

Exploring neurolinguistic programming in University students: Interpretations and reflections as an effective teaching resource in the classroom

Exploración de la programación neurolingüística en alumnos Universitarios: Interpretaciones y reflexiones como recurso didáctico eficaz en el aula

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Abstract

The main objective of this research is to know the perception of students of the Universidad Autónoma de Nayarit about the Exploration of Neurolinguistic Programming in University Students: Interpretations and Reflections as an Effective Didactic Resource in the Classroom. The perception of university students of the Bachelor's Degrees in Administration, Accounting, Marketing and International Business who are currently studying in the first, third and fifth semesters at the Academic Unit of Accounting and Administration. The study arises because of its importance to achieve significant learning. The purpose of the article is to make a qualitative statement, making a comparison with different researches. Due to its scope and approach, the research is descriptive with a mixed approach. For the collection of data, a Google Forms survey was designed to know the students' perception of the use of neurolinguistic programming in the classroom. As main results, it is concluded that university students perceive NLP as a valuable tool to improve their learning, their communication and interpersonal skills, their stress management and their preparation for the working world.

Classroom, Didactic resource, Higher education, Neurolinguistic programming

Resumen

El objetivo principal de la presente investigación es conocer la percepción de alumnos de la Universidad Autónoma de Nayarit acerca la Exploración de la Programación Neurolingüística en Alumnos Universitarios: Interpretaciones y Reflexiones como Recurso didáctico Eficaz en el Aula. La percepción de los alumnos universitarios de las Licenciaturas en Administración, Contaduría Mercadotecnia y Negocios Internacionales que actualmente están cursando en el primero, tercero y quinto semestres en la Unidad Académica de Contaduría y Administración. El estudio surge por la importancia que tiene para lograr un aprendizaje significativo. La finalidad del artículo es enunciar de forma cualitativa haciendo una comparativa con distintas investigaciones. Por su alcance y forma de abordaje, la investigación es de carácter descriptivo con un enfoque mixto. Para el acopio de los datos se diseñó un instrumento que es la encuesta de Google Forms, para conocer la percepción de los alumnos sobre el uso de la programación neurolingüística dentro del espacio áulico. Como resultados principales, se concluye que el estudiante universitario percibe la PNL como una herramienta valiosa para mejorar su aprendizaje, sus habilidades de comunicación y relación interpersonal, su manejo del estrés y su preparación para el mundo laboral.

Aula, Educación superior, Programación neurolingüística, Recurso didáctico

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Introduction

The perception of university students is very important as some of them already know about this topic. Neuro Linguistic Programming (NLP) is a discipline that has gained relevance in various fields, including education. The topic "The Impact of Neuro Linguistic Programming in Higher Education: Perspectives and Reflections on its Use as an Effective Teaching Resource in the Classroom" is of great importance for several reasons.

Firstly, NLP offers a set of techniques and strategies that can be used to enhance teaching and learning. These techniques can help students learn more efficiently, improve their concentration and increase their motivation. In addition, NLP can help teachers to communicate more effectively with their students, to better understand their needs and to adapt their teaching to the different learning styles of students.

Secondly, despite its potential, NLP has not been widely adopted in higher education. This may be due to lack of knowledge about NLP and its benefits, resistance to change or lack of NLP training for teachers. Therefore, more research on this topic is needed to better understand the barriers and opportunities for the implementation of NLP in higher education.

Thirdly, higher education faces several challenges, such as the need to improve the quality of teaching, to increase student retention and success, and to prepare students for an ever-changing world of work. NLP can be a valuable tool to address a number of challenges, such as the need to improve the quality of teaching, to increase retention and to prepare them for a changing world of work.

For example, it can help students develop critical thinking, problem-solving and communication skills, which are essential for success in the 21st century.

Furthermore, NLP can contribute to inclusion and equity in higher education. By taking into account the different learning styles of students, NLP can help ensure that all students have equal opportunities to learn and succeed. This is especially relevant in a context of increasing diversity in higher education.

