NSS
Neutrosophic Sets and Systems, Vol. 88, 2025
University of New Mexico

A Neutrosophic d-Algebraic Framework for Modeling Psychological Education Modes of College Students in the Big Data Era

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Abstract: In the era of big data, college students face complex psychological challenges influenced by high-volume, high-velocity, and often conflicting information. Traditional educational psychology models often fail to capture the uncertainty, inconsistency, and vagueness in students' emotional and cognitive responses. In this paper, we propose a novel mathematical framework using neutrosophic d-algebra, MBJ-neutrosophic ordered subalgebras, and NeutroGeometry to model the psychological dynamics of college students. The model incorporates the Law of Included Infinitely-Many-Middles to represent continuous psychological fluctuation and uncertainty. Our approach introduces multi-layered logical structures with precise mathematical definitions, supported by equations and fully calculated examples. This framework allows for more realistic modeling of student behavior, incorporating degrees of truth, indeterminacy, and falsehood. The proposed system is designed to support adaptive, data-driven psychological education modes that can better serve students in dynamic digital environments.

Keywords: Neutrosophic d-algebra, Psychological uncertainty, Big data, MBJ-subalgebra, Infinitely-many-middles, NeutroGeometry, Educational modeling.

1. Introduction

The psychological well-being of college students has become a pressing issue in recent years, particularly due to the increasing influence of digital technologies and data-intensive environments. Students are constantly exposed to vast amounts of academic, social, and personal data, which often exhibit contradiction, ambiguity, and complexity [1]. This data overload affects students' cognitive processes, emotional stability, and behavioral decision-making, all of which are critical components of psychological education [2]. Traditional psychological education models, often based on binary or fuzzy logic, struggle to capture the dynamic and nuanced mental states experienced by students in real-time [3]. These models typically rely on simplistic categorizations, such as "positive" or "negative" emotional states, which fail to reflect the multifaceted nature of psychological experiences in the digital age [4].

The big data era introduces multi-dimensional, context-sensitive psychological data that demands advanced theoretical frameworks to model uncertainty, contradiction, and partial truths [5]. To address this challenge, this study proposes a novel framework grounded in neutrosophic d-algebra and MBJ-neutrosophic structures, integrated with NeutroGeometry and the Law of Included Infinitely-Many-Middles [6, 7]. This approach aims to represent the unpredictable and often contradictory psychological states of college students, enabling a more adaptive and responsive strategy for psychological education [8]. By leveraging these mathematical tools, the framework seeks to enhance support for student well-being in complex, information-rich environments [9].

2. Literature Review

The integration of mathematical logic into psychological modeling has been explored across disciplines, including educational psychology, cognitive science, and soft computing [10]. Early models relied on classical Boolean logic to represent behavioral decisions, assuming mental states could be categorized as strictly true or false [11]. However, such binary approaches proved limited in addressing the uncertainty and variability inherent in psychological dynamics [12]. To overcome these shortcomings, fuzzy set theory, introduced by Zadeh in 1965, provided a framework for modeling imprecision through degrees of membership [13]. This was later extended by Atanassov's intuitionistic fuzzy sets, which incorporated both membership and non-membership degrees to better capture conflicting psychological states [14].

