Cross-cultural psychological studies in educational settings on Asia: Bibliometric analysis and narrative study

Kajian psikologi lintas budaya dalam setting pendidikan di Asia: Analisis bibliometrik dan studi naratif

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ABSTRACT

The culture of Asian societies that are different from the West can influence different approaches to the educational process. Understanding the differences in cross-cultural psychology in Asia and the West can help teachers and curriculum designers provide appropriate learning techniques and strategies for multicultural students. This study aims to find out 1) Cross-cultural psychology research trends in educational settings, 2) Mapping the cross-cultural psychology studies in educational settings, and 3) Explaining cross-cultural psychology studies in educational settings in Asia. The methods used are bibliometric analysis (VOSViewer) and narrative studies. The result is that research trends are less desirable or researched and research topics related to cultural competency, attitude, comparative study, student-teacher relationship, and adaptation.

ABSTRACT

Budaya masyarakat Asia yang berbeda dengan wilayah Barat dapat memengaruhi perbedaan pendekatan-pendekatan dalam proses pendidikan. Memahami perbedaan psikologi antarbudaya di Asia dan wilayah Barat dapat membantu guru dan perancang kurikulum untuk memberikan teknik dan strategi pembelajaran yang tepat bagi siswa yang multikultur. Studi ini bertujuan untuk mencari tahu 1) Trend penelitian psikologi lintas budaya dalam setting pendidikan, 2) Memetakan studi-studi psikologi lintas budaya dalam setting pendidikan, dan 3) Menjelaskan kajian psikologi lintas budaya dalam setting pendidikan di Asia. Metode yang digunakan yaitu analisis bibliometrik (VOSViewer) dan studi naratif. Hasilnya bahwa trend penelitian kurang diminati atau diteliti dan topik penelitian berkaitan dengan cultural competency, attitude, comparative study, student-teacher relationship, dan adaptation.

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1. INTRODUCTION

Psychology across cultures is a branch of psychology that seeks to explore and discuss how culture influences human behavior (Marsico & Dazzani, 2024). Cross-cultural psychology touches on various topics such as emotions, language acquisition, and parenting practices in different cultures (Marsico & Dazzani, 2024). Parenting is closely related to the education provided to children. Cross-cultural psychology studies can help teachers, parents, and even curriculum designers educate students or children about cultural differences and the role of culture in motivation, learning, and student achievement (Marsico & Dazzani, 2024). When linked to school well-being, culture also plays a part in school well-being (Konu, 2002). Culture influences the loving dimension of school well-being, which means that culture affects social relationships among students, between students and teachers, and among teachers in schools (Konu, 2002). Through schools, students can develop cultural competencies to fulfill life's functions (Marsico & Dazzani, 2024).

Asian societies' collectivist culture, unlike Western societies' tendency towards individualism, and Asian societies' interdependence compared to Western societies' independence, lead to differences in academic performance in schools (Boyle et al., 2020). Culture influences students' learning approaches; Asian students tend to adopt a surface learning approach, while Western societies tend to use a deep learning approach (Dennehy, 2015). In the surface learning approach, learning is characterized by memorization, while deep learning promotes a deep understanding of concepts, critical analysis, and the application of concepts (Dolmans et al., 2016). Studies have shown that in China, most learning involves activities such as reading textbooks and memorizing facts, consistent with Confucian educational culture. In Australia, however, learning more often involves activities like science experiments or working in small groups (Tao et al., 2013).

Understanding cross-cultural psychology differences between Asia and Western countries can help teachers or curriculum designers develop and deliver appropriate learning techniques and strategies for multicultural students (Boyle et al., 2020). The selection of Asia as a research subject is due to the significant contribution of cross-cultural education in Asia to cross-cultural psychology, particularly in the aspects of personality, motivation, and cognition (Pandey et al., 1996). The cultural differences in educational settings in Asian countries and Western countries have sparked researchers' interest in conducting studies related to cross-cultural psychology in educational settings in Asia.

