

Teachers' Perspectives on Handling Socio-Political Issues in the Classroom

Wioleta Karna¹, Ireneusz Stefaniuk^{2*}

¹ Department of Social Studies, Jesuit University Ignatianum, Krakow, Poland

² Department of Psychology, Jesuit University Ignatianum, Krakow, Poland

* Corresponding author email address: ireneusz_stefaniuk@ignatianum.edu.pl

Article Info

Article type:

Original Research

How to cite this article:

Karna, W., Stefaniuk, I. (2024). Teachers' Perspectives on Handling Socio-Political Issues in the Classroom. *Iranian Journal of Educational Sociology*, 7(2), 65-71.
<http://dx.doi.org/10.61838/kman.ijes.7.2.9>



© 2024 the authors. Published by Iranian Association for Sociology of Education, Tehran, Iran. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

ABSTRACT

Purpose: This qualitative study explores the perspectives of teachers on integrating socio-political issues into classroom discussions, aiming to understand the challenges and strategies employed by educators in various educational contexts. The objective was to illuminate the factors influencing effective teaching practices concerning socio-political topics, thereby informing educational policies and teacher training programs.

Methodology: This study utilized a qualitative research design, with data collected exclusively through semi-structured interviews involving 30 teachers from different educational levels and geographic locations. Participants were selected using purposive sampling to ensure a diversity of experiences and perspectives. Data analysis was performed using NVivo software to facilitate thematic analysis, ensuring theoretical saturation was achieved to validate the consistency and comprehensiveness of the findings.

Findings: The analysis revealed three main themes: Teacher Preparedness, Student Engagement, and Institutional Support. Under Teacher Preparedness, subthemes included Training and Professional Development, Personal Comfort with Topics, and Curriculum Integration, indicating the need for improved resources and training. Student Engagement was characterized by varying levels of participation and the impact of classroom dynamics on learning, highlighting the influence of teaching methods and environment. Institutional Support emerged as critical, with subthemes like Administrative Guidance and Resources emphasizing the need for stronger institutional backing and adequate resources to support teachers.

Conclusion: The study underscores the complexities of discussing socio-political issues in educational settings and the pivotal role of teachers in facilitating these discussions. Effective socio-political education requires comprehensive teacher training, supportive institutional frameworks, and resources that together foster an environment conducive to open and critical discussions. Addressing these factors is crucial for preparing students to participate thoughtfully in democratic processes.

Keywords: Socio-political education, teacher perspectives, qualitative research, educational policy, classroom dynamics, teacher training, institutional support.

1. Introduction

The integration of socio-political issues into educational settings presents both unique challenges and opportunities for teachers and students alike. In recent years, the role of education in preparing students for active participation in democratic societies has been increasingly emphasized. This preparation involves not only the dissemination of knowledge but also the cultivation of critical thinking and participatory skills necessary for socio-political engagement (Bossér & Lindahl, 2017; Cassar et al., 2021; Hannuksela, 2024; Menna et al., 2020; Paujik et al., 2020; Pourdavood & Yan, 2020; Sadler et al., 2007; Salem & Dryden-Peterson, 2022).

Socio-scientific issues, which often intersect with socio-political themes, provide a fertile ground for engaging students in discussions that not only apply scientific knowledge but also consider ethical, moral, and social implications (Hancock et al., 2019). This form of education encourages students to formulate informed opinions and participate meaningfully in societal discourse, which is essential for sustaining a healthy democracy (Zeidler et al., 2005). The relevance of teachers' preparedness in navigating these discussions cannot be overstated, as their comfort with and understanding of socio-political topics directly influence classroom dynamics and the effectiveness of student engagement (Ngwenya & Mavuru, 2021).

