Tolerance to Uncertainty in Adolescence as a Psychological Problem

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Abstract

The article considers the problem of uncertainty as an integral attribute of modern human life. The importance of forming tolerance to uncertainty as an important means of organizing the life path of an individual is revealed. It is determined that the very ability of a young person to find his place in society, to properly build interpersonal relationships within the uncertainty of life events affects the future of both professional and life success. A young person in situations of uncertainty chooses one of two main strategies of action: destructive and constructive, which depends on the motivation and significance of the event for the individual. Scientists have developed different methods for studying tolerance / intolerance to uncertainty. This article presents the results of an empirical study that reveals the features of the development of tolerance for uncertainty in student youth.

Keywords: Uncertainty, tolerance for uncertainty, life plan, questionnaire of tolerance for uncertainty.

The problem of uncertainty is actively developed in modern science. This topic has attracted the attention of representatives of various fields of scientific knowledge, who may interpret this concept differently.

In psychology, uncertainty is often seen as a complication of procedures for choosing a particular direction and means of action in the presence of a potentially possible set of solutions, when some of these decisions may lead to negative consequences in the future.

T. Kornilova, carrying out the historical experience of considering the concept of uncertainty, emphasizes that initially uncertainty was seen as a sign and at the same time a measure of chaos, and only over time won the idea that it is an integral attribute of everyday life [4]. This has led to the emergence of a significant number of relevant studies in which a person's ability to make decisions in the absence of completeness of information is no longer seen as an attribute of a particular situation, but as an integral personal characteristic that largely determines the success of life problems.

A special - methodological - status of the relevant topic received in psychology. On the one hand, this is due to the fact that, according to V.P. Zinchenko, uncertainty is inherent in the very subject of psychology, which contains complex transitions of objective and subjective [1]. On the other hand, this is due to immediate practical needs. After all, in modern society, which is characterized by an incredible complication of all spheres of human life, the very need to solve everyday problems taking into account many potential factors and consequences of their influence becomes, according to D.O. Leontiev, the basis for rethinking fundamental psychological categories - such as personality and development [5].

At the same time, the pace of transformation of the life plan of modern man is becoming more dynamic. Human life actually turns into a stream of uncertain situations in all spheres of existence: material, economic, political, social, ideological, interpersonal interaction, and so on. This necessitated the restructuring of both individual and mass consciousness, changes in the very process of constructing a picture of the world. It was necessary to abandon the dominant way of perceiving the world as a set of stable, clearly defined, rigidly, linearly determined events, subject to strict norms and traditions, accepting the model of the world as extremely variable, variable, probabilistic [1]. It is a person's ability to live in conditions of global and total uncertainty today is an important quality of personality, ensures the constructiveness and success of its implementation in modern society [2].

Consideration of the problem of uncertainty in psychology has necessitated the separation of its objective and subjective perspective. If in the objective sense uncertainty can

be defined as the presence of several potential trends, the feasibility of the choice and the predicted results of each of which are equally probable, then in the subjective sense of uncertainty will understand the situation in which a person has an objective the ability to choose from several equally probabilistic alternatives, but there are no: a) the necessary information; b) resources; c) the semantic value of the situation and its consequences, and, consequently, the desire to resolve the situation.

The conducted theoretical analysis and experience of empirical study of the problem by observing people's behavior revealed two main strategies of action in situations of uncertainty: destructive and constructive.

Destructive strategy is realized as a person's departure from the experience of his imperfection, inability to make choices, predicting potential mistakes and their negative consequences, which blocks its activity. It most often occurs in people who have had a negative experience of dealing with uncertain situations in the past. They are dominated by the motivation to avoid failure over the motivation to succeed, formed a complex of learned helplessness, they are characterized by low self-esteem, there is no need to resolve the situation, which leads to violations in the system of goal setting, blocking activity.

The second strategy is implemented in cases where the situation and its consequences are vital for the person. Then the person focuses on the idea that it is the refusal to resolve the situation that can lead to negative consequences rather than potentially possible failure, and in his individual experience there are cases of successful overcoming of situations of uncertainty.

The study identified types of information, the absence or insufficiency of which can create a situation of uncertainty:

- lack of clear human evaluation criteria for the feasibility and potential effectiveness of existing ways and directions of resolving the situation;
- lack of a clear idea of the results he wants to get;
- lack of clear awareness of own resources, their sufficiency to resolve the situation and achieve the planned.

At the same time, it should be borne in mind that the availability of certain information (for example, about the negative experiences of other people in similar situations) can only deepen the state of uncertainty.

The conducted theoretical analysis showed the ambiguity of the semantic content of the term "uncertainty" in psychology. On the one hand, it has a negative perspective, focusing on the emergence of a person's feelings of insecurity. In fact, this means that the epicenter of the uncertainty is shifted to the past, when a person realizes that the resources available to him, formed in a previous life, are not enough to solve a certain life problem. On the other hand, this is definitely a positive aspect, which allows us to consider the situation in terms of the range of equivalent opportunities available to man. Making a decision here involves a certain risk, so the person feels a certain excitement. Finally, an important characteristic of the situation is the presence of appropriate goals, the desire to solve the situation. Violation of goal setting can be a good reason to block activity, the emergence of various barriers that inhibit the actions of the individual.

The emergence of the term "tolerance for uncertainty" (TU) is associated with the work of E. Frenkel-Brunswick [6; 7], which in the study of perception revealed the phenomenon of tolerance to uncertainty and subsequently studied the relationship of tolerance to uncertainty with personality traits.