Literature studies on cross-cultural education have been conducted previously (Fitriadi et al., 2024; Rofi'i et al., 2024; Shadiev et al., 2024; Wang & Zhang, 2022). Previous studies have discussed cross-cultural education focusing on the development of cross-cultural competencies (Rofi'i et al., 2024), technology-based cross-cultural education (Shadiev et al., 2024), cultural perspectives in primary education in Indonesia (Fitriadi et al., 2024), and bibliometric analysis of cross-cultural learning (Wang & Zhang, 2022). This study provides a new perspective by focusing on the context of cross-cultural educational psychology, particularly in Asia, and serves as a development of previous studies using the Web of Science database (Wang & Zhang, 2022).

This research aims to find out about 1) trends in cross-cultural psychology research in educational settings, 2) mapping studies related to cross-cultural psychology in educational settings, and 3) explaining the review of cross-cultural psychology in educational settings. Thus, this study can contribute to the development of research and explain studies on cross-cultural psychology in educational settings in Asia.

2. METHODS

The research method uses a literature study approach. In research with literature studies, it must provide a systematic and can-be-produced explanation or the study can be repeated (Garza-Reyes, 2015). The method chosen in this study is bibliometric analysis which aims to analyze the development of keywords or research variables including topics, authors, social (institutions or countries), and conceptual structures of the database (Donthu et al., 2021). Bibliometric analysis in this study uses the help of tools in the form of VOSviewer and Microsoft Excel. The main database in this study uses SCOPUS. Data was obtained in the last decade (2013-2023). Data was collected using various keywords such as "Cross-Cultural Psychology" "Education" "School". The data used is open access and is in the form of article documents. The research stages are shown in Figure 1.
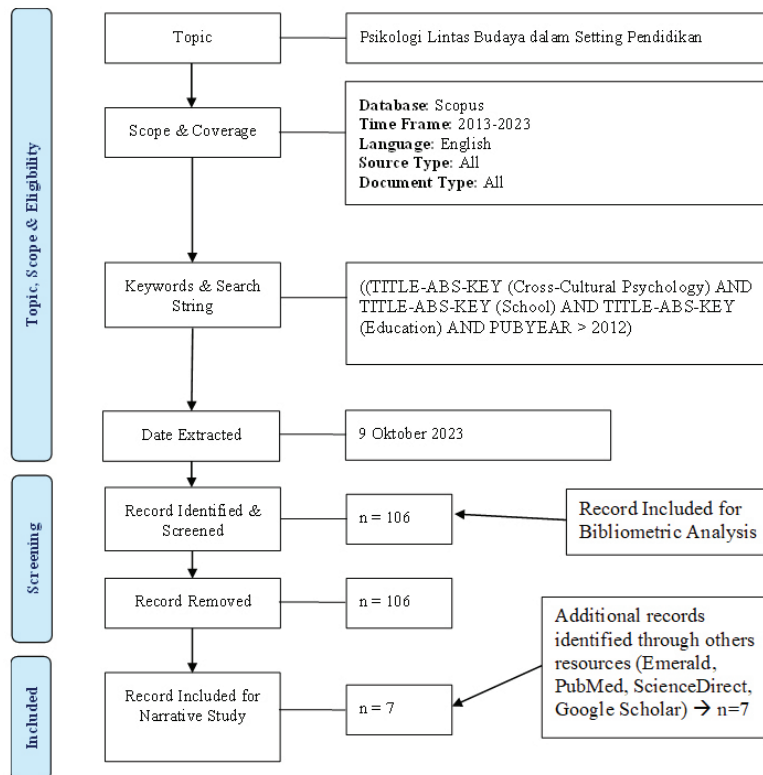
Figure 1. *Flow diagram of research strategy*

