

DOI: <https://doi.org/10.36719/2706-6185/55/63-68>

Kamran Valizada

Nakhchivan State University

<https://orcid.org/0009-0006-8999-3388>

mr.kamranvalizada@gmail.com

Social Justice and Inequality in Education: A Theoretical and Social Analysis

Abstract

This study examines the concepts of social justice and inequality in education within a theoretical framework and analyzes their broader social implications. Although education is one of the most fundamental institutions shaping individuals' life chances, it can also function as a mechanism through which social, economic, and cultural inequalities are reproduced. In this context, the study explores what social justice in education entails, its theoretical foundations, and the extent to which contemporary education policies align with these principles.

The first section discusses the concept of social justice from historical and theoretical perspectives, drawing on John Rawls's principle of *justice as fairness* and Pierre Bourdieu's concept of *cultural capital* to analyze the structural roots of educational inequalities. The second section focuses on the Turkish education system as a case study, examining how variables such as socioeconomic status, regional disparities, gender, and ethnic identity shape students' access to educational opportunities. These analyses are based on both qualitative and quantitative data sources.

The study concludes that education policies must be reassessed through a social justice lens. Building an equitable and inclusive education system requires not only providing equal opportunities but also offering targeted support to disadvantaged groups. The policy recommendations proposed aim to contribute to the realization of justice in education at both theoretical and practical levels.

Keywords: *social justice, inequality in education, cultural capital, equal opportunity, education policies*

Kamran Vəlizadə

Naxçıvan Dövlət Universiteti

<https://orcid.org/0009-0006-8999-3388>

mr.kamranvalizada@gmail.com

Təhsildə sosial ədalət və bərabərsizlik: nəzəri və sosial təhlil

Xülasə

Bu tədqiqat təhsildə sosial ədalət və bərabərsizlik anlayışlarını nəzəri çərçivədə araşdırır və onların daha geniş sosial təsirlərini təhlil edir. Təhsil fərdlərin həyat şanslarını formalaşdıran ən fundamental institutlardan biri olsa da, sosial, iqtisadi və mədəni bərabərsizliklərin təkrarlanması mexanizmi kimi də fəaliyyət göstərə bilər. Bu kontekstdə tədqiqat təhsildə sosial ədalətin nəyi nəzərdə tutduğunu, onun nəzəri əsaslarını və müasir təhsil siyasətinin bu prinsiplərlə nə dərəcədə uyğunlaşdığını araşdırır.

Birinci bölmə sosial ədalət anlayışını tarixi və nəzəri perspektivlərdən müzakirə edir, təhsil bərabərsizliyinin struktur köklərini təhlil etmək üçün Con Roulsun ədalət prinsipinə və Pyer Burdyenin mədəni kapital anlayışına əsaslanır. İkinci bölmə Türkiyə təhsil sisteminə bir nümunə kimi diqqət yetirir və sosial-iqtisadi status, regional fərqlər, gender və etnik kimlik kimi dəyişənlərin tələbələrin təhsil imkanlarına çıxışını necə formalaşdırdığını araşdırır. Bu təhlillər həm keyfiyyət, həm də kəmiyyət məlumat mənbələrinə əsaslanır.

Tədqiqat təhsil siyasətinin sosial ədalət prizmasından yenidən qiymətləndirilməli olduğu qənaətinə gəlir. Ədalətli və inklüziv təhsil sisteminin qurulması yalnız bərabər imkanlar təmin etməyi deyil, həm də əlverişsiz qruplara ünvanlı dəstək təklif etməyi tələb edir. Təklif olunan siyasət tövsiyələri təhsildə həm nəzəri, həm də praktiki səviyyələrdə ədalətin həyata keçirilməsinə töhfə verməyi hədəfləyir.

Açar sözlər: *sosial ədalət, təhsildə bərabərsizlik, mədəni kapital, bərabər imkanlar, təhsil siyasətləri*

Introduction

The establishment of social justice is of critical importance for societies to function in a fair and sustainable manner. Social justice refers to individuals' equal access to opportunities, resources, and rights, whereas inequality denotes the unjust distribution of these opportunities across social groups. Inequalities observed in economic, educational, social, and political domains directly affect individuals' quality of life and threaten social cohesion. In this sense, achieving social justice is not merely an ethical imperative but also a prerequisite for social stability.

