

THEORETICAL PERSPECTIVES ON TEACHING STYLES IN PHYSICAL EDUCATION.

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Abstract.

This article identifies the conceptions of teaching styles held by faculty members within the Physical Education Bachelor's Program (PEBP) at CESMAG University. Guided by a qualitative paradigm, this research adopts a hermeneutic approach and employs educational ethnography as its methodological framework. Key findings reveal that teaching styles function as didactic tools or processes, adaptable to the objectives and content of instruction, which facilitate deeper engagement with knowledge. Furthermore, these styles bridge theoretical and practical dimensions, thereby fostering the development of learning styles. Similarly, they influence curricular content, strengthen critical and reflective thinking, and enhance pedagogical coherence. Conceptualizing teaching styles enables progress and differentiation in instructional practices, empowering educators to implement them effectively. Such intentional application, in turn, stimulates the cultivation of efficient learning styles among students, tailored to the unique dynamics of each classroom session.

Key words: Teaching styles, teachers, concepts, teaching processes, physical education.

Resumen.

Este artículo identifica las concepciones sobre estilos de enseñanza de los docentes del Programa de Licenciatura en Educación Física (PLEF) de la Universidad CESMAG. Se rige bajo un paradigma cualitativo, con enfoque hermenéutico y el método etnográfico educativo. Dentro de los hallazgos se encontraron que los estilos de enseñanza son una herramienta o proceso didáctico, que se adapta a los objetivos y contenidos de la clase, y que permite profundizar en el conocimiento. De igual manera, permiten la relación entre teoría y práctica, potenciando los estilos de aprendizaje. Del mismo modo, inciden en los contenidos curriculares, en el fortalecimiento de ideas críticas y reflexivas. La conceptualización de los estilos de enseñanza permitirá el avance y diferenciación en los procesos de enseñanza, además, por parte del docente llevarlo a la práctica adecuada y eficaz; para así, motivar los estilos de aprendizaje eficientes en los estudiantes, desde la dinámica de cada una de las sesiones de clase.

Palabras clave: Estilos de enseñanza, docentes, concepciones, procesos de enseñanza, educación física.

APROXIMACIÓN TEÓRICA DE LOS ESTILOS DE ENSEÑANZA EN EL CAMPO DE LA EDUCACIÓN FÍSICA.

I. INTRODUCTION.

One prominent strand in contemporary pedagogical and didactic research centers on the idealization of educators, specifically their personal attributes, attitudes, and beliefs, and their impact on classroom organization, social dynamics, and curricular outcomes. The teaching style adopted by an instructor shapes their interaction with didactic elements. According to Agudelo-Gómez (2016), this underscores the growing imperative to enhance teaching quality—a quality intrinsically linked to educators' actions and determined by two critical factors. Firstly, it hinges on their existing and ongoing training, as well as the conceptual frameworks they construct regarding the academic disciplines they teach. Secondly, it depends on the teaching styles employed within pedagogical processes, particularly within the realm of educational praxis.

Within pedagogical discourse, challenges surrounding teaching methodologies remain a subject of debate. Collantes (2016) observes that it is paradoxical for students to acquire concepts such as meaningful learning, leadership, critical thinking, and dialogic culture through linear instruction—devoid of opportunities to critique ideas or apply knowledge in practice. These learners emerge from schooling systems that prioritize mechanical reading, often divorced from its intended purpose: cultivating analytical and critical thought. Tamayo, Zona, and Loaiza (2015) contend, therefore, that a central aim of education must align with fostering critical thinking. Broadly speaking, schools are tasked with contributing to students' holistic development across multiple dimensions. Among these, nurturing intellectual rigor—particularly domain-specific critical thinking—stands as a foundational educational objective.

This study was conducted at CESMAG University, located at Carrera 20A No. 14-54 in Pasto, Colombia, with a primary focus on the Physical Education Bachelor's Program. The program is housed on the second floor of the San Francisco de Asís building within the university's

main campus and it is staffed by forty-two faculty members, the majority of whom hold degrees in Physical Education.

