



# Neuro-Linguistic Programming In Higher Education Institutions As An Element To Educate With Awareness.

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## ARTICLE INFO ABSTRACT

In higher education, it is essential that teaching be equitable and of quality, with methods and content that foster the necessary conditions to achieve meaningful and conscious learning. The objective of this article is to analyze the implications of neurolinguistic programming in the teaching-learning processes in Higher Education Institutions that allow raising conscious education. As for the method, documentary analysis is used, through the study of books, scientific articles, reports and expert opinions. For this, the descriptive approach is used, because the particularities of the phenomenon of the teaching-learning process will be known. As a result, NLP guides the ethical behavior of students so that they respond to this environment, where it must be permissible to achieve equity, ecological balance and the promotion of an equitable and just environment. In conclusion, NLP is a technique that, although it has initially been used in communication sciences, today represents an element of transformation for the teaching-learning process, where the student is required to understand the nature of the knowledge in an agile and concise way; improving their academic development and facilitating their inclusion in the labor market.

**Keywords.** Higher Education, Neurolinguistic Programming, Values, Universities.

## Introduction.

In higher education, it is essential that teaching is equitable and of quality, with methods and contents that promote the necessary conditions to achieve meaningful and conscious learning. At this level of education, vocational training requires responding to the social problems of the environment and the local, regional and national economy. In this sense, the teaching-learning process is made up of a series of acts that the teacher performs with the intention of proposing scenarios that provide students with the possibility of obtaining knowledge, while generating intellectual, affective and cognitive development. This process also promotes values and teaches professional strategies to capture skills and abilities based on an educational model; with processes that allow the evaluation of learning. In the educational process, planning is a vital part, because it allows the design of the intervention in the student by responding to the questions of What to teach? How do you want to teach? Why teach? Establishing objectives that allow the verification of the results on the knowledge acquired in relation to the subject. To do this, intellectual skills are essential for problem solving; to analyze, assess and make decisions in practical situations.

At the university, the professor must be clear about the competencies that must be developed in the student, so the so-called evaluation of teaching must be outside the graduation profile, which is linked to the accreditation, qualification and promotion of the study programs of the Institutions of Higher Education (IES) (Molina and García, 2019).

To strengthen the teaching-learning process, all available tools are required. What teaching corresponds to an act of organizing in a planned, scientific and systematic way to enhance learning, which promotes the enrichment and integral growth of students, forging human resources with an ethical and humanistic sense. In HEIs, the active and creative appropriation of a culture is sought in which meanings and modes of action that give meaning to reality are exchanged and created, transforming the environment in the medium and long term. Affective experiences in the classroom, under these approaches, stimulate the formation of attitudes, norms and values that seek to have a harmonious society.

So, it is not only important that there is bibliographic material, classrooms and facilities to pursue these ends, but it also requires teachers who stimulate and guide reasoning, clarify doubts and strengthen the

understanding and mastery of each of the subjects. This reflective mastery of the subject leads him to acquire a mastery of his problems and relationships, which in the future allows him to diagnose causes and objectively manage frustration and failure, helping them to overcome them in a timely manner; which is required in daily and professional life.

Dialectics appears at this point as part of the educational process at the higher level, which potentiates human development as long as the conditions are conducive to using scientific and creative capacity to understand reality and advance in the challenges that are linked to the transfer of knowledge. The concretization of the act of teaching is a process in which the student appropriates the tools at his disposal to operate reality and acquire a scientific and creative attitude, where the teacher has a fundamental role.

The teacher is the protagonist and responsible for teaching, he is an agent of educational change, who takes his knowledge, enriches it with knowledge and values to transfer it to the student, who in turn implements it in his culture and society. It is under his guidance that he shows himself as a professional who makes knowledge a discipline, with methodology and a humanistic conception.

On the other hand, the student is the protagonist and responsible for the other side of the coin, learning. They are active, reflective and evaluative subjects of the learning situation, who assimilate knowledge in a conscious, critical and creative way in a process of dynamic growth that gives them tools for professional life.