Finally, NLP can have a positive impact on students' well-being. By helping students to manage their stress, increase their self-esteem and improve their interpersonal relationships, NLP can contribute to their mental and emotional health, which is an increasingly important aspect of higher education.

Neuro Linguistic Programming (NLP) is a discipline that focuses on the study of human communication and behaviour. In the context of higher education, NLP has become increasingly important because of its potential to enhance learning and teaching in the classroom. In this paper, the impact of NLP in higher education will be explored, as well as perspectives and reflections on its use as an effective teaching resource in the classroom.

NLP is based on the idea that communication and human behaviour are interconnected and that it is possible to improve the quality of communication and behaviour through specific techniques. In the context of higher education, NLP has been used to improve the quality of teaching and learning in the classroom. NLP techniques can help teachers to communicate more effectively with students, to better understand their needs and to adapt their teaching strategies.

In addition, NLP can help learners improve their learning by identifying and tapping into their preferred learning style. Students can learn to use NLP techniques to improve their memory and retain information more effectively. They can also learn to communicate more effectively with their classmates and teachers, which can improve their overall learning experience.

Research and studies have revealed that university students value interactive and dynamic classes to ensure better learning. NLP can provide an effective way to create an interactive and dynamic learning environment in the classroom. Teachers can use NLP techniques to engage students in the learning process and encourage active participation in the classroom.

In addition, NLP can be useful to improve students' communication and interpersonal skills. This can be especially relevant in the context of group work and presentations, which are common in higher education. NLP can help students to communicate more effectively and to work more productively in teams.

NLP can also be useful in managing stress and anxiety, which are common among university students. Through NLP techniques, students can learn to better manage their emotions and maintain a positive attitude towards challenges. This can improve their ability to cope with stressful situations and increase their overall emotional well-being.

From the teachers' perspective, NLP can be a valuable tool to improve their ability to communicate effectively with students and to tailor their teaching to the individual needs of each student. Teachers can learn to use NLP techniques to improve their ability to listen to and understand students, which can improve the quality of teaching and learning in the classroom.

In addition, NLP can be useful in improving teachers' ability to motivate students and encourage their active participation in the classroom. Teachers can learn to use NLP techniques to create a positive and motivating learning environment, which can enhance the learning experience of students and increase their engagement in the learning process.

In this way, Neuro Linguistic Programming has a significant impact on higher education and can be an effective teaching resource in the classroom. NLP techniques can improve the quality of teaching and learning by improving communication between teachers and students, tailoring teaching to the individual needs of each student, improving students' ability to retain information and improving their overall emotional well-being. Consequently, Neuro Linguistic Programming is a topic of growing importance in higher education and can be an effective teaching resource in the classroom. Teachers and students can benefit from NLP techniques to improve the quality of teaching and learning, improve communication and interpersonal relationships, and improve overall emotional well-being.

It is important for teachers and students to learn about NLP techniques and consider their use in the classroom to enhance the learning and teaching experience in higher education.

According to *Origins of Neurolinguistic Programming* (n.d.), NLP was born from the joint work of John Grinder (linguist) and Richard Bandler (mathematician and Gestalt therapist) and a group of students, among them Robert Dilts, Judith DeLozier, Leslie Cameron and David Gordon; its purpose was the identification of explicit models of human excellence.

They developed this model as a result of the investigation of the operative patterns of three of the greatest therapists of that time: Virginia Satir, recognised as the best family therapist of our times, Fritz Perls, creator of the Gestalt therapy that makes possible the total development of the human being, and Dr. Milton H. Erickson, the greatest exponent of contemporary Hypnosis. These wizards of modern therapy had behaviours in common that made them stand out very prominently compared to the rest of their generation.

Grinder and Bandler managed to standardise these common patterns and offered them as their own model of learning.

