GOLDEN RESEARCH THOUGHTS
ISSN: 2231-5063
IMPACT FACTOR : 4.6052(UIF)
VOLUME - 14 | ISSUE - 5 | NOVEMBER – 2024

SOCIOLOGY & SOCIAL ISSUES

Mrs. Laxmi Mudgundi
Research Scholar

ABSTRACT

Sociology is the systematic study of society, social relationships, institutions, groups, and patterns of interaction. Social issues emerge when conditions within a society create persistent difficulties for individuals or groups and become matters of collective concern. This study examines the relationship between sociological processes and major contemporary social issues, including inequality, poverty, unemployment, educational disadvantage, gender inequality, caste and status differences, family change, migration, health disparities, digital exclusion, and social marginalisation. The study adopts a descriptive and analytical approach based primarily on secondary literature. Classical sociological perspectives associated with Karl Marx, Émile Durkheim, Max Weber, and later structural, interactionist and feminist traditions are used to interpret how social institutions and unequal distributions of resources influence life chances. The study also considers the role of culture, socialisation, social stratification, urbanisation, technology, and public policy in shaping social problems. The analysis indicates that social issues are rarely caused by a single factor. They generally arise from interactions among economic structures, political institutions, cultural norms, demographic changes, and individual experiences. The study therefore argues for multidimensional approaches that combine social protection, inclusive education, employment opportunities, gender-responsive policy, community participation, and evidence-based governance. The research further highlights the importance of distinguishing between individual difficulties and structural social problems. A sociological approach avoids blaming individuals for conditions produced or reinforced by institutions and unequal social arrangements. It also recognises that communities possess resources, knowledge, and forms of collective action that can contribute to social change. The study concludes that sociology provides both an analytical framework and a practical orientation for understanding social problems. Effective responses require reliable data, participation of affected communities, coordination between institutions, and continuous evaluation of social programmes.

KEYWORDS: *Sociology, social issues, social inequality, poverty, education, gender, caste, migration, family, health, digital divide, social change, social policy, community development.*

INTRODUCTION

Sociology examines how people live together and how social structures influence behaviour, opportunities, identities, and institutions. Society is not simply a collection of individuals; it consists of patterned relationships, shared meanings, norms, values, institutions, and systems of power. These social

arrangements shape access to education, employment, health, political participation, family resources, and social recognition. Social issues are conditions that affect significant sections of a population and generate public concern. Examples include poverty, unemployment, discrimination, violence, inadequate housing, educational exclusion, substance misuse, ageing-related challenges, migration pressures, and unequal access to technology. The sociological study of these problems asks questions such as: Who is affected? How are disadvantages distributed? What institutions reproduce them? How do people experience them? What forms of collective action or policy intervention can reduce them? The importance of sociology lies partly in its ability to connect personal experiences with wider social structures. A person who cannot find stable employment may experience the problem individually, but employment opportunities are influenced by economic cycles, educational systems, labour-market institutions, technological change, regional inequalities, and public policy. Similarly, educational achievement is influenced not only by individual effort but also by family resources, school quality, social networks, language, gender, location, and economic circumstances. Contemporary societies are also experiencing rapid social change. Urbanisation, migration, globalisation, digital communication, changing family structures, demographic transitions, and new forms of employment are altering traditional patterns of social interaction. These changes create opportunities while also generating new forms of insecurity and exclusion. This study therefore approaches social issues as interconnected phenomena. Rather than treating poverty, gender inequality, education, health, migration, and digital exclusion as isolated topics, it examines how they overlap and reinforce one another.

AIMS AND OBJECTIVES

Aim

The broad aim of the study is to examine major social issues from a sociological perspective and to analyse the structural, cultural, institutional, and economic factors that contribute to their persistence.

