



**RESEARCH PAPER**

**The Impact of Thinking Fast and Slow on Classroom Teaching**

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**ABSTRACT**

The present research was undertaken to study the impact of thinking fast and slow in classroom teaching. Main goals of the study were explore the relation between thinking fast and slow and classroom teaching at secondary school level and to explore improvement in student academic performance by using two system of thinking fast and slow. Quantitative research method is used. The data was collected by using a questionnaire from selected sample through random sampling technique. Likert scale is used in the questionnaire. SPSS software was used for finding mean. Standard deviation and percentages of items. It was found that most of the respondents believed that teachers play an important role in classroom teaching. And System 2 provides a positive impact on students learning. Furthermore, both systems were used in the classroom teaching. Conclusions and recommendations were drawn on the basis of data analysis.

**Keywords:** Classroom Teaching, Students' Academic Performance, Teacher's Pedagogical Sills

**Introduction**

A psychologist and economist of Israeli descent, Daniel Kahneman won the Nobel Prize in economics research for contributions to cognitive science, the mechanics of perceiving and selection. He is a retired professor of psychology and public affairs at the Princeton School of Public and Foreign Affairs at Princeton University. This book highlights a lifetime's worth of research on the cognitive biases we all possess and demonstrates both the genius as well as the constraints of the conscious imagination.

Thinking Fast and Slow explains how two brain systems are constantly trying to take control of your actions and words the lots of ways in which this results in errors in memory, reasoning, and decision-making, as well as what you can do to rectify them.. Kahneman introduces two figures that engage the mind: Thinking fast operates instantly, swiftly, with very little to no effort, and without the appearance of intentional control. Thinking slow concentrates on tasks that call for it, such as difficult calculations. The psychological sense of agency, independence, and attentiveness that an individual experiences is commonly linked to thinking slow operations. Automatic and impulsive is system thinking fast. Although thinking fast is typically quite accurate, there are occasions when bias errors can occur. System 1 typically provides simpler answers than those that were requested, and it has limited logical and statistical understanding. System 2 is very conscious, aware and considerate.

The teacher role is important in every field of life. The tutor is one of the crucial elements that must exist in addition to the students. Being a teacher is not easy. This is a result of the teacher's vital role in the educational process. The facilitator is a key player; the teacher controls the likelihood of success or failure in the attainment of educational and instructional aims in the classroom. As a result, a teacher's job and responsibility go beyond only educating, training, and instructing pupils. They also include reading the classroom environment and the circumstances in which those kids are learning. Teaching in a classroom is a social, diverse and difficult experience. When multiple events occur

simultaneously the teacher and pupils must quickly analyze and process them. Teaching is not a one-way information transfer because both the teacher and the pupils have an impact on the process. Although the instructor is crucial in creating a relevant learning environment for the students, each student's social and psychological actions and responses ultimately define what that student learns. Students in high school and college should be taught to think critically, make decisions, and understand the concepts of facts, probability, choice and experimental psychology. Another skill to cultivate is the capacity to examine challenges attentively, before making a judgment or selecting for hasty remedies. The responsibility of the classroom instructor is to create the workplace in a way that satisfies the needs of each student. This means promoting learning and enriching activities, collaborating and cooperating with support staff, trying to implement a variety of teaching methodologies and adapting the curriculum.

### **Literature review**

This research was designed to examine the impact of system fast and slow in classroom teaching. The literature and research related to the topic are as follows:

Studies on teachers' work have increasingly looked on teacher organizations at the school level. Scholars are increasingly appreciating these subgroups' capacity to create radically different settings even within the same institution (Ball & Lacey, 1980; Little, 1995; McLaughlin & Talbert, 2001; Siskin, 1994). The most significant communities are frequently found at the level of high school particular topic departments (Little, 1995; McLaughlin & Talbert, 2001; Siskin, 1994). Colleagues can influence how instructors approach their instructional practice and form their responses to change, according to earlier research on teacher communities (Coburn, 2001; Gutierrez, 1996; Johnson, 1990). On the other hand, we are just now beginning to fully see how these answers are negotiated within teacher communities.

