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Korobka Illia Mykolayovych Postgraduate Student of the Institute for Social and Political Psychology the National Academy of Educational Sciences of Ukraine, St. Andriivska, 15, Kyiv, 04070, tel.: (093) 133-85-55, <https://orcid.org/0000-0001-7253-1896>

TOLERANCE/INTOLERANCE TO UNCERTAINTY AND SUBJECTIVE WELL-BEING OF STUDENT YOUTH: EMPIRICAL INTERPRETATIONS

Abstract. The article presents the results of a study on the psychological indicators of students, focusing on the characteristics of their tolerance/intolerance to uncertainty and subjective well-being. As part of the research's diagnostic phase, the current level of a wide range of psychological indicators was determined, which serve as the empirical foundation for the characteristics of tolerance/intolerance to uncertainty and subjective well-being in students.

It was found that the most represented level, in percentage terms, of the distribution of the vast majority of psychological indicators relevant to the characteristics of their tolerance/intolerance to uncertainty and subjective well-being, is the average level.

The content interpretation of the identified trends in the distribution of characteristics of tolerance/intolerance to uncertainty and subjective well-being among students was conducted taking into account the proportionate relationship between high and low levels of relevant psychological indicators, as well as overall across the sample.

The obtained results generally provide grounds to speak of a balance between tolerant and intolerant attitudes toward uncertainty among the surveyed students, as uncertainty represents a serious adaptive challenge. This, in turn, activates the motivation of young people to maintain it at an acceptable level, especially in today's difficult conditions related to the war.

Despite the societal uncertainty due to the war, students exhibit a certain level of anxiety about the future and may experience negative emotions when faced with uncertainty. However, they still demonstrate a sufficient ability to build their lives according to their beliefs, remain open to new experiences, find meaning in their



efforts and life tasks, and experience a sense of purpose in their existence. Young people strive to achieve well-being, show self-confidence, and, despite difficulties, display optimism and enthusiasm. They see themselves as capable of finding and obtaining resources, despite the challenging situation in the country due to the war.

Keywords: tolerance/intolerance to uncertainty, existential-activity well-being, personal growth, emotional well-being, sense of security, student youth

Коробка Ілля Миколайович аспірант Інституту соціальної та політичної психології НАПН України, вул. Андріївська, 15, м. Київ, 04070, тел.: (093) 133-85-55, <https://orcid.org/0000-0001-7253-1896>

ТОЛЕРАНТНІСТЬ/ІНТОЛЕРАНТНІСТЬ ДО НЕВИЗНАЧЕНОСТІ ТА СУБ'ЄКТИВНЕ БЛАГОПОЛУЧЧЯ СТУДЕНТСЬКОЇ МОЛОДІ: ЕМПІРИЧНІ ІНТЕРПРЕТАЦІЇ

Анотація. У статті представлено результати дослідження психологічних показників студентської молоді, змістовно релевантних проявам характеристик її толерантності/інтолерантності до невизначеності та суб'єктивного благополуччя. В рамках реалізації завдань констатувального блоку дослідження встановлено актуальний рівень вираженості широкого спектру психологічних показників, які змістовно виступають структурною емпіричною основою прояву характеристик толерантності/інтолерантності до невизначеності та суб'єктивного благополуччя студентської молоді.

Встановлено, що найбільш представленим у відсотковому вираженні рівнем розподілу абсолютної більшості психологічних показників випробуваних, релевантних проявам характеристик їх толерантності/інтолерантності до невизначеності та суб'єктивного благополуччя, є середній рівень. Змістову інтерпретацію виявлених тенденцій у розподілі характеристик толерантності/інтолерантності до невизначеності та суб'єктивного благополуччя у студентської молоді проведено з урахуванням характеру співвідношення пропорцій між високим та низьким рівнем вираженості релевантних психологічних показників, а також загалом по вибірці.

Отримані результати в цілому дають підстави говорити про урівноваженість толерантного та інтолерантного ставлення до невизначеності досліджуваних представників студентської молоді, адже невизначеність представляє серйозний адаптивний виклик, що відповідно активує мотивацію молодих людей на утримання її на прийнятному рівні, особливо в сьогоденних складних умовах, пов'язаних з війною. Попри те, що в ситуації суспільної невизначеності внаслідок війни, студентська молодь виявляє певний рівень тривоги перед майбутнім та, у разі зіткнення з невизначеністю, може переживати негативні емоції, вона все ж демонструє належний рівень здатності будувати своє життя відповідно до власних переконань, відкрита



новому досвіду; знаходить сенс у своїх зусиллях і життєвих завданнях та переживає осмисленість свого існування. Молоді люди докладають зусилля для досягнення благополуччя, демонструють впевненість у собі та, незважаючи на труднощі, все ж виявляють оптимізм та насагу; вбачають себе здатними знаходити і отримувати ресурси, незважаючи на складну ситуацію в країні внаслідок війни.

