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Investigating the Relationship between Neuro-Linguistic Programming Techniques and EFL Classroom Management Satisfaction

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Abstract

Neuro-Linguistic Programming (NLP) studies very closely the processes people use to build their unique, distinctive maps or models of the world. Bandler (1979) asserts that NLP is an attitude and a methodology, which leaves behind a trail of techniques. This study investigated the relationship between NLP techniques and Classroom Management (CM) Satisfaction. Eight NLP techniques including Win-win Situation, Representational Systems, Chunking, Pacing to lead, Modeling, Maintain Rapport, Anchoring, and Outcome Checklist are examined in this paper in terms of their correlation with CM Satisfaction. The Participants (N = 200) completed a self-administered questionnaire (SAQ) divided into two parts. The first part had to do with CM satisfaction. The second part contained eight questions related to NLP techniques. To achieve the purpose, the researcher has adopted a correlational research design, and the main variables were NLP Techniques and CM Satisfaction. Cronbach Alpha was used to measure the internal consistency between items in the scale, and Pearson's correlation coefficient to analyze the relationship between CM Satisfaction, the dependent variable, and NLP techniques, the independent variable. The analysis of the results shows that Pearson's Correlation Coefficients of the variables used in this research paper vary between ⟦r =.556 and r =.886⟧. Therefore, CM Satisfaction and NLP Techniques are correlated positively and all the hypotheses tested are confirmed. It was concluded that there is a positive relationship between CM Satisfaction and NLP Techniques.

1. INTRODUCTION

Marzano (2003) asserts that teachers play a major role in a typical classroom, but the most important role is that of the classroom manager. That is to say, the effectiveness of any teaching-learning experience is conditioned by the extent to which a teacher is a good manager. Consequently, successful students are usually those who follow their teachers' guidelines.

The prophet Mohammed PBUH, Nelson Mandela, Martin Luther King, and other influencers around the world have used the human voice to convince billions of people to follow their ideas or beliefs through what is commonly known as language. They use different expressions and modes of talking to convince or explain what they want to convey. The main changes in the world are due to great speeches and great speakers who lead people to change their way of thinking and sometimes their whole lives. Nelson Mandela states in his autobiography "Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savor their songs." (Mandela, 1994, p. 57).

Thus, good management of the classroom can only be communicated through language. The teacher's role is to communicate his classroom management strategies to his students to get the expected feedback. One of the challenges faced by Moroccan English as Foreign Language (EFL) teachers is the adaptation to the principles outlined in the National Charter for Education and Training (NCHT) (2009) which outlines a competency-based approach to the teaching of English as a Foreign Language.

The Moroccan educational system focuses on both civic and character development. These values are reflected explicitly or implicitly in the English curriculum in middle schools. Those elements are challenging in terms of their applicability in the Moroccan Context as by 2014, "the Moroccan higher educational system did not fulfill most of the requirements set in the National Charter" (Dkhissi, 2014, p. 2) and, to date, the teaching-learning process still needs further work, organization, and funds (Errihani, 2016). Apart from that, Dkhissi (2014) states that, as in any other EFL teaching context, "some linguistic courses at the Moroccan schools require some special understanding of learners' needs and objectives, a selection of the appropriate tasks and teaching methods, and a practical assessment while monitoring learner's progress to provide effective intervention" (p. 2).

As a Moroccan EFL teacher, I am required to accomplish and regard these qualities. For me to do so, I decided to go through Neuro-Linguistic Programming Techniques that will help me manage my classroom regarding the national aims. Acknowledging Siddiqui's (2018) claim, where asserts that NLP is an effective tool in English Language Teaching and helps in the acceleration of the teaching process, this research will test its effectiveness by testing the following NLP techniques: Win-win Situation, Representational Systems, Chunking, Pacing to lead, Modeling, Maintain Rapport, Anchoring, and Outcome Checklist.

The musical expressiveness is undeniable. Music can transport us to another world of emotions and spiritual feelings as (Suda et al. 2008) maintain that neural structures are involved in emotional feelings by musical and sound stimuli. However, if we decipher the compositionality of the musical sounds, they can only be a series of sound waves. According to Wolfe (2002), acoustically, music and speech are fundamentally similar. It reminds us of the main features of the human voice. The very latter is the instrument we all play and it is the most powerful sound in the world. With one word composed of some letters, we can start a conflict and with another simple word, we can solve serious problems. This mesmerizing capacity to express our thoughts, emotions, attitudes, and ways of perceiving the world may have a huge impact on our life goals, decision-making, and attitudes.

As music can have a strong impact on humans, speech can also have one. The ultimate goal of this study is: first, to match NLP Techniques that are mainly communicative, deriving their presuppositions from Neurology, Linguistics, and Psychology, with Classroom Management (CM) components and then test their correlation with CM Satisfaction in the Moroccan EFL classroom environment.

2. LITERATURE REVIEW

2.1.Classroom Management

Classroom management, according to Krause (2003), refers to the ability of the teacher to plan, organize, and control behaviours of students. It is the sum of actions and strategies that are used to maintain order in the classroom Burden (2000). In other words, there is a direct association between the teaching methods applied by the teachers and the learning of students.

Classroom Management can refer to the teacher's behaviours that facilitate learning. There has been a development of a Classroom Management model that is expressed as a continuum from interventionist to non-interventionist, with interactionalist in-between (Sowell, 2013).

Interventionists react to student behaviour with consequences, while non-interventionists plan their environment to proactively facilitate the classroom. Interactionalists seek to operate the best aspects of interventionists' and non-interventionists classroom management. According to Sowell, These three classroom management approaches are reviewed below, including the main aspects of the interventionist, non-interventionist, and interactionalist approaches to classroom management.

2.2.Time Management

The conception of time, its perception and management, depends on the culture we belong to as well expressed by Hall (1959) in his work 'The Silent Language'. He explained that in occident, it is conceived linearly with a beginning and end the time is considered cyclic, and for that, without an ending. However, "People of the Western world, particularly Americans, tend to think of time as something fixed in nature, something around us and from which we cannot escape; an ever-present part of the environment, just like the air we breathe" (Hall, 1959, p. 6). As the conception of time determines our behaviour, and our life (Hall, 1959; Pant, 2016), several studies on perception and management have been carried out.

Tracy (2013) in his book 'Time Management' asserts that the payoff for becoming an excellent time manager is huge. It is the outwardly identifiable quality of a high performer vs. a low performer. All winners in life use their time well. All poor performers in life use their time poorly. One of the most important rules for success is simply to "form good habits and make them your masters, p.3". As the classroom is the miniature of every society, we should pay more attention to how we handle our time and teachers should form positive habits from the very first session in the hope of achieving the lessons' objectives in a stress-free environment.

Along the teaching process, every teacher is continuously thinking about how to optimize learning opportunities for students and how to maximize cognitive development as a purpose to make them understand concepts better, use their input in different contexts, and tackle their high-order thinking skills. Time management is an important element in classroom management. Every teacher must draw a plain line between what is urgent and what is important, concerning his or her teaching. As distinctly developed by Dwight David Eisenhower in his Matrix as shown in Figure 1.

Figure 1: The Eisenhower Decision Matrix

Note. Eisenhower's decision matrix consists of four boxes: Urgent/Important, Not Urgent/Important, Urgent/Not Important, and Not Urgent/Not Important.

The eminent business thinker and personal developer Stephen Covey cited Eisenhower's Decision Principle in his book, 'The 7 Habits of Highly Effective People'. In that book, Covey created a decision matrix to help individuals make the distinction between what's important and not important and what's urgent and not urgent as shown above. The matrix consists of a square divided into four boxes, or quadrants, labelled thusly: 1) Urgent/Important,2) Not Urgent/Important, 3) Urgent/Not Important, and 4) Not Urgent/Not Important.

Quadrant 1 tasks are both urgent and important. As its name implies 'Do' tasks typically consist of crises, problems, or deadlines. Quadrant 2 tasks 'Decide' are the activities that do not have a pressing deadline, but help you achieve your important personal, school, and work goals as well as help you fulfil your overall mission as a man. Quadrant 3 'Delegate' tasks are activities that require our attention now (urgent) but do not help us achieve our goals or fulfil our mission (not important). Quadrant 4 'Delete' activities aren't urgent and aren't important. Activities are not pressing nor do they help you achieve long-term goals or fulfill your mission. They are distractions destined to get rid of.

2.3.Classroom Management principles

A teacher's conduct in the classroom has a significant impact on the student's learning process. Seemingly, small procedural practices can also save time and energy. Although learning will never happen in a perfectly ordered, there will always be some measure of chaos, confusion, and uncertainty. Effective classroom management skills can ensure that the confusion centers on the learning, rather than on the administration of the process. Marzano (2007) concluded strongly that all classrooms, no matter how well-behaved, need rules and procedures. To provide a good classroom management system, teachers should express some requirements.

To establish shared expectations and assumptions, to manage the housekeeping aspects of the classroom, and finally to save time and energy to focus on instruction, the following are the main principles adopted by different scholars to maintain a successful CM.

2.4.First Impressions Count

Whether walking along a busy street, shopping for groceries at the market, or riding a commuter train or bus, we are constantly encountering other people and forming impressions of them. Humans are predisposed toward making snap judgments about others and sorting them into social categories in the service of simplifying the social world of which we are part (Ambady, Bernieri, & Richeson, 2000).

The first communication, the first request, your initial greeting, the way you introduce the class, and the experience students have on the first day are aspects critical to establishing good classroom management. You will win or lose your students during the first week, sometimes even in the first few minutes of the semester. While it is important to make a good first impression, your last impression is well, more lasting. It is by definition the last time students will see you so it is a forever impression.

With the help of NLP techniques, teachers will try to maintain good impressions in every step of the teaching process thanks to the connection built between the teacher and his or her students. For instance, consider memorizing student names before the first day of class, then greet them at the door. Think of your students as disciple leaders in training and treat them accordingly. According to Nakate (2009), the human brain, or the nervous system, receives huge amounts of information, around 2 million bits per second. However, only 7 bits of

information are consciously 'assimilated' in a second. The information is processed and then it affects the thoughts, physiology, and behaviour.

Moreover, Nakate concurs that the NLP communication model was developed by scientists based on four assumptions namely:1) sensory organs help the person collect information from the surroundings. 2) one has to constantly change the way he/she performs the tasks to avoid a state of mind if one doesn't change his/her thought process, the feedback he/she obtains will be redundant. 3) Thoughts have a huge impact on the result of one's efforts. 4) Every single person has the resources to bring about desirable changes in his/her thoughts and behaviour. Thus, with eyes wide open, in the very first minutes of the sessions, students are all ears and ready to receive guidance and surely first impressions count.

