

# Teaching styles a look at the academic unit of the north of the state of Nayarit

## Estilos de enseñanza una mirada a la unidad académica del norte del estado de Nayarit

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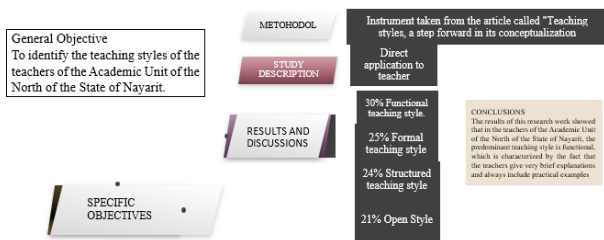
### Abstract

This research paper contains an investigation related to the teaching styles of teachers from the Academic Unit of the North of the State of Nayarit. To develop it, an instrument was used taken from the article called "Teaching Styles: a step forward in its conceptualization and diagnosis by Renes et. Al (2013) which proposes 80 items grouped into 4 dimensions that allow identifying teaching styles, which are classified as: Open, Formal, Structured and Functional. 25 surveys were applied to the 27 teachers of the Academic Unit. The general results showed that the teachers mostly use the functional teaching style, followed by the formal, structured style and finally the open style. Once the data was analyzed, the results were graphed and the information was concentrated, providing general recommendations. Analyze the results of the instruments of teaching styles applied. To identify the teaching style that predominates among the teachers of the Academic Unit of the North of the State of Nayarit. Propose general recommendations.

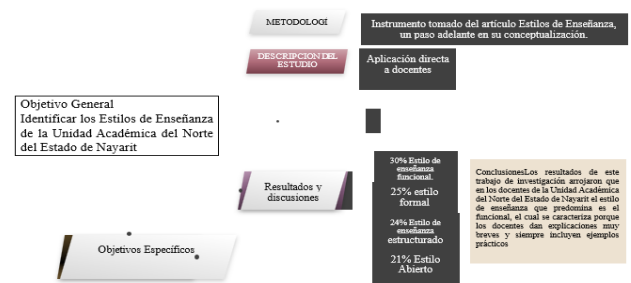
### Resumen

Este artículo contiene una investigación relacionada con los estilos de enseñanza de los docentes de la Unidad Académica del Norte del Estado de Nayarit. Para desarrollarla se utilizó un instrumento tomado del artículo denominado "Estilos de Enseñanza: un paso adelante en su conceptualización y diagnóstico de Renes et al. (2013) el cual plantea 80 Items agrupados en 4 dimensiones que identifica los estilos de enseñanza, los cuales son clasificados en: Abierto, Formal, Estructurado y Funcional. Se aplicaron 25 encuestas de los 27 docentes de la Unidad Académica. Los resultados generales arrojaron que los docentes en su mayoría utilizan el estilo de enseñanza funcional, seguido del estilo formal, estructurado y finalmente el estilo abierto. Una vez que se analizaron los datos, se graficaron los resultados y se concentró la información brindando recomendaciones generales. Analizar los resultados de los instrumentos de estilos de enseñanza aplicados. Identificar el estilo de enseñanza que predomina en los docentes de la Unidad Académica del Norte del Estado de Nayarit. Proponer recomendaciones generales que permitan dar respuesta a los estilos de enseñanza identificados de los docentes de la Unidad Académica del Norte del Estado de NAYARIT

Teaching styles, a look at the academic unit of the north of the State of Nayarit



Estilos de aprendizaje, una mirada a la unidad académica del norte del Estado De Nayarit



### Teaching styles, Teachers, University Students

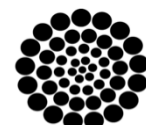
### Estilos de enseñanza, Docentes, Estudiantes Universitarios

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## Introduction

A term that has become very important in the field of education today is teaching styles, emphasising how important it is for educational institutions to provide adequate knowledge to their students so that they can compete with professionals from different universities, both public and private, and allow them to remain at the forefront.

Bravo (2014) states that the basic aim of any educational process is to teach students how to learn through active educational models that focus on their own characteristics and needs. Learning makes it possible to implement educational strategies that focus on raising the quality of all learning with a holistic vision.

The way in which a teacher teaches is directly linked to the way students learn, i.e., depending on the characteristics of the students, the teacher should design educational strategies that allow the acquisition of knowledge appropriate to both the social environment and the educational context in which the student develops.

Ventura and Molocosni (2014) state that in the last ten years, work related to teaching styles and learning styles has incorporated characteristics of the context in which they develop, with the result that the environment in which they live really has an impact on their professional performance.

In this context (Renes and Martínez, 2016) in their article A look at teaching styles in terms of learning styles tell us that in today's society there is cultural heterogeneity and defined social structures. Thus, educational centres must respond not only to traditional academic models but also to the needs of the environment in which the student develops.