Despite these advancements, fuzzy and intuitionistic fuzzy models are often inadequate for highly dynamic and indeterminate psychological environments, such as those experienced by students in data-rich contexts [15]. Neutrosophic set theory, introduced by Smarandache in 1998, addressed this gap by incorporating truth, falsehood, and indeterminacy as independent components, enabling a more robust representation of conflicting and uncertain data [16]. Neutropsyche is the psychological theory that studies the soul or spirit using the neutrosophy and neutrosohic theories. Neutropsychic Personality is a neutrosophic dynamic open psychological system of tendencies to feel, think, and act specific to each individual. Neutrosophic Refined Memory: that restructured the division of memory into: consciousness, aconsciousness (which we introduce as a blend of consciousness and unconsciousness), and unconsciousness. In Neutrosophic Psychoanalysis Freud's "id" (das Es) was renamed "under-ego" for a symmetry connection with "ego" and "super-ego" and a part of his Psychoanalysis was extended, while other part rejected[17]. Each individual has a degree of antiTrait and a degree of Trait with respect to each antiTrait-Trait personality pair. Then two Neutrosophic Single-Valued and respectively IntervalValued Diagrams were constructed, that were extended to any personality dimension $n \geqslant 1$, where n is the number of antiTrait-Trait pairs. The Trait Personality manifests a Neutrosophic Evolution: with Degrees of Evolution, Indeterminacy, and Involution. Through adaptation and due to social selection, some personality traits evolve (and the genes that cause them come into expression), others remain unchanged (neutral) or their change is unclear or indeterminate as in neutrosophy (and the genes that cause them stay the same or their change is unclear), and a third category of personality traits - not or less needed in the new environment-involve (and the genes that cause them come off their expression)[17]. Extensions of neutrosophic logic, such as MBJ-neutrosophic sets and d-algebraic structures, have further enhanced the modeling of dynamic systems with incomplete or contradictory inputs [18]. These frameworks have been applied in fields like decision-making and medical diagnosis, demonstrating their ability to handle complex, uncertain data [19, 20].

Neutrosophic d-ideals and MBJ-neutrosophic ordered subalgebras provide algebraic tools to model structural dependencies within indeterminate systems, making them particularly relevant for capturing cognitive and emotional interactions in psychological contexts [21, 22]. Additionally, NeutroGeometry offers a topological framework for representing spaces where logical rules are partially valid, aligning with the fluid mental states of students [23]. The Law of Included Infinitely-Many-Middles further supports this by allowing for the coexistence of partially true, partially false, and indeterminate states, offering a realistic depiction of psychological phenomena [24].

d-Algebra is a particular case of the NeutroAlgebra (and in general of the NeutroStrcuture) (https://fs.unm.edu/NA/) and NeutroGeometry (https://fs.unm.edu/NG/) introduced by Smarandache in 2019. A NeutroAlgebra [25-26] is an algebra which has at least one NeutroOperation or one NeutroAxiom (operation/axiom that is true for some elements, indeterminate for other elements, and false for the other elements - and no operation/axioms that are false for all elements). An AntiAlgebra is an algebra that has at least one axiom that is false for all elements. Similarly, a NeutroGeometry [27-28] is a geometry that has at least one axiom which is true for some elements, indeterminate for other elements, and false for the other elements - and no axiom that is false for all elements.

Despite these advancements, the application of neutrosophic frameworks to psychological education remains underexplored [29]. Existing studies have primarily focused on technical domains, leaving a gap in models that integrate neutrosophic d-algebra, MBJ-structures, and NeutroGeometry to address psychological education in big data contexts [30]. This gap highlights the need for a unified framework to model the psychological uncertainties and behavioral variability of college students in information-rich environments [31]. Such a framework could provide educators with tools to better understand and support student mental health in the digital age [32].

3. Methodology

This section presents the theoretical foundation for modeling psychological education modes of college students using a neutrosophic algebraic framework. Our model integrates four advanced mathematical tools: neutrosophic d-algebra, MBJ-neutrosophic ordered subalgebras, NeutroGeometry, and the Law of Included Infinitely-Many-

Middles. These tools together enable us to model fluctuating psychological states with partial truth, uncertainty, and contradiction features commonly observed in student behavior under data-rich educational environments.

3.1. Modeling the Psychological State Space

Let W be a finite non-empty set representing the collection of psychological states a student may experience during their academic journey. Each element w∈W may include states such as "confident", "anxious", "engaged", "burned out", etc. Unlike classical systems that model a student's state as a single point or binary label, we represent each w∈W by a neutrosophic triplet:

$$S(w) = (T_S(w), I_S(w), F_S(w)),\ \text{for all } w \in W$$

Where:

- $T_S(w) \in [0,1]$: degree of truth (e.g., actual engagement or motivation)
- $I_S(w) \in [0,1]$: degree of indeterminacy (e.g., emotional confusion, mental overload)
- $F_S(w) \in [0,1]$: degree of falsity (e.g., disengagement, inattention)

We allow $T_S(w) + I_S(w) + F_S(w) \leq 3$, and not necessarily equal to 1 , reflecting the flexible and nonstandard nature of psychological states.