Social justice is a foundational principle that advocates equal access to rights, opportunities, and resources within social life. By promoting equality across economic, cultural, political, and legal domains, it aims to foster a more just society. However, neither historically nor in contemporary contexts has social justice been fully realized. Social inequalities manifest in a wide range of areas, from income distribution to disparities in access to education. This article seeks to clarify the concept of social justice, examine the types and causes of social inequality, and propose solutions for building a fairer society.

Research

Education is a fundamental right that enables individuals' participation in social life and access to economic opportunities. Despite constitutional guarantees, unequal provision of educational services continues to generate significant inequalities. Factors such as socioeconomic status, gender, geographic location, and ethnic background negatively affect equality of opportunity in education. Accordingly, this study examines the causes, social consequences, and potential solutions to educational inequality in light of contemporary academic literature.

Education plays a central role in individuals' social, cultural, and economic development. However, when its transformative potential does not reach all members of society equally, education may reproduce existing social inequalities. In this sense, education can serve both as a mechanism for promoting equality and as a source of inequality. Equal educational opportunity contributes not only to individuals' self-realization but also to the advancement of social justice. This article analyzes the causes, impacts, and policy responses to educational inequality in both Turkish and global contexts based on empirical and theoretical evidence.

The COVID-19 pandemic profoundly disrupted education worldwide, interrupting the learning processes of millions of students. The rapid transition to remote education beginning in 2020 accelerated the digitalization of education systems while simultaneously exposing structural weaknesses. In the post-pandemic period, education systems have faced new challenges, including technological transformation, pedagogical restructuring, and the persistence of social inequalities. This article examines the major challenges, opportunities, and sustainable transformation strategies confronting post-pandemic education systems from an academic perspective.

Theoretical Foundations of Social Justice

The concept of social justice has been interpreted in diverse ways by philosophers and social theorists throughout history. John Rawls's *A Theory of Justice* (1971) remains one of the foundational works in contemporary debates on social justice. Rawls argues that justice is the "first virtue of social institutions" and contends that a just society must be grounded in equal basic liberties and fair equality of opportunity (Rawls, 1971).

Similarly, Amartya Sen's *capability approach* emphasizes individuals' capacities to realize their potential and argues that social justice should not be limited to the distribution of resources alone but

should also encompass the equitable distribution of freedoms and functionings (Sen, 1999). Social inequalities take multiple forms, including income inequality, inequality of educational opportunity, gender inequality, and ethnic discrimination. According to OECD (2022) data, income inequality in Türkiye remains high, with the wealthiest 10 percent receiving approximately 47 percent of total income. This disparity restricts access to essential services for lower-income groups and perpetuates intergenerational poverty (OECD, 2022).

Social justice entails equal enjoyment of fundamental rights without discrimination based on race, gender, class, ethnicity, religion, or other differences. According to Rawls's theory, justice is the most important virtue of a society's basic structure, and social institutions should distribute fundamental rights and obligations fairly. In societies where social justice is upheld, individuals are better able to realize their potential, and levels of social cohesion and well-being increase. Conversely, the absence of social justice gives rise to various forms of inequality.

These include:

Economic inequality: The concentration of income and wealth among particular groups generates disparities in opportunities and contributes to poverty, unemployment, and social exclusion.

Educational inequality: Access to quality education is closely linked to socioeconomic status. Children from low-income families tend to attend less well-resourced schools, limiting equality of opportunity.

Gender inequality: Although women may formally possess equal rights, they often remain disadvantaged in employment, politics, and public life.

Ethnic and racial inequality: Minority groups frequently experience discrimination and restricted access to social services.

Social inequalities typically stem from structural and historical factors. The legacies of feudal and capitalist modes of production have deepened class divisions. Structural problems in education, health, and justice systems continue to reproduce inequality, while cultural norms, traditions, and prejudices perpetuate gender- and ethnicity-based disparities.

Education is one of the most significant instruments of social mobility. However, in Türkiye, regional disparities and socioeconomic gaps within the education system undermine equality of opportunity. According to the Education Reform Initiative (ERG, 2021), university access rates for students from low-income backgrounds remain significantly lower than those of their high-income peers.

Women's labor force participation rates remain lower than men's, and women earn less than men even when performing the same work. According to TÜİK (2023), women's average wages are approximately 20 percent lower than men's. Moreover, women are substantially underrepresented in managerial and leadership positions.