NLP can be recognised as a model of emotional intelligence, where the human mind is programmed through language, both verbal and its paralinguistic elements, and non-verbal: body posture and facial gestures. Years of study by its founders John Grinder, a professor of linguistics, and Richard Bandler (1975), a student of computer science and mathematics at the University of California, demonstrated that the human mind works like a machine, reacting through linguistic stimuli that generate changes in behaviour. Neuro-linguistic programming has several ways of being defined as it is the study of the brain and how it relates theory to practice according to Bavister & Vickers (2011) "A process that analyses excellence in human behaviour in such a way that the results created by that behaviour can be duplicated by almost everyone" (p.12). For this reason, we can say that NLP is a communication-based model that provides insight into the process people use to perceive information and thus develop skills.

Basic processes such as reading, practising a sport or imagining are human behaviours that, after being programmed into the brain, go through a mental process that generates results to achieve the goals we have set ourselves. NLP provides conscious and flexible options to improve the perception of information. Neuro-linguistic programming emerged from the research of John Grinder and Richard Bandler in 1970, who were interested in knowing why the treatments of therapists Virginia Satir, Milton Erickson and Fritz Perls were better than those of other colleagues.

They concluded that the achievement of these therapists followed the same pattern and that they used the same specific communicative processes. Bandler and Grinder (2000), indicate that NLP is the name they gave to their approach to human learning, indicating how it basically helps the individual to develop ways of teaching people to use their own resources. NLP is the study of subjective human experience, how the individual organises what he or she perceives, how he or she reviews or filters the outside world through his or her senses. It explores how the person conveys his or her representation of the world through language.

According to the authors, in NLP, life experiences are captured by the five senses and processed as information by the nervous system, which helps to internally represent these experiences in order to give meaning and structure to each of them. This is done at the linguistic level, through words, sounds, senses, sensations or smells. Cudiccio, C (2003) adds that NLP can be defined as a set of study techniques on communication, subjective experience structure that aims to achieve a greater understanding of human relationships at any level manifested, whether personal, professional or social.

According to the aforementioned author, in terms of its etymological meaning, the term Programming is linked to the personal capacity to produce and apply behavioural programmes, the term Neuro refers to sensory perceptions which determine, as is well known, a specific inner state, both in the strict sense, i.e. neurological, and in the figurative sense, which refers to the subjective emotional state.

The term Linguistic refers to the verbal-non-verbal behaviour through which communication takes place.

Methodological strategies or materials and methods

The present research work about the perception of students of the Autonomous University of Nayarit on the Exploration of Neurolinguistic Programming in University Students: Interpretations and Reflections as an Effective Didactic Resource in the Classroom of the academic programmes of Bachelor's Degree in Administration, Bachelor's Degree in Accounting, Bachelor's Degree in Marketing and Bachelor's Degree in International Business that are currently studying the first, third and fifth semester in the Academic Unit of Accounting and Administration has been developed mainly with a qualitative approach, both narrative and descriptive, generating a new perspective from a subjective point of view, analysing by means of logical reasoning a series of comparisons of different authors that lead to a discernment of the most relevant and important concepts and definitions of the topic in question.

At the same time, the research is of an exploratory type, since during the development of the study a systematic review of the literature of various scientific articles on this topic was carried out using the following scientific databases: Direct Science, Emerald, Scopus, Scielo, Redalyc, Google Académic. Likewise, for this article, search criteria were applied based on search engines or descriptors, achieving the best results with high impact articles.

In this research, variables that allow us to identify the disposition and perspective of students regarding this topic are analysed.

A population of just under 1600 students was considered and a survey was used as a data collection instrument, randomly applied to a sample of 114 students who voluntarily answered.

The survey was carried out on the Google Forms platform on a Likert scale and comprised 4 items that were related to the Exploration of Neurolinguistic Programming in University Students.

Results and discussion

Analysis and interpretation of the surveys to determine the perception of the students of the above mentioned degrees. It should be noted that the results of the surveys of 114 students were analysed.

