

The Effect of NLP Education on the Teaching Profession in Turkey

Hakan Turan^{1*}, Keziban Kodaz² and Gokmen Turan³

¹Tubitak Tusside, Kocaeli, 41401, Turkey

²Bilge Kagan Vocational and Technical Anatolian High School, Corum, 19100, Turkey

³Aktas Holding, Department of Human Resource Management, Bursa, 16140, Turkey

Telephone: ¹<+90 262 6415010>, ²<+90 364 2245071>, ³<+90 224 3000000>

E-mail: ¹<hakan.turan@tubitak.gov.tr>, ²<kezibankodaz.@hotmail.com>,

³<gokmenturan543@yahoo.com>

KEYWORDS Motivation. Paired Sample T-test. School. Student. Teacher

ABSTRACT The purpose of this study is to determine whether or not the use of Neuro-linguistic Programming or NLP techniques affect a teacher's professional achievements and motivations in Turkey. Today's education system has a tendency toward a student-centered education instead of a teacher-centered education. Teachers' responsibilities increase day by day. In particular, different methods and techniques are required because of changing student profiles in the information age. In recent years, NLP has tried to discover and reveal the inner resources of the individual, and is able to benefit from these resources at the highest level. This study has been carried out via a survey of 68 teachers who were trained by an academy in Ankara that provides NLP education. After the NLP education, a paired sample t-test was applied to analyze the data regarding the effect of NLP on the teachers' professional achievements and motivations, and the relationship with school, student and parents.

INTRODUCTION

The teacher profiles of the future have a wide range of teaching methods and techniques. The teacher is a professional who knows how to use learning and teaching for different manners (Callahan et al. 1995).

NLP helps in language teaching and learning (Thornbury 2001). It is a useful tool for learning second languages in terms of pronunciation (Lozarov 1997). It improves pronunciation by eliminating stress (Wrembel 2001; Hismanoglu 2006) and increases the motivation of individuals (O'Connor and Seymour 2003). It helps students learn in the classroom (Kudliskis 2013) and develops relationships in the classroom (Arini 2013). NLP facilitates communication. According to NLP, communication consists of four stages. These are calibration (distinguish differences), harmony, matching and management. In addition, the 4MAT model, which is a NLP technique, is facilitated in the community. This technique asks "if, what, why and how" questions (Bilasa 2006). Neuro-linguistic Pro-

gramming is a work area that teaches individuals how to most effectively used in order to achieve the desired goals by examining thinking, language and behavior processes (Knight 2006). Neuro refers to the neurological system. The neurological system influences the physiology, feelings and attitudes of individuals. Linguistic means to code internal representation enabling communication and the sharing of experiences among individuals. Programming stands for translating existing experiences in order to obtain the outcomes wanted (Bavister and Vickers 2011).

Modeling, which has been called "Modeling of Human Excellence", is the beginning of NLP by Bandler (Alder 2005). NLP is interested in matters of modeling (Day 2008). The starting point of NLP is curiosity and admiration felt for people. NLP investigates the structure of subjective experience. The aim is to provide everyone access to excellence (O'Connor and McDermott 2003).

NLP is the communication of a person with oneself, and with other people. It is a study of human perfection. This excellence is to provide to be successful in any field by facilitating communication between people (Andreas and Faulkner 1994).

O'Connor and McDermott (2003) called the four fundamental principles of NLP, "The Four

Address for correspondence:

Dr. Hakan Turan

Tubitak Tusside

Kocaeli, 41401, Turkey

Telephone: +90 262 6415010

E-mail: hakan.turan@tubitak.gov.tr

Pillars of Wisdom". These are as follows:

- 1) Relationship, that is, harmony and friendly relationship
- 2) Know one's own mind
- 3) Sensory discrimination
- 4) Behavior flexibility

According to Erençil (2006), the relationship is the most significant principle within these four fundamental principles. The intent of the relationship here is to establish compliance or a friendly relationship that is especially based on mutual trust and responsibility.

NLP is the art and science of excellence, and is an instruction book for the brain (O'Connor and McDermott 2003). The work of Gulec (2012) focuses on instructions using storytelling techniques supported by NLP in order to trigger the long-term memory of fourth grade students.

Some definitions such as "subjective experience research" and "science of personal superiority" are widely accepted for the concept of NLP. Within the scope of NLP, which is a behavioral science, is the following (Alder 2005):

- ♦ An information sys-epistemology
- ♦ Method and process for implementation of information and values-methodology
- ♦ Necessary tools to implement the information and values-technology

The advantages of NLP are the following (Alder 2005):

- ♦ To control feeling style
- ♦ To think positively
- ♦ To adopt targets that motivate you and direct your energy
- ♦ To cope with the negative effects of your past life experiences
- ♦ To change unwanted habits to those more practical
- ♦ To qualify in the skills the other's earned
- ♦ To develop confidence
- ♦ To think creatively
- ♦ To establish effective communication

It has been shown that NLP strategies positively affect the expectations of students in the learning process (Tepiroglu 2007). NLP has become important in the development of in-house communication, and what is more, it improves the motivation of employees (Aslan 2010).

A family physician can establish a good communication with patients in the clinical applications using NLP training in a study conducted on the use of NLP in the family medicine. In

addition, in appropriate cases, NLP is useful as a complementary medicine (Tastan et al. 2014). Karunaratne (2014) claims that NLP can be used in the treatment of phobias in clinical psychology. NLP enables performance development in athletes (Grosu et al. 2014). Similarly, NLP has been implemented in the sport of skiing (Florina et al. 2015). NLP decreases depression of patients in the hospital (Peng et al. 2015). The NLP method can be applied to the development of the cognitive behavior (Reddy and Srinivasan 2015).

Key skills for a teacher at university are researched by Blaskova et al. (2015). For this, the survey on 395 university students is carried out. The paper conducted on the students illustrated that key skills for teacher is respectively teaching competence, professional competence and communication competence. It is suggested at the end of the paper that NLP can be taught to young teachers, which is not sufficient in terms of educational competence (Blaskova et al. 2015).

Taspinar et al. (2007) examine the impact of NLP training towards students' perception and achievement. It is seen that NLP positively contributes to students' perception and achievement. For this, they suggested that teachers should be educated in the use of NLP, with the aid and cooperation of experts.

Gunenc et al. (2015) examined the impact of NLP training on the communication skills of healthcare directors. For this, they studied a comparative data analysis and researched the impact of NLP on the communication styles of hospital directors, the degree of non-verbal communication and interpersonal communication processes. The outcomes illustrated that training in NLP influenced the directors' communication skills.

Bandler and Grinder, the developers of NLP in 1975, were influenced by the professional experience of Bateson, an anthropologist. Bateson contributed to the first studies of NLP (Alder 1998). As NLP improves language, thinking and behavior patterns, it is a discipline that is partly supported by anthropology. Moreover, Grinder was interested in the anthropologist's work as it relates to thinking and latent grammatical structure (Alder 2005).

The Objectives of the Study

The aim of this study is to investigate whether or not NLP has an impact on teachers' motiva-

tion, success and communication. Furthermore, this study intends to develop teachers as NLP experts. As NLP is a model of excellence and the teacher is a role model to the public, they can model excellence through teaching their students with the help of NLP techniques. If the success and quality of teachers increases, the success of the educational system will also increase in this regard. When successful countries are examined, it is ascertained that the teacher is the most significant factor in improving the performance of students (Barber and Mourshed 2007).

This study assessed how to affect communication with others in terms of both personal and professional success once teachers who had trained in Neural-linguistic Programming (NLP) returned to the professional life, since the main purpose of NLP is to ensure efficiency in communication with other people.

The rest of this paper is structured as follows. In the Methodology section, the education results are evaluated by a paired sample t-test. The section on Results and Discussion evaluates the outcomes acquired. In the Conclusion, the researchers discuss whether Neuro-linguistic Programming (NLP) is important for education. The researchers present suggestions in the Recommendations section.

METHODOLOGY

In this study, 68 teachers at an academy that conducts NLP training in Ankara were subjected to NLP Practitioner Training (15 days), NLP Master Practitioner (15 days) and NLP Training (15 days), that is, for a total of 45 days. As a result, the motivation of teachers who received NLP training and the effects of their relationship with the school, students and parents were analyzed.

Sixty-eight teachers were examined in order to gather sufficient statistical data. The researchers chose teachers as they steer the public and individuals. In addition, they can provide consultation to students and their parents, as they informally learn general consultancy in addition to education. They completed three training sessions to become NLP educators. Thus, they learnt all of the methods and became qualified to train as NLP experts.

NLP Practitioner education is a fundamental step in NLP training. The skills acquired here only cover the methods and techniques applicable to the individual. This education is pro-

vided to reveal the teachers' abilities and use these more effectively. It also increases their quality of life.

NLP Master Practitioner education has a more intense content than NLP Practitioner Training. NLP Master Practitioner contains language patterns, modeling, trans and advanced change. Higher-level techniques were implemented on the basic knowledge and techniques that are learned in NLP Practitioner Training.

NLP Trainer education provides teachers with the opportunity to develop their own identity. They are specialists in applying NLP knowledge and techniques. Additionally, they have gained know-how, stage control, body language, use of sound, effective use of eyes, 4MAT models and further pedagogical training and communication skills.

A teacher receiving NLP Practitioner training can implement these practices on himself or herself. However, a teacher receiving NLP Master Practitioner training can provide consultancy services. Teachers receiving NLP Trainer training can give consultancy services and train NLP experts.

The results of the survey that the researchers carried out were evaluated after receiving NLP training. As one group is measured twice for two different cases by a paired sample t-test (Kalipsiz 1981), a paired sample t-test was used to determine the values obtained. For this, the teachers were asked 37 questions.

RESULTS

Two-tailed paired t-test involves two experiments on the same topic. Each experiment's outcomes are matched to the other. It includes a paired relationship between values in the first group and values in the second group. This experiment does not suppose that the variances of the two groups are equivalent. The null and alternative hypothesis for the two paired t-test are Hypothesized Mean Difference = 0 and Alpha = 0.05 (α value).

There null hypothesis means that there is no difference between two experiments. On the other hand, the alternative hypothesis implies that there is difference between two experiments.

Null hypothesis: $H_0: \mu_1 = \mu_2$

Alternative hypothesis: $H_a: \mu_1 \neq \mu_2$

The alpha value (0.05) infers the level of significance. The level of significance is adjusted as 0.05. 0.95 is referred as level of certainty. If this

p-value is smaller than 0.05, then the null hypothesis should be ignored. If this p-value is bigger than 0.05, then the null hypothesis should be adopted.

If the p-value is less than .05 (α value) after education, it is significantly different from before education. Since the p-value is less than .05, the null hypothesis is rejected, and the alternative hypothesis is accepted. The findings in Table 1 make one conclude that two-paired t-test of differences between before education ($\mu_1 = 2.9962$) and after education ($\mu_2 = 4.5799$) means in spelling was importantly dissimilar.

The findings illustrate that NLP education develops teachers' personal and professional potential after the NLP education. They behave more flexibly and more consciously to all school stakeholders.

According to a Likert scale, 68 teachers were evaluated via 37 questions. A Likert scale consists of a 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). The value of strongly agree is 5, while the value of strongly disagree is 1. The results of the paired sample t-test are shown in Tables 1 and 2.

The Sig (2-tailed) value, which is shown in Table 2, is 0.000. The difference in teachers' communication skills, success and motivation, before and after NLP education is meaningful, since this value is lower than 0.05.

The mean value after education, shown in Table 1 is 4.5799. The mean value before education, shown in Table 1 is 2.9962. Therefore, significant differences are seen.

DISCUSSION

Many studies (Mokhele and Jita 2012; Kahraman et al. 2014; Bozkurt 2013; Savas et al. 2013;

Selemani-Meke 2013; Surucu and Ozdemir 2013; Wadesango et al. 2013; Isik and Kumral 2014; Saricoban and Oz 2014; Tutkun 2015) have been conducted regarding communication skills and the success and motivation of teachers, which is a key point in education. For instance, according to Celikkaleli and Avci (2015), teachers' empathetic tendencies and interpersonal competence can be enhanced through in-service training. NLP can increase educational competence (Blaskova et al. 2015). In addition to this, it can develop cognitive behavior (Reddy and Srinivasan 2015).

The influence of NLP on teachers' motivation, success and communication skills, were investigated throughout this study. This paper aims to reveal a gap in the literature while contributing to the literature. It is seen that the papers are insufficient concerning teachers who have received training in the courses of NLP Practitioner, NLP Master Practitioner and NLP training in light of all the studies mentioned above. In other studies, the NLP method is superficially analyzed by only using some of its techniques it. For instance, the effect of NLP was scrutinized on people receiving NLP practitioner training (Bilasa 2006). In this study, NLP training was reviewed with a holistic approach, different from other studies. Current studies are restricted to examine the effects of NLP for teachers.

CONCLUSION

The NLP method was used for 68 teachers in Ankara, who were trained in NLP. The results show that NLP trainer education is very useful for teachers. In particular, teachers who receive

Table 1: Paired samples statistics

		Mean	N	Std deviation	Std error mean
Pair 1	After_education	4.5799	68	.12247	.01485
	Before_education	2.9962	68	.19978	.02423

Table 2: Paired samples tests

	Mean	Std deviation error	Std mean	Paired differences		t	df	Sig. (2-tailed)
				95% confidence interval of the difference				
				Lower	Upper			
Pair 1								
after_education -before_education	.58368	.24861	.03015	1.52350	1.64385	52.529	67	.000

NLP trainer education deal more effectively with difficulties at school. Their stage usage is better than in the past. It was also observed that the teachers were more effective at attracting their students' attention after NLP education. In addition, the teachers learned to give the students feedback.

Furthermore, it was seen that they design education with the 4MAT model. Other benefits include using the voice and body language, communicating with mass and managing enthusiasm. It was seen that NLP is a method that can be used to develop the teaching profession. Consequently, NLP can become more widely used by teachers.

The NLP method positively affected the teachers' motivation, communication skills and achievement. The outcomes illustrated that teachers' stress decreased through NLP. In addition, teachers' communication skills and achievement increased by NLP. Consequently, the development of teachers contributes to the development of the community through the students. Therefore, the NLP method contributes to anthropology, which is human science through the development of teachers and students. The values attained in the Results and Discussion section illustrated that NLP positively affected people, which is the fundamental topic of anthropology.

RECOMMENDATIONS

High quality teacher training is an important issue for all countries, particularly developing countries. The success of the education system will increase if the quality of teachers and their success increases. This study investigated the effect of NLP education on the teaching profession. In this regard, NLP, which is prepared in a format that covers all age groups, may be useful from preschool education to university education, and even in adult education.

The number of experts can be increased to determine the effect of NLP in terms of the teaching profession. The effect on teachers' professional achievements and motivation, and the relationship with school, student and parents were analyzed by means of NLP. It can measure whether NLP positively affects the different characteristics of teachers.

It has been shown that NLP is a method that promotes personal development. On the other

hand, different methods can be practiced for personal development instead of NLP.

REFERENCES

- Alder H 1998. *NLP for Managers*. Istanbul: System Publisher.
- Alder H 2005. *NLP Handbook*. Istanbul: Kariyer Publisher.
- Andreas S, Faulkner C 1994. *NLP the New Technology of Achievement*. New York: William Morrow and Company Inc.
- Arini 2013. Towards equity through initial teacher education. *Waikato Journal of Education*, 18: 53-66.
- Aslan MM 2010. *The Role of NLP in the Development of In-House Public Relations*. Postgraduate Thesis. Konya: Selcuk University.
- Barber M, Mourshed M 2007. *How The World's Best-Performing School Systems Come out on Top*. London: McKinsey and Company.
- Bavister S, Vickers 2011. *Essential NLP*. Istanbul: Optimist Publisher.
- Bilasa P 2016. *Assessment of NLP (Neuro Linguistic Programming) Practitioner Training Program*. Postgraduate Thesis. Ankara: Ankara University.
- Blaskova M, Blasko R, Matuska E, Rosak-Szyrocka J 2015. Development of key competences of university teachers and managers. *Procedia - Social and Behavioral Sciences*, 182: 187-196.
- Bozkurt N 2013. The relation between the history teacher candidates' learning styles and metacognitive levels. *Anthropologist*, 16(3): 585-594.
- Callahan JF, Clark LH, Kellough RD 1995. *Teaching in the Middle and Secondary Schools*. NJ: Prentice Hall.
- Celikkaleli O, Avci R 2015. Relationship between teachers' empathic tendency and students' misbehaviour in class: Role of the teacher interpersonal self-efficacy. *Mehmet Akif Ersoy University Journal of Education*, 33: 61-87.
- Day T 2008. *A Study of a Small-scale Classroom Intervention that Uses an Adapted Neuro-linguistic Programming Modelling Approach*. PhD Thesis. Bath: University of Bath.
- Erengil C 2006. *A Journey with NLP for a Life with Happier, More Successful and Eager*. Istanbul: Ares Publications.
- Florina GE, Teodor GD, Cornelia PS, Marin D 2015. Neurolinguistic programming and the relationship between attention and anxiety in Alpine skiing juniors. *Procedia-Social and Behaviour*, 191: 1634-1638.
- Gulec E 2012. *Using Story Telling Supported by NLP Techniques in the Teaching of Vocabulary to Young Learners*. Postgraduate Thesis. Ankara: Gazi University.
- Gunenc E, Devebakan N, Dogan O 2015. The role of NLP training on communication skills of healthcare managers and a comparative data analysis. *The Journal of International Social Research*, 8(4): 708-721.
- Grosu EF, Grosu VT, Preja CA, Iuliana BB 2014. Neuro-linguistic programming based on the concept of modelling. *Procedia-social and Behaviour*, 116: 3693-3699.

- Hismanoglu M 2006. Current perspectives on pronunciation learning and teaching. *Journal of Language and Linguistic Studies*, 2(1): 101-110.
- Inan B, 2014. A cross-cultural understanding of the characteristics of a good teacher. *Anthropologist*, 18(2): 427-432.
- Isik O, Kumral O 2014. Pre-service primary school teacher's perceptions towards teacher, teaching and learning from the point of constructivism. *Anthropologist*, 18(2): 335-343.
- Kahraman E, Iseri K, Unal E 2014. The determining the relationship between Turkish language teachers' attitudes towards computer education and technology. *Anthropologist*, 18(2): 263-275.
- Kalipsiz A 1981. *Statistical Methods*. Istanbul: Istanbul University Forestry Faculty Publications.
- Karunaratne M 2014. Neuro-linguistic programming and application in treatment of phobias. *Complementary Therapies in Clinical Practice*, 16(4): 203-207.
- Knight S 2006. *Application with NLP*. Istanbul: System Publisher.
- Kudliskis V 2013. Neuro-linguistic programming and altered states: Encouraging preparation for learning in the classroom for students with special educational needs. *British Journal of Special Education*, 40(2): 86-95.
- Lozanov G 1979. *Suggestology and Outlines of Suggestopediy*. New York: Gordon and Breach Science Publishers.
- Mokhele ML, Jita LC 2013. When professional development works: South African teachers' perspectives. *Anthropologist*, 14(6): 575-585.
- O'Connor J, McDermottian I 2003. *Principles of NLP*. Istanbul: System Publisher.
- O'Connor J, Seymour J 2003. *Introducing NLP: Neuro-Linguistic Programming*. London: Thorsons.
- Peng Y, Lu Y, Wei W, Yu J, Wang D, Xiao Y, Xu J, Wang Z 2015. The effect of a brief intervention for patients with Ischemic stroke: A randomized controlled trial. *Journal of Stroke and Cerebrovascular Diseases*, 24(8): 1793-1802.
- Reddy CM, Srinivasan V 2015. Dialogue on leadership development. *IIMB Management Review*, 27: 44-55.
- Saricoban A, Oz H 2014. Research into pre-service English teachers' Intercultural Communicative Competence (ICC) in Turkish context. *Anthropologist*, 18(2): 523-531.
- Savas AC, Dos I, Dos B, Demir H 2013. Experiencing a learning organization: School administrators identify causes of teacher ineffectiveness. *Anthropologist*, 16(1-2): 417-425.
- Selemani-Meke E 2013. Teacher motivation and implementation of continuing professional development programmes in Malawi. *Anthropologist*, 15(1): 107-115.
- Surucu A, Ozdemir H 2013. Comparison of the chemistry learning motivations of the science and primary school teacher candidates. *Anthropologist*, 16(3): 671-676.
- Taspinar M, Semerci N, Semerci C, Guney K 2007. The effect of NLP principles towards student perception and achievement. *Gaziosmanpasa University: The Journal of Institute of Social Sciences*, 2(2): 47-55.
- Tastan K, Set T, Cayir Y 2014. Neuro-linguistic programming and usage in the family physician. *Journal of Konuralp Medical*, 6(3): 63-66.
- Tepiroglu AC 2007. *NLP-based Language Teaching-Learning Model*. Postgraduate Thesis. Istanbul: Yildiz Technical University.
- Thornbury S 2001. The unbearable lightness of EFL. *ELT Journal*, 55(4): 391-402.
- Tutkun OF 2015. Prospective teacher's communication skills level: Intellectual, emotional and behavioral competencies. *Anthropologist*, 19(3): 665-672.
- Wadesango N, Nduna D, Kurebwa M 2013. An investigation into teachers' attitudes towards performance management in Zimbabwe. *Anthropologist*, 15(2): 157-165.
- Wrembel M 2001. Innovative Approaches to the Teaching of Practical Phonetics. *Proceedings of the Phonetics Teaching and Learning Conference*. University College London, London, pp. 63-66.