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ENVIRONMENTAL SELF-AWARENESS AS A VALUE-SEMANTIC COMPONENT OF THE PERSONAL RESOURCE POTENTIAL

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The article presents a theoretical and empirical study of environmental self-awareness as a value-semantic component of an individual's resource potential. The relevance of the study is determined by the growing scale of global environmental challenges and the need to identify psychological mechanisms underlying the formation of pro-environmental behavior. The aim of the study is to conceptualize environmental self-awareness as an integrative personal resource and to empirically examine its relationships with psychological resourcefulness and self-reflection.

The methodology is based on a cross-sectional correlational research design. The sample consisted of 142 higher education students of Bogdan Khmelnitsky Melitopol State Pedagogical University. Data were collected using validated psychometric instruments, including the New Ecological Paradigm (NEP) scale, the Pro-environmental Social Responsibility (PSR) scale, the Self-Reflection and Insight Scale (SRIS), and a psychological resourcefulness questionnaire. The internal consistency of the instruments was confirmed (Cronbach's $\alpha = 0.78–0.84$).

The results indicate that medium and high levels of environmental beliefs, environmental responsibility, self-reflection, and psychological resourcefulness prevail in the sample. Statistically significant positive correlations were found between environmental beliefs and environmental responsibility ($r = 0.42$; $p < 0.01$), psychological resourcefulness ($r = 0.35$; $p < 0.01$), as well as between self-reflection and resourcefulness ($r = 0.47$; $p < 0.01$). A relative asymmetry between the cognitive-worldview and value-normative components was identified, manifested in the higher development of normative orientations compared to the depth of their cognitive internalization. The scientific novelty lies in the interpretation of environmental self-awareness as an integrative value-semantic resource that combines cognitive, normative, and reflexive components into a unified system of self-regulation. The practical significance of the findings is associated with their potential application in the development of environmental education programs and psychological interventions aimed at enhancing personal resourcefulness and promoting pro-environmental behavior.

Key words: *environmental self-awareness, personal resource potential, psychological resourcefulness, self-reflection, environmental beliefs, environmental responsibility, environmental psychology.*

Варіна Ганна, Моложон Каріна, Бурцева Олена. Екологічна самосвідомість як ціннісно-смисловий компонент ресурсного потенціалу особистості

У статті представлено теоретико-емпіричне дослідження екологічної самосвідомості як ціннісно-смислового компонента ресурсного потенціалу особистості. Актуальність дослідження зумовлена зростанням глобальних екологічних викликів та необхідністю виявлення психологічних механізмів формування екологічно орієнтованої поведінки. Метою роботи є концептуалізація екологічної самосвідомості як інтегративного особистісного ресурсу та емпіричне визначення її взаємозв'язків із психологічною ресурсністю і рефлексивністю. Методологія дослідження ґрунтується на крос-секційному кореляційному дизайні. У дослідженні взяли участь 142 здобувачі вищої освіти Мелітопольського державного педагогічного університету імені Богдана Хмельницького. Для збору даних використано валідизовані психодіагностичні методики: шкалу New Ecological

Paradigm (NEP), шкалу проекологічної соціальної відповідальності (PSR), шкалу саморефлексії та інсайту (SRIS) та опитувальник психологічної ресурсності. Надійність інструментів підтверджено показниками внутрішньої узгодженості (α = 0.78–0.84). Результати засвідчили, що у вибірці домінують середні та високі рівні екологічних переконань, екологічної відповідальності, саморефлексії та психологічної ресурсності. Виявлено статистично значущі позитивні кореляції між екологічними переконаннями та екологічною відповідальністю (r = 0.42; p < 0.01), психологічною ресурсністю (r = 0.35; p < 0.01), а також між саморефлексією та ресурсністю (r = 0.47; p < 0.01). Встановлено відносну асиметрію між когнітивно-світоглядним і ціннісно-нормативним компонентами, що проявляється у більш високій вираженості нормативних орієнтацій порівняно з глибиною їх когнітивної інтеріоризації. Наукова новизна полягає у трактуванні екологічної самосвідомості як інтегративного ціннісно-смислового ресурсу, що поєднує когнітивні, нормативні та рефлексивні компоненти у єдину систему саморегуляції. Практичне значення результатів полягає у можливості їх використання при розробленні програм екологічної освіти та психологічних інтервенцій, спрямованих на розвиток ресурсності та екологічно відповідальної поведінки.

