

Impact of Mode of Presentation of Facebook Environmental Content on Environmental Citizenship Among University Students in Kenya

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Abstract: In recent years, the growing concern over environmental issues has led to an increased emphasis on environmental citizenship which encompasses people's awareness, attitudes, and actions toward environmental sustainability. As more people actively search for information from new digital media platforms, social media is undoubtedly becoming a popular and primary mode of communication. It is against this backdrop that this research investigated the intricate relationship between the mode of presentation of environmental content on Facebook and their collective impact on environmental citizenship with the general aim being to determine the impact of the presentation of environmental content on Facebook on environmental citizenship among Kenyan university students. Two specific objectives directed the study: To assess the effectiveness of the various modes of presentation of Facebook environmental content among University of Nairobi students in Kenya; and to assess the influence of the modes of presentation of Facebook environmental content on environmental citizenship activities among University of Nairobi students in Kenya. The Elaboration Likelihood Model guided the study. The study adopted a mixed research design as data was collected using an online survey from 131 University of Nairobi students. Data was presented using charts, tables, and graphs and analyzed using descriptive statistics, especially percentages. The study found that the majority of students, 54.2%, preferred videos, and another 29% pictures as the mode of presentation for environmental content accessed via their Facebook accounts. The study concluded that the mode in which Facebook environmental content is presented has a significant impact on fostering environmental citizenship among University of Nairobi students in Kenya. The study, therefore, recommended the integration of visually appealing environmental content in university Facebook pages to enhance environmental citizenship among university students. Further studies were suggested on other population categories, besides students, so as to determine the impact of disseminating online environmental content on environmental citizenship among other demographics of the Kenyan public.

Keywords: environmental content, environmental citizenship, mode of presentation, sustainability.

1. Introduction and Background of the Study

Environmental issues and environmental protection are increasingly becoming a concern among media audiences and

fundamental to all businesses in the 21st century. Environmental content is a narrow area of communication that includes information on techniques on how diverse players, including institutions, governments, and individuals, interact with respect to material relating to the environment and how messages impact society toward environmental problems. Environmental content seeks to increase environmental literacy among customers, stakeholders, business-to-business professionals, and decision-makers via information production, distribution, and participation (Albuoy et al., 2022). As a consequence, more of us are making informed, sound judgments on critical issues regarding environmental issues such as environmental conservation. It is an idea drawn from the awareness of our delicate relationship with our habitat, which lies at the center of environmental sustainability from where environmental citizenship is drawn.

According to Agarwal and Kumar (2021), environmental content is crucial in environmental sciences. Because of how environmental activists employed pictures and phrasing to convince their audience, researchers started researching it as a stand-alone theory. It has accomplished several milestones, including establishing the Journal of Environmental Communication in 2007. Environmental content is supported by six critical elements: understanding of environmental legislation, cultural sensitivity, effective networking, the capacity to use the media to shape the social agenda, and appraisal and practice of environmental ethics.

The European Network for Environmental Citizenship (ENEC) provided the concept of environmental citizenship. Environmental citizenship, as defined by the organization, is the conscious support of the ecological way of life of residents who act and participate in the public eye as problem solvers in the private and open arena, on a local, public, and global scale, through individual and aggregate activities, in the course of dealing with current environmental issues, preventing the creation of new ecological issues, achieving supportability, and fostering environmental care. It implies that environmental citizenship may be defined as ecological liberties, commitments, duties, knowledge, consciousness, and the duty

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to protect our natural ecosystem. Recognizing the significance of livable ecosystems for people and nature, advocating resource conservation and restoration, and supporting nature conservation and biodiversity are all examples of environmental citizenship (Hadjichambis & Reis, 2020).

According to the cultivation theory, media exposure shapes individuals' perceptions and beliefs about the world, including their attitudes toward environmental issues. It is about the active participation of inhabitants in advancing toward environmental management and conservation. With the growing importance of digital platforms in shaping environmental awareness and activism, understanding the impact of various presentation modes on students' engagement and attitudes towards environmental issues is crucial. This research seeks to provide valuable insights into optimizing environmental communication strategies in the digital age and fostering a more environmentally conscious youth population in Kenya.