2.5.Innovation

Goatley and Johnston (2014) define innovation as the process through which new ideas are generated and put into productive practice— "new" means new to this situation or this location or this community. In this sense, innovation can involve developing a new tool a new use for an existing tool, or a new solution to a problem. Innovation often occurs at a local level, within the tools, materials, and expertise available in the local context. People innovate by modifying existing practices or tools, with each innovation creating a new context that makes previously unimaginable innovations possible.

According to Hoyle (1993), innovation means the introduction of novelties, the alteration of what is established. Similarly, (Knezenvich, 1976), addressed innovation as the generation, acceptance, and implementation of new ideas, processes, products, or services. In the classroom, we can implement this frame of mind by providing new ideas, methods, and techniques that can suit the students. Through innovation, a personalized teaching-learning experience can take place. In this research paper, the frame used is based on NLP techniques that can have an impact on learners and make them live a new experience.

2.6.Four Rules of Classroom Management

As McManus (1989) clarifies teaching is more than the sum of its parts but it is possible from research, observation, and autobiographical anecdote to perceive four rules of classroom management applied by successful teachers which like the four rules in arithmetic, once assimilated, can be applied in many different situations. Doyle (1986) defines CM as "The actions and strategies teachers use to solve the problem of order in classrooms" (p. 397). Both the teacher and student play a major role in achieving classroom objectives. There are four rules framed by McManus and adopted in this research paper.

1. Rule One: Get them in

Getting them in means that the teacher must be close enough to his students before the class begins. It starts with the greeting, seating, and starting. Some teachers do the teaching advance pretty fast without the introduction of ice breaking. Sometimes, teachers forget greetings or some teachers may start the lesson without explaining the objectives of the lesson. Others start the lesson without pre-planning and guess what they have to do in the few first minutes of the session.

On the other hand, students will surprised, wonder, and underestimate the teacher's action at the very first session. This rule emphasizes the idea that a lesson that makes a rapid start will avoid the difficulties that can arise if pupils are not promptly engaged in useful activities. If

teachers are preoccupied with setting up displays, distributing materials, or searching for equipment then there are rare opportunities for disruptive behavior.

2. Rule Two: Get them out

Though most disciplinary problems arise from a poor start to a lesson, the next most vulnerable time providing many opportunities for troublemaking is the end of a teaching session. For this reason 'get them out' is cited as the second rule of classroom management as maintained by McManus. Carefully planning the end of each lesson is a crucial part of how experienced teachers successfully handle the transition from one activity to another.

As Gray and Richer (1988) develop the structure at the end of a lesson is all too easily lost in a sigh of relief that it is nearly over. The lasting effect of an interesting learning experience can be wasted and pleasantly developing relationships between teacher and class can be spoilt if a productive session dissolves into a noisy, chaotic, and stressful finale. So teachers need to consider the two phases of concluding a lesson and dismissing a class.

3. Rule Three: Get on with it

The third rule has more to do with managing different predictable and unpredictable behaviors. The teacher must be fully conscious that each student in the classroom holds a different attitude toward the materials, the teacher's actions, and the subject itself. Additionally, students may have low competence in receiving the comprehension of the material taught by the teacher. The teacher should be the one who takes the responsibility to make sure all of the students have enough comprehension of the materials. On the other hand, the way the teachers give instructions, deliver the information, and eye them should be "smooth" enough. The students need a teacher who becomes like their parents, the one to whom they give respect.

4. Rule Four: Get on with them

The fourth CM rule by McManus (1989) emphasizes that: the crucial role of the teacher is building a strong, respectable, and affectionate relationship with students. The teacher has to build a good affiliation with his students whether he will act as a teacher, educator, facilitator, model, parent, or even friend in some conditions in the classroom. For example, the teacher may try to recognize his student's name, attitude, and so on. A teacher needs to be a social one due to an increase in the student's respect. Acquiring this sensitivity to the class atmosphere depends on a combination of mobility and marking.

2.7. Neuro-Linguistic Programming

NLP emerged in the 1970s from the field of psychology with the pioneering efforts of John Grinder, a linguist, and Richard Bandler, a mathematician. It is an effective method that explores human subjective experiences; i.e. what goes on inside a person's mind – how people think, feel, learn, motivate themselves, and make choices. As a study of subjective experiences, NLP studies very closely the processes people use to build their unique, distinctive maps or models of the world. NLP, as coined by Bandler and Grinder (1979), broadly denotes the view that a person is a whole mind-body system with patterned connections between an internal experience (neuro), language (linguistic), and behavior (programming) Tosey (2005).

Tosey and Mathison (2003) claim that NLP started as a means of studying how people process information, construct meaning schemas, and perform skills to achieve results. When Bandler and Grinder (1979) began their research on NLP, they wanted to study excellent people, identify the specific elements that these people could do to achieve excellence, and

then teach or impart these elements to others to help them improve their performance. As Linder-Pelz and Hall (2007, p.12) described:

> [t]he "neuro" refers to the way humans experience the world through their senses and translate sensory experiences into thought processes, both conscious and unconscious, which in turn activate the neurological system; "linguistic" refers to the way we use language to make sense of the world, capture and conceptualize experience and then communicate that experience to others; and "programming" addresses the way people code (mentally represent) their experience and adopt regular and systematic patterns of response.

From my humble experience with NLP in a typical Moroccan classroom and my readings about the subject, I have concluded that the P in the "programming" part of NLP refers to the sum of ideas, feelings, and behaviors that are collected from our habits, experiences, and expertise that impact the connection towards us, others and the surrounding environment. These ideas, feelings, and behaviors can be easily hanged thanks to the NLP techniques. The very first programmers that have affected our perception are parents, from the baby stage until we grow up and find other influences and influences like school, friends, media, and the social environment.

This research paper will bring to light the relationship between NLP and Classroom Management Satisfaction and how the students' minds are programmed by their teachers while using different techniques. Some techniques are already known in the field of TEFL and at the same time, they fall under the same umbrella of NLP. The N in NLP refers to the "neurological" processes as Linder-Pelz and Hall explains the way humans experience the world through their senses and shift it into something understood by the human mind that is conscious and unconscious processes, which in turn activate the neurological system. The L in NLP refers to "linguistics" which is how we use language to make sense of the world, capture and conceptualize experience, and then communicate that experience to others.

2.8.NLP Techniques

Bandler (1979) asserts that NLP is an attitude and methodology that leaves behind a trail of techniques. The following table shows different NLP techniques and their definitions. All the techniques mentioned below are included in this research paper.

NEURO-LINGUISTIC PROGRAMMING TECHNIQUES	DEFINITION	KEY SOURCES
DISCUSSING A WIN-WIN SITUATION	'Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions.'	(Covey,2013)
USING REPRESENTATIONAL SYSTEMS	'The NLP approach suggests that subjective experience is encoded in three sensory representation systems namely: visual, auditory, and kinesthetic.'	(Davis and Davis, 1991)
CHUNKING	'The concept of chunking and the limited capacity of short-term memory became a basic element of all subsequent theories of memory. The idea is that short-term memory could only hold 5-9 chunks of information (seven plus or minus two)	(Miller, 1956)

	where a chunk is any meaningful unit.'	
PACING TO LEAD	'building great relationships requires that you pace other people'	(Ready and Burton, 2015)
MAINTAIN RAPPORT	'the relationship or connection you establish with your students, a relationship built on trust and respect that leads to students' feeling capable, competent, and creative'	(Brown, 2001)
MODELING	'the modeling of excellence and the application of this modeling'	(Grinder, 2009)
ANCHORING	'an anchor occurs any time a person is in an intense state, and at the peak of that intense state or that experience a specific stimulus is consistently applied, the state and the specific stimulus become linked neurologically so that the state can be continually produced by setting off the stimulus'	James (1999)
OUTCOME CHECKLIST	'Outcome checklists are important in creating well-formed outcomes'	(Ready and Burton, 2010)

Figure 2: *Definitions of Constructs*

2.9.Research Objective

The main objective of the study is to discover whether the NLP techniques including Win-win Situation, Representational Systems, Chunking, Pacing to lead, Modeling, Maintain Rapport, Anchoring, and Outcome Checklist are connected to the EFL CM Satisfaction or not.

Figure 3: McManus CM Components and NLP Techniques Matching

Classroom Management		NLP Techniques
Get them in	Greeting	Discussing a win-win situation
	Starting	Using representational systems
Get on with it	Content	Chunking
	Manner	Pacing to lead
Get on with them	Who's who?	Maintain Rapport
	What's going on?	Modeling
Get them out	Concluding	Anchoring
	Dismissing	Outcome checklist

To attain the objective mentioned. This paper will follow the steps of McManus (1989) concerning the main components of CM. Each component is matched with one of the NLP techniques. Then, the correlation between the CM Satisfaction, of the same teachers, and the use of the techniques at each CM component is tested. Figure 3. shows the CM steps that are already detailed by McManus and the NLP matching. On the left side, there is a description of the main classroom management components. On the right side, the main techniques are adapted to each CM component accordingly.

Greeting:

Correlated NLP Technique: Establishing Rapport

Explanation: Greeting students warmly and engaging them in discussion fosters a positive atmosphere and builds rapport, which is foundational in NLP for effective communication and relationship-building.

Starting:

Correlated NLP Technique: Using Representational Systems

Explanation: By incorporating different representational systems (visual, auditory, kinesthetic, etc.) in the lesson introduction, teachers can cater to various learning styles and enhance understanding and engagement right from the start.

Content:

Correlated NLP Technique: Chunking

Explanation: Breaking down the lesson content into smaller, more digestible chunks helps students process information more effectively, aligning with the NLP principle of chunking for improved comprehension and retention.

Manner:

Correlated NLP Technique: Pacing to Lead

Explanation: Adjusting the delivery style, pace, and tone of instruction to lead students through the learning process effectively ensures they stay engaged and receptive, similar to the NLP concept of pacing and leading to establishing rapport and influence.

Who's who?:

Correlated NLP Technique: Maintaining Rapport

Explanation: Getting to know the students individually, and understanding their backgrounds, preferences, and characteristics helps teachers build and maintain rapport, fostering a supportive and inclusive learning environment.

