The effect of suggested Educational program in the light of Neuro Linguistic Programming models (NLP) at the level of learning basic skills in volleyball

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Introduction and research problem

Neuro Linguistic Programming (NLP) is a field of science studying the way of thinking in the senses management , thus programmed this in accordance with the ambitions set by the man himself , NLP classified people to groups and according to the prevail senses have to visual, audio, and sensuous , the senses and their associated psychological characteristics and sensuality functions, are one of the most accurate and important systems that play a role in human life , knowledge does not only depend on man's level of sensory, but this knowledge can be developed to the highest level of training on the development of voluntary processes of senses ,and the most important senses that play an important role in the acquisition of human knowledge , and the level of performance of the different tasks , are the sense of hearing and sight (9:7) .

NLP classify people into groups by various considerations , each of them has a certain strategy in the interaction , and respond to the internal and external effects , therefore the origin of the people behavior can be understood, and realize the closest way to achieve intimacy with them , acquire them and the positive impact on them.

through her work in teaching the researcher realized that student's response to the practical training and theoretical lessons are not stable, some may understand from the first time , and others may need to a repetition, and others may not respond in repetition for the acquisition of knowledge and information ,due to the differing patterns of students in the prevail of their senses to acquire knowledge , including hearing , visual and

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sensuous, also taking into account the sensory pattern not only for the recipient girl , but also for teacher and coach , so each of them should put in consideration these pattern to diversify his method during the lesson between visual, auditory , kinesthetic .

When teacher gain mastery in moving between different representative systems , it makes education fun for each learner , there is no doubt that all of our students are able to learn and to overcome the onus of education if he knew how to provide each learner with what agree with his representative method in Learning (2:46) .

This motivate the researcher to study the effect of proposed educational program in the light of NLP models on the level of learning basic volleyball skills for students in the Faculty of Physical Education

Research objective:

The research aims to identify the impact of proposed educational program in the light of the NLP models (visual, auditory, kinesthetic) at the level of learning basic skills in volleyball for the first year students at the collage of Physical Education, Assiut University.

Research hypotheses:

1- There are statistical significant differences between the mean degrees of pre- and post-measurements for initial experimental group (visual style) in the level of learning basic volleyball skills (Over arm serve-Under hand pass–spike) in favor of post-measurement.

2-There are statistical significant differences between the mean degrees of pre- and post-measurements for second experimental group (auditory style) in the level of learning basic volleyball skills (Over arm serve-Under hand pass–spike) in favor of post-measurement

3-There are statistical significant differences between the mean degrees of pre- and post-measurements for the third experimental group (kinesthetic style) in the level of learning basic volleyball skills (Over arm serve-Under hand pass–spike) in favor of post- measurement

4- There are differences in the rates of improvement between the mean degrees of pre- and post-measurements for the three experimental groups

(visual, auditory, sensory kinesthetic) in the level of learning basic volleyball skills (overhead serve- pass down – striking) .

Research procedures:

Research Methodology:

The researcher used the experimental method to design the pre-and post-measurements for three experimental groups for its appropriateness to the nature of the research.

Research Sample and Community:

research community included on the first year students (females) at the Faculty of Physical Education, Assiut University for the academic year 2012/2013, they were (158), (60) students were selected intentionally and randomly and were divided into three experimental groups , the initial (30 visual), the second (18 audio), third (12 sensory) according to the results of pattern representative test.

Sample identity:

The researcher conducting the identity among the subjects of the research sample in basic variables such as growth rates (age, height, weight), mental abilities (intelligence) and physical abilities, and some skill tests in volleyball, (Table 1) illustrates the identity of the sample in question in light of the research variables .

Table (1)

The arithmetic mean , standard deviation , median and coefficient for sprains , capacity growth rates of mental and physical abilities and skill tests to sample   n = 60

The verities		Measure unit	SMA	Standard deviation	Mediator	Coefficient sprains
Growth variables	age	year	17.53	0.57	17.50	.45
	Length	cm	158.90	1.84	159.00	.33
	Weight	kg	59.40	3.12	59	0.54
Brainpower	Intelligence	degree	25.76	1.61	26	0.036
Physical abilities	Runinning30m from movement starting	second	4.33	0.24	4.38	-0.62

Follow Table (1)

The arithmetic mean , standard deviation , median and coefficient for sprains , capacity growth rates of mental and physical abilities and skill tests to sample   n = 60

The verities		Measure unit	SMA	Standard deviation	Mediator	Coefficient sprains
	Transitional kinetic response nelson	second	2.64	0.36	2.00	0.43
	Shuttle running	second	12.10	0.26	12.03	0.81
	Bend the trunk from the standing in the front	cm	18.43	1.96	18.50	-0.11
	Shot basketball	m	13.26	1.90	9.03	0.36
	broad Leaping from the stability	m	1.87	0.10	1.86	0.45
	Throwing balls and receiving	second	17.23	1.17	17	0.59
	Straighten out the overlapping circle	degree	6.40	0.67	6.50	-0.45
Skill tests	Over arm serve	numbers	13.46	2.92	2.00	0.45
	Under hand pass	numbers	13.33	2.28	10	-0.78
	spike	degree	9.33	0.72	8.00	0.21