They must seek to turn students into responsible citizens, and educational centres into open and inclusive contexts that respect cultural diversity and enhance the skills and aptitudes of each student.

The knowledge of how students learn has been researched on multiple occasions, however it is important to analyse the way teachers teach taking into account learning styles.

## Theoretical framework

Yana et al. (2021) according to their experience states that if the teacher chooses a learning style it can make it easier for him/her to understand why he/she teaches, as well as to identify the easiest way for the learner to process the information.

It is said that nowadays, it has become very difficult to determine a teaching style in university teaching. Due to the great changes that have taken place, there has been a migration from the transmission of information by the teacher to a much more active participation of the students. Faced with these challenges, competences, skills, abilities and independence in their learning must be strengthened and developed. Teachers must guide their students, allowing their learning to respond to the needs of the environment.

In this sense, it is said that the teaching style is a model of beliefs, ways of thinking and behaviours that the teacher develops. These are preferences shown by teachers in their daily work and are related to learning styles.

Renés et al. (2013) propose 4 teaching styles: formal, open, functional and structured.

The formal style is found in teachers who want students to reflect, they plan their teaching in a very detailed way, they do not see other content, they do not like to improvise, however they value analysis and reflection in their students. They are very rational in their teaching and learning process.

The open style is characterised by the fact that teachers are the ones who promote the active participation of their students. They carry out novel activities, motivate, analyse the environment and propose activities that solve current problems. They propose new content even if it is not included in their syllabus.

On the other hand, the structured style is characterised by the fact that teachers encourage their students to learn theoretically. Their classes are taught with a lot of theoretical, systematic content.

For these teachers, planning is very important, their lessons are coherent, very structured and often with a lot of pressure.

Under this style, teachers are characterised by being pragmatic

And the functional style is characterised by the fact that teachers guide students to learn in a practical way, i.e. they give more importance to practice than to theoretical knowledge itself. They favour planning but emphasise functionality.

The presence of teaching styles in teaching activities is important and the participation of both teacher and student is essential for the success of teaching.

## Objectives

### General Objective

To identify the teaching styles of the teachers of the Academic Unit of the North of the State of Nayarit.

### Specific Objectives

- To analyse the results of the teaching style instruments applied.
- To identify the predominant teaching style of the teachers of the Academic Unit of the North of the State of Nayarit.
- To propose general recommendations to respond to the identified teaching styles of the teachers of the Academic Unit of the North of the State of NAYARIT.

## Methodology

To carry out this research an instrument taken from the article called 'Teaching Styles: a step forward in its conceptualization and diagnosis of (Renes et al 2013) which raises 80 items grouped into 4 dimensions that allows to identify teaching styles, which are classified into: Open, Formal, Structured and Functional.

In this regard, it is important to mention that teaching styles are considered to be a set of behaviours and preferences that the teacher shows during class, based on personal attitudes that are innate in him/her. Some of them have been acquired through their academic and professional experience, taking into account the learning styles of university students.

## Description of the study

The Teaching Styles Questionnaire was designed to delimit the styles, it does not judge, analyse their intelligence, personality, professionalism and less the way of teaching of the teachers.

The dynamics of application consisted of direct application to each of the teachers, and once they had finished, the items were counted in order to identify the predominant teaching style in each of them.

## Results and discussions

As a first point, we show the general results that identify the predominant learning style in its totality.

### Box 1

TEACHING STYLES

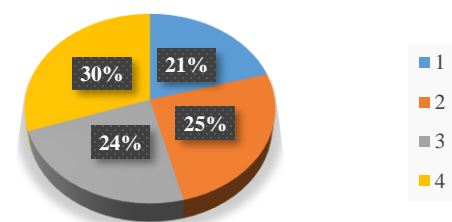


Figure 1

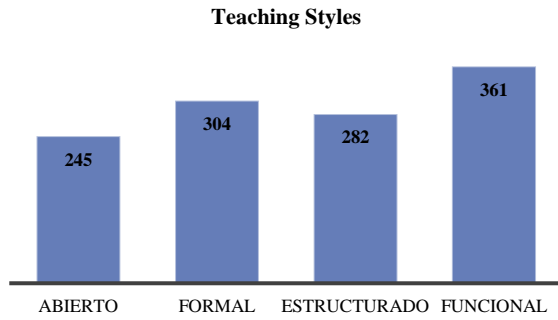
Overall Results

Source: own elaboration

The results tell us that the functional style showed a percentage of 30% being the predominant style among the teachers of the Academic Unit of the North of the State of Nayarit, in second place the formal style presented a percentage of 25%, likewise the structured style 24% and the open style 21%, As seen in graph number 1, unquestionably the teaching style that predominates in the Academic Unit of the North is the functional one.