Ключові слова: *екологічна самосвідомість, ресурсний потенціал особистості, психологічна ресурсність, саморефлексія, екологічні переконання, екологічна відповідальність, екологічна психологія.*

Introduction. In the contemporary world, environmental challenges are acquiring a systemic character and increasingly shape the conditions of social, economic, and cultural development. Climate change, ecosystem degradation, resource depletion, environmental pollution, and biodiversity loss constitute a complex set of global risks that directly affect quality of life, human health, social stability, and the security of future generations. In this context, the formation of environmental responsibility and an environmentally oriented worldview extends beyond a purely social issue and becomes a psychological one, as human environmental behavior is largely determined by systems of values, meanings, and attitudes.

Statistical data from international studies confirm the growing global attention to environmental issues. According to the large-scale international survey Peoples' Climate Vote conducted by the United Nations Development Programme in collaboration with the University of Oxford in 2024, which covered 77 countries and represented approximately 87% of the world's population, the majority of people recognize the seriousness of climate challenges [12]. In particular, 64% of respondents consider climate change a global emergency, while 56% report thinking about climate change regularly (daily or weekly). Additionally, 78% support strengthening measures to protect populations from the impacts of extreme weather events. Findings from other international surveys also demonstrate a high level of awareness of environmental risks. According to data from the Pew Research Center, on average, 67% of adults across 25 countries consider global climate change a serious threat to their country, 24% view it as a moderate threat, and only about 9% do not perceive it as a significant issue. In some countries, the level of concern is even higher, with up to 80% of the population identifying climate change as one of the major global threats of our time [13]. Contemporary research also indicates increasing public support for active environmental action. International surveys show that around 80% of people worldwide believe that governments should intensify efforts to combat climate change, and a substantial proportion of the population is willing to support environmental policies even at economic cost.

These findings point to a gradual transformation of public consciousness, in which environmental issues are no longer confined to scientific or political discourse but become an integral component of individual worldviews. In this context, the phenomenon of environmental self-awareness gains particular importance, reflecting an individual's awareness of their embeddedness within the human–nature system, their understanding of the environmental consequences of their actions, and the development of a responsible attitude toward the environment.

From a psychological perspective, environmental self-awareness is conceptualized as a complex integrative construct encompassing cognitive, emotional-value, and behavioral components. The cognitive component relates to knowledge about environmental issues and the functioning of natural systems; the emotional-value component reflects attitudes, experiences, and values associated with environmental preservation; and the behavioral component manifests in the individual's readiness to engage in environmentally responsible actions and practices. Thus, environmental self-awareness functions as an important regulator of pro-environmental behavior and human interaction with the natural environment.

In contemporary psychological science, considerable attention is paid to the concept of personal resource potential, understood as a set of internal psychological resources that ensure adaptation to challenging life conditions, support psychological resilience, and facilitate self-realization and constructive interaction with the environment. Within this framework, environmental self-awareness can be viewed not only as a component of environmental culture or social responsibility but also as a value-semantic personal resource that shapes responsible attitudes toward life, promotes reflection, moral responsibility, and awareness of one's role in environmental preservation.

The value-semantic dimension of environmental self-awareness is associated with the formation of an environmentally oriented system of life values, within which nature is perceived not merely as a resource for satisfying human needs but as a meaningful part of one's life space. In this sense, environmental self-awareness acts as an integrative mechanism that links worldview orientations, personal values, and behavioral strategies aimed at harmonizing human interaction with the environment.