The media has a more significant role to play in promoting environmental education. With population expansion and environmental challenges worsening, there is an urgent need to maintain and enhance environmental quality, not only for future generations. Environmental concerns are receiving more attention, as shown by the fact that several national and international studies, conferences, campaigns, and organizations continue to push for environmental conservation and the restriction of ecologically hazardous activities. The media may actively inform the public about environmental devastation, and business needs to comply with legal requirements and accurate analysis of new environmental laws and policies. However, one must alter the current media strategy and organization. Only then will this vital sector be able to effectively represent environmental education's aims, ambitions, and substance. It must be acknowledged that people and communities can change their habits and behaviors overnight. In order to be successful, a suggested change must be effective.

The Internet's scope and accessibility make it one of the top media tools for people all around the globe. It is increasingly being utilized to raise environmental awareness. It allows individuals to comment on and engage in debates about environmental concerns. Social media platforms are ideal for disseminating news, information, and publications. The Internet has historically fused media with new media, resulting in adaptable and various environmental protection content resources for consumers. As such, social media has become an excellent medium for researching university students; attitudes toward environmental topics and environmental citizenship. As a result, Facebook over the past decade has become one of the most popular social networking sites among university-aged teenagers (Gilmour *et al.*, 2020). Its popularity has made it an excellent instructional platform. Facebook is now more adapted to facilitating online engagement among learning participants. The output of messages disseminated via different media channels is called media audience reaction. The psychological and behavioral reflection of the audience's reaction to media messaging stimuli is viewed as the audience response, which

also embodies the consumer's attitude and desire to act.

Kenya, like many other countries, faces pressing environmental challenges such as deforestation, water scarcity, soil erosion, and wildlife conservation. Additionally, the country's vulnerability to climate change impacts, such as prolonged droughts and extreme weather events, makes it crucial for its citizens, especially the youth, to actively engage in environmental protection and sustainability efforts. Environmental change has resulted in more frequent and uncommon weather events, such as longer-than-expected dry periods, intermittent and unpredictable precipitation, floods, and rising temperatures. These climate changes' effects have exacerbated existing problems with water security, food security, and financial growth. Harvests and agricultural production, which account for about 33% of total national output (GDP), are also threatened (Semplici & Campbell, 2023). The increased temperature and precipitation variability in arid and semi-arid regions and solid breezes related to hurricanes have joined to create extraordinary circumstances for the rearing and relocation of pests. An expansion in temperature of up to 2.5 °C by 2050 is anticipated to build the recurrence of outrageous occasions like floods and droughts (Onyango *et al.*, 2023). This large number of variables influences minority populaces like underpopulated areas, women, and the youth. Kenya's ecological mindfulness owes a lot to the late Prof. Wangari Maathai, who initiated and pushed individuals and organizations to take on harmless ecosystem practices to save exhausted standard assets. Her commitments started calls for mindful government activity on ecological issues. She perceives that informed individuals comprehend what is being lost with regard to environmental degradation, and this knowledge can have an effect, particularly concerning ecological security (Van Klinken, 2022).

Until now, international and national organizations have grappled with fostering a move toward environmental citizenship among university students. UNESCO, for example, through its 'By the year 2030, Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) aim to ensure that all learners have access to education for sustainable development and sustainable lifestyles, promoting a culture of peace and non-violence, global citizenship, and awareness of cultural values, and to ensure that they acquire the knowledge and skills necessary to promote sustainable development through the contribution of culture to diversity and sustainable development. Environmental education for sustainable development is included in Kenya's basic education legislation, and Kenya is working to align the national curriculum with sustainable development goals. Kenya's National Environmental Management Agency (NEMA) leads the development and implementation of the country's ESD policy, and the office of the President ensures that public institutions integrate environmental education and awareness (EE&A) into their work (Flam, 2022).

