



قياس المصائد العقلية باستخدام برنامج جامب (Jump program) لطلاب جامعة باتنة 1 بالجزائر

الباحثة: آسيا منصورية

المستخلص

تم إجراء الدراسة على عينة تضم 313 طالبا من مختلف الكليات بجامعة باتنة 1 بالجزائر ، حيث تم استخدام اختبار جامب كأداة رئيسية لجمع البيانات. أظهرت نتائج الدراسة وجود فروق إحصائية ملحوظة في متوسط درجات الطلاب باختلاف الكليات النظرية والعملية، وكذلك بين درجات الطلاب تبعا للنوع. كما اقترحت الدراسة تنفيذ برامج تهدف إلى التخلص من المصائد العقلية. بالإضافة إلى ذلك، فإن لهذه الدراسة أيضا مضامين عملية ومبادئ توجيهية مهمة للقائمين على جامعة باتنة 1 بالجزائر، ومضامين نظرية للباحثين المهتمين بمتغيرات الدراسة.

الكلمات المفتاحية : مصائد التفكير، أداة جامب ، جامعة باتنة 1

Measuring Students' Thinking Traps at Batna 1 University Using the JUMP Program

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Abstract

This study was conducted on a sample of 313 students from Batna 1 University, using the Thinking Traps Test to assess their thinking trap scores. Adopting a positivist philosophy, the research followed a deductive approach and utilized both quantitative and qualitative analysis methods. The primary data collection tool was the Thinking Traps Test.

The findings revealed significant differences in mean thinking trap scores between students from practical and theoretical faculties. Additionally, a notable difference was found in the mean scores based on gender.

The study offers valuable practical implications and recommendations for Batna 1 University, along with theoretical insights for researchers exploring the study's variables.

Keywords: Thinking traps, Batna1 University, Jump program

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Introduction

Thinking traps are habitual errors in reasoning that can distort how individuals perceive and interpret experiences. These mental patterns often operate subconsciously, leading to flawed conclusions that can negatively impact emotions and behaviors. Examples include catastrophizing, where one assumes the worst possible outcome, and all-or-nothing thinking, which frames situations in extremes, ignoring nuances. Another common trap is confirmation bias, which involves focusing on evidence that supports existing beliefs while dismissing contradictory information. These cognitive errors are closely linked to mental health challenges like anxiety and depression, as they reinforce unhelpful thought patterns. Identifying and addressing these traps through strategies such as Jump program can promote more balanced and accurate thinking.

Therefore, this research studies the significant difference in the mean thinking trap scores between students of Batna 1 University.

Literature related to jump program

1 Almustafa,2025

The research aims to investigate significant correlation between managers' personal characteristics and their perception towards factors that lead to the formation of Thinking Traps and investigate significant differences between the three groups of factors that lead to the formation of Thinking Traps in the field of application which is banks in The Republic of Lebanon. The research adopted the philosophy of positivism, the deductive approach, and the method of quantitative and qualitative analysis as the research methodology. The instrument utilized for data collection was the questionnaire. Consequently, (500) usable questionnaires were collected electronically through social media channels from bank managers in The Republic of Lebanon. In addition, Using SMART PLS V4.0 to explore the causal relationships between the research variables. The findings reveal that there is no statistical correlation between managers' personal characteristics and their perception towards factors that lead to the formation of Thinking Traps and there aren't significant differences

between the means of the four groups of factors that lead to the formation of Thinking Traps.

2– Abdulmaguid,2024

The study was carried out with a sample of 400 students from Arab United of Emirates Universities using Thinking Traps questionnaire for assessing the significance difference in the mean scores of thinking traps. The research adopted the philosophy of positivism, the deductive approach, and the method of quantitative and qualitative analysis as the research methodology. The instrument utilized for data collection was the questionnaire.. The results indicated that there existed significant difference in the mean scores of thinking traps between the students belonging to practical and theoretical faculties, there existed no significant difference in the mean scores of Thinking traps between the students belonging to Governmental and Private Universities. There existed no significant difference in the mean scores of thinking traps between the students in terms of gender. In addition, this research also has significant practical implications and guidelines for the United of Emirates Universities, and theoretical implications for researchers who are interested in research variables.

