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SPIRITUAL AND MENTAL HEALTH IN THE CURRICULUM OF STUDENTS

(REVIEW ARTICLE)

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ABSTRACT

Mental health of students is a subject that needs serious attention. Students are facing severe stress in their life. Many students without will leave the period behind without suffering any serious behavioral or academic problems. Nowadays, the use of different applications, such as life skills training, mental health education, school-based health interventions, as well as specialized treatments we can help students to have a more useful and satisfactorily life. The philosophy of education in the present world is education and satisfying the learners' physical, mental and social needs. Humankind has engaged with the biggest crises whether internal or external crises which is very important and shocking. One of the most important crises is crisis in spiritual continence. In the contemporary culture of human, knowledge and profession have improved in technological aspect and have been weakened in meaning and goal dimensions. The reality of the present world is decrease in spiritual education and divine values which results from getting away from human nature. So, the education is changing incompatible behaviors and

mental and spiritual maturity in the learners in addition to the previous responsibilities. The fact that an Iranian child goes to school at the age of 6 and leaves the school in adulthood duplicates the importance of educational environments on health especially mental health. Spiritual curriculum emphasizes on human nature, religion, life, history, mental health and experience along with applying technology and modern professions. So, this research investigates some aspects of spiritual curriculum and the students' mental health.

Keywords: spiritual curriculum, mental health, students

INTRODUCTION

Quick changes in the present world science and technology breaks down the limitations of time and space in all scientific grounds and education is not except from this rule. The purpose of educational system is instructing people in order to transfer culture and overcoming values on the country and presence in the society (Kazemi, et al. 2014). Schools provide children and adolescents with an appropriate opportunity to improve their life. As the nation moves toward public education, the role of schools in providing services such as mental health services in academic affairs is increasingly important. At the present, with the full support of family and community schools are considered as the best place for comprehensive mental health programs, because all children go to school in the course of their life. Schools are the strongest social and educational organization where deeply affect children, families and communities, and protect children as a safe network of against the risks of learning,

growth and mental and social health. The students face severe stresses in their education, communication and life. Some of these stresses result from normal growth changes in the students like hormonal changes and the changes which take place in relation with parents and society. The students' mental health is a subject which needs serious attention. Nowadays, the students can have a more useful and satisfactory life through applying different programs like learning life skills, mental health education, and sanitary interventions based on the school and particular therapies. Educational systems with a history of eight decades are the most important organizations in the society and help the improvement in the health, development and advancement in knowledge and technology in national and international level (Saffarian, et al, 2013). All the students should be considered in sanitary plans and broad interventions from educating skills for mental health to especial interventions for mental health should be

considered (Moghanloo and Vafaie, 2009). Nowadays, many changes have taken place in the school tasks of many countries. These changes caused that the importance of mental growth and human evolution to be taken into consideration in addition to the traditional role of school which was instructing syntax and skills like reading, writing and acquiring knowledge. At present, in many countries, wide sanitary and educational activities are allocated to the schools which the studies show its positive results and sequences. Regarding the great amount of students in our country and the role of mental health and educating children and adults, paying more attention to the role of schools' educational role has a great necessity. Mental health and the level of health should be improved in the schools through making appropriate grounds and a condition should be made for the youth to help the school managers, programmers and consultants, psychologists and other authorities of this country by making them acquire with mental health issues.

In the present world of technology and competition, the role of educational environments which was the place of learning improved to a place for nurturing the aptitudes and mental and spiritual maturity. The philosophy of education in the present world is satisfying physical, mental and

social needs of the learners, and the role of present instructors and teachers is changing and reforming incompatible behaviors and providing the students' mental maturity and health. Along with family, school has a determinant role in creation of children's self-esteem and their sense of competency. Ability and motivation of children to stay in school, to learn and use of the learned lessons is affected by their mental health. The importance of schools have increased in offering services like mental health services in educational affairs, along with the nations' motion towards public education. Nowadays, the schools are accounted the best place for comprehensive mental health programs by complete support of family and society, because almost all children go to school in a period of their life. In the complex, technological and communication era, there is a need for complicated curriculum to introduce life skills, mental health, happiness and energy in the society regarding the requirements in addition to suggesting needed scientific issues to the students, the spiritual curriculum about human nature, religion, life, history, mental health and experience along with applying modern technologies and professions. This study investigates some aspects of spiritual curriculum and the students' mental health.