Environmental content through various media has a significant capability of creating a focus on information about environmental issues to the general public and can empower the call for environmental citizenship (Chrilli *et al.*, 2022).

Consumers want genuine information, or, to put it another way, they want solutions to unanswered questions. Simultaneously, there is a breach between science and the delivery of academic knowledge to the general public in a cohesive, accessible manner. The transition from science to public understanding is the point at which media environmental content strategies enter the picture. The assumption is that in order to link people with the scientifically supported information they need, environmental material must be personalized to its consumers. Previous research has focused on the relationship between media and environmental awareness and how environmental issues are covered in media. The audience in the modern age of information with the availability of the Internet and endless information on issues on environmental issues is aware of the choices they have and the environmental implications of the choices they make; hence there has been a rising demand among consumers for individuals, companies and organizations to take responsibility for their behavior in the environment. This concept has led to increased engagement in environmental content over time.

In general, audience research forms an integral part of all forms of media, whether online or mainstream, because understanding one's audience influences the success of audience reception in conveying a media message (Steensen *et al.*, 2020). Given that online media communication varies across cultures, choosing a particular form of communication can imply varying levels of respect, familiarity, or intimacy. Thus, the delivery of media messages significantly impacts how this information appeals to the media's specific target audience. Some of the gaps in this research area include investigating the audiovisual aspects of environmental content, comparing different communication strategies used in environmental content in different media, and examining the strategies used to attract targeted audiences such as the mode in which the content is presented (Pradsmadji & Irwansyah, 2020). This research investigated the impact of the mode of presentation of environmental content on university students' environmental citizenship as a result of exposure to various forms of presentation such as videos, pictures, multimedia, texts and audios.

A. Statement of the Problem

Environmental challenges have become a worldwide phenomenon faced daily during the last decade. According to the journal *Environmental Research Letters*, 97% of climate experts believe that environmental issues are created by humans and are connected to greenhouse gas emissions (Olabi & Abdelkareem, 2022). Africa's first Climate Study from the European Investment Bank, the European Union's lender, and the world's biggest multilateral environmental issues lender, said Africa had been hit hardest with environmental problems (Merten & Thiemann, 2022). NCCAP 2018-2022 identified significant climate hazards in Kenya, including increased frequency and intensity of extreme weather events, heat waves, droughts, floods, and landslides (Karuri, 2020). Its new report shows that 81% of Kenyan respondents said investment in renewable energy should be prioritized as a mitigation measure.

Accordingly, there have been attempts by various organizations to help sensitize people on environmental issues and the need for a move toward environmental citizenship. Due to the growing move towards good ecological practices and the demand for companies to take action against their actions towards environmental issues, a good percentage of companies, organizations and individuals have been engaging with environmental content (Wu *et al.*, 2021; Chrilli *et al.*, 2022). Meeran *et al.* (2010) posit, that the decline in environmental citizenship results in a corresponding rise in environmental degradation. The mode in which environmental content is presented will determine whether an audience becomes interested and engages with the content thus forming an important basis for this study.

Therefore, this study sought to assess the impact of the mode of presentation of environmental content transmitted via Facebook on environmental citizenship among the youth who make up the highest percentage of Kenya's population (GoK, 2018). It examined the various aspects of environmental content presentation such as videos, audio, texts, pictures and multimedia that impact the University of Nairobi (UON) students' environmental citizenship, the oldest and the most populous university in the Country.

B. General Objective

The general objective of this study was to the influence of mode of presentation of Facebook environmental content on environmental citizenship among University of Nairobi students in Kenya. It therefore sought to answer the question "Was the mode of presentation of Facebook environmental content well received among the University of Nairobi students in Kenya?" It was further guided by two specific objectives.

C. Specific Objectives

1. To assess the effectiveness of the various modes of presentation of Facebook environmental content among University of Nairobi students in Kenya.
2. To assess the influence of the modes of presentation of Facebook environmental content on environmental citizenship activities among University of Nairobi students in Kenya.