It Is clear from Table (1) that all coefficients sprains of the variables under consideration confined between ± 3 suggesting of the values fairness and homogeneity of the sample

Data Collection Tools:
1- (VAK) Test
2-   high intelligence test by Dr. "Sayed Mohamed Khairie "
3-   physical tests
4-   Skill tests
5-   the proposed educational program in its three application (auditory , visual , kinesthetic)

Aspects of the program application:
-    The students are divided into three groups according to patterns of representation in NLP (visual, auditory, kinesthetic).
-    Teaching the three groups the same content of training and educational

exercises but with different methods and means applied with every style of representational patterns.

-     Teaching conducted by three Teaching Assistant who have already know the nature of the research and the idea of patterns and differences between them, with directing each of them to work with a group of three groups using the method that fits the representative pattern, learning students of each group do not know the nature of their own style in order to interacting spontaneously.

-     The application of the three groups at the same time under the supervision and observation of the researcher to assistants during application.

-     With the visual style used different visual aids of photos and videos and other visual media and phrases that raise the sense of sight more.

-     Used with auditory pattern different audio sounds of voices, comments and

phrases that motivate the sense of hearing more.

-     With the kinetic style we used a method that urges the movement and performance directly.

Basic experiment and pre- and post-measurements (under discussion):

-     Pre-and post-measurements of the three experimental groups were made for the volleyball skill tests, on Saturday and Sunday (16, 17.02.2013).

-     The application of the basic experiment for the three experimental groups in the period from Saturday 02/03/2013 to 11/04/2013, for 6 weeks, three education unit that have been implemented during (12) lessons .

-     Post- measurements of the three experimental groups in volleyball skill tests under discussion were made on Saturday and Sunday 13, 14.04.2013.

Results and discussion:
 - **Results**:

Table (2)

Significant differences between pre and post measurements of the first experimental group (visual) Performance skills in volleyball (n = 30)

The tests	Pre Measurement		Post Measurement		Average differences	(T) Value
	Arithmetic Average	Standard Deviation	Arithmetic Average	Standard Deviation		
Over arm serve	14.60	3.66	28.13	2.26	13.53	14.92
Under hand pass	13.13	1.99	23.26	3.21	10.13	12.08
spike	9.60	0.84	18.20	1.08	9.40	11.20

Value (v) at the level of tabular 0.05 = 2.04

it is clear from Table (2) the presence of statistically significant differences between the mean scores metrics pre and post the performance level of skills (under discussion) under the first experimental group for measuring dimensional , where the value of the "T" calculated is greater than the value of the "T" tabular at the level of " 0.05. "

Table (3)

Significant differences between pre and post measurements of the second experimental group (audio) Performance skills in volleyball (n = 18)

The tests	Pre Measurement		Post Measurement		Average differences	(T) Value
	Arithmetic Average	Standard Deviation	Arithmetic Average	Standard Deviation		
Over arm serve	14.62	3.66	28.22	2.26	13.6	14.98
Under hand pass	13.10	1.99	23.30	3.21	10.2	12.9
spike	9.61	0.84	18.30	1.08	9.69	11.5

Value (v) at the level of tabular 0.05 = 2.10

it is clear from Table (3) the presence of statistically significant differences between the mean scores metrics pre and post the performance level of skills (under discussion) under the second experimental group for measuring dimensional , where the value of the "T" calculated is greater

than the value of the "T" tabular at the level of " 0.05. "

Table (4)

Significant differences between pre and post measurements of the third experimental group (sensory) Performance skills in volleyball n = 12

The tests	Pre Measurement		Post Measurement		Average differences	(T) Value
	Arithmetic Average	Standard Deviation	Arithmetic Average	Standard Deviation		
Over arm serve	14.64	3.66	28.50	2.26	13.86	15.1
Under hand pass	13.61	1.99	23.31	3.21	9.7	13.028
spike	9.64	0.84	18.10	1.08	8.46	11.60

Value (v) at the level of tabular 0.05 = 2.18

it is clear from Table (4) the presence of statistically significant differences between the mean scores metrics pre and post the performance level of skills (under discussion) under the third experimental group for measuring dimensional , where the value of the "T" calculated is greater than the value of the "T" tabular at the level of " 0.05. "

Table (5)

Improvement ratios between the pre-and post measurements of the three experimental groups in performance skills of volleyball

The tests	the first experimental grou			the second experimental group			the third experimental group		
	Pre Measurement	Post Measurement	Improvement Percentage	Pre Measurement	Post Measurement	Improvement Percentage	Pre Measurement	Post Measurement	Improvement Percentage
Over arm serve	14.60	28.31	92.67	14.62	28.22	93.50	14.64	28.50	91.59
Under hand pass	13.13	23.62	77.15	13.10	23.30	77.86	13.61	23.31	75.75
spike	9.60	18.20	97.91	9.61	18.30	90.42	9.64	18.10	87.75

it is clear from table (5) There are differences between the rates of improvement between pre-and post-measurements of the three group in the level of skills performance of the skills

in question, and that the rate of improvement for the second group (audio) was the highest one, followed by the first group (visual) and, finally, the third group (sensory) .

