Communication Discourse and Young People Involvement in the Preservation of Environmental Values in Nigeria

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ABSTRACT
Value is a strong psychological factor that affects people's personality, decisions, beliefs, and actions, and the environment. The need to protect and preserved the environment also depends on much we attached values to the environment. The aim of the study was to ascertain young people involvement in preservation of environmental value. Young people are increasingly disconnected from environmental values discussion but are more concerned about materialistic values. The study was anchored on value-belief-norm, it explains the link between values, beliefs, norms and decisions and the environment. There were 92 participants drawn from 110 young people between the ages of 17-30. The participants were drawn from Effurun in Delta State, and were administered with structured questionnaire designed to measure their understanding of environmental value (UEV), environmental value discourse (EVD) and personal decision and attitude to uphold environmental value. Using percentage, average mean, and chi-square to analysed the data obtained, the results showed that young people had a wide understanding of environmental matters but communication discourse to encourage and motivate them in environmental values was poor. Poor environmental discourse poor affects preservation in environmental values. Environmental values determine extent to environmental attitude and behaviour. Regular conversation and discourse in environmental issues by young people in various communication platforms can trigger environmental values.

Keywords: Communication; Discourse; Environmental Values; Young People; Preservation

INTRODUCTION

The aim of this paper is to ascertain young people preservation of environmental value. This is imperative because studies have showed that many young people are increasingly disconnected from natural environmental values (Kellert, 2002; Kasser, 2005; Wray-Lake, Flanagan, & Osgood, 2010). Since young people are constantly exposed to a materialistic ethos which currently dominates today's societies (Kasser, 2005), their lifestyles have led to an increasing disconnection from natural environments (Kellert, 2002). Some writers have pointed out that since environmental movement began, youths' views have been largely ignored in studies of public opinion (Wray-Lake, Flanagan, & Osgood, 2010) in environmental matters. This may be so because there is a widespread "nature-deficit disorder" in young people (Louv, 2005) and "death of environmentalism" (Shellenberger & Nordhaus, 2004; Dunlap, 2006)) about environmental values, this rather implies that, young people have not demonstrated their environmental consciousness, because they have assigned responsibility for the environment to the government (Wray-Lake, et.al, 2010).

A study had shown that environmental news discussion is not so prevalent and trendy among many young people in Nigeria, because young people are more concerned about politics, entertainment, sports and fashion trends (Akpoghiran, 2019), and this is why the average Nigerian still sees environmental values and concerns as remote (Akpoghiran & Arimitan, 2017). A study had also indicated that natural environments give rise to value in diverse ways for different people and groups (Schroeder. 2011). Gregory (1999) believes that environmental values should be through institutional or legislative instrument and interest groups seeking to protect the environment. Environmental values has also been associated with age, because age with the right attitude is expected to play a significant role in

environmental management (Raudsepp, 2001; Ifegbesan, 2009; Longe, Longe, & Ukpebor, 2009; Akpoghiran & Arimitan, 2017).

Studies also exist claiming that environmental values are necessary and essential for pro-environmental behavioural changes and environmental decision ((Dietz, Fitzgerald, & Shwom, 2005; Gatersleben, Meadows, Abrahamse, & Jackso, 2008; Haytko & Matuliich, 2009). Dietz, et. al., (2005) state that values are often invoked in discussions of how to develop a more sustainable relationship with the environment. The assumptions behind these comments are that values influence our individual and collective decisions and that if our values changed we would make decisions that are more protective of the biophysical environment. Gatersleben, et. al., (2008) explored whether young people who engage in nature based conservation activities have more affinity with nature, stronger pro-environmental values, and less materialistic values and lifestyles. Their study showed that young people who are more likely to behave pro-environmentally have a more positive attitude towards nature; a higher environmental awareness and a lower materialistic value orientation than those who are less likely to behave pro-environmentally. Though their study was not related to environmental communication but it definitely explained pro-behaviour of young people in environmental matters. A study on the relationship between environmental values, personal norms and pro-environmental behaviour found that ecocentric values (the belief that the ecological world has intrinsic value) positively influenced pro-environmental behaviour (Nordlund & Garvill, 2002). This explains that values lead directly to pro-environmental behaviour.