In this article, main focus is on language learning. It making the option to speak in language learning environments can be easy or challenging depending on the situation; it is surprisingly complicated and may be the most significant decision a person can make on a regular basis while going through the process (Macintyre, 2020). Communication and language acquisition are closely related processes; for a long time, it has been believed that speaking is the key to learning a language (Cao & Philip, 2006; Skehan, 1989). The interaction hypothesis (Long, 1996) and output assumption both place emphasis on the value of communication (Swain & Lapkin, 1995). It is crucial to comprehend how a person decides whether or not they are willing to speak for both pupil and instructor who are involved in the process of teaching to communicate. System 1 and system 2 are two extremely distinct modes of thinking, which Kahneman relates to in his book *Thinking Fast and Slow*. Kahneman underlines that they are "fictitious systems" designed to establish a descriptive connection that shows how we think. The book *Thinking, Fast and Slow* is replete of ideas that contradict conventional wisdom regarding decision-making by people, the use of final decision and even possibility. No matter how much schooling a person has, unconscious biases can still affect them, according to Kahneman's studies which lead to poor decisions being made because the less rational and logical system 2 is activated before it is. When reading the book through the eyes of a teacher, the findings show how much more important it is for educational institutions to train students to think analytically and systematically than they do to teach creativity and invention. According to Kahneman, logical, reasonable, and critical thinking are not activities that come naturally to our minds. Instead, System 1 thinking rules, causing emotional responses, dependence on recent events and experiences. Students in high school and college should be taught to think critically, make well-informed decisions, and recognize the fundamentals of statistics, decision theory and numbers.

The importance of instructors in education, specifically the pupils they educate in the course, in their real activities. The function of a instructor in education goes beyond only imparting knowledge. In the modern world, education may take many different forms, an independent parent, adviser, supervisor, and source of inspiration are all duties that instructors must play. It may be exceedingly difficult to teach classes with many grade levels. Teachers regretted not having enough time to handle lessons (Mulryan-Kyne, 2004). Multi grade instructors have difficulties in Africa, Turkey, and the Netherlands due to transportation issues, parental illiteracy, low socioeconomic status, excessive teacher effort, a lack of time, language barriers, and difficulties with the process of education itself. The parents' lack of interest in their kids' schooling and inadequate support from the government, a shortage of resources under qualified instructors and guider that teach many grades are some of the hurdles to successful education (Du Plessis & Mestry, 2019). Teachers and students in this multi grade school worked hard and tried their best to be relevant and productive despite the obstacles and problems they faced. These teachers of several grades employed a number of effective methods and techniques to develop the knowledge and skills of their students.

The utilization of socially significant pedagogy through extension multicultural education are crucial aspects of a teacher's responsibility in today's culturally diverse society, As stated by Ladson-Billings (1995, p. 160), it necessitates that students engage in learning experiences, acquire and retain awareness and understanding and cultivate a critical consciousness that allows them to question the status quo of the existing social order. Below, a variety of teaching duties are examined from the standpoint of how they might address the various needs that student's bring. Compared to earlier times, the function of the teacher in the classroom, community, and the wider world has changed. Teachers eventually received a precise curriculum to teach and guidelines on how to do so. Today's instructors have responsibilities beyond merely imparting knowledge. They now counsel students, mentor students, and instruct them on how to use and apply knowledge in their daily lives. Educators nowadays are looking for innovative approaches to engage pupils and perhaps inspire them to go farther and accomplish more. A teacher's primary duty is to pass on information, which is accomplished through instruction. Normal criteria of teaching include adhering to a prescribed curriculum and ensuring that the students comprehend the content.

According to Bandura's (1977, 1986) social learning theory, exposure to role models—or modeling phenomena—is a major way that human behavior is passed on. According to Lashley and Barron (2006), teachers who are seen as role models by students in a learning environment may be particularly crucial to students' learning processes. Despite the fact that they may not view themselves in that way, teachers act as examples for students. Educators have some influence over learners' commitments because of the significant quantity of time that learners take with them each day sometimes. Whether this influence is advantageous or disadvantageous will now be decided by the instructor. A teacher's role extends beyond only conveying knowledge in line with the curriculum; it also entails molding the student. Teachers support their pupils in growing both intellectually and morally. The duties of a teacher extend beyond following a strict timetable and lesson plan. Teachers mistakenly assume the role of an external parent since they interact with pupils so often. Teachers can serve as a mentor to lead kids in the right directions. In this role, the teacher may encourage students to be their best selves while also inspiring and guiding them. Teachers have the ability to shape the next generation of leaders in the best way possible so that society can uplift and energize future generations, therefore influencing how society is designed both locally and worldwide.

