



# The Integration of Spiritual Curriculum into Primary School Physical Education in Relation to Transformational Teaching Approaches

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## Abstract

**Introduction:** The ideal development of the physical education curriculum has a significant impact on both the extent of students' understanding of the curriculum and their overall development of comprehensive talents, as well as their adaptability.

**Objectives:** This study aims to examine the progression of spiritual curriculum within the context of transformational teaching among physical education instructors in elementary schools.

**Methods:** A correlational descriptive research approach is employed to identify a sample of 72 physical education instructors using random selection. Data was collected using two standardized questionnaires that focused on spiritual curriculum and transformational teaching. In order to assess the validity of the questionnaires from the perspective of specialists in the field of educational sciences, preliminary research on 30 individuals was conducted using Cronbach's alpha coefficient to determine reliability and the Spiritual Curriculum Questionnaire  $\alpha=88$  and the transformational Teaching Questionnaire  $\alpha=90$  was reported. The data were subjected to simultaneous analysis utilizing a one-sample t-test, Pearson's correlation test, and multiple regression analysis.

**Results:** The data clearly indicates that the utilization of transformational teaching methods and spiritual curriculum yields a greater application rate compared to the average. Furthermore, a significant and positive relationship exists between transformational teaching and spiritual curriculum.

**Conclusions:** Moreover, the many aspects of transformational teaching have the potential to serve as a significant predictor of spiritual curriculum.

**Keywords:** Education, Curriculum, School Teachers, Physical Education

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## 1. Introduction

In contemporary human society, physical education has emerged as a distinctive cultural phenomenon, representing a socio-cultural construct that has been developed by individuals to fulfill their specific requirements (1). The curriculum of physical education at educational institutions, including schools and universities, has garnered increased attention and is now recognized as a significant component of the overall education curriculum. The ideal development of the physical education curriculum has a significant impact on both the extent of students' understanding of the curriculum and their overall development of comprehensive talents, as well as their adaptability. There exists a correlation between social demands and the fulfillment of societal needs (2, 3). Hence, it is imperative to conduct research on the most effective approach to developing the physical education curriculum. This research directly impacts the modification of the structural framework and direction of the curriculum, enhancement of its content and teaching methodologies, and improvement of teaching quality and efficiency. Furthermore, it plays a significant role in the

advancement of national sports (4). Simultaneously, it can furnish a theoretical foundation for advancing the advancement of physical education curricula in educational institutions and facilitating the furtherance of physical education reform (5). Furthermore, the acquisition of sports experience through participation in physical education classes has a significant impact on the inclination of adolescents to engage in physical activities during their adult years. In relation to this matter, it is noteworthy that a physical education instructor possessing effective pedagogical abilities, extensive knowledge in physical fitness, and a disciplined educational approach can significantly impact the enhancement of students' athletic abilities and the establishment of enduring sports routines in subsequent years (6, 7). As well, the utilization of physical education classes by instructors to enhance their skills and develop more efficient teaching approaches holds significant importance.

Furthermore, this pivotal transformation in education encompasses a profound and revolutionary shift that will engender alterations in theoretical frameworks, perspectives, instructional approaches, procedural methodologies, as well as roles and functions. The curriculum encompasses various



components, with the course organization, content, and approach being key parts. Within the framework of the discipline, the acquisition and accumulation of information and factual data are seen less significant. Instead, the emphasis lies on adopting a critical and analytical approach towards information. Numerous individuals possess a substantial amount of knowledge pertaining to the subject matter, nevertheless they lack the ability to critically analyze it. Inside the context of the course, two key considerations arise. Firstly, the determination of which topics should be encompassed inside a certain course or unit. Secondly, the assessment of the appropriate level of advancement and intricacy at which these topics should be addressed (8). In the realm of transformation, particularly in the context of education and training, there is a growing inclination towards incorporating spiritual and religious perspectives into the contemporary educational landscape. This shift in attitude seeks to establish the relevance of spiritual and religious ideologies inside educational frameworks, particularly in curriculum development. The birth of a novel discourse is regarded as a seemingly commonplace and simplistic phenomenon akin to other attitudes. However, it possesses a profound and transformational nature, revealing the emergence of revolutionary lines of transformation. This approach demonstrates innovation and holds the potential to rejuvenate spiritual values within contemporary society (9).