Also, a study had shown that environmental issues are of great importance to young people (Mifsud, 2011). In the view of Mifsud, college students are an important segment of society and warrant attention in terms of studying environmental attitudes, as they have been the leading crusaders in the modern environmental movement. Environmental value therefore caused public support and social movements (Stern, Dietz, Abel, Guagnano, & Kalof, 1999). These authors recognized young people concerns for environmental protection through environmental movement but not commendation means.

These streams of research as identified above did not integrate communication into young people preservation of environmental values. Though there are many studies on the importance of discourse and interactions in changing values (Habermas, 1991), these studies however, are not adequate to draw conclusions on young people and environmental values. The lack of adequate literature calls for an examination of the young people discussion on environmental values. There is need therefore; to do a study on the subject matter especially as preservation of environmental values among young people had declined (Kasser, 2005).

Objectives of the Study

Consequent upon the above, the objectives of this paper among others were to: determine young people preservation of environmental values, and how communication processes affect young people preservation of environmental values. The goal is to promote environmental values among young people.

Theoretical Basis

The study is anchored on Value-Belief-Norm. According to Stern, Dietz, Abel, Guagnano, and Kalof (1999), it is called the Value-Belief-Norm (VBN) theory, because it suggests that the process of environmental value and action support can be deducted from a causal chain of five variables, namely Values, New Environmental Paradigm (NEP), Awareness Consequences (AC), Ascription of Responsibility to self-beliefs (AR), and Personal Norms (PN). It follows that New Ecological Paradigm (NEP): is a scale that measures broad beliefs about the effects of human action on the biosphere. Awareness Consequences (AC) are the cause of pro-environmental action, activated by beliefs that environmental conditions are a threat to humans and other species while the Ascription of Responsibility to self-beliefs (AR): holds that in order to limit those threats they have to initiate action or measures. The five variables of VBN mean that beliefs and values determine pro-environmental behaviour. The theory of values-beliefs-norms (VBN) emphasizes indirect links between values and decisions about the environment (Stern, et. al., 1999; Stern, 2000). In the views of Dietz, et. al (2005), the theory affect our world view about the environment (general beliefs), which in turn influences our beliefs about the

consequences of environmental change on things we value, and things we value in turn influence our perceptions of our ability to reduce threats to things we value, this in turn influence our norms about taking environmental action. The VBN theory assumes that the most fundamental determinants of environmental values are self-interest or egocentric; humanistic altruism (homocentric) or simply altruism; and biospheric altruism or simply biospheric values (Stern, & Dietz, 1994). The assumptions imply that values as a principle of decision and belief have considerable or indirect impact on environmental decisions and actions.

The theory provides a basis for identifying and explaining underlying mechanisms for the motives and needs of individuals in a culture-sharing group (Bakker, 2017). Beliefs are core parts of values. The theory also explains that environmental value arises out of one's attention, interest, desire and action (AIDA) towards the environment. The VBN theory is closely associated with the value-change postulation as both stressed on change through beliefs and values.

As a way of analyzing the theory of value-belief-norm, the Shalom Schwartz's Value Survey in measuring values was put forward by Braithwaite and Law (1985). The Schwartz Value Survey contains 56 survey items that participants were asked to rate along a 9-point scale, indicating how important each stated value is as a guiding principle in their life (Dietz, Fitzgerald, & Shwom, 2005).