So, different researches are done in this field. The results of the studies done by Piri Tosanloo (2014) named the role of spiritual curriculum on the students' mental health in Sari high schools in educational teachers' curriculum showed the positive effect of curriculum on the students' attitudes towards themselves, other students and life.

The results of Safaierd (2010) studies under the name of the relationship between spiritual well-being and mental health among the students showed that there is a significant correlation between these two factors. Izadi (2009) investigated the hidden curriculum components with emphasis on the role of the superior social structure on Mazandaran high schools and it was found that half of the students and employees think that the hidden curriculum role is much and very much in improving national identity.

Ghobari explained the relationship between different aspects of spirituality with anxiety and expression in Tehran University students and he showed that there is a negative correlation between the level of anxiety and the aspects of spirituality (finding meaning in life and communication with God) and there was a negative correlation between the level of depression, finding meaning, communication and spiritual flowering in the students. From the aspect of gender, the

females suffered more from anxiety and depression. Bahrami Dashtaki (2006) in his research under the name of the effect of spirituality education in a group on decreasing depression in the students showed that spiritual interventions like blessing, forgiving, transcendental meditation, finding meaning, decreases depression in the students. The results of research conducted by Azhdarifard (2010) entitled as a study of the effect of mysticism and spirituality on mental health of students indicated that mysticism and spirituality training has influence in enhancing mental health and improvement of physical and social functions and reduction of students' anxiety and depression. The results of Bolhari research (2010) entitled as the spiritual education of children and adolescents showed that conventional methods of religious education, religious and spiritual education in the age groups does not require direct instruction and the use of traditional methods of parents, clergy and religious centers, it also does not requires the use of words and names of religious leaders, sacred texts and rituals and doctrines, at least in public schools. Hills et al (2005), in his study as the relationship between distress and spirituality in outpatients concluded that, those who claimed their anger toward God or

questioned him (an example of negative deal), were more likely to suffer anxiety and discomfort, and they lived in obscurity.

The results of studies performed by Asadpoor (2010) under the name of investigating the components of life's meaning in Islam's point of view in high school Eschatological books showed that the level of paying attention to life's meaning components in the first and third grade books high school is less than average, but it was more than average in the second grade book. In his criticizing and assessing the content of the third year high school Eschatological book stated that different informative resources talk about the proportion between the content of the book and the intended components, and the authors could acquire significant success.

However, in some cases the comments of the responded group doesn't mean the subject's failure but means its depth and benefiting from a reformative view including the significant points which directs the program's designer towards more qualification of the suggested issues.

Soora, et al. (2008) in studying the role of spirituality in mental health found that spirituality has a major role in depression. Desrosiers and Miller (2007) in their study about the role of spirituality in depression

showed that daily spiritual experiences and forgiveness accompanies with the low level of depression in people. Daaleman and Kaufman (2006) showed that the level of outpatients' spirituality that referred to family doctors for medical cares had a revered relationship with depressive symptoms.

Dalamia's study (2006) under the name of investigating the relationship between spirituality and depression showed that the relationship between spirituality and depression is significant and those who benefit from high spirituality showed less depressive symptoms. Considering the performed studies, it seems that educational organizations have to combine spirit and heart in the students who make the country's future and subtilize it.

The educational instructors in the schools should apply spiritual curriculums regularly to increase the students' spiritual peace and motivating the students towards spiritual curriculums.

Curriculum

Curriculum is a category beyond determination of the content of the curriculum. Curriculum includes all of the issues in the education. In fact, experts believe that a curriculum is actually an organized action and reaction that will occur

between students and teachers, according to the time, physical space facilities, equipment, educational content and management (Bazrafkan et al., 2009). Perception of creation system as the best and most complete system of existence is of the strategic objectives of the experimental and basic sciences. Having the purpose, teleological orientation and no futility of life and the universe, and transferring its training message to the students are considered as the main objectives of curriculums. In education process, curriculum means educational and statistical program for acquiring experience in knowledge, skill and attitude. Generally, curriculum is a program for learning. Educational process requires spending the stages like assessing the requirements, goal codification, selection, content organization, learning experiences, execution and assessment (Ghoorchian, et al. 2009). The main purpose of educational programs, is educating skilled and expert human force, required for performing determined task. So, this program should be designed in a way that may get access to three general goals: personal and individual growth, individual and social qualification and acquiring permanent learning. A curriculum is in fact a list of the students' experiences which is experienced under the school's direction. A

curriculum includes all the issues which occur in education. A curriculum is in fact, an organized interchange among the students and professors regarding the time, physical environment facilities, equipment, content and educational management. Curriculum is considered as supervising on the experts' discussion about the goals, content, organizing learning experiences ... in which an especial program is talked about (Mirarefin, 2008).