Specific Objectives

- To explain the sociological meaning and significance of social issues.
- To identify major contemporary social issues affecting communities and social institutions.
- To examine the relationship between social stratification and unequal life chances.
- To analyse how poverty, unemployment and educational disadvantage interact.
- To examine gender inequality and changing family and social roles.
- To understand the sociological dimensions of caste, class, ethnicity, status and social exclusion.
- To examine migration, urbanisation and changing community relationships.
- To analyse health inequality and access to social resources.
- To examine the digital divide and the social consequences of unequal technology access.
- To review major sociological perspectives used to interpret social problems.
- To identify implications for social policy, community development and institutional practice.
- To provide practical recommendations for inclusive and evidence-based interventions.

Research Questions

- What are the principal social issues relevant to contemporary society?
- How do social structures and institutions contribute to unequal life chances?
- How are different social issues interconnected?
- What role do culture, socialisation and social norms play in reproducing inequality?
- How can public policy and community participation contribute to sustainable social change?

REVIEW OF LITERATURE:

The sociological study of social problems has developed through several major theoretical traditions. Classical sociology provides foundational concepts for understanding social order, conflict, authority, stratification and modernisation.

Karl Marx and Social Conflict

Marx emphasised economic relations, class divisions, ownership and the distribution of productive resources. A Marxian approach draws attention to how unequal control over resources can produce unequal power and life chances. Contemporary applications of conflict theory extend the analysis to labour markets, housing, education, technology and other institutions.

Émile Durkheim and Social Integration

Durkheim examined social solidarity, division of labour, norms and anomie. His work suggests that rapid social change or weakened normative integration can create difficulties for individuals and groups. His approach remains relevant to questions concerning social cohesion, isolation, institutional trust and community integration.

Max Weber and Social Stratification

Weber broadened the analysis of inequality beyond economic class by considering status and power. His framework helps explain how prestige, authority, education, occupation and political organisation influence social opportunities.

Functionalist Approaches

Functionalist sociology examines how institutions contribute to social order and continuity. Social problems may be interpreted as dysfunctions or as consequences of institutional arrangements that fail to meet changing social needs.

Symbolic Interactionism

Interactionist approaches focus on meanings, identity, labelling, everyday interaction and the construction of social reality. This perspective is useful for examining stigma, discrimination, deviance, identity and interpersonal experiences of inequality.

Review of Literature – Contemporary Perspectives

Feminist Sociology

Feminist sociology examines gender as a social structure and analyses how power, norms and institutions influence women's and men's experiences. It draws attention to unpaid care work, occupational segregation, violence, representation, reproductive roles and the unequal distribution of household and institutional resources.

Bourdieu: Capital and Social Reproduction

Pierre Bourdieu's concepts of economic, social and cultural capital help explain why inequalities can persist across generations. Access to networks, educational knowledge, cultural practices and economic resources may influence educational and occupational outcomes.

Social Exclusion

Social exclusion frameworks focus on processes through which people or groups are prevented from participating fully in economic, social, cultural or political life. Exclusion may involve income poverty, discrimination, geographic isolation, lack of services, or barriers to participation.

Globalisation and Social Change

Globalisation has connected economies, cultures and labour markets while also producing uneven effects across regions and social groups. Migration, transnational families, global supply chains, digital communication and international institutions have become important areas of sociological research.

Research Gap

A recurring challenge in social-issue research is fragmentation. Studies often examine one problem at a time even though disadvantages overlap. A household may simultaneously experience low income, insecure employment, educational constraints, poor housing and limited digital access. An integrated sociological framework is therefore useful for understanding cumulative disadvantage. The present study addresses this gap conceptually by bringing multiple social issues together and examining their structural connections.

RESEARCH METHODOLOGY

Research Design

The study uses a descriptive, exploratory and analytical research design. It is structured as a secondary-research study rather than a claim of original fieldwork. The methodology is suitable for a broad examination of sociology and social issues because it permits comparison of concepts, theoretical perspectives, policy themes and previously published evidence.

Sources of Data

- Books and classical sociological texts.
- Peer-reviewed journal literature and academic research.
- Reports published by recognised national and international institutions.
- Official statistical publications where available.
- Policy documents and social development reports.
- Secondary datasets and published research findings.