Fig. 1: Items from Shalom Schwartz's Value Survey

Categories of Values

Humanistic Values Category (Family, friends, society)	
1	Equality (equal opportunity for all)
2	Sense of belonging (feeling that others care about me)
3	Social order (stability of society)
4.	Politeness (courtesy, good manners)
5	National security (protection of my nation from enemies)
6	A world at peace (free of war and conflict)
7	Family security (safety for loved ones)
8	True friendship (close, supportive friends)
9	Social justice (correcting injustice, care for the weak)
10	Loyal (faithful to my friends, group)
11	Broadminded (tolerant of different ideas and beliefs)
12	Honoring of parents and elders (showing respect)
13	Helpful (working for the welfare of others)
Moralistic Values Category (Ethics, spiritual, religious, beliefs, culture)	
1	A spiritual life (emphasis on spiritual not material matters)
2	Meaning in life (a purpose in life)
3	Reciprocation of favors (avoidance of indebtedness)
4	Respect for tradition (preservation of time-honored customs)
5	Mature love (deep emotional and spiritual intimacy)
6	Self-discipline (self-restraint, resistance to temptation)
7	Detachment (from worldly concerns)
8	Wisdom (a mature understanding of life)
9	Moderate (avoiding extremes of feeling and action)
10	Humble (modest, self-effacing)
11	Accepting my portion in life (submitting to life's circumstances)
12	Honest (genuine, sincere)
13	Devout (holding to religious faith and belief)
14	Responsible (dependable, reliable)
15	Forgiving (willing to pardon others)

PersonalityValues Category (Self enhancement, self-desire, pleasure, self)	
1	Inner harmony (at peace with myself)
2	Pleasure (gratification of desires)
3	Freedom (freedom of action and thought)
4	An exciting life (stimulating experiences)
5	Self-respect (belief in one's own worth)
6	Social recognition (respect, approval by others)
7	A varied life (filled with challenge, novelty, and change)
8	Authority (the right to lead or command)
9	Influential (having an impact on people and events)
10	Choosing own goals (selecting own purposes)
11	Healthy (not being sick physically or mentally)
12	Preserving my public image (protecting my "face")
13	Intelligent (logical, thinking)
14	Enjoying life (enjoying food, sex, leisure)
15	Successful (achieving goals)
16	Creativity (uniqueness, imagination)
17	Social power (control over others, dominance)
MaterialisticValues Category (Wealth, possession)	
1	Wealth (material possessions, money)
2	Daring (seeking adventure, risk)
BiosphericValues Category (Nature, environment)	
1	Unity with nature (fitting into nature)
2	A world of beauty (beauty of nature and the arts)
3	Protecting the environment (preserving nature)
4	Clean (neat, tidy)
WorkValues Category (Job)	
1	Independent (self-reliant, self-sufficient)
2	Ambitious (hard-working, aspiring)
3	Capable (competent, effective, efficient)
4	Obedient (dutiful, meeting obligations)
5	Curious (interested in everything, exploring)
Total: 56 survey items	

Source: Braithwaite, & Law, (1985) but catetegorised by the researcher, Akpoghiran, I.P.**,** 2020

As observed from the above fig.1, biospheric values category (nature and the environment) were very poor as obtained from the 56 survey items because many of our values as individual have not aligned with nature.