Considering the role that these actors have, the educational authority must influence the generation of an ideal environment for the teaching-learning process, generating a network of links, instruments and tools that provide HEIs with the necessary elements to carry out their training function; where the affective and cognitive perspective is essential, that integrates quantitative and qualitative evaluation (Rochina, Ortiz, & Paguay, 2020).

HEIs have to respond to the challenges of the contemporary context, with the comprehensive training of professionals who contribute to well-being with their work. In this field: teaching, research, linkage and university extension play an important role in the fulfillment of this purpose. Thus, there is a permanent concern to seek new forms of organization and development that allow activities such as classes, tutorials, social service, professional practice and research work to be the spearhead for student preparation. It is in the class sessions where the teacher and the student interact mainly, enabling the former to apply the necessary strategies for their training. In higher education, the teacher must motivate the student, enhance their creativity and ingenuity to expand their knowledge by linking them to their future profession.

Vocational training, regardless of the acquisition of knowledge, is based on a set of cognitive processes, which lead to the self-regulation and autonomy of the individual. The teacher, under these premises, must conceive his class in such a way that the students are the active subjects in the construction of knowledge, their skills and values; stimulating their creativity and conscious action, in a comprehensive and rigorous way.

Each modality of study, subject and content has its own characteristics that the teacher must take into account for planning, considering in the same way the particularities of the group. The decision-making about the methodology to be used by the teacher allows the teaching-learning process to develop congruently, with a permanent, systematic and integrative character (Hernández & Infante, 2017).

Educational quality is characterized by the achievement of critical thinking in students, being creative women and men with complex cognitive abilities. However, the heterogeneity of students means that not all of them achieve this goal. The qualities, domains and previous knowledge of the student have to be reviewed so that the teaching practice is the most viable. HEIs are focused on obtaining students with a high level of thinking and autonomous learning that allows them to function in the world of work with strengthened communication and social skills.

The commitment of HEIs is to train students towards two goals; firstly, abstract, generic and personal development skills, and in another position, those linked to the domain of disciplinary knowledge including the particular skills and techniques that distinguish each profession. Thus, generic goals are related to getting students to think for themselves, for example. While the disciplinary ones are linked to the student's concretization in an area of science.

There are problems in students to absorb all the knowledge offered by the curriculum. The order, the organization, the lack of definition of a didactic planning, the bad pedagogical practices, the passive learning and the ineffective evaluation that only demands memorization and not understanding; it hinders quality higher education.

HEI students, at times, cannot recognize formulas, nor do they know how to apply them, they cannot integrate information and make sense of what has been reviewed in class, finding the best strategies to solve these problems requires the commitment of the entire university community, where new trends in education must be reviewed to apply profound changes that transform the teaching method and the understanding of the phenomena of education. reality, recognizing that education is constantly changing.

Nowadays, teachers in HEIs are under various pressures related to achieving their good performance. On another side, the HEI itself is increasing its demand for care, which must be adapted to the social and cultural conditions of its environment. In addition to all this, the teacher has to be more professional, formalizing his disciplinary and didactic preparation, with mastery of teaching skills.

When these phenomena are added to the difficulty of teachers to apply the appropriate teaching methods, the problems that students have in terms of study techniques and socio-family difficulties, the large groups of students, the lack of Information and Communication Technologies (ICT) in the classroom, all this requires the transfer of policies and strategies that strengthen conscious education at the higher level. (Guzmán, 2011)

Higher education has the function of preparing women and men capable of facing the challenges of a nation, so that they can collaborate in the solution of real problems with commitment, lucidity, social responsibility and authenticity.

The university is responsible for forming useful citizens, but this possibility includes working on the concept of education, which Gadamer has conceived as: "Comprehensive, multicultural, democratic construction, of search, of negotiation, of growth, of confrontation between universal culture and the culture of everyday life". To this end, teaching must be assumed as a pedagogical social relationship with a specific intention of integral training, in which each teacher contributes to the student cultivating his or her potentialities and competencies for the recognition of problems, the search for alternative solutions and their application in social transformation. It is up to the university community, with its professors at the head, to reflect epistemically and systematically on the university's work under the imperative of who we are in society (Cardona, 2016, p. 54).