The concept of teachers as transformational intellectuals may be traced back to certain neo-Marxist principles and is further shaped by the perspectives of scholars from the Frankfurt School and Antonio Gramsci. In addition to this, Giraud offers novel perspectives on society and the significance of ideological education within it, a characteristic that distinguishes his work (10). In this particular context, it may be argued that the significance of the teacher will assume a more distinct and objective nature over time. Consequently, it has been certainly asserted that no individual, aside from the teacher, possesses a larger influence on the actions and practices of educational institutions. An educator has the ability to cultivate an educational experience that is both enjoyable and fruitful, or conversely, one that lacks productivity. Hence, the efficacy of the educational program is contingent upon the teacher's performance, given their pivotal role in the educational process. The efficacy of a well-designed program might be compromised by the presence of an inept or apathetic teacher, leading to its downfall. Conversely, a competent and motivated teacher can significantly enhance the outcomes of such a program, distinguishing it from conventional programs. In the early 21st century, there has been an increased focus on formal education and training systems. This heightened attention is aimed at bringing about transformational changes within these social systems, with the goal of enhancing their efficiency and effectiveness. By doing so, human societies can better address the problems and challenges they encounter in a constructive manner. Put simply, the current human population has yet to discover a more appropriate, efficient, and justifiable means of effectively addressing scientific, industrial, cultural, economic, social, and moral obstacles than the education system. The integration of intelligent technologies into educational institutions has been recognized as a

necessary condition for achieving sustainable development goals (11). In this context, the proposed transformation in the curriculum is regarded as a pivotal modification, with transformational teaching emerging as a significant element in the educational process. As a consequence of transformational teaching, the implicit objectives are effectively addressed. The process entails establishing interactive connections between educators and learners, fostering a mutual exchange of knowledge, with the aim of facilitating student education and individual development. From this perspective, teachers are knowledgeable educators who facilitate an environment where students can collaborate with both their peers and their instructor in relation to their knowledge acquisition. Educators assume their conventional responsibility of aiding the acquisition of knowledge among students, while concurrently enhancing their personal growth and academic progress. This is achieved through the establishment of a shared educational objective, the provision of exemplary individuals and experiential learning opportunities, the provision of challenges and support to students, the customization of attention and feedback, and the creation of laboratory-based courses that extend beyond the confines of the classroom. Individuals exploit a multitude of expansive chances to engage in introspection and contemplation. The combined utilization of these strategies results in the enhancement of students' intellectual and personal development (12). Within this particular framework, education experts assert that the idea of spirituality embodies the fundamental essence of mankind and serves as its utmost foundation. Moreover, it is argued that spirituality possesses an inherent inclination towards growth and advancement (13). Spirituality encompasses a profound affiliation with virtuous qualities inherent to human nature, such as forgiveness, love, and compassion. From a mental health perspective, it serves to mitigate anxiety, alleviate feelings of isolation, and foster an enhanced sense of self-worth, communicative aptitude, and psychological proficiency (15). Spirituality encompasses the personal exploration and articulation of the significance and objective of life, as it pertains to oneself, others, nature, or the sacred. It is important to note that spirituality extends beyond the confines of religious practices (16). The spiritual curriculum is a form of educational framework aimed at attaining elevated states of consciousness and imbuing life with significance. During the process of examining the developmental phases of cognitive, ethical, and physiological maturation, it has been determined that there is a need to further investigate the levels and phases of spiritual consciousness (17).