What's going on?:

Correlated NLP Technique: Modeling

Explanation: Observing and understanding the dynamics within the classroom, including student behaviors and interactions, allows teachers to model appropriate behaviors and responses, creating a positive and respectful learning atmosphere.

Concluding:

Correlated NLP Technique: Anchoring

Explanation: Summarizing key points and providing closure at the end of the lesson anchors the learning experiences in students' minds, facilitating better retention and recall of information.

Dismissing:

Correlated NLP Technique: Outcome Checklist

Explanation: Reviewing the outcomes or objectives achieved while dismissing students reinforces learning and ensures that the session's goals have been met, similar to using an outcome checklist in NLP to evaluate progress and effectiveness.

Figure 4: Working Strategy

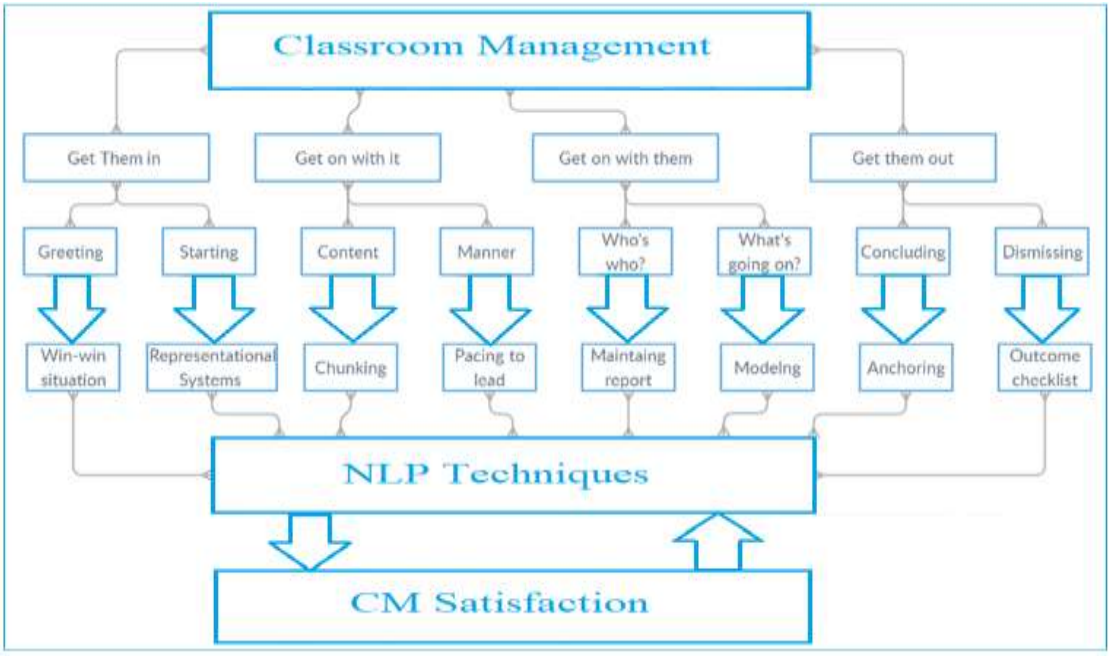

Figure 4. is a detailed working strategy that highlights the relationships between the variables and the sub-variables. That is, the first variable is 'NLP techniques' and it is represented by eight sub-variable that are Win-win Situation, Representational Systems, Chunking, Pacing to lead, Modeling, Maintain Rapport, Anchoring, and Outcome Checklist. While the second variable is CM Satisfaction and it is represented by three CM Satisfaction questions.

Classroom Management: This is segmented into four key phases, each with two elements.

Get Them in: This initial engagement phase includes:

Greeting, which is linked to creating a Win-win situation.

Starting, which is linked to establishing Representational Systems.

Get on with it: This phase is about the class content and process:

Content, which is linked to the technique of Chunking.

Manner, which is linked to Pacing to lead.

Get on with them: This phase deals with interactions and relationships in the classroom:

Who's who?, which is linked to Maintaining rapport.

What's going on?, which is linked to Modeling.

Get them out: This phase is about concluding the class session:

Concluding, which is linked to Anchoring.

Dismissing, which is linked to the Outcome checklist.

NLP Techniques: Placed just below the Classroom Management phases, suggesting that the application of NLP techniques is relevant to each of the focuses within the phases.

CM Satisfaction: This is the desired outcome at the bottom of the chart, with the implication being that when NLP techniques are applied to the various components of Classroom Management, there is an improvement in overall satisfaction.

Each focus within the four phases is connected to a specific outcome or technique, as depicted by the vertical arrows, and all contribute through NLP Techniques to CM Satisfaction.

3. METHODOLOGY

A correlational research design is adopted in this study. It is done with the help of a self-administered questionnaire (SAQ). The questionnaire is distributed equally to 12 regions in Morocco in which dozens of participants are asked to participate in each region. In total 200 teachers have participated in this inquiry. The purpose of this study is to test the extent of significance between two factors: NLP Techniques and CM Satisfaction. The data are analyzed with the help of the statistical tool SPSS more specifically, Pearson's correlation coefficient is applied to test the correlations between NLP Techniques and CM Satisfaction. The eight NLP techniques were correlated with the three CM Satisfaction scales. That is 24 Pearson's correlation coefficients were applied in this investigation.

3.1.Demographic Information of the Participants

The study included 200 English as a Foreign Language (EFL) teachers from 12 regions across Morocco, ensuring equal representation from each region. The participants were selected based on their active involvement in teaching, with data collected using a self-administered questionnaire designed to measure their classroom management practices and satisfaction levels. Two participants were excluded from the analysis due to incomplete responses, resulting in a final sample size of 198 teachers. The demographic analysis revealed that most participants (72.5%) reported feeling confident in their ability to manage classroom behavior problems. In comparison, 16% indicated they were very confident, and 11.5% expressed a lack of confidence in this area. Furthermore, the study assessed Classroom Management (CM) Satisfaction among the teachers, with 88.5% demonstrating high levels of satisfaction and only 11.5% reporting low satisfaction. This demographic information highlights the participants' overall positive outlook on classroom management, suggesting that most teachers have the necessary skills and strategies to effectively address behavioral challenges. The diverse geographical representation and the inclusion of varying levels of confidence and satisfaction ensure that the findings provide a comprehensive understanding of classroom management practices within the Moroccan EFL teaching context.

4. RESULTS

4.1.Findings of the Questionnaire

4.1.1. Internal Reliability of the Questionnaire

Crobach's Alpha is used in this research paper to measure the internal consistency between items on the scale. The α coefficient of reliability ranges from 0 to 1 in giving a general appraisal of a measure's reliability. Suppose the entire scale sub-variables are independent of each other α = 0. On the other hand, on the off chance that all sub-variables have high covariance, at that point α will move toward 1 as the number of variables in the scale approaches the total connection. All in all, the higher the α coefficient, the more the items have shared covariance and presumably measure a similar fundamental construct.

Table 1:*Cronbach's Alpha for every CM Satisfaction scale*

	CM Satisfaction1	CM Satisfaction3	CM Satisfaction2
CM Satisfaction1	1,000	,871	,976
CM Satisfaction3	,871	1,000	,893
CM Satisfaction2	,976	,893	1,000

Table 2: *Cronbach's Alpha for all CM Satisfaction scale*

Reliability Statistics

Cronbach's Alpha	N of Items
,968	3

Table 1. shows that Cronbach's Alpha for CM Satisfaction 1 and CM Satisfaction 3 is high (α= 0.871), Cronbach's Alpha for CM Satisfaction 1 and CM Satisfaction 2 is high (α= 0.976) and Cronbach's Alpha for CM Satisfaction 3 and CM Satisfaction 2 is high (α= 0.893). We can conclude that the CM Satisfaction construct is reliable because Cronbach's Alpha for all the elements is close to 1 as shown in Table 2 where we have Cronbach's Alpha for all CM Satisfaction scales (α=0.968).

Table 3 : *Cronbach's Alpha for every NLP technique*

	Win-win Situation	Representational Systems	Chunking	Pacing to lead	Maintain Report
Win-win Situation	1,000	,727	,575	,854	,712
Representational Systems	,727	1,000	,685	,809	,621
Chunking	,575	,685	1,000	,662	,545
Pacing to lead	,854	,809	,662	1,000	,702
Maintain Rapport	,712	,621	,545	,702	1,000
Modeling	,786	,628	,683	,657	,678
Anchoring	,896	,678	,560	,798	,702
Outcome Checklist	,696	,656	,761	,682	,701

	Modeling	Anchoring	Outcome Checklist
Win-win Situation	,786	,896	,696
Representational Systems	,628	,678	,656
Chunking	,683	,560	,761
Pacing to lead	,657	,798	,682
Maintain Report	,678	,702	,701
Modeling	1,000	,768	,849
Anchoring	,768	1,000	,682
Outcome Checklist	,849	,682	1,000

Table 4 :*Cronbach's Alpha for all NLP techniques*

Reliability Statistics

Cronbach's Alpha	N of Items
,949	8

Table 3. shows that Cronbach's Alpha for Win-win Situation and Using Repreentational Systems is high (α= 0.727), Cronbach's Alpha for Win-win Situation and Chunking is average (α= 0.575), Cronbach's Alpha for Win-win Situation and Pacing to lead is high (α= 0.854), Cronbach's Alpha for Win-win Situation and Maintain Rapport is high (α= 0.712), Cronbach's Alpha for Win-win Situation and Modelling is high (α= 0.786), Cronbach's Alpha for Win-win Situation and Anchoring is high (α= 0.896), Cronbach's Alpha for Win-win Situation and Outcome Checklist is high (α= 0.696), Cronbach's Alpha for Chunking and Using Repreentational Systems is high (α= 0.685), Cronbach's Alpha for Using Repreentational Systems and Pacing to Lead is high (α= 0.809), Cronbach's Alpha for Using Repreentational Systems and Maintain Rapport (α= 0.712), Cronbach's Alpha for Using Repreentational Systems and Modelling is high (α= 0.628), Cronbach's Alpha for Using Repreentational Systems and Anchoring is high (α= 0.678), Cronbach's Alpha for Using Repreentational Systems and Outcome Checklist is high (α= 0.656), Cronbach's Alpha for Chunking and Pacing to Lead is high (α= 0.662), Cronbach's Alpha for Chunking and Maintain Rapport is high (α= 0.545), Cronbach's Alpha for Chunking and Pacing to Lead is high (α= 0.662).