Despite the considerable body of research on environmental consciousness, environmental culture, and pro-environmental behavior, the issue of environmental self-awareness as a value-semantic component of personal resource potential remains insufficiently theorized. Therefore, there is a need for a deeper examination of the role of environmental self-awareness within the structure of personal

resources, as well as its influence on the formation of life meanings, environmental values, and responsible behavioral patterns in the context of contemporary global environmental challenges.

The aim of this article is to provide a theoretical conceptualization of environmental self-awareness as a value-semantic component of personal resource potential and to conduct an empirical analysis of its relationships with value-semantic orientations and psychological resources of the individual.

Materials and Methods. The issue of environmental consciousness, pro-environmental values, and behavior has been actively developed in contemporary psychology within an interdisciplinary research field that integrates approaches from environmental, social, and personality psychology. International research has produced a number of theoretical frameworks that conceptualize environmental attitudes as the result of interactions among value-based, cognitive, and normative factors. In particular, within the New Ecological Paradigm (R. Dunlap, W. Catton), environmental beliefs are interpreted as indicators of a worldview shift from anthropocentrism to ecocentrism [4]. The value–belief–norm theory (T. Stern) explains pro-environmental behavior through a system of values, beliefs, and personal norms [10; 11]. Approaches to environmental identity (S. Clayton) and human–nature connectedness (P. Schultz) emphasize the role of subjective experiences of inclusion in the natural environment [3; 8].

In the national scientific discourse, environmental issues are primarily examined in the context of social responsibility, value orientations, and personal psychological resources. However, the integration of these approaches into a unified construct reflecting an individual's awareness of their embeddedness within the human–nature system and their value-semantic attitude toward the environment remains insufficiently operationalized empirically. In particular, studies conceptualizing environmental self-awareness as a component of personal resource potential are limited. Accordingly, in the present study, environmental self-awareness is conceptualized as an integrative multidimensional psychological construct reflecting an individual's awareness of their involvement in the human–nature interaction system, mediating the interpretation of environmental reality, and regulating behavioral strategies in relation to the environment. This approach is based on the assumption that pro-environmental behavior is not a direct outcome of knowledge or attitudes but emerges from the interaction of cognitive, value-normative, and reflexive processes.

Within the structure of environmental self-awareness, three interrelated components are distinguished. The cognitive-worldview component encompasses knowledge, beliefs, and representations concerning environmental interconnections, resource limitations, and the ecological consequences of human activity. It contributes to the formation of a holistic worldview in which individuals perceive themselves as part of a broader ecosystem rather than as isolated agents. At this level, a shift from anthropocentric to ecocentric orientations occurs, shaping the interpretation of environmental problems and one's role in their emergence and resolution.

The value-normative component represents a system of personal values, moral attitudes, and internalized norms that regulate attitudes toward the environment. It is associated with the development of responsibility for the consequences of one's actions, readiness to adhere to environmentally appropriate behavioral models, and orientation toward environmental preservation as a significant life value. In this context, environmental self-awareness functions as a mechanism for the internalization of socially endorsed environmental norms and their transformation into internal regulators of behavior.

The reflexive component ensures individuals' awareness of their own attitudes, values, and behavioral practices in relation to the environment. It includes the capacity for critical reflection on personal experience, evaluation of the consistency between behavior and environmental values and norms, and adjustment of behavioral strategies. Through reflection, cognitive and value-based elements are integrated into a coherent system of self-regulation.

Functionally, environmental self-awareness is considered a component of personal resource potential, as it performs regulatory, meaning-making, and adaptive functions. The regulatory function is manifested in guiding behavior in accordance with environmental values and norms; the meaning-making function involves integrating environmental issues into the individual's system of life meanings; and the adaptive function supports more coherent and responsible interaction with the environment under conditions of ecological uncertainty and risk. Thus, environmental self-awareness in this study is treated not as an isolated characteristic but as a system-forming element of personal resources that integrates knowledge, values, and reflexive processes and ensures the development of pro-environmental behavioral patterns. This conceptual framework determined the choice of a cross-sectional, non-experimental correlational design aimed at identifying statistical relationships between variables without establishing causal links.

