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ABSTRACT

The study examined ethnic and gender inclusive strategies as predictors of students' citizenship behaviours in University Of Uyo. The study was guided by six research questions and six hypotheses. A correlational survey research design was adopted for the study. The population of the study comprised thirty-one thousand four hundred and twenty-seven (31427), 400 Level students in University of Uyo, Uyo. A sample size of ninety four (94), 400 Level students obtained using a multistage sampling technique was used for the study. The researcher developed instruments was used in collecting data for the study. The instrument was titled "Institutional Inclusive Strategies and Students Citizenship Behaviour Questionnaire (IISCBQ)". The instrument was structured using a four point scale and duly validated by three experts in the Faculty of Education, University of Uyo. Cronbach Alpha statistic was used to obtain a reliability coefficient of 0.89 for the IISCBQ respectively. Regression analysis statistic was used in answering the research questions and in testing the hypotheses at 0.05 level of significance. The findings of the study revealed that the combined effect of ethnic and gender inclusiveness significantly predicted students' citizenship behaviour in the University of Uyo. However, inclusive support programmes did not significantly predict students' citizenship behaviour in the University of Uyo. It is concluded that the findings of this research have illuminated the significant roles that inclusive celebration strategies, specifically those related to ethnicity, gender, and leadership play in predicting students' citizenship behaviour at the University of Uyo. It was recommended among others that the University management should actively organize and promote ethnic-inclusive events that reflect the cultural diversity of the student body to foster mutual respect and responsible behaviour among students. These events should be integrated into the academic calendar and supported with adequate resources to ensure wide student participation.

KEYWORDS: Ethnic, Gender, Inclusive Strategies, Predictors, Students' Citizenship, Behaviours

INTRODUCTION

Ethnic inclusive strategy conveys those practices that acknowledge, protect and encourage the integration of students irrespective of differences in the ethnic and cultural backgrounds

(Chukwu, 2020). This strategy is designed to ensure that all students, regardless of their ethnic origin, feel included and valued, academically and morally supported. They also aim to address and reduce ethnic disparities in access, opportunities, and outcomes within the institution. The supportive argument here is that when students from diverse ethnic backgrounds feel valued and included by the institution, they are more likely to engage in campus activities and may demonstrate citizenship behaviours. Thus, the adoption of ethnic inclusive strategy, may contribute to the development of a sense of responsibility and commitment to the welfare of the university community and society at large. Gender inclusive strategy is conceptualized as adopting those policies, educational and sensitization initiatives of the university that are designed to promote the equitable treatment, representation, and equitable treatment for all genders of students. This strategy is focused on addressing gender disparities and ensuring that students of all genders (male, female and transgender, non-binary, or gender non-conforming categories) have equal access to opportunities and resources on campus. To Koffi (2019), gender inclusivity practices, such as gender-sensitivity and awareness programs, promote an understanding of gender equality and fairness. From a broader perspective, it covers a range of perspectives that promote creativity and decision-making. This may encourage students to recognize the importance of equal opportunities for all genders and to advocate for policies that protect and promote gender equality both on campus and in the wider community. Students who are educated on gender inclusivity are more likely to engage in citizenship behaviours that challenge discriminatory practices and support gender justice.

Inclusive support programme strategy in this study refers to the institutionally adopted practices of modelling students to provide support, guide and assist peers without discrimination. These programs are designed to foster a supportive campus environment where students can help each other navigate academic, social, and personal challenges. Inclusive support programme strategy is based on the idea that students who are closer in age, experience, or background can offer meaningful support to one another in ways that faculty or staff might not be able to, particularly in understanding the pressures and concerns that other students may face. Adebajo (2018) posited that inclusive support programs encourage students to assist one another, whether by providing academic guidance, emotional support, or social inclusion. Moreover, students who participate in peer support often feel a sense of responsibility toward their peers, which translates into a willingness to engage in collaborative and supportive actions that benefit the wider community.

STATEMENT OF PROBLEM

The alignment of efforts through students' citizenship behaviours is faced with potentials that can enhance the betterment of the university community. This is noted in the assumption that such contributory actions and activity can ensure the maintenance of the environment, facilities and the sustenance of existing social systems on campus while also being able to promote a collective identity of the university. It is pertinent to note that, in spite of the importance of students' citizenship behaviour; there is a seeming deficiency in student's citizenship behavior in campus. The expectation is that students' should be engaged in showing positively to the university and the community. However, students are far from doing their best in these dimensions. This seeming low level of citizenship may be reason why students disrupt

the learning environment, show decrease in peer relationships, sometimes bully other students and participate in violence. These negative behaviours have long term consequences, on the university's reputation, tend to damage the institutional culture and brings about a strained in teacher students' relationships.

PURPOSE OF THE STUDY

The main purpose of the study is to examine institutional inclusive strategies and students citizenship behaviours in University of Uyo, Uyo. Specifically, the study sought to determine:

1. The extent to which ethnic inclusive strategy predicts student's citizenship behaviours in University of Uyo.
2. The extent to which gender inclusive strategy predicts student's citizenship behaviours in University of Uyo.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study

1. To what extent does ethnic inclusive strategy predict students' citizenship behaviours in University of Uyo?
2. To what extent does gender inclusive strategy predicts student's citizenship behaviours in University of Uyo?

RESEARCH HYPOTHESES

The following research hypotheses were formulated to guide the study

1. Ethnic inclusive strategy does not significantly predict students citizenship behaviours in University of Uyo.
2. Gender inclusive strategy does not significantly predict student's citizenship behaviours in University of Uyo.