This article seeks to identify educators' conceptions of teaching styles. A priori, it will exert a transformative influence on students, as they stand to benefit directly. By clarifying the pedagogical approaches employed by individual instructors, learners will be empowered to tailor their own learning strategies in alignment with their teachers' classroom methodologies. Consequently, Fustero (2021) argues that the findings aim to foster a paradigm shift in educators' roles—moving beyond mere knowledge transmission toward a commitment to understanding students' learning preferences. Such awareness enables teachers to critically evaluate the teaching methodologies they employ within instructional processes and, through this reflexivity, refine their educational practices.

Within the scope of prior research on this subject, the analysis reveals that CESMAG University has not undertaken contemporary studies addressing teaching styles. This gap underscores the necessity of updating the educational community on concepts central to pedagogical methodologies within instructional processes. Consequently, this article serves to bridge this lacuna by elucidating current frameworks relevant to teaching styles and their implications for modern education.

In closing, the article delineates the methodological approach employed in the investigation, presents findings on educators' conceptualizations and perceived significance of teaching styles in their academic praxis, and synthesizes conclusions derived from the research. Furthermore, it provides a comprehensive bibliography to substantiate the scholarly contributions of this work, ensuring alignment with rigorous academic standards.

II. METHODOLOGY.

This study was conducted under the qualitative paradigm. As posited by MacMillan-Schumacher (2005), the qualitative paradigm seeks to interpret social phenomena through the lived experiences and subjective perspectives of participants. Building on this perspective, Lerma (2016) elucidates that qualitative research explores the everyday practices of individuals, prioritizing their thoughts, emotions, and actions. Such inquiry emphasizes

the interconnectedness of interpersonal dynamics, environmental interactions, and the processes through which individuals ascribe meaning to their realities.

On the other hand, the approach employed is hermeneutic, which furnishes a pedagogical theory by elucidating the role of education in shaping individuals as human beings. In this regard, Rebolledo (2020) asserts that hermeneutics delineates the procedure for conducting a profound interpretation of cultural practices within pedagogical action, encompassing both theoretical and methodological dimensions. Consequently, this framework may be applied to educational content, fostering an analytical attitude that interrogates realities marked by difference and singularity. Such realities stem from historically intertwined cultural convergences, yet remain characterized by unequal opportunities for validation within educational systems.

Finally, the supporting methodological framework is educational ethnography, as it facilitates the establishment of meaningful connections that enhance the gathering of reliable and accessible data. This approach enables both the systematic description of contextual dynamics and their critical interpretation, thereby fostering nuanced comprehension, the dissemination of insights, and, ultimately, the advancement of educational realities. Moreover, it ensures sustained observation of instructional practices while promoting effective dialogue between researchers and participants through structured interviews or focus groups.

A. Sample.

To achieve the research objective and streamline the participant pool, an inclusion criterion was applied, limiting selection to instructors affiliated with the Bachelor's Program in Physical Education for a minimum of three years. This process yielded a final cohort of 24 educators.

Table 1. Sample selection was conducted through the application of inclusion and exclusion criteria.

Objective	Population			Inclusion criteria	Sample	
	Focus group	Quantity	Total		Quantity	Total
To identify the conceptions of teaching styles held by faculty members affiliated with the Bachelor's Program in Physical Education at CESMAG University,	Full-time and part-time teachers.	42	42	Teachers affiliated with the Bachelor's program for more than three years.	24	24

Source: author's own elaboration.