The goal in curriculum discussion, as a system is an organized framework and structures in its frame all planning decisions is taken. As a studying area, a curriculum is a topical structure of this special major and developing knowledge about curriculum and learning opportunity framework. Five different models are designed by educational sciences theorists for planning curriculum which include course subject model and scientific majors, especial qualifications and technology, human attributes and processes, roles and social activities and activities based on the person's needs and interests (2007).

Spirituality and spiritual curriculum

A spiritual curriculum is a program which always requires getting access to higher levels of spirituality and making it meaningful. A spiritual curriculum is not alone a device for intelligent concept of

educational content in the schools, but it is a motion higher than interpretation and analytical methods and thoughtfulness by the left side of the brain. In spiritual curriculum an individual understands through appropriate studies that spirituality is not but paying attention to emotional issues and thoughtfulness by the right side of brain. Spirituality makes centrality and focus. In other words, intelligence is made through spirituality (Ghaderi, 2001). Elkins (1998) knows the spirituality as having a relationship with the transcendental existence, belief in the invisible, belief in the human growth and development in order to passing through the maze of life and adjusting personal life adjusted based on the relationship with transcendental existence and perception of permanent presence in meaningful, organized and directed existence. This aspect of human existence is innate and it would be developed and promoted with respect to the growth and development of human, as well as the implementation of religious rites and with some behaviors, so it will cause many individual and social effects.

A curriculum with spirituality approach recognizes internal life and makes it preferable. This program investigates balance and dependence between the students'

internal and external life. Unfortunately, controlling human and directing them towards unspiritual forces in education, caused that education process from primary school to graduation distribute the students' spirit. In other words, the schools perform like a factory and machine (Miller, 2001). Iannone and Obenauf (1999) believe that "curriculum" and "teaching" are two aspects for executing spiritual thought, and they think that the term "spiritual curriculum" is a complement for the schools' curriculum. In fact, spiritual curriculum is created through intelligence spirituality and human is a spiritual being and its identity is spirit which results from God. In this approach, education makes a unique from people not a confirmative and forgives creativity and new ideas to the individual. The spiritual curriculum helps the person to find the values which are his mapping guide during his life. This type of education empowers the person spiritually. In a way that loves what he does and what exists. Spiritual curriculum instructs a person what is important, how to live and how to die; finally the goal of spiritual curriculum is providing comprehensive development in human and directing him towards the creator. Spiritual curriculum strengthens emotion, feeling, and cheerfulness in the students and solves the

conflicts between mind and spirit to grow spirit like brain. A spiritual renaissance should be created in curriculums by appearing globalization phenomenon and various cultures in the present world. Spiritual curriculum satisfies spirit through programming process. The factors which affect the goals curriculum, content, the students' learning activities, learning tools and resources, time, space, the students' categorization, teaching strategies and assessing methods. The way of applying each one of these strategies has a vital role in human sublimity. In spiritual curriculum goal, directing the student's purpose is to identify the self, the world and its absolute being. This curriculum focuses on human unconscious nature, love towards religion, love towards life and nature, religious life and history, and religious experience. Spiritual education includes developing capacities, internal and external qualifications, and getting access to perfection. The existence feeling, results from spiritual education, which makes life meaningful (John, 2011). The goal of spiritual life is servitude, so the first goal for spiritual curriculum is recognizing the origin. The second goal of this program is the emotional original direction in human. The third goal is human's gradual exit from

passion and the self-will and being exposed to divine path which has many individual and social effects if this necessity is paid attention to and realized. In brief, it should be mentioned that the main goal of education is getting access to spiritual signs, and giving meaning to the life. In order to get access to these goals, the appropriate content and methods through which spiritual aspect is nurtured beside other aspects of human existence.