The study was conducted within a quantitative correlational design aimed at identifying relationships between indicators of environmental self-awareness and personal resource potential. The sample consisted of 142 higher education students from Bogdan Khmelnitsky Melitopol State Pedagogical University. The sample was formed using randomized selection from the accessible population, which helped minimize the influence of systematic bias. Participants represented different years of study and academic majors. The mean age of respondents was $M = 20.8$ years ($SD = 2.1$); 68.3% were female ($n = 97$) and 31.7% were male ($n = 45$).

Empirical data were collected in a mixed format (online and offline) throughout 2025. Participants were informed about the purpose of the study, the voluntary nature of participation, and the guarantees of anonymity. All respondents provided informed consent. The study was conducted in accordance with ethical principles of psychological research, including voluntariness, confidentiality, and the right to withdraw at any stage without negative consequences.

The selection of psychodiagnostic instruments was guided by the theoretical framework of the study and based on the following criteria: correspondence to the structural

components of environmental self-awareness (cognitive-worldview, value-normative, and reflexive), availability of validated versions suitable for use in the national context, and adequate psychometric properties. The following instruments were used to measure the variables: the New Ecological Paradigm (NEP) scale (Dunlap et al., 2000) to assess environmental beliefs; the Pro-environmental Social Responsibility (PSR) scale to evaluate value-normative orientation; a psychological resourcefulness questionnaire to assess the overall level of personal resource potential; and the Self-Reflection and Insight Scale (SRIS; Grant et al.) to measure the reflexive component [6].

The reliability of the instruments in the present sample was assessed using Cronbach's alpha coefficient and demonstrated satisfactory internal consistency: NEP ($\alpha = 0.78$), PSR ($\alpha = 0.81$), psychological resourcefulness questionnaire ($\alpha = 0.84$), and SRIS ($\alpha = 0.79$), indicating acceptable reliability of the measures.

Statistical data analysis was performed using descriptive and inferential statistics. Means (M) and standard deviations (SD) were calculated for all variables, and Pearson's correlation analysis (r) was conducted to examine relationships between indicators of environmental self-awareness and personal resource potential. The strength of correlations was interpreted according to Cohen's (1988) criteria: small ($r \leq 0.29$), moderate ($0.30 \leq r \leq 0.49$), and large ($r \geq 0.50$). The level of statistical significance was set at $p < 0.05$.

Results. Prior to conducting inferential statistical analysis, a comprehensive descriptive analysis of the main study variables was performed to assess central tendencies, variability indicators, and the distribution of respondents across different levels of the examined characteristics. This approach is methodologically justified, as it ensures the validity of subsequent statistical procedures and minimizes the risk of result distortion associated with restricted variance or uneven data distribution.

