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**TOLERANCE OF UNCERTAINTY AS A PERSONAL RESOURCE
FOR THE DEVELOPMENT OF SENIOR HIGH SCHOOL
STUDENTS' CREATIVITY**

**ТОЛЕРАНТНІСТЬ ДО НЕВИЗНАЧЕНОСТІ
ЯК ОСОБИСТІСНИЙ РЕСУРС РОЗВИТКУ КРЕАТИВНОСТІ
СТАРШОКЛАСНИКІВ**

Vasykévych Ya. Z.

*Candidate of Psychological Sciences,
Associate Professor,
Associate Professor at the Department
of Psychology
Hryhorii Skovoroda University
in Pereiaslav
Pereiaslav, Ukraine*

Василькевич Я. З.

*кандидат психологічних наук,
доцент, доцент кафедри психології
Університет Григорія Сковороди
в Переяславі
м. Переяслав, Україна*

Ryk M. S.

*Ph.D. in Philosophy,
Senior Lecturer at the Department
of Philosophy and Social Anthropology
Hryhorii Skovoroda University
in Pereiaslav
Pereiaslav, Ukraine*

Рик М. С.

*кандидат філософських наук,
старший викладач кафедри філософії
та антропології
Університет Григорія Сковороди
в Переяславі
м. Переяслав, Україна*

Kikinezhdi O. M.

*Doctor of Psychological Sciences,
Professor,
Professor at the Department
of Psychology
Ternopil Volodymyr Hnatiuk National
Pedagogical University
Ternopil, Ukraine*

Кікінежді О. М.

*доктор психологічних наук, професор,
професор кафедри психології
Тернопільський національний
педагогічний університет
імені Володимира Гнатюка
м. Тернопіль, Україна*

Contemporary transformations of the educational space, caused by social instability, wartime conditions, and the high dynamics of informational

changes, actualize the problem of developing creativity as an integrative personal quality. Creativity is increasingly considered not only as an individual characteristic of gifted students but as a universal competence that ensures the ability for flexible adaptation, productive thinking, making non-standard decisions, and effective functioning under conditions of uncertainty. This issue becomes particularly significant in senior high school age, when worldview formation, professional intentions, reflective mechanisms, and an individual style of thinking are actively developing.

Within the structure of psychological factors influencing creativity development, tolerance of uncertainty occupies an important place – a personal characteristic that reflects the ability to accept ambiguous, contradictory, or insufficiently structured situations without excessive anxiety and without striving for their immediate simplification. Within the cognitive-style approach, it is associated with openness to new experience, intellectual flexibility, readiness for risk, and the ability to maintain a problem situation in the field of consciousness long enough for its creative processing. In contrast, intolerance of uncertainty is characterized by a tendency to avoid complexity, an increased need for structure, and a striving for definiteness, which may limit variability of thinking.

In foreign and domestic studies, tolerance of uncertainty is considered a personal resource of creative giftedness. Thus, E. Nosenko and M. Shapoval [2] substantiated tolerance of uncertainty as a system-forming personal resource that ensures acceptance of novelty, readiness for intellectual risk, and the ability to act in open problem situations.

Theoretically, a positive relationship between acceptance of uncertainty and the ability for divergent thinking is assumed. At the same time, the results of empirical studies remain ambiguous, which indicates the complexity and multifactorial nature of the creativity phenomenon. In the works of K. Stoycheva [4] and D. Tegano [5], positive relationships between tolerance of uncertainty and creativity were identified, whereas other studies demonstrate weak or unstable correlations [6].

A review of contemporary publications indicates that tolerance of uncertainty is considered a psychological resource that promotes openness to alternative ideas, divergent thinking, and innovative behavior [3].

The purpose of our study was to identify the peculiarities of creativity development in senior high school students and to determine the role of tolerance of uncertainty as a personal prerequisite for creative thinking.

The study involved 46 students of grades 10–11 from general secondary education institutions in the city of Pereiaslav. To collect empirical data, the shortened figural form of the Torrance Tests of Creative Thinking, D. McLain's Multiple Stimulus Types Ambiguity Tolerance Scale (MSTAT-I), and S. Budner's Intolerance of Ambiguity Questionnaire [1]

were used. Data processing was carried out using descriptive statistics methods and Spearman's rank correlation coefficient.

The analysis of creativity indicators revealed a heterogeneous structure of the development of senior high school students' creative abilities. The group mean values of fluency (9.6), flexibility (6.7), and originality (8) fall within normative ranges, whereas elaboration (14.9) corresponds to a below-norm level. This structure indicates a sufficient potential for idea generation and the ability for divergent thinking, combined with insufficient development of skills related to detailing, structural design, and refinement of creative ideas.

Level analysis confirmed the indicated tendencies: the vast majority of students demonstrated a high level of fluency, medium or low levels of flexibility and originality, and the elaboration indicator was low across the entire sample.

Further analysis was aimed at identifying the relationship between originality as a key indicator of creativity and tolerance of uncertainty. Comparison of subgroups with different levels of originality showed a tendency toward an increase in tolerance of uncertainty indicators in the group with higher creative results. At the same time, a decrease in intolerance of uncertainty was observed with an increase in originality level. The obtained data are consistent with the provisions of creativity psychology regarding the role of acceptance of ambiguity as a condition for activation of divergent thinking.

At the same time, the results of correlation analysis revealed weak statistically insignificant relationships between creativity indicators and tolerance/intolerance of uncertainty. This allows us to conclude that tolerance of uncertainty does not act as a direct predictor of creative abilities, but rather as a personal resource that may enhance their manifestation in interaction with other factors – intellectual, motivational, emotional, and social.

The insignificance of correlations may be explained by the limited sample size, age characteristics of the participants, and the influence of the educational context, in which creative activity is often regulated by external requirements. Under modern learning conditions, senior high school students often orient themselves toward standardized assessment criteria, which may reduce the influence of individual psychological characteristics on creative activity outcomes.

The practical significance of the study lies in the possibility of using the obtained results for the development of psychological and pedagogical programs aimed at fostering creativity among senior high school students. A promising direction is the combination of forming openness to uncertainty with the development of skills of reflective analysis, structural refinement

of ideas, and bringing creative intentions to a completed result. Creating an educational environment that supports experimentation, intellectual risk, and acceptance of ambiguity may contribute to the harmonious development of both divergent and convergent components of creative thinking.

Thus, the results of the study indicate that the development of creativity in senior high school students is characterized by an imbalance between idea generation and their in-depth elaboration. Tolerance of uncertainty may be considered a personal resource supporting creative activity; however, its influence is indirect and requires further study on expanded samples using comprehensive statistical analysis.

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