Ключові слова: толерантність/інтолерантність до невизначеності, екзистенційно-діяльнісне благополуччя, особистісне зростання, емоційне благополуччя, відчуття безпеки, студентська молодь

Formulation of the problem. In the context of societal instability and uncertainty due to the war, the issue of psychological well-being among students and the identification of psychological resources to maintain it in these conditions become highly relevant. Situations of uncertainty immerse individuals in specific psychological states related to their attitudes towards uncertainty (its perception, experience, and behavioral strategies). How a young person interprets uncertainty—whether as a threat or an opportunity for self-realization, and how they experience and react to it—will affect the effectiveness of their self-realization and achievement of subjective well-being. Therefore, understanding the features of young people's reactions to uncertainty is an important research direction, especially concerning their well-being.

Analysis of recent research and publications. Uncertainty is an inherent aspect of life in its various dimensions, and individuals are continuously influenced by numerous effects of uncertainty. Accordingly, an important issue is the interpretation of tolerance to uncertainty as one of the key categories in this context.

The analysis of tolerance to uncertainty is approached from different perspectives: as an integral personal characteristic (H. Pavlenko) [1]; as a personality trait manifested in constant readiness for anything that might happen (S. Litvin) [2]; as a personal characteristic reflected in the ability to endure uncertain situations (N. Koerner) [3] and to perceive uncertainty as neutral or positive, while maintaining the capacity to respond proactively in conditions of incomplete, new, and/or contradictory information (H. Gromova) [4]; as a combination of negative and positive psychological reactions provoked by a conscious awareness of not knowing certain aspects of the world (M. Hillen et al.) [5].

In the context of our study, we consider tolerance to uncertainty as a personality trait that defines an individual's ability and skill to act effectively and make decisions in conditions of incomplete or contradictory information; as a personal characteristic reflecting a tendency to experience positive emotions in uncertain, unpredictable, unstructured, and ambiguous situations, perceiving them not as threats but as challenges, as opportunities for self-realization.

Focusing on uncertainty as a specific backdrop of societal life highlights certain aspects of achieving well-being, particularly for youth as one of the vulnerable social groups in conditions of societal instability and uncertainty.



One of the markers that allow us to judge a person's overall life satisfaction, satisfaction with oneself, and the nature of relationships with others is the concept of well-being, which involves an emotional assessment of one's attitude toward life in the broadest sense.

The issue of subjective psychological well-being and the study of youth well-being in contemporary conditions have been addressed in a number of both recent domestic (K. Gruzinova [6]; O. Klepikova [7]; S. Revenko [8]; Y. Khomenko [9] and others) and international (G. Arslan [10]; M. Zadworna [11] and others) studies.

The analysis of the well-being issue highlights the importance of assessing the subjective well-being of students (both from the perspective of emotional experiences, judgments, and self-consistency). This assessment includes evaluating satisfaction with oneself and life, which manifests in feelings of happiness, as well as evaluating psychological well-being as an integral indicator of the extent to which young people are oriented towards the realization of key components of positive functioning.

The purpose of the article. To identify and analyze psychological indicators that are contextually relevant to the manifestations of characteristics of tolerance/intolerance to uncertainty and subjective well-being among students in conditions of societal uncertainty due to the war.

Presentation of the main material of the study with justification of the obtained results. To investigate tolerance and intolerance to uncertainty and subjective well-being among students, a survey was conducted from March to May 2023 using a questionnaire prepared with Google tools. The questionnaire included a range of methods to identify indicators of tolerance/intolerance and subjective psychological well-being.

Using the Multiple Stimulus Types Ambiguity Tolerance Scale-I (MSTAT-1) by D. McLain, the Intolerance of Ambiguity Scale (IAS) by S. Budner, and the Intolerance of Uncertainty Scale-12 by N. Carleton, the level of expression of several psychological indicators – empirical correlates contextually relevant to the manifestations of tolerance to uncertainty among students – was measured.