Cronbach's Alpha for Chunking and Modeling is high (α= 683), Cronbach's Alpha for Chunking and Anchoring is average (α= 0.560), Cronbach's Alpha for Chunking and Outcome Checklist is high (α= 761), Cronbach's Alpha for Maintain Rapport and Pacing to Lead is high (α= 702), Cronbach's Alpha for Modelling and Pacing to Lead is high (α= 798), Cronbach's Alpha for Outcome Checklist and Pacing to Lead is high (α= 682), Cronbach's Alpha for Modelling and Maintain Rapport is high (α= 678), Cronbach's Alpha for Maintain Rapport and Anchoring is high (α= 702), Cronbach's Alpha for Maintain Rapport and Outcome Checklist is high (α= 701), Cronbach's Alpha for Modelling and Anchoring is high (α= 768), Cronbach's Alpha for anchoring and Outcome Checklist is high (α= 682). We can conclude that the NLP techniques construct is reliable because Cronbach's Alpha for all the elements is close to 1 as shown in Table 4. where we have Cronbach's Alpha for all NLP techniques (α=0.949).

4.2.Findings of the SAQ Questionnaire

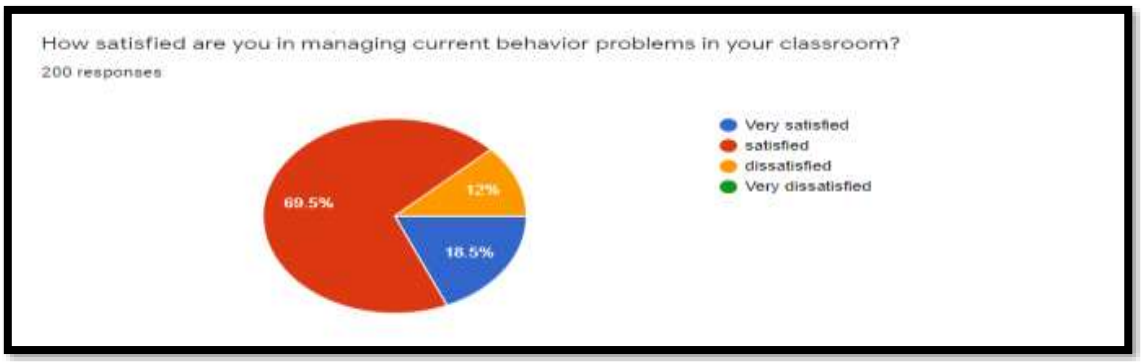

Figure 5:

While managing behavior problems in teachers' classrooms, Figure 5. shows that 69.5% of the contributors are satisfied, 18.5% of them are very satisfied, and 12% of them are

dissatisfied. According to the CM scale, 88% of the participants have high CM Satisfaction while 12% have low CM Satisfaction.

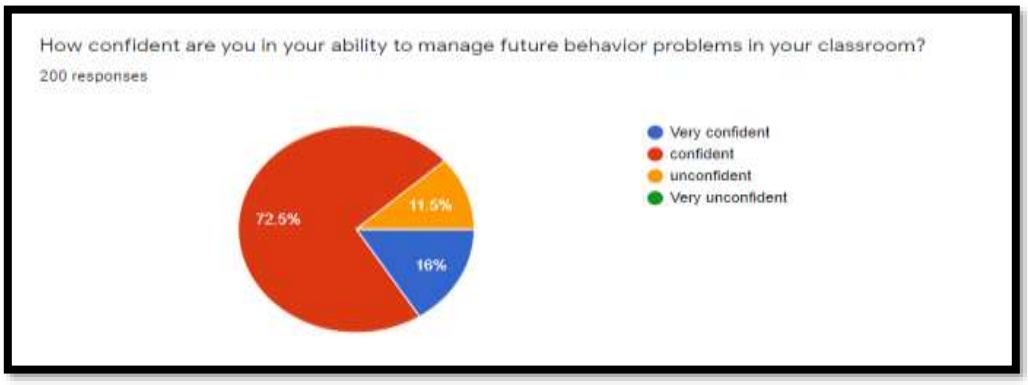

Figure 6

Figure 6. clarifies that 72.5% of the participants are confident, 16% of them are very confident and 11.5% are unconfident in their ability to manage future behavior problems in their classrooms. According to the CM scale, 88.5% of the participants have high CM Satisfaction while 11.5% have low CM Satisfaction.

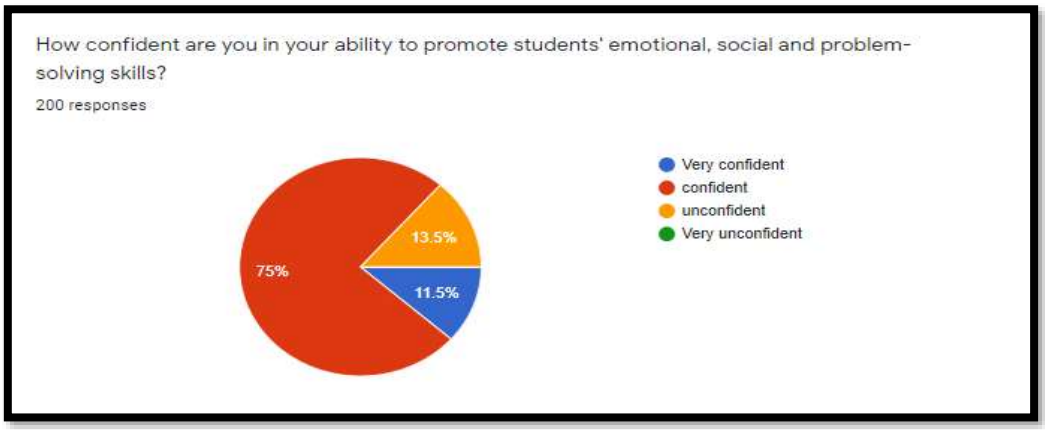

Figure 7

Regarding the ability to promote students' emotional, social, and problem-solving skills, figure 7. clarifies that 73% of the participants in this research are confident, 11.5% are very confident and 13.5% are unconfident. Two participants were rejected because they didn't answer all the questions. Thus, 88.5% of the participants have high CM Satisfaction while 13.5% have low CM Satisfaction.

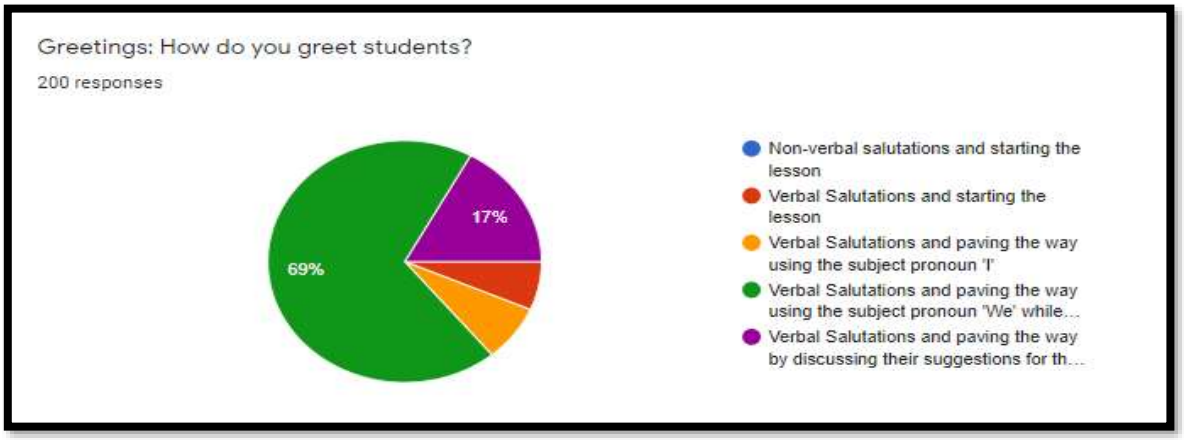

Figure 8

Figure 8. shows that in the greeting stage, teachers have different ways of greeting techniques. 6.5% use Verbal Salutations starting the lesson, 7.5% use Verbal Salutations and pave the way using the subject pronoun 'I', 69% use Verbal Salutations and pave the way using the subject pronoun 'We' while giving them hints about the lesson and other planned activities, and 17% use Verbal Salutations and paving the way by discussing their suggestions for the lesson and considering them. According to the coding in Appendix C, 86% of the participants use Discussing a Win-Win situation NLP technique in the Greeting CM stage and 14% of them do not use it.

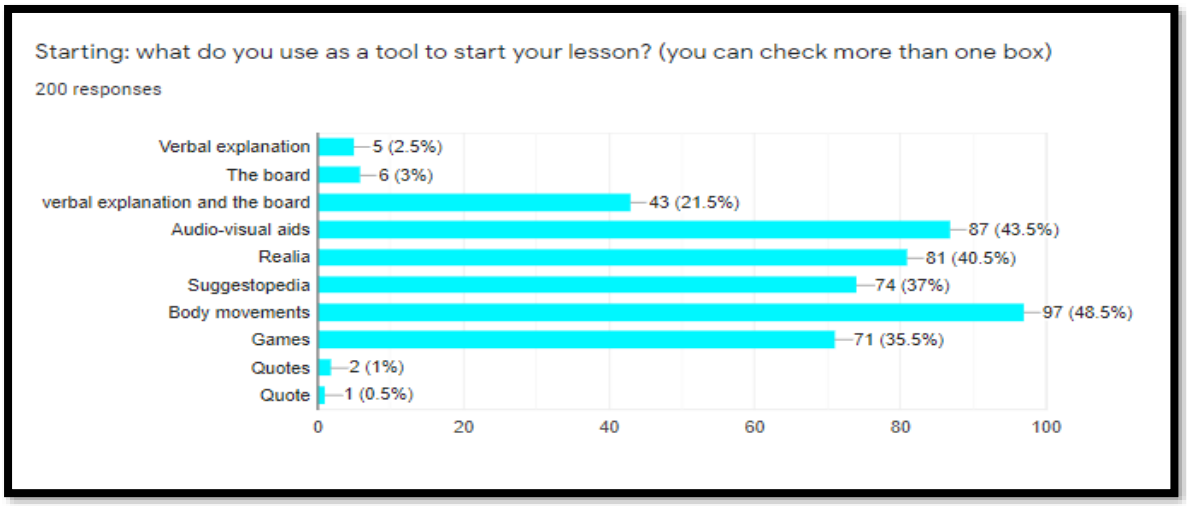

Figure 9

Figure 9. shows that to start a lesson, different tools are used among teachers who participate in this inquiry. 2.5% use verbal explanation, 3% use the board, 21.5% use verbal explanation and the board, 43.5% use audio-visual aids, 40.5% use Realia, 27% use Suggestopedia, 48.5% use body movements, 35.5% use games, and 1.5% use quotes. According to the coding in Appendix C, 87.8% of the participants use the Representational Systems NLP technique in the Starting CM stage and 12.2% of them do not use it.