The analysis of the integral indicator of environmental beliefs measured by the New Ecological Paradigm (NEP) scale revealed a moderately expressed average level in the sample (M = 3.68; SD = 0.54 on a 1–5 scale). This value indicates a general tendency among respondents to support environmentally oriented views, particularly regarding resource limitations, ecosystem interdependence, and human responsibility for environmental conditions. However, the findings do not suggest a fully internalized ecocentric worldview, but rather indicate a partially formed and diffuse orientation. The distribution analysis showed that a high level of environmental beliefs was observed in 31.7% (n = 45) of respondents, a medium level in 52.1% (n = 74), and a low level in 16.2% (n = 23). The predominance of medium levels, alongside a substantial proportion of high scores, suggests an overall ecological orientation of the sample with varying degrees of internalization. The standard deviation (SD = 0.54) indicates moderate variability, sufficient for further analysis of individual differences. The integral indicator of environmental responsibility (PSR) demonstrated an above-average level (M = 3.82; SD = 0.49), corresponding to a relatively high level of value-normative orientation toward environmentally responsible behavior. The results indicate that respondents tend to acknowledge their involvement in environmental issues and express readiness to act in accordance with environmental norms. Distribution by levels showed that 38.0% (n = 54) of respondents had a high level of environmental responsibility, 49.3% (n = 70) a medium level, and 12.7% (n = 18) a low level. Thus, 87.3% of the sample exhibited medium or high levels of environmental responsibility. At the same time, the relatively low standard deviation (SD = 0.49) may indicate a certain homogeneity of responses, potentially influenced by social desirability bias. Therefore, this indicator should be interpreted primarily as reflecting value-normative readiness rather than actual behavioral implementation. The analysis of the integral indicator of psychological resourcefulness yielded a mean value of M = 72.4 (SD = 8.6), indicating a sufficient level of resource potential in the sample. This suggests that most respondents possess psychological prerequisites for effective self-regulation, adaptation to challenging conditions, and coping with stressors. The distribution analysis showed that 34.5% (n = 49) of participants demonstrated high resourcefulness, 46.5% (n = 66) medium levels, and 19.0% (n = 27) low levels. Overall, 81.0% of respondents exhibited medium or high levels of psychological resources. The relatively large standard deviation (SD = 8.6) indicates sufficient heterogeneity within the sample, ensuring adequate variance for further statistical analysis. The level of self-reflection in the sample was characterized as moderately expressed (M = 3.57; SD = 0.51 on a 1–5 scale), indicating that respondents generally possess the ability to reflect on their attitudes, states, and behavioral strategies without excessive cognitive overload. According to the level-based analysis, high levels of self-reflection were identified in 28.9% (n = 41) of respondents, medium levels in 50.7% (n = 72), and low levels in 20.4% (n = 29). Thus, 79.6% of the sample demonstrated medium or high levels of reflexivity, allowing self-reflection to be considered a sufficiently developed mechanism of internal regulation. At the same time, the presence of a subgroup with low scores indicates limited capacity for deep reflection among some respondents.

The overall pattern of results reveals several statistically and conceptually significant tendencies. All examined variables are characterized by a predominance of medium and high levels, whereas the proportion of low values ranges from 12.7% to 20.4%, indicating the absence of pronounced deficits in the majority of the sample. This distribution suggests a relatively well-developed configuration of cognitive, value-based, and regulatory parameters, while preserving sufficient variability for identifying individual differences.

A comparative analysis of the integral indicators showed that the value-normative component, represented by environmental responsibility, is the most pronounced, whereas the cognitive-worldview component (environmental beliefs) is somewhat less developed, although still sufficiently expressed (83.8% medium and high levels). This pattern may indicate a relative asymmetry between the acceptance of socially endorsed environmental norms and the depth of their cognitive internalization. This ten-

dency is consistent with findings from contemporary empirical research, which highlight the more rapid development of normative-value orientations compared to cognitive beliefs or their full integration into the worldview system. The levels of psychological resourcefulness (81.0% medium and high) and self-reflection (79.6%) indicate that environmentally oriented attitudes develop and function within a context of sufficiently formed personal regulatory mechanisms. Resource potential supports adaptation, self-regulation, and the mobilization of internal capacities, while self-reflection serves as a mechanism for awareness, evaluation, and adjustment of personal attitudes and behavioral strategies. Although the results do not allow for causal conclusions, they provide grounds for considering these characteristics as interrelated components of a unified functional system, within which environmental self-awareness may perform an integrative role.

Overall, the identified structure of indicators reflects a relatively balanced yet internally differentiated pattern of environmental self-awareness, in which more pronounced value-normative orientations are combined with moderately developed cognitive and reflexive components. Such a configuration of results provides a sound basis for further analysis of inter-variable relationships and allows their interpretation within the resource-based framework without the risk of systematic bias associated with limited data variability.