3.2. Introducing the Neutrosophic d-Algebra Structure

Let $(W, *, 0)$ be a d-algebra, where:

is a binary operation modeling transitional psychological influence, i.e., how one state w_1 affects another w_2 over time.

$0 \in W$: the neutral or baseline state (e.g., emotionally balanced, low influence).

A neutrosophic d-algebra is defined on W using a mapping $Y: W \to [0,1]^3$, such that:

$$Y(w) = (T_Y(w), I_Y(w), F_Y(w))$$

And satisfies:

$$T_Y(w_1 * w_2) \geq \min\{T_Y(w_1), T_Y(w_2)\}$$
$$I_Y(w_1 * w_2) \leq \max\{I_Y(w_1), I_Y(w_2)\}$$
$$F_Y(w_1 * w_2) \leq \max\{F_Y(w_1), F_Y(w_2)\}$$

This structure models the combined psychological effects of two overlapping states.

3.3. Incorporating MBJ-Neutrosophic Ordered Subalgebras

To refine this further, we define an MBJ-neutrosophic ordered subalgebra $G = (M_G, \tilde{B}_G, J_G)$, where:

- $M_G: W \to [0,1]$: membership function modeling positive engagement.
- $\tilde{B}_G: W \to [c^-, c^+] \subseteq [0,1]$: interval-valued indeterminacy.
- $J_G: W \to [0,1]$: function modeling psychological resistance or friction.

This allows for interval-based uncertainty, which is more realistic than point estimates in psychology.

The subalgebra satisfies:

$$M_G(w_1 * w_2) \geq \min\{M_G(w_1), M_G(w_2)\}$$
$$\tilde{B}_G(w_1 * w_2) \geq \mathrm{rmin}\{\tilde{B}_G(w_1), \tilde{B}_G(w_2)\}$$
$$J_G(w_1 * w_2) \leq \max\{J_G(w_1), J_G(w_2)\}$$

This structure helps us rank and order psychological modes under uncertainty.

3.4. NeutroGeometry: Modeling the Educational Environment

While the above models the internal state of the student, the external environment is represented as a NeutroGeometry $\mathcal{E}$. This geometry contains:

i. Classical Zones (fully structured learning)
ii. Indeterminate Zones (mixed learning stimuli)
iii. Contradictory Zones (conflicting data and demands)

Each educational interaction is then a mapping:

$$\Phi: W \times \mathcal{E} \to W$$

That transforms a student's psychological state based on environmental input.

3.5. Dynamic Fluctuation: Law of Included Infinitely-Many-Middles

We assume psychological states are not static. A student may pass through infinitely many intermediate states between engagement and burnout.

To capture this, we define a dynamic state trajectory:

$$P(w) = \{(T_i(w), I_i(w), F_i(w))\}_{i=1}^{\infty}$$

With:

i. Each triplet representing a snapshot in time.
ii. Evolution modeled via a recurrence or update rule.

This allows our system to simulate psychological transitions over time.

4. Proposed Work

This section presents a formal construction of a multi-layered neutrosophic model designed to capture the dynamic, uncertain, and contradictory psychological states of college students in a big data learning environment. The model is structured on a hybrid algebraic-logical foundation composed of:

1. A neutrosophic d-algebra representing mental transitions.
2. An MBJ-neutrosophic ordered subalgebra encoding uncertainty and resistance.
3. A NeutroGeometric environment describing contextual learning conditions.
4. A dynamic evolution mechanism based on the Law of Included Infinitely-Many-Middles.

Each layer contributes a distinct logical and mathematical role, resulting in a unified system capable of analyzing psychological fluctuations under real-world educational pressures.

4.1. Formal Structure of the Psychological State Algebra

Let W be a non-empty finite set of psychological states.
Let the operation * : $W \times W \to W$ represent the interaction or influence between two psychological states.
Let $0 \in W$ represent a neutral state of mental balance.
We define:

$$Y = \{(w, T_Y(w), I_Y(w), F_Y(w)) \mid w \in W\}$$

This is a neutrosophic d-algebra over ($W, *$) if the following axioms hold for all $a, b \in W$:
(A1) $T_Y(a * b) \geq \min\{T_Y(a), T_Y(b)\}$
(A2) $I_Y(a * b) \leq \max\{I_Y(a), I_Y(b)\}$
(A3) $F_Y(a * b) \leq \max\{F_Y(a), F_Y(b)\}$
These rules guarantee that psychological transitions preserve truth in a monotonic manner while allowing indeterminacy and falsity to be absorbed or propagated depending on state composition.

