دراسة المصايد العقلية لدى الطلاب المنتسبين للجامعات الإماراتية

A Study of Thinking traps of Students at Arab United of Emirates Universities using Jump tool

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المستخلص:

أجريت الدراسة على عينة مكونة من 400 طالب من المنتسبين إلى الجامعات بدولة الإمارات العربية المتحدة، استخدمت الدراسة الاستبانة كأداة لجمع البيانات، وأظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين متوسطات درجات مصايد التفكير بين طلاب الكليات العملية والنظرية، وعدم وجود فروق ذات دلالة إحصائية بين متوسطات درجات مصايد التفكير بين طلاب الجامعات الحكومية والخاصة وكذلك عدم وجود فروق ذات دلالة إحصائية بين متوسطات درجات مصايد التفكير تبعا للنوع. وقد أوصت الدراسة بعدد من الاقتراحات منها تطبيق برامج التخلص من المصايد العقلية.

الكلمات المفتاحية:

1-مصايد التفكير

2-أداة جامب

3-جامعات دولة الإمارات العربية المتحدة

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1 – باحث ماجستير– قسم إدارة الأعمال، كلية التجارة، جامعة المنصورة

Abstract

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.

Keywords: Thinking traps, JUMP, Students at Arab United of Emirates Universities.

Introduction

While many strive to avoid the different types of thinking traps, recent studies on the foundations of thinking indicate that certain non-deductive fallacies may be more prevalent, subtle, and easier to succumb to. These fallacies stem from inherent limitations in everyday cognitive patterns concerning change and stability. Historically, these fallacies have been challenging to identify due to their roots in largely subconscious thought processes. However, advancements in our understanding of cognition have made these errors more detectable, partly because we are now more attuned to casual mistakes in argument elaboration. This paper aims to compile and classify these cognitive traps, demonstrating their direct connection to, and possible derivation from, the principles of traditional and dialectical logic.

Lukianoff and Haidt (2018, pp. 40-46) accentuate that colleges and universities might actually be creating environments that cause feelings of oppression and marginalization by teaching students that intentions do not matter and stressing them to overanalyze phrases innocently used and see them as offensive and a reason for rage. Might be to say, "I'm guessing you didn't mean any harm when you said that, but you should know that some people might interpret that to mean..." It is a distorted way of seeing the world always to think the worst of people and to quickly judge them as racist, sexist, ageist, classist. Both the in-group and the out-group may suffer from overgeneralizing and dichotomous thinking. The key to mental health is challenging and overcoming faulty thinking and mind traps.

Objectives of the Study

1. To study to what extent there are Thinking Traps of Students at Arab United of Emirates Universities.

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

3. To throw light on salient features of Thinking Traps.

Hypotheses

1. There exists significant difference in the mean scores in thinking traps between the students belonging to Practical and Theoretical Faculties.

2. There exists significant difference in the mean scores in thinking traps between the students belonging to Governmental and Private Universities.

3. There exists significant difference in the mean scores in thinking traps between the students in terms of gender.

Tools

Thinking Traps assessment questionnaire. A research tool plays a major role in any worthwhile research, as it is the role factor in determining the sound data in arriving at perfect conclusions about the problem or study in hand, which ultimately, helps in providing suitable remedial measures to the problem concerned.

The selection and use of tools can be done in two ways. The first one is to construct a tool independently by the investigator for his own study. Here, there are many problems in doing so. Preparation and standardization of a perfect tool itself is a major task, and one can safely say that it is a doctoral study itself. On construction of their own tools, Anand and Padma (1987) feel that "A note of caution has to be struck when a researcher develops a tool for his study by merely pooling some items and does not subject it to the sophisticated techniques of tool construction. The result would be them obvious, a poor quality. Research. With this, one can say that

preparation and standardization of tools is a major task, and one should take care in aspects like selection of area and sample, pooling up of statements related to the area and sample, consulting the experts, and application of sophisticated statistical techniques.

The second way of selection and use of tools is right selection of tools from already standardized ones available in the field of study. Here also it involves a redious job in locating the tools and identifying their usefulness to the study on hand. Even then, this technique is very useful when a research work is taken to study in depth and when the research work involves a good number of variables. Some people believe that some of the instruments available do not measure up to their standards.

Hence new one, in some instances, consideration should be given to the logistics of the situation. Lacking the time and financial resources of a test and measurement organization, many researchers cannot expect to produce a better instrument. In the cases, the most logical procedure that he can follow is to choose the best instruments available for his purpose

Considering the flaws and merits of the selection of tools in either way, the investigator employed the tool "Thinking Traps assessment questionnaire" for this study to measure Thinking Traps of the students.

Population and Sample for the Study

The sample for the study consists of 400 students studying in Arab United of Emirates Universities.

Limitations of the Study

The limitations of the study are as follows.

1. This study is limited to students at Arab United of Emirates Universities.

2. The sample is limited to certain universities in Arab United of Emirates.

Problem Stated

The problem of the study pertains to the following area. What is the extent of Knowledge attained by the students of Arab United of Emirates Universities with regards to get rid of Thinking Traps?

Sample Design

The sample consists of 100 respondents for pilot study for the purpose of standardization of test in the sample for final study consists of 400 students.

Theoretical Framework

There are many theories that explain thinking traps including:

First: TRAPS OF TRADITIONAL LOGIC

The seven of traps that derive from traditional logic are:

(1) The Forever Changeless Trap: In this trap we think of the current condition as being the same forever.

(2) The Process-Event Trap: This trap leads us into the error of thinking in terms of object- like "events" where we would do better to think in terms of processes.

