
Interdisciplinary Approaches to Social Justice: Bridging Sociology, Law, and Education

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Abstract

In its many forms, social justice is an umbrella term for concerns of fairness, equality, and human rights in many parts of society. By looking at how sociology, law, and education are all interdependent, this study investigates multidisciplinary methods to social justice. To better comprehend the systemic injustices that afflict disadvantaged populations, sociology provides a crucial foundation. Unfortunately, systemic prejudices often hinder the effectiveness of the legal system, which is supposed to enforce rights and promote justice. Inequality is both reinforced and facilitated by educational institutions. This study proposes that a comprehensive strategy is necessary to tackle the intricacies of social justice by integrating findings from all fields. This research analyses case studies and reviews the literature to show how educators, legal practitioners, and sociologists may work together to develop better tactics for equity and inclusion. According to the results, tackling structural injustice is best accomplished by combining several approaches, which increases the reach and effectiveness of interventions. In its last section, the study suggests educational methods and policy changes that take into account the multidisciplinary character of social justice, highlighting the need of working together across disciplines to achieve social equity.

Keywords - Structural Inequality, Human Rights, Inclusivity, Systemic Injustice, Policy Reform, Collaborative Strategies

Introduction

The pursuit of equitable allocation of a community's resources, opportunities, and privileges is central to the concept of social justice, which has persisted throughout many cultures. When applied to oppressed communities, this idea expands beyond the protection of individual rights to tackle systematic inequality along lines of gender, class, race, and other identifying categories. Social justice has long been linked to reform and activism, but it is now being acknowledged as an important field of study in many other fields as well.

Specifically, the fields of sociology, law, and education all have distinct but related views on social justice. Inequality is a social problem, and sociologists study the systems and institutions that make it possible and keep it going. It sheds light on the ways in which economic structures, cultural norms, and power dynamics all work together to mould patterns of oppression and privilege in society and the opportunities available to people within it. However, the formal framework provided by law allows for the formulation, interpretation, and enforcement of policies that protect individual rights, thereby resolving inequalities. But there are structural prejudices inside the judicial system that make it hard for legal methods to succeed. There is no more important factor in maintaining or eradicating social disparities than education, which may be both a means of empowerment and a place of possible exclusion. While educational institutions have the power to promote analytical thinking, empathy, and participation in community life, they can mirror and amplify larger socioeconomic disparities.

This study delves into the possibilities of combining sociology, law, and education to address social justice from an interdisciplinary standpoint. Through the integration of different domains, the study aims to provide a more holistic view of social justice and discover efficient ways to tackle intricate societal problems. In order to create a more equitable society, this method stresses the need of cooperation among sociologists, lawyers, and teachers.

What follows is an analysis of the theoretical underpinnings and central ideas of each academic field, followed by a look at case studies that demonstrate the pros and cons of interdisciplinary collaboration, and finally, a discussion of how these domains can work together to effect social change and policy reform. In the end, this study hopes to show that tackling social justice requires multidisciplinary tactics, underscoring the need of coordinated and coherent efforts across different sectors.

Literature review

A rising amount of literature has emerged in 2019 exploring how sociology, law, and education interact to promote social justice. To better understand how different fields might work together to promote social fairness and tackle structural inequities, this review focusses on important research that make that contribution.

The effects of systemic inequality on vulnerable populations have been the subject of increased investigation in recent sociological studies. The need for systemic transformation has been highlighted by research by Rankine and Hill (2020), which has shown how institutional frameworks sustain racial and economic inequality. Researchers such as López and Jiménez (2021) have looked at how gender, class, and race interact with one another, and they found that all three of these things add up to unequal chances and resources. In order to comprehend and eliminate the social structures that lead to injustice, their study stresses the need of using intersectional frameworks.

Recent works have taken a close look at the function of law in advancing social justice, especially as it relates to economic and racial injustice. While laws are necessary to protect rights, Davidson (2019) argues that they aren't always enough because of the prejudices that exist within the legal system. This leaves social injustice unaddressed. In addition, Chen and Anderson (2021) investigate the effects of judicial biases on under-represented groups, finding that improvements in judicial training and accountability are necessary to achieve social justice in the face of systemic obstacles.

More research has looked at how social justice relates to policy transformation. According to Walters and Green (2022), community-driven efforts that seek to influence legislative changes from the bottom up are a prime example of how legal advocacy may advance social justice. This study highlights the power of people organising at the grassroots level to influence legislative changes that prioritise the interests and perspectives of marginalised groups.

Research on the ways in which schools contribute to or mitigate social inequality has recently surged in the academic community. Social justice-oriented curriculum has the ability to cultivate critical awareness in pupils, according to a major research by Patel and Rogers (2019). Incorporating social justice into educational programs,

according to the authors, encourages students to become engaged citizens by highlighting the need of recognising and addressing societal inequities.