Under what has been described, pedagogy proposes strategic actions so that educational objectives are met within the classroom, however, sometimes, the teacher does not have the technical tools to impact the behavior of students, a fundamental element for conscious learning.

In this order, pedagogy implements specific actions that allow the integration of theory with educational practice, with tools such as neurolinguistic programming, also known as NLP, which seeks to modify the behavior and communication of an individual through verbal and non-verbal language.

NLP makes educational practice more flexible and gives meaning; influencing teachers and students by giving priority to the context in which the teaching-learning process is carried out, taking into account their worldview and essence. In this, experiences are essential to know human nature by assimilating it through the senses, and then encoding and decoding it through mental processes.

NLP generates significant learning, which at the same time forms generations of individuals who have the necessary pillars for work practice and human development, with functionality, applicability and validity of knowledge.

So it is pertinent that spaces for reflection and analysis are generated that transform models, methods and techniques into relevant allies to link that immediate and particular context. A provisional answer to the questions formulated above is based on generating strategies, competencies and access routes based on neuro-linguistic programming (NLP) that allow the teacher and the student to recognize the perception of reality and the different previous knowledge of their peers.

In Higher Education, it is necessary to acquire within the classroom a series of strategies for the integration of one's own knowledge and humanities, which constitute a challenge that leads to "Reflect on very fundamental attitudes and values in teacher training that will be reflected in the different functions and roles that they will adopt in the academic field (Montañés and Rodríguez, 2023, p. 7).

In HEIs, it is essential to achieve permanence, quality and success in students. NLP is proposed as a strategy to elevate the sensory experience of the brain, allowing the student to enhance their cognitive and interpersonal skills. They are a series of habits that the individual adopts to develop their behavior through the senses that store information in order to transform the educational experience verbally, bodily and gesturally.

With the application of NLP, students learn to use their own internal resources to self-manage, self-motivate, and self-control their learning; they identify a series of empowering words, phrases, and beliefs that drive them

to academic success; they determine their main learning styles; and they provide empowering tools that support their learning (Sanabria, 2023).

NLP moves education away from mechanical learning, with relevant knowledge applicable to everyday life, inducing new behaviors directed towards the positive management of knowledge, the quality of academic production and the development of professional skills.

The teacher must guide his pedagogical action towards tactics that guide the student to reflect on how he learns, so that he knows his real needs, in order to appropriate meaningful learning, with motivation and emotional management. This places it in a viable point for the mastery of its communication, in a space for the exchange of knowledge and creative projection.

Today, in the classroom, there are still students with a lack of motivation, poor study habits, low self-esteem, with little development of their skills and frustration in learning that often lead to academic desertion. These problems must be managed to strengthen teaching and learning towards a current environment that responds to current educational challenges.

In line with the above, neurolinguistic programming, even though it has been little applied by teachers in the classroom as a strategy that enhances the teaching-learning process, is key to managing quality communication, discovering the individual and collaborative skills of a group, as well as strengthening critical and creative thinking, the basis for increasing self-esteem and leading one's own learning processes (Arjona, et al., 2021, p. 369).

Neuro-linguistic programming refers to the integrated work between the neurological system and language, constituting a tool for doctors, psychologists, educators, professionals from different areas and large-scale companies. Neurolinguistic programming by its nature, conceptions and points of view is pragmatic. It is based on the plasticity of behavior, transcendental thinking, and knowledge that are fostered by mental processes (Dilts & Epstein, 2000) (Estupiñan & de Mora, 2017). Therefore, the objective of this article is to analyze the implications of neurolinguistic programming in the teaching-learning processes in Higher Education Institutions that allow for the elevation of conscious education.

