# PSYCHOLOGICAL ISSUES OF THE IMPACT OF STUDENTS' MENTAL STATE ON THE EFFECTIVENESS OF THEIR LEARNING ACTIVITIES

## *QUESTÕES PSICOLÓGICAS DO IMPACTO DO ESTADO MENTAL DOS ESTUDANTES NA EFICÁCIA DE SUAS ATIVIDADES DE APRENDIZAGEM*

## *CUESTIONES PSICOLÓGICAS DEL IMPACTO DEL ESTADO MENTAL DE LOS ESTUDIANTES EN LA EFICACIA DE SUS ACTIVIDADES DE APRENDIZAJE*


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**ABSTRACT:** In the modern higher education system, improving the effectiveness of students' learning activities is of significant scientific and practical importance. The main objective of the present study is to empirically investigate the impact of mental states, especially stress and its components, on students' academic achievement. The findings indicate that no statistically significant direct relationship was found between stress levels and academic achievement. The results demonstrate that mental states play an important role in the effectiveness of learning activities and emphasize the necessity of considering students' psychological well-being within the educational process. The study highlights the importance of developing psychological support mechanisms in higher education institutions to enhance academic outcomes and maintain students' mental health. These findings contribute to a deeper understanding of the complex relationship between psychological factors and academic performance and provide practical implications for educational planning and student support services.

**KEYWORDS**: Mental states. Academic performance. Stress. Anxiety. University students.

***RESUMO****: No sistema contemporâneo de ensino superior, a melhoria da eficácia das atividades de aprendizagem dos estudantes possui relevante importância científica e prática. O objetivo principal deste estudo é investigar empiricamente o impacto dos estados mentais, especialmente o estresse e seus componentes, no desempenho acadêmico dos estudantes. Os resultados indicam que não foi encontrada uma relação direta estatisticamente significativa entre os níveis de estresse e o desempenho acadêmico. Evidencia-se, contudo, que os estados mentais desempenham um papel importante na eficácia das atividades de aprendizagem, ressaltando a necessidade de considerar o bem-estar psicológico dos estudantes no processo educacional. O estudo destaca a importância de desenvolver mecanismos de apoio psicológico nas instituições de ensino superior para melhorar os resultados acadêmicos e preservar a saúde mental dos estudantes. Os achados contribuem para a compreensão da relação entre fatores psicológicos e desempenho acadêmico.*

***PALAVRAS-CHAVE****: Estados mentais. Desempenho acadêmico. Estresse. Ansiedade. Estudantes universitários.*

***RESUMEN****: En el sistema moderno de educación superior, mejorar la eficacia de las actividades de aprendizaje de los estudiantes tiene una gran importancia científica y práctica. El objetivo principal de este estudio es investigar empíricamente el impacto de los estados mentales, especialmente el estrés y sus componentes, en el rendimiento académico de los estudiantes. Los resultados indican que no se encontró una relación directa estadísticamente significativa entre los niveles de estrés y el rendimiento académico. Sin embargo, se evidencia que los estados mentales desempeñan un papel importante en la eficacia de las actividades de aprendizaje, destacando la necesidad de considerar el bienestar psicológico de los estudiantes en el proceso educativo. El estudio resalta la importancia de desarrollar mecanismos de apoyo psicológico en las instituciones de educación superior para mejorar los resultados académicos y mantener la salud mental de los estudiantes. Estos hallazgos contribuyen a comprender la relación entre factores psicológicos y rendimiento académico.*

***PALABRAS CLAVE****: Estados mentales. Rendimiento académico. Estrés. Ansiedad. Estudiantes universitarios.*

## INTRODUCTION

In modern times, the effective organization of students' learning activities is very important. On the one hand, this is important for improving learning activity, and on the other hand, for the student's self-affirmation in professional activity (Jabbarov, 2018). It should be borne in mind that all human activity, including learning, is influenced by the degree of influence of various factors that affect its effectiveness. As a number of scientific publications and observations from actual professional experience show, subjective factors arising from the individual's own characteristics play a significant role in learning activity (Jabbarov, 2021).

Subjective factors affecting activity are mainly divided into three types. These include motivational factors, as well as competence and mental state factors. Personal and social motivational factors have a fundamental impact on learning (Berezina, 2008). The fear of rejection, as well as the desire to be accepted, significantly affect failure, as well as the likelihood of success. At a certain level, the effectiveness of the process is monitored almost continuously throughout the student's learning process, and the level of knowledge acquisition of each student is monitored. For this purpose, there are tools such as seminars, assessments, colloquiums, tests and other forms of assessment. In this regard, studies show that a student's performance in knowledge assessments is highly dependent on the influence of mental states (Vasiliev, 2010; Jabbarov et al., 2024).