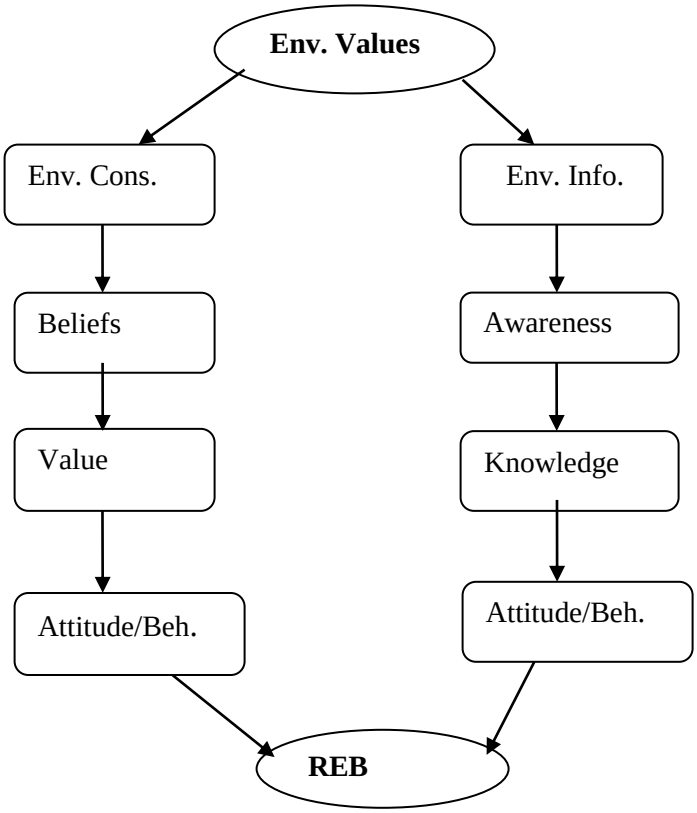
There is no value listed above devoid of environmental values. For example, humanistic values category point to environmental concern and support for one another. Moralistic value category stressed on environmental ethics, and the belief that environmental behqaviour is a moral, spiritual and ethical obligation. Value is a personality concept. No self-esteem personality can be devoid of a healthy environment. Materialistic value category implies our material possessions are derived from the environment. Material development does not in any way imply that we should destroy the environment because of survival but to balance nature by replacing or balancing what we have taken from the environment. For instance, planting of trees, stop poaching and maintaining responsible environmental attitude are ways of adding values to the environmental. Work category value laid importance on working with the environment and for the environment. This is part of green organization. We cannot be

independent or self-reliant of the environment. We need the environment as core part of our values. This is what value-belief-norm points at.

In the light of this, the justification and application of the theory of value-belief-norm to the study, means that values uphold by young people should be applied to environmental management. Value is a strong psychological factor that affects people's personality, decisions, beliefs, and actions, and the environment. Taking values as are the guiding principles in our lives (Žydžiūnaitė, 2018), and that values are those elements that the community considers vital to its existence, sustenance and advancement (Akpan & Okoro, 2018), environmental values therefore is the principle or practice that measures worth of the environment. It is the worth or esteem of how an individual appreciate the environment. It measures the effort to protect, preserved and promotes the environment. People are concerned with what they value most. It is the state or degree to which we are concerned about the environment.

The need to protect and preserved the environment also depends on much we attached values to the environment. It extent of our beliefs in environmental preservation determines the extent of our values the environment.

Fig. 2: Environmental Values Processes



Source: Akpoghiran, I.P., 2020

There are two major processes of environmental values. The socio-ethical and socio-communication processes. The socio-ethical process of environmental values implies that our social belief system and cultural backgrounds as well as moral and ethical values helped in building environmental responsible behaviour. Environmental value is developed by socio-ethical components of namely environmental consciousness; beliefs-norms-culture; values; and attitude/behaviour. The socio-ethical environmental process is largely associated with value-change and the value-beliefs-norms theories as both stressed on behavioural change. The socio-communication of environmental value indentifies how

communication types (interpersonal, group, organizational, mass communication) helped in raising individual's environmental responsible behaviour. The socio-communication process provides an opportunity for direct interaction among members by bringing about changes in attitude and beliefs (Hasan, 2020). The components of the socio-communication environmental values are: environmental information; awareness; knowledge and attitude/behaviour. Two components that featured in the two environmental values processes are attitude and behaviour. This means that irrespective of the process of environmental value, attitude and behaviour is evident.

The application of the theory of value-belief-norm to environmental value processes is that communication change attitude. Attitudinal change and value for the worth of the environment will definitely lead to a better environmental behaviour. The extent of the value we place on the environment turns out to determine our responsible environmental behaviour (REB). When people adopt actions and values that are in conformity with environmental values, and avoid actions that are harmful to the environment, then, REB is developed. In other words, self-consciousness for the worth of the environment and relevant environmental information are the first steps towards responsible environmental behaviour.