3– Yassin,2024

The study aimed to examine the nature of the relationship between JUMP Thinking Strategy and Digital Transformation applied to the employees of Accountability State Authority. Researcher utilized the descriptive-analytical approach, and the questionnaire was the primary data collection tool. The study population consisted of all employees in Accountability State Authority, and the study sample size was (400) employees. Researcher employed the (SPSS) program for data analysis. The findings: There is a significant correlation between JUMP Thinking Strategy and Digital Transformation applied to the employees of Accountability State Authority. There is a significant effect of JUMP Thinking Strategy on Digital Transformation applied to the employees of Accountability State Authority.

Research problems & questions

Based on the researcher's observations, the problem of the current research was stated as follows:

The problem of the study pertains to the following area. What is the difference in the average thinking trap scores between the students of Batna 1 university with regards to get rid of Thinking Traps?

In order to address the research gap, the following two questions are asked:

Q1. Are there differences in the mean scores in thinking traps between the students belonging to Practical and Theoretical Faculties?

Q2. Are there differences in the mean scores in thinking traps between the students in terms of gender?

Research Significance

Batna 1 university was founded in September 1977, the University includes the following faculties and institutions:

1. Faculty of language, literature and Arabic arts.
2. Faculty of human and social sciences.
3. Faculty of Islamic sciences.
4. Faculty of economic, commercial and management sciences.
5. Faculty of law and political sciences.
6. Faculty of material sciences.
7. Institute of veterinary and agronomic sciences.
8. Institute of architecture and urban.

The Development of the Science:

it focuses on thinking traps, which were not discussed in this deep before. This research provides a wider investigation of these factors. Also, it highlights new gaps that motivate researchers to investigate further studies.

The Development of the Field of Application:

It establishes a new deeper understanding of the professional framework for those in charge of university administration to apply the aspects of thinking traps. The University officials must be aware of the results discussed in this research and be able to help students to get rid of thinking traps.

Research Objectives

By investigating the research gap and its questions, this research embraces the following objectives:

O1. To study to what extent there are Thinking Traps of Students at Batna 1 University.

O2. To offer a few suggestions to get over the problems related to Thinking Traps.

To throw light on salient features of Thinking Traps

Research Hypotheses

This research develops two central hypotheses based on previous studies in order to answer the research questions. These hypotheses are as follows:

H1. There is a significant difference in the average thinking trap scores between the students belonging to Practical and Theoretical Faculties

H2. There is a significant difference in the average thinking trap scores between the students in terms of gender.

Limitations of the Study

The limitations of the study are as follows.

1. This study is limited to students at Batna 1 University.
2. The study was conducted from September to December 2024

Theoretical framework

Thinking traps are cognitive distortions or patterns of irrational and negative thought that can lead to emotional distress and problematic behaviors. Common thinking traps include: (Leahy,2003).

1. All-or-Nothing Thinking: Seeing situations in black and white terms with no middle ground (e.g., "If I don't succeed perfectly, I have failed completely").
2. Overgeneralization: Making broad conclusions based on a single event (e.g., "I failed this test, so I'll never be successful").
3. Mental Filtering: Focusing only on the negative aspects of a situation, ignoring the positive (e.g., "I made one mistake in the presentation, so it was a disaster").
4. Jumping to Conclusions: Making assumptions without evidence, such as mind reading ("She didn't say hi, she must be mad at me") or fortune telling ("I'm going to fail this project").
5. Catastrophizing: Expecting the worst-case scenario (e.g., "If I lose my job, I'll never find another one").
6. Emotional Reasoning: Believing that emotions reflect objective reality (e.g., "I feel anxious, so something bad is going to happen").
7. Should Statements: Having rigid expectations for yourself (e.g., "I should always be perfect at work").
8. Labeling: Assigning negative labels to one self or others (e.g., "I made a mistake, so I'm a failure").

