

## Philosophical-Psychological Approach to Culture and Education

Sandeep<sup>✉1</sup>  | Ponung Nonang 

<sup>1</sup> Corresponding Author, Assistant Professor of Psychology Department, Rajiv Gandhi University, India. Email: [sandeep.panchal@rgu.ac.in](mailto:sandeep.panchal@rgu.ac.in)

<sup>2</sup> Research Scholar of Psychology Department, Rajiv Gandhi University, India. Email: [ponung.nonang@rgu.ac.in](mailto:ponung.nonang@rgu.ac.in)

### Article Info

#### Article type:

Research Article

#### Article history:

Received 13 December 2023

Received in revised form 29 December 2023

Accepted 30 December 2023

Published online 29 January 2024

#### Keywords:

philosophical, culture, education, psychological approach.

### ABSTRACT

Education is a continually developing activity, it shapes the way an individual develops their attitudes, thoughts and behavior. Education is not just about being literate but it is an overall development of the person in every aspect of their lives. A society's educational system can be greatly linked to its culture as the culture that one is in have an affect on the type of curriculum the institutions will develop in order to cater to every individual of that particular culture. Education moulds and shapes a society and it is influenced by the culture of the particular country or society. The educational system acts as a point of reference for the society's needs and demands. The principles that dominate this article is culture and education are interrelated and interconnected. Every educational paradigm is influenced by the culture of the society in which it operates. This essay underlines the extensive connection between culture and education. As a result, the goal of this essay is to depict these features from a Philosophical-Psychological Approach.

**Cite this article:** Sandeep & Nonung, P. (2024). Philosophical-Psychological Approach to Culture and Education. *Journal of Philosophical Investigations*, 17(45), 90-98. <https://doi.org/10.22034/JPIUT.2024.60258.3691>



© The Author(s).

<https://doi.org/10.22034/JPIUT.2024.60258.3691>

Publisher: University of Tabriz.

## 1. Introduction

The educational system of a society is inevitably impacted by its culture. Because education is set up to meet those objectives, the educational system serves as a point of reference for the diverse needs of the society in question. When a society has a primarily materialistic culture, its educational system is competitive and its citizens work primarily to pursue material goals rather than spiritual or artistic ones. If individuality is valued above all else in a culture, then that culture's educational system will also be influenced by it. Everything we learn in an educational institution is profoundly influenced by culture. According to Barlett (1958), social traditions have an impact on the creative processes of remembering, envisioning, and thinking. An individual tries to forget other banal things and learns whatever is regarded as the most significant aspect of culture and accepting of which is likely to increase one's prestige. Thus, culture not only encourages one to learn certain things but also motivates to remember some things while forgetting others. If the culture of a place is not well developed, the most common interaction in the learning process is possible, which makes the education system of that place very low-level. In such a system, formal education is severely lacking because its main focus is reduced to learning very commonplace social life skills (Little, W., et. al, 2014).

The word "culture" denotes widespread social meaning patterns. Essentially it consists of a shared understanding of how the world works which is passed from one generation to the next. Understanding that the uniqueness and diversity of the human perception is influence by various cultures such as:

- a. Versatility: Culture can evolve and is flexible.
- b. Sharing: People exchange goods and services to build culture. People collaborate and share their knowledge and talents with others in their networks. The ways in which individuals share knowledge and how they transmit that information generate culture.
- c. Cumulative nature: Cultural understanding is cumulative. In other words, data is "stored." In other words, a culture's collective learning develops through time.
- d. Pattern: Members of a culture have consistent and predictable ways of acting or thinking. The adaptation, exchange, and storage of cultural knowledge produce patterns. In different cultures, patterns can be both similar and dissimilar (Biswas-Diener et al., 2022).

Culture is a general term that encompasses all material and immaterial aspects of all human societies. Culture has derivates of knowledge learned or created by people in the population. This includes images or numbers and their interpretations created by previous generations, students or individuals (Schwartz, 1992). Therefore, it can be said that culture is a mirror of humanity, which is in a state of constant change.

### **1.1 Types of culture include:**

- a. Material culture encompasses all of the resources and observable objects that people in a specific society utilise to establish their culture. Clothing, machines, industry, manufacturers and plants, methods for production, products and services, and so on.
- b. Non-material culture includes all non-material ideas, attitudes and values that people have in relation to culture, including beliefs, values, religions, norms, morals, language and organizations. Religion, for example, consists of a set of ideas and beliefs about gods, cults, morals and ethics. The study of psychology, sociology, and anthropology has shown how social and cultural roots influences the way people think and interact in different situations (Shah, 2010).

It is a myth that some cultural regions or regions receive more education and these regions also correspond to wealthy countries. Innovation is everywhere and needs to be watched as closely as a business development, leadership and integration. The education of the future should be viewed through the lens of cultural psychology, that is, with global thinking and local solutions.