B. Procedure.

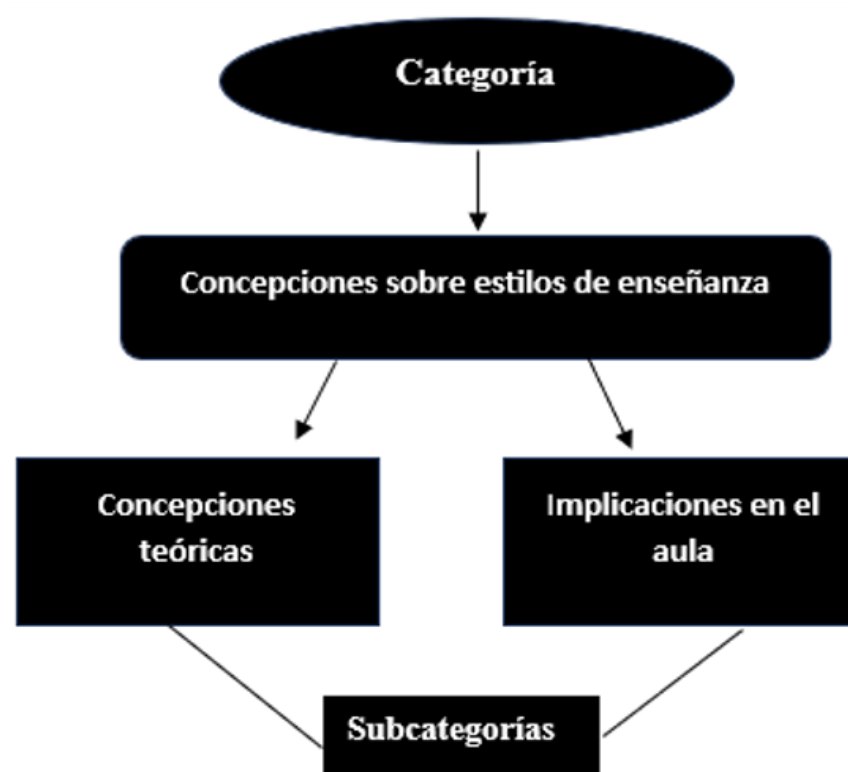
To fulfill the data collection objectives of this study, three focus groups were organized, engaging 20 of the 24 educators initially identified as the analytical unit based on predefined inclusion criteria. The remaining three faculty members were unable to participate due to scheduling conflicts with prior professional obligations.

Concerning participant demographics, the first focus group included 4 female and 9 male educators, whose ages ranged from 32 to 60 years. The second group comprised 3 male and 1 female participant, aged between 35 and 55 years.

The final group consisted of 4 male educators, all within the 40-to-55-year age bracket. This structured approach not only ensured methodological transparency but also captured diverse perspectives across gender and generational cohorts within the faculty body.

C. Category and subcategories.

Figure 1. Research category and subcategories.