(3) The Solve It by Redefining It Trap: This could be called the Definition Can Do It Trap in that it attempts to solve problems by redefinition alone.

(4) The Independent Self Trap: In this trap we separate organism from environment, ourselves from our interdependence with others.

(5) The Isolated Problem Trap: In the grip of this trap we regard problems as unconnected to their wider contexts.

(6) The Single Effect Trap: In this trap we think that we can cause a single effect with no "side-effects".

(7) The Exclusive Alternatives Trap: Traditional logic tends to make us think in terms of either-or analysis. Many situations demand that we juggle more than two alternatives.

Second: DIALECTIC TRAPS

Dialectics is as necessary for our thinking as is traditional logic and with the same proviso, that we apply it correctly and accept its limitations. Dialectics is needed for file. critique and to add the time-dimension to our thinking. But the dialectic point of view also has the capacity to draw us into potential error. It contains powerful metaphors that often appear to control our thought in certain areas almost to the exclusion of other possibilities.

There are six potential dialectic traps:

(1) The More Is Better Trap: In this trap we assume that anything can be solved by application of more resources.

(2) The Force Can Do It Trap: In the grips of this trap we think in terms only of forcing a solution on the situation.

(3) The Conflicts Create Productive Change Trap: A direct implication of dialectical thought is the idea that you can create change by creating conflict and that conflict will produce beneficial results.

(4) The Inevitable Antagonism Trap: In this trap we assume that there is inevitable conflict between persons, organisms, groups, nation-states.

(5) The No Limits Trap: This trap assumes limitless resources and arenas for action.

(6) The There's Got to Be a Winner Trap: This trap is the misapplication of the idea of a winner and loser to situations where it is not applicable.

Third: Jump Program to dispose of the Traps of Thinking.

The researcher presents the Jump Program to dispose of the traps of thinking in terms of its concept, origin, components, and objectives. The importance of thinking and its types, thinking skills, and its most important studies are also presented.

The concept of the Jump Program:

The Jump Program is designed to provide individuals with strategies and techniques to overcome mental traps and cognitive limitations that can hinder effective thinking. It aims to enhance critical thinking skills, expand creative problem-solving abilities, and encourage a more open and adaptable mindset. Through this program, participants learn to identify common cognitive biases, challenge preconceived notions, and develop a more holistic approach to decision-making and problem-solving.

(Al-Omari, 2020) defined it as an educational program that works to dispose the mind of the traps of thinking, which are obstructive thinking methods that render individuals unable to confront life's challenges.

While (Moussa, 2015) defined it as disposal the mind of negative thinking patterns and replacing with effective methods.

On the other hand defined it (Saleh, 2022) defined it as a global educational program that aims to uncover mental traps, establish mechanisms to overcome them, strive for the individual's and organizations intellectual liberation from stagnation.

As for (Ismail,2022), defined it as a global thinking program that aims to assist individuals and organizations in developing methodology for problem-solving, decision-making, and fostering creative solutions.

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)

Analysis and Interpretation

Hypothesis – 1

Null hypothesis

There exists no significant difference in the mean scores in Thinking traps 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	200	35.15	8.75	8.20	S
Theoretical	200	24.66	6.54		

Source: Prepared by the researcher based on the Statistical program

Hypothesis - 2

Null hypothesis

There exists no significant difference in the mean scores in Thinking Traps between the students belonging to Governmental and Private Universities.

Table 2: Difference in students due to Universities

Universities	N	Mean	SD	"t" value	Sig.
Governmental	200	24.66	7.07	6.00	NS
Private	200	26.50	7.07		

Source: Prepared by the researcher based on the Statistical program

Hypothesis - 3

Null hypothesis

There exists no significant difference in the mean scores in Thinking Traps between the students in terms of gender.

Table 3: Difference in students due to gender

Gender	N	Mean	SD	"t" value	Sig.
Boys	200	30.04	10.59	.36	NS
Girls	200	30.51	10.27		

Source: Prepared by the researcher based on the Statistical program

Findings of the Study

1. There exists significant difference in the mean scores of Thinking traps between the students belonging to Practical and Theoretical Faculties

2. There exists no significant difference in the mean scores of Thinking traps between the students belonging to Governmental and Private Universities

3. There exists no significant difference in the mean scores of Thinking traps between the students in terms of gender

Recommendations for Further Study

1. Similar studies may be undertaken at different Universities.

2. Correlation Studies with reference to Thinking Traps and different subjects namely Values, Creativity & Strategic leadership may be made.

3. Training programs may be envisaged for students at post graduate level to high light the salient features of get rid of Thinking Traps.

4. Student's skill for learning about get rid of Thinking Traps, collection & classification in universities may be fostered.

Practical Implications

1-

ractice mindfulness that originates from meditation. It helps you become more aware of your thoughts and to increase your self-awareness. It has been effective as a tool to reduce self-criticism and self-deprecation; it can assist one in coping with stress and anxiety (Cuncic, 2023; Psychology Today Staff, 2023).

2-

ay attention to the present moment without judgment. You observe and analyze your thoughts and feelings without getting attached to them. This way, you can recognize and lessen the ones that are distorted or irrational. To do this, you need to label the distortion when you become aware of it. For example, you might say to yourself, "That's a mind-reading thought," "That's an overgeneralizing thought," "That's all-or-nothing thinking," or

"That's a fortune-telling thought." By noticing these cognitive distortions, you can challenge them and replace them with more realistic, accurate, and positive thoughts. For example, you might say, "I am guilty of making an unfair comparison. Instead, I can learn from this experience and improve."

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