In general, it can be concluded that mental states are conceptualized as relatively stable psychological phenomena in psychological science. It is believed that they follow a dynamic pattern with a starting and ending point, that they are dynamic formations that develop mainly over time. It is also widely believed that mental states can be classified among a number of phenomena that reflect the characteristics and other features of the human psyche and nervous system over a certain period of time or during the adaptation process (Levitov, 2005).

It should be borne in mind that students regularly encounter obstacles in their learning activities and have to overcome them. This phenomenon is a key component of the educational process as a whole. Faced with difficulties under favorable conditions, an individual finds himself in a certain psychological state, which determines his readiness to overcome certain difficulties. They are characterized by strong willpower, focus on a positive outcome when trying to overcome an obstacle, and a readiness to spend all his energy to achieve the result.

Some students even prefer to work with subjectively difficult material that requires maximum concentration. In some cases, this is explained by the personal qualities of the student, in particular, his determination and the nature of his thought processes, but sometimes

a more complex task turns out to be more attractive and interesting. However, a number of students do not have these qualities and are less successful in overcoming academic difficulties. They lack attention, determination, and perseverance; they become somewhat timid and, as a result, direct their efforts to finding ways to avoid difficulties (Lutoshkin, 1998).

Sometimes students find themselves in situations of extremely high difficulty. Such demands act as extremely strong stimuli and increase both arousal and anxiety of the nervous system. In addition, young people are not always able to adequately assess the complexity of the task or learning situation they encounter. They rely on subjective assessments and do not always have complete information or sufficient competence to understand it correctly. Exams are one of the most difficult periods of academic activity. All students experience certain mental states during exam preparation and testing (Grimak, 2013; Danilova, 2016). Based on this, the main purpose of the study is to investigate the possibilities of the influence of mental states on the effectiveness of students' learning activities and academic performance.

## LITERATURE REVIEW

It should be noted that in modern times, psychology as a scientific discipline is actively developing this area. Psychological research has shown that there are certain regularities that describe the features of mental regulation. At the conceptual level, analytical methods and tools have been developed to assess the nature and course of mental state processes, which demonstrates the practical importance of studying this issue. The study of the issue of mental states as a general psychological category requiring systematic research has led to numerous attempts to scientifically define it as a term, as well as to classify various states according to a number of features.

Levitov (2005) summarized the body of modern data in this area, investigated the mechanisms and features of their manifestation. He also identified comprehensive guidelines for further study of this problem. It stems from the desire to identify mental states in a certain category and determine their relationship with other psychological categories, their nature and essence (Levitov, 2005).

Studies have shown that mental states determine the nature of a person's mental activity and are associated with various mental processes, but are not identical with them. A mental state is essentially unified in comparison with mental processes. Moreover, a mental state is in a certain way connected with the mental characteristics of the individual. Studies show that

"mental state itself includes such processes as individuality, depth, positivity, negativity, duration, attentiveness, etc." (Levitov, 2005).

A number of researchers have shown that mental state is a relatively stable structural organization of all components of the psyche, an active interaction between the person who has this psyche and the external environment, which is currently expressed through a certain state (Sosnovikova, 2005).

Ilin (2016) view of the issue under discussion is somewhat different from these authors. He is mainly interested in the states that develop in a person engaged in socially significant activities that affect both psychological and physiological human structures. He calls such states psychophysiological (Ilin, 2016). Studies have shown that emotional states are the leading factor affecting the quality of cognitive activity among students during learning (Chebykin, 1989). In a number of studies, collective emotional states The phenomena have been studied and their functions have been described (Lutoshkin, 1998). These studies are undoubtedly important and useful for the task ahead, but it should be noted that they are mainly focused on the most general manifestations and features of the relationship between mental states and the educational process (Lutoshkin, 1998; Jabbarov, 2018). However, the above difficulties are not always undesirable. Some experts claim that stress is associated with the vast majority of all diseases and indicate a figure of up to 90%. Therefore, it can be concluded that, despite the fact that the "shock therapy" of exams is a useful tool in the educational process, it can seriously harm students' health and be more harmful than beneficial in the long run. Several studies show that during exam periods, students usually experience mental stress and a sharp lack of physical activity. Violations of wakefulness and rest are common. Sleep is superficial, restless and insufficient. Severe emotional stress aggravates the situation (Ilin, 2016; Levitov, 2005; Jabbarov, 2021).