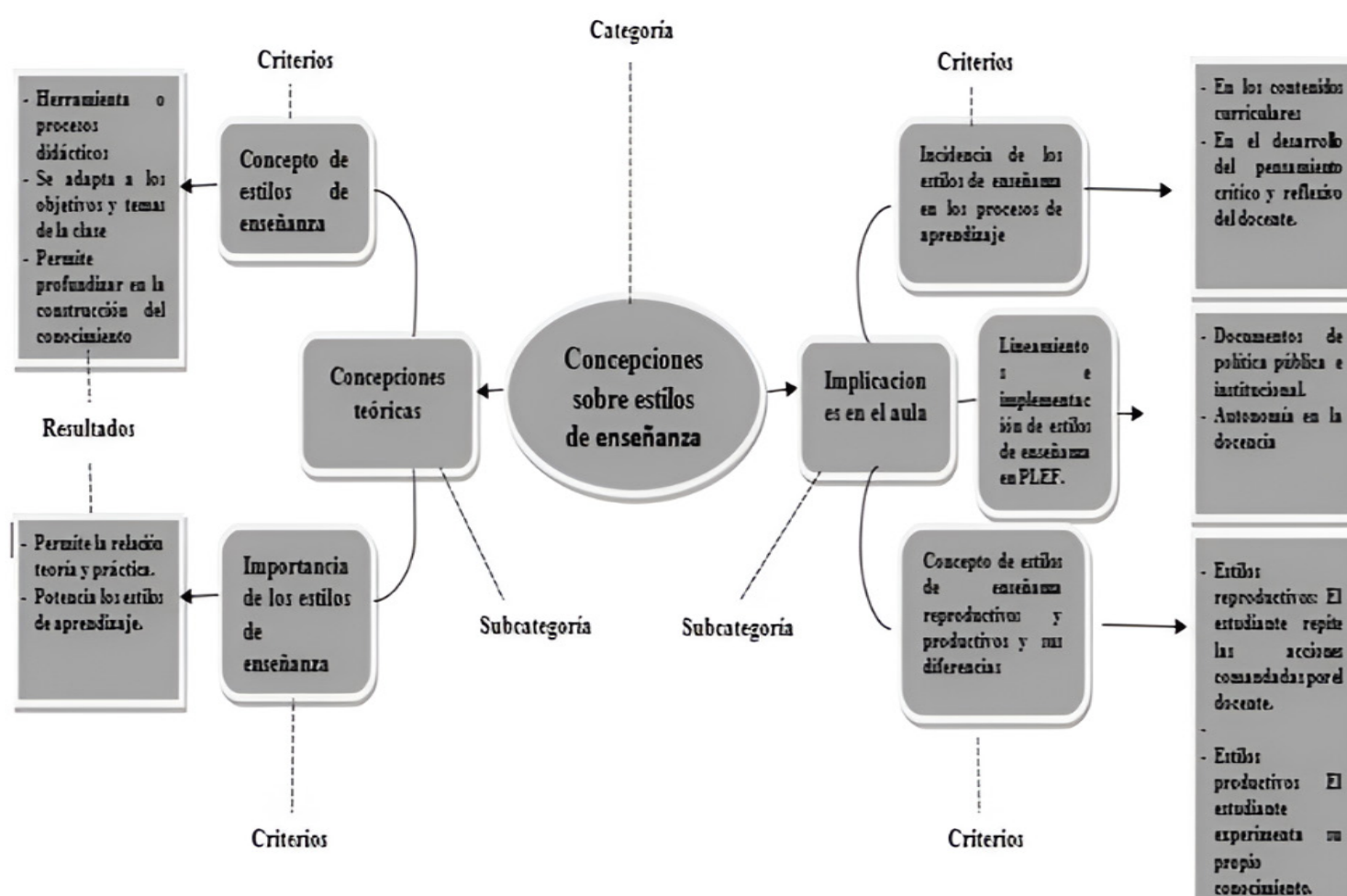
Source: author's own elaboration.

This section delineates the categories and subcategories that constitute the foundational framework for establishing distinct criteria. These criteria guided the systematic design of the question script employed in the focus group sessions.

III. RESULTS.

Drawing upon the compiled data, the findings are shared in alignment with the conceptual frameworks articulated by participating educators regarding the diverse criteria examined during the focus group sessions.

Figure 2. Prevailing conceptions of teaching styles in the physical education program at CESMAG University. Focus group.



A. Theoretical conceptions on teaching styles.

According to data gathered in the focus groups regarding the conceptual criterion of teaching styles, faculty members of the Bachelor's Program in Physical Education define teaching styles as a didactic tool shaped by method and technique within the teaching-learning process. Each educator adopts these styles in alignment with their instructional objectives and subject matter, thereby enabling them to deepen and transcend the transmission of knowledge while modulating communicative strategies with students.

According to inductive categories derived from the significance of teaching styles, educators assert their importance in bridging theory and practice. Teachers distinguish which styles to apply during theoretical instruction and which to employ in practical contexts, thereby fostering alignment between pedagogical approaches and learning objectives. Furthermore, teaching styles enhance students' learning styles, with the explicit aim of strengthening meaningful learning. This requires adapting instructional methods to the educational context's specific needs. Finally, educators emphasize the role of teaching styles in students' social development, particularly in how individuals engage, orient themselves, or integrate diverse educational experiences through these methodologies.