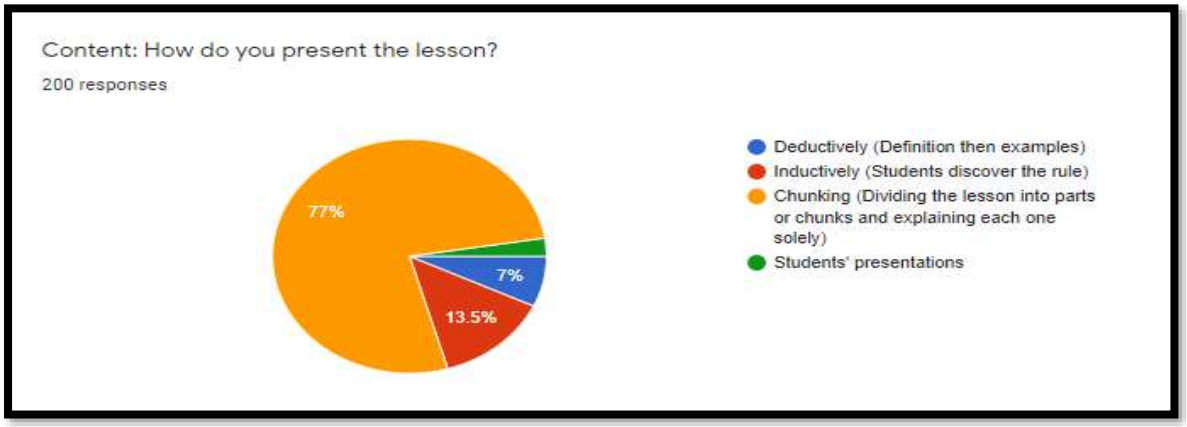

Figure 10

Figure 10. shows that 77% of the participants use chunking when dealing with the content of the English course, 13.5% use the inductive method where students discover the rules by themselves, 7% use the deductive method while teaching and 2.5% rely on students' presentations to explain the lessons. According to the coding in Appendix C, 77% of the participants use the Chunking NLP technique in the Content CM stage and 23% of them do not use it.

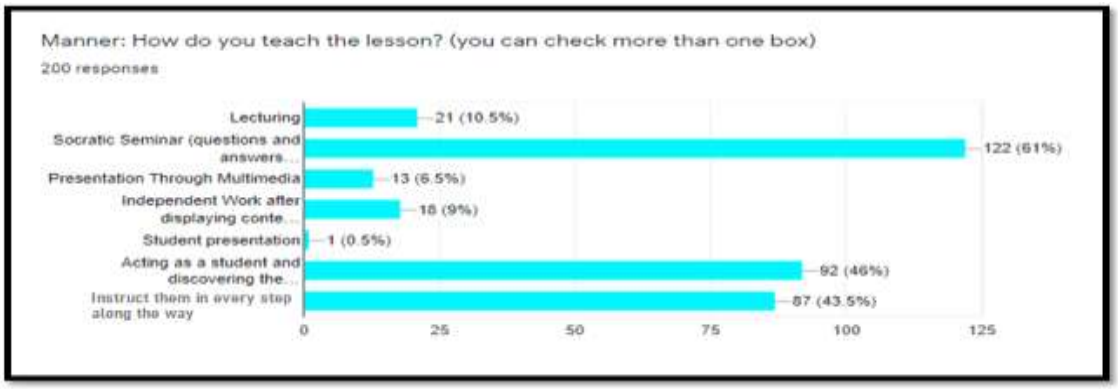

Figure 11

Figure 11. shows that 10.5% of teachers lecture their lessons, 61% use the Socratic Seminar method where they follow a question-answer strategy, 6.5% use presentations through multimedia, 9% rely on independent work after displaying content, 0.5% rely on student's presentations, 46% of them act as a student and discover the lesson with the students, and 43.5% instruct them in every step along the way. According to the coding in Appendix C, 85.1% of the participants use Pacing to lead the NLP technique in the Manner CM stage and 14.9% of them do not use it.

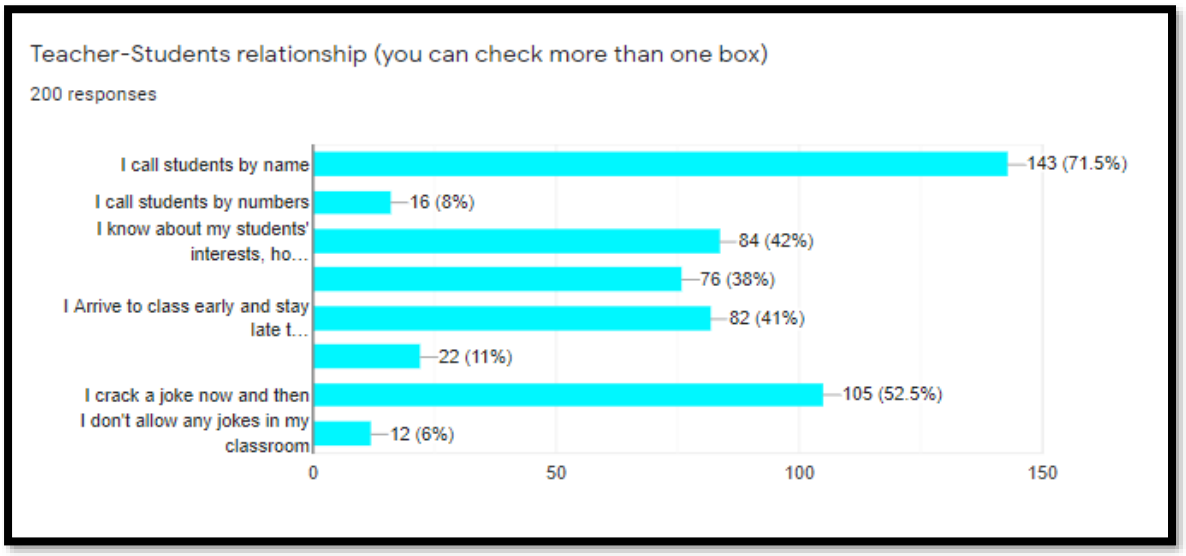

Figure 12

Figure 12. shows that 71.5% of the respondents call their students by name, 8% of them call students by numbers, 42% of them know about their student's interests, hobbies, and aspirations, 38% Create and use personal relevant class examples, 41% arrive to class early and stay late to chat with their students, 11% keep their distance towards students, 52.5% crack a joke now and then, and 6% of teachers do not allow any jokes in their classrooms. According to the coding in Appendix C, 98% of the participants use Maintain Rapport NLP technique in the Teacher-Students relationship CM stage and 2% of them do not use it.

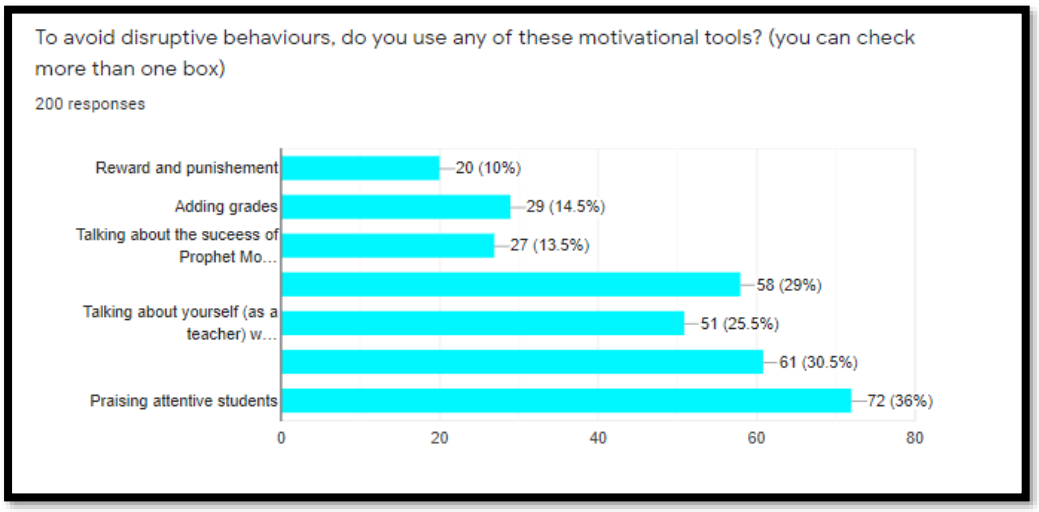

Figure 13

To avoid disruptive behaviors, teachers use different motivational tools. Figure 13. Clarifies that 10% use reward and punishment method, 14.5% add grades, 13.5% talk about the success of the prophet Mohammed PBUH as a role model, 29% Talk about previous successful students and their achievements, 25.5% talk about themselves (as a teacher) when you were a student, and 30.5% talk about successful people around the globe, 36% praise attentive students. According to the coding in Appendix C, while managing the disruptive behavior stage, 84.6% of the participants used the Modelling NLP technique and 15.4% of them did not use it.

