the sense of community necessary for constructive peer relationships and collaborative learning. Anger among teachers can also negatively impact the classroom's general social cohesiveness. According to Holzer, et al. (2024), a tense and angry classroom lacks the emotional safety necessary for students to feel free to express themselves, share ideas, and work together. Students' capacity to form deep, encouraging bonds with their friends is weakened as they get increasingly overwhelmed by the negative emotional climate.

Students' trust and respect may break down if teachers react angrily regularly. They could get suspicious of one another because they don't know how their peers will respond to disagreement or criticism. The classroom might turn into a site of rivalry, avoidance, or hostility rather than one that promotes collaboration, where students are urged to listen to one another and have civil conversations. Pupils may be reluctant to engage in group projects or conversations out of concern that their efforts will be mocked or disciplined. This lack of cohesiveness hampers students' social and emotional development since they are denied the chance to practice and hone critical interpersonal skills (Namaziandost, 2022).

Counselling Strategies for Managing Teacher Anger

Maintaining a healthy classroom atmosphere and the well-being of teachers and children depends on teachers effectively regulating their anger. Helping teachers control their emotions, lower stress levels, and create better coping strategies can be greatly aided by counselling interventions. Cognitive behavioural therapy (CBT) for anger regulation and individual counselling interventions, which emphasize individualized anger management measures like stress management and relaxation techniques, are two important approaches in this area (Ghasemi, et al., 2022; Ghasemi, et al., 2024). Stress management strategies are essential to assist instructors in recognizing, controlling, and lessening stress before it escalates into annoyance and rage. Teachers can learn specialized coping mechanisms and emotional equilibrium techniques through individual counselling. Teachers can reduce the physiological signs of stress, such as elevated heart rate and tense muscles, by practicing progressive muscle relaxation, deep breathing exercises, and mindfulness meditation (Becker, et al., 2015). Teachers can approach difficult situations with more poise by using these ways to relax their nervous systems. Teachers can develop stress resistance and maintain emotional control in difficult classroom situations by implementing relaxation techniques into their routines.

Mindfulness exercises can make educators more conscious of their emotional reactions, enabling them to spot the early warning signals of rage before they become out of control. Counsellors can provide instructors with the skills they need to break the cycle of anger by training them to stop, take a deep breath, and think during stressful situations. A calmer, more solid presence in the classroom can result from regular relaxation techniques, which can gradually lower baseline stress levels and lessen the frequency and severity of angry outbursts. A very successful evidence-based treatment strategy for controlling anger is cognitive behavioural therapy or CBT. The relationship between thoughts, feelings, and behaviours is the main emphasis of cognitive behavioural therapy (CBT), which assists people in

recognizing and combating erroneous or detrimental thought patterns that fuel emotional responses like rage. (Ghasemi, et al., 2022). CBT can help instructors identify the underlying causes of their anger and create more constructive coping mechanisms for stressful situations. CBT can assist instructors in examining the underlying ideas that make them angry during individual counselling sessions. Teachers may exhibit cognitive distortions, including overgeneralizing (thinking that one challenging circumstance will lead to all bad things happening), personalizing (taking student misbehaviour personally), or catastrophizing (expecting the worst). Recognizing these skewed thought patterns, educators can collaborate with counsellors to swap them out for more sensible and balanced ideas. For example, instead of taking a student's disruptive behaviour personally, a teacher may reframe the issue by considering outside variables like personal stress or challenges at home.