The spiritual curriculum is designed as a spiral and non-linear educational program. The proposed spiritual curriculum aims to foster emotional growth and cultivate qualities such as love, vigor, and compassion among students. Additionally, it seeks to address and alleviate any conflicts or hurdles that may arise between the heart and the soul, with the ultimate goal of aligning the human soul with the intellect. Within the realm of spiritual education, love assumes a paramount significance, encompassing an all-encompassing affection for the aesthetic allure of the natural life cycle, an ardent fondness for the innate innocence of infants, and a profound adoration for the animal kingdom, among other manifestations. The

spiritual curriculum is distinguished by the presence of several key attributes, including a notable emphasis on the promotion of health, mutual respect, openness, trust, and freedom among students. Moreover, individuals exhibit a lack of fear towards potential risks and actively engage in the process of inquiry and exploration inside educational settings. In light of the aforementioned subjects, it is imperative to underscore the significant impact of transformational teaching on the spiritual curriculum, as well as the utilization of this approach by educators at this level to enhance the spiritual curriculum (16). We chose elementary level because the elementary period is considered to be a very important period in terms of children's growth, education and personality development, and this period is also called the period of obedience, discipline, creativity and the updating of general talents (18). Given the novelty of the research, we can make reference to the following studies.

Leh et al. (9) reported that the average scores for knowledge and attitude were found to be the highest, while skills and facilities had the lowest average scores. This implies that managers and teachers possess adequate knowledge and disposition to execute the spiritual curriculum, although they lack the requisite competencies. Moreover, Nahardani et al. (9) showed that learners are regarded as distinct individuals within the context of promoting self-care. The learning process in this program is characterized by the utilization of cooperative and Socratic instructional approaches. The program fosters a diversified and emotionally positive environment, wherein teachers serve as exemplary figures for students. The rejection of subject curricula is observed, and teaching methodologies incorporating various tactics centered around aesthetic elements are employed. The spiritual curriculum is characterized by a self-evaluative approach that embraces informal and adaptable techniques. In addition, it has been pointed out that spirituality is fundamentally ingrained in the fundamental nature of human existence (13). The quest for meaning, purpose, and guidance in life, as well as spiritual advancement, is intricately intertwined in the human experience. Spirituality manifests itself within the realm of human emotions, personal values, cognitive processes, abstract concepts, and intellectual pursuits. In this context, it is imperative for spiritual development to be all-encompassing. The incorporation of the body, mind, and heart is vital in cultivating the spiritual dimension of education. The process of spiritual development necessitates a transformation as one navigates through the stages of infertility, evolving from simplicity to complexity and from superficiality to profoundness. The author examines the inclusion of spiritual education in relation to the topic at hand, and explores the extent to which each part of the curriculum should contribute. In addition, teachers engage in several processes, such as experiencing anxiety and uncertainty, engaging in testing and exploration, verifying and connecting ideas, and accepting diverse perspectives within the program area. Transformational instructors might incorporate lessons that prioritize the role of the coach rather than a simply transmitter. Additionally, they can foster collaboration with colleagues and other educators. Furthermore, Slavich and Zimbardo (20) discovered that transformational teaching involves the attainment of goals through the establishment of a shared course vision and collaborative model

presentation. The implementation of strategies such as fostering mastery experiences, providing hard tasks, offering personalized attention and feedback, designing immersive lessons that transcend the confines of the classroom, and facilitating abundant chances for creativity and reflection can contribute to enhancing student learning outcomes. According to Khan (21), the author's research highlights the significance of the training received by professors throughout their undergraduate studies and the subsequent process of continuing education. This training is influential in shaping the theoretical frameworks that professors employ to support their pedagogical practices. Ultimately, the variables associated with responsibilities, through a comprehensive comprehension of the institution's function and the field as a curricular element, exert an influence on the achievement of essential theoretical outputs within the curriculum and contribute to the sustainability of physical education. This study aims to examine the relationship between the implementation of physical education programs in schools and several outcomes, including student well-being, teaching and learning, and student productivity. The analysis did not reveal a statistically significant disparity in student productivity, irrespective of the implementation of physical education. Additionally, the findings indicated that a strong correlation exists between high levels of performance in each aspect and the successful implementation of physical education. Hence, physical education assumes a crucial role in fostering and advancing the social, psychological, and physical well-being, as well as the overall health, of pupils. Given the increasing inclusivity and diversity within the field of education, it is imperative to develop curricula that align with the unique interests and needs of individual students. This includes offering undergraduate programs that focus on physical education, which facilitate collaborative interactions between students and their teachers, fostering an environment conducive to knowledge exchange. It is the belief among recent spirituality scientists that infusing spirituality in education can help students develop both holistically and intellectually. Educators perform their conventional duty of aiding the learning process for students, while concurrently enhancing their personal growth and academic progress. This is achieved through the establishment of a shared vision for a curriculum, the provision of exemplary role models and experiential learning opportunities, the provision of challenges and encouragement to students, the personalization of attention and feedback, the creation of laboratory lessons that extend beyond the confines of the classroom, and the facilitation of advancement that leads to extensive opportunities.