There is the possibility of nurturing spiritual power in spiritual curriculum content of all institutional courses. Each one of educational subjects and programs has important effects on growing spiritual aspect of the learners. The teachers are important members in the learners' spiritual growth, which should be follow human life meaningfulness and communication with sublimate world in order to succeed (Miller, 2001).

Two points should be considered for designing spiritual curriculum content. One is considering the goal, and the second paying attention to the characteristics and features in those people who some programs are designed for educating them. In the process of spiritual programming, the goal is getting access to spirituality. It is obvious that getting access to this fact requires especial conditions. So, the content which is

designed for spiritual curriculum should match with the goal and it should also be in harmony with religious foundations in addition to considering the learners' mental, emotional, rational and physical condition. The content of spiritual curriculum should be in a way that human may use them for reaching to spirituality and getting close to God. Spirituality and human freedom are provided through prophesy, religion, and divine books; so God's speech and cabala are the best sources for providing content in programming process. It seems that the best support to the instructor and the learner in spiritual programming process is combined programming design, through which life and spirituality connection is considered, it is such that the students' needs and interests should be reflected in combined curriculum, it means that the teachers and the students design programs personally in the frame of curriculum, because they understand their educational ground better than anyone else. The factors which are introduced in spiritual combined curriculum include: educational ground instead of educational content, educational concepts instead of educational realities, the students' questions instead of his answers, his thought instead of his knowledge, evidenced concept instead of logical interpretation, development intention

instead of classified content accumulation, learning process instead of learning product and information quality instead of information quantity (Clark, 1997).

In spiritual curriculum assessment element, assessment is a part of complicated image of spiritual education and an internal part of working life and daily life of the instructor and the learner. So, it is required that the assessment in a reactive form so that it results in developing and improving the learners' abilities and their spiritual achievement. Regarding the intended Islamic spirituality, which its focus is on monotheism, replication in front of God forms the basic meaning. It seems that the best strategy for assessing spiritual curriculum is combining the relevant methods to self-assessment approach with assessing teacher-oriented and process-oriented models for case reformative performances to improve education process.

Goals of spirituality and spiritual curriculum

Spirituality is one of the internal aspects of human existence and it is common among them. This aspect is an educational issue like other cognitive, emotional and motion mental aspects. Nowadays, spirituality is a key to educating some expertise, and it pays attention to growing spirituality power in

managers, nurses, teachers, psychologists, consultants and Juris consults. If such people get benefit from good spiritual growth, they can have more comprehensive interpretation from human, so they show higher effectiveness (Rojas, 2002). Professor Motahari believes that the pain of today's human society is to provide social freedom, but it does not follow spiritual freedom, in fact it cannot, has not the power, because spiritual freedom would not be provided except through prophecy, faith and moral values" (Motahari, 2002). Curriculum goals, and its main theme is the spiritual and emotional growth and development of the human. The cosmos with its all features and physical and material attributes has spiritual and ultra-sensible conscience (Tabatabai, 2007). Ultimately learning, as much as possible, is to leaving the external and apparent aspects and reaching to the paranormal and metaphysical realities. Spiritual curriculum while warning and informing individual of the world around, connect him as a member of the wide world for changing. Curriculum is the heart of educational system which can provide the ground, appropriate opportunities, content and other useful methods for education and people's comprehensive profit. In assessing curriculums in the past, usually the designed

programs have ignored the major aspect of the instructor. A congregated and liberator curriculum should be created in spirituality which is full of excitement, integration, effort and participation and its goal is a general process instead of ultimate product (Slattery, 1992).

Spiritual curriculum approach is searching for balance and making dependence between the students' internal and external life. The present traditional approaches have overestimated in the aspects like focusing on behavior, logical and quantitative thought, control, anticipation, and frequent focus on technology and measurement. Iannone and Obenauf (1999) believe that "curriculum" and "teaching" are two aspects for executing spiritual thought, and they think that the term "spiritual curriculum" is a complement for the schools' curriculum. They also believe that during three decades ago, education especially curriculums have been always a subordinate of the society's events and its changes, and in the present era, our duties in front of different employments have been replaced with our spirit, it seems that what is important is only assigned tasks. Our nature makes us aware of more meaningful things which should be practiced with education and curriculum (Rojas, 2002).