It should be noted that students are often forced to resort to unhealthy methods to compensate for the tension of the nervous system. In general, this condition negatively affects the general well-being of the body, reduces its resistance to diseases and can lead to various problems both during the exam period and in the somewhat distant future. Overcoming difficulties in general students is a standard part of the educational process. However, not all students reach this state of readiness at the same time as they "press the button". Gifted and capable students may not have certain character traits that ensure this transition. Or some may simply be unlucky with external circumstances; for example, family difficulties can significantly undermine their ability to work. As a result, the exam is not an objective

assessment of their level of preparation, since some students do their best, while others are limited by external or internal circumstances that prevent them from fully expressing themselves (Ilin, 2016; Levitov, 2005).

Those who experience this mental state during exams Many students experience decreased performance, memory impairment, and slowed reaction time. Other medical indicators that can be easily measured objectively also show changes. A number of studies have also revealed and confirmed the negative impact of exams on the cardiovascular system. In addition, there is a decrease in attention and memory, impaired thinking and performance, negative well-being and mood, instability of sleep and appetite.

Self-esteem scales consistently show lower scores compared to normal values. Lack of self-confidence is combined with fear of failure and its consequences. All this is intertwined and leads to an increase in affective experiences (Daniliova, 2016).

Although to varying degrees, mental stress accompanies the student throughout the entire exam period. It reaches its peak during the exam itself, especially when the student is required to remember the exact answer to the question. Anxiety and other components of an undesirable mental state can prevent the student from remembering even those things that he actually knows and could easily remember even if he were not under the stress of the exam. Mental stress can create a kind of stupor that prevents him from moving towards solving the problem, and this can occur at any stage of the task. Studies show that anxious students sometimes have serious difficulties in choosing means to solve the problem (Vasiliev, 2010; Sosnovikov, 2005).

After leaving the stressful situation inherent in the examination process, students often experience relief. This state is experienced in different ways. In some cases, it plays the role of a protective helmet; in other cases, it manifests itself in the understanding that the difficulties have passed and have passed into the realm of memories. It can also be associated with a confident transition to another activity that can distract them from past stress.

Students experience very complex and diverse mental experiences, which are especially acute during the exam. The student's success in the exam largely depends on the intensity and nature of the situations he experiences before the exam. Such situations can be called pre-exam situations. In the exam situation, the student must be attentive, disciplined, and ready to overcome difficulties and demonstrate willpower. However, if a student has all these qualities but is experiencing increased anxiety, the situation can change radically for the worse. In such

cases, specific measures must be taken to address the problems that arise, and the first of these is to identify the presence of a specific negative situation.

## METHODOLOGY

### *Design*

The main objective of the study is to determine the relationship between stress and academic performance in students. For this purpose, both quantitative and qualitative samples and measurements were used. In addition, the study also focuses on the relationship between stress and not only academic performance, but also gender and economic status.

## PARTICIPANTS

The study involved students from different faculties selected randomly. A total of 100 students from each course participated. Of the 134 students, 70 (52.23 %) were female and 64 (47.76%) were male. They were presented with information in various ways and their informed consent was obtained before the test was administered.

## INSTRUMENTS

Several methods were used in the study. One of them was the assessment of the GPA (Grade Point Average) of the participants. Another method used was the Stress Level Determination – Brief Symptom Inventory. We took this method from the article called “The Brief Symptom Inventory. It consists of 53 questions and these questions actually contain the problematic situation. The answers are given in the form of “Never / Very little / Moderately / Quite a lot / Very much”. Then the stress coefficient is calculated.

In addition, the Self-Assessment of Mental States (SMS) test was also used in the study. The methodology is one of the personality questionnaires developed by G. Eysenck (1960-1980s). Eysenck’s questionnaires were based on the author’s development of a new typological approach to personality research. Eysenck’s personality questionnaires have relatively high reliability and validity coefficients and are widely used in practical psychodiagnostics. This test can be used to determine the levels of mental traits such as anxiety, frustration, aggressiveness and rigidity. The test consists of 40 statements grouped into four sections. Each section corresponds to one of the four identified mental states (anxiety, frustration, aggressiveness and

rigidity). When describing various mental states, 2 points are given for often experiencing this state, 1 point for rarely experiencing this state; 0 points for never.