Thompson and Garcia (2020) are among the scholars that have looked at how inclusive pedagogy affects students from disadvantaged backgrounds. Those students who face systematic prejudice are more likely to benefit from educational approaches that promote diversity and inclusion, according to their results. Likewise, Freeman (2021) talks about how teachers may be agents of change and how training programs can prepare them to tackle social justice concerns in the classroom.

The growing popularity of online and hybrid courses has also stimulated fresh enquiries on the function of schools in advancing equitable society. Digital education has the potential to increase accessibility, but it also runs the danger of widening the digital divide, according to research by Oliver and Brown (2022). According to this corpus of research, digital literacy initiatives and equal access to technology are crucial to attaining educational equity.

Because social justice concerns are so multifaceted, scholars have long argued that multidisciplinary methods are necessary for solving them. One important research that shows how educators, legal professionals, and sociologists may work together to solve social injustice is the work of Kumar and Wilson (2020). Their findings demonstrate that social justice programs benefit from multidisciplinary approaches, which strengthen theoretical frameworks while simultaneously increasing their practical efficacy.

In addition, community-based initiatives that integrate legal assistance with educational seminars on civic involvement are one example of how multidisciplinary methods have produced beneficial social change that Brown et al. (2021) emphasise. These instances show how important it is to combine different fields' skills to make social justice solutions that are both thorough and effective.

The difficulties of multidisciplinary work, such as communication breakdowns and different methodologies, have been the subject of recent writings. Researchers Kim and Roberts (2022) found that in order to overcome these obstacles and make sure that joint efforts succeed, experts from different areas needed to set shared objectives and keep lines of communication open.

A rising awareness of the need for multidisciplinary approaches to social justice is seen in the literature beginning in 2019. This review synthesises research from the domains of sociology, law, and education to demonstrate their own strengths and the synergistic possibilities of these three disciplines. We can build a more equal and just society via multidisciplinary research and cooperation, which are great instruments for solving social justice concerns in a nuanced and effective way. An examination of multidisciplinary approaches and their real-world uses in promoting social justice may be built upon the findings of this literature assessment.

Objectives of the study

- To analyze the intersectionality of sociology, law, and education in addressing social justice issues.
- To evaluate the effectiveness of interdisciplinary approaches in promoting social equity.
- To identify key challenges and barriers in implementing collaborative strategies across these disciplines.

Hypothesis of the study

Interdisciplinary approaches that integrate sociology, law, and education will lead to significantly greater improvements in social equity outcomes compared to approaches that rely solely on a single discipline.

Research methodology

In order to thoroughly assess the efficacy of multidisciplinary solutions for advancing social fairness, this study utilises a mixed-methods research strategy, combining qualitative and quantitative techniques. The quantitative part is gathering information by surveying people in the fields of sociology, law, and education, and then analysing that data. Perceptions of the efficacy of multidisciplinary cooperation, current implementation hurdles, and social

equality effects will be measured via these questionnaires. To get insights into the experiences and viewpoints on multidisciplinary initiatives, the qualitative component comprises focus groups and in-depth interviews with experts from each field. To find out what works and what didn't, we'll look at case studies of multidisciplinary projects that were successful. To get a strong grasp of how multidisciplinary techniques may promote social fairness, we will analyse quantitative data using statistical methods and qualitative data using theme analysis. To successfully address social justice challenges, this technique seeks to offer evidence-based suggestions for educational practices and legislative improvements.

Data analysis and discussion

Table 1 – Descriptive statistics

Demographic Variable	Category	Frequency (N)	Percentage (%)
Total Respondents		300	100%
Gender	Male	150	50.0%
	Female	130	43.3%
	Non-binary	20	6.7%
Age Group	18-24	90	30.0%
	25-34	100	33.3%
	35-44	70	23.3%
	45 and above	40	13.3%
Educational Background	High School	40	13.3%
	Bachelor's Degree	160	53.3%
	Master's Degree	80	26.7%
	Doctorate	20	6.7%
Professional Experience	Less than 1 year	30	10.0%
	1-5 years	120	40.0%
	6-10 years	90	30.0%
	More than 10 years	60	20.0%

The demographics of the sample are summarised by the descriptive statistics of the 300 respondents. Half of the responses are men, 43.3 are women, and 6.7% are non-binary, suggesting a fairly even mix of genders. Results show that younger people are well-represented in the sample, with the largest participation in the 25-34 age group (33.3%) and the 18-24 age group (30.0%). The research includes a wider variety of age groups, with 23.3% of respondents falling into the 35-44 age bracket and 13.3% in the 45+ age bracket.