B. Teaching style implications in the classroom.

Regarding the influence of teaching styles on learning processes, faculty members of the Physical Education Bachelor's Program assert that these styles shape curricular content—specifically, the manner in which such content is assimilated. Absent intentional teaching styles, guiding curricular content within instructional practices becomes inherently challenging, devolving into didactic disarray. In such contexts, educators would struggle to implement appropriate didactic strategies and their corresponding resources, inevitably resulting in fragmented and ineffective student learning outcomes.

Teaching styles also influence the advancement of students' critical and reflective thinking, provided such styles actively foster this cognitive development. Monotonous pedagogical approaches, however, render these methods ineffective. When critical and reflective thinking is cultivated, students gain the capacity to adapt their learning styles, thereby achieving an optimal educational process and acquiring knowledge applicable to their lifelong professional and personal endeavors. According to findings on the guidelines and

implementation of teaching styles within the Physical Education Bachelor's Program, teachers confirm the existence of institutional frameworks aligned with educators' pedagogical approaches. These include public policy documents, such as Document 15, which outlines instructional orientations for Physical Education, as well as competencies tailored to the educational context. Institutional mandates, such as the Institutional Educational Project, further establish a humanizing-personalizing philosophical foundation. Consequently, educators are granted autonomy to select teaching styles congruent with thematic content, provided these choices align with the program's pedagogical model. Specifically, selected styles must foster active communication between instructors and students, ensuring coherence between methodology and educational objectives.

Deriving the inductive categories stemming from the concept of reproductive and productive teaching styles, within this framework, Physical Education Bachelor's Program educators conceptualize reproductive styles as pedagogical approaches wherein students replicate procedures prescribed by the instructor. These styles, they argue, fail to cultivate active student participation; rather, they are predominantly employed to assert institutional authority and enforce compliance, thereby prioritizing order and control within classroom dynamics.

Conversely, productive teaching styles emerge as pedagogical frameworks in which students actively construct knowledge through experiential learning. Here, instructors present open-ended problems to solve, and learners—collaborating with peers and leveraging resources—devise solutions by experimenting, investigating, and innovating. These conceptualizations, articulated by PEBP educators, align coherently with established scholarship on teaching methodologies in Physical Education, reflecting both clarity of definition and fidelity to theoretical underpinnings.

IV. DISCUSSION.

A. Teaching style concepts.

CESMAG University PEBP educators assert that teaching styles function as pedagogical tools that orchestrate didactic processes by integrating instructional methods, techniques, and the instructor's personal pedagogical elements. Each educator tailors their adoption of teaching styles in alignment with curricular objectives and thematic foci; this adaptive approach enables them to deepen and transcend the transmission of knowledge while flexibly

adapting their communicative strategies to student needs. Scholarly findings underscore this perspective: Renes (2018) identifies teaching styles as the educator's idiosyncratic manner of structuring instructional sessions and engaging with learners. Building on this, Martínez and Renes (2019) position teaching styles as dynamic frameworks that position educators and students as dialogic partners within a communicative exchange mediated by curricular content.

B. Teaching style relevance.

PEBP educators emphasize that teaching styles facilitate the integration of theoretical knowledge and practical application, fostering a conducive environment for the development of thematic content. In this regard, González and Pino (2016) contend that such styles hold pedagogical significance provided that a deliberate equilibrium between theory and practice is maintained—achieved through the adoption of active strategies and techniques implemented within the classroom. Furthermore, instructors assert that teaching styles amplify students' learning modalities. Substantiating this perspective, Telles and Rangel (2017) posit that educators who critically understand their own teaching styles, alongside their students' learning preferences, can tailor didactic strategies to optimize the teaching-learning process, thereby motivating learners to attain their academic objectives.