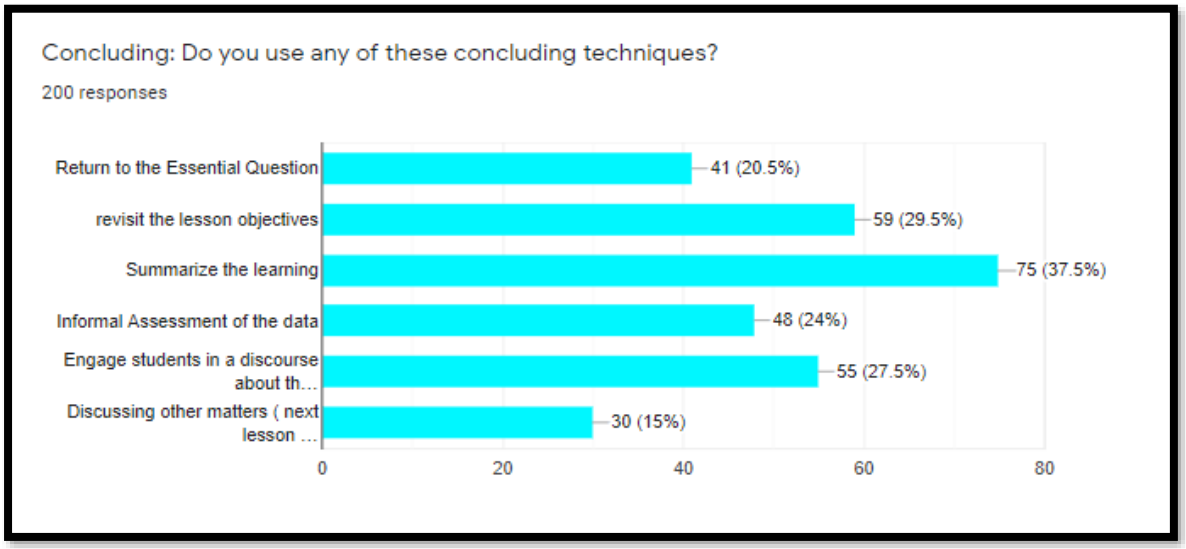

Figure 14

Figure 14. shows that, in the concluding stage, 20.5% return to the essential question as a concluding technique, 29.5% revisit the lesson objectives with students, 37%.5 summarize the learning, 24% use informal assessment of the data, 27.5% engage students in a discourse about the lesson, 15% discuss other matters (next lesson hints, problems with other subjects, etc..). According to the coding in Appendix C, in the Concluding stage, 90.3% of the participants use the Anchoring NLP technique and 9.7% of them do not use it.

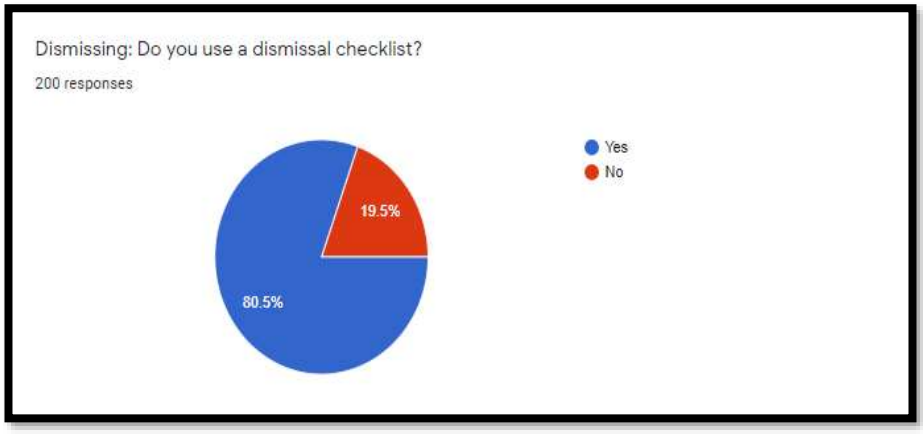

Figure 15

Figure 15. clarifies that in the dismissing stage, 80.5% use the dismissal checklist, and 19.5% do not use it. That is to say, 80.5% of the participants use the Outcome checklist NLP technique while dismissing their session while 19.5% of the participants do not use it.

4.3. Research Hypotheses

Every NLP technique is tested through Pearson's correlation coefficient three times concerning the three CM Satisfaction variables. Pearson's correlation measures the degree of the linear relationship between two variables. The correlation between CM Satisfaction and NLP techniques using Pearson's r will always be between –1 and +1. A correlation coefficient of 0 means that there is no relationship, either positive or negative, between these two variables.

4.4.Summary Of The Findings

The correlation coefficient of +1 means that there is a perfect positive correlation, or relationship, between these two variables. In the case of +1, as one variable increases, the second variable increases at the same level or proportion. The analysis of the results shows that Pearson's Correlation Coefficients of the variables used in this research paper vary between $[\![r = .556 \text{ and } r = .886]\!]$ as shown in Figure 23. Consequently, CM Satisfaction and NLP Techniques are correlated positively and all the hypotheses tested are confirmed. We can conclude that there is a relationship between NLP techniques and CM Satisfaction.

Figure 16: *Summary of Pearson's Correlations Findings*

	Pearson's Correlation Coefficient
The correlation between CM Satisfaction 1 and Win-win Situation	$r = .864 \cong +1$
The correlation between CM Satisfaction 2 and Win-win Situation	$r = .886 \cong +1$
The correlation between CM Satisfaction 3 and Win-win Situation NLP technique.	$r = .830 \cong +1$
The correlation between CM Satisfaction 1 and Representational Systems	$r = .716 \cong +1$
The correlation between CM Satisfaction 2 and Representational Systems NLP technique.	$r = .735 \cong +1$
The correlation between CM Satisfaction 3 and Representational Systems NLP technique.	$r = .738 \cong +1$
The correlation between CM Satisfaction 1 and Chunking NLP technique.	$r = 0 > .575 < +1$
The correlation between CM Satisfaction 2 and Chunking NLP technique.	$r = 0 > .556 < +1$

The correlation between CM Satisfaction 3 and Chunking NLP technique.	$r = 0 > .611 < +1$
The correlation between CM Satisfaction 1 and Pacing to Lead NLP technique.	$r = .809 \cong +1$
The correlation between CM Satisfaction 2 and Pacing to Lead NLP technique.	$r = .809 \cong +1$
The correlation between CM Satisfaction 3 and Pacing to Lead NLP technique	$r = .816 \cong +1$
The correlation between CM Satisfaction 1 and Maintain Rapport NLP technique.	$r = .750 \cong +1$
The correlation between CM Satisfaction 2 and Maintain Rapport NLP technique.	$r = .770 \cong +1$
The correlation between CM Satisfaction 3 and Maintain Rapport NLP technique.	$r = .718S \cong +1$
The correlation between CM Satisfaction 1 and Modelling NLP technique.	$r = .748S \cong +1$
The correlation between CM Satisfaction 2 and Modelling NLP technique.	$r = .729 \cong +1$
The correlation between CM Satisfaction 3 and Modelling NLP technique.	$r = .749 \cong +1$
The correlation between CM Satisfaction 1 and Anchoring NLP technique.	$r = .809 \cong +1$
The correlation between CM Satisfaction 2 and Anchoring NLP technique.	$r = .831 \cong +1$
The correlation between CM Satisfaction 3 and Anchoring NLP technique.	$r = .734 \cong +1$
The correlation between CM Satisfaction 1 and Outcome Checklist NLP technique.	$r = .696 \cong +1$
The correlation between CM Satisfaction 2 and Outcome Checklist NLP technique.	$r = .676 \cong +1$
The correlation between CM Satisfaction 3 and Outcome Checklist NLP technique.	$r = .736 \cong +1$

5. DISCUSSION

CM Satisfaction Scale and NLP Techniques Results

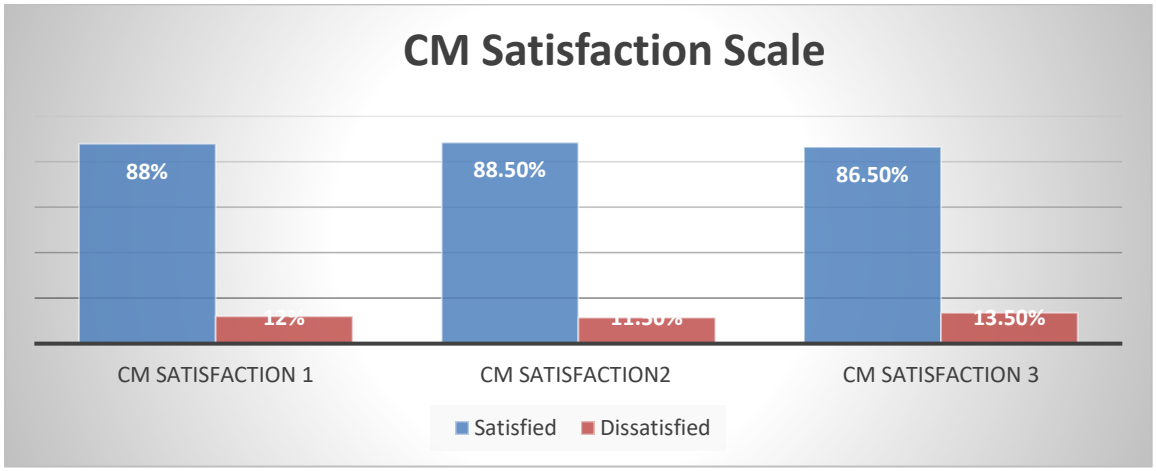

Figure 17: *CM Satisfaction Scale*

According to the CM scale clarified in Figure 17. 88% of the participants have high CM Satisfaction while 12% have low CM Satisfaction while managing behavior problems in teachers' classrooms. Additionally, 88.5% of the participants have high CM Satisfaction while 11.5% have low CM Satisfaction in their ability to manage future behavior problems in their classrooms. Furthermore, 88.5% of the participants have high CM Satisfaction while 13.5% have low CM Satisfaction Concerning the ability to promote students' emotional, social, and problem-solving skills. In this study, 87.6% of the teachers who have participated in this study have a high CM Satisfaction rate while 12.3% of them have low CM Satisfaction.