According to Peters, a teacher's duties and obligations comprise three aspects: the teacher's role as a instructor, guider, and as the class administrator (Wahyuningsih, 2010). Teachers must serve as trainers since the educational process necessitates the development of both cognitive and physical abilities. Because a student will not be able to demonstrate

mastery of fundamental abilities and won't be successful in a range of skills created in line with standard content without training, it is also important to try to recognize specific student variances. Since the class is where all students and teachers come together to get instruction from the teacher, the teacher should be able to manage the class effectively. Well-run classes will facilitate the flow of educational exchanges. On the other hand, poorly run classes will make it harder to teach.

The focus of the classroom instructor is on course planning, preparation, and delivery that meant to assist students in achieving certain goals. The guider in the classroom engaged in detailed evaluation and exploration to increase awareness and abilities to successfully engage learns and boost their studying. Teachers give students the proper direction and information to distinguish between good and wrong and assist them in achieving their life goals. Teachers assist pupils in adopting best practices and assess their abilities and weaknesses. They encourage students to do better. A teacher aids their positive transformation. Today, instructor have responsibilities beyond merely imparting knowledge they now provide students advice, assist pupils, and teach them how to use their knowledge. Teachers are increasingly looking for fresh approaches to impact students and perhaps inspire them to be and do more. Teaching new material to pupils and fostering a learning environment are professors' high concerns when it comes to building knowledge for their learners. And supports learning. Teenagers may be reshaped into any structure by instructors since they are similar to sand. Children are born without knowledge, thus they first learn everything from their parents before moving on to their instructors. Learners gain knowledge and information from instructors. Educators have a vital function in a student's life. They assist students in feeling more upbeat, confident, and moral. Instructors have a major impact on the lives of their pupils not only during the school day but also thereafter in the actual world. In classroom, the teacher's job is to instruct pupils in ways that will benefit them later.

A teacher's main duties are information sharing, education, and teaching students life lessons. Teachers generally intend to transmit information about the particular curriculum and teach pupils the particular syllabus. They must ensure that students comprehend the material being taught to them in the classroom, online, or in an electronic learning environment. This fundamental duty of a teacher serves as the foundation for all other responsibilities in education. Other roles are born from this character. This fundamental obligation belongs to teachers. They won't be able to perform other obligations if they don't. Since they give education and train pupils to be the future of a nation, excellent teachers are actually responsible for the growth of that country in the future. The obligation of a teacher is very important because they must provide information and statistics to kids so they may assess each student's position and condition.

The purpose of the teacher in the lives of students is to lay the groundwork for our lives and also have a positive impact on society. Students and instructors are strong communicators in the classroom and are also in charge of a child's improved future and ability to be a good person. The young of tomorrow are being molded by it. Teachers assist students in achieving great things in life and work to create a better tomorrow. A teacher aids their positive transformation. They were always equally caring. There are plenty of unfocused students and teachers alike. In addition to imparting information on a particular topic to pupils, teachers also help students develop the greatest careers possible. Teachers also keep track of when pupils follow the right route and help them.

## **Methodology**

The main goal of the research is to investigate the relation of thinking fast and slow and classroom teaching at school level. In this part, we discussed research design, population, sample and research instruments in detail.

A research design is a series of procedures or an ultimate method that a researcher uses to gather, measure, or analyze information. In this article we use quantitative research. This study is descriptive in nature and the survey was conducted to investigate the research problem. This research was conducted from graduate and post graduate students of "Faculty of Education" in University of Education.

The respondents in this research were the graduate and post graduate students of "Faculty of Education" in University of Education, Township Campus. Data were collected from University of Education through random sampling technique. Sample of the study comprised a total of 100 University students. Questionnaire was distributed to the respondents. Questionnaire is used for collection of data for this study. Questionnaire was distributed to 100 students. Total 15 questions were asked in this questionnaire. Likert scale is used in this questionnaire. Researcher collects the result of 100 students from "Faculty of Education" in University of Education Lahore, Pakistan.