2. Theoretical Framework

The study was guided by the Elaboration Likelihood Model (ELM). According to the hypothesis, when humans encounter some communication, they may digest it with varied degrees of thinking, ranging from low to high. The Elaboration Likelihood Model (ELM) provides a valuable framework for understanding how individuals process information and make decisions when exposed to persuasive messages, which can be particularly relevant when assessing the impact of media content and messages on the awareness and behavior of audiences. It suggests primary and peripheral persuasion paths in media messaging. Attitudes produced by high-thought, central-route processes will last longer, resist persuasion, and have a stronger influence in directing subsequent judgments and actions than those developed through low-thought, peripheral-route

processes (Mugunthan & Vijayakumar, 2021).

Persuasion is more likely to occur in the central route via profound and severe assessment of the fundamental qualities of the material offered. The central route requires a high degree of message elaboration, with the recipient generating considerable information about the arguments. In the core pathway, attitude change results are generally durable, robust, and behaviorally predictable (Reyes *et al.*, 2019). This would mean that some university students may actively engage with and scrutinize the environmental content they come across on Facebook. They may assess the credibility of the sources, the accuracy of the information, and its relevance to their personal values and beliefs. This central route processing can lead to a deeper understanding of environmental issues and may contribute to the development of stronger environmental citizenship.

On the other hand, the peripheral pathway results from an individual's connection with positive or negative signals in the stimuli or simple reasoning about the merits of the stance maintained. The signals a person receives on peripheral pathways are often unimportant to the logical quality of the input. These signals include variables such as the news source's legitimacy and appeal and the news's production quality. The potential of a lengthy explanation is controlled by the person's desire and capacity to assess the reasons offered. Elaboration factors include varied motives, abilities, and opportunities. University students may be influenced by catchy headlines, eye-catching visuals, or the number of likes and shares a post receives. These superficial cues can impact students' attitudes and behaviors regarding environmental issues but may not lead to as profound a transformation in environmental citizenship as central route processing. The two distinct routes suggested by ELM through which people process information were pivotal in comprehending how university students in Kenya engage with and respond to environmental content on social media platforms like Facebook.

Based on the ELM hypothesis, this study investigates whether the environmental content degree of awareness, level of exposure, and presentation diversely impact students' shift in behaviour toward good environmental practices, hence promoting a move towards environmental citizenship. For example, audiences with varying degrees of involvement will grade environmental material differently. As a result, audiences with varying degrees of involvement will react differently to environmental material. On the other hand, low-engagement customers exhibit unfavorable sentiments since they are unaware of green information and goods (John & De'Villiers, 2020). This approach primarily discusses what environmental material implies for users' receptivity and progress toward environmental citizenship.

A. Empirical Review of Existing Literature

A significant contribution to environmental content research worldwide has focused on examining the relationship between environmental content, consumer purchasing, and environmental awareness. Research on environmental citizenship in Malaysia conducted by Meeran and his associates to determine what level of knowledge, skills, participation, and

attitudes students own established that the environmental awareness of students was low and that many areas in the environmental citizenship field need to increase the knowledge level, attitudes, skills and engagement of students to reach expected environmental citizenship levels (Mohd *et al.*, 2022). The development of social media networking sites has made communication simpler. These websites allow users to create a profile and connect it to other profiles to form an explicit personal network.

Han and Xu (2020) conducted a survey among college students found that exposure to environmental content on social media significantly increased participants' understanding and knowledge of environmental topics. Past research by Kajur and Singh (2022) investigated the impact of different modes of presentation of environmental content on Facebook. The study demonstrated a preference for visual content, such as videos and images, over text-based posts. Visual content was found to be more engaging and effective in conveying environmental messages. In contrast, a study by Moran *et al.* (2020) among university students found that text-based posts with concise and informative messages garnered higher levels of engagement and discussion compared to multimedia content. This suggests that the reception of environmental content may vary based on cultural and contextual factors.