## DATA COLLECTION

The study was conducted in November 2025 among students of different courses of different faculties of Baku State University. The study began with an empirically obtained and validated approach to the problem. Then, permission was sought from the students to obtain the necessary data through a documented presentation. The results of the study were processed based on the calculation of normal distribution (according to the scores collected from academic indicators) using the SPSS (Statistical Package for Social Sciences) software platform.

## ETHICAL CRITERIA

Our study took into account the international ethical aspects of beneficence and non-maleficence for participants. Participants were explained that the results were intended to be beneficial to them, without any intention of harming them under any circumstances. Similarly, the physical and mental well-being of the participants was not compromised during the study.

## RESULTS

A preliminary analysis of the normal distribution was performed on the scores that determined academic achievement during the study. As can be seen in Table 1, the significance level (Sig) was shown as 0.098. If the significance level is greater than $P > 0.05$, we can conclude that the results are normally distributed.

This can also be observed in the hyperbolic curve. Similarly, as shown in the accompanying graph, the scores obtained by the individuals were either on or close to the normal distribution curve.

**Table 1**
*Calculation of the normal distribution (based on students' GPA scores)*

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Grade Point Average | .094 | 134 | .031 | .920 | 134 | .094 |
| Stress Point | .398 | 134 | .000 | .590 | 134 | .000 |

*Note*. Author results.

In Table 1, the data on students' academic performance (GPA) and stress levels were tested for normal distribution using the Kolmogorov–Smirnov and Shapiro–Wilk tests. According to the results of the Shapiro–Wilk test for GPA, the significance level was Sig = 0.094, which satisfies the $p > 0.05$ condition. This result indicates that the GPA indicators are consistent with a normal distribution. At the same time, although the result of the Kolmogorov–Smirnov test (Sig = 0.031) is close to the cutoff value, it is accepted that the academic indicators are normally distributed, taking into account the results of the Shapiro–Wilk test. For stress indicators, the results of both the Kolmogorov–Smirnov (Sig = 0.000) and Shapiro–Wilk (Sig = 0.000) tests were $p < 0.05$. This indicates that the stress indicators deviate significantly from the normal distribution. Thus, since the stress variable does not meet the condition of normal distribution, it was considered appropriate to use non-parametric methods in subsequent statistical analyses on this variable.

**Table 2**

*Correlation Indicators Between Academic Achievement and Stress Level (Spearman)*

| | Grade Point Average | Stress Point |
|---|---|---|
| Spearman's rho | .000 | -.134 |
| | .000 | .166 |
| | .000 | .128 |
| | .005 | .000 |
| | -.134 | .194 |
| | 1.000 | . 000 |

*Note*. Author results.

In Table 2, the relationship between students' academic performance (GPA) and stress level was analyzed using Spearman rank correlation coefficient. The non-parametric Spearman test was applied because the stress variable did not meet the normal distribution condition. According to the results of the analysis, a weak negative correlation was observed between GPA and stress level ($\rho = -0.134$). This indicates that academic performance tends to decrease somewhat as the stress level increases. However, the significance level for the obtained correlation coefficient was $p = 0.194$, which satisfies the $p > 0.05$ condition. This result indicates that there is no statistically significant relationship between GPA and stress level. In other words, the observed weak negative relationship is random and cannot be considered a generalizable result. Thus, the analysis conducted shows that the stress level of students in this study did not have a direct and statistically significant effect on their academic achievement.

This fact gives reason to assume that academic performance depends not only on the level of stress, but also on other psychological and social factors.

**Table 3**

*Relationship between Gender and Stress Level (Chi-Square test)*

| Value | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|---|---|---|---|---|
| Pearson Chi-Square | .164[a] | 1 | .590 | .000 | .000 |
| Continuity Correction[b] | .038 | 1 | .945 | .000 | .000 |
| Likelihood Ratio | .180 | 1 | .780 | | |
| Fisher's Exact Test | | | | .930 | .360 |
| Linear-by-Linear Association | .174 | 1 | .640 | | |
| N of Valid Cases | 134 | | | | |

*Note*. Author results.

