

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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The article "An Attempt to Explain Why There Are No Psychology Courses in the School Curricula of Nearly All Countries Worldwide" by Andrzej Brodziak, Danuta Abram, and Kinga Rajfur presents a compelling analysis of the absence of psychology as a compulsory subject in global education systems.

The authors argue that despite psychology's potential to improve societal well-being and counteract harmful social behaviors, it remains largely excluded from school curricula. Through an exploratory survey of young adults, they try to identify key factors behind this omission, emphasizing resistance from parents and educators, cultural reluctance, and the perception that psychology challenges entrenched power structures and traditional values.

The study highlights how countries that do include psychology in their curricula — such as Finland, Denmark, and Norway — rank highly in social well-being and governance indices, suggesting a correlation between psychological education and societal health.

The authors propose that expanding psychology education could serve as a form of social self-defense against manipulation, authoritarianism, and polarization.

While the paper presents a strong theoretical foundation and thought-provoking arguments, its conclusions are based on a small, non-representative survey. Future research with broader samples and cross-cultural comparisons could strengthen its claims.

Nevertheless, the article raises crucial questions about the role of psychology in education and its potential to foster more informed, resilient societies.

Declarations

Potential competing interests: No potential competing interests to declare.