Kenya has conducted several environmental content studies that suggests a positive association between Facebook environmental content and awareness. Another relevant study by Thapa *et al.* (2022) focused on the impact of Facebook environmental content in a cross-cultural context, specifically in Kenya. The research suggested that the effectiveness of such content in enhancing awareness was influenced by factors such as content relevance and cultural context. This highlights the importance of considering cultural nuances in assessing awareness levels. According to Otinga (2012), many respondents are aware of some environmental challenges impacting Kenya today, with most of this knowledge coming from the media. Respondents praised the media for fulfilling its usual duty of informing, entertaining, and educating them. Many people, however, believed that the media's potential for raising awareness of environmental concerns had yet to be adequately realized. Respondents believed that current environmental TV broadcasts employed difficult words, while others were just regurgitated from foreign media outlets, making the subject uninteresting to local consumers. The low quality of environmental TV programs has been linked to a lack of environmental understanding among reporters and editors and a lack of collaboration between environmentalists and media employees.

Another study conducted by Sego (2013) on the impact of news media on the development of environmental governance in Kenya discovered that environmental news or content would only be aired or published if no other's seemingly competitive' news was available and that vivid and persuasive environmental media coverage can enhance public debate on environmental issues. According to the conclusions of this study, the media only prioritizes environmental news or material once there is no other major news or an occurrence that calls for a conversation

on environmental concerns.

3. Research Methodology

The study used qualitative surveys and content analysis. The survey was conducted using online survey questionnaires and consent was obtained from twelve students who responded to the questionnaire for content analysis which was then corroborated with the survey responses.

The study targeted a sample of the University of Nairobi students who pursue environmental courses in Bachelor of Science Bachelor of Science in Environmental Conservation and Natural Resource Management and Bachelor of Science in Management of Agroecosystems and Environment which had 178 and 25 registered students respectively. These gave a total of the target population of 203. To determine the appropriate sample size, the researcher used a confidence level of 95% and a margin of error of 5%. The formula for sample size calculation, as outlined by Chaokromthong and Sintao (2021), is $N = Z^2 * P * (1-P) / E^2$, where N is the required sample size, Z is the Z-score corresponding to the desired confidence level, P is the estimated proportion of the population, and E is the margin of error.

As such, for the study, with a revised target population size of 203 and assuming a conservative proportion estimate of 0.5 (to maximize sample size requirements), the formula yielded a minimum required sample size of 133. However, to account for potential non-responses and ensure a more robust dataset, the researcher opted for a slightly larger sample size of 155. An adaptive synthetic technique was used to address the inherent imbalance in the dataset, ensuring that all relevant subgroups are adequately represented by adding 22 respondents to the sample size. Imbalanced datasets can lead to biased estimates and statistical inefficiency, making it challenging to generalize findings to the broader population. Adaptive synthetic oversampling generates synthetic data points for underrepresented subgroups based on the characteristics of the existing data, effectively mitigating the imbalance issue (Vo et al., 2021).

A total of 131 respondents of the sampled 131 filled out the online questionnaire making up 84% response rate. This was considered high and sufficient for data analysis because according to De Vaus (2013), an acceptable range for response rates in the social sciences could be between 30% and 70%. The high response rate showed that the survey was well received by respondents attracting meaningful participation from the student body.

Ethical considerations including obtaining permission from the National Council for Science and Technology (NACOSTI), and respecting intellectual property rights when referencing and citing scholars, were observed throughout the research. Data presentation and analysis were thereafter done by organizing the data into tables, charts, and graphs to answer the two specific objectives guiding the study, enabling the interpretation of the findings.

4. Study Findings and Discussion

A. Effectiveness of the Modes of Presentation of Environmental Content

The first objective was to assess the effectiveness of the mode of presentation of Facebook’s environmental content received among the University of Nairobi students. It was to be achieved by measuring the mode of presentation students preferred the most ranging from videos, audio, multimedia, pictures, and texts. To achieve this, several questions were asked and the data obtained were as follows.