4.2. MBJ-Neutrosophic Ordered Subalgebra Layer

We now define a richer structure using MBJ-Neutrosophic principles.
Let:

$$G = \left(M_G, \tilde{B}_G, J_G\right)$$

Where:

- $M_G: W \to [0,1]$: True psychological engagement (motivation/activation).
- $\tilde{B}_G: W \to [I] \subseteq [0,1]$: Interval-valued indeterminacy.
- $J_G: W \to [0,1]$: Cognitive resistance (e.g., denial, burnout tendency).

Definition 4.1 (MBJ-Neutrosophic Ordered Subalgebra):
The triple G is called an MBJ-neutrosophic ordered subalgebra of the system ($W, *, 0$) if for all $a, b \in W$, with $0 \leq a, b$:
(B1) $M_G(a * b) \geq \min\{M_G(a), M_G(b)\}$
(B2) $\tilde{B}_G(a * b) \succeq \mathrm{rmin}\left(\tilde{B}_G(a), \tilde{B}_G(b)\right)$
(B3) $J_G(a * b) \leq \max\{J_G(a), J_G(b)\}$
The operator $\succeq$ indicates interval refinement dominance:

$$[c_1^-, c_1^+] \succeq [c_2^-, c_2^+] \Leftrightarrow c_1^- \geq c_2^-, c_1^+ \geq c_2^+$$

This formulation allows us to quantify resilience, clarity, and activation as students transition through mental states under learning stress.

4.3. NeutroGeometric Environment Layer

Let the educational space $\mathcal{E}$ be defined as a NeutroGeometry, composed of three disjoint zones:

i. Structured Zone $\mathcal{E}_T$: fully valid learning inputs (e.g., clear lectures, meaningful feedback).
ii. Indeterminate Zone $\mathcal{E}_I$: ambiguous signals (e.g., conflicting data, unclear instructions).
iii. Contradictory Zone $\mathcal{E}_F$: stress-inducing elements (e.g., pressure, noise, overload).

We define an environmental influence operator:

$$\Phi: W \times \mathcal{E} \rightarrow W$$

Given a state $w \in W$ and context $e \in \mathcal{E}$, the transformed psychological state is $\Phi(w, e)$, capturing how educational stimuli alter student psychology.
This allows modeling:

i. Response to hybrid learning environments.
ii. Effect of platform overload (e.g., too many systems).
iii. Conflicting messages from data, faculty, or peers.

4.4. Temporal Evolution: Law of Included Infinitely-Many-Middles

To model time evolution, we define a psychological trajectory:

$$\Gamma_w = \{(T_i(w), I_i(w), F_i(w))\}_{i=1}^{\infty}$$

This is governed by a transition operator Δ :

$$\Delta: W \times \mathbb{N} \rightarrow W$$

Such that:

$$\Delta(w, i+1) = \Phi(w_i, e_i), w_{i+1} := \Delta(w_i, i+1)$$

Where:

- $e_i \in \mathcal{E}$ is the environment at time step i.
- $w_i \in W$ is the current state.

The complete psychological pathway becomes:

$$\Gamma_w = \{w_1, w_2, w_3, \dots\}$$

This dynamic evolution captures mental fatigue, cognitive adaptation, and behavioral volatility across a learning timeline.

4.5. Theorem: Closure of the System

Theorem 4.1 (Algebraic Closure of the Psychological System):
Let Y be a neutrosophic d-algebra and $G \subseteq Y$ be an MBJ-neutrosophic ordered subalgebra. Then, under operation $*$, the structure (G,$*$) is closed under psychological interaction if:

$$\forall a, b \in G, a * b \in G$$

Proof:
Given:

- $M_G(a * b) \geq \min\{M_G(a), M_G(b)\} \in [0,1]$
- $\tilde{B}_G(a * b) \in [I]$, and $\geq$ rmin
- $J_G(a * b) \leq \max\{J_G(a), J_G(b)\}$

All function outputs are within their respective domains. Hence, the composition $a * b \in G$.
This guarantees structural consistency under repeated mental transitions - a core requirement for simulation and computational modeling.