## 2. Methods

The present study is applied in terms of purpose and employs a descriptive-correlational research design to investigate the research questions. The sample comprised 87 primary school physical education teachers. The total population sampling method with case reduction was employed as a result of the restricted size of the statistical population. A total of 87 questionnaires were issued to the individuals comprising the sample, and 72

questionnaires were successfully completed. The questionnaires that were returned consisted of 46 male participants, accounting for 45.54% of the statistical sample, and 56 female participants, representing 54.45% of the statistical sample. It is important to note that ethical considerations were adhered to during the administration of the questionnaires. These considerations included acquiring appropriate legal permits, respecting the autonomy of individuals to choose whether or not to engage in the research, and ensuring the confidentiality.

The questionnaire developed by Tanzi et al. (13) was employed to assess transformational teaching. The questionnaire comprises a total of 16 questions that pertain to four distinct areas, namely Idealized influence, inspirational motivation, intellectual stimulation, and individual considerations. The questionnaire employed in the study conducted by Castillo et al. (12) underwent rigorous assessment to establish its validity and reliability. The researchers employed Nasrollahi et al. (16) questionnaire to assess the spiritual curriculum. The present questionnaire comprises a total of 60 questions, including three distinct dimensions: art and aesthetics, ethics, and soul.

The current study utilized a five-point Likert scale to assess the responses to the questionnaire items. The questionnaires' validity was established through

expert consultation and content validity. The reliability of the questionnaires was assessed using Cronbach's alpha coefficient. The obtained Cronbach's alpha coefficients for the transformational teaching and spiritual curriculum questionnaires were 0.90 and 0.88, respectively. These coefficients indicate that the questionnaires possess satisfactory levels of reliability.

Simultaneous employment of the one-sample t-test, Pearson's correlation test, and multiple regression analysis was undertaken to conduct data analysis. The SPSS 26 was employed for the purpose of conducting data analysis.

### 3. Results

1- To what extent is transformational teaching and spiritual curriculum implemented?

Table 1 displays the outcomes of the investigation pertaining to the factors under examination. It is evident that the mean value for transformational teaching was 3.24, while the mean value for spiritual curriculum was 3.64. Given that the *t* is both positive and statistically significant for both variables, it is evident that, based on the sample, the implementation of transformational teaching and spiritual curriculum beyond the average level.

**Table 1.** A One-Sample t-Test to Examine the Significance of the Key Research Variables.

Variable	N	Experimental Average	SD	Theoretical Average	t	df	P-Value	Effect Size
Transformational Teaching	72	3.34	0.800	3	8.63	71	0.000	0.21
Spiritual Curriculum	72	3.64	0.607	3	10.62	71	0.000	0.36

2- Is there a significant correlation between transformational teaching and its dimensions, and the spiritual curriculum and its dimensions?

The findings from the Pearson correlation analysis presented in Table 2 indicate a statistically significant positive relationship ( $r = 0.336$ ,  $p < 0.01$ ) between transformational teaching and spiritual curricula.

Hence, it is evident that a significant and positive relationship exists between transformational teaching and spiritual curricula. The findings indicate that there is a significant and positive relationship between all four elements of transformational teaching and the spiritual curriculum. Additional findings can be inferred from Table 2.