Sampling and Selection of Literature

A purposive approach can be used to select literature relevant to the study's objectives. Priority should be given to established sociological works, credible statistical sources, peer-reviewed studies and official reports. Sources should be assessed for date, methodology, population coverage, conceptual clarity and limitations.

Methods of Analysis

The study applies thematic analysis and comparative interpretation. Key themes include inequality, social stratification, poverty, education, gender, family, migration, health, technology and social change. Findings are interpreted using sociological concepts rather than treating statistical associations as automatic proof of causation.

Ethical Considerations

Secondary research should accurately acknowledge sources, avoid fabricated data, protect personal information, and distinguish published findings from the researcher's own interpretation. If primary research is later added, informed consent, confidentiality and appropriate institutional approval should be addressed.

STATEMENT OF THE PROBLEM

Contemporary societies experience multiple social problems that are interconnected rather than isolated. Persistent inequality can influence access to education, employment, healthcare, housing, technology and political participation. These differences can create cumulative disadvantages over the life course and may be reproduced across generations. A major sociological problem is that social disadvantages are often interpreted as individual failures. For example, unemployment may be attributed only to insufficient effort, educational difficulties to lack of motivation, or poverty to poor financial decisions. Such explanations overlook structural factors such as labour-market conditions, unequal educational resources, discrimination, geographic disparities, household responsibilities and access to social networks. Another problem is the unequal distribution of social voice. Communities affected by social problems may have limited opportunities to participate in policy design and institutional decision-making. Programmes designed without community knowledge may therefore fail to address local realities. Rapid technological and demographic change also creates new challenges. Digital services can improve access to information and public services, but people without devices, connectivity, digital skills or accessible platforms may experience new forms of exclusion. Similarly, migration and urbanisation can create economic opportunities while placing pressure on housing, transport, employment and community integration.

Problem Statement

The central problem addressed by this study is the persistence and interconnection of social inequalities and social issues, despite institutional efforts to promote development and inclusion. The study investigates how sociological structures, institutions, norms and changing social conditions contribute to these issues and how evidence-based social interventions can respond.

Need of the Study

The study is needed because social issues influence both individual well-being and collective social stability. Understanding these issues requires more than describing symptoms. Sociology provides tools for examining underlying relationships among institutions, norms, resources, power and social interaction.

Academic Need

The study brings together classical and contemporary sociological perspectives and demonstrates their application to real-world problems. It can serve as a conceptual reference for students and researchers studying sociology, social work, public administration, education and community development.

Social Need

Communities require approaches that recognise differences in social position. Policies addressing poverty, education, health or employment are more likely to be responsive when they account for gender, age, location, family structure, disability, social status and access to services.

Policy Need

Decision-makers require reliable evidence about who is affected by a social problem, what mechanisms contribute to it, and whether interventions are producing equitable outcomes. Sociological analysis can complement economic and administrative data by explaining lived experiences and institutional processes.

Practical Need

Community organisations and practitioners can use sociological concepts to identify barriers, strengthen participation, reduce stigma and develop interventions that address both immediate needs and structural causes.

Need for Integrated Analysis

The same household may experience multiple disadvantages simultaneously. Therefore, social programmes should avoid excessive fragmentation and consider the interactions between income, education, health, employment, housing, gender and digital access.

Scope and Limitations

Scope

- The study covers major sociological concepts related to contemporary social issues.
- It examines social stratification, inequality, poverty, education, gender, family, migration, health and digital inclusion.
- It considers structural, institutional, cultural and interactional explanations.
- It includes implications for social policy and community development.
- It can be adapted to a specific country, state, district or community by adding local primary and secondary data.
-

Limitations

- The study is primarily based on secondary literature and does not claim to represent an original population survey.
- Social issues differ substantially across countries, regions, communities and historical periods.
- Published statistics may use different definitions, populations and measurement methods.
- Broad conceptual coverage limits the depth that can be given to any single issue.
- Some social experiences, especially stigma and discrimination, are difficult to capture through quantitative indicators alone.
- Illustrative tables in this document should not be treated as original survey results.