In Table 3, the relationship between students' gender and stress level was analyzed using the Chi-Square test. According to the results of the Pearson Chi-Square test, the significance level was p = 0.590, which satisfies the condition of p > 0.05. This result indicates that there is no statistically significant relationship between gender and stress level. A similar result was obtained in the analysis conducted with Continuity Correction (p = 0.945), which confirms the previous result. At the same time, the results of the Likelihood Ratio test also indicate that there is no significant relationship (p = 0.780). The two-sided result of Fisher's exact test (p = 0.930) also confirms that there is no statistically significant difference between gender and stress level. The result obtained for the linear association indicator (p = 0.640) also indicates that the relationship is not significant. Thus, in this study involving 134 students, no statistically significant relationship was found between the gender of the students and their stress levels. This result suggests that gender does not play a decisive role in the formation of stress levels and that other psychological, academic and social factors may have a more significant impact.

**Table 4**

*Correlation between Economic Status and Stress Level (Chi-Square test)*

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | .914[a] | 2 | .780 |
| Likelihood Ratio | .898 | 2 | .640 |
| Linear-by-Linear Association | .680 | 1 | .428 |
| N of Valid Cases | 134 | | |

*Note*. Author results.

The correlation analysis between mental state and academic performance shows that there is indeed a significant relationship between these two factors. Here, P=0.000 indicates

that there is a direct relationship between the two factors (high academic performance, low stress) and that this relationship is significant at the 0.01 level.

As shown in Table 4, students with mental state problems had higher levels of anxiety, frustration, aggression, and rigidity than other students. The results of the "t-test" conducted to determine the differences between two independent groups showed that there were statistically significant differences between the groups. Thus, p = 0.001 for anxiety, p = 0.000 for frustration, p = 0.016 for aggression, and p = 0.012 for rigidity. These results confirm that the differences in the mentioned indicators between students with normal mental status and those with abnormal mental status are statistically significant at the 0.01 and 0.05 significance levels, respectively.

**Table 5**

*Comparison of differences between groups according to academic performance on mental status indicators (Independent samples t-test)*

| Mental status indicators | **Levene testi F** | **p** | **t** | **df** | p (two-tailed) | Mean difference | Std. error | **95% Confidence Interval** |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Down – Up |
| Excitability | 1.61 | .21 | -3.45 | 134 | .001** | -2.36 | 0.58 | (-4.22, -1.23) |
| Frustration | 2.98 | .046 | -3.89 | 134 | < .001** | -3.08 | 0.69 | (-4.54, -1.46) |
| Aggression | 0.36 | .98 | -2.68 | 134 | .016* | -1.86 | 0.72 | (-3.67, -0.39) |
| Rigidity | 0.20 | .78 | -2.55 | 134 | .012* | -1.69 | 0.62 | (-3.21, -0.29) |

*Note*. Author result. p < .05*, p < .01. df – degree of freedom; Std. error – standard error of the mean difference. Levene's test was used to test the equality of variances. Equality of variances was accepted if p > .05.

As can be seen from Table 5, the level of anxiety, frustration, aggression and rigidity was higher in respondents with inadequate academic performance. Using the "T.test" analysis (comparison between two independent groups), the difference between adequate and inadequate mental state was significantly high. Thus, P=0.001 for anxiety, P=0.000 for frustration, P=0.010 for aggression and P=0.012 for rigidity. This indicates that the difference between the two groups is statistically significant at the 0.01 and 0.05 levels. The study showed that mental state plays a significant role in the process of effective organization of training activities. The effectiveness of mental health is associated with high training performance, and this relationship is significant. These facts should be taken into account.

## DISCUSSION

Several studies are similar to ours. For example, Akomodi (2025). His study provides a comprehensive examination of both positive and negative behaviors and shows how they can significantly impact students' educational experiences and outcomes. The results of the study indicate that positive behaviors, such as collaboration, participation, and growth mindsets, are associated with increased academic achievement and improved motivation among students. Conversely, negative behaviors, including interest distortion, disruptive behavior, and maladaptive coping strategies, are associated with decreased academic achievement and negative mental health outcomes (Akomodi, 2025). In addition, several studies also agree with our studies. It has been determined that it is possible to increase academic achievement and their improvement depending on the psychological state (Cole et al., 2004; Dunlosky et.al, 2013; Febrieta et al., 2023).