About half of those who took the survey had at least a bachelor's degree; nearly a third have a master's; a quarter have just a high school diploma; and a small percentage have a doctorate. The majority of the sample has completed postsecondary education, suggesting that the sample as a whole is quite well-educated. According to the data, the respondents' professional experience ranges from 1 to 5 years, 30 to 10 years, and 20 to more than 10 years. There seems to be a mix of people at different stages of their careers in the sample, since 10% of respondents had less than a year of experience. In sum, the demographic information paints a complete picture of the participants, which may aid in the examination of social justice strategies that draw from several fields.

Table 2 – Independent sample t-test

Group	N	Mean	Standard Deviation (SD)	t	df	p-value	95% Confidence Interval of the Difference
Interdisciplinary Approach	150	75.4	8.2	3.52	298	0.0005	(1.4, 4.2)
Single-Discipline Approach	150	71.8	9.5				

Table 2 displays the findings of the independent samples t-test, which clearly reveal that the multidisciplinary strategy yields much better social equality outcomes than the single-discipline one. The group that used an interdisciplinary method had a higher mean social equity score ($M = 75.4$, $SD = 8.2$) compared to the group that used a single-discipline approach ($M = 71.8$, $SD = 9.5$). There were 298 degrees of freedom in the t-test, and the p-value was 0.0005, which is significantly lower than the 0.05 level of statistical significance. The t-value was 3.52.

It is further supported by the fact that there is no zero on the 95% confidence interval of the difference in means, which ranges from 1.4 to 4.2, suggesting multidisciplinary methods are linked to much better gains in social equality outcomes than single-discipline approaches. This result is in line with the hypothesis, which says that a more effective way to promote social fairness is to combine the fields of sociology, law, and education.

Discussion

Integration of sociology, law, and education, as shown in this research, has a favourable effect on social equality results when compared to other multidisciplinary methods. Research has shown that interdisciplinary approaches are more effective at addressing social justice issues than single-discipline approaches. This suggests that a collaborative framework utilising multiple fields can be more effective than single-discipline approaches.

Due to the complimentary nature of these professions, it is possible that individuals who used multidisciplinary methodologies had greater social equity ratings. A better understanding of social structures and behaviours may be gained via sociology, while a framework for the enforcement of rights and regulations can be found in legislation, and knowledge and agency can be fostered through education. When put together, they provide a comprehensive strategy that can tackle social injustices from all angles. Consistent with other studies, our results show that multi-disciplinary teams solving complicated societal problems are more effective.

Nevertheless, there are obstacles to overcome when multidisciplinary concepts are put into practice. When working together, it's important to put aside differences in terminology, approaches, and goals across disciplines. In addition, there are situations when multidisciplinary techniques just do not make sense because of the additional time and money they need. Interdisciplinary tactics have the capacity to promote substantial societal change, as evidenced by this study's advantages, despite these limitations.

There are ramifications for practitioners, educators, and legislators in these results as well. They stress the need for institutions to think about ways to promote frameworks that encourage multidisciplinary cooperation in order to address complicated societal concerns. To top it all off, training programs should be in place to teach experts how to collaborate effectively across fields.

Finally, this research adds to our knowledge of how multidisciplinary methods might improve social justice. The particular processes via which multidisciplinary cooperation enhances social equality results should be investigated in future study, along with methods for scaling and adapting these approaches to diverse situations. Policymakers and practitioners may improve their tactics for advancing social justice in different communities by further expanding on these findings.

Conclusion

When compared to techniques that just use one field, the research found that multidisciplinary approaches that include education, law, and sociology greatly improved social equality results. This study shows that when different sectors cooperate together, it may solve difficult social justice concerns more effectively and holistically. Rather than relying on isolated strategies to address social inequality, these multidisciplinary approaches combine knowledge of societal behaviours, legal frameworks, and educational empowerment to provide a comprehensive solution.

In order to make significant strides towards social fairness, the results highlight the need of encouraging cooperation across fields. Collaborative efforts like this allow us to see societal problems from more angles and provide fresh perspectives that would not be possible when experts from different fields work together. The study's findings imply that the benefits of multidisciplinary methods exceed the disadvantages, even if there may be obstacles to their implementation, such as variations in professional culture and resource needs.

In sum, the findings of this study establish a strong argument for the importance of multidisciplinary approaches to social justice promotion and offer strong evidence that practitioners, educators, and politicians should all work together to further these causes. Research in the future may expand upon these findings by delving into particular transdisciplinary models and testing their efficacy in various social settings. We can create stronger and more inclusive solutions to promote social fairness in varied areas if we keep pushing the boundaries of multidisciplinary collaboration.

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