To examine the relationships between indicators of environmental self-awareness and components of personal resource potential, a correlation analysis using Pearson's correlation coefficient was conducted. Given the cross-sectional, non-experimental design of the study, correlation analysis was employed as a tool for identifying the direction and strength of statistical associations between variables, without interpreting them as causal relationships. The magnitude of correlation coefficients was interpreted according to Cohen's criteria, where values of r around 0.10 are considered small, around 0.30 moderate, and 0.50 or higher large in effect size.

Table 1

Correlations between indicators of environmental self-awareness and personal resource potential (n = 142)

Variables	1	2	3	4
1. Environmental beliefs (NEP)	–			
2. Environmental responsibility (PSR)	0.42**	–		
3. Psychological resourcefulness	0.35**	0.38**	–	
4. Self-reflection	0.33**	0.21*	0.47**	–

** Note. *p < 0.05; *p < 0.01.*

The results presented in Table 1 indicate the presence of a statistically significant positive correlational structure among all examined variables. The overall configuration of relationships suggests that the cognitive-worldview, value-normative, reflexive, and resource components do not operate in isolation but rather form a coherent system of interrelated characteristics. At the same time, the magnitude of the coefficients is not excessively high, which indicates the preservation of the relative autonomy of each construct and supports the appropriateness of their separate measurement within a unified theoretical model.

The strongest statistically significant association within the proposed model was observed between self-reflection and psychological resourcefulness ($r = 0.47$, $p < 0.01$). According to Cohen's criteria, this coefficient corresponds to a moderate effect size approaching a strong one, indicating a substantial association between an individual's capacity for awareness and analysis of their own states, attitudes, and behavioral strategies, on the one hand, and the overall level of internal psychological resources, on the other. In applied terms, this suggests that more developed reflexive processes are associated with a higher capacity for self-regulation, adaptation, and mobilization of internal resources. The proportion of shared variance between these variables is approximately 22.1% ($r^2 = 0.2209$), indicating a meaningful statistical association without reducing one construct to the other.

The relationship between environmental beliefs and environmental responsibility was also statistically significant and moderate in magnitude ($r = 0.42$, $p < 0.01$). This finding indicates that stronger endorsement of ecologically oriented beliefs–such as the interdependence between humans and nature, the finiteness of natural resources, and the necessity of ecological balance–is associated with higher levels of environmental responsibility. The shared variance between these variables is approximately 17.6% ($r^2 = 0.1764$), suggesting a conceptually expected yet non-redundant relationship between the cognitive-worldview and value-normative components. This result is theoretically significant, as it confirms that ecological beliefs are linked to normative readiness for responsible environmental behavior, but do not fully determine it.

The correlation between environmental responsibility and psychological resourcefulness was $r = 0.38$ ($p < 0.01$), corresponding to a moderate effect size. This indicates that value-normative orientation toward environmentally responsible behavior is associated with higher levels of personal resources. The shared variance between these variables is approximately 14.4% ($r^2 = 0.1444$). This finding is methodologically important, as it allows environmental responsibility to be conceptualized not merely as a set of socially desirable attitudes, but as a phenomenon embedded within a broader structure of psychological resourcefulness. At the same time, the moderate strength of the relationship suggests that resource potential does not unambiguously determine environmental responsibility, but represents only one of several contributing factors.

The relationship between environmental beliefs and psychological resourcefulness was also found to be statistically significant ($r = 0.35$, $p < 0.01$) and corresponds to a moderate effect size. The proportion of shared variance is approximately 12.3% ($r^2 = 0.1225$). This result indicates that a more developed ecological worldview is associated with a higher overall level of personal resources. From a theoretical perspective, this may suggest that an ecologically oriented cognitive position is related to greater psychological engagement in processes of conscious interaction with

the environment. However, the strength of this association remains moderate, which does not allow for equating ecological worldview orientation with resourcefulness as such.