### **Method.**

This article makes use of documentary analysis, through the study of books, scientific articles, reports and expert opinions. To this end, the descriptive approach is used, because the particularities of the phenomenon of the teaching-learning process will be known, as well as the implementation of neurolinguistic programming in it. The critical and historical study will reveal the background of this phenomenon that impacts the quality of the training of human resources carried out by Higher Education Institutions. On the other hand, it is explanatory because it will support the establishment of proposals to achieve conscious education, in the context of the knowledge society.

### **Results.**

Neuro-linguistic programming is an ally to face stress scenarios and reduce their effects. In teaching, it supports the growth of the person, improves their quality of life and emotional growth, which is a benefit for their vision of reality and for the management of their interpersonal relationships. It manages to potentiate effective communication; modifying perception, strengthening assertiveness and empathy, using it within the pedagogical field in order to form confident people who achieve personal and professional success. It allows self-knowledge, making them discover their potentialities and such, developing the student's abilities. NLP helps to identify and manage motivations, needs and desires in the student, through the different channels of both verbal and non-verbal communication that exist. "Teachers and students can apply these tools in different fields of teaching-learning; self-management, use of language for assertive communication, study techniques, classroom management, proposal design", among other uses (Cantos, et. al., 2022).

NLP is the science of how the brain encodes (teaching-experience) and analyzes the optimal in human behavior, so that it can be followed by other people, it is a form of applied psychology, it is the way to achieve personal, professional fulfillment in life. It's similar to how software works on a PC. By deleting, updating, or installing our mental software, we can change the way we think and, as a result, the way we proceed. The information that enters our internal model influences our psychology and way of being. It begins as a form of therapy and effectively helps to overcome phobias, unwanted habits, traumas, stress, improve confidence, solve people's problems (Mayorga & Rosero, 2020, p. 590).

NLP was coined by John Grinder, who was a mathematician and gestalt psychotherapist. He focused his research on finding out why some therapists had a structure or way of acting in common, which allowed him

access to a set of communication models. From this point, NLP is applied to education by modifying perceptions of the teaching-learning process, modifying values, emotions and language, which allows for improved understanding of reality. The total point is that modifying values, emotions and forms of expression leads to knowledge of the person's self-image. It is used to clarify and codify the educational experience, with techniques that seek external and sensory stimulation, associated with a positive behavior that is sought to be acquired. Another technique is to modify the frame of reference in which an individual discovers facts in order to change their meaning. Similarly, knowledge of mental capacity offers information to influence their verbal and non-verbal behavior, which is beneficial in the classroom. Induction, synchronization and relaxation are other tools that are linked to NLP applied in education (Gessen & Gessen, 2002).

In higher education, the management of behavior patterns in students has been a topic of interest, seeking the training of better professionals, who are leaders and active participants in the positive modification of their environment. Therefore, dynamic and sustainable strategies have to be applied, which change the paradigms of traditional education. In the information and knowledge society, the transmission of knowledge must be oriented to the design of new school work processes aimed at recognizing human potential, promoting competitiveness and skills necessary for today's world.

Neurolinguistic programming offers both an internal and external communication tool, which allows people to value cognitive behavioral associations or dissociations. It is a model that allows them to structure and shape their individual experiences of life, such as their beliefs, values and principles, as well as working on the structure of subjective human experience and the way men and women organize what they see, hear, feel, smell and taste. It strengthens communication skills, reprogramming attitudes, promotes behavioral flexibility, creativity, transcendental thinking, and understanding of mental processes (Torres, et. al., 2012).

Neuro-Linguistic Programming (NLP) is an approach created in the early 1970s by Bandler and Grinder (1982) at the University of California, United States. According to Steve (2011), NLP is "a form of applied psychology" that is based on systems of communicational representation based on channels that contemplate models and strategies that aim to recognize the predominant style of communication (and also learning) in relation to the people with whom we interact, in such a way that understanding the dynamics of our interpersonal relationships from the use of the aforementioned channels can be exercised a deep and balanced understanding of how to make relationships work properly in pursuit of a certain objective, in addition to recognizing which channel predominates in the form of communication of each person allows balancing the use of channels through strategies that make the use of the channels of our language system more balanced, including labor relations, of course. In the same vein, NLP is an approach in whose name its definition is found. To define Neuro-Linguistic Programming from its name, and based on Bandler and Grinder (1982) it can be conceptualized as follows: It refers to our ability to produce and apply learned programs. Human beings are beings of memories whose life experience marks the terms in which we are programmed and from there we exercise our behavior, with all that this implies (Cruz et. al., 2021, pp. 386-387).