Research suggests that an open classroom climate, where diverse viewpoints are encouraged and respected, significantly contributes to students' political engagement and their understanding of democracy (Campbell, 2008). However, achieving this climate requires meticulous planning and support from educational institutions, which must equip teachers with the necessary resources and training to handle potentially contentious issues effectively and sensitively (Cassar et al., 2021). Despite the recognized importance of these discussions, teachers often face considerable challenges, including a lack of institutional support, insufficient training in pedagogical approaches for controversial issues, and fear of community backlash (Kelly & Brandes, 2001; Ranschaert, 2023).

Moreover, the integration of social justice themes into subjects like mathematics illustrates the expanding scope of socio-political education beyond traditionally associated disciplines like social studies (Xenofontos et al., 2020). This interdisciplinary approach highlights the need for comprehensive teacher training that spans various subject

areas, preparing educators to engage students in critical discussions across the curriculum.

Interactions within the classroom also play a crucial role in shaping students' perceptions and attitudes toward socio-political issues. Teachers must navigate complex social dynamics and student reactions, which can vary widely based on their backgrounds and personal experiences with the topics discussed (Bossér & Lindahl, 2017). The strategies teachers employ, their pedagogical choices, and the classroom environment they foster can significantly impact students' ability to engage thoughtfully and respectfully with challenging topics.

Empirical studies on the effects of socio-political education suggest that engaging students in socio-scientific inquiry promotes a range of cognitive and affective outcomes, including enhanced understanding of scientific content, improved argumentation skills, and increased awareness of the complexity of socio-political issues (Sadler et al., 2007). These educational experiences are vital for fostering informed citizens who are capable of contributing to society thoughtfully and effectively.

The current study seeks to contribute to this body of knowledge by examining how teachers from various educational levels and geographic locations perceive their role and efficacy in facilitating discussions on socio-political issues. Through qualitative analysis of semi-structured interviews, this research aims to identify key themes and strategies that emerge from teachers' experiences, providing insights into the practical and theoretical implications of socio-political education in diverse classroom settings. This approach not only aligns with previous research advocating for the critical role of education in shaping civic engagement (Journell, 2013) but also addresses gaps in the literature concerning teacher perspectives on handling controversial topics in the classroom (Kindlinger, 2023). As such, this study contributes to the ongoing dialogue on best practices for integrating socio-political discussions into educational curricula, aiming to enhance both teacher preparedness and student engagement in the democratic process.

2. Methods and Materials

2.1. Study Design and Participants

This qualitative study focused on exploring teachers' perspectives regarding the handling of socio-political issues within the classroom. Given the subjective and interpretive nature of the research topic, a qualitative approach was

deemed most appropriate to capture the depth and nuance of teachers' experiences and attitudes.

The participants of this study were selected using purposive sampling to ensure a diverse representation of educational levels, teaching experiences, and demographic backgrounds. The sample included 30 teachers, ranging from elementary to high school levels, drawn from various schools across urban and rural settings. Efforts were made to include teachers from different disciplines, including social studies, science, language arts, and mathematics, to obtain a comprehensive view of the topic across different subject areas.

Theoretical saturation was achieved in this study, meaning that no new themes or insights were observed in the data after interviewing a substantial number of participants. This saturation occurred after the 24th interview, but six additional interviews were conducted to confirm the consistency and depth of the data.

All participants were provided with a consent form, which detailed the study's purpose, the voluntary nature of participation, the procedures for ensuring confidentiality, and their right to withdraw from the study at any time without penalty. All interviews were conducted under conditions of strict confidentiality, and pseudonyms are used throughout all reporting to ensure the anonymity of the participants.

2.2. Measures

2.2.1. Semi-Structured Interview

Data collection was conducted through semi-structured interviews, which allowed for both depth and flexibility in responses. The interviews were designed to explore teachers' thoughts, experiences, and strategies when discussing socio-political issues with their students. Each interview lasted approximately 45-60 minutes and was conducted either face-to-face or via a secure online platform, depending on the participant's location and availability.