Spiritual curriculum is a kind of curriculum which its goal is ascending to higher levels of consciousness and making the life more meaningful. In the process of studying logical, moral and physical growth steps, we have found that we have to investigate the higher levels of spiritual awareness.

Noddings and Shore (1984) believe that in curriculum we need more activities which applies labor, thought, and problem solution for developing documental conception, not only for analyzing analytical aspect. The goal is educating individuals who get access to a profound and yielded emotion, in addition to logic and reason. The important point is that more application of computers, increasing the expenses and decreasing the number of students without paying attention to spirituality doesn't help us. Strengthening the faith and religious beliefs and being equipped with moral and spiritual nobilities are considered as a measure for efficiency and assessing educational strategies. Educational goals are higher than acquiring knowledge and skill and attitude tracking. Self-enrichment and anagoge along with acquiring knowledge is the ultimate goal of learning in all educational subjects with the center of educational programming activities. One of the major goals of education process is dealing with fundamental concepts like

philosophy and the stages of life, the real mission of human in this world, the real bliss and misery and the ways of getting access to it, and other educational concepts should be explained and justified in the beam of these fundamental questions. The goal of curriculum in education is changing the evolutions from mind to the spirit. In order to satisfy this goal, the lost happiness should be returned to the students from among the heavy traffic of the books and exams and make an internal peace and confident heart which is the best guaranty in success. So, it is obvious that the result of the study is targeting towards spiritual curriculum of warm blooded teachers, cheerful schools, and new permanent changes along with a happy and efficient society (Ghoorchian, 2008). All of the world phenomena show God's presence. Ideal and actual access to knowledge and sciences is possible in relationship with all phenomena with their creator. Purposefulness, not feeling vainness about the existence and transferring its educational themes of the learners, is the most general goals of educational programs which are satisfied in the beam of spiritual curriculum.

Mental health and sanitary

Mental health is extremely important, different modern societies are trying to

predict and organize mental health policies, so first of all, mental health needs should be considered, especially in students. Global health organization, defines health as complete ability for playing social, mental, and physical roles not only lack of disease or retardation. In these definitions as it is obvious, compatibility with the environment is very important. Based on these definitions, a person who can make himself compatible with the environment (family members, colleagues, neighbors and generally the society) is mentally normal. This person will advance with satisfactory mental balance, he will solve his conflicts with internal and external world, and will resist unavoidable

dissatisfactions. If a person is not able to do these tasks and behaves his environment inappropriately and unexpectedly, is considered mentally disordered, because he will face this risk that behave his unsolved conflicts as weak behavioral disorders and changes into a neurotic person (Ganji, 2001). So, mental health has a significant role in the society. Mental health Canadian association has defined health in three parts: the first part, approaches relevant to the self; second part, relevant approaches to others (to be comfortable with others); and the third part, relevant approaches to life (facing with life requirements). There are some samples of approaches presented in table below:

Mental health	Approaches relevant to the self	<ul style="list-style-type: none"> • Overcoming excitement of the self • Consciousness of the weaknesses of the self • Being satisfied with simple happiness
	Approaches relevant to others	<ul style="list-style-type: none"> • Being interested into long-term and intimate friendships • Feeling the belonging to a group • Feeling the sense of duty in front of human and materialistic environment
	Approaches relevant to the life	<ul style="list-style-type: none"> • Accepting the responsibilities • Being eager to developing of the self-facilities and interests • The ability of taking personal decisions • Being eager to working well

There are some conditions for good mental health: facing with reality, compatibility with the changes, having the ability for facing anxieties, expecting less, respecting others, not being enemy with others and helping others. As it is obvious, this association generally defines mental health in relationship with compatibility with the

environment, and with the approaches to the self and others, however; it doesn't refer to the concepts of disease, pathology and incompatibility (Ganji, 2001).