Education is a human activity which is undergoing continuous development. Within the larger framework of informal child guiding into maturity, education is inferred to be an organized intervention into the development of young human being. Formal education falls under the category of cultivation in the context of the natural and cultural connection (Vailsier, 2014). Education is a deliberate and deliberate effort to create a learning environment and learning process that allows students to develop their talents and spiritual strength, to control the knowledge, behavior and skills required by personality, character, religion. Community, State, and Province (National Education System Act, 2007). According to one interpretation of the above, education can encourage future development if it helps students reach their full potential and enables them to meet and address educational challenges head on. The inner potential and potential competency of students must be touched by education. The importance of education is increased when a person enters society and the workplace because he must be able to use what he has learned to solve difficulties that will arise in daily life both now and in the future.

### **1.2 Link between Culture and Education**

Education and culture can be understood as being two interrelated and interdependent factors in a society. Educational standards are always governed by culture of the society in which they operate. For example, in a society with a spiritual and cultural model, education will prepare students from morality and eternal life. A cultured society, on the other hand would have an education designed to encourage materialism and desire. It is said that a civilization without a cultural definition cannot receive education. Therefore, the culture of a country has a great influence on education and education is ought to be influenced by culture (Yazd, 2020). Since the beginning, there has been a connection between culture and education. Culture and education have a very tight, almost intimate

relationship. Both are so interconnected that neither could be created nor put into action without the assistance of the other. They both aim to change or enhance an individual's behavior, attitude and thought processes therefore this interdependence is a need. Culture and education both contribute to raising one's quality of life. Since education is a formal form of culture and culture serves as an informal form of education, it is accurate to say that a person is either educated or cultured depending on their level of cultural sophistication. Education and culture both have a significant impact on a person's ability to successfully integrate into society. High social, moral, and spiritual values are provided by culture, and education instills these high values in students who are the future of any society.

### **1.3 The Function of Education Related to Culture**

Cultural formation is greatly facilitated through education in all formal, non-formal and non-formal forms. Here are some of the most important roles education plays.

- a. Cultural Preservation: Education plays an important role in preserving, through formal and informal institutions, all values, customs, traditions, beliefs, practices, knowledge and experiences, achievements and immaterial realms of significance today's hour.
- b. Transmission of culture: All educational institutions play an important role in passing culture from one generation to the next. It was through the role of education that the culture of the millennium could be handed down to a large extent to the present day.
- c. Promotion or enrichment of culture: Education plays an important role in enriching or promoting culture by adding new experiences, knowledge, inventions and discoveries to the sciences, as well as preserving old cultures in the same form and passing them on to the next generation. Skills and other achievements that a society introduces into a culture before passing it on to the next generation.
- d. Cultural Improvement: Education also improves centuries-old cultures by eliminating or removing customs, traditions and customs that have lost their usefulness or have been scientifically rejected.
- e. Cultural dissemination: Education plays an important role in the dissemination of cultures in different sectors of society within a country, as well as throughout the world. As an informal educational institution, one of the important roles played by the media is disseminating the culture of countries around the world (Maheswari, 2013).

### **1.4 Functions of Culture Related to Education**

- a. Setting Educational Goals: The culture of a community plays an important role in setting educational goals for that community. For example, if there are diverse cultures, the goal of education will be to achieve unity in diversity. However, if there is a culture, the goal of education will be to preserve that culture in the same form and pass it on to the next generation.

- b. Curriculum Design: Culture plays an important role in curriculum design for a particular education system. The curriculum consists of the culture of the community as the sum of human experience, knowledge, and achievements in various areas of life, and is divided into various components such as language, literature, arts and crafts, and social sciences. , natural sciences, etc.
- c. Culture and teaching methods. Culture also plays significant role in the selection and application of different teaching methods and techniques. For example, traditional teaching methods are used in countries with traditional cultures, whereas science-based cultures.
- d. Teacher-teacher relationships: Culture plays an important role in determining teacher-teacher relationships in an education system. For example, in idealistic cultures like India, teachers act as spiritual and intellectual fathers who inspire their students, whereas in Western cultures, teachers act as friends and mentors to their students (Maheshwari, 2013).

### **1.5 Link between Culture and Education through Philosophical-Psychological Approach**

According to UNESCO, Education and culture are intertwined and mutually salutary. Both must thus be connected in various ways. There should be pride in one's culture at every level of development. Beginning with primary academy, a child learns the value of a morally grounded actuality as he or she observes events being around them and other people acting in specific ways. All of these factors combine to develop the child's personality. To achieve truly sustainable progress, it's critical to inseminate in kids' sensitive minds the significance of education and a life grounded on moral principles. With the help of a strong culture and values- grounded education, students will appreciate and recognize the significance of culture in the context of societal development and change. Education, on the one hand, socializes a person, sustains, transmits, and develops society's culture; on the other hand, it impacts culture (Mondal, & Islam, 2021).