3. RESULTS AND DISCUSSION

The bibliometric analysis used 106 data points obtained from the database. Based on this data source, the researchers aimed to answer the first and second research questions in study 1. As shown in Figure 2, the trend in cross-cultural psychology research worldwide over the last decade has been relatively unpopular, as indicated by the total number of studies each year not exceeding 16 works or studies. In 2021, only three works or studies focused on cross-cultural psychology in educational settings, a significant decrease from the previous year (2020), which saw 11 works or studies. However, the growth of cross-cultural psychology studies in educational settings has seen an increase from 2021 to 2023, with two works or studies added each year.
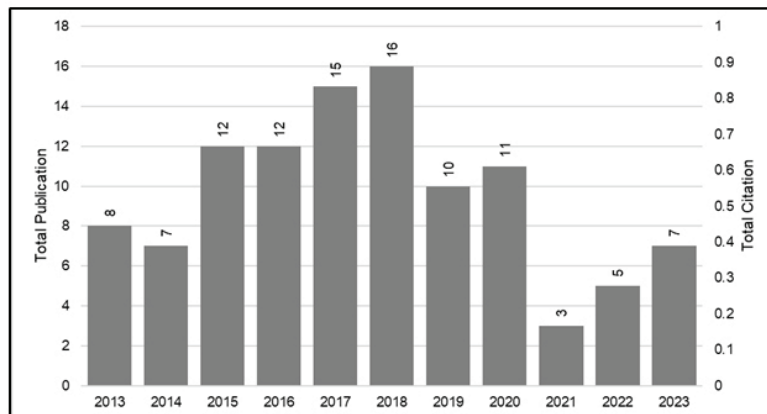
Note: TP = Total Publications

Figure 2. Trends in the Growth of Cross-Cultural Psychology Research in Educational Settings

Based on the SCOPUS database presented in Table 1, the most prolific author is Luchetti, G. (TP=2), followed by Luchetti, A. L. G. (TP=2), Wasieleski, D. M. (TP=2), Weber, J. (TP=2), and other authors who each have a total of one publication. Although Luchetti, G. is the author with the most publications, an analysis of citations using the VOSviewer application shows that the most cited work is by Putnick et al. (2014), with 103 citations. The article is titled "Perceived mother and father acceptance-rejection predict four unique aspects of child adjustment across nine countries." Meanwhile, the work by Luchetti et al. (2018), titled "Cross-cultural Differences in Mental Health, Quality of Life, Empathy, and Burnout between US and Brazilian Medical Students," has been cited 39 times. Other highly cited articles include "Cultural transition and academic achievement of students from ethnic minority backgrounds: a content analysis of empirical research on acculturation" by Makarova and Birman (2015), cited 72 times, and "Cross-national aspects of cyberbullying victimization among 14–17-year-old adolescents across seven European countries" by Athanasiou et al. (2018), cited 64 times.

In subject areas related to cross-cultural psychology research in educational settings, social sciences (TP=51), psychology (TP=41), medicine (TP=33), arts and humanities (TP=10),

nursing (TP=8), environmental science (TP=6), and neuroscience (TP=5) lead, followed by fields such as business, management and accounting, computer science, biochemistry, genetics and molecular biology, economics, engineering, and multidisciplinary, each with fewer than five total publications. The types of scholarly works related to cross-cultural psychology in educational settings include articles (TP=79), books (TP=14), reviews (TP=7), book chapters (TP=5), and conference papers (TP=1).