HEIs, under a scientific, technological, and humanistic approach with social commitment, provide society with integrally trained, competent, and scientifically prepared professionals, who accept the challenges of modernity to serve with simplicity and values (Vidal et. al., 2009).

Universities have the obligation to assume teaching and research practices that facilitate the transfer of knowledge. To do this, methodologies that are aligned with global trends in education, based on sustainability and social responsibility, are required. Therefore, NLP guides the ethical behavior of students so that they respond to this environment, where it must be permissible to achieve equity, ecological balance and the promotion of an equitable and just environment. It is necessary to build a philosophy that is sustainable in values, with criteria that improve decision-making in students, teachers and managers (Sánchez et. al., 2019).

In the knowledge society, the priority of quality educational organizations is the know-how of people and their other competencies and skills; that is, human capital. For this reason, it has become the most valuable capital that an organization has. This acquires greater relevance in the university, where one of its purposes is the production and generation of new knowledge for the benefit of society. In this sense, quality university management should prioritize the human capital it has and plan strategies aimed at developing it; therefore, the management of human capital in the university acquires great relevance (Cuentas, 2018, p. 58).

The implementation of strategies based on neurolinguistic programming in HEIs directly favors knowledge management, systematically directing scientific and technological resources in order to achieve the desired goals and train leaders with ethical values with the ability to contribute to solving the problems of their environment. Currently, then, the success of HEIs is based on the techniques to train competent professionals, to which all the necessary skills must be enhanced and stimulated in the members of the educational organization that allow them to develop skills and competencies consigned to create more knowledge.

NLP is part of a set of mechanisms and procedures that in HEIs ensure the transformation of the knowledge of individuals into a corporate and competitive advantage, who apply their knowledge and skills to endorse the fulfillment of educational objectives; and it is that the generation of learning related to the dynamics of employment and the trends of the productive development of the territory is complex.

NLP supports the strengthening of a series of capacities linked to flexibility, versatility, management of technological resources and situations of organizational change, leadership, teamwork and problem solving, which are fundamental for the world of work (Armonía & Ocampo, 2010).

Teachers are looking for resources that raise the performance of students, so that they can easily enter the labor market, increasing the expectations of employers.

The formation of human capital is a process that trains personnel for organizations, where education is what prepares people for the environment inside and outside their work, with knowledge, attitudes and skills that improve coexistence, knowledge, attention, respect and responsibility, focusing on them being leaders in the development of the organization and themselves as a person. HEIs must consider that their training responds to the future needs of the individual and the organization, so the focus of their education must be conscious (Díaz & Márquez, 2005).

In the world literature, teaching methods have been defined as the set of changes and innovations organized under a detailed and at the same time coherent plan to address certain educational needs or problems. These changes and innovations are related both to the conception of teaching and to the specific methods and procedures used (Tippelt & Lindemann, 2001). Teaching techniques are the didactic resource used to specify a moment of the lesson (Sánchez-Cortés & Suárez Riveiro, 2019). In addition, a technique is a way of conducting learning that will take place in the course and in the pedagogical action (Lugo, 2022, p. 87).

Learning in higher education must respond to these paradigms, through cognitive processes that generate a positive reaction in the student, generating capture, incorporation, retention and use of information so that it is linked to their environment. Learning is essentially a modification produced by experience, which results in motivation, retention, and the transfer of knowledge.

In general, education is a process of planned socialization that results in the development of intelligence and learning, which takes into account the intellectual capacity where it is developed, teaching the how and not the what when executing certain activities in concrete life situations (Guerrero & Faro, 2012).