Using a psychodiagnostics complex aimed at determining indicators of subjective well-being – namely, R. Shamionov's Personality Subjective Well-being Diagnostic Method, K. Riff's Psychological Well-being Questionnaire adapted by N. Shishko, and the Oxford Happiness Questionnaire (OHQ) by M. Argyle – the level of expression of several psychological indicators – empirical correlates contextually relevant to the manifestations of subjective well-being among students – was measured.

The survey involved 576 individuals – young people pursuing higher education at various institutions in Chernihiv, Sumy, Hlukhiv, Lviv, Chernivtsi, Uzhhorod, Zaporizhzhia, and Dnipro. Among them were students pursuing bachelor's degrees (first year – 9.5%, second year – 17.9%, third year – 46.6%, and fourth year – 13.4%) and master's students (first year – 10% and second year – 2.1%)



across various fields of study (law, economics, management, entrepreneurship, psychology, preschool, secondary, and special education).

Respondents were aged 17 to 20 years – 74.6%, 21 to 29 years – 17%, and 30 to 35 years – 8.4%, with a gender distribution of men (17%) and women (83%). The empirical stage of the research was conducted during the period of the full-scale Russian invasion of Ukraine (March to May 2023).

According to the content of the research stages and the procedure for the empirical development of the problem of tolerance to uncertainty and subjective well-being among students, we will present the analysis and content interpretation of the results within the framework of the diagnostic phase of the empirical study.

During the implementation of the tasks in the diagnostic research block, a set of psychological indicators relevant to the manifestations of tolerance/intolerance to uncertainty and subjective well-being among students was obtained, and the current level of expression of a wide range of these indicators was determined. The analysis of the distribution of tolerance/intolerance to uncertainty indicators by their level of expression in the subjects is presented in Table 1.

Based on the analysis of the tabular data, it can be stated that the most prevalent level, in percentage terms, for the distribution of the majority of psychological indicators relevant to manifestations of tolerance/intolerance to uncertainty among the subjects is the medium level.

Table 1

Degree of Expression of Tolerance to Uncertainty Indicators in the Subjects
(in % of the total number of subjects, N=576)

Psychological Indicator	Degree of Expression of the Indicator			Total
	low	medium	high	
Scales of the MSTAT-1 technique D. McLane				
Attitude toward the new	23,4	53,1	23,5	100
Attitude toward complex tasks	22,9	57,5	19,6	100
Attitude toward uncertain situations	10,8	60,8	28,4	100
Preference for uncertainty	16,8	64,7	18,5	100
Acceptance/avoidance of uncertainty	14,5	59,3	26,2	100
Overall level of tolerance to uncertainty	19,5	63,6	16,9	100
Scales of the IAS technique S. Budner				
Novelty of the situation	23,8	45,3	30,9	100
Complexity of the situation	13,9	64,1	22,0	100
Insolubility of the situation	24,4	42,5	33,1	100
Overall level of intolerance to uncertainty	27,9	47,8	24,3	100
Scales of the IUS-12 technique by N. Carleton				
Predictive anxiety	22,0	54,2	23,8	100
Distressing anxiety	20,8	54,9	24,3	100
Overall intolerance to uncertainty	22,1	53,7	24,2	100



If we summarize the data ranking the percentage proportions of the medium level of expression of psychological indicators of tolerance to uncertainty among young people relative to their total number, we have the following distribution: preference for uncertainty (64.7%); complexity of the situation (64.1%); overall level of tolerance to uncertainty (63.6%); attitude toward uncertain situations (60.8%); acceptance/avoidance of uncertainty (59.3%); attitude toward complex tasks (57.5%); distressing anxiety (54.9%); predictive anxiety (54.2%); overall intolerance to uncertainty (53.7%); attitude toward the new (53.1%); overall level of intolerance to uncertainty (47.8%); novelty of the situation (45.3%); insolubility of the situation (42.5%).

The content interpretation of the detected trends in the distribution of tolerance/intolerance to uncertainty characteristics among students should be conducted considering the nature of the proportional relationships between high and low levels of expression of relevant psychological indicators.

A more detailed analysis of the relationship between high and low levels of expression for the following psychological indicators of tolerance/intolerance to uncertainty among the subjects is warranted: attitude toward uncertain situations (28.4% and 10.8%, respectively); acceptance/avoidance of uncertainty (26.2% and 14.5%, respectively); complexity of the situation (22.0% and 13.9%, respectively); insolubility of the situation (33.1% and 24.4%, respectively); novelty of the situation (30.9% and 23.8%, respectively).