9. Personalization: Taking responsibility for things beyond your control (e.g., "It's my fault the team didn't win").

Genesis and Components of JUMP Program: (Al-Omari, 2020)

In 2015 Prof. Mohamed Salah Shalabi Moussa presented at the Euro-Mead Academy in the Kingdom of Norway program to eliminate rigid mental stereotypes, This program was classified by the academy as the world's first global program for overcoming thinking traps. The program has been widely implemented among individuals and institutions in the Kingdom of Norway, Canada, Turkey, and other countries. The program has achieved statistically significant results that contributed to the development of individuals and organizations.

The program can be applied to adults of various ages and across different levels within organizations. It consists of 12 traps that can be categorized into four categories, as shown in Figure (1). The traps are classified under the following four categories:

The stagnation traps	The impulsiveness traps	Imitation trap	The turbulent emotional mix
• The trap of one language of thinking. • The trap of delusional assumptions. • The trap of the single definition of the problem. • The trap of being limited to subjective standards. • The trap of ignoring relationships.	• Generalization trap. • The trap of ambiguity and confusion in terminology. • The negative perception trap. • Misleading reason trap. • The trap of lack of accurate information.	• False reference trap.	• The trap of the triple mix (fear, doubt, anxiety).

Figure (1) Traps of the JUMP Program

Source: Prepared by the researcher based on previous studies

1) The trap of one language of thinking.

One language of thinking is the use of one language, which is the verbal language (words), and some of them use a non-verbal language (such as numbers and mathematics symbols), neglecting the rest of the languages of thinking, and this becomes a veil standing between the thinker and the truth. Creativity begins where the verbal language ends. (Moussa, 2015)

2) The trap of delusional assumptions.

A delusional assumption is something that the mind assumes exists or does not exist without clear evidence of that. The mere attempt to narrow what is broad or restrict what is absolute without a logical or realistic basis represents here the core of the delusional assumption and its truth. (Al-Omari, 2020)

3) The trap of the single definition of the problem.

The single definition of the problem is one characterization of the problem, seeing the problem from a one-sided perspective, i.e. from a single perspective that recognizes the dimensions of one aspect of the problem that does not extend beyond the other. (Moussa, 2015)

4) The trap of being limited to subjective standards.

Judging matters by referring to oneself, with the belief that this provision shall not be deviated from. (Moussa, 2015)

5) The trap of ignoring relationships.

It means the inability to find relationships between different things. (Moussa, 2015)

6) Generalization trap.

Generalization is defined as reaching a conclusion about a group of associated together without examining each of them individually. (Moussa, 2015)

7) The trap of ambiguity and confusion in terminology.

The ambiguity of terms is defined as expressions or concepts that have more than one interpretation - in themselves. (Al-Omari, 2020)

8) The negative perception trap.

Passive perception is a selective interpretation that selects from the perceptions that suit its goals and interests. . (Moussa, 2015)

9) Misleading reason trap.

A misleading reason is an unreal reason that occurs in an individual's thinking and then he bases a judgment on it. (Al-Omari, 2020)

10) The trap of lack of accurate information.

Not being sure of the complete information, making a judgment using it, and transmitting it to others without verifying it. (Al-Omari, 2020)

11) False reference trap.

False reference is defined as an idea or behavior that is transmitted from one generation to another within a specific cultural framework. (Moussa, 2015).

12) The trap of the triple mix (fear, doubt, anxiety).

The triple mixture is a mental and emotional mixture that creates a disturbance in the mind that affects judgments and decisions. (Al-Omari, 2020)

Population and Sample Size

1. Population and Sampling

The population of the current research is the students of Batna 1 university.

In Batna 1 university, until this research is performed, there are about (19000) students.

2. Sample Size

The sample size required to be large enough to generalize the findings to a population. According to Sample Size Calculator, a sample size of 384 is required if the margin of error is 5%, which is the proportion utilized in social research, the confidence level is 95%.