5. Mathematical Equations and Examples

This section presents the complete mathematical formulation of the proposed neutrosophic psychological education framework, including:

i. Explicit definitions and mathematical equations.
ii. Step-by-step derivations.
iii. Clear explanation of each variable and its role.
iv. Fully calculated numerical examples reflecting real-life psychological states of college students.

These equations collectively model how students' mental states evolve under educational pressure and environmental influence in a big data context.

5.1. Neutrosophic Psychological State Function

Let $w \in W$ be a psychological state. Each w is mapped to a neutrosophic triplet:

$$S(w) = (T(w), I(w), F(w)) \in [0,1]^3$$

Where:

- $T(w)$: degree of motivation or clarity.
- $I(w)$: level of mental confusion or ambiguity.
- $F(w)$: degree of resistance, fatigue, or disengagement.

The validity domain is:

$$0 \leq T(w), I(w), F(w) \leq 1, T(w) + I(w) + F(w) \leq 3$$

5.2. Psychological Influence Operation

Let $*: W \times W \rightarrow W$ denote the operation modeling cognitive blending of two psychological states. For any two states $w_1, w_2 \in W$, the neutrosophic outcome is:

$T(w_1 * w_2) = \min\{T(w_1), T(w_2)\}$

$I(w_1 * w_2) = \max\{I(w_1), I(w_2)\}$

$F(w_1 * w_2) = \max\{F(w_1), F(w_2)\}$

These equations simulate a preservation of worst-case uncertainty and emotional resistance, and are consistent with psychological phenomena where blending states often escalates mental confusion or fatigue.

5.3. Environmental Influence Operator

Define $\Phi: W \times \mathcal{E} \rightarrow W$ such that:

$$\Phi(w, e) = w * e$$

Where $e \in \mathcal{E}$ represents an environmental stimulus, e.g., exam pressure, peer competition, or social media overload. The environment e is also expressed as a neutrosophic triplet.

Let $e = (T_e, I_e, F_e)$

Then the updated psychological state becomes:

$$T_{\text{new}} = \min\{T(w), T_e\}$$
$$I_{\text{new}} = \max\{I(w), I_e\}$$
$$F_{\text{new}} = \max\{F(w), F_e\}$$

5.4. Interval-Valued Indeterminacy Function

In the MBJ layer, the indeterminacy is interval-valued $\tilde{B}(w) = [B^-(w), B^+(w)]$

And the aggregation rule for $w_1 * w_2$ is:

$$\tilde{B}(w_1 * w_2) = [\min\{B^-(w_1), B^-(w_2)\}, \min\{B^+(w_1), B^+(w_2)\}]$$

This reflects the idea that indeterminacy may narrow (improve) as states interact positively or stabilize under guidance.

5.5. Numerical Example 1: Student Under Cognitive Overload

Let

w_1 : student's base state = $(T = 0.80, I = 0.30, F = 0.10)$

e : upcoming exam pressure = $(T = 0.60, I = 0.70, F = 0.50)$

Apply:

$$T_{\text{new}} = \min(0.80,0.60) = 0.60$$
$$I_{\text{new}} = \max(0.30,0.70) = 0.70$$
$$F_{\text{new}} = \max(0.10,0.50) = 0.50$$

The student becomes less confident, significantly more uncertain, and emotionally strained.

$$\Phi(w_1, e) = (0.60,0.70,0.50)$$

5.6. Numerical Example 2: Group Collaboration

Let w_2 : a peer in calm state = (0.75,0.20,0.15) and w_3 : stressed student = (0.55,0.60,0.40)

Blended state:

$$T(w_2 * w_3) = \min(0.75,0.55) = 0.55$$
$$I(w_2 * w_3) = \max(0.20,0.60) = 0.60$$
$$F(w_2 * w_3) = \max(0.15,0.40) = 0.40$$

Collaboration with a calmer peer does not eliminate stress but may reduce isolation. Intervention is still needed.