Data was collected and then statistical methods were used to examine it. For analysis the SPSS statistics were applied that were mean, standard deviation, percentage and frequency. Questionnaire data analysis included the Likert scale. Participants responded to all survey items using a five point Likert scale (from 1= "Strongly disagree" to 5= "Strongly agree"). There were total 15 items for students. Data was analyzed by using SPSS and by collecting descriptive statistical of frequencies and percentage.

**Table 1**  
**Demographic description of Respondents on the Basis of Education level**

Education level	Frequency	Percent
Graduate	45	45.0
Post graduate	55	55.0
Total	100	100.0

Table 1 shows respondent of university students with respect to education level. As above table shows that out of 100 respondents, 55 were post graduate students (55%) and 45 were graduate students (45%).

**Table 2**  
**Demographic description of Respondents on the Basis of Gender**

Gender	Frequency	Percent
Male	43	43.0
Female	57	57.0
Total	100	100.0

Table 2 shows respondents of university students with respect of gender. As above table shows that out of 100 respondents, 43 respondents were male (43%) and 57 respondents were female (57%), so it is concluded that most of the respondents were female.

**Table 3**  
**Demographic description of Respondents on the Basis of Age**

Age	Frequency	Percent
Below 20 years	38	38.0
Between 20 to 25 years	62	62.0
Total	100	100.0

Table 3 shows respondents of university students with respect of age. As above table shows that out of 100 respondents, 38 were below 20 years (38%) and 62 were between 20

to 25years (62%), so it is concluded that majority of respondent belonged to between 20 to 25 years.

**Table 4**  
**Mean and Standard Deviation of respondent responses on the questionnaire of impact of thinking fast and slow in classroom teaching (N=100)**

Sr.	Statements	Mean	SD
1	The teacher should have detailed knowledge of content.	4.09	.792
2	The teacher should have confident and at ease when giving a lecture in classroom.	4.09	.712
3	The teacher should be aware of what of teaching material	3.92	1.07
4	Giving rapid answers without thinking is good for student learning in classroom.	3.56	1.33
5	The teacher should motivate students to give instant lecture during recapitalization.	3.46	1.16
6	Teacher should promote decision making among students.	4.22	.949
7	The teacher should have good relationship with the students as well as parents.	4.12	.987
8	The teacher should be available to the students for instant queries.	3.96	.941
9	Teacher should instantly recognize sadness in student voice.	3.79	1.22
10	Teacher should provide support for all students.	3.9	1.02
11	Teacher should use different strategies to encourage active learning, interaction, participation and collaboration among students	4.04	.634
12	Student should be aware responsibilities in classroom learning practice.	4.03	.626
13	Complex decisions should be made through deep consideration of the matter.	3.93	1.13
14	Rapid responses are good for confidence building.	3.63	1.33
15	Deep thinking is crucial for understanding logical concepts.	3.58	1.22

Table 4 shows that the highest and lowest mean values and standard deviation of student's responses. As above table has shown that the maximum mean was on item No. 6 which stated that "Teacher should promote decision making among students" (Mean=4.2200). The second highest mean was on item No.7 which stated that "The teacher should have good relationship with the students as well as parents" (Mean= 4.1200) and the third highest mean was on item No.1 which stated that "The teacher should have detailed knowledge of content" (Mean=4.0900). These three items have highest mean regarding to classroom teaching. The lowest mean was on item No. 5 which stated that "The teacher should motivate students to give instant lecture during recapitalization" (Mean=3.4600). The second lowest mean was on item No. 4 which stated that "Giving rapid answers without thinking is good for student learning in classroom" (Mean=3.5600) and the third lowest mean was on item No. 15 which stated that "Deep thinking is crucial for understanding logical concepts" (Mean=3.5800). These three items have the lowest mean regarding to classroom teaching

The research study's conclusion was formed in basis of its findings. It can be concluded that system 2 thinking is better for effortful mental activities and to make rational decisions. System 1 thinking is providing expert intuition. Sometimes thinking 1 is better for students and teachers, in situations when quick responses were needed in classroom. However, system 2 was helpful for logical decision making and critical thinking. We observed positive effect of thinking fast and slow in classroom teachings. Teacher use different strategies to improve students' academic performance.

**Recommendations**

It is recommended that teacher should use discussions as a teaching method within the class. Different project based activities should be done within the class. Develop Self-Advocacy skills in slow thinkers. Recognize student accomplishments and respond appropriately to their concerns. Teacher should use two systems in their teaching method and to provide choices in class.

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