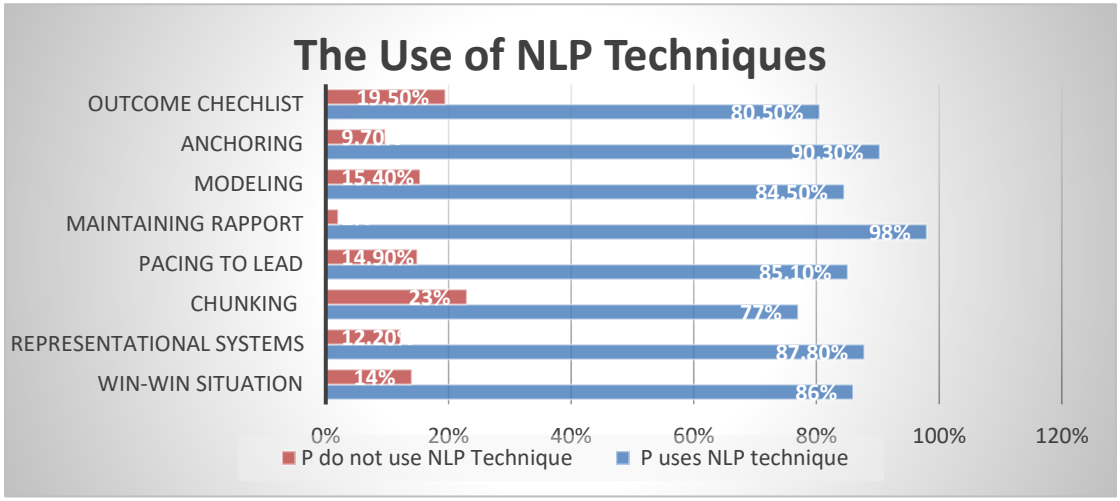

Figure 18:*NLP Techniques Results*

Figure 18. reveals that in the Greeting stage, 86% of the participants use the Discussing a Win-Win situation NLP technique in the Greeting CM stage and 14% of them do not use it. It shows also that to start a lesson, different tools are used among teachers who participate in this inquiry where 87.8% of the participants use the Representational Systems NLP technique in the Starting CM stage and 12.2% of them do not use it. Moreover, when dealing with the content of the English course 77% of the participants use the Chunking NLP technique in the Content CM stage and 23% of them do not use it. Also, 85.1% of the participants use Pacing to lead the NLP technique in the Manner CM stage and 14.9% of them do not use it., 98% of the participants use Maintain Rapport NLP technique in the Teacher-Students relationship CM stage and 2% of them do not use it. To avoid disruptive behaviors, teachers use different motivational tools. While managing the disruptive behavior stage, 84.6% of the participants use the Modelling NLP technique and 15.4% of them do not use it. In the concluding stage in the Concluding stage, 90.3% of the participants use the Anchoring NLP technique and 9.7% of them do not use it. Finally, in the dismissing stage, 80.5% of the participants use the Outcome checklist NLP technique while dismissing their session while 19.5% of the participants do not use it.

According to Pearson's Correlation Coefficients of the variables used in this inquiry that vary between $[\![r = .556 \text{ and } r = .886]\!]$ as shown earlier in the Figure below, CM Satisfaction and NLP Techniques are correlated positively. Consequently, the teachers who have a high CM Satisfaction Rate are those who use NLP techniques. On the other hand, teachers who have low CM Satisfaction are those who don't use NLP techniques. Thus, there is a relationship between NLP techniques and CM Satisfaction.

Indeed, even though NLP isn't referred to among instructors as a label per se, this exploration shows that educators who have high CM Satisfaction use NLP techniques in their classrooms. The outcomes are agreeable because NLP is a human hypothesis of greatness. As such, a model of human correspondence and conduct. For instructors, it is a toolkit that serves to build greatness and adequacy among pupils. This investigation is another evidence for the viability of this behaviorist model.

5.1.Research Questions

The purpose of this study was to investigate the relationship between Neuro-Linguistic Programming Techniques and EFL Classroom Management Satisfaction. Eight research sub-

questions are derived from one central research question which is: Is there a relationship between CM Satisfaction and NLP techniques? The Eight sub-questions are inspired by the techniques used in this enquiry including, Win-win Situation, Representational Systems, Chunking, Maintain Rapport, Modelling, Chunking, and Outcome Checklist the main goal was to discover whether there is a relationship between each technique and CM satisfaction or there isn't.

5.1.1. Research Question 1: Is there a relationship between discussing a Win-win situation and CM Satisfaction?

As indicated by McManus (1989) Greeting implies being there before the class shows up, the teacher sets up the part of the host accepting the class and he/she is ready to underline his/her position by choosing when students are welcome to go into the classroom. The NLP technique tested in this research question is a Win-win Situation. That is, this question investigates if the respondents use the Win-win Situation NLP technique or not.

Teachers have different ways of greeting techniques. 6.5% use Verbal Salutations when starting the lesson, 7.5% use Verbal Salutations and pave the way using the subject pronoun 'I', 69% use Verbal Salutations and paving the way using the subject pronoun 'We' while giving them hints about the lesson and other planned activities, and 17% use Verbal Salutations and paving the way by discussing their suggestions for the lesson and considering them. According to the results of the questionnaire, 86% of the participants use the Discussing a Win-Win situation NLP technique in the Greeting CM stage and 14% of them do not use it.

The correlation coefficient's value for CM Satisfaction 1 and Win-win Situation is $r = .864$. It was concluded that there is a positive correlation between CM Satisfaction 1 and the Win-win Situation NLP technique. The correlation coefficient's value for CM Satisfaction 2 and Win-win Situation is $r = .886$. It was concluded that there is a positive correlation between CM Satisfaction 2 and the Win-win Situation NLP technique. The correlation coefficient's value for CM Satisfaction 3 and Win-win Situation is $r = .830$. It was concluded that there is a positive correlation between CM Satisfaction 3 and the Win-win Situation NLP technique.

Consequently, the hypothesis that claims there is a relationship between discussing a win-win situation and CM Satisfaction is accepted, and the null hypothesis $H_0 1$ which says there is no significant relationship between CM Satisfaction and a Win-win Situation NLP Technique is rejected. In other words, teachers who use the Win-win Situation technique are satisfied with their CM practices in the Greeting stage.

5.1.2. Research Question 2: Is there a relationship between using Representational Systems and CM Satisfaction?

Starting is another step in the 'Get them in' rule set up by McManus. Beginning a lesson easily and effectively depends not just on dealing with the physical entrance and disposition of the student body yet, besides, on the psychological turn-on of the students' schemata. The second research question investigates whether the respondents use Representational Systems in the Starting stage or not.

To start a lesson, different tools are used among teachers who participate in this inquiry. 2.5% use verbal explanation, 3% use the board, 21.5% use verbal explanation and the board, 43.5% use audio-visual aids, 40.5% use Realia, 27% use Suggestopedia, 48.5% use body movements, 35.5% use games, and 1.5% use quotes. According to the results of the

questionnaire, 87.8% of the participants use the Representational Systems NLP technique in the Starting CM stage and 12.2% of them do not use it.

The correlation coefficient's value for CM Satisfaction 1 and Representational Systems is

r = .716. It shows that there is a positive correlation between CM Satisfaction 1 and the Representational Systems NLP technique. Additionally, the correlation coefficient's value for CM Satisfaction 2 and Representational Systems is *r* = .735 which means that there is a positive correlation between CM Satisfaction 2 and Representational Systems NLP technique. Also, the correlation coefficient's value of CM Satisfaction 3 and Representational Systems is *r* = .738 means that there is a positive correlation between CM Satisfaction 3 and the Representational Systems NLP technique.

Consequently, the hypothesis that claims there is a relationship between Representational Systems and CM Satisfaction is accepted, and the null hypothesis $H_0$2 which says there is no significant relationship between CM Satisfaction and Representational Systems NLP Technique is rejected. In other words, teachers who use the Representational Systems technique are satisfied with their CM practices during the starting Stage.

5.1.3. Research Question 3: Is there a relationship between Chunking and CM Satisfaction?

McManus claims that Difficulties in learning and consequent problems with behavior often happen because the content of a lesson is not matched to the ability of the pupils to whom it is delivered. Additionally, Methods and materials should also be closely examined to see that learning experiences are suitable and study tasks are attainable for pupils with a range and diversity of aptitudes and abilities. The NLP technique tested in this research is Chunking.

77% of the participants use chunking when dealing with the content of the English course, 13.5% use the inductive method where students discover the rules by themselves, 7% use the deductive method while teaching, and 2.5% rely on students' presentations to explain the lessons. According to the results of the questionnaire, 77% of the participants use the Chunking NLP technique in the Content CM stage and 23% of them do not use it.

The correlation coefficient's value for CM Satisfaction 1 and Chunking is *r* = .575 which means that there is a positive correlation between CM Satisfaction 1 and Chunking NLP technique. Also, the correlation coefficient's value CM Satisfaction 2 and Chunking is *r* = .556 which means that there is a positive correlation between CM Satisfaction 2 and Chunking NLP technique. Additionally, the correlation coefficient's value for CM Satisfaction 3 and Chunking is *r* = .611 which means that there is a positive correlation between CM Satisfaction 3 and Chunking NLP technique.

Therefore, the hypothesis that claims there is a relationship between Chunking and CM Satisfaction is accepted, and the null hypothesis $H_0$3 which says there is no significant relationship between CM Satisfaction and Chunking NLP Technique is rejected. In other words, teachers who use the Chunking technique are satisfied with their CM practices when dealing with the content of the lesson.

5.1.4. Research Question 4: Is there a relationship between Pacing to Lead and CM Satisfaction?

For McManus, the second CM component is Manner which focuses on the positive connections between the teacher and the student. For instructors, this implies contemplating

how they address and question students and how they pass on assumptions regarding behavior. The NLP technique used at this level is Pacing to lead.

10.5% of teachers lecture their lessons, 61% use the Socratic Seminar method where they follow a question-answer strategy, 6.5% use presentations through multimedia, 9% rely on independent work after displaying content, 0.5% rely on student's presentations, 46% of them act as a student and discover the lesson with the students, and 43.5% instruct them in every step along the way. According to the results of the questionnaire, 85.1% of the participants use Pacing to lead the NLP technique in the Manner CM stage and 14.9% of them do not use it.

The correlation coefficient's value for CM Satisfaction 1 and Pacing to Lead is r = .809 means that there is a positive correlation between CM Satisfaction 1 and the Pacing to Lead NLP technique. Also, the correlation coefficient's value for CM Satisfaction 2 and Pacing to Lead is r = .809 which means that there is a positive correlation between CM Satisfaction 2 and the Pacing to Lead NLP technique. Additionally, the correlation coefficient's value for CM Satisfaction 2 and Pacing to Lead is r = .816 means that there is a positive correlation between CM Satisfaction 3 and the Pacing to Lead NLP technique.

Therefore, the hypothesis that claims there is a relationship between Pacing to Lead and CM Satisfaction is accepted, and the null hypothesis $H_0$4 which says there is no significant relationship between CM Satisfaction and Pacing to Lead NLP Technique is rejected. In other words, teachers who use the Pacing to Lead technique are satisfied with their CM practices concerning the way they treat their students.