The detailed information is shown below:

Do you think that Neurolinguistic Programming can improve the way higher education is taught and learned?

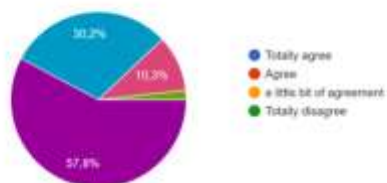


Figure 1 ¿Do you think that Neurolinguistic Programming can be an effective teaching resource in higher education?
Source: Own Elaboration

With respect to figure 1, the highest percentages that students expressed the highest preference were that they agreed and completely agreed that it can be an effective didactic resource in higher education, which in total amounted to 93% of respondents. A percentage of 7% expressed little agreement, due to a lack of interest, knowledge or motivation to learn about the problems that this generates.

Do you think that Neurolinguistic Programming can be useful to improve communication between teachers and students in higher education?

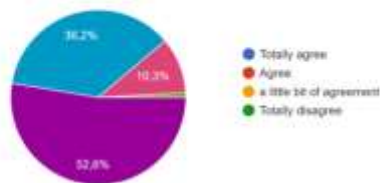


Figure 2 Do you think that Neurolinguistic Programming can improve the way teaching and learning takes place in higher education?
Source: Own Elaboration

In relation to the interpretation of Figure 2, the most outstanding percentages that students expressed the highest preference was that they agreed and completely agreed with a sum of almost 88% of respondents, fortunately students perceive the relevance of improving the way in which teaching and learning in higher education can be improved and only 12% slightly agreed, perhaps due to lack of interest.

Do you think that the implementation of Neurolinguistic Programming in higher education can have a positive impact on students' academic performance?

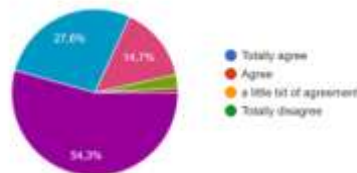


Figure 3 Do you think that the implementation of Neuro Linguistic Programming in higher education can have a positive impact on students' academic performance?
Source: Own Elaboration

With respect to the interpretation of Figure 3, it is observed that again the most outstanding percentages were added together of almost 82% which corresponds to those who agreed and completely agreed that they do believe that the implementation of NLP in higher education can have an impact on students. And only 14 % expressed somewhat agree, 5 % showed a strongly disagree which could indicate a lack of awareness or knowledge.

Do you think that higher education teachers should receive training in Neurolinguistic Programming in order to be able to use it as a didactic resource in the classroom?

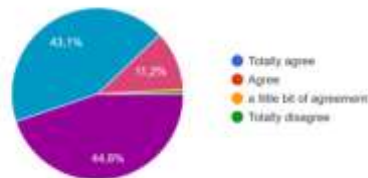


Figure 4 Do you think that higher education teachers should receive training in Neuro-linguistic Programming in order to be able to use it as a teaching resource in the classroom?
Source: Own Elaboration

When interpreting Figure 4, the most notable percentages expressed by the students were 88% agreeing that teachers should receive training in NLP so that it can be used to benefit their learning in the classroom. A percentage of 12% of the students surveyed expressed little agreement, due to a lack of knowledge of the subject itself.

In which degree program are you studying ?

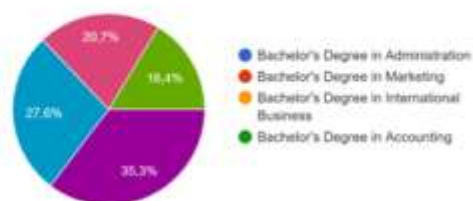


Figure 5 In which degree are you studying?
Source: Own Elaboration

When interpreting Figure 5, it can be seen that out of 114 students who were surveyed, 40 students were from the Bachelor's Degree in Administration, 32 students were from the Bachelor's Degree in Accounting, 24 students were from the Bachelor's Degree in Marketing and 18 students were from the Bachelor's Degree in International Business.