Delimitations

The study focuses on sociological interpretation rather than detailed economic modelling, clinical assessment or legal analysis. These fields may complement the study but require specialised methods.

Sociological Profile of Major Social Issues

Social issue	Key dimensions	Possible consequences	Relevant institutions
Poverty	Income, assets, housing, food security	Material deprivation, insecurity	Family, state, labour market
Unemployment	Job availability, skills, discrimination	Income loss, stress, exclusion	Education, employers, government
Educational inequality	School quality, affordability, language	Unequal life chances	Schools, families, state
Gender inequality	Norms, work, care, violence	Unequal opportunities	Family, workplace, state
Caste/status inequality	Hierarchy, stigma, access	Exclusion, discrimination	Community, education, labour market
Migration	Mobility, jobs, housing, identity	Integration challenges	Families, cities, employers
Health inequality	Access, income, location	Unequal health outcomes	Health system, state
Digital divide	Devices, connectivity, skills	Information/service exclusion	Schools, markets, state

The table illustrates why social issues should be studied together. Each issue involves resources, institutions, norms and patterns of participation. The effects can accumulate: for example, low income can restrict educational opportunities, which may affect employment, which can then influence health and housing.

FINDINGS:

The literature indicates that social stratification is a central mechanism through which unequal life chances are organised. Stratification refers to structured patterns of inequality between social categories. Class, occupation, education, gender, social status and other characteristics can influence access to resources and opportunities. First, inequality is multidimensional. Income differences matter, but so do access to quality education, healthcare, safe housing, social networks, transportation, digital resources and decision-making institutions. A person may therefore experience disadvantage even when a single income indicator does not fully capture their circumstances. Second, inequality can be cumulative. Disadvantage in childhood may influence educational attainment; educational attainment may influence employment; employment influences income and access to services. These processes can reinforce one another across the life course. Third, social institutions can both reduce and reproduce inequality. Schools can provide social mobility, but unequal school resources can also reproduce existing differences. Labour markets can create opportunities, but discrimination and segmentation can limit access. Public welfare systems can reduce deprivation when benefits are accessible and adequate.

Interpretive Finding

A sociological understanding therefore treats inequality as a relationship between social positions and institutional processes, not simply as a difference in individual outcomes.

Findings: Poverty and Unemployment

Poverty is both an economic and social phenomenon. Low income can limit access to nutrition, education, healthcare, housing, transportation and digital services. Sociological analysis additionally examines how poverty affects social participation, dignity, identity and relationships.

Unemployment and precarious employment can intensify poverty. Work provides not only income but also social identity, routine, networks and institutional benefits. Long-term unemployment may weaken social participation and create intergenerational consequences.

The literature also shows that employment quality matters. A simple employment/unemployment distinction can conceal underemployment, temporary work, insecure work, low wages and limited social protection. Therefore, social research should examine the quality, stability and security of employment.

Illustrative Analytical Framework

Indicator	What it can show	Important caution
Household income	Economic resources	May not capture assets, debt or household needs
Employment status	Labour-market participation	Does not measure job quality
Working hours	Extent of work	Needs context on wages and productivity
Housing cost burden	Financial pressure	Definitions vary by source
Access to social protection	Institutional support	Coverage and adequacy differ

Finding: Poverty reduction requires more than income transfers alone. Education, decent employment, housing, healthcare, social protection and inclusive institutions can operate together to improve social inclusion.

Findings: Education and Social Mobility

Education is one of the most important institutions for socialisation, knowledge transmission and social mobility. However, educational systems do not operate independently of family resources, neighbourhood conditions, language, social networks and economic inequality.

The literature suggests that equal formal access does not always produce equal educational opportunity. Students may enter schools with different levels of material support, parental time, learning resources, nutrition, transport access and digital connectivity.

Educational inequality can become cumulative. Early learning difficulties can influence later achievement, while high-quality educational experiences can increase access to further education and employment. This makes early childhood and school-level support important components of social policy.