According to Yana et al (2021), it is said that this style characterises teachers to teach in a pragmatic way. More importance is given to procedural content than to theory. These teachers agree with planning, but give priority to feasibility, functionality and concreteness.

**Box 2**



**Figure 2**

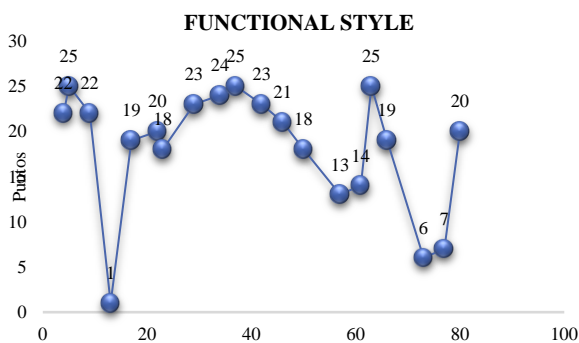
General Results

Source: own elaboration

In the same way, it can be seen from table 1 that the highest points were given in the functional style with 361, followed by the formal style with 304, the structured style with 282, and the open style with 245. Within this context, the graph shows the results of the Functional Style for each of the Items, as this is the style that predominated among the teachers of the Academic Unit of the North of the State of Nayarit.

The maximum value within this style was concentrated in Items 5, 37 and 63. Item 5 refers to the statement that the teacher always accompanies the explanations of topics with practical and useful examples. Consequently, Item 37 states that the teacher continuously guides the students in solving problems in order to prevent them from making mistakes. And finally, Item 63 says that the teacher feels good among colleagues and students who have ideas applicable in practice. If we analyse these tendencies, it is confirmed that this teaching style predominates among UANEN teachers, since the 3 statements or questions are classified in this style. All this information can be seen in Graph 2 and Table 2.

**Box 3**



**Figure 3**

Functional Style

Source: own elaboration

**Box 4**

Item	Points
4	22
5	25
9	22
13	1
17	19
22	20
23	18
29	23
34	24
37	25
42	23
46	21
50	18
57	13
61	14
63	25
66	19
73	6
77	7
80	20

**Table 1**

Functional Style

Source: own elaboration

On the other hand, the lowest score was found in Item 13, which states that the teacher often brings experts in different subjects to class, as he/she believes that in this way they can learn better.

When teachers have chosen a learning style, it can make it easier for them to understand what they need to teach or how they need to teach and on that basis to choose the teaching style that will enable them to achieve the teaching and learning objectives. It also allows you to identify in which way it is easier for the learner to process the information.

These statements indicate that it is very important for teachers to reflect not only when choosing the teaching style they adopt, but also to decide which strategies they will use to focus on the learning style of the university students they are in charge of.

In this research carried out at the Academic Unit of the North of the State of Nayarit, as mentioned, the functional teaching style is the one that predominated, and is characterised by the style in which teachers guide students to learn.

The functional style is typical of those teachers whose teaching behaviour guides students to learn by directing them, but placing more emphasis on procedures and practice than on theoretical knowledge.

### Conclusions

Yana et al (2021) state that for university teachers the challenge of choosing a teaching style is more difficult because it requires migrating from a style where information is transmitted to students to a much more active participation. This implies that they must develop skills, competences, aptitudes and be independent in their learning process. Likewise, teachers must guide students in their learning since nowadays there is a demand for higher education to bring about changes that respond to environmental problems.

The results of this research work showed that the predominant teaching style of teachers at the Academic Unit of the North of the State of Nayarit is the functional style, which is characterised by the fact that teachers give very brief explanations and always include practical examples. In the explanations where they include theory, they always include very practical examples, often taken from daily life experiences and problems of everyday life.

Laudadío & Da Dalt (2014), for their part, affirm that studying teaching practices allows for the existence of many valuable experiences that teachers carry out on a daily basis. Didactics analyses the characteristics and conditions of these experiences, subsequently identifying the most significant ones. Analysing teaching practices implies that effective practices are sought.

Taking into account the current results within the Academic Unit of the North of the State of Nayarit, it is recommended to carry out future research on the same topic and compare it with the predominant learning styles of the students of this Academic Unit.

### Declarations

### Conflict of interest

The authors declare no interest conflict. They have no known competing financial interests or personal relationships that could have appeared to influence the article reported in this article.

### Authors; Contribution

*Chávez-Sánchez, Gabriela.* Sole author of the article, original idea of the project, research itself, information processing and analysis of results

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### Abbreviations

UANEN Academic Unit of the North of the State of Nayarit

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#### Basics

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