Conclusions

In conclusion, the perception of university students about Neurolinguistic Programming (NLP) is a topic of growing importance in higher education and its impact on the education of university students, specifically in the academic programmes of Bachelor in Administration, Bachelor in Marketing and Bachelor in International Business that are currently studying the first, third and fifth semester in the Academic Unit of Accounting and Administration of the Autonomous University of Nayarit.

The results of the research indicate that students recognise the importance of NLP in higher education and its potential as an effective teaching resource in the classroom. Students believe that NLP can improve the quality of teaching and learning by improving communication between teachers and students, adapting teaching to the individual needs of each student, improving their ability to retain information and improving their overall emotional well-being.

In addition, learners recognise that NLP can be useful in improving their ability to communicate effectively and work in teams, which can be particularly relevant in the context of group work and presentations. They can also improve their ability to manage stress and anxiety, which can improve their ability to cope with stressful situations and increase their overall emotional well-being.

However, students also point out that NLP is not widely known in higher education and that more dissemination and training is required for its effective use in the classroom. Students suggest that courses and workshops on NLP should be offered for teachers and students, and that more resources on NLP should be included in academic programmes.

In this sense, the Autonomous University of Nayarit has a responsibility to promote the inclusion of NLP in academic programmes and to encourage its effective use in the classroom. The university should offer courses and workshops on NLP for teachers and students, and should include more resources on NLP in academic programmes. In addition, the university should encourage research on NLP and its impact on higher education to improve the quality of teaching and learning.

Thus, university students' perception of the impact of NLP in higher education is very positive and suggests that NLP can be an effective teaching resource in the classroom. However, further dissemination and training is required for its effective use in higher education.

It is important to note that NLP is not a magic solution to all problems in higher education, but it can be a valuable resource for improving communication, tailoring teaching to the needs, information retention and emotional well-being of students.

It can be concluded that the inclusion of NLP in higher education can be an important step to improve the quality of teaching and learning. Universities should offer courses and workshops on NLP for teachers and students, and should include more resources on NLP in academic programmes. In addition, research on NLP and its impact on higher education can provide valuable information to improve the quality of teaching and learning.

Proposal

The present proposal aims to promote academic excellence and the improvement of students' academic performance in addition to the updating of teachers who are the key to the integral and academic development of the Autonomous University of Nayarit.

As mentioned in this research study, Neuro Linguistic Programming (NLP) is a powerful tool that can be used to improve the effectiveness of classroom teaching. The following are five main actions to implement NLP in higher education in order to improve the quality of teaching and learning.

1. **Teacher training in NLP:** The first action is to provide teachers with solid training in NLP. This would include the teaching of basic NLP techniques as well as how to apply these techniques in the classroom. The training should also include the opportunity to practice these techniques and receive feedback on their effectiveness.
2. **Integrating NLP into the Curriculum:** The second action is to integrate NLP into the university curriculum. This could involve the inclusion of NLP in course curricula, as well as the use of NLP in the teaching of all subjects.
3. **Creating a Positive Learning Environment:** The third action is to use NLP to create a positive learning environment. This could involve using NLP techniques to improve communication between teachers and students, and to help students overcome barriers to learning.
4. **Ongoing Evaluation of the Effectiveness of NLP:** The fourth action is to establish an ongoing evaluation system to measure the effectiveness of NLP in improving teaching and learning. This could involve collecting data on student performance as well as conducting surveys to collect feedback from students and teachers.
5. **Adaptation and Constant Improvement:** The fifth action is to use the evaluation results to adapt and constantly improve the way NLP is used in the university. This could involve making adjustments to teacher training, integrating NLP into the curriculum, and the way NLP is used to create a positive learning environment.

In conclusion, the implementation of these five actions could have an impact on the teaching-learning process of university students in the short to medium term.

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