Methods and Procedures

The research design was concerned with young people. Only young people who are in higher institutions and those that have graduated were adopted as participants. This is because the subject or topic of study is relatively high in knowledge and cannot be thrown to the general public. That is, the topic needs participants of higher educational knowledge. One of the best places to get young people of such category is higher institution. The participants were drawn from the Petroleum Training Institute, Effurun, Delta State, Nigeria, a higher institution, and from the town where the study is carried out (Effurn). Participants were contacted in business shops and offices provided they fix in the age range. Participants' ages were between 17-30. Similar study adopted 16-25 for studying young people and environmental issues (Gatersleben, et. al., 2008). Age category (17-30) and level of education of the participants were clearly and boldly stated in the instrument in order to identify eligible participants. Their educational status was also ascertained before they were administered with questionnaire. Participants from the school and those from the community (Effurun) were given equal (50%) of the instrument for data collection.

Questionnaire was the instrument for data collection. The instrument for data collection was to ascertain preservation of environmental values among young people through communication discourse. Using the Krejcie and Morgan sample size of 1970, a total of 92 participants were contacted from 110 copies of questionnaire that were randomly administered among the participants. The overall response rate was 84% based on the number of copies of the questionnaire provided and responded to. Also, 54 of the participants were contacted in the school stated above. They represented 58.6% of the respondents. Students were informed about the voluntary and anonymous participation. This happened in February, 2020 before the COVID 19 outbreak and lockdown in Nigeria. The participants outside the school campus were 38 representing 41.3%. The copies of the questionnaire were administered with the aid of 5 research assistants. Each was given 22 copies.

Measuring Scale

To measure young people's extent of environmental values for nature preservation and appreciation, there are instruments developed by researchers for such exercise. Instruments such as the Two Major Environmental Value model (2-MEV) with "preservation" (PRE) and "utilization" (UTL), with "interest in technology" (INT) and "social aspects of technology" (SOC), and "appreciation of nature" (APR) were used for measuring environmental values of related college students (Bogner, 2018; Stöckert, & Bogner, 2019). There are also other measuring instruments like New Environmental Paradigm (Dunlap, et. al., 1978), New Ecological Paradigm (Dunlap, et. al., 1978; cited in Bogner, 2018) or Ecological World View (Blaikie, 1992) for measuring environmental values and evaluating educational programme. These instruments explained the efficacy of environmental values to environmental concerns, attitude, behaviour and management.

Derived from the above, the scale has 61 items designed to measure the concept of environmental value. The instrument measures participants' Understanding of Environmental Value (UEV), Environmental Value Discourse (EVD) and personal decision and attitude to uphold environmental value. Two of the measuring scale were designed in Likert scale following a response pattern of a 5-1 point (5 = I strong agree; 4 = I agree; 3 = 1 undecided; 2=1 strongly disagree and 1=1 disagree). This was in table 1 and 2. Scale of this type in measuring environmental values with modification in the designed questionnaire had been used by (Gatersleben,et. al. 2008; Babalola, et. al., 2010; Bogner, 2018). Threats to environmental value were measured by scale of very much; much; not very much; not much; not at all in table 3. Data obtained were analysed in percentage, mean and chi-square to test the extent of preservation of environmental value discourse.

Results

There were 56 male participants representing 60.8% of the responses and 36 female participants representing 39.1% who voluntary participated in the exercise. It was observed that many young ladies were not willing to participate when administered with a questionnaire. Studies have confirmed that issues of environmental values are dominated by men (Ifegbasan, 2009; Akpoghiran & Arimitan, 2017).

Table 1: Participants' Understanding of What Constitutes Environmental Values

Please indicate the most relevant item that constitutes your understanding of environmental values. **One Item Only**