CONCEPTUAL FRAMEWORK

Literature Review

Students' Citizenship Behaviours

Citizenship behavior refers to voluntary, constructive actions that individuals take to support their community or organization beyond their formal responsibilities (Uche, 2021). In the context of students, it includes behaviours like helping peers, participating in campus activities, and promoting a respectful, inclusive learning environment. Student citizenship behaviour (SCB) is defined as the voluntary actions and behaviours that students engage in to contribute positively to their academic environment and community, beyond the formal expectations or requirements of their educational institution. This concept draws from the idea of "citizenship behavior" in organizational behaviour, where employees engage in actions that benefit the organization even if these actions are not directly tied to their job descriptions or

formal duties (Richmond, 2021). Students' citizenship behaviour can encompass a wide range of activities and attitudes that demonstrate a student's commitment to the institution, their peers, and the broader academic and social community. These behaviors are typically driven by intrinsic motivation, social responsibility, and a sense of belonging to the institution.

Terenzini (2023) posited that student citizenship behaviour encompasses a wide range of positive, voluntary actions that contribute to the university community. One important aspect is extracurricular involvement, where students participate in clubs, sports, or academic organizations that foster teamwork, leadership, and school spirit. Through such activities, they develop important social and professional skills while contributing to a vibrant campus life.

Moreover, peer assistance is another form, where students support classmates academically or emotionally, promoting a collaborative and compassionate learning environment. Engaging in Student citizenship behavior encompasses a wide range of positive, voluntary actions that contribute to the university community. Furthermore, extracurricular involvement, where students participate in clubs, sports, or academic organizations that foster teamwork, leadership and school spirit (Yemi, 2022). Through such activities, they develop important social and professional skills while contributing to a vibrant campus life. In furtherance, peer assistance is another form, where students support classmates academically or emotionally, promoting a collaborative and compassionate learning environment.

Ethnic Inclusive Strategy Practice

Ethnic inclusivity in schools can significantly influence students' citizenship behaviour, as it shapes how students interact with one another, the norms they adhere to, and the ways they participate in the school community. Citizenship behaviour in this context refers to actions that contribute positively to the school environment, such as following rules, participating in activities, helping others, and engaging in community-building behaviours (Jones, 2017). Ethnic inclusiveness introduces both opportunities and challenges that can impact how students engage in these behaviours. When students are exposed to a variety of cultural perspectives and backgrounds, it can promote empathy and understanding. This exposure encourages students to develop a sense of social responsibility and inclusivity, key aspects of positive citizenship behaviour (Elijah, 2019). They may become more willing to engage in cooperative activities, respect diverse opinions, and support classmates from different ethnic backgrounds.

Ethnic inclusivity in schools can enhance students' awareness of cultural differences, which, when effectively managed, can encourage tolerance and respect for others. This understanding can influence citizenship behaviours, such as respecting school rules, contributing to group work, and engaging in community service. Putman (2019) stated that exposure to ethnic inclusiveness can challenge existing stereotypes and prejudices. In schools with diverse student populations, students may encounter stereotypes about certain ethnic or cultural groups. If inclusiveness is embraced in a positive way, students may actively work to challenge and overcome these stereotypes, promoting behaviors that encourage fairness, equality, and justice. Also, ethnic inclusiveness can sometimes lead to misunderstandings or conflicts, especially if

cultural differences are not acknowledged or respected (Smith, 2019). However, when schools foster environments where students learn to navigate and resolve these conflicts, it can promote valuable citizenship behaviours like conflict resolution, respect for authority and collaboration.

Vande (2022) stated that exposure to ethnic diversity helps students develop empathy by learning about and understanding different cultural perspectives. This awareness encourages inclusive behaviour and a sense of shared responsibility within the school community. Students who understand the challenges faced by others from different ethnic backgrounds are more likely to engage in helping behaviors, such as supporting classmates and standing up against discrimination. Also, when students are exposed to diverse cultural norms and traditions, they are more likely to appreciate the value of respecting others (Mandy, 2023). This respect for inclusiveness is a key aspect of positive citizenship, as it encourages students to follow rules, cooperate with others, and contribute to an inclusive school environment. Also, ethnic diversity in schools can provide opportunities for students to confront and challenge stereotypes or biases they may hold. By learning about and interacting with students from various ethnic groups, students may develop a deeper sense of justice and fairness, motivating them to engage in behaviors that promote equality, such as standing up against racism or exclusion.

Gender Inclusive Strategy

Gender inclusive strategy is defined as the recognition, acceptance, and inclusion of a wide range of gender identities beyond the traditional binary understanding of male and female. It acknowledges that gender is not strictly defined by biological sex, but is a social and cultural construct that can vary across different cultures and societies. Gender inclusivity encompasses individuals who identify as male, female, non-binary, gender queer, gender fluid, agender, and other gender identities that fall outside the conventional binary. Mark (2019) posited that **gender diversity** can have a significant influence on students' citizenship behavior, as it affects how students interact with one another, engage with school norms, and participate in community-building activities. Citizenship behaviour refers to positive actions that contribute to the well-being of the school environment, such as helping others, showing respect for others' rights, adhering to rules, and participating in collective activities. When gender inclusiveness is actively recognized and respected, it can enhance students' ability to collaborate, support one another, and contribute meaningfully to their school communities. However, if not addressed properly, gender inclusiveness can also present challenges that need to be navigated to ensure positive citizenship behaviour.

Wilkins (2020) asserted that gender inclusivity in schools encourages students to engage in behaviors that reflect inclusivity, respect, and fairness. When students recognize and respect diverse gender identities, they are more likely to follow rules and behaviours that promote acceptance and equality. Gender-diverