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The Effect of the Neuro - Linguistic Programming on the Movement Satisfaction and the Standard of Performance in the Technical Exercises.

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Introduction

There was a big harmony among the methods of physical, skillful, planning and principles preparation to a great extent during the last years. Therefore, there was a need to more psychological interest. (331:2)

The sport excellence depends on what extent the players get benefit from their psychological abilities and their physical abilities as well as the psychological abilities help the individuals to gather their physical abilities to achieve the best sport performance which can be developed during exercise and special programmers for this purpose. (3:3)

As a new science, the Neuro-linguistic programming is considered one of the modern methods used in the field of development in all aspects. Thanks to the American scientists: John Gherender (The Linguist) and Richard Badler (The Mathematician) this science was born in the mid-seventies.

The neuro linguistic programming is considered a new scientific technique to make an integration among the human thinking methods, the linguistic structure and the emotional internal powers as this science focuses on how to get benefit from these

three powers to create a motivation leads to person continually to the better. (22: 16, 11)

This science (NLP) follows the positive psychology because the latter in its best picture aims at enthusiasting, crystallization and changing in psychology from the complete focusing on treatment and reforming the worst behaviors in human life to enable and create the best human characteristics in life. (4:29).

This science indicates that it's important to know how we talk about our students' behavior to be easy for them to behave well and to feel satisfied towards themselves and therefore, their performance will be better.

Konear Anderias and Steph Anderias (2004) assure that some teachers say to their students "I wish you were not careless to this extent" or " I don't know how did you become so stupid?" This style of speaking is negative because this isn't the student's nature. This is called "self-language" and when the student hears this he feels disappointed as the teacher assures that he is careless and stupid and can't be changed.

By using language we can specify the student bad behavior as it is a temporary conduct or as a permanent one. There are examples for the permanent language such as "Every time I give you a task you dislike to do it." If we talk to our students in a permanent language,

the student gets the message his behavior is undesirable and it will still for a long time. Talking to the student in this style means his disability to change.

The Neuro-Linguistic programming depends on specific behavior through some positive messages as follows:

The message should be clear and definite. The message should be positive. For example "I don't want you to be a liar and want you to be loyal". i.e. we should emphasize the trait which you want the student to be programmed on and not the opposite. The message should be accompanied with great feeling as the feeling is one of the effects in programming the underlying mind therefore, the word which is addressed to the student should be meaningful and accepted. The message should be reported many times to be programmed. (111, 106:10)

Now, the Neuro Linguistic programming plays a very important role in everything related with the human activity such as education, the psychological and physical health, trade, works, propaganda, marketing, skills, training, personal aspects, even sports ones, games, arts acting and even the matters of preaching etc.

In the sports field, excellence needs perfect integration between the mind and the body so both aspects (sides) should be developed together in order to enable the player to get benefit from his best abilities to achieve the desired targets. (15 : 15).

The athlete who badly needs the positive psychological traits can't achieve the ideal standard whatever his physical and technical abilities. Because these traits affect directly the character level. (16, 22: 16).

It is observed that many trainers are interested in correcting the performance

mistakes by giving the athletes more exercises whereas the real problem may not be a shortage in the physical skills but in the psychological or mental traits such as motivation, self-confidence, awareness, aerobic satisfaction etc.

The aerobic satisfaction occupies a great position in sport psychology because of its great importance in helping define the expected behavior in the futuristic situation. It helps the individual define his dispositions and desires to practice the sports activities only. Also the psychological measure plays a very important role in the sports activities. It helps giving objective information about the athletes in all psychological fields and developing the standard of performance through understanding the player better (256: 4)

One of the factors that contribute to achieving the sports achievement is the feeling of satisfaction with the level of performance where success in the aerobic activity is connected with satisfaction and fun and they are the motivating drives to the care of the aerobic activity. (Singer) (102:8)

Getting better results is considered one of the drives for research on more effective scientific methods. So the researchers assured using the positive programming technique with female students during technical exercises in the faculty to form positive ideas and feelings towards themselves as this affects positively the aerobic movement and the level of performance.

The Idioms used in the research:

- 1- The Neuro Linguistic programming
It is a process of programming the conscious and the unconscious human mind by using oral and non-oral

language and positive feeling instead of negative feeling through success and happiness. (15: 23)

2- Movement satisfaction

It is the feeling of the individual's ability to perform the sports aerobic skills and his feeling with satisfaction and happiness as a result of this performance.

The Aims of the study:

The research aims at recognizing the effect of the neural linguistic programming on:

- 1- The aerobic satisfaction level of some female students at the faculty of physical education Menoufia University.
- 2- The performance level of the compulsory aerobic total of some female students at the faculty of physical – education. Menoufia University.

The Research Hypotheses

- 1- There are statistical differences between the two measures (pre and post) in the experimental and control group in the level of aerobic satisfaction for the sake of the post measure.
- 2- There are statistical differences between the two post measures in the experimental and control group in the level of compulsory aerobic total and the aerobic satisfaction measure and for the sake of the experimental group.

The Research Procedures

The Methodology

The two researchers used the experimental method through the pre and post measures for two groups.

One is experimental and the other is control.

The Research Fields:

1- The Geographical field

The exercise hall in the faculty of physical education in Sadat City.

2- The Time field

The second term of the university year 2011/2012.

The application of the program began on Sunday 11/3/2012 up to Tuesday 15/5/2012. Three times a week. The program lasted for 10 weeks.

3- The Human field

The third year female students in the faculty of physical education – Menoufia University. 2011/2012

The Research Sample

The research sample included 55 female students in the third year of the physical education faculty – Menoufia University. 2011/2012. about 15 students were refused for the pilot study and out the basic samples. The main study was applied on 40 students who were divided randomly into 20 students for experimental group and 20 students for the control group.

The Research Sample Synonymous

The synonymous included variables in length, age, weight, the physical tests and aerobic satisfaction measure to be sure that the female students who represent the research sample are under the normal curve as it is indicated in table (1)

Table (1)
The Research sample sameness in the variables under research N =55

The changes under research	The measure unit	Mean	The mediator	SD	Skewness
The length	Cm	162.65	161.00	4.01	.47
The age	Year	19.30	19.00	.60	-.24
The weight	Kg	62.77	62.00	3.11	.58
The aerobic satisfaction measure	Degree	106.02	105.00	7.16	.66
The compasses test	Cm	6.77	6.00	2.23	.26
The fast run test	Second	140.22	157.00	52.73	-1.66
The sitting down test	No	18.95	19.00	1.21	.10
The rope jump test	No	2.90	3.00	.67	.11
The zigzag run test	Second	57.30	57.00	1.28	-.36
The steady balance test	Second	5.35	5.00	1.57	-.80
The movement balance test	Degree	82.00	85.00	6.77	-.39

It is indicated from table (1) that the efficient of the research variables ranged between (3 +) which assures the sample similarity in the research variables.

The Research Sample Co-efficiency

The efficiency of the research sample individuals was done between the two groups

(the experimental, the control) in the variables of (length, age, weight, the physical tests, the movement satisfaction measure) as it is indicated in table (2) the test was applied to recognize the differences between the two groups (the experimental and the control).

Table (2)
The mean, the standard deviation, the value of (T)
and its indications in the changes under research N1 = N2 = 20

The changes under research	The measure unit	The control group		The experimental group		T
		Mean	SD	Mean	SD	
The length	Cm	161.45	3.34	163.85	4.51	-2.03
The age	Year	19.35	.48	19.25	.71	.52
The weight	Kg	62.55	3.21	63.00	3.07	-.53
The aerobic satisfaction measure	Degree	106.15	7.19	105.90	7.31	.11
The compasses test	Cm	6.65	2.36	6.90	2.14	-.40
The rapid run test	Second	130.45	56.15	150.00	48.51	-1.43
The sitting test from lying	No	19.05	1.31	18.85	1.13	.67
The rope jump test	No	2.85	.67	2.95	.68	-.62
The zigzag run test	Second	57.60	.27	57.00	1.29	2.56
The stable balance test	Second	5.25	1.68	5.45	1.50	-.42
The aerobic balance test	Degree	82.75	6.97	81.25	6.66	1.10

The value of "T" for D.H (38), significant standard (0.05) = 2.024

- Information gathering techniques
- The Reference Survey

The two researchers went through the scientific references related to the research subject and the studies.

The instruments used in the research

Medical scales to measure the weight in Kg.

Restameter for measuring the length in cm.

The female students applications

- 1- The research individuals information form according to the variables enclose (1).

- 2- Enclose (5) the skill performance evaluation form of the total compulsory movement.

- 3- Experts survey forms for the trainer positive statements in the field of Neuro – Linguistic programming enclose (4)

- 4- Enclose (3) The physical tets.

- 5- Enclose (2) **the movement satisfaction Scale**, Alawy 19989(17)

The scientific variables of the aerobic satisfaction test

Reliability

The researcher did the reliability of the research by using distinctiveness

through the differences between the higher score and the lower score.

Table (3)

indicates the reliability The differences between the higher score and the lowest score of the aerobic satisfaction test of the pilot study numbered 15 students N1 = 5, N2 = 5

The measure	The higher score		The lowest score		T
	Mean	SD	Mean	SD	
The aerobic satisfaction	109.40	3.13	96.60	1.52	* 8.228

"T" at (0.05) = 2.306

It is clear from the table that there are differences between the higher score and the lower score for the sake of the higher score. This approve the reliability.

The validity variable of the aerobic satisfaction test was made through the mood test the half method of the research sample numbered 15 students. Table (4) indicates the validity variable of the research

Validity

Table (4)

The aerobic satisfaction test validity by using the half partial method of the first sample Numbered 15 students N = 15

The measure	The individual statements		The couple statements		Correlation variable	Spermal variable
	Mean	SD	Mean	SD		
The aerobic satisfaction	54.13	3.68	52.75	3.96	0.905	0.950

"R" at (0.05) = 0.514

It is indicated from the table above that there is a correlation between the individual and the couple statements and that proves the validity.

Identifying the research variables

After the two researchers went through the specialized references in the field of Neuro Linguistic programming (6), (10), (11), (12), (13) The two researchers could reach the

trainer positive statements with the students which numbered (20) statements. The researchers presented these statements to some experts (3) in the field of sport.

who recommended modifying the statements and deleting others, The following table (5) the percentage of the experts approval concerning the positive style of the trainer with the students.

Table (5)
The percentage of the experts approval on the trainer positive statements with the students in the field of Neuro Linguistic programming

The statement number	Repeat	%
1- The more effort the better performance	1	33.3%
2- You can reach the level you want	2	66.6%
3- Interest during performance is one of the success keys	3	100%
4- Concentration is very important to reach performance	3	100%
5- Use your skill hardly to achieve success	1	33.3%
6- You can have a unique performance by your potentials	2	66.7%
7- During training think only of performance	3	100%
8- You should concentrate on hard parts of the skill to be perfect	2	66.7%
9- Your performance is bad at showing the mistake	1	33.3%
10- You always lie	1	33.3%
11- I don't know how you became talkative	2	66.7%
12- You don't perform your skill well	3	100%
13- Your performance became bad	3	100%
14- You always repeat the same mistakes	3	100%
15- You have rarely motivation to perform your skill	2	66.7%
16- Your level is weak	2	66.7%
17- You are always absent	2	66.7%
18- You are usually late	3	100%
19- You do the exercise badly	2	66.7%
20- This performance is wrong (concentration on the mistake)	3	100%

The two resources accepted the statement that achieves a ratio of (66.7%) and more of all the experts (referees). So the results of the table indicates that the statements achieved a ratio between (66.7% to 100%) were

accepted by the experts and the statements number (1, 5, 9, 10) were refused.

The Skill Performance appreciation of the total aerobic

The whole compulsory aerobic was approved by three specialized referees of the reaching staff. Enclosed (6)

The Pilot Study

The two researchers did the pilot study from Tuesday 6/3/2012 to Wednesday 7/3/2012 for the sake of scientific technique of the tests and to assure the suitability of the place and the positive statements of the trainer with the student.

The Research Steps

The pre-measures: The pre-measures were done on Thursday 8/3/2012 and were including the aerobic satisfaction measure.

The application of the program:

The suggested educational psychological program was applied from Sunday 11/3/2012 to Thursday 15/5/2012 at a range of 3 times a week. The program lasted for ten weeks. The program depended on three principles:

- 1- Using the positive style and avoiding the negative one with the students.

- 2- Giving interest to the information that improve the performance of the players.

- 3- Listing carefully to the students

The post Measures

The post measures were done from Wednesday 16/5/2012 until Thursday 17/5/2012 for the experimental and control group to record the degrees of the skill performance level of the whole compulsory aerobic and applying the aerobic satisfaction measure.

The Statistical Treatments

The information resulted from this research was analyzed according to the following statistical styles:

Arithmetic Mean – Standard deviation – The mediator – T.Test – Sperman Brown variable.

- * Results Discussion and Presentation
- * The first Hypothesis Result Presentation

There are statistical differences between the two measures (pre-post) for the two groups the experimental and the control group on the level of the aerobic satisfaction and for the sake of the post measure.

**Table (6)
The differences between the pre and post measures for both the experimental and the control group on the aerobic satisfaction level**

changes		The pre measure		The post measure		T
		Mean	SD	Mean	SD	
The aerobic satisfaction	The control group	105.90	7.31	131.60	4.55	15.401
	The experimental group	106.15	7.191	148.85	3.937	21.577

It is indicated from table (6) that there are statistical differences between the two measures (the pre and the post) for the

experimental and the control group and for the sake of the post measure.

- The second Hypothesis Results presentation

- There are statistical differences between the two post measures of the two groups the experimental and the control on the compulsory aerobic

whole level and the aerobic satisfaction measure for the sake of the experimental group.

Table (7)

The difference between the two post measures of the two groups, the experimental and the control in (the compulsory aerobic whole level, the measure of the aerobic satisfaction) under research N1 = N2 = 20

The changes under research	The control group		The experimental group		"T" Value
	Mean	SD	Mean	SD	
The whole aerobic	9.55	.99	12.80	.69	10.04
The satisfaction aerobic	131.60	4.55	148.85	3.94	12.79

"T" value at 0.05 = 2.03

It is clear from table (7) that there are statistical differences between the two post measures for the two groups, the experimental and the control one in the level of the compulsory aerobic, the measure of the aerobic satisfaction under research and for the sake of the experimental group.

The Results Discussion

It is clear from table (6) that there are statistical differences at 0.05 between the two measures (pre and post) for the two groups the experimental and the control in the level of aerobic satisfaction and for the sake of the post measure. "T" value in the aerobic satisfaction level for the experimental group was (21, 577) whereas "T" value in the aerobic satisfaction level for the control group was (15, 401). It is also indicated in table (7) that there are statistical differences at the level of (0.05) between the two post measures for the experimental and control group in the level of aerobic satisfaction and the level of the whole compulsory aerobic for the sake of the experimental group.

It is clear that using the Neuro-Linguistic programming (the positive style with the students) had a positive effect on the aerobic

satisfaction level and therefore led to a rise in the compulsory aerobic whole skill performance level for the students of the experimental group more than the control group. Because using the linguistic programming in the field of education leads to motivating the students and breaking their fears of practicing the technical exercise and the researcher can communicate with the students effectively. The increase of multi-media and acquiring good habits in the physical training was also important. Hence the student feels satisfied with her performance and exerts more effort and achieves a high standard in the whole of the compulsory aerobic. That matches what Osama Rateb indicated (1997) that the physical training is, in essence, a kind of communication and the successful trainer has a good ability at communication (treating) with the students because the failure of more trainers usually is due to their lack of communication skills with the students more than the failure of achieving results. (31.1)

The aerobic satisfaction is one of the psychological dimensions that affects the continuous of the educational process (99,8) because the aerobic satisfaction is the

student's feeling with her ability to perform the aerobic skill and her feeling with happiness as a result of this performance. The aerobic satisfaction represents a main support for the sake of continuity in practicing the aerobic activities and achieving the highest levels. (114-7)

It is clear that there is a positive relation between the aerobic satisfaction and the performance level. The more the individual is satisfied with his deeds, the more his performance will improve.

The results the researcher reached matched those of Mody Khalaf Aly Saadon Al Harby (26) (2013), Mohamed Ahmed Abd Ellatif (13) (2011), Carey , John Jeff (27)(2010), Chaelle, Carola, Chang, Youu-Ree (30) (2010), Tosey, Paul, Jane, Irina Holdevici (25) (2009)

Conclusions

- Using the Neuro-Linguistic programming techniques (the trainer positive method with the students) affects positively on the aerobic satisfaction level.
- Using the Neuro-Linguistic programming techniques (the trainers positive method with the students) affects directly the whole of the compulsory aerobic performance level as a subordinate to the rise of the aerobic satisfaction level.

Recommendation

- Using the Neuro Linguistic programming (The trainer positive style with the students) during training on the technical exercise in the faculties of physical education.
- Using a variety styles of the Neuro Linguistic programming to reach the

ideal standard psychologically with the students.

- Applying another similar researches on a different samples of the physical activities in the faculty.
- Applying this study on different ages to know its effects on all ages.

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