The correlation between self-reflection and environmental beliefs was $r = 0.33$ ($p < 0.01$), also corresponding to a moderate effect size. The shared variance is approximately 10.9% ($r^2 = 0.1089$). This finding indicates that the capacity for awareness, analysis, and reinterpretation of one's own meanings and attitudes is associated with a stronger endorsement of environmentally oriented beliefs. Accordingly, self-reflection can be considered one of the psychological mechanisms that mediate the integration of environmental issues into the system of personal meanings. At the same time, the moderate strength of this relationship suggests that reflexivity is not the sole determinant of ecological worldview but rather one of several contributing intrapersonal factors.

The weakest, yet statistically significant, association was observed between self-reflection and environmental responsibility ($r = 0.21$, $p < 0.05$). According to Cohen's criteria, this coefficient corresponds to a small effect size. The proportion of shared variance between these variables is only 4.4% ($r^2 = 0.0441$), indicating a limited but statistically detectable association between reflexivity and environmental responsibility. This configuration may suggest that self-reflection is related to environmental responsibility indirectly, particularly through other components of the model–most notably environmental beliefs and resource potential. Given the relatively weak magnitude of this relationship, its interpretation should be approached with caution, without overstating its structural significance.

Overall, the correlation matrix indicates a coherent yet non-redundant system of statistical interrelations. The examined variables are interconnected but do not duplicate one another, instead reflecting distinct aspects of a more complex integrative construct. The strongest associations are observed between the resource and reflexive components, as well as between the cognitive-worldview and value-normative dimensions, which is consistent with the conceptualization of environmental self-awareness as a multidimensional construct. At the same time, the predominantly moderate strength of the correlations supports the conclusion that the individual components retain relative autonomy within a unified functional system.

Discussion. The obtained findings support the interpretation of environmental self-awareness not as an isolated attitudinal phenomenon but as an integrative value-semantic construct structurally embedded within the personal resource system. This interpretation is consistent with contemporary theoretical approaches in environmental psychology, where environmental attitudes and pro-environmental behavior are explained through the interaction of cognitive, value-based, and regulatory factors. In particular, within the framework of the New Ecological Paradigm (Dunlap et al.), environmental worldview is conceptualized as a foundational cognitive basis for attitudes toward nature, whereas value–belief–norm theory (Stern, Dietz) emphasizes a sequential pathway from values and beliefs to personal norms and behavioral orientations [10; 11]. At the same time, recent empirical studies indicate that these processes are non-linear and dependent on intrapersonal resources and contextual factors [5; 9].

The predominance of moderate and high levels across the studied indicators suggests that environmental issues are integrated into the system of personally meaningful orientations among higher education students. However, the relatively higher expression of the value-normative component compared to the cognitive-worldview dimension indicates a certain asymmetry between the acceptance of environmental norms and the depth of their cognitive internalization. This pattern is consistent with empirical findings showing that normative orientations tend to develop more rapidly than deeply internalized beliefs and are often more directly associated with behavioral intentions [1; 10].