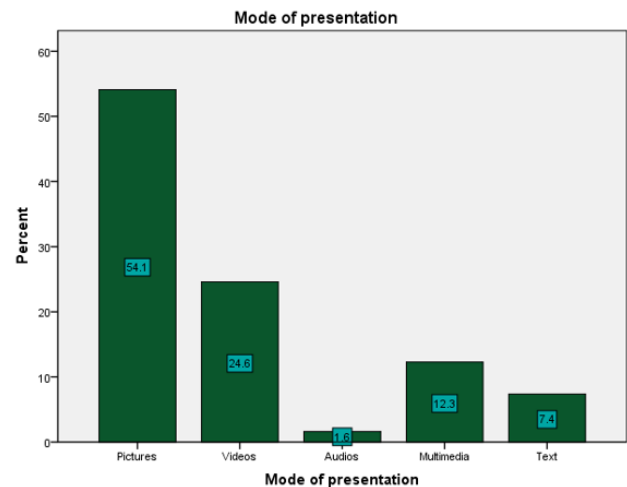


Fig. 1. Mode of presentation of environmental content

The content engagement varies in the mode of presentation from one user to another as shown in figure 1. 54.1% are engaged through pictures, 24.6% are engaged through videos, 12.3% are engaged through multimedia, 7.4% are engaged through text whereas 1.6% are the least who are engaged through audios. The data above shows that a majority of students prefer engage more with content that is visually appealing such as videos, pictures and multimedia.

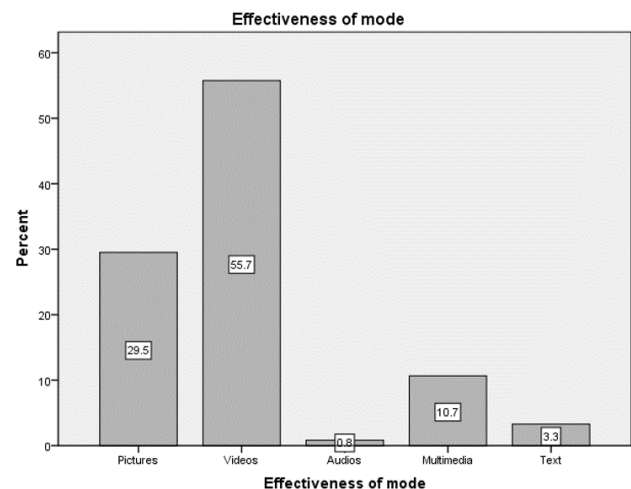


Fig. 2. Effectiveness of mode of presentation of environmental content

The mode of presentation which was the most effective was the use of videos where 55.7% of the respondents agrees that

that is the most effective mode, followed by pictures where 29.5% agree that is effective while the least effective is the use of audios in the engagement. This implies that students prefer to engage with information or environmental content that is visually appealing.

B. Influence of the modes of presentation of Facebook environmental content on environmental citizenship activities

The second objective was to assess the impact the mode of presentation of Facebook environmental content has on environmental citizenship activities of students and data obtained were as shown in the chart and table below.