Key Findings

- Education can contribute to social mobility when access and quality are broadly distributed.
- Household economic resources influence learning conditions.
- Digital access has become increasingly relevant to educational participation.
- Language, gender, social status and geographic location can affect educational experiences.
- School systems require both access measures and quality measures.
- Adult education and vocational training can support mobility among people who missed earlier opportunities.

Findings: Gender, Family and Social Change

Gender is a major dimension of social organisation. Gender roles are learned through socialisation and reinforced through family practices, education, media, workplaces and institutions. Social change has altered many traditional roles, but unequal expectations can persist.

Unpaid care work is particularly important to sociological analysis because household labour may not be recorded as paid employment even though it contributes significantly to social reproduction. Unequal care responsibilities can influence education, employment, income and political participation.

Families are also changing. Urbanisation, migration, later marriage, smaller households, increased female labour-force participation, changing intergenerational relationships and new communication technologies have contributed to diverse family forms.

Key Findings

- Gender inequality operates across family, education, labour markets and political institutions.
- Care responsibilities can influence labour-market participation and economic independence.
- Family change creates both opportunities and new support needs.
- Policies addressing violence, childcare, education and employment can influence gender equality.
- Men and women may both experience pressures from changing social expectations, although these pressures are not necessarily distributed equally.

Findings: Caste, Status, Discrimination and Social Exclusion

Social status systems influence identity, social interaction, opportunities and access to institutions. In societies with historically entrenched status hierarchies, formal equality may coexist with informal practices of exclusion or discrimination.

A sociological analysis distinguishes between individual prejudice and institutional patterns. Discrimination can occur through interpersonal behaviour, organisational practices, unequal access to resources, residential segregation, educational differences and labour-market processes.

Social exclusion can be economic, social, cultural or political. People may possess formal rights while still facing barriers to effective participation. The experience of exclusion can also affect social trust and institutional legitimacy.

Key Findings

- Social hierarchy can shape access to networks and opportunities.
- Stigma can influence self-identity and social participation.
- Formal legal equality does not automatically remove informal discrimination.
- Inclusive institutions require both equal rules and effective access.
- Community participation can help identify barriers that administrative data may miss.

Findings: Migration, Urbanisation and Community

Migration is both a demographic and sociological process. People move for employment, education, family, safety, environmental pressures and other reasons. Migration can improve household income and access to opportunities, but migrants may face insecure employment, housing difficulties, limited social networks and barriers to public services.

Urbanisation changes patterns of community life. Cities provide greater economic and educational opportunities but can also produce housing shortages, congestion, environmental stress and spatial inequality.

Migration may also transform family relationships. Circular migration, seasonal work and long-distance communication can produce translocal households in which family members live in different locations while maintaining economic and emotionalties.

Key Findings

- Migration should be understood as a social process rather than only a labour-market movement.
- Access to housing and public services influences migrant integration.
- Urban policy affects the social consequences of population mobility.
- Community networks can provide information, employment connections and emotional support.
- Data should distinguish different migration categories because experiences vary considerably.

Findings: Health Inequality and Social Determinants

Health is influenced by biological factors as well as social and environmental conditions. Sociologists examine how income, occupation, education, housing, neighbourhood conditions, gender, social support and access to healthcare influence health experiences.

Health inequality can occur when groups have different levels of exposure to risk or different access to prevention and treatment. Geographic distance, cost, waiting times, information, language and trust can all influence service use.

The social determinants perspective emphasises prevention and living conditions rather than relying exclusively on medical treatment. Safe housing, clean environments, nutritious food, education, stable employment and social protection can influence health outcomes.

Analytical Indicators

Dimension	Possible indicators
Access	Distance to services, affordability, coverage
Living conditions	Housing quality, water, sanitation, environment
Economic security	Employment, income stability, social protection
Social support	Family networks, community participation
Health literacy	Access to understandable information

Finding: Health policy is more effective when healthcare services are complemented by interventions addressing the social conditions that shape exposure to risk and capacity to seek care.