The first psychological indicator that can be noted for its disproportionate relationship between high and low levels of expression among the subjects is the attitude toward uncertain situations. Based on the analysis of the tabular data, it can be stated that, relative to the number of subjects with a low level of expression of this psychological indicator (10.8% of the total), a significantly larger portion of the sample (28.4% of the total) shows a pronounced tendency to perceive themselves as active agents in their actions and to control their own lives. For these individuals, it is more characteristic to optimistically evaluate their successes and failures, as well as to expect success in the future. At the same time, they are less reflective, less anxious, transition from planning to action more quickly, and are more willing to take risks compared to individuals with a low level of tolerance for uncertainty.

Acceptance/avoidance of uncertainty is the next psychological indicator of tolerance to uncertainty for which a disproportionate relationship between high and low levels of expression among the subjects has been recorded. Based on the analysis of the tabular data, it can be stated that, relative to the number of subjects with a low level of expression of this indicator (14.5% of the total), more than a quarter (26.2% of the total) of the sample shows a high level of tolerance to uncertainty. This trait defines an individual's attitude toward ambiguous, uncertain, and anxiety-provoking situations, regardless of the emotional valence of the uncertainty. For these



individuals, it is characteristic to view any uncertain situation as an opportunity for choice, growth, and gaining new experiences. They do not experience destructive anxiety in uncertain situations and are able to act actively and productively within them.

Similar distribution trends are observed regarding the psychological indicator of situation complexity. As in the previous case, a disproportionate relationship between high and low levels of expression of this tolerance/intolerance to uncertainty indicator has been recorded among the subjects. Based on the tabular data, it can be asserted that, relative to the number of subjects with a low level of expression of this indicator (13.9% of the total), a significantly larger portion (22.0% of the total) of the sample exhibits a pronounced ability to perceive a complex situation as a catalyst for tapping into internal resources and personal development. Facing a complex situation prompts these individuals to make efforts to seek and use alternative solutions to the current problem, and also activates and mobilizes their capacity for personal growth.

Among the psychological indicators of tolerance to uncertainty where a disproportionate relationship between high and low levels of expression has been observed, the indicator of situation insolubility can be included. Based on the tabular data, it can be stated that, relative to the number of subjects with a low level of expression of this psychological indicator (24.4% of the total), one-third of all subjects (33.1% of the total) exhibit a pronounced ability to perceive a problem that seems potentially unsolvable (insoluble) as a new life twist that equips them with new experiences and skills for overcoming it. Such individuals do not resist irreversible changes in uncertain (potentially unsolvable, insoluble) situations, while maintaining a state of calm when faced with them.

Finally, the last psychological indicator of tolerance to uncertainty where a disproportionate relationship between high and low levels of expression has been observed is the novelty of the situation. Based on the tabular data, it can be stated that, relative to the portion of subjects with a low level of expression of this psychological indicator (23.8% of the total), almost one-third of all subjects (30.9% of the total) exhibit a high degree of its expression. For these subjects, new circumstances are perceived more as challenges rather than destabilizing factors. The novelty of the situation arouses curiosity in such individuals, motivating and mobilizing them to seek constructive and effective ways to address it.

We will present a summarized analysis of the current level of expression of a range of psychological indicators in the subjects, which serve as the structural empirical basis for the manifestation of characteristics of tolerance/intolerance to uncertainty.

According to the results from the MSTAT-1 by D. MacLean, the subjects exhibit a moderately positive attitude toward new situations and events, and towards



novelty in general. They are quite open to new experiences and prepared for new challenges. They perceive themselves as agents of their own actions and believe they can control their lives, evaluating their successes and failures with a certain level of optimism. However, in complex situations, they might experience anxiety and lack confidence in their actions. They may somewhat limit their choices based on the complexity and uncertainty of the situation. Nevertheless, they are eventually able to master themselves and act effectively.

The results from S. Badner's method also indicate that the subjects display a combination of both tolerant and intolerant traits, with their manifestation depending on the situation's novelty, complexity, and resolution. The average group indicators of tolerance/intolerance to uncertainty suggest that young people are aware of and accept the complexity, ambiguity, and unpredictability of the surrounding world. They strive to take these factors into account in their actions, while also attempting to introduce clarity, understanding, organization, and predictability into their lives and their environment.

Results from N. Carleton's IUS-12 method show that, according to the scale of predictive anxiety, which describes the cognitive component of the attitude towards uncertainty, the subjects generally exhibit conscious expectations and beliefs about the future and uncertainty.