The results of the study indicate that there is statistically significant relationship between students' academic achievements and their stress levels. Although a negative correlation was observed between GPA and stress, this relationship is statistically significant. This suggests that stress may have a direct impact on students' academic performance, or if it does, it might be moderated by factors such as individual characteristics, social support, and motivation. While previous research has emphasized that high stress levels can negatively influence academic achievement, this study does not find such an association. These findings underscore the importance of individual and contextual variation

It is important to note that anxiety is often equated with mental health. In general, anxiety itself is a multifaceted psychological term. It describes both a stable characteristic of the individual and a specific, more acute and stressful state of a person within a certain, limited time frame.

Analysis of studies shows that the emergence and manifestation of increased anxiety is associated with the complex interaction of affective, cognitive and behavioral reactions resulting from various stresses affecting a person (Berezina, 2008; Ilin, 2016). In addition to the above, the individual tendency of a person to experience anxiety, which manifests itself as a lower threshold for the occurrence of an anxiety reaction, is also called anxiety. This factor is one of the main parameters of personal differences between the mental profiles of different people. A certain range of anxiety levels is a normal, natural and necessary phenomenon of a healthy psyche, without which active life is unthinkable. When anxiety arises in one situation, it is inappropriate. If anxiety is similar in intensity and duration, a person can develop

undesirable adaptation to such situations. This leads to violations in behavioral integration, and if inappropriate anxiety arises in more than one situation, a general disorder may arise in the human psyche (Berezina, 2008).

Our research has also shown that although anxiety has many different meanings, it is a single phenomenon and, one might say, is identical with a mental state. Anxiety acts as a forced mechanism of emotional stress. It arises in situations where there is a disruption of the balance in the relationship between the individual and the environment, and adaptive mechanisms are activated. On the other hand, when it is too intense, anxiety leads to the development of adaptive disorders.

### *Limitations and recommendations for future research*

One limitation of this study is that it only involves students from a single university, which limits the generalizability of the findings. Additionally, measuring stress through self-assessment can introduce subjectivity, potentially reducing the objectivity of the results. The study focuses solely on GPA and stress, without considering the effects of other factors. Future research should employ larger, multi-university samples to explore the relationship between stress and academic performance in a more comprehensive manner. Factors such as social support, motivation, and sleep patterns should also be evaluated to understand their impact on students' academic success, and the combined effect of these variables should be investigated. Such approaches may contribute to the development of more effective strategies.

## CONCLUSION

Mental states are an extremely important part of a person's inner world. Many of them have an external expression that cannot always be ignored. Throughout life, mental states are constantly changing, adapting to the needs of the situation, thereby regulating relationships with other people and interactions with the environment. Mental states mobilize the body, which is necessary to cope with unexpected and uncertain life situations. Mental states significantly affect all types of activity and manifest themselves in all behavioral scenarios. This class of mental phenomena is very large. Much work is required to describe and analyze them. The theory of mental states cannot currently be considered complete; it is not yet complete. Like other mental phenomena, mental states reflect the interaction between the individual and the environment.

The most significant changes occurring in the body, the inner world, or the external environment have a certain impact on the individual's holistic personality. This implies a transition to a new mental state. The conducted research was aimed at investigating the influence of students' mental states on the effectiveness of their learning activities and academic performance. Empirical results show that no direct and statistically significant relationship was established between stress level and academic performance. This fact gives grounds to assume that the effect of stress on academic performance is not direct, but is formed in interaction with other psychological and social factors. However, it was found that the structural components of mental states, such as excitability, frustration, aggressiveness and rigidity, were significantly higher in students with low academic performance.

The results of the study also showed that there is no statistically significant relationship between the gender and economic status of students and stress level. This indicates that stress is more related to individual psychological characteristics, adaptation mechanisms and subjective perception of the learning process. Correlation and comparative analyses confirm that mental states play an important role in the process of organizing learning activities and that these states indirectly affect the formation of academic results.

In general, the study highlights the importance of taking mental states into account in the educational process and emphasizes the need to implement programs aimed at developing psychological support, stress management and emotional regulation skills in higher education institutions. This approach can contribute to the fuller realization of students' academic potential and the protection of their psychological well-being.

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- **Author contributions**: Conceptualization, R.J. and C.G.; methodology, A.N.; software, S.H.; validation, S.B., A.N. and R.J.; formal analysis, C.G.; research, S.H.; resources, S.B.; data selection, S.B.; original draft preparation, R.J.; proofreading and editing, C.G.; visualization, A.N; supervision, S.H.; project management, R.J.; securing funding, C.G. All authors read and approved the published version of the manuscript.

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