The top ten institutions or organizations with the most publications on cross-cultural psychology in educational settings are Columbia University (TP=3), Universiade Federal de Juiz de Fora (TP=2), Universiti Sains Malaysia (TP=2), Johns Hopkins University (TP=2), University of Missouri (TP=2), The University of Hong Kong (TP=2), Duke University (TP=2), Purdue University (TP=2), Università degli Studi di Torino (TP=2), Duquesne University (TP=2), and The University of Texas at Austin (TP=2). The countries with the most research on this topic include the United States (TP=47), the United Kingdom (TP=9), Canada (TP=7), Australia (TP=6), Italy (TP=6), Germany (TP=5), Hong Kong (TP=5), Brazil (TP=4), China (TP=4), and Malaysia (TP=4). When focusing on countries in Asia, the database includes Hong Kong (TP=5), China (TP=4), Malaysia (TP=4), Japan (TP=3), Turkey (TP=2), India (TP=1), Macau (TP=1), the Philippines (TP=1), Qatar (TP=1), Taiwan (TP=1), Thailand (TP=1), and Jordan (TP=1).

Table 1. Popularity Results per Category in Bibliometric Analysis

Categories	Details	Total Publications (TP)	Percentage (%)
Author(s)	Lucchetti, G.	2	1.89
Subject Area	Social Sciences	51	48.11
Document Type	Article	79	74.53
Journal name	International Journal of Environmental Research and Public Health	6	5.66
Institution(s)	Columbia University	3	2.83
Region/Country	United States	47	44.34

In the co-occurrence analysis with the help of VOSviewer (**Figure 3**), five themes or clusters were found that can be identified by different colors. The explanation for each cluster is as follows:

a. Cluster 1 (red), emerging topics such as cross-cultural study, nursing education, parents, social environment, attitude, adult, and young adult.

b. Cluster 2 (green), emerging topics such as education, cultural competency, curriculum, learning, human, program evaluation, school, cultural diversity, and psychology.

c. Cluster 3 (blue), emerging topics such as teacher, wellbeing, perception, sex factors, adolescent, social psychology, and school.

d. Cluster 4 (yellow), emerging topics such as cross-cultural comparison, cultural factor, comparative study, religion, ethnology, male and female, aged, and child.

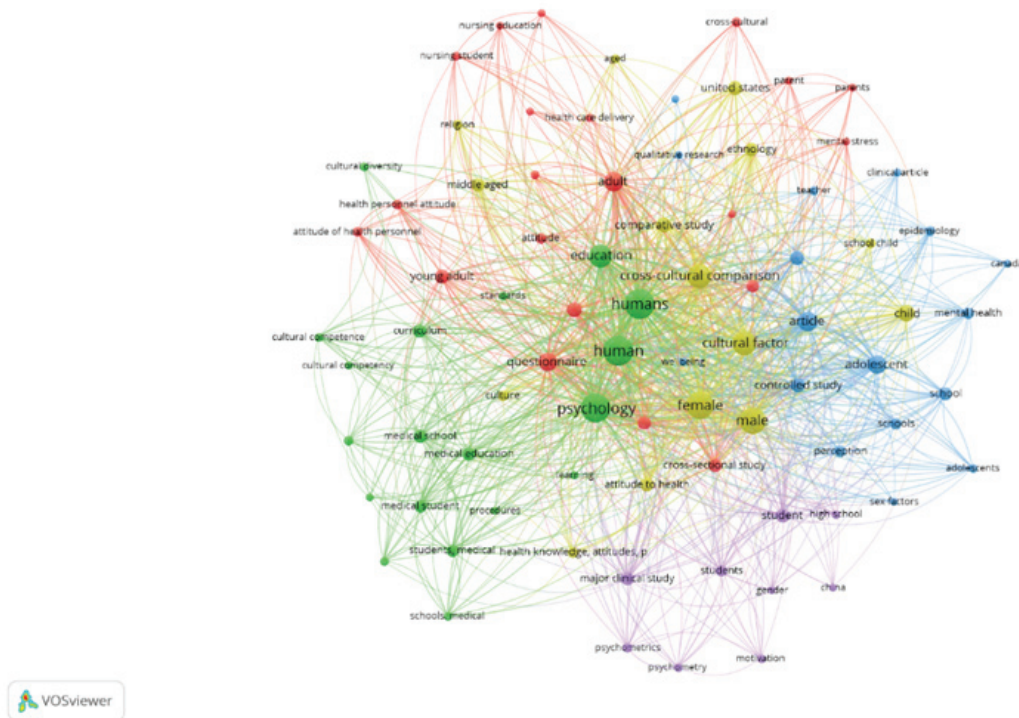e. Cluster 5 (purple), emerging topics such as China, gender, motivation, psychometry, students, and high school.