Education can shape and mould the personality and it has been accepted as a universal and cultural truth. When a person continues to weave a web of connections with other members of society, their personality continues to grow. Education that is in line with the cultural norms or behavioural styles of the current society makes this type of contact feasible. Simply put, culture is a tacit kind of social control that aids in moulding and reshaping people's behaviour in the direction of desired outcomes. It has been observed that the culture that one lives in are very much influence by the psychological processes and vice-versa. Cultural norms and practices that are present in a particular society shape the individual from an early age. This influence can be seen in the context of social psychology in relation to anthropology, where it influences certain practices as they are passed on from one generation to the next, evolving every time. In the context of studies on evolutionary processes, epistemological requirements, interpersonal communication, attention, cognition, attributive thinking, self-regulation, human performance, self-esteem, and contextual activation of cultural paradigms, a substantial body of literature supports these conclusions. Cross-

cultural research has tremendously enhanced psychology and produced important problems for the advancement of cultural psychology (Lehman et. al., 2004). Thus, it has been demonstrated that education, culture and personal development are closely related. Consequently, the type of education depends on the culture of the society. We know that "academies" are sources of education. Besides schools, there are other educational resources. From the beginning, the child is influenced by these sources. Only cultural foundations accepted by all participants are effective in all these associations. It should not be overlooked that each person chooses his own educational path among numerous gestures. Based on his experiences, he sometimes shapes himself. In other words, society and humans produce each other.

## **2. Objectives**

The aim of the current article is to comprehend how culture affects education as well as how change in the cultural trends have an affect in the educational system. Additionally, the study tries to understand the link between culture and education from a psychological perspective.

## **3. Review of Literature**

These headings will emphases on the review of the literature which will focus on the aspect of culture and education from the psychological perspective. There are number of studies that have been conducted in this area, in a study by Reimers, (2020) highlighted their concern onthe growth of global competence and awareness pertinent to societal demands and the significance of global education. This question has a two-part solution. In many respects, education has always been intended to be global, giving students the tools, they need to comprehend and better the world. However, the rate of change in our environment and the pressing need to find solutions for the problems facing our world as a whole force us to seek a genuinely global education with more intentionality and efficacy. In another study, Marsico, &, Dazzani, (2022) claimed that educational psychology adheres to cultural norms and that education is fundamentally cultural in nature. The Cultural Psychology approach to education, which directs its application in a variety of cultural circumstances, reflects the interdisciplinary nature of Educational Psychology. Cultural sensitivity in the classroom and the idea that knowledge in the field of education is applied locally in every community are encouraged by the transnational and global nature of the subject of cultural psychology in education. However, the region makes an effort to contribute to the global dialogue on education. The cultural psychology of education shares certain fundamental moral convictions with the dignity, integrity, and diversity of human life. The promotion and protection of people's wellbeing is a crucial element of both theoretical applications and professional practices. Similar research on Education, Psychology and Culture by Macfarlane & Macfarlane (2015) stated that indigenous pupils have not benefited from standard educational psychology for a long period of time. What was formerly seen to be equitable and fair could no longer be regarded proper.

Educational psychology is still changing as a result of recent advancements. We must constantly consider the history, assess the present, and hone the boundaries of the future since our society is a dynamic one. This essay briefly examines the differences between students and their families and the responses that should be given when educational professionals willingly engage in cultural encounters (both scholarly and pragmatically); encounters that help one's understanding of culturally relevant nuances, discourses, and approaches. It is argued that when traditional and cultural streams converge, educational psychology will benefit. Frameworks that take cultural diversity into account are presented in order to suggest a bicultural approach. Dazzani (2016) stated that the promotion and maintenance of people's and various human groups' welfare is a crucial element of both the specific theoretical concerns and the professional practices. Cultural educational psychologists are particularly concerned in how education fosters growth as a person. The defence of human rights and the preservation of life are constantly at the forefront of their research objectives, goals, and successes, and they are all intimately connected to the human cause. According to Del Prette & Del Prette (2002) stated that because of their psychological understanding of the fundamentals of educational and instructional processes, human connections, and constructive alternatives in the promotion of professional and Para-professional resources, psychologists have a particularly desired qualification for effective performance. Along with their understanding of the pedagogical, cultural, and political issues that define the present-day difficulties in education. This suggests that, in addition to the teachers' university-level preparation, the cultural educational psychologist's contribution to continuing education programmes for teachers is crucial. Actually, understanding the teaching-learning process and the dynamics of interpersonal connections within the educational setting requires a thorough understanding of psychological development and learning theories. Similar to this, better educational strategies can be attained by understanding family dynamics, the design of support networks, and family responsiveness. The information that Cultural Psychology has accumulated over the past 40 years, produced by researchers from many nations in its wide range of issue areas, is a key source for understanding education.