According to the scale of distressing anxiety, which assesses more physical-emotional reactions to situations of uncertainty, it has been established that their emotional responses to uncertainty are mostly quite restrained, not provoking fear or confusion in unexpected circumstances. They do not attempt to avoid difficulties and novelty.

Thus, the results obtained generally support the view that there is a balance between tolerant and intolerant attitudes towards uncertainty among the studied student youth. Uncertainty presents a significant adaptive challenge, which, in turn, activates the motivation of young people to maintain it at an acceptable level, especially under the current difficult conditions related to the war.

Similarly, using the psychodiagnostics complex aimed at determining indicators of subjective well-being, the level of expression of various psychological indicators – empirical correlates relevant to manifestations of subjective well-being among student youth – was measured. The analysis of the distribution characteristics of these psychological indicators by their level of expression among the subjects is presented in Table 2.



Table 2

Degree of Expression of Subjective Well-Being Indicators among the Subjects
(% of the total number of subjects, N=576)

Psychological Indicator	Degree of Expression of the Indicator			Total
	low	mid	high	
Scales of the Subjective Well-Being Diagnostic Methodology				
Emotional Well-Being	20,4	55,6	24,0	100
Existential-Activity Well-Being	14,0	60,4	25,6	100
Ego-Well-Being	21,6	56,3	22,1	100
Hedonic Well-Being	21,5	53,8	24,7	100
Social-Normative Well-Being	20,4	54,6	25,0	100
Overall Level of Subjective Well-Being	18,0	62,1	19,9	100
Scales of the "Express Assessment of Psychological Well-Being" Methodology by C. Riff				
Positive Relationships with Others	19,1	58,0	22,9	100
Autonomy	26,2	43,5	30,3	100
Environmental Mastery	19,5	56,7	23,8	100
Personal Growth	31,7	43,6	24,7	100
Purpose in Life	19,9	56,6	23,5	100
Self-Acceptance	21,6	55,6	22,8	100
Integrative Level of Psychological Well-Being	15,8	65,8	18,4	100
Scales of the "Oxford Happiness Questionnaire" by M. Argyle				
States	31,9	44,1	24,0	100
Resources	20,2	56,2	23,6	100
Sense of Security	25,5	55,4	19,1	100
Overall Level of Emotional Well-Being as Happiness	13,5	61,8	24,7	100

Based on the analysis of the tabular data, it can be stated that, similar to the previous case, the most represented percentage level of distribution for the majority of the psychological indicators of the participants, relevant to the manifestations of their subjective well-being, is the moderate level.

If we summarize the data on the ranking of percentage proportions for the moderate level of expression of psychological indicators of subjective well-being among young people in relation to their total number, we get the following



distribution: integrative level of psychological well-being (65.8%), general level of subjective well-being (62.1%), general level of emotional well-being (61.8%), existential-functional well-being (60.4%), positive relationships with others (58.0%), environment management (56.7%), life goals (56.6%), ego well-being (56.3%), resources (56.2%), emotional well-being (55.6%), self-acceptance (55.6%), sense of security (55.4%), social-normative well-being (54.6%), hedonistic well-being (53.8%), states (44.1%), personal growth (43.6%), autonomy (43.5%).

A meaningful interpretation of the detected trends in the distribution of subjective well-being characteristics among university student youth was also conducted with consideration of the proportional relationship between high and low levels of expression of the relevant psychological indicators.

In this context, it is important to consider the proportional relationship between high and low levels of expression for the following indicators of subjective well-being among university students: existential-functional well-being (25.6% and 14.0% respectively), overall level of emotional well-being (24.7% and 13.5% respectively), states (24.0% and 31.9% respectively), personal growth (24.7% and 31.7% respectively), and sense of security (25.5% and 19.1% respectively).

Existential-functional well-being is the first in a series of subjective well-being indicators where a disproportionate relationship between high and low levels of expression has been observed among the subjects. Based on the tabular data analysis, it can be stated that compared to the number of subjects with a low level of this indicator (14.0% of the total), more than a quarter (25.6% of the total) of the study sample exhibits a high degree of existential-functional well-being. For these subjects, it is characteristic to focus on applying effective efforts and implementing productive methods to achieve fundamental life goals.

Similar trends are observed in relation to the psychological indicator of overall emotional well-being. As with the previous case, a disproportionate relationship between high and low levels of expression has been recorded for this indicator among the subjects. Based on the tabular data, it can be stated that compared to the number of subjects with a low level of this indicator (13.5% of the total), nearly a quarter (24.7% of the total) of the study sample exhibits a high degree of overall emotional well-being as a psychological characteristic of experiencing satisfaction with one's life; a sense of predictability and foreseeability in various aspects of life, and confidence and calmness about it. These subjects are characterized by a tendency to easily recover from states of sadness or anger, and not dwell on negative memories. They believe that the surrounding world and life as a whole are worth approaching with interest and affection.