The interview protocol included open-ended questions to prompt discussion on specific experiences with socio-political topics, the challenges faced, and the pedagogical approaches employed. Questions were developed based on a review of literature in the fields of education, sociology, and political science and refined after a pilot test with a small group of teachers to ensure clarity and relevance.

2.3. Data Analysis

Data from the interviews were transcribed verbatim and analyzed using NVivo software, which facilitated the organization, coding, and thematic analysis of the qualitative data. The analysis followed a grounded theory approach, where data were coded in multiple rounds to refine and categorize themes. Initial coding was descriptive, focusing on identifying and labeling data segments. This was followed by focused coding to synthesize and explain broader themes. The final phase involved thematic analysis to understand the implications of the data in relation to the research questions.

3. Findings and Results

The study sample comprised 30 teachers, reflecting a diverse demographic profile to capture a broad spectrum of perspectives on handling socio-political issues in the classroom. The participants varied in terms of age, teaching experience, educational level, and geographical location. Specifically, the age of the teachers ranged from 25 to 58 years, with a median age of 42 years. In terms of teaching experience, participants were categorized as follows: 10 teachers (33%) had less than 5 years of experience, 12 teachers (40%) possessed 5 to 15 years of experience, and 8 teachers (27%) boasted over 15 years of experience. The educational levels taught by these educators included elementary (10 teachers, 33%), middle school (10 teachers, 33%), and high school (10 teachers, 33%), ensuring an equal representation from each schooling stage.

Table 1

The Results of Qualitative Analysis

Categories	Subcategories	Concepts (Open Codes)
1. Teacher Preparedness	1.1 Training and Professional Development	- In-service training- Workshops- Online courses- Peer mentoring- Educational conferences- Teacher certification requirements
	1.2 Personal Comfort with Topics	- Political bias- Subject knowledge- Personal beliefs- Emotional comfort- Confidence levels
	1.3 Curriculum Integration	- Curriculum guidelines- Standards alignment- Resource availability- Interdisciplinary approaches- Lesson planning
2. Student Engagement	2.1 Student Response	- Participation levels- Emotional reactions- Critical thinking- Respectful discourse- Interest in topic

3. Institutional Support	2.2 Classroom Dynamics	- Group discussions- Debates- Student-led activities- Teacher-student interactions- Classroom management strategies
	2.3 Impact on Learning	- Knowledge retention- Awareness of issues- Empathy development- Analytical skills- Perspective-taking
	3.1 Administrative Guidance	- Policy framework- Leadership support- Communication channels- Teacher autonomy- Institutional values
	3.2 Resources	- Teaching materials- Financial support- Technology access- Expert guest speakers- Updated information sources
	3.3 Peer and Community Collaboration	- Professional networks- Community involvement- Inter-school programs- Parental engagement- Local expert involvement
	3.4 Teacher Well-being Support	- Stress management resources- Emotional support- Work-life balance- Peer counseling- Professional counselling services

The analysis of the interview data revealed three primary categories of themes related to teachers' perspectives on handling socio-political issues in the classroom: Teacher Preparedness, Student Engagement, and Institutional Support. Each category comprised several subthemes with associated concepts derived from the data.

Teacher Preparedness emerged as a fundamental theme, highlighting the varying levels of readiness among educators to address socio-political topics. Subthemes under this category included Training and Professional Development, Personal Comfort with Topics, and Curriculum Integration. Teachers expressed a significant need for ongoing professional development, with one educator noting, "In-service training and workshops are crucial for keeping us equipped and informed about how to integrate these complex issues sensitively into our teaching" (Teacher A). The concept of Personal Comfort with Topics was also prominent, where another teacher mentioned, "I find it challenging when my political beliefs clash with the curriculum requirements. It requires a balancing act to maintain neutrality" (Teacher B). Curriculum Integration was discussed in terms of aligning discussions with educational standards and resources available, as highlighted by one respondent: "We need resources that are not only current but also balanced to help us navigate through different viewpoints effectively in class" (Teacher C).