- Results discussion:

it is clear from Table (2) the presence of statistically significant differences between the mean scores metrics pre and post the performance level of skills (under discussion) under the first experimental group for measuring dimensional

This is due to the nature of the educational material, and the application of visual means that are compatible with the specifications of visual style.

This confirms by Burn (2005) that an individual with a visual style is characterized by vigor and vitality and gives great attention to the pictures and views more than sounds or sensations and take decisions on the basis of what he sees, or on the basis of imagined events, and then achieve better results (3: 73).

Through the above check the first hypothesis which states There are statistical significant differences between the mean degrees of pre- and post-measurements for initial

experimental group (visual style) in the level of learning basic volleyball skills (Over arm serve-Under hand pass–spike) in favor of post-measurement.

it is clear from Table (3) the presence of statistically significant differences between the mean scores metrics pre and post the performance level of skills (under discussion) under the second experimental group for measuring dimensional

This is due to the nature of the educational material and the use of audio methods that are compatible with the specifications of the auditory pattern.

In this regard, Della Sala (2007) mention that the person with the audio system uses variety layers of sound in speaking and is characterized by his ability to listen to others without interrupting gives more attention to the voices than sights and sensations in his experiences and what is going through the events and take decisions on the basis of what he hears and his analysis (4: 121)

Through the above check the second hypothesis which states There are statistical significant

differences between the mean degrees of pre- and post-measurements for second experimental group (auditory style) in the level of learning basic volleyball skills (Over arm serve-Under hand pass–spike) in favor of post-measurement

it is clear from Table (4) the presence of statistically significant differences between the mean scores metrics pre and post the performance level of skills (under discussion) under the third experimental group for measuring dimensional

This is due to the nature of the educational material presented to them, and the use of means and methods of sensory concrete specifications that are compatible with the kinesthetic sense of style.

In this regard both " Dilts, Robert B & Judith (2000) emphasizes that the individual with kinesthetic pattern gives greater attention to sensations than the sounds and images and take decisions based on feelings and others can affect on his feelings and therefore affect his decisions (5 : 78)

Through the above check the third hypothesis which states There are statistical significant differences between the mean degrees of pre- and post-measurements for the third experimental group (kinesthetic style) in the level of learning basic volleyball skills (Over arm serve-Under hand pass–spike) in favor of post- measurement

When teacher gain mastery in moving between different representative systems , it makes education fun for each learner , there is no doubt that all of our students are able to learn and to overcome the onus of education if he knew how to provide each learner with what agree with his representative method in Learning (2:46) .

it is clear from table (5) There are differences between the rates of improvement between pre-and post-measurements of the three group in the level of skills performance of the skills in question, and that the rate of improvement for the second group (audio) was the highest one, followed by the first group (visual) and, finally, the third group (sensory) .

The superiority of hearing on the sense of sight is clear, it

seems that the sense of hearing has features that make it superior to the sense of sight, also in the Holy Koran hearing mentioned before sight in more than seventeen subject including: " and he gave you hearing and sight and hearts that you may give thanks. " Alnaml (78) , " Alah has the hearing and sight and great living from the dead ," Younis (31), "Listen to them and saw the day when they come to us ," Mary (38), " Say: Do you see if Alaah taking your hearing and sight" Alanam (46), " those who God impressing on their hearts and their hearing and their sight " Alnahal (108) , " and God hears your speech God listens and seer " Mogadala (1)

Scientists emphasized on the superiority of the audio response on the visual response when conducted experiment to measure the speed of response through the senses of hearing and sight between the two groups of top-athlete and among non- athlete using voice and light simulative the results of the experiment indicated the speed of response with top-athletes and non- practitioners of the sport in hearing faster than sight. (6: 174).

Table (5) showed the simple superiority of the audio group on visual group of skills under discussion , and the researcher attributes the reason for the speed the hearing sense mechanism, and the nature of volleyball that rely on sight more than hearing.

Through the above check the fourth hypothesis which states There are differences in the rates of improvement between the mean degrees of pre- and post-measurements for the three experimental groups (visual, auditory, sensory kinesthetic) in the level of learning basic volleyball skills (overhead serve- pass down – striking) .

Conclusions and Recommendations:
Conclusions:
1- The proposed educational program in the light of the NLP patterns has an effective impact on the performance level of basic volleyball skills.
2- The visual pattern is more prevalent among people, followed by auditory pattern, and then the sensory kinetic pattern in terms of numbers.
3- Auditory pattern has an advantage more than visual and

kinetic pattern to receive knowledge.

Recommendations:

1- The need to use the proposed educational program in the light of the NLP models in teaching basic volleyball skills for the students (girls) of the Faculty of Physical Education.

2- When planning educational programs we must take into account the means and methods that are agree with the nature of each representational pattern of NLP.

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