S/N	Items Stated	SA (5)	A (4)	UD (3)	SD (2)	D (1)	Mean
1.	The way we develop and manage our environment	31	0	0	0	0	1.68
2.	Being in love with nature	0	5	0	0	0	0.21
3.	Clean and healthy environment	09	0	0	0	0	0.48
4.	Live in a natural setting environment not in a busy and noisy place	0	11	0	0	0	0.47
5.	Beautiful and peaceful environmental made by human design	0	15	0	0	0	0.65
6.	Enforcing environmental policy and laws	0	0	0	0	0	0
7.	Live in a luxury house	2	0	0	0	0	0.10
8.	A growing populated mega place like Abuja	0	3	0	0	0	0.13
9.	Beautiful streets and roads at nights	0	2	0	0	0	0.08
10.	Holidays/travel tours to beautiful places, historical sites, beaches and resort places and industrial parks	0	5	0	0	0	0.21
11.	Planting of trees and flowers	0	2	0	0	0	0.08
12.	Avoid self-littering of the environment	0	3	0	0	0	0.13
13.	An environment devoid of oil spills and pollutions	0	0	0	0	0	0
14.	Being away from mega-city life.	0	2	0	0	0	0.08
15.	Proper management of solid waste.	0	2	0	0	0	0.08

92 Participants were instructed to indicate only one item that best identified environmental value. All items constitute environmental values but from the table, item 1 best defined environmental value as identified by 31 participants.

Table 2: Participants Preservation in Environmental Value Discourse

S/N	Items Stated	SA	A	UD	SD	D	Mean
1.	Discussion on environmental issues are not valued by many young people	-	17	-	66	9	2. 27
2.	Young people raise discussion on environmental values only when the need arises like oil spills, floods, gully erosion	-	71	-	21	-	3.54
3.	Communication can promote personal decisions and actions in environmental value.	-	81	-	11	-	3.76
4.	Social, political and economic values dominate young people discussion as a group.	3	61	-	19	9	3.76
5.	Poor environmental discourse among young people causes poor attitude to environmental value.	-	73		19	-	3.58
6.	Environmental conversation influence choice and decision to strive for environmental values.	-	69	-	23	-	3.50
7.	Media advocacy can increase young people's preservation in environmental value.	13	72	-	-	7	3.91
8.	Young people's should use social media platforms and other means to promote environmental values	3	89	-	-	-	4.03
9.	More of young people environmental movements or associations are needed to raise environmental values	13	77	2	-	-	4.11

At mean-point of 3.00, responses were in the affirmative.

Table 3: Identification of Possible Threats to Environmental Values

How much are these following items threat to environmental values?	Options									
	Very Much		Much		Not very much		Not much		Not at all	
	No.	%	No.	%	No.	%	No.	%	No	%
Solid waste problem in the streets	74	80.4	18	19.5	-	-	-	-	-	-
Stagnant dirty water	-	-	21	22.8	55	59.7	-	-	-	-
Too much of barrow pits	4	4.3	37	40.2	51	55.4	-	-	-	-
Deforestation	2	2.1	18	19.5	72	78.2	-	-	-	-
Billboards that defaced the environment	-	-	54	58.6	-	-	-	-	38	41.3
Abandon vehicles on road sides	13	14.1	61	66.3	18	19.5				
Oil spills on farmlands and waters	9	9.7	83	90.2	-	-	-	-	-	-
Untidy public abattoirs	3	3.2	66	71.7	17	18.4	6	6.5	-	-
Man-caused floods	29	31.5	62	67.3	1	1.0				
Items thrown from moving vehicle	14	15.2	78	84.7	-	-	-	-	-	-
Unplanned urban development	-	-	16	17.3	71	77.1	5	5.4	-	-

Desertification encroachment	-	-	77	83.6	-	-	6	6.5	9	9.7
Unmanaged bush burning	24	26.0	41	44.5	8	8.6	19	20.6	-	-
Gas flaring	30	32.6	62	67	-	-	-	-	-	-
Illegal mining	-	-	17	18.4	61	66.3	14	15.2		
Not planting of trees	30	32.6	55	59.7	7	7.6				

Threats to environmental values as identified above

Table 4: Identification of How Personal Decisions and Actions Affect Environmental Value