Student Engagement was identified as the second major theme. This category included subthemes such as Student Response, Classroom Dynamics, and Impact on Learning. Teachers reported varied responses from students when socio-political issues were discussed, stating, "Students' participation levels fluctuate widely; some are very engaged, while others might feel uncomfortable or indifferent" (Teacher D). Regarding Classroom Dynamics, a participant described, "Facilitating debates and group discussions often helps in managing diverse opinions and keeps the classroom environment dynamic and inclusive" (Teacher E). The Impact on Learning was notably significant, with educators emphasizing the role of such discussions in fostering critical

thinking and empathy. "These discussions help students develop a better understanding and empathy towards different societal issues," remarked one teacher (Teacher F).

The third theme, Institutional Support, covered Administrative Guidance, Resources, Peer and Community Collaboration, and Teacher Well-being Support. Teachers felt that administrative guidance and policies played a critical role in shaping how socio-political issues were addressed. "The support from the administration can really make or break the extent to which we can explore these topics" (Teacher G). The need for adequate resources was frequently mentioned, with a teacher pointing out, "Access to updated, diverse teaching materials is essential for presenting balanced views" (Teacher H). Collaboration with peers and the community was also seen as vital, with one educator noting, "Engaging with community leaders and incorporating their insights into our discussions enriches the learning experience" (Teacher I). Lastly, the importance of support for teacher well-being was underscored, as one teacher highlighted, "There needs to be a system in place to support teachers' well-being, especially when dealing with emotionally charged topics" (Teacher J).

4. Discussion and Conclusion

The study investigated teachers' perspectives on handling socio-political issues in the classroom, revealing three primary themes: Teacher Preparedness, Student Engagement, and Institutional Support. The findings indicate that while teachers acknowledge the importance of discussing socio-political issues, they also express concerns about their preparedness and the support they receive from educational institutions. Teacher Preparedness was crucial, with many educators emphasizing the need for ongoing professional development and resources to handle controversial topics effectively. Student Engagement varied widely, with the classroom climate and teacher approaches significantly impacting students' participation and the quality of discussions. Institutional Support was identified as

a critical factor, with a strong need for more robust administrative guidance and resources to support teachers in these endeavors.

Teacher Preparedness was a pivotal theme, emphasizing the need for comprehensive training and professional development to equip teachers with the skills necessary to discuss socio-political issues effectively. Teachers expressed a need for resources that could help them balance personal beliefs with professional responsibilities, echoing findings by Hancock et al. (2019), who emphasized the importance of selecting appropriate socio-scientific issues for teaching to facilitate effective and balanced classroom discussions (Hancock et al., 2019). The sentiment of discomfort among teachers when discussing politically charged topics is consistent with the observations by Kelly and Brandes (2001), who noted that teachers often struggle with maintaining neutrality while fostering a safe and open discussion environment (Kelly & Brandes, 2001).

Student Engagement highlighted the varying responses of students to socio-political discussions, ranging from enthusiastic participation to discomfort and disengagement. This variability can be attributed to the students' personal backgrounds and the classroom climate, which Campbell (2008) identified as critical for fostering political engagement among adolescents (Campbell, 2008). The current study's findings support Campbell's assertion that an open classroom climate enhances student involvement and engagement, thereby enriching their learning experience and understanding of socio-political issues.

The theme of Institutional Support underscores the crucial role of administrative guidance and resource provision in facilitating discussions on socio-political issues. Teachers pointed out the lack of adequate institutional support as a barrier to effectively teaching these topics, which aligns with Cassar et al. (2021) who highlighted the challenges teachers face, including the lack of preparation for handling unplanned controversial discussions (Cassar et al., 2021). This finding is further supported by Ranschaert (2023), who discussed the implications of community backlash and the need for strong institutional frameworks to protect and support educators in these challenging situations (Ranschaert, 2023).