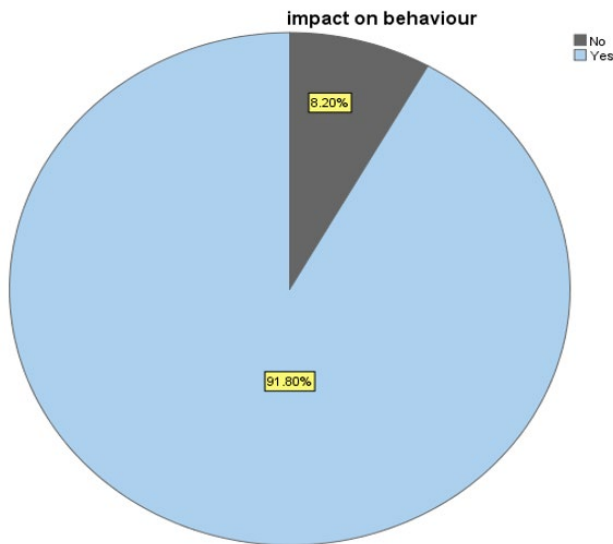


Fig. 3. Impact of mode of presentation on environmental citizenship activities

Data from figure 3, shows that 92% of the respondents reiterated that environmental content on Facebook had an impact on their behavior towards environmental citizenship activities while 8% of the respondents reiterated that environmental content on Facebook did not have sufficient impact on their behavior towards environmental citizenship activities. This shows that the mode of presentation adopted by environmental content has an impact on students behavior towards environmental citizenship activities.

Assessing how Facebook environmental content on

environmental citizenship is presented among the university students, a cross tabulation was conducted of the mode of presentation against students environmental citizenship activities.

Out of the 54.1% students who are engaged in the environmental content through pictures as, 34.8% participate in environmental policy actions, 15.2% engage in promoting sustainability actions, and the majority that is 51.5% engage in environmental citizenship by obeying environmental laws while 21.2% participate in sustainable environmental actions. From the 25.2% who interact with the environmental content through videos, 40.0% engage in environmental citizenship through promoting sustainability actions 36.7% participate in sustainable environmental actions whereas 30.0% obey environmental laws and 30.0% too participate in environmental policy actions.

Those who encounter environmental content through multimedia, majority partake in environmental citizenship by obeying environmental laws that is 73.3% of the 15 respondents followed closely by 60.0% who engage through participation in sustainable environmental actions. As for those whose environmental content is presented through text, majority engage in environmental citizenship by obeying environmental laws that is 88.9%.,33.3%participate in sustainable environmental actions while 11.1% engage through promoting sustainability actions. From the analysis we conclude that depending on the mode of presentation of the environmental content the most undertaken environmental citizenship activity is obeying environmental laws.

Respondents were further asked to explain how the mode of presentation affected their behavior toward environmental citizenship activities. The research data obtained from the replies show that 76 students that is 62% of those who responded to the survey questionnaire mention that they engage more with content that is visually appealing, such as videos and pictures. This indicates an understanding that certain formats are more effective in capturing their attention and encouraging them to learn about and participate in environmental citizenship.

The research further shows that 33 students that is 27% of the students who gave feedback to this research also acknowledge that the content presentation mode impacts their behavior and

Table 1
Crosstabulation of mode of presentation against environmental citizenship activities

Environmental citizenship activity	Count in %	Pictures	Videos	Audios	Multimedia	Text	Total
Participating in environmental policy actions	Count	23	9	1	1	0	34
	% within Mode of presentation	34.8%	30.0%	50.0%	6.7%	0.0%	
	% of Total	18.9%	7.4%	0.8%	0.8%	0.0%	27.9%
Promoting sustainability actions	Count	10	12	0	4	1	27
	% within Mode of presentation	15.2%	40.0%	0.0%	26.7%	11.1%	
	% of Total	8.2%	9.8%	0.0%	3.3%	0.8%	22.1%
Obeying environmental laws	Count	34	9	1	11	8	63
	% within Mode of presentation	51.5%	30.0%	50.0%	73.3%	88.9%	
	% of Total	27.9%	7.4%	0.8%	9.0%	6.6%	51.6%
Participation in sustainable environmental actions	Count	14	11	0	9	3	37
	% within Mode of presentation	21.2%	36.7%	0.0%	60.0%	33.3%	
	% of Total	11.5%	9.0%	0.0%	7.4%	2.5%	30.3%
Total	Count	66	30	2	15	9	122
	% of Total	54.1%	24.6%	1.6%	12.3%	7.4%	100.0%

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

actions. Students express that effective content presentation motivates them to take better care of the environment and become responsible citizens and mention adopting environmentally friendly behaviors as a result of environmental content which they engage with if they find the presentation exciting. They feel encouraged to participate in conservation activities and share information with others depending on how the content is presented. They acknowledge that well-presented content helps them understand the positive impact of environmental conservation, leading to a stronger sense of responsibility and a desire to contribute to a healthier environment.