A person's ability to act in a situation of uncertainty is seen as a bipolar dimension, at one pole of which is tolerance for uncertainty, and at the other - the inability to tolerate uncertainty. People who are tolerant of uncertainty are calm about vague ideas, vague stimuli and situations, and even strive for them. People who are unable to tolerate uncertainty avoid uncertain situations and react to them with stress, acting fussy and sharp. It is believed that tolerance for uncertainty promotes creativity, because thanks to it a person, facing complex problems, is able not to make hasty, partial and suboptimal decisions.

Based on the results of the analysis, we formulate a working definition of tolerance for uncertainty. By **tolerance of uncertainty** we mean the quality of personality, which determines a person's ability to respond positively to situations of uncertainty, to act in conditions of vaguely defined goals and objectives, incomplete availability of source information, to overcome its insufficiency by active action.

Among the scientific studies there are various methods of researching tolerance to uncertainty, including the scale of tolerance to uncertainty S. Badner (Budner, 1962), the revised scale of tolerance to uncertainty (Revised Scale for Ambiguity Tolerance (AT-20), McDonald, 1970), method of tolerance to uncertainty (Measurement of Ambiguity Tolerance

(MAT-50), Norton, 1975), scale of tolerance to uncertain stimuli of different type-I (Multiple Stimulus Types Ambiguity Tolerance-I (MSTAT-I) McLain, 1993), scale of tolerance to indeterminate stimuli of different types - II (Multiple Stimulus Types Ambiguity Tolerance-II (MSTAT-II) McLain, 2009), etc. In the process of empirical research of the problem we used the questionnaire of tolerance to uncertainty TV Kornilova [3], which allows to obtain quantitative values for three factors:

Factor 1. Tolerance to uncertainty - a generalized personality trait, which means the desire for change, novelty and originality, willingness to go in unusual ways and prefer more complex tasks, to be able to independence and beyond the accepted limitations.

Factor 2. Intolerance - focuses on the desire for clarity, order in everything and the rejection of uncertainty, the assumption of the predominant role of rules and principles, the dichotomous division of right and wrong ways, thoughts and values.

Factor 3. Interpersonal intolerance to uncertainty - means the desire for clarity and control in interpersonal relationships, discomfort in case of uncertainty in relationships with others. In general, it meets the criteria of instability, monologue, static in relations with others.

The first factor is the most important. The second and third factors are essentially opposite to the first, the third factor is part of the second and relates to the sphere of interpersonal relations. The obtained sum of points for each indicator corresponds to a certain level of manifestation of the studied property: high, medium and low.

The study involved 4th year students of four institutions of higher education - Taras Shevchenko Kyiv National University, National Aviation University, V. Hetman National Economic University, V.O. Sukhomlinsky Mykolaiv National University. The total number of respondents is 107 people. The general distribution of respondents by levels of tolerance / intolerance to uncertainty is given in table. 1.

Table 1

Distribution of respondents by levels of tolerance / intolerance

Investigated properties	Levels of tolerance / intolerance					
	Low		Medium		High	
	Number of people	%	Number of people	%	Number of people	%
Tolerance to	-	-	49	45,8	58	54,2

uncertainty						
Intolerance of uncertainty	-	-	69	64,5	38	35,5
Interpersonal intolerance to uncertainty	11	10,3	73	68,2	23	21,5

Regarding tolerance to uncertainty, slightly more than half of students (54.2%) showed a high level, less than half - medium (45.8%), low level was not detected. Intolerance manifested itself somewhat differently. The majority of respondents (64.5%) showed an average level of its manifestation, 35.5% of respondents had a high level, and a low level was also not detected. In terms of interpersonal intolerance: a high level was manifested in about one-fifth of respondents (21.5%), a significant majority showed a medium level (68.2%), a low level of interpersonal intolerance was found in 10.3%. Thus, most respondents are not yet ready for a stable, clear relationship, new acquaintances, changes in behavior and flexible rules of interaction, which is quite understandable for adolescence.

The study provides an opportunity to draw conclusions about the tolerance / intolerance of students to uncertainty in life events. According to the results obtained, attention should be paid to further work with student youth on the formation of competencies of interpersonal interaction in different life situations. The next aspect is to take measures to change students' intolerance of uncertainty and increase tolerance to uncertainty. Since such a person, who seeks to perform more complex tasks, is ready to find the right solution to the problems, and can go beyond the generally accepted rules and frameworks, will be the driving force of society, which requires today's human development strategy.

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Translation of the Title, Abstract and References to the Author's Language

ТОЛЕРАНТНІСТЬ ДО НЕВИЗНАЧЕНОСТІ У ЮНАЦЬКОМУ ВІЦІ ЯК ПСИХОЛОГІЧНА ПРОБЛЕМА

Анотація:

В статті розглядається проблема невизначеності, як невід'ємного атрибуту життя сучасної людини. Розкривається важливість формування толерантності до невизначеності, як важливого засобу організації життєвого шляху особистості. Визначається, що саме вміння молодшої людини знайти своє місце у суспільстві, правильно побудувати міжособистісні стосунки у рамках невизначеності життєвих подій впливає на подальшу як професійну, так і життєву успішність. Молода людина в ситуаціях невизначеності обирає одну з двох основних стратегій дій: деструктивної і конструктивної, що залежить від мотивації та значущості події для особистості. Науковці розробили різні методики дослідження толерантності/інтолерантності до невизначеності. У даній статті наводяться результати емпіричного дослідження, що розкривають особливості розвитку толерантності до невизначеності у студентської молоді.

Ключові слова:

Невизначеність, толерантність до невизначеності, життєвий план, опитувальник толерантності до невизначеності.

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