CBT helps instructors better control their emotional reactions and creates a more positive, healthy learning environment in the classroom by addressing the behavioural and cognitive components of anger. Teachers who participate in cognitive behavioural therapy (CBT) develop greater emotional resilience, which enhances their interactions with students and their well-being. Group counselling techniques can be very helpful in controlling teacher rage and promoting emotional health in addition to individual counselling efforts. Teachers can learn from each other, share experiences, and build supportive relationships with their peers in group settings (Deng, et al., 2022). Peer support groups and professional learning communities (PLCs) are two crucial group counselling strategies that can effectively lower teacher stress and enhance emotional control. Teachers can gather in peer support groups to discuss their struggles, annoyances, and triumphs in handling stress and anger in a private, secure classroom setting (Burić & Frenzel, 2023). Teachers can investigate the root causes of their emotional reactions, talk about specific instances where anger may have surfaced, and provide each other with helpful tips or coping mechanisms in these groups. These organizations assist teachers in understanding they are not alone in their difficulties by fostering a sense of community and solidarity. This sense of belonging can lessen loneliness and promote a nurturing atmosphere where educators feel heard and equipped to implement constructive changes.

Teachers who routinely work together to enhance their teaching methods are known as professional learning communities (PLCs), and they can also be used to resolve teacher resentment (Holzer, et al., 2024). Teachers can talk about stress-reduction techniques, classroom management techniques, and helping one another through difficult times in these groups. Because PLCs are collaborative, teachers are encouraged to exchange best practices for fostering healthy classroom environments and to benefit from each other's experiences. Teachers can receive continuous assistance and a forum to discuss implementing emotional regulation strategies in their everyday work by attending regular PLC meetings. Teachers who want to regulate their anger must engage in self-awareness, reflective techniques, and group and individual therapy approaches (Taxer & Frenzel, 2019).

Teachers can use journaling as a great tool to reflect on their everyday experiences and feelings. Teachers who write about their classroom interactions regularly can spot trends in their behaviour and learn more about what makes people angry. Teachers can healthily process their emotions by using journals to express their feelings. Teachers can better understand their emotional reactions and the root causes, such as irrational expectations or a sense of powerlessness, by writing about their feelings of stress, frustration, or rage. Teachers can monitor their anger management development and evaluate their coping mechanisms' efficacy by engaging in this reflective practice.

Another useful strategy for controlling anger is mindfulness exercises, which emphasize being in the present without passing judgement (Wang, et al., 2023). To assist them remain centred under pressure, educators might practice mindfulness practices like body scanning, mindful

listening, and focused breathing. Teachers can pause and select a more measured reaction by practicing mindfulness, enabling them to notice their emotions without responding immediately.

Lastly, teachers who want to become more self-aware and have greater emotional control must receive emotional intelligence training. The ability to identify and comprehend one's own emotions and those of others is a component of emotional intelligence (EI) (Rozi, et al., 2022). Teachers who receive emotional intelligence (EI) training can cultivate abilities like self-control, empathy, and social awareness - all essential for controlling anger and fostering a supportive learning environment in the classroom. High emotional intelligence teachers can better identify when they are getting upset or frustrated and can take action to calm down before responding. Additionally, they are more sensitive to the emotional needs of their kids, which helps lessen conflict and foster a good rapport between teachers and students.

Conclusion and Suggestions

Teachers must learn to control their anger to foster a healthy learning environment and protect the well-being of both teachers and pupils. The different reasons and expressions of teacher anger, its consequences on classroom dynamics, student emotional and academic outcomes, peer interactions, and the useful counselling techniques that can lessen these effects have all been covered in this discussion. Managing teacher anger is essential to fostering an atmosphere that supports learning, personal development, and emotional safety - from the significance of emotional regulation among educators to the function of counselling treatments and school-wide support structures.

Based on the discourse in this paper, the following recommendations are suggested:

- Preservice teaching training institutions should include emotional regulation and anger management training in their teacher education curricula.
- School-based interventions that should be created and implemented to enhance teachers' mental well-being.
- Longitudinal research must be conducted to look at the long-term impacts of teacher emotional control on student outcomes and teacher well-being.
- The government should create policies that prioritise the well-being of teachers, including provisions for mental health resources, emotional support, and workplace wellness initiatives. It should also develop policies that foster a supportive and positive learning environment in the classroom, such as rules for managing the classroom, resolving conflicts, and interacting with students.

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