Spiritual curriculum and mental health in students

In the recent years much importance is regarded for the role of people's life style in

their physical and mental health condition. All experts agree that mental health plays a fundamental role in the transformation of unit personality. Imagination of harmonious development and perfection of human is impossible without mental health. Undoubtedly, many factors affect mental health all which listing is difficult, because individual differences may lead to various factors affecting mental health. In religious contrast, the sources like praying, blessing, trusting in God and cases like these are applied. It is obvious that applying these sources doesn't prevent the application of other contrastive methods relevant to other approaches; however all of them can be applied simultaneously to satisfy their common goal which is getting access to an ideal level of physical and mental health. There are some factors that religious people may less hurt, they include: having goal in the life, feeling belonging to God, to have hope in God in the life inappropriate condition, and benefitting from social and spiritual supports. A praying mixed with humiliation instructs the highest Islamic knowledge, frees human from absurdity and denotes him purpose. A religious person is more satisfied with life, and is less depressed and exited and these positive effects help a

better physical health in addition to mental health and helps longevity.

In the present world, each organization needs qualified managers to get success, survive and improve in the global village and the present technological world and to get access to higher goals along with the society's expectations in national and international levels, the educational organizations are not excluded from this fact (Salehi, et al. 2014). Spirituality is a psychological quality in educational organizations which stands higher than religious beliefs, makes motivation in human and creates feelings like understanding divine solemnity and respecting creation (Mehrmohammadi, 2010).

One of the strategies which decrease mental pressure and stress and generally mental health, is spirituality. The main purpose of mental health is providing mental health in the society. In this program, spiritual world enters to the school world in a way that the students can get benefit from it in daily life (Ghoorchian, et al.).

In spiritual education and curriculum, instruction is performed through spirit and results in mental health and giving meaning to the individuals and society and life. Curriculums include all the issues which occur in education. The theorists believe that

a curriculum is an organized exchange which occurs among the students and professors, regarding the time, physical environment facilities, equipment, content and educational management (Bazrafkan, et al. 2009).

As it was mentioned, mental health is the most important and most vital generation of spiritual education and curriculum in the schools for the students and learners. Mental health Canadian association, defines mental health in three parts: relevant approaches to the self, relevant approaches to others (being comfortable), relevant approaches to life (facing with life requirements). Relevant approaches to the self includes overcoming the self-excitements, getting aware of the self-weaknesses, satisfying from simple exultations, being interested to long-term and intimate friendships, and relevant attitudes to others including: accepting responsibilities, feeling the sense of duty in front of human and material environments, feeling the belonging to a group and relevant attitudes towards life, including: the ability of taking personal decisions, the eagerness for doing well, the eagerness for developing facilities and their interests (Ganji, 2000).

Spirituality is one of the internal aspects of human and it is common among them. This aspect is an educational issue, like other cognitive, emotional, mental and motor

aspects. Nowadays, spirituality is a key to educating some expertise which is relevant to human in a way, and it pays attention to growing spirituality power in managers, nurses, teachers, psychologists, consultants and Juris consults. If such people get benefit from good spiritual growth, they can have more comprehensive interpretation from human, so they show higher effectiveness (Rojas, 2002). Besides, educational systems' curriculums can provide the best conditions for spirituality growth in people. Curriculum is the heart of educational system which can provide the ground, appropriate opportunities, content and other useful methods for education and people's comprehensive profit. Iannone and Obenauf (1999) argue that curriculum has already disabled us. We're acting and moving forth with no morale and spirit in school and life, we have existence there but we cannot express it. We are like a stranger presents in heterogeneous group is present and he cannot make any relationship considering the needs, interests, wishes and expectations.

Spirituality directs us more than usual daily experience and has an evolutionary effect on life and our relationships. Spiritual curriculum in education includes the concepts of spirit, religion, belief, emotion, faith, praying, justice, morality, sympathy,

devotion, art... The important point is that all concepts are developing in the students through education, curriculums, and the education systems, devoted more efforts for developing this approach in the recent years which its experiences are Val drove, small, Montessori, democratic and Soli schools. Spiritual curriculum should be entered and executed in the schools for making mental health, happy school environment and exulted students. Instructing arts, returning to nature-oriented education, making changes for changing the schools to a merry school, educating self-contained by applying different techniques including: mediation, imagination, working with dreams, and writing daily subjects for the students are the methods through which spirituality can be included in education.