**Table 2.** Correlation Coefficients Between Transformational Teaching and its Dimensions, and the Spiritual Curriculum and its Dimensions.

	Art and Aesthetics	Morality	Soul	Spiritual Curriculum
Idealized Influence	0.346**	0.078	0.224*	0.232*
Inspirational Motivation	0.279**	0.484**	0.497**	0.568**
Individualized Consideration	0.137	0.400**	0.383**	0.477**
Intellectual Stimulation	0.335**	0.095	0.256**	0.212*
Transformational Teaching	0.148	0.330**	0.329**	0.336**

3- Can the aspects of transformational teaching serve as a significant predictor of the effectiveness of spiritual curriculum?

The summary of the results from the multiple regression analysis on the prediction of the spiritual curriculum through the dimensions of transformational teaching is shown in Table 3. According to the findings, the adjusted coefficient of determination has a value of 0.328. The *F* value is

determined to be 13.22, and the highest degree of significance achieved is 0.001. Given the importance of the *F* statistic, it can be inferred that the dimensions of transformational teaching serve as a significant predictor of the spiritual curriculum. Approximately 33% of the variations seen in the spiritual curriculum can be accounted for by the characteristics of transformational teaching.

**Table 3.** Summary of the Multiple Regression Analysis Conducted to Predict the Spiritual Curriculum Based on the Dimensions of Transformational Teaching.

Model	Multiple Correlation Coefficient	R <sup>2</sup>	R	F	P-Value	Durbin-Watson
Enter	0.596	0.355	0.328	13.22	0.000	2.11

The regression coefficients of the predictive characteristics of the spiritual curriculum are also presented in Table 4. The findings presented in the table indicate that the dimension of inspirational

motivation, as evidenced by its beta value of 0.532, serves as a statistically significant predictor of the spiritual curriculum in isolation. However, the dimensions of idealized influence, individualized

considerations, and intellectual stimulation do not demonstrate to be significant predictors for the spiritual curriculum when considered individually. In essence, while the various aspects of transformational teaching collectively hold significance as predictors of

spiritual curriculum, it is important to note that, with the exception of the factor of inspirational motivation, the remaining dimensions cannot independently serve as predictors of spiritual curriculum.

**Table 4.** Regression Coefficients of the Spiritual Curriculum Predictive Dimensions.

Predictive Variables	$\beta$	Beta	t	P-Value	Collinearity Statistics	
					Tolerance	VIF
Constant	2.151		7.229	0.000		
Idealized Influence	0.182	0.189	0.754	0.452	0.852	0.984
Inspirational Motivation	0.449	0.532	4.058	0.000	0.990	1.078
Individualized Consideration	0.201	0.220	1.520	0.132	0.900	1.023
Transformational Teaching	0.037	0.039	0.168	0.867	0.794	0.932

#### 4. Discussion

Based on the analysis conducted, it can be observed that primary school physical education teachers exhibit a higher level of engagement with transformational teaching and spiritual curriculum variables compared to the average. This is supported by the obtained T value, which indicates that teachers' attitudes towards both variables are at a high level. These findings suggest that teachers are increasingly accepting and embracing these concepts in their pedagogical practices. The findings are consistent with Khan et al. (21). In this regard, Mulnix et al. (22) presented findings that indicate substantial variations in various aspects of schools, including leadership and vision, organizational management, curriculum, shared curriculum and sports, students' well-being, teaching and learning, and student productivity based on physical education. In the present context, it may be posited that the integration of diversity within a physical education curriculum has the potential to furnish students with complete and meaningful learning opportunities. In a diverse society, it is imperative to demonstrate reverence and acknowledge the individual disparities and varied cultural origins of students. According to Hou et al. (23) and Sprow et al. (24), by integrating various assessment methods, instructional methodologies, and material, physical education curriculum programs can effectively cater to the interests and requirements of all students, irrespective of their ethnic, social, cultural, and linguistic backgrounds. According to Arora et al. (25), The inclusion of diverse content within the physical education curriculum, along with the incorporation of transformational teaching variables and spiritual curriculum, has the potential to foster cultural awareness and mitigate bias, while simultaneously enhancing students' comprehension and appreciation of diverse perspectives. Consequently, the incorporation of a comprehensive physical education spiritual curriculum yields numerous advantages for pupils. These programs facilitate the enhancement of student learning outcomes, the cultivation of social cohesion and togetherness, and the promotion of lifetime physical activity habits by incorporating diverse perspectives, cultures, and activities. The comprehensive integration of a wide range of assessment methods and teaching tactics will enhance the facilitation of inclusive learning environments that effectively cater to the different requirements of students. It is imperative for curriculum writers and educators to acknowledge the significance of diversity and inclusion in transformational teaching and spiritual curriculum within the realm of physical