The moderate association between environmental beliefs and environmental responsibility confirms that cognitive acceptance of ecological ideas is linked to the formation of corresponding normative orientations. However, the moderate strength of this relationship indicates the absence of a direct and linear transition from beliefs to responsibility, which aligns with the concept of the value–action gap widely discussed in environmental psychology [7]. Thus, environmental beliefs may be considered a necessary but not sufficient condition for the development of responsible behavioral orientations. The observed relationships between environmental indicators and psychological resourcefulness allow environmental self-awareness to be interpreted within a broader framework of intrapersonal organization. Positive associations suggest that ecological orientation is linked to a higher capacity for self-regulation, adaptation, and mobilization of internal resources. Previous research has also demonstrated that pro-environmental behavior is associated with psychological well-being and a stronger sense of meaning in life, further supporting the interpretation of environmental self-awareness as a psychological resource [2]. The strongest association identified between self-reflection and psychological resourcefulness highlights the central role of reflexive processes within the structure of personal resources. Self-reflection facilitates the integration of experience, awareness of one's own attitudes, and coordination of behavioral strategies, which is consistent with conceptualizations of metacognitive regulation as a foundation of adaptive functioning. The relationship between self-reflection and environmental beliefs has distinct theoretical significance, as it points to the role of meaning-making processes in the formation of ecological worldview. This finding aligns with approaches to environmental identity (Clayton) and the concept of connectedness to nature (Schultz), which emphasize that environmental orientations become more stable when integrated into the individual's self-concept [3; 8]. Accordingly, self-reflection can be considered a mechanism that enables the incorporation of environmental meanings into personal identity structures. At the same time, the relatively weak association between self-reflection and environmental responsibility suggests that reflexive processes do not exert a direct and unambiguous influence on normative-regulatory orientations. This finding is con-

sistent with contemporary models of pro-environmental behavior, which emphasize the role of socio-contextual factors alongside intrapersonal determinants [5]. In summary, the findings support the conceptualization of environmental self-awareness as a functionally integrated system in which cognitive-worldview, value-normative, and reflexive components interact with personal resource characteristics. This structure substantiates the interpretation of environmental self-awareness as a value-semantic component of personal resource potential, facilitating the integration of environmental concerns into broader systems of meaning, self-regulation, and adaptive behavior.

Conclusions. The study substantiates and empirically confirms the appropriateness of conceptualizing environmental self-awareness as an integrative value-semantic component of personal resource potential. The findings demonstrate that environmental beliefs, environmental responsibility, self-reflection, and psychological resourcefulness form an internally coherent system of interrelated characteristics while maintaining relative autonomy, as evidenced by the predominantly moderate strength of the observed correlations.

It was established that moderate and high levels of all examined indicators prevail in the sample, indicating a sufficient degree of integration of environmental issues into the system of personal orientations of higher education students. At the same time, the identified asymmetry between the cognitive-worldview and value-normative components–manifested in relatively lower levels of environmental beliefs compared to environmental responsibility–suggests that normative orientations toward environmentally responsible behavior may develop faster than their deep cognitive internalization.

Correlation analysis revealed that environmental self-awareness operates in close association with personal resource characteristics. The strongest relationship between self-reflection and psychological resourcefulness highlights the key role of reflexive processes in ensuring the internal coordination of meanings, values, and behavioral strategies. Moderate associations between environmental beliefs, responsibility, and resourcefulness indicate that environmental orientation is embedded within a broader context of self-regulation and adaptive capacity. At the same time, the absence of strong correlations underscores the multifactorial nature of the phenomenon and precludes its reduction to any single psychological variable.

The theoretical contribution of the study lies in refining the psychological content of environmental self-awareness and its interpretation as an element of the internal resource organization of personality. The proposed approach enables the integration of perspectives from environmental psychology, value–normative regulation theories, and the resource-based approach, conceptualizing environmental self-awareness as a multidimensional construct that unites cognitive, value-based, and reflexive dimensions within a single functional system. The practical implications of the findings relate to their application in the development of educational and psychological programs aimed at fostering environmentally oriented личности. Effective interventions should extend beyond the transmission of ecological knowledge and include the development of reflexive capacities, value-semantic regulation, and psychological resourcefulness, thereby facilitating deeper integration of environmental meanings into the structure of personality.

Future research should focus on expanding the empirical base and increasing the complexity of research designs. Longitudinal approaches are needed to examine the dynamics of environmental self-awareness development, while structural equation modeling (SEM) may be applied to test mediated relationships among its components. Further investigation is also required into the role of educational environments, cultural factors, and experiences of interaction with nature as determinants of the integration of environmental orientations into personal resource systems.

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