Analysis from the results also shows that 11% of those who responded to the survey that is 14 students did not feel that the mode of presentation impacted how they interact with environmental content and subsequently their behavior towards environmental citizenship as they majorly focused on the message and not the mode in which it is presented.

The preference for visual formats, such as videos and pictures mentioned as examples, is evident in many responses. Since the majority of students were between the ages of 16 to 25, their preference for visually appealing content was evident in the study. This aligns with Kusumasondjaja, (2020) idea that people in this age bracket prefer visually appealing content. The way environmental content is presented on Facebook can greatly influence individuals' understanding and commitment to environmental citizenship. Visual and interactive elements, such as videos, pictures and multimedia, often garner more attention and engagement compared to text-only posts (Liu & Zhao, 2021). Therefore, the mode of presentation plays a pivotal role in shaping users' perceptions and actions. Visual content, including images and videos, can evoke strong emotional responses and make environmental issues more relatable (Kusumasondjaja, 2020).

When users encounter visually compelling posts about environmental challenges or success stories, it can motivate them to become more actively engaged in environmental citizenship. It is important to also note that from the analysis, the students appear to understand that the mode of content presentation on Facebook plays a significant role in shaping their understanding of environmental citizenship, influencing their behaviors, and motivating them to participate in environmental conservation efforts. Their responses reflect a grasp of the connection between effective communication strategies and fostering a sense of responsibility towards the environment.

5. Summary and Conclusions

The mode of presentation preferences unveiled that visual element, especially pictures and videos, are highly preferred by users. This alignment with prior research (Liu & Zhao, 2021) underscores the efficacy of visual content in capturing attention and fostering engagement. The study findings reveal a hierarchy of preferences, with pictures being the most favored, followed by videos, multimedia, text, and audio as the least preferred mode. As shown by the data from the study, a majority of students did not prefer audio or text forms when it

comes to the mode in which Facebook environmental content is presented.

This research provides a comprehensive understanding of the multifaceted relationship between Facebook environmental content, environmental citizenship, and university students. It emphasizes the transformative potential of social media in raising awareness and understanding of environmental issues. However, it simultaneously highlights the imperative to convert passive exposure into active engagement. Recognizing the preference for visual content, content creators and educators are encouraged to align their strategies with these preferences, ensuring that the message of environmental citizenship resonates effectively in the digital age. By exploring mode of presentation preferences, the study revealed a clear hierarchy, with pictures and videos emerging as the most preferred mediums. These visual elements resonated with users, reflecting the emotional impact and relatability of visual content (Liu & Zhao 2021). Acknowledging these preferences, content creators and educators are urged to tailor their approaches to accommodate the visual nature of environmental narratives.

In summation, this research underscores the transformative potential of Facebook as an educational and motivational tool for fostering environmental citizenship among university students. However, it simultaneously highlights the gap between exposure and action, urging us to explore strategies that bridge this divide effectively. This study provided valuable insights into the influence of Facebook environmental content on environmental citizenship among University of Nairobi students in Kenya. The findings suggest that social media platforms, when used effectively, can be powerful tools for raising awareness and promoting environmentally responsible behavior.

6. Recommendations

The study recommended that social media platforms should continue to support and promote the presentation of environmental content in visually engaging formats, such as videos and pictures, to maximize their impact on environmental citizenship. Secondly, the study recommended that future research should be done within other categories of the Kenyan public that are not students to determine whether the mode of presentation affects their behavior toward environmental citizenship.

Also, future research should explore the long-term effects of exposure to environmental content on social media platforms and its impact on individuals' environmental behavior, and citizenship.

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