Another psychological indicator where a disproportionate relationship between high and low levels of expression among the subjects has been observed is personal growth. As seen in Table 3.2, compared to the members of the study sample with a high level of this psychological indicator (24.7% of the total), nearly a third of all subjects (31.7% of the total) exhibit a low degree of intent and motivation to



acquire new life experiences and fully realize their personal potential. Subjects with a low degree of motivation for personal growth tend to show reduced interest and engagement in life, low levels of self-reflection on their personal development and sense of self-improvement over time, and a lack of interest in continuous personal self-development.

The last psychological indicator where a disproportionate relationship between high and low levels of expression among the subjects has been identified is the sense of security. According to the tabular data, similarly to the previous cases, in relation to the number of representatives of the study sample with a high level of this psychological indicator (19.1% of the total), more than a quarter of all subjects (25.5% of the total) exhibit a low degree of the psychological indicator of subjective well-being, such as the sense of security. For subjects with a low degree of this indicator, the characteristic features include the absence of a comprehensive sense of safety in the surrounding world; a low level of confidence in the ability to influence one's own life; understanding the surrounding world as something that cannot be influenced or controlled in various aspects; and experiencing life situations as emotionally unsafe and threatening.

The summarized analysis of the current level of expression of the spectrum of psychological indicators among the subjects, which form their empirical structural basis for manifestations of subjective well-being, shows that young people make efforts to achieve well-being. Despite the difficult situation in the country, their lives are eventful and meaningful (*existential-activity well-being*). Their actions and behaviors align with social norms and their own moral values (*social-normative well-being*). Young people are generally satisfied with themselves, their character, and appearance, and show self-confidence (*ego-well-being*). Despite difficulties, they still display optimism and motivation (*emotional well-being*).

The expression of the spectrum of psychological well-being indicators suggests that the student youth generally demonstrate a proper level of ability to build their lives according to their own beliefs (*autonomy*). They meet environmental demands and overcome difficulties (*environmental management*), have a positive attitude towards themselves (*self-acceptance*), and strive to establish close relationships with others based on support and empathy (*positive relationships with others*). They show the ability to find meaning in their efforts and life tasks, experience a sense of purpose in their existence (*life goals*), and aspire to realize their potential while being open to new experiences (*personal growth*).

The study of how student youth experience their emotional well-being, life satisfaction, emotional states, resources, and sense of security has shown that young people generally express satisfaction with themselves and their lives. They perceive most positive emotions in daily life as a result of living happily. At the same time, while the subjects exhibit relatively stable states of emotional well-being, negative experiences or unresolved unpleasantness can persist in memory and affect their emotional state. Nonetheless, they generally perceive the world as safe and quite



resourceful. It is also noteworthy that young people believe they can influence their own lives, view themselves as capable of finding and obtaining resources – especially through relationships with others – and feel equipped to handle life's challenges.

Conclusions. The results of the study indicate that in the context of societal instability and uncertainty due to the war, student youth are capable of viewing uncertain situations as opportunities for choice and acquiring new experiences. They perceive complex situations as a stimulus for unlocking inner resources and personal development. At the same time, in uncertain (potentially unsolvable) situations, considering their complexity and uncertainty, they may experience anxiety, exhibit uncertainty in their actions, and somewhat limit their choices, yet they manage to control their lives and act effectively. These findings suggest that the current situation of instability and uncertainty prompts the studied student youth to largely maintain a balance between tolerant and intolerant attitudes towards uncertainty, as the challenges posed by the war represent a significant adaptive challenge for them.

Despite experiencing a certain level of anxiety about the future and the potential for negative emotions when faced with uncertainty due to the war, student youth demonstrate a significant ability to shape their lives according to their own beliefs. They remain open to new experiences, have a positive self-regard, strive to develop their abilities, and overcome challenges. They find meaning in their efforts and life tasks, and they experience a sense of purpose in their existence. Young people are making efforts to achieve well-being, exhibit self-confidence, and, despite difficulties, maintain optimism and motivation. They believe they are capable of finding and accessing resources, despite the challenging situation in the country.

Further analysis of the issue should include verifying the concept of tolerance for uncertainty as a psychological resource for the subjective well-being of student youth.

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