

# **The relationship of uncertainty intolerance, loneliness and hardiness with high-risk behavior of high school students**

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**The present study was conducted to investigate the relationship between uncertainty, tolerance and loneliness in high school students. This descriptive study is a correlation type. The statistical population of this study was all male and female secondary school students in the city of Siahkal in the academic year of 1396-97. Also 274 persons were identified using the Morgan table and inaccurate sampling method. To collect data, Conner and Davidson's resiliency questionnaires, Usher and colleagues' loneliness, uncertainty and risk tolerance in Iranian adolescents were used. Data analysis was performed using Spss20 software and multiple regression tests. The results of the main hypothesis showed that predictors of uncertainty imbalance, loneliness and resilience can predict high-risk behavior in students. Also, the results of sub hypothesis also showed that the uncertainty components of intolerance were able to predict high risk behaviors in students ( $P = 0.001$ ,  $G = 9.47$ ,  $F$ ). Correlation coefficient ( $R^2 = 0.703$ ) also showed that these components could explain 70% of the changes in high-risk behaviors in students. The results of multiple linear regression tests in the second hypothesis of loneliness components were able to predict addiction in students ( $P = 0.014$ ,  $447 = (271, 2) F$ ). Also, the correlation coefficient squared ( $R^2 = 0.905$ ) also showed that these components could explain 90 percent of the changes in high risk behaviors in students. Also, there was a significant relationship between the resiliency components (the notion of individual competence, trust in individual instincts, positive acceptance of change, control and spiritual effects) and the high risk behavior of high school students. Resiliency components were also able to predict the patient's behavior in the students.**

**Keywords : Intolerance of uncertainty- Loneliness - Resilience - Risky Behavior**