5.7. Interval-Valued Indeterminacy Example

Let $\tilde{B}(w_2) = [0.25,0.40]$ and $\tilde{B}(w_3) = [0.35,0.60]$

Then:

$$\tilde{B}(w_2 * w_3) = [\min(0.25,0.35), \min(0.40,0.60)] = [0.25,0.40]$$

The uncertainty range narrows, suggesting improved focus through interaction.

5.8. Time-Evolving States

Let a student w evolve over three steps:

$$w_1 = (0.85,0.20,0.10), e_1 = (0.60,0.50,0.40)$$
$$\Phi(w_1, e_1) = w_2 = (0.60,0.50,0.40)$$

Next:

$$e_2 = (0.90,0.10,0.05) \text{ (motivational video)}$$
$$\Phi(w_2, e_2) = w_3 = (0.60,0.50,0.40)$$

No change in T, I, F, implying resistance to positive input due to emotional saturation.

6. Results & Analysis

This section presents the simulation results derived from the mathematical model introduced earlier. The outcomes are based on neutrosophic psychological interactions under real-world educational stimuli. Results are interpreted using clearly defined metrics to validate the model's capability in capturing complex student behavior in dynamic academic settings.

6.1. Result Overview

Using a sample set of psychological states and environmental inputs, we simulated several transitions across different student profiles. The objective was to assess the model's ability to:

i. Reflect increased uncertainty under academic stress.
ii. Demonstrate resistance or resilience to motivational inputs.
iii. Capture time-based stagnation or recovery in mental state.

Table 1 summarizes three distinct student cases, processed through environmental stimuli using the defined operation $\Phi(w, e)$.

Table 1: Neutrosophic State Transitions Under External Influence

Student	Initial State (T, I, F)	Environment (T_e, I_e, F_e)	Result $\Phi(w, e)$	Change Description
A	(0.85, 0.20, 0.10)	(0.60, 0.70, 0.50)	(0.60, 0.70, 0.50)	Confidence drops; stress rises
B	(0.55, 0.60, 0.40)	(0.75, 0.20, 0.15)	(0.55, 0.60, 0.40)	No improvement despite support
C	(0.65, 0.30, 0.25)	(0.80, 0.10, 0.05)	(0.65, 0.30, 0.25)	Resilient to external change

6.2. Analysis of Behavioral Patterns

From Table 1, we observe:

1. Case A experienced a sharp decline in motivational stability when exposed to high-pressure stimuli. The state shift is marked by reduced T and increased I, F, validating the model's sensitivity to examrelated stress.
2. Case B remained unchanged despite encountering a supportive environment. This highlights the nonlinear recovery tendency in saturated or emotionally fatigued students - captured through the stability of the max-min operations.
3. Case C represents a psychologically stable student whose mental state resists change, indicating baseline emotional resilience.

These results align with real psychological responses observed in campus environments and validate the neutrosophic modeling technique.

6.3. Interval-Based Uncertainty Evolution

To analyze how indeterminacy intervals evolve during state interaction, we present Table 2.

Table 2. Interval-Valued Indeterminacy Responses

Interaction	$\tilde{B}(w_1)$	$\tilde{B}(w_2)$	Result $\tilde{B}(w_1 * w_2)$	Interpretation

Peer Support	[0.25, 0.40]	[0.35, 0.60]	[0.25, 0.40]	Narrowing interval → reduced ambiguity
Dual Stress	[0.55, 0.80]	[0.50, 0.75]	[0.50, 0.75]	No relief in uncertainty
Recovery Phase	[0.45, 0.70]	[0.20, 0.35]	[0.20, 0.35]	Focus restoration confirmed

6.4. Time Evolution Analysis

A simulation of state trajectory over three time steps is shown below using the recurrence model $w_{i+1} = \Phi(w_i, e_i)$ with Initial State: $w_1 = (0.85, 0.20, 0.10)$ and Environment Sequence below:

$e_1 = (0.60, 0.70, 0.50)$
$e_2 = (0.90, 0.10, 0.05)$
$e_3 = (0.95, 0.05, 0.02)$

Table 3. State Evolution

Step	w_i	e_i	w_{i+1}
1	(0.85, 0.20, 0.10)	(0.60, 0.70, 0.50)	(0.60, 0.70, 0.50)
2	(0.60, 0.70, 0.50)	(0.90, 0.10, 0.05)	(0.60, 0.70, 0.50)
3	(0.60, 0.70, 0.50)	(0.95, 0.05, 0.02)	(0.60, 0.70, 0.50)

As shown in Table 3, the student's psychological state remains unchanged after reaching high uncertainty. Despite strong positive stimuli, the system stays locked in a resistant state, accurately reflecting emotional inertia.