education. They should actively strive to incorporate these essential elements into curricula. Curriculum creators and instructors facilitate the empowerment of students by encouraging them to wholeheartedly accept diversity, flourish in learning environments that foster support and inclusivity, and cultivate a lifelong dedication to engaging in physical exercise.

Regarding the findings of the study, physical education instructors perceive transformational teaching based on its core principles, namely, the attainment of an idealized influence, the provision of inspirational motivation, the consideration of individual needs, and the facilitation of intellectual stimulation. The role of teachers in the field of physical education is highly regarded as an effective mechanism that highlights the transformational teaching. However, it is important to acknowledge that physical education teachers encounter various problems and responsibilities that necessitate their preparedness. Consequently, teachers in this domain are required to demonstrate a high level of diligence and commitment. The approach aims to encourage teachers to utilize the ideas they have proposed, as well as incorporate the ideas of others, in a reflective manner. Educators who employ this pedagogical approach prioritize the cultivation of values and adopt a multidimensional perspective. It can be argued that these teachers possess a holistic outlook, as Ngene (26) expounds upon the attributes of a philosophical mindset in a comprehensive manner, emphasizing the importance of a broad understanding of various matters. Hence, physical education instructors that adopt a transformational teaching approach engage in interdisciplinary studies, fostering an open-mindedness that transcends limitations and embraces the dynamic nature of the surrounding world. Consequently, the implementation of this pedagogical approach engenders a sense of self-assurance in students, thereby facilitating the seamless continuation of instructional efforts by educators. However, it is worth noting the inclusion of spiritual curricula in the discourse, particularly within the realm of physical education instructors. The examination of its position holds significant importance, particularly in light of the present research that investigates the spiritual curriculum across three dimensions: art and aesthetics, ethics, and soul. The findings indicate that the spiritual curriculum encompasses formal material. Informal teaching methods and learning opportunities provide students with the chance to gain deeper insights into their own existence, encompassing its spiritual and transcendental aspects. This knowledge serves as a foundation for shaping their spiritual and human

behavior, enabling them to manifest their inherent spiritual and sublime abilities and talents in a deliberate and purposeful manner. The spiritual curriculum can be characterized by its emphasis on the cultivation of artistic literacy, refinement of taste, and creativity in students. By focusing on these aspects, this curriculum style aims to stimulate students' imagination and facilitate the expression of their feelings and perceptions. Consequently, it is widely employed to foster artistic and aesthetic development among students. Teachers can utilize a spiritual curriculum that incorporates transformational teaching techniques to promote a sense of tranquility and alleviate anxiety among pupils. This approach explores the relationship between transformational teaching and the impact it has on spiritual curriculum (19).

