

Peer Review

Review of: "An Attempt to Explain Why There Are No Psychology Courses in the School Curricula of Nearly All Countries Worldwide"

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Review of "An Attempt to Explain Why There Is No Psychology Course in the School Curricula of Nearly All Countries Worldwide" Brodziak, Abram, and Rajfur present an incisive exploration into the global absence of standalone psychology courses in secondary education. The authors begin by highlighting contemporary societal challenges—including geopolitical tensions, pervasive polarization, and widespread mental health concerns—and argue that disseminating psychological knowledge could serve as an essential tool for enhancing collective well-being. They advocate that a more robust integration of psychology in school curricula might empower societies to better understand and counteract destructive behavioral patterns. A significant portion of the article is devoted to reviewing the current state of psychology education across different countries. Through comparative analysis, the authors note that while psychology appears as an elective or integrated topic in certain nations (such as the United States, the United Kingdom, Canada, and Australia), only a few countries—most notably in Scandinavia (Denmark, Norway, Finland)—incorporate it as a compulsory subject at the upper-secondary level.

This review is underpinned by references to reputable sources such as the World Justice Project and national education standards, lending credibility to the authors' observations. To further elucidate the reasons behind the curricular gap, the article describes a pilot survey involving 37 first-year nursing students who had recently completed high school. The survey probes various hypotheses regarding why psychology remains largely absent from school programs. Notably, the data suggest that resistance from parents and teachers—rooted in deep-seated cultural and ideological beliefs—

emerges as a primary barrier. The authors also discuss how the reluctance to “psychologize” everyday behavior and the discomfort with topics such as sexuality, mental disorders, and critical psychological theories (e.g., those of Freud, Jung, and Berne) contribute to this phenomenon. In conclusion, the article contends that incorporating psychology as a compulsory subject could act as a form of societal self-defense against the adverse effects of ideological polarization and social injustice.

Although the survey’s limited sample size calls for further research, the authors’ synthesis of educational policy review, empirical survey data, and theoretical discussion provides a compelling case for rethinking the role of psychology in shaping informed and resilient societies. Key sources include the World Justice Project’s reports, works by Jonathan Haidt, and foundational texts by Freud, Jung, and Berne, as well as contemporary studies on educational practices in psychology.

Declarations

Potential competing interests: No potential competing interests to declare.