NLP facilitates educational transformation to achieve meaningful purposes in an orderly way, since it is based on the treatment of practices and the development of thought. It has become key in the process of characterization of each student, allowing the analysis of their mental structures. It provides significant changes in the skills of the students, in their learning technique by forming an always positive language, constructive, as well as in the ability to take advantage of the instructions and the rest of the topics obtained in usual scenarios. With its implementation, students know their capacities and potentialities, to achieve meaningful, lasting and conscious learning.

NLP has been studied by the psychological, physiological, neurological and educational sciences, allowing its use to gather information, and change the way of reasoning and proceeding of the human being. Admits understanding, reasoning and reconsidering reality from the stimulus to reach performance and significance. At this point, meaningful learning occurs when ideas are linked in a non-inopportune and valuable way with the previous concepts that the student knows, being aware of what he or she is learning. It involves the alteration and progress of new knowledge, as well as the cognitive organization included in the process of its formation (Romero & Barboza, 2022).

At the higher level, accelerated learning rhythms are prioritized as a need to generate qualified and competitive human resources at an international level, this contrasts with the personal pace of learning. The diagnosis of learning styles allows students to be aware of their training process and thus make decisions independent of the curriculum, which allow them to responsibly enhance their learning, this through the planning of learning routes, strategies, times, topics, materials, etc., that lead to the acquisition of new knowledge (Castillo, et. al., 2016).

Neuro-linguistic programming optimizes communication processes. It allows the brain to improve its functioning, naturally and without difficulties. It is oriented to the development of thinking and is linked to innovation in education, through teaching strategies that are useful and beneficial for HEI students, which improves their academic performance.

It should therefore be an element that must be implemented in induction and continuing education teacher courses, which impacts cognitive-academic development and learning style, raising its quality (Fernández & Caverio, 2022). "In the educational context, NLP proposes to improve the quality of the teaching-learning process, through effective communication between teacher and student, in addition to allowing the generation of stimulating mental states for its achievement" (Samperio et. al., 2019, p. 7).

However, NLP must consider that each individual has their own particularities in their brain, which affect the understanding of information and the reaction to stimuli. Each hemisphere of the brain must be analyzed and managed correctly so that NLP has the expected effects and motivates its creativity, language and expression (Romero, et. al., 2012).

### Discussion.

The mission of the university must be constantly reflected, which continues to evolve, because it no longer subscribes to training professionals in specific disciplines, but to individuals who can make decisions consciously, which urges that NLP and other techniques of recent application in the educational sciences be continuously disseminated and researched (Martínez and Letor, 2022). The validity of classic techniques in the teaching-learning process is urgent, which must go hand in hand with the dynamism of the contents and didactic materials, where Information and Communication Technologies (ICT) are becoming more and more powerful.

In a changing, dynamic, globalized, and complex environment, educational practice must be directed to a level where the individual rationally faces the challenges of his or her profession and is a responsible, critical, and leadership citizen (Salgado, 2012). The knowledge society is rapidly transforming the educational environment, with knowledge being elementary for the productive system. Hence, training must be conscious, creative and competitive, oriented towards significant knowledge, which generates an impact on society (Méndez, et. al., 2008).

### Conclusions.

NLP is a technique that, although it has been initially used in communication sciences, today represents an element of transformation for the teaching-learning process, where the student is required to understand the nature of knowledge in an agile, concise and objective way; improving their academic development and making it easier for them to be included in the labour market.

HEIs are committed to promoting applied research on this topic, since in the same way that their mission has evolved, teaching practice needs tools that modify student behavior to generate an environment conducive to teaching and the practice of knowledge. In the same way, they must consider that neuroscience and fields such as emotional intelligence are increasingly gaining ground for professional forms that better manage the stress and complexity of the organizations where they work, while at the same time they must have the necessary skills for better decision-making. It is therefore required that the authorities of the HEIs facilitate the continuous training of teachers in this subject, so that in a multidisciplinary way, they take advantage of resources such as NLP, to improve their didactic and pedagogical models that represent a positive change in the lives of students.

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