Items Stated	**Yes**		**No**	
Indicate how your decisions and actions have affected environmental values. By……..	**Freg**	**%**	**Freg.**	**%**
Changing my ways in order to reduce the amount of waste generated	66	71.7	26	28.2
Cleaning my surroundings to reduce mosquitoes and waste	92	100	-	-
Putting waste in polythene bag and in container	56	60.8	36	39.1
Dumping refuse at the approved place	56	60.8	36	39.1
Stopping indiscriminate bush burning	71	77.1	21	22.8
Deciding to reuse and recycle something rather than throw away	73	79.3	19	20.6
Using energy bulbs in order to reduce energy consumption	70	76.0	22	23.9
Protecting green vegetations	41	44.5	51	55.4
Stopping tree falling	37	40.2	55	59.7
Putting off electrical appliances when I am not using it or when I am out	92	100	-	-
Clearing stagnant water channels to prevent flood	67	72.8	25	27.1
Often talking with friends about environmental values	41	44.5	51	55.4
Correcting someone unfriendly environmental attitude	39	42.3	53	57.6
Involving in climate change campaigns and environmental values	31	33.6	61	66.3
Attending training, seminars on environmental values	27	29.3	65	70.6
Supporting environmental movements in Nigeria	11	11.9	-	-
Supporting environmental policy enforcement to protect the environment	11	11.9	-	-
Avoiding wasting water by leaving running water unlocked	64	69.5	28	30.4
Stop throwing consumed items from moving vehicle	50	54.3	42	45.6
Putting dead batteries in the garbage	89	96.7	3	3.2

Test on the extent of preservation in environmental value discourse

Item	Test result	Df	Asymp. Sig.
Environmental values discourse are not frequent among young people	49.457[a]	2	.000
Young people have poor preservation on environmental value discussion	1.255E2[b]	4	.000

Based on chi-square test, extent of environmental values discourse is marked as poor. Poor environmental discourse poor affects preservation of environmental value.

DISCUSSION

Preservation of environmental values discussion among young people was the focal point of the study. It was imperative to ascertain understanding of environmental value (UEV) among young people. The participants were asked to indicate one of the most relevant items listed that identified their understanding of what constitutes environmental values. Results from the data revealed that at a mean at 1.68, many of

the participants understand environmental values as the way the environment is developed and managed. Some participants believe that being in love with nature is what makes up environmental value (mean = 021) or living in a natural setting environment devoid of busy and noisy place (mean = 48). The above views of the participants on what constitutes environmental values correspond with the position of Gregory (1999). To him, environmental values directly involve features of the natural environment: trees, views, animal habitats, or plant species, economic, health, safety concerns and aspects of the natural and built environment. Environmental value is defined and determined by the extent we value our environment.

In response to the first aim of the study, which was on young people preservation of environmental value discourse, the study revealed that discussion on environmental values by young people was low. This was obtained in the chi-square results and from the items in table 2. Though preservation of environmental conversation influences choice and decision to strive for environmental values (table 2, item 6), but preservation of environmental value is discussed when there were immediate environmental challenges like oil spills, floods, and gully erosion. Poor environmental discourse among young people caused poor attitude to environmental value (3.58 > 3.00, in table 2, item 5). Poor preservation of environmental values discourse leads to poor attitude to environmental management. Environmental value is really imperative for environmental attitude. This is because values, among other factors provide a suitable basis for understanding environmentalism (Kalantari & Asadi, 2009). Similarly, a study had conceptualised environmental attitudes as a three dimensional concept, including "environmental worldview", "environmental concern", and "environmental commitment" (Cluck, Rodney & et al., 2003). Environmental worldview represents basic and general form of environmentalism of the respondents. This form of environmentalism indicates respondents' general perceptions about the environment, relationships between the environment, economic growth, industrialisation and effects of science and technology on the environment. Environmental concern represents values of respondents about the relationship between the environment and society and the relationship between individual and the environment and also perceptions of respondents about specific environmental problems. Environmental commitment represents values of respondents about commitment issues for better environmental quality and for better environmental protection (Vogel, 2002). Invariably, an individual dimension in environmental value can be either "balance of nature", "limits to growth", and "man over nature" (Albrecht et al. 2002). This aligned with the result in table 2, item 3, that communication can promote personal decisions and actions in environmental values, and that media advocacy can increase young people's preservation of environmental value (table 2, item 7). Suchpersonal decisions and actions point to responsible environmental behaviour. The central point is that communication can bring about the elements of environmental worldviews, concerns and commitments and preservation of environmental value.

