

## Semantic Meanings of Culture in the Context of the Educational Process - a Systematic Review of the Findings of World Scientists

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### ADMINISTRATIVE INFORMATION

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**Review Stage at time of this submission** - Completed but not published.

**Conflicts of interest** - None declared.

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**Amendments** - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 18 March 2026 and was last updated on 18 March 2026.

### INTRODUCTION

**Review question / Objective** This systematically studies the semantic meanings of culture in the context of the educational process, clarifying the findings of world scientists and the latest re-search trends in the last 4 years (2022-2026). The article studies various pedagogical challenges in the learning process related to students from different cultures, traditions, and backgrounds.

**Condition being studied** The study is about education.

### METHODS

**Search strategy** Systematic literature analysis was carried out using the PRISMA 2022 methodology,

as a result of which 109 peer-reviewed, indexed publications from Scopus, Web of Sci-ence, and ERIH+ were selected and analyzed. The semantic meanings of words were determined using the digital corpus linguistic analysis program AntConc (v. 4.3.1).

**Participant or population** The review covers literature sources from several databases.

**Intervention** No intervention.

**Comparator** Literature review.

**Study designs to be included** Quantitative research design.

**Eligibility criteria** In order to narrow down the publications of general relevance to the sample to

be analyzed, a pre-screening was performed according to the PRISMA 2020 methodology, according to 7 inclusive criteria:

- 1) The publication corresponds to the years 2022–2026 (the last 4 years);
- 2) the article has a DOI link or an ISBN for the book;
- 3) the publications are in an indexed source;
- 4) the publication is in English;
- 5) The publication is Open access.
- 6) The publication was selected as a result of the database filter ‘social sciences’, ‘educational sciences’, ‘education’, etc.
- 7) The subject of the publication, keywords in the annotation include the words: ‘culture’, ‘cultural’, ‘cultures’, ‘culture’s’, ‘cultures’, etc.

**Information sources** Three databases were used in The study: Web of Science, ERIH+, and Scopus.

**Main outcome(s)** As a result, 4 most relevant concepts were identified and studied: cultural intelligence, cultural capital, cultural competence, and cultural literacy, which are semantically related to the concept of culture and have been used in the educational context for the last 4 years: in the teaching - learning and upbringing process. The main conclusion: culture and its aspects in the educational process have been little studied, but it is precisely they that can ensure the growth of the personalities of students who have well-developed cultural literacy and cultural intelligence in 4 dimensions: 1) metacognitive, 2) cognitive, 3) motivational and 4) behavioral, which are very closely related to the implementation of educational programs. Only such a new generation will responsibly handle cultural capital as a resource for sustainable development.

**Quality assessment / Risk of bias analysis** The quality assessment method in primary studies ensured the PRSMA methodology.

**Strategy of data synthesis** Publications from databases were analyzed to create a systematic literature review.

**Subgroup analysis** The analysis was divided into four subgroups: articles, systematic literature analysis, articles related to cultural intelligence, cultural capital, cultural competence, and cultural literacy.

**Sensitivity analysis** No Sensitivity analysis.

**Language restriction** Yes, one of the exclusion criteria was publications in English.

**Country(ies) involved** The study was conducted in Latvia.

**Keywords** Culture in the education process, cultural capital, cultural competence, cultural intelligence, cultural literacy.

#### **Contributions of each author**

Author 1 - Solvita Lodiņa - Conceptualization, and methodology, software, formal analysis, investigation, data curation, writing—original draft preparation, writing—review and editing, visualization.

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Author 2 - Pāvēls Jurs - Conceptualization, S.L. and S.L.; methodology, S.L.; software, S.L.; formal analysis, S.L.; investi-gation, S.L.; data curation, S.L.; writing—original draft preparation, S.L.; writing—review and editing, S.L. and P.J.; visualization, S.L.; supervision, P.J. All authors have read and agreed to the published version of the manuscript.

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