5.1.5. Research Question 5: Is there a relationship between maintaining rapport and CM Satisfaction?

Concerning the Teacher-Students relationship, McManus (1989) emphasizes that: the crucial role of the teacher is building a strong, respectable, and affectionate relationship with students. The teacher has to build a good affiliation with his students whether he will act as a teacher, educator, facilitator, model, parent, or even friend in some conditions in the classroom. This research question investigates the Maintain Rapport NLP technique.

71.5% of the respondents call their students by name, 8% of them call students by numbers, 42% of them know about their student's interests, hobbies, and aspirations, 38% Create and use personal relevant class examples, 41% arrive to class early and stay late to chat with their students, 11% keep their distance towards students, 52.5% crack a joke now and then, and 6% of teachers do not allow any jokes in their classrooms. According to the results of the questionnaire, 98% of the participants use the Maintain Rapport NLP technique in the Teacher-Students relationship CM stage and 2% of them do not use it.

The correlation coefficient's value for CM Satisfaction 1 and Maintain Rapport is r= .750 showing that there is a positive correlation between CM Satisfaction 1 and Maintain Rapport NLP technique. Additionally, the correlation coefficient's value for CM Satisfaction 2 and Maintain Rapport is r = .770 means that there is a positive correlation between CM Satisfaction 2 and the Maintain Rapport NLP technique. Also, the correlation coefficient's value for CM Satisfaction 3 and Maintain Rapport is r = .718 means that there is a positive correlation between CM Satisfaction 3 and the Maintain Rapport NLP technique.

Consequently, the hypothesis that claims there is a relationship between maintaining rapport and CM Satisfaction is accepted and the null hypothesis $H_0$5 which says there is no significant relationship between CM Satisfaction and maintaining rapport NLP Technique is

rejected. In other words, teachers who use Maintain Rapport technique are satisfied with their CM practices when it comes to the Teacher-Students relationship.

5.1.6. Research Question 6: Is there a relationship between Modeling and CM Satisfaction?

Individual irritations can develop collectively into more serious sources of friction. To avoid disruptive behaviors, teachers use different motivational tools. 10% use reward and punishment method, 14.5% add grades, 13.5% talk about the success of the prophet Mohammed PBUH as a role model, 29% Talk about previous successful students and their achievements, 25.5% talk about themselves (as a teacher) when you were a student, and 30.5% talk about successful people around the globe, 36% praise attentive students. According to the results of the questionnaire, while managing the disruptive behavior stage, 84.6% of the participants use the Modelling NLP technique and 15.4% of them do not use it.

The correlation coefficient's value for CM Satisfaction 1 and Modelling is r = .748 means that there is a positive correlation between CM Satisfaction 1 and the Modelling NLP technique. Also, the correlation coefficient's value for CM Satisfaction 2 and Modelling is r = .729 means that there is a positive correlation between CM Satisfaction 2 and the Modelling NLP technique. Additionally, the correlation coefficient's value for CM Satisfaction 3 and Modelling is r = .749 means that there is a positive correlation between CM Satisfaction 3 and the Modelling NLP technique.

Consequently, the hypothesis that claims there is a relationship between Modelling and CM Satisfaction is accepted, and the null hypothesis $H_0 6$ which says there is no significant relationship between CM Satisfaction and Modelling NLP Technique is rejected. In other words, teachers who use the Modelling technique are satisfied with their CM practices while avoiding disruptive behaviors.

5.1.7. Research Question 7: Is there a relationship between Anchoring and CM Satisfaction?

In the concluding stage, McManus asserts that a methodical system for stopping the lesson should contain solidification and support of learning and this is hard to accomplish if students are busy writing or occupied with gathering books and assembling materials.

shows that 20.5% return to the essential question as a concluding technique, 29.5% revisit the lesson objectives with students, 37%.5 summarize the learning, 24% use informal assessment of the data, 27.5% engage students in a discourse about the lesson, 15% discuss other matters (next lesson hints, problems with other subjects, etc..). According to the results of the questionnaire, in the Concluding stage, 90.3% of the participants use the Anchoring NLP technique and 9.7% of them do not use it.

The correlation coefficient's value for CM Satisfaction 1 and Modelling is r = .809 means that there is a positive correlation between CM Satisfaction 1 and the Anchoring NLP technique. Additionally, the correlation coefficient's value for CM Satisfaction 2 and Anchoring is r = .831 means that there is a positive correlation between CM Satisfaction 2 and Anchoring NLP technique. Also, the correlation coefficient's value for CM Satisfaction 3 and Anchoring is r = .734 means that there is a positive correlation between CM Satisfaction 3 and the Anchoring NLP technique.

Consequently, the hypothesis that claims there is a relationship between Anchoring and CM Satisfaction is accepted, and the null hypothesis $H_0$7 which says there is no significant relationship between CM Satisfaction and the Anchoring NLP Technique is rejected. In other words, teachers who use the Anchoring technique are satisfied with their CM practices in the concluding stage.

5.1.8. Research Question 8: Is there a relationship between Outcome Checklist and CM Satisfaction?

In the dismissing stage, the NLP technique tested is the Outcome checklist, the respondent answers a dichotomous question to see if they are using an Outcome Checklist for the lesson or not. 80.5% use the dismissal checklist and 19.5% do not use it. That is to say, 80.5% of the participants use the Outcome checklist NLP technique while dismissing their session while 19.5% of the participants do not use it.

The correlation coefficient's value for CM Satisfaction 1 and Outcome Checklist NLP is r = .696 means that there is a positive correlation between CM Satisfaction 1 and Outcome Checklist NLP technique. Also, the correlation coefficient's value for CM Satisfaction 2 and the Outcome Checklist NLP technique is r = .676 means that there is a positive correlation between CM Satisfaction 2 and the Outcome Checklist NLP technique. Additionally, the correlation coefficient's value for CM Satisfaction 3 and the Outcome Checklist NLP technique is r = .736 showing that there is a positive correlation between CM Satisfaction 3 and the Outcome Checklist NLP technique.

Therefore, the hypothesis that claims there is a relationship between Outcome Checklist and CM Satisfaction is accepted and the null hypothesis $H_0$8 which says there is no significant relationship between CM Satisfaction and Outcome Checklist NLP Technique is rejected. In other words, teachers who use the Outcome Checklist technique are satisfied with their CM practices while finishing the session.

To conclude, the results of this study show that the eight NLP techniques including Win-win Situation, Representational Systems, Chunking, Pacing to lead, Modeling, maintaining rapport, Anchoring, and Outcome Checklist are related to CM Satisfaction and teachers who use NLP techniques in the majority of CM stages are satisfied with their CM practices.

5.2.Limitations

The limitations of this study were the following. Firstly, the difficulty in doing fieldwork and meeting teachers personally has limited the research tools to one tool which is a questionnaire, and only quantitative data were provided. However the first limitation serves in providing row material for the second limitation which is using NLP techniques in Moroccan EFL classrooms remains understudied nowadays, which determined the purpose behind choosing the subject of this research in addition to the lack of skilled specialists in this field. Further research in the field will necessitate NLP training for teachers and other research instruments. The third limitation was the sample size which was narrowed to 200 participants. The idea behind the choice of the sample size is the necessity of including all the regions in Morocco.

6. CONCLUSION

Neuro-Linguistic Programming is a hypothesis of excellence where analysts search for the best model and apply it in any field. NLP strategies and procedures can be utilized in different fields of human action: business, education, management, deals, art, commercial, politics, childhood, and authoritative counseling, i.e. the fields that most intensively use the resources of human reasoning and behavior (Cassidy-Rice, 2014).

When NLP entered the field of education, this gave the chance to utilize methods and advances pointed toward framing, creating, and making progress when working with pupils (Hendron, 2015). NLP can be utilized when working with every student separately or with a group by following the techniques mentioned in this paper or by creating a personalized model that will suit the students and the classroom environment for the other parameters. The main goal of this paper was to discover new techniques in the teaching field and apply them in the hope of improving the effectiveness of the educational process and to see if there are any common points between NLP and CM Satisfaction.

The target of this examination was to investigate the connection between Neuro-Linguistic Programming techniques and Classroom Management Satisfaction. Eight NLP techniques including Win-win Situation, Representational Systems, Chunking, Pacing to lead, Modeling, Maintain Rapport, Anchoring, and Outcome Checklist were inspected in this paper as far as their connection to CM Satisfaction.

To accomplish the goal referenced. This paper followed the means of McManus (1989) concerning the principle parts of CM. Every part was coordinated with one of the NLP procedures. At that point, the connection between the CM Satisfaction, of similar educators, and the utilization of the procedures at every CM stage is tested. The Participants finished a self-administered questionnaire (SAQ) that was divided into two sections. The initial segment had to do with CM Satisfaction. The subsequent part contained eight questions identified with the NLP methods.

To arrive at the reason, this paper has adopted a correlational research design and the main variables were NLP Techniques and CM Satisfaction which are two variables measured and assessed in terms of their statistical relationship. The data were analyzed using Cronbach's Alpha to measure the internal consistency between items in the scale, and Pearson's correlation coefficient to analyze the relationship between CM Satisfaction and NLP techniques. To conclude, this research paper came to the end that there is a positive relationship between CM Satisfaction and NLP Techniques since the null hypotheses were rejected.

Data Availability Statement (DAS)

The datasets generated and analyzed during the current study were collected through Google Forms from respondents across various regions of Morocco. These datasets are publicly available and can be accessed via the following Google Sheets link: https://docs.google.com/spreadsheets/d/1d7ERrzYqLJ8zMmbGyXpVd5L7qPMzSQAOG6fbq9FLSu4/edit#gid=848027416.

Although the data collection did not occur at Moulay Ismail University, the datasets are currently hosted with the university's permission in Meknes, Morocco. For additional information regarding the data or further inquiries, interested parties are encouraged to visit the university's official website: https://www.umi.ac.ma.

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About the Author

Maroua Harrif ***is currently pursuing a PhD at Moulay Ismail University, my research in psycholinguistics explores the cognitive intricacies of language acquisition, informing evidence-based teaching practices. Simultaneously, I delve into STEM learning, integrating science, technology, engineering, and mathematics into language instruction to foster critical thinking and creativity. Embracing innovative pedagogies, I investigate the transformative power of games and projects in language acquisition to create dynamic and interactive learning experiences. Additionally, as an instructor at Moulay Ismail University, I contribute to the development of soft skills among students. This academic journey, marked by a fervent dedication to student-centred education, seeks to bridge traditional teaching methods with the demands of the 21st century, ultimately empowering Moroccan students for success in a globalized world.***