Furthermore, the study findings suggest that effective teaching of socio-political issues requires more than just teacher readiness; it necessitates a supportive environment that encourages collaborative and interdisciplinary approaches. This is in line with Xenofontos et al. (2020), who argued for the necessity of integrating social justice

issues across different subjects to provide a holistic education that addresses the complexities of socio-political issues (Xenofontos et al., 2020).

This research highlights the interconnected roles of teacher preparedness, student engagement, and institutional support in successfully integrating socio-political topics into the curriculum. It contributes to the body of literature by providing empirical evidence on the strategies that can enhance the efficacy of teaching these important issues, as well as the challenges that need to be addressed. Future research should further explore these themes across different cultural and educational contexts to broaden the understanding of how socio-political education can be effectively implemented globally. Additionally, studies like those of Sadler et al. (2007) and Zeidler et al. (2005) support the importance of socio-scientific inquiry in education, suggesting that such approaches not only enhance understanding of content but also promote civic engagement and critical thinking skills among students (Sadler et al., 2007; Zeidler et al., 2005). This study reaffirms the value of socio-political discussions in education, underlining the need for well-prepared teachers and supportive educational institutions to foster a generation of informed and engaged citizens.

This research underscores the importance of equipping teachers with the necessary tools and support to navigate socio-political discussions effectively. Educators play a pivotal role in shaping the next generation's ability to engage with complex societal issues thoughtfully and critically. Ensuring that teachers are well-prepared and supported not only enhances educational outcomes but also strengthens the democratic fabric of society by fostering informed and engaged citizens.

This study is not without its limitations. The reliance on semi-structured interviews, while providing in-depth insights, limits the generalizability of the findings. The sample was restricted to 30 teachers, which may not fully capture the diversity of experiences and viewpoints in different educational settings or regions. Furthermore, the study focused solely on the perspectives of teachers, without incorporating the views of students or administrators, which could provide a more comprehensive understanding of the dynamics at play.

Future research should consider expanding the participant pool to include not only a larger number of teachers but also students and school administrators to provide a more holistic view of the challenges and strategies in discussing socio-political issues. Additionally, comparative studies involving

different educational systems and cultural contexts could offer valuable insights into how socio-political education is approached globally. Quantitative methods could also be employed to assess the impact of specific pedagogical strategies on student engagement and learning outcomes.

The findings of this study have important implications for educational practice. Schools and educational policymakers should prioritize the development of comprehensive professional development programs that equip teachers with skills to handle socio-political discussions and manage classroom dynamics effectively. Additionally, educational institutions should ensure that teachers have access to a broad range of resources, including up-to-date and balanced educational materials. Encouraging a collaborative approach among teachers, administrators, and the wider school community can also foster a supportive environment that is conducive to engaging students in meaningful discussions about socio-political issues.

Authors' Contributions

The first author was responsible for conducting the interview and collecting data, and the other authors were responsible for analyzing the data and writing the article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

We hereby thank all participants for agreeing to record the interview and participate in the research.

Declaration of Interest

The authors report no conflict of interest.

Funding

According to the authors, this article has no financial support.