Spiritual curriculum and mental health in students

Our present era is the era of great and complicated organizations. The present manager should be aware of organizing, developing and changes and so to direct and manage it with complete rules and ideal performance (Piri and Kazemi, 2014). This necessity is real in educational organizations and education ministry which are the most important organizations in creating culture and its transference to the societies. Spiritual

grounding has an important role in the managers' curriculum in education. The courses are expected to provide the condition for improving quality in education, internal and external provisions for the students, in addition to acceptable answers to the questions, and the students' internal needs in order to create jobs, improve and develop knowledge and technology in the society (Maleki, 2001). Spiritual curriculum and education in students may lead to develop capacities, internal and external competencies to achieve the perfection. A sense of being existent and the existence arising from spirituality and spiritual curriculum makes a meaningful life. Since spirituality is a matter of training, and education field is the best opportunity for the spiritual growth of the students, it's required to plan a program to guide educators. Therefore, spiritual curriculum includes elements of objectives, content, implementation and evaluation of training that can create moods and attitudes or in other words, spiritual indicators approved by the Quran in the pupils.

A course with spiritual approach, in addition to recognizing ideological life, prefers it to materialistic life. Curriculum is an issue mixed with culture and has a close relationship with necessities, mental,

ideological and valuable requirements. So, the appropriate curriculum should be searched and designed regarding the local conditions and characteristics. In spiritual curriculums, the theoretical discussions of education and spiritual ontology are considered as a knowledge base and a foundation for its pre-hypotheses (Maleki, 2001). In the discussions resulted from Islamic texts, paying attention to spiritual and supernal of the world and its internal identity is paid to especial attention, and divine and spiritual-oriented ontology are considered as a fundamental approach in ontology. In this program, the most important supernal reality is God and it's most important and general characteristic is being "divine" (Tabatabaie, 2000).

Spiritual programming in western world programs are paid attention to for two reasons: first, education is the best opportunity for appearing spirituality in human and the second that the spirituality is an educational issue. So, due to this fact that the main purpose of mental health is providing mental health and nurturing the spirit of the people in the society, the existence of spiritual curriculum always requires higher levels of awareness and making life meaningful. The most general education for satisfying this goal is spiritual

curriculum and the most important social organization is the custodian of education. To reach this goal, we need active and skilled human force, cooperation of governmental organizations, programming, budget for making and developing psychological organizations, and finally educating public health at the level of society. The philosophy of education in the present world in addition to education, is satisfying the learners' physical, mental and social needs and the role of the present teachers and instructors is changing and reforming incompatible behaviors and providing mental maturity and health in the learners in addition to the previous responsibilities.

Discussion and Conclusion

Spiritual curriculum, by injecting spiritual strategies, would cause the student's mental brightness, because considering spiritual learning situations, the program close him up to the resurrection and origin, and makes him hopeful which will lead the person to remove the damages of life, think of the future life with the more hope, and make warm and close relationships with the friends, totally it would cause to increase and improve the students' mental health.

In complex, technological and communication era, a spiritual curriculum seems necessary for educating life skills,

mental health, happiness, happiness and energy in the society. The content of spiritual curriculum should be based on education along with thought, spirit and heart to the students to make satisfaction and efficiency in them. Regarding the performed studies and mentioned researches, the educational organizations should combine mind and heart in the students through spiritual curriculums. It is also suggested that the educational instructors in the school use spiritual courses regularly to increase the students' mental and spiritual peace and in order to decrease the anxiety which results from education and to increase the students' eagerness to education. The managers should support these courses in the school to make intimate relationships among the students and improving such relationships between the schools' authorities and the students. The schools can increase their extracurricular activities to increase the students' tendency towards the school's affairs. They can also use material and spiritual rewards to make them more motivated. It is required to change the school and classes into a place which the students can think about moral problems and to make them acquire with public decisions based on justice to improve the ability of conception and understanding the students' moral independence. The students should engage

with the programs' designing, execution and assessment. Justice, paying attention to others, coexistence and social justice are moral deeds which should grow in the students. Moral education should appear in the stories, artistic works, literature and historical biographies. Getting familiar with animals' and their behaviors including housing and fighting with enemies can increase the sense of duty in the students. Getting familiar with philosophical activities likes analyzing the concepts, assessing the comments, interpreting the ideas for the teacher and students are useful. The effort to develop philosophical spirits among the students is one of the main goals of education. Applying problem solution methods, leads to the students' access to a collection of supervising goals on rational evolution, however; solving the problems in a group is an appropriate bed for getting access to moral goals like the sense of duty, caring about other's rights, evaluating others' tasks and considering justice. Spiritual curriculum increases mental health and happiness in the students, school and the society.

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