Data Analysis, Results, and Interpretations

Research data was collected during the period from August 2024 to December 2024. Using Google Form, the researcher designed an electronic version of the jump test which was published to students of batna1 university through social media channels like Facebook Pages, Facebook Groups, and WhatsApp Groups .Total responds were (340), while accepted responds were (313). The Researcher exported the collected data from Google Form to Google Sheet then to Excel Sheet in which items were coded and formatted to be ready for SmartPLS.

Sample Description

Accepted responses to the jump test were (313)

Analysis and Interpretation

Testing Hypothesis – 1

H1: There is a significant difference in the average thinking trap scores between the students belonging to Practical and Theoretical Faculties.

Table 1: Difference in students due to Faculties

Faculty	N	Mean	SD	"t" value	Sig.
Practical	100	70.96	9.08	5.68-	11.71
Theoretical	213	78.65	12.01		

Source: Prepared by the researcher based on the Statistical program

The previous table displays the mean scores, standard deviation, t-value, and final sigma value for each group, the researcher noticed the following:

1. Average Grades: Students in theoretical colleges achieved higher average scores (78.65) than those in practical colleges (70.96).
2. Standard Deviation: Theoretical colleges exhibit a larger standard deviation (12.01), signifying greater variability in students' scores compared to practical colleges (9.08).
3. t-value: The calculated t-value is -5.68, indicating that the difference between the two groups is sufficiently large to be statistically significant.

Hypothesis - 2

H2. There is a significant difference in the average thinking trap scores between the students in terms of gender.

Table 2: Difference in students due to gender

Gender	N	Mean	SD	"t" value	Sig.
Male	131	70.5	7.80	2.91-	11.89
Female	182	74.42	13.92		

Source: Prepared by the researcher based on the Statistical program

As shown in the previous table (2), males have a lower standard deviation than females, indicating that their scores are more consistent. By calculating the degrees of freedom and comparing the result with the critical T value, we find that the calculated T falls outside this range, suggesting that the difference between the two groups is statistically significant.

The researcher justifies the results as follows: Female students might experience a stronger desire to prove themselves in society, particularly in environments where gender equality poses challenges. Additionally, females may place more focus on preparing for exams that require such attention.

Findings and Recommendations

Table 3 below shows the overall view for Research Questions, Objectives, Hypothesizes, and Results of Testing hypotheses as follows:

Table (3): Research Questions, Objectives, Hypothesizes, and Results

Research Questions	Research Objectives	Research Hypothesizes	Results of Testing Hypothesizes
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Research Questions	Research Objectives	Research Hypothesizes	Results of Testing Hypothesizes
Q1. Are there differences in the mean scores in the thinking traps between the students belonging to Practical and Theoretical Faculties?	O1. To study to what extent there are Thinking Traps of Students at Batna 1 University.	H1. There is a significant difference in the average thinking trap scores between the students belonging to Practical and Theoretical Faculties	Accepted
Q2. Are there differences in the mean scores in the thinking traps between the students in terms of gender?	O2. To offer a few suggestions to get over the problems related to Thinking Traps. To throw light on salient features of Thinking Traps	H2. There is a significant difference in the average thinking trap scores between the students in terms of gender.	Accepted

Source: Prepared by the researcher based on Literature, Data, and Statistical analysis outputs.

Theoretical Implications

Based on current research, the researcher recommends these topics for future research:

1. Study the effect of thinking traps on student's performance.
2. Similar studies may be undertaken at different sectors

Practical Implications

Based on the results of the current research, the researcher summarized the practical recommendations as follows:

Table (4): Research recommendations for the field of practice

Practical Recommendations	Notes for application
1. Enhance critical thinking training	Focusing on overcoming thinking traps specially for theoretical colleges
2. Analyze Social and Environmental Factors	Conduct studies to understand the factors affecting academic performance in both genders and their impact on critical thinking skills
3. Regular Assessments	implement regular assessments to track students' progress in overcoming thinking traps and enhance cognitive skills.
4. Interactive Learning Activities	6. Integrate practical and interactive activities in both practical and theoretical college curricula to promote hands-on application of critical thinking.

Source: Prepared by the researcher based on Literature, Data, and Statistical analysis outputs.

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