C. The Impact of Teaching Styles on Learning Processes.

According to the findings, PEBP educators assert that teaching styles significantly influence curricular content. In this context, Chiang, Diaz, and Arriagada (2016) posit that teaching styles are shaped by the interplay between curricular content and learner characteristics; consequently, this triad—educators, students, and content—is profoundly affected by instructional variables such as objectives, activities, methodologies, resources, and evaluative criteria. Furthermore, educators emphasize that teaching styles play a pivotal role in fostering critical and reflective thinking. Aligning with this perspective, Renes (2018) underscores the necessity for educators to adopt a deliberate pedagogical approach—one that prioritizes responsiveness to students' specific needs and interests while cultivating their intellectual and reflective capacities through targeted academic tasks.

D. Guidelines and Implementation of Teaching Styles in the PEBP.

According to findings from focus groups, PEBP educators assert that the term guidelines for implementing teaching

styles refers to both public policy and institutional documents. However, they also acknowledge pedagogical autonomy in employing diverse teaching approaches, provided these align with the university's philosophical framework. This duality, however, contrasts sharply with Duran's (2015) study, which contends that educators have historically been denied professional autonomy—rendering them mere conduits for preformulated information rather than agents of intellectual agency. The educator-as-individual paradigm, proponents argue, is essential to safeguarding autonomy: it affirms that educators, first and foremost, are human beings entitled to exercise their vocation through a personalized lens. Substantiating this view, Rojas (2016) posits that autonomy empowers educators to strategically deploy didactic tools during instruction, drawing on leadership, experiential knowledge, and expertise to enhance students' formative processes. Collectively, these findings underscore that PEBP educators retain significant agency in selecting contextually appropriate teaching styles, contingent upon thematic content and institutional alignment.

E. Concept of Reproductive and Productive Teaching Styles.

Findings from PEBP educators indicate that reproductive teaching styles entail students replicating instructor-prescribed actions, with these approaches most frequently employed to enforce procedural order in classroom settings. Delgado's (2015) research critiques such styles as pedagogically stagnant and alienating to learners, highlighting their limited capacity for innovation. In contrast, educators characterize productive teaching styles as frameworks enabling students to engage in self-directed knowledge construction through individualized interpretations of subject matter. Moro (2016) corroborates this view, asserting that productive styles foster active, meaningful learning by prioritizing autonomous problem-solving. Similarly, Rengifo (2015) conceptualizes productive styles as pedagogical strategies that promote intellectual liberty—encouraging innovative methodologies for both learners and instructors through unfettered creative expression and collaborative experimentation.

IV. CONCLUSIONS.

The conceptualization of teaching styles by educators and students within CESMAG University's PEBP is poised to catalyze the advancement and differentiation of pedagogical processes. By foregrounding the dynamism inherent in classroom sessions, this conceptual framework

will further incentivize the cultivation of efficient learning modalities among students, fostering environments where intellectual engagement and adaptability thrive.

For CESMAG University's Physical Education program, the implications for accreditation, professional development, and humanistic formation are profound. The identification of teaching methodologies, educator philosophies, and student perceptions provides critical axes for deciphering evolving higher education landscapes—landscapes marked by the exigencies of modernization. Such insights position this research as a vital contributor to refining teaching-learning paradigms in contemporary academia.

The study revealed that theoretical and practical frameworks prioritize the adaptation of instructional sessions and student environments as foundational imperatives. Educators must confront didactic barriers that disrupt learning processes, particularly those stemming from external factors influencing teacher-student communication. Notably, the abrupt transition to remote instruction—a complex, hastily implemented shift—exposed how academic, social, and personal variables profoundly shape higher education dynamics, underscoring the fragility of traditional pedagogical structures.

The interactive teaching-learning process originates in the classroom, a nexus of transformation for both students and educators. The reciprocal roles of instructor and learner, central to the cognitive evolution of each, demand deliberate reexamination to reimagine educational bonds, enhance pedagogical rapport, and elevate the caliber of knowledge dissemination and acquisition.

An education model anchored in stylistic intentionality must emphasize the educator's dual orientation: their relationship to disciplinary knowledge and their engagement with learners. From this foundation, educational systems can construct coherent profiles of teaching competencies, enriched by systematic classifications of teaching styles, to optimize pedagogical efficacy and align with the demands of professional practice.

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