Findings: Digital Divide and Technology

Digital technology has become part of education, employment, banking, communication, public services and social life. The digital divide refers not only to whether a person has internet access but also to the quality of connectivity, device availability, affordability, digital skills and ability to use online services effectively.

Digital exclusion can reinforce existing inequalities. A household with unstable income may struggle to afford devices or reliable connectivity. Older adults may face digital skills barriers. Rural communities may experience infrastructure constraints. People with disabilities may encounter inaccessible interfaces.

Key Findings

- Access, affordability and digital skills should be measured separately.
- Digital public services require alternatives for people who cannot use online systems.

- Digital literacy can support employment, education and access to information.
- Online participation can create new forms of social connection but also risks misinformation, harassment and exclusion.
- Technology policy should consider accessibility and social equity.

A sociological approach therefore treats technology as a social institution embedded in existing patterns of inequality rather than as a neutral solution to every social problem.

DISCUSSION

The findings demonstrate that contemporary social issues are interconnected. Poverty affects education, health, housing and digital access; education affects employment; employment affects income and social protection; gender norms affect care work and labour-market participation; migration influences family structures and urban services.

Structural Explanation

Structural perspectives explain how institutions distribute resources and opportunities. They are particularly useful for identifying patterns that persist even when individuals make different choices.

Cultural Explanation

Cultural norms influence how people interpret gender, status, family, work, success and responsibility. Norms can change, but they may also persist through socialisation and institutional practices.

Interactional Explanation

At the micro level, people experience social problems through everyday interactions. Stigma, labelling, discrimination and social recognition can affect identity and participation.

Integrated Interpretation

No single perspective explains all social issues. Structural analysis identifies institutional conditions; cultural analysis explains norms and meanings; interactionist analysis captures lived experience. Combining these approaches produces a more comprehensive sociological understanding.

The discussion also highlights the importance of intersectionality. People can occupy multiple social positions simultaneously. The experience of poverty, for example, may differ according to gender, age, location, family structure and social status.

Further Suggestions

- Develop local social-issue observatories that combine administrative data, surveys and community evidence.
- Use multidimensional indicators rather than relying on a single measure of poverty or inequality.
- Strengthen early-warning systems for educational dropout and long-term unemployment.
- Expand community-based social research involving affected groups in defining research questions.
- Promote interdisciplinary collaboration between sociology, economics, public health, education and social work.
- Improve the accessibility and transparency of government social statistics.
- Evaluate social programmes using both quantitative outcomes and qualitative community feedback.
- Encourage universities to undertake field-based research linked to local social problems.
- Build digital-literacy programmes alongside digital infrastructure.

- Include unpaid care work and household responsibilities in social research.
- Strengthen mechanisms for reporting and addressing discrimination.
- Support evidence-based public communication that reduces stigma around social problems.
- Encourage youth participation in community development and civic initiatives.
- Use longitudinal research to understand how disadvantage changes across the life course.
- Develop locally appropriate indicators instead of applying identical assumptions to every community.

RECOMMENDATIONS

For Government and Public Institutions

- Adopt integrated social policies that address multiple dimensions of disadvantage.
- Improve access to social protection and ensure programmes are understandable and accessible.
- Strengthen public education, healthcare, housing and employment services in disadvantaged areas.
- Publish disaggregated data where ethically and statistically appropriate.
- Monitor programme outcomes by gender, age, location and relevant social groups.

For Educational Institutions

- Improve support for students from disadvantaged backgrounds.
- Strengthen counselling, career guidance and digital learning access.
- Promote social-science research that connects classroom learning with community realities.
- Teach critical thinking, social inclusion and responsible digital citizenship.

For Communities and Civil Society

- Encourage participatory planning and local problem-solving.
- Build networks connecting residents with social services.
- Promote awareness of rights and available support systems.
- Use community organisations to identify emerging issues and communicate them to institutions.

For Researchers

- Use transparent methods and clearly defined indicators.
- Distinguish correlation from causation.
- Avoid fabricated or unsupported numerical claims.
- Include the perspectives of affected communities.
- Replicate findings where possible and report limitations clearly.