Figure 3. Co-occurrence analysis with VOSviewer

4.   METHODS

This study uses a qualitative study approach with narrative reviews. Narrative reviews are a method used to discuss topics from a theoretical perspective and are considered an important tool in education (Jahan et al., 2016). Narrative reviews are compiled to discuss a topic that emphasizes the transfer of knowledge as a literature review of previous articles (Jahan et al., 2016). The narrative study used 7 articles obtained from various indexed databases such as ScienceDirect, Emerald, PubMed, and Google Scholar (figure 1). Articles obtained from the database use keywords such as "Cross-Cultural Psychology", "Education" "School", "Cross-Cultural Psychology", "School", and "Education". The inclusion criteria in this study include 1) articles published in the last 10 years, 2) in English and Indonesian, 3) types of documents in the form of journal articles, 4) articles are open-access, and 5) journal articles contain research conducted in Asia.

5. RESULTS AND DISCUSSION

Table 2. Journal Overview

A cross-cultural comparison of teacher-student relationship quality in Chinese and Italian teachers and students

Author	Fabris et al. (2023)	**Findings**: Middle school students in Italy had lower levels of conflict with teachers than those in China, but there was no difference in the level of closeness with teachers between the two countries. There was no difference in reporters' agreement between China and Italy, but reporters' agreement on conflict between elementary school students in Italy was higher.
Design	Quantitative	
Subject	Teachers (n=59) and elementary (n=1680) & junior high (n=1441) students	
Region	China and Italy	

Adapting to transnational education: Students' experiences at an American university in the UAE

Author	Mikecz Munday (2021)	**Findings**: Sources of stress include educational costs, exams, teaching techniques, family expectations, friendships, finances, culture shock, and discrimination. Support is obtained from family, high school friends, friends from the same country, friends from other countries, lecturers, academic advisors, student counselors, campus organizations, and psychologists.
Design	Mix-Method	
Subject	New students at American universities in UAE	
Region	United Arab Emirates (UAE)	

Development of the identity of Javanese transmigrant youth in Lampung through intercultural friendships at school
(*Pengembangan identitas remaja transmigran Jawa di Lampung melalui pertemanan antar budaya di sekolah*)

Author	Aryanti (2014)	**Findings**: Adolescents have two contexts of intercultural friendship relations with ten interaction themes that play a role in the development of self-identity. Regarding the development of ethnic identity, adolescents are in the unexamined identity stage, which places ethnic identity not as a priority in intercultural friendships at school.
Design	Qualitative	
Subject	Students of SMKN 1 Ketapang & SMA Islam Ma'arif Pematang Pasir	
Region	Indonesia	

The role of cross-cultural communication in social functions and potential problems that arise (case study on Sangga Buana University students in student exchange)
(*Peran Komunikasi lintas budaya dalam fungsi sosial dan potensi masalah yang timbul (studi kasus pada mahasiswa Universitas Sangga Buana dalam pertukaran pelajar)*)

Author	Irawaty Prasastiningtyas (2023)	**Findings**: The role of cross-cultural communication in exchange students is very important to interact and understand the culture in the new community environment. Supporting factors for social functions in cross-cultural communication are self-confidence, not isolating oneself, insightful (language), and active participation. Inhibiting factors are technical barriers, language barriers, and bad behavior.
Design	Qualitative	
Subject	Exchange students (n=15) and buddies (n=3) at Sangga Buana University	
Region	Indonesia	

Need-supportive teaching is positively associated with students' well-being: A cross-cultural study