Also, the researchers have put forth the proposal to examine the extent of correlation between the characteristics of transformational teaching and the dimensions of the spiritual curriculum. The observed correlation between transformational teaching and its dimensions with the curriculum signifies a positive and significant relationship. In this regard, it is crucial to assert that transformational teaching serves as a viable answer from the perspective of educators. It may be posited that transformational teaching demonstrates a regard for its recipients, upholds individual values, and is reliable that engenders a significant relationship with the spiritual curriculum. This relationship facilitates the exploration of critical analysis, evaluation of educational materials, and the examination of causal factors in relation to pupils. Additionally, trust promotes discussions on educational fairness, artistic endeavors, the cultivation of creativity, and the development of self-confidence. The cultivation of cognitive abilities, as well as the articulation of emotions, perspectives, and viewpoints, holds significant value. Regarding this matter, it is important to note that the integration of transformational teaching with a spiritual curriculum also results in the development of a mindset that enhances the process of learning by fostering motivation inside the classroom. This is consistent with Zhao et al. (27) emphasis on the Bloom's learning dimensions. It facilitates the cultivation of social skills and fosters the emergence of intuitive thinking. Furthermore, within the realm of skills, the spiritual curriculum exhibits a strong association with transformational teaching. This is evident in various aspects, including the cultivation of empathy and cooperation, fostering self-expression, promoting the development of intuitive thinking, and recognizing the significance of diverse individuals within the spiritual curriculum. In the context of the ethical dimension of spiritual curriculum, it is important to acknowledge the significant relationship between transformational teaching and spiritual curriculum. Transformational teaching, as a teaching approach, prioritizes the cultivation of respect. The individual in question demonstrates a propensity for acknowledging the inherent humanity of others, engaging in an examination of moral principles, and actively seeking to establish a sense of trust with pupils. Consequently, educators are endeavoring to exert an impact over students' convictions and areas of interest. within the realm of spiritual curriculum, it engenders behaviors characterized by piety, responsibility, honesty, and courage. Transformational teaching encompasses

several strategies employed by educators to facilitate student learning and development within the classroom setting. These strategies involve actively engaging with students, attentively observing their progress, and fostering the exploration and identification of their unique gifts and abilities (2, 9).

One significant factor that warrants recognition as a crucial catalyst for the significant relationship between transformational teaching and spiritual curriculum is the comprehensive nature of the latter. The spiritual curriculum serves as an all-encompassing program that facilitates the holistic development of students across various dimensions. The concept of intellectual, emotional, social, physical, artistic, spiritual, etc. dimensions acknowledge the potential for alleviating nervous pressure or stress, a phenomenon also observed in transformational teaching. Moreover, transformational teaching fosters the development of a particular attitude and perspective among students, enabling them to openly discuss their values, as well as their individual needs, abilities, and talents in a public setting. Consequently, a significant relationship may be observed between these two factors. The spiritual curriculum instills in children a set of values that ultimately shape them into altruistic, broad-minded, and hopeful individuals when they reach adulthood. These qualities enable them to effectively address the challenges present in their surrounding environment. The individuals in question exhibit a propensity for placing a high value on trust (15, 20).

#### 4.1. Conclusions

According to physical education teachers, the dimension of inspirational motivation plays a crucial role in predicting the spiritual curriculum within the framework of transformational teaching. This dimension encompasses elements such as faith and belief, interest and enthusiasm, and the ability to motivate individuals towards the goals of teaching. Additionally, it emphasizes the importance of fostering hope for the future and maintaining an optimistic outlook. By incorporating these aspects, teachers contribute to establishing a foundation for the successful implementation of the spiritual curriculum. The domain of spiritual curriculum encompasses significant aspects that warrant discussion and elucidation. The spiritual curriculum in this research is taken from transformational teaching, encompassing three distinct spheres of activity: art and aesthetics, ethics, and soul. Citing examples such as the inclusion of spiritual curricula, it is evident that the educational approach stresses the development of social skills, including empathy, cooperation, and self-expression among students. Additionally, it encourages self-awareness and fosters a sense of motivation by actively involving students in rituals and celebrations.

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#### Footnotes

**Authors' Contribution:** This study was carried out solely by the corresponding author.

**Conflict of Interests:** The researcher confirms that there is no conflict of interests in this study with any participant.

**Data Availability:** The data that support the findings of this study are openly available upon request from the corresponding author.

**Ethical Approval:** Approval for this study was obtained from the university. The author confirms that all steps . The requirements of this study comply with ethical guidelines. Participants were informed about the characteristics of the study and gave written informed consent.

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