Achieving social justice requires the restructuring of state policies. Social welfare programs, redistributive tax systems, inclusive education reforms, and affirmative action policies play a critical role in this process. For instance, the high-taxation and comprehensive social security systems implemented in Scandinavian countries have been effective in reducing social inequalities (Esping-Andersen, 1990).

Inequality in Education: Causes, Consequences, and Policy Responses

Educational inequality refers to injustices in individuals' access to educational opportunities and in the outcomes they achieve through education. According to the principle of equal opportunity, every individual has the right to realize their potential. However, this ideal is often undermined by socioeconomic disparities (Akyüz, 2020).

Family income levels directly influence access to educational materials, private tutoring, and supplementary learning opportunities. According to OECD's PISA 2018 results, students from low-income families perform significantly worse academically than their more advantaged peers (OECD, 2019).

In both Türkiye and many other countries, educational infrastructure in rural areas remains inadequate. This situation results in serious deficits in teacher quality, technological resources, and

transportation (ERG, 2022). In regions such as Southeastern Anatolia, school absenteeism rates remain particularly high.

The shift to online education during the COVID-19 pandemic created a new dimension of inequality for students lacking adequate technological infrastructure. According to Education-Sen's 2021 report, approximately 30 percent of students in rural areas were unable to access remote education.

Educational injustice produces multiple adverse consequences at both individual and societal levels, including lower academic achievement, reduced labor market participation, the persistence of intergenerational poverty, and weakened social cohesion (Yılmaz, 2018). In the long term, educational inequality exacerbates social polarization and undermines democratic functioning by restricting social mobility and limiting individuals' capacity to realize their potential (Sen, 1999).

Educational inequality is shaped by multidimensional factors such as socioeconomic status, gender, regional disparities, ethnicity, and disability. UNESCO's Global Education Monitoring Report (2020) indicates that children from low-income households face substantial barriers to accessing quality education (UNESCO, 2020). Similar patterns are evident in Türkiye, where TÜİK data reveal that schools in rural areas lag behind urban schools in terms of physical conditions, teacher quality, and accessibility (TÜİK, 2022).

Bourdieu's theory of cultural capital explains why children from higher socioeconomic backgrounds tend to achieve greater academic success (Bourdieu, 1986). PISA results in Türkiye support this claim. According to OECD's PISA 2018 report, students from disadvantaged socioeconomic backgrounds scored, on average, 89 points lower than their more advantaged peers (OECD, 2019).

Globally, girls continue to face disadvantages in accessing education. Although school enrollment rates in Türkiye have increased in recent years, girls' education remains secondary in certain regions. According to UNICEF Türkiye (2021), early marriage and entrenched gender roles adversely affect girls' educational trajectories.

Reducing educational inequality requires not only individual efforts but also comprehensive public policies. In Türkiye, the 4+4+4 education system and centralized examination policies remain contested in terms of equality of opportunity. According to Education-Sen's 2023 report, these policies tend to deepen rather than mitigate existing inequalities (Eğitim-Sen, 2023).

Post-Pandemic Education: New Approaches, Opportunities, and Policy Recommendations

The transition to digital education during the pandemic marked a new era for teachers, students, and families. According to UNESCO (2020), approximately 1.6 billion learners worldwide were affected by school closures. Many countries faced multifaceted challenges related to insufficient digital infrastructure, teachers' digital competencies, and student motivation (Bozkurt & Sharma, 2020). While remote learning holds potential for enhancing individualized learning, it has also led to significant learning losses, particularly among disadvantaged groups. OECD (2021) reports indicate substantial declines in academic performance among students from lower socioeconomic backgrounds during the pandemic.

In the post-pandemic period, hybrid education models combining face-to-face and online instruction have become increasingly permanent in many countries. These models offer flexibility and support more personalized learning environments (Hrastinski, 2019). However, their effectiveness depends on factors such as digital literacy, equitable access, and curriculum alignment.

Teachers' roles have evolved from transmitters of knowledge to facilitators who guide learning processes and effectively integrate digital tools. Research shows that enhancing teachers' digital pedagogical competencies directly improves students' online learning outcomes (Koehler & Mishra, 2009).

Beyond academic losses, students have also experienced declines in emotional and social well-being during the pandemic. Consequently, education systems have begun adopting holistic models that address students' psychological health alongside academic learning (UNICEF, 2021).