#### **4. Gap**

Culture itself is very much diverse in nature and when it is related with education it turns a whole new perspective. But with past researchers and studies done, there is only a reflection of cultural aspect with the educational systems and there are evidences based on these areas. This article highlights the relationship between these two variables in a widespread manner and also throws a light on the need of focusing upon other underlying factors such as socio-cultural and philosophical viewpoints which are meant to be very relevant in the current times. Hence this article is planned to represent these variables from a psychological perspective and how well it deals with the various

issues related to purpose of human life and human cause. Study on the psychological foundations of culture as well as research on the cultural foundations of psychology have been discussed, but we've done nothing more than contrast these two fruitful fields of investigation. There is still a need to combine these many areas of inquiry, both philosophically and experimentally.

## 5. Methodology

A thorough review of the literature was utilized to accomplish the article's goals. This search revealed numerous publications published between 2002 and October 2022. The abstracts were then examined, with unrelated papers removed and only related articles retained. The articles had to examine the two variables and their link, impact, influence, and obtaining the necessary attributes reflected on the individual. Other research studies were also reviewed in which the aforesaid two variables were shown to be unrelated.

## Conclusions

It's abundantly apparent from the explanation above that there's a direct connection between education and culture. Education socializes an individual on the one hand, while also preserving, transmitting, and advancing the culture of a community. In summary, there are many connections between education and culture that are positive and novel. Culture is solidified via education. We live in a complex environment, we are continually creating, regulating, and covering in order to modify our relations with the environment and with one another (Marsico et al., 2015). Henceforth, we may come to the conclusion that both culture and education are closely related to each other, both have an effect on the other and one is dependent on the other. As a result, any culture has a significant influence on the educational trends of the particular country or society. In other words, the artistic pattern in which any educational system exists influences its future. Chaube & Chaube (2018) asserted on the connection between culture and education. A society's prospects and their goods on its culture lay the root for its educational system, and education satisfies this need placed by them (Brodie 2013). This composition emphasizes the link between culture and education from a cerebral perspective of growth and development as well as the need for focusing on other underlying aspects to have better outgrowth for the policy makers in terms of education and keeping the culture of the country or the society in the van which are seen to be largely significant in the current times.

## References

- Biswas-Diener, R.; Thin, N. & Sanders, L. (2022). *Culture*, in Jordan A. & Lee Sanders eds. *Introduction to Psychology*, Chapter 15. University of Saskatchewan, <https://opentextbc.ca/introductiontopsychology/>
- J. Valsiner, G. & et al. (2016). Psychology as the Science of Human Being: The Yokohama Manifesto, *Annals of Theoretical Psychology*, 13, 337–348.



- Lehman, D. R.; Chiu, C. Y., & Schaller, M. (2004). Psychology and Culture. *Annual Review of Psychology*, 55, 689–714. <https://doi.org/10.1146/annurev.psych.55.090902.141927>
- Little, W. (2016). *Introduction to Sociology*. Vol. 1, BCcampus.
- Macfarlane, A., & Macfarlane, S. (2015). Education, Psychology and Culture: towards Synergetic Practices. *Knowledge Cultures*, 3(2).
- Maheshwari, M. (2013). *Culture Images*. [http://www.vkmaheshwari.com/WP/?attachment\\_id=1250](http://www.vkmaheshwari.com/WP/?attachment_id=1250)  
Retrieved November 4, 2022
- Marsico, G., & Dazzani, M. V. M. (2022). Cultural psychology of education. *Integrative Psychological and Behavioral Science*, 39. DOI: 10.1007/s12124-022-09707-2
- Mathews, S., & Savarimuthu, A. (2020). *Role of Education in Transmitting Culture in Society*. *Anthropology and Education*.
- Matsumoto, D. (2002). Culture, Psychology, and Education. *Online Readings in Psychology and Culture*, 2(1). <https://doi.org/10.9707/2307-0919.1010>
- Mondal, A., & Islam, M. N. (2021). *Sociological Foundations of Education*, 1, 384 - 407.
- Paul, B., & Rarr, V. A. (2013). *Society's Demands for Teachers*.
- Reimers, F. M. (2020). A Cultural Perspective and Global Education. In: *Educating Students to Improve the World*. SpringerBriefs in Education. Springer. [https://doi.org/10.1007/978-981-15-3887-2\\_3](https://doi.org/10.1007/978-981-15-3887-2_3)
- Shah, H. (2010.). *Culture and Education*, directorate of Distance Education, University of Kashmir.
- Yazd. L. N. (2020). *Culture and Education*. <https://adamasuniversity.ac.in/culture-and-education/>