Be that as it may, environmental values always suffered from human threats. These threats as identified in table 3 are caused by human factors, emerged from poor environmental value and resulting in poor environmental management. These threats to environmental values point to Environmental Social Distance (ESD). This means how we have distanced ourselves from environmental values. Our interaction with the environment had not added values but hazards. Depper (2017) had noted that the world faces significant environmental challenges due largely to unsustainable human behaviour. When we interact with the environment by way of preservation, we become united with the environment. However, when we harm the environment we become socially distance from it. As a result, we experienced climate change and other numerous environmental disasters that are becoming unprecedented in our world today. This means that there is need for appreciation of nature. Appreciation of nature as it were, promotes a more positive ecological behaviour and offers a pathway synonymous with a positive disposition to gratifying experiences of nature in natural settings (Kossack & Bogner, 2012), and people who appreciate nature seem to develop better preferences and to favour environmental protection (Nord, Luloff.& Bridger, 1998).

In response to objective two, the study showed that personal decisions and actions in environmental values were affected by communication processes (table 4). Communication or group discussion among young people is very vital for environmental value (table 2, item3, 8 & 9). This is because the goal of young people in communication discourse is to pool information, distribute it and influence each other (Griffin, 2006). The emphasis of the role of values in decision making is consonant with value-belief-norm (VBN) theory adopted for this study. The theory suggests that the process of environmental value and action support can be deducted from the extent we place values in the environment. The VBN is a value change postulation. The VBN is a framework to explain attitude-behaviour in environmental studies. Individual choice about pro-environmental actions can be driven by expected and personal norms. Norms are in operation when an individual believes that violating them would have adverse effects on him and the society. Environmental values, beliefs and norms lead to social environmental change. At any point, decisions are made based on values. VBN is indirect links between values and decisions about the environment as it influences our world view about the environment. Dietz and colleagues (2005) note that personal values influence how people make decisions. It is imperative to note that environmental value or biospheric was placed very low among the personal values of the 56 survey items by Shalom Schwartz's value survey as shown in fig.1. Again, this is as a result of Environmental Social Distance (ESD).

In all, young people preservation of discussing environmental issues is determined by the components of beliefs, concerns and commitments. Kalantari and Asadi (2009) call it 'tendencies to act' or 'preparedness to act". It is by beliefs that we upheld the environmental values, and this triggered concerns and commitments. Values have been suggested to be a major determinant of human behaviour (Ajzen, 1985). This finds credence in the study that values affect people's decisions and actions in environmental behaviour and management. Steam et.al.(1999) believe that all environmental discourses have common elements in their beliefs and values on human actions (Stern et. al.; 1999).. The bottomline is that the extent of environmental value determines extent to environmental behaviour. Invariably, value is the core determinant of environmental attitude and behaviour as also shown in fig.2. Unfortunately, many young people have not incorporated their values into environmental behaviour and management.

CONCLUSION

Preservation of environmental values among young people was the focal point of the study. Discussion on environmental values determines young people extent of preservation of environmental issues. Environmental values are determined by the extent of our belief system, norms, attitude and behaviour. It was established that young people had a wide understanding of environmental values but communication discourse in environmental value is poor. Poor environmental discourse poor affects preservation of environmental values. Preservation of environmental values stemmed from beliefs, norms, and firm decisions in environmental value course. Young people regular engagement in environmental issues triggered environmental values, behaviour and management. Value defined the whole totally of an individual, and this should be put into environmental concern. That young people are distanced from the environment explains a situation of huge environmental problem. There is need to add values to the environment. There is need for young people to continually engage in environmental value discourse to develop preservation of environmental management, and then, responsible environmental value. Regular conversation and discourse in environmental issues by young people in various platforms can trigger environmental values. Further study should look at public supports and environmental movements

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