Children living in rural areas or from low-income families continue to face inadequate access to the internet and digital devices. Learning disruptions during the pandemic led to particularly severe knowledge gaps among younger learners. Moreover, remote education has been associated with reduced motivation, attention difficulties, and disciplinary challenges.

To ensure the effective use of digital learning tools in the post-pandemic era, continued investment in infrastructure is essential. Government-supported programs providing tablets and internet access should be expanded, and locally appropriate solutions should be developed. Teachers' continuous professional development should be supported through training programs based on the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006). Education policies should be designed to protect the educational rights of vulnerable groups, including disadvantaged populations, individuals with special needs, and migrant students. Inclusive models grounded in the principle of equal educational opportunity must be prioritized.

Conclusion

Achieving social justice is not only an ethical imperative but also an economic and political necessity. The persistence of inequality represents one of the greatest threats to social harmony and development. Accordingly, holistic solutions informed by both theoretical frameworks and practical policies are required to advance social justice. The equitable distribution of public resources, the provision of equal opportunities, and targeted support for disadvantaged groups play a critical role in building a more just society.

Post-pandemic education systems are increasingly moving beyond traditional models toward more flexible, digital, and student-centered structures. However, this transformation has also generated new challenges. Improvements in areas such as equality of opportunity, digital literacy, and teacher quality will determine the sustainability and effectiveness of post-pandemic education. In this context, educational transformation must be understood not only as a technological shift but also as a pedagogical, social, and political process.

Although hybrid education holds the potential to democratize learning through increased flexibility, this potential cannot be realized unless existing inequalities are effectively addressed. As education systems evolve in the post-pandemic period, comprehensive and inclusive policies must be developed to eliminate digital divides. Otherwise, hybrid education risks remaining a model that benefits only a privileged segment of society.

Educational inequality shapes not only individual life trajectories but also the future of social structures. Addressing this challenge is a prerequisite for both social justice and economic development. State policies must be restructured to encompass all stakeholders within the education system and to implement sustainable solutions grounded in equality. When equal educational opportunity is achieved, individuals across society will be better able to realize their potential, laying the foundation for a more just and cohesive society. To reduce educational inequality, the following measures are essential: universal access to early childhood education; increased investment in schools in rural and disadvantaged regions; equitable teacher distribution; and the integration of education with comprehensive social policies. Ultimately, educational equality is not only a human right but also the cornerstone of sustainable development.

References

1. Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to Coronavirus pandemic. *Asian Journal of Distance Education*, 15(1), 1–6.
2. Hrastinski, S. (2019). What do we mean by blended learning? *TechTrends*, 63(5), 564–569.
3. Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60–70.
4. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.

5. Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Princeton University Press.
6. Akyüz, Y. (2020). *Türk Eğitim Tarihi*. Pegem Akademi Yayıncılık.
7. Yılmaz, F. (2018). Educational inequality and its social consequences. *Journal of Social Policy Studies*, 20(2), 45–62.
8. Education-Sen. (2021). *Report on Access During Remote Education*.
9. Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education*. OECD. (2019).
10. *PISA 2018 Results*. <https://www.oecd.org/pisa/>
11. TÜİK. (2022). *Education Statistics*. <https://data.tuik.gov.tr>
12. UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and Education*. <https://unesdoc.unesco.org>
13. UNICEF Türkiye. (2021). *The State of Children in Türkiye Report*.
14. Education-Sen. (2023). *Report on Inequality in Education*. <https://egitimsen.org.tr>
15. Graham, C. R. (2013). Emerging practice and research in blended learning. In *Handbook of Distance Education* (pp. 333–350).
16. Means, B., Toyama, Y., Murphy, R., & Baki, M. (2014). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, 115(3), 1–47.
17. Rawls, J. (1971). *A Theory of Justice*. Harvard University Press.
18. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
19. OECD. (2021). *The State of Global Education: 2021*. OECD Publishing.
20. UNESCO. (2020). *Education in a Post-COVID World: Nine Ideas for Public Action*. UNESCO.
21. Ministry of National Education [MEB]. (2022). *Report on Access to Digital Education*. MEB Publications.
22. UNESCO. (2020). *Education: From Disruption to Recovery*.
23. UNICEF. (2021). *COVID-19 and Education: The Lingering Effects of Learning Loss*.

Received: 16.10.2025

Accepted: 05.01.2026