Author	Wang et al. (2021)	**Findings**: Need-supportive teaching is positively correlated with subjective, eudaimonic (meaning in life), and social well-being (school belonging) in students.
Design	Quantitative	
Subject	Students (n=513,295) in 70 countries	
Region	Countries in Europe, America, and Asia	

Academic perceptions of barriers and facilitators of creative pedagogies in higher education: a cross-cultural study between the UK and China

Author	Moula (2021)	**Findings**: The barriers to the implementation of creative pedagogy for teachers in both countries are fear of failure, past teaching models, setting limits, lack of time, social constraints, and lack of students' interest. The supporters of the implementation of creative pedagogy are academics' personality, improved teaching quality, mental health benefits, inspirational figures, and employment opportunities.
Design	Qualitative	
Subject	Academics in the UK (n=10) and China (n=10)	
Region	UK and China	

Culture and Philosophy of Cross-Cultural Education

Budaya dapat mempengaruhi pendidikan, seperti pada budaya di Asia yang masyarakatnya cenderung In collectivist cultures, such as those in Asia, the emphasis is on the group, while in continents like Europe or America, the focus tends to be more on individualism. From a cross-cultural psychology perspective, in individualistic cultures, students are considered responsible for and focused on their school tasks, whereas in collectivist cultures, students' responsibilities encompass a larger group (family, teachers, and classmates), and the success of the group is deemed more meaningful (Cortina et al., 2017). For example, parental involvement in students' learning shows differences in average scores between American students and students in Taiwan, with higher scores observed among Taiwanese students (Mau et al., 2020). This suggests that in collectivist cultures (Asia), education is closely tied to larger groups, such as family (parents).

The influence of groups or communities in collectivist countries (Asia) can also be linked to the differing educational philosophies in Asian and Western countries. Cross-cultural psychology studies aim to compare the student-teacher relationship between Western countries (Italy) and Eastern countries (China; Fabris et al., 2023). China and Italy have different educational philosophies, with China leaning towards Confucian Philosophy, which views education as a means to achieve social harmony and instills the belief that education must be earned through hard work (Cortina et al., 2017). On the other hand, Italy is more aligned with Socratic Pedagogical Philosophy, which views education as something that should be enjoyable, where teachers do not focus on student competition but rather support critical thinking (Cortina et al., 2017)..

Psychological Factors Supporting Cross-Cultural Education

Cross-cultural education needs to be reinforced by supportive factors for teachers. Teachers should have personalities that foster an academic atmosphere, such as a sense of humor, a positive attitude, an interest in teaching, and the ability to challenge themselves to improve (Moula, 2021). The psychological well-being of cross-cultural students can also be influenced by teaching that is supportive of students (Wang et al., 2021). Need-supportive teaching is rooted in self-determination theory (SDT), which seeks to support students'

autonomy, competence, and relatedness (Ryan & Deci, 2017). This approach can help students enhance their motivation to learn, engagement, and academic achievement (Reeve et al., 2020). Wang et al.'s (2021) study aims to address the theoretical gap that few previous studies have explored the relationship between need-supportive teaching and psychological well-being, as studies tend to focus on the association with learning outcomes (Ryan & Deci, 2017; Stroet et al., 2013). Wang et al. (2021) also explore not only subjective well-being but also various dimensions such as eudaimonic and other social components. The findings show that need-supportive teaching correlates with various dimensions of well-being and social components, such as life satisfaction and positive affect (Wang et al., 2021). The study also reveals that, partially, need-supportive teaching negatively correlates in Eastern-Central European countries but not in Southeast Asia, Latin America, and Western Europe. This suggests that cultural differences in interpreting negative emotions can vary—some cultures view negative emotions as normal (e.g., Japan), while others see them as harmful (e.g., America; Curhan et al., 2014).