Illustrative Data Framework and Findings Matrix

The following framework can be used to organise actual field or secondary data. It is intentionally presented without invented percentages. Researchers should enter values only after verifying the relevant source, year, population and definition.

Theme	Suggested variables	Suggested source
Demography	Age, sex, household size, location	Census / official statistics
Education	Attendance, completion, literacy, digital access	Education department / surveys
Employment	Employment, unemployment, work type, wages	Labour statistics / surveys
Poverty	Income, consumption, housing, deprivation	Household surveys / official reports
Health	Service access, insurance, major	Health statistics / surveys

	indicators	
Gender	Work, care, education, participation	Time-use / household surveys
Migration	Reason, duration, destination, work	Census / migration surveys
Digital inclusion	Device, connectivity, skills, affordability	ICT surveys

Findings Matrix

Research question	**Evidence to examine**	**Interpretive lens**
Who is disadvantaged?	Disaggregated outcomes	Stratification
Why does disadvantage persist?	Institutional patterns	Conflict / reproduction
How is it experienced?	Interviews, narratives	Interactionism
How can it be reduced?	Programme evidence	Social policy
What changes over time?	Longitudinal data	Social change

This framework prevents a common research problem: reporting numbers without explaining their sociological meaning. Data should be connected to concepts, mechanisms, institutions and lived experiences.

CONCLUSION

Sociology provides a systematic framework for understanding social issues as products of relationships among individuals, institutions, culture, resources and power. The study has shown that major social problems cannot be fully understood through isolated individual explanations. Poverty, unemployment, educational inequality, gender inequality, status-based exclusion, migration, health disparities and digital exclusion interact across the life course. The analysis demonstrates the continuing relevance of classical sociological theories while also showing the importance of contemporary concepts such as social exclusion, cultural capital, intersectionality and digital inequality. Different theories illuminate different dimensions of the same problem.

A central conclusion is that social policy should be multidimensional. Income support may reduce immediate deprivation, but long-term inclusion also depends on education, employment, healthcare, housing, social protection, community participation and equal access to information and technology. Another conclusion concerns evidence. Social programmes require accurate and transparent data. Quantitative indicators can show the scale and distribution of a problem, while qualitative evidence can explain how people experience it. Combining both forms of evidence improves the quality of social research. Finally, social change is not produced only by governments. Families, schools, workplaces, community organisations, civil society, researchers and individuals all participate in social processes. Sustainable responses therefore require cooperation, participation and continuous evaluation.

In conclusion, sociology is not merely the description of social problems. It is a way of asking deeper questions about how society is organised, whose opportunities are constrained, how institutions operate, and how collective action can create more inclusive social arrangements.

REFERENCES

1. Bauman, Z. (2000). Liquid Modernity. Polity Press.
2. Bourdieu, P. (1986). The Forms of Capital. In J. Richardson (Ed.), Handbook of Theory and Research for the Sociology of Education. Greenwood.

3. Durkheim, E. (1893/1984). The Division of Labour in Society. Free Press.
4. Durkheim, E. (1897/1951). Suicide: A Study in Sociology. Free Press.
5. Giddens, A. (1984). The Constitution of Society. University of California Press.
6. Giddens, A. (2009). Sociology (6th ed.). Polity Press.
7. Marx, K., & Engels, F. (1848/2002). The Communist Manifesto. Penguin Classics.
8. Merton, R. K. (1968). Social Theory and Social Structure. Free Press.
9. Sen, A. (1999). Development as Freedom. Oxford University Press.
10. Turner, J. H. (2006). Sociology: Concepts and Uses. McGraw-Hill.
11. Weber, M. (1922/1978). Economy and Society. University of California Press.
12. World Health Organization. Social determinants of health: conceptual and policy resources. WHO.
13. United Nations Development Programme. Human Development Reports. UNDP.
14. United Nations. Sustainable Development Goals. United Nations.
15. International Labour Organization. World Employment and Social Outlook. ILO.
16. UNESCO. Global Education Monitoring Reports. UNESCO.