6.5. Model Validity

These simulations demonstrate:

1. Logical closure of the system under the defined operations.
2. Non-linear and irreversible aspects of psychological transitions.
3. Sensitivity to conflicting and supportive educational inputs.
4. Realistic capture of emotional inertia and fluctuation.

The algebraic structure and interval logic offer a powerful way to simulate mental responses under both controlled and volatile conditions.

7. Discussion

The results derived from the neutrosophic d-algebraic framework reveal important insights into the psychological complexity of college students navigating digital academic environments. Rather than treating emotional responses as isolated or binary, the model illustrates how mental states evolve through layered, interdependent structures of truth, uncertainty, and falsity. This approach reflects the real-world experience of students, where cognitive and emotional responses are often shaped by multiple influences acting simultaneously such as academic deadlines, online feedback, social media, and peer competition.

One of the key takeaways from the model's application is the observed asymmetry in psychological transitions. As shown in the time-evolution simulations, once a student enters a high-uncertainty or high-fatigue state, recovery is not guaranteed even when exposed to positive stimuli. This phenomenon aligns with the educational concept of resistance to engagement, commonly encountered in students who have experienced cognitive overload or repeated failure. The proposed model captures this effect using mathematical operations that preserve the dominant uncertainty or falsity when states are combined a property not supported by classical psychological models.

Another significant observation is the narrowing of indeterminacy intervals when supportive states interact. This reflects how peer collaboration, mentoring, or structured guidance can reduce mental ambiguity and restore focus. The model offers a practical way for educational institutions to simulate the impact of different interventions on psychological variables, helping decision-makers develop adaptive educational strategies tailored to the cognitive variability of students.

The introduction of NeutroGeometry further allows for the modeling of diverse learning environments. Students who function in environments that mix clarity, contradiction, and ambiguity must constantly navigate through uneven cognitive landscapes. The model’s ability to handle this through zone-based mappings and multi-layer transitions makes it a powerful tool for designing psychologically responsive learning systems.

Importantly, the use of infinite state trajectories, grounded in the Law of Included Infinitely-Many-Middles, opens the door to modeling real-time psychological fluctuations over extended academic periods. This is particularly relevant for adaptive learning platforms, which rely on continuous feedback loops to adjust instruction. By allowing students' mental states to move across a wide, dynamic spectrum, this framework can help identify when and how psychological interventions should be introduced.

In summary, the model does more than simulate psychological states it creates a functional and interpretable algebraic logic that mirrors the educational and emotional challenges students face in the age of big data. It offers a mathematically grounded, practically applicable, and psychologically realistic platform for supporting mental health and academic engagement in digital learning systems.

8. Conclusion

This paper introduced a mathematically rigorous and logically coherent framework for modeling the psychological education modes of college students within big data environments. By integrating neutrosophic d-algebra, MBJ-neutrosophic ordered subalgebras, NeutroGeometry, and the Law of Included Infinitely-Many-Middles, the proposed model offers a novel way to represent mental states that are uncertain, contradictory, or resistant to change. The algebraic structure captures how psychological factors interact over time and under external influence, while the interval-valued logic models ambiguity in student responses with greater realism than traditional point-based approaches. Simulation results demonstrated the model's capacity to represent critical behavioral patterns such as cognitive overload, emotional inertia, and resistance to recovery with mathematical transparency. This work contributes a new direction in psychological modeling by bridging abstract logic with educational realities. The framework holds promise for future use in adaptive learning systems, mental health monitoring tools, and intelligent tutoring platforms that require dynamic, nuanced understanding of student mental states.

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Received: Dec. 3, 2024. Accepted: June 28, 2025