School education should adapt a more creative teaching system so that students not only learn but also find enjoyment and do not feel compelled to study (Zheng & Gardner, 2017). Many studies focus on the perception of creative learning from the students' perspective (Nicholson et al., 2014; Ryan-Bloomer & Candler, 2013). Moula's (2021) study attempts to explore the perception of creative learning from the teachers' perspective, as well as the supportive or inhibiting factors for creative learning in schools. The study conducted in China and the UK reveals that the supportive factors for creative learning include the personality of academics (humorous, positive attitude, interest in teaching, and challenging oneself), teaching quality, job opportunities for students, inspirational figures, creativity, the quality of learning, and benefits to students' mental health. In contrast, inhibiting factors include fear of failure, traditional teaching models, lack of time, lack of student interest, social pressure, and difficulty in setting time limits for creative teaching for students.

On the other hand, a study by Irawati and Prasastiningtyas (2023) emphasizes the importance of cross-cultural communication in multicultural schools. It helps students interact and adapt to new multicultural environments by boosting self-confidence, encouraging active participation in social environments, and fostering broad-mindedness or good communication skills. Social support can influence the psychological well-being of students (Bhochhibhoya et al., 2018). Close friends and peer support can enhance students' social skills, leading to higher academic achievement as their friendships significantly contribute to their acculturation process (Hendrickson et al., 2011; Warren & Luebsen, 2020).

Challenges in Cross-Cultural Educational Psychology

Cross-cultural education includes the rise of transnational educational institutions, such as Transnational Higher Education (THNE), which is increasingly developing as a form of global demand (ThePie, 2023). The growth of THNE should be balanced with improvements

in the quality of learning, especially in cross-cultural contexts. THNE, established without considering students' environmental adjustments, can lead to psychological issues such as educational stressors and sociocultural stressors (Munday, 2021). Educational stressors include communication barriers, academic and organizational factors that can hinder students' successful adaptation to life at transnational universities (Munday, 2021). Sociocultural stressors include language barriers, students' unfamiliarity with different academic cultures, systems, and rules, the loss of family and familiar surroundings, and cultural differences (Roemer, 2016; Hardy, 2012; Wilton & Constantine, 2003).

These stressors can become obstacles for students in adapting to the environment and communicating effectively. However, communication in cross-cultural educational institutions is crucial. Student communication is related to the development of student identity in schools (Irawati & Prasastiningtyas, 2023; Aryanti, 2014). The development of student identity can include various stages such as 1) unexamined identity, 2) acceptance, 3) resistance, and 4) redefinition and reintegration. Studies show that students in multicultural schools tend to be in the unexamined identity stage, where they are less able to explore their individual identity in relation to ethnicity, and thus their identity is often influenced by their peer environment (Aryanti, 2014; Martin & Nakayama, 2008). The peer environment plays a role in developing self-identity, which can emerge during interactions, leading to the formation of identities as students, group members, and ethnic identities within groups that share the same language (Aryanti, 2014).

6.   CONCLUSION

Cross-cultural psychology research in educational settings has not received much attention in the past decade, with a total of only 106 publications, including articles, books, reviews, book chapters, and conference papers (Figure 2), indicating that it needs to be further discussed and studied. Studies related to cross-cultural psychology in educational settings cover topics such as cultural competency, parents, attitude, comparative study, social psychology, curriculum, learning, motivation, gender, religion, well-being, perception, and cultural diversity (Figure 3). According to the narrative study results, cross-cultural psychology research in educational settings in Asia focuses on topics like teacher-student relationships, adaptation of students with multicultural backgrounds, student-teacher communication patterns, teaching methods by teachers, and efforts to compare education in Asia with Western countries (Fabris et al., 2023; Moula, 2021). It is recommended that future research use more databases to identify trends in cross-cultural psychology research in educational settings. Additionally, the limitation of this study is that it only focuses on studies conducted in Asia. Future studies are encouraged to explore cross-cultural psychology in educational settings more broadly across various continents.

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