Ethics Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

References

- Bossér, U., & Lindahl, M. (2017). Students' Positioning in the Classroom: A Study of Teacher-Student Interactions in a Socioscientific Issue Context. *Research in Science Education*, 49(2), 371-390. <https://doi.org/10.1007/s11165-017-9627-1>
- Campbell, D. E. (2008). Voice in the Classroom: How an Open Classroom Climate Fosters Political Engagement Among Adolescents. *Political Behavior*, 30(4), 437-454. <https://doi.org/10.1007/s11109-008-9063-z>
- Cassar, C., Oosterheert, I., & Meijer, P. C. (2021). The Classroom in Turmoil: Teachers' Perspective on Unplanned Controversial Issues in the Classroom. *Teachers and Teaching*, 27(7), 656-671. <https://doi.org/10.1080/13540602.2021.1986694>
- Hancock, T. S., Friedrichsen, P., Kinslow, A. T., & Sadler, T. D. (2019). Selecting Socio-Scientific Issues for Teaching. *Science & Education*, 28(6-7), 639-667. <https://doi.org/10.1007/s11191-019-00065-x>
- Hannuksela, V. (2024). Explaining the Gap: Why Do Swedish-speaking Minority Youth Have Higher Political Self-efficacy Than Finnish-speaking Majority Youth? *Scandinavian Political Studies*, 47(1), 72-96. <https://doi.org/10.1111/1467-9477.12265>
- Journell, W. (2013). What Preservice Social Studies Teachers (Don't) Know About Politics and Current Events—And Why It Matters. *Theory & Research in Social Education*, 41(3), 316-351. <https://doi.org/10.1080/00933104.2013.812050>
- Kelly, D. M., & Brandes, G. M. (2001). Shifting Out of "Neutral": Beginning Teachers' Struggles With Teaching for Social Justice. *Canadian Journal of Education / Revue Canadienne De L'Éducation*, 26(4), 437. <https://doi.org/10.2307/1602176>
- Kindlinger, M. (2023). German Preservice Teachers' Stances on Criteria for Discussing Controversial Issues in the Classroom. *The Journal of Social Studies Research*, 47(3-4), 197-209. <https://doi.org/10.1177/23522798231206194>
- Menna, L., Kosnik, C., & Dharamshi, P. (2020). Literacy Teacher Educators Creating Space for Children's Literature. *Education Sciences*, 10(10), 288. <https://doi.org/10.3390/educsci10100288>
- Ngwenya, P., & Mavuru, L. (2021). Life Sciences Teachers' Views on Teaching Socio-Scientific Issues in Genetics Using an Inquiry Approach. *International Journal of Learning Teaching and Educational Research*, 20(10), 133-153. <https://doi.org/10.26803/ijlter.20.10.8>
- Paujik, Y. M., Miller, M. G., Gibson, M., & Walsh, K. (2020). 'Doing' Socio-Political Sustainability in Early Childhood: Teacher-as-Researcher Reflective Practices. *Global Studies of Childhood*, 11(3), 265-280. <https://doi.org/10.1177/2043610620941133>
- Pourdavood, R. G., & Yan, M. (2020). Becoming Critical: In-Service Teachers' Perspectives on Multicultural Education. *International Journal of Learning Teaching and Educational Research*, 19(2), 112-135. <https://doi.org/10.26803/ijlter.19.2.8>
- Ranschaert, R. (2023). When Shutting the Door Won't Do: Teaching With the Specter of Community Backlash and the Implications for Teacher Education. *Journal of Teacher*

- Education*, 74(4), 371-382.
<https://doi.org/10.1177/00224871231180831>
- Sadler, T. D., Barab, S. A., & Scott, B. M. (2007). What Do Students Gain by Engaging in Socioscientific Inquiry? *Research in Science Education*, 37(4), 371-391.
<https://doi.org/10.1007/s11165-006-9030-9>
- Salem, H., & Dryden-Peterson, S. (2022). Protection in Refugee Education: Teachers' Socio-Political Practices in Classrooms in Jordan. *Anthropology & Education Quarterly*, 54(1), 75-95.
<https://doi.org/10.1111/aeq.12436>
- Xenofontos, C., Fraser, S., Priestley, A., & Priestley, M. (2020). Mathematics Teachers and Social Justice: A Systematic Review of Empirical Studies. *Oxford Review of Education*, 47(2), 135-151.
<https://doi.org/10.1080/03054985.2020.1807314>
- Zeidler, D. L., Sadler, T. D., Simmons, M. L., & Howes, E. V. (2005). Beyond STS: A Research-Based Framework for Socioscientific Issues Education. *Science Education*, 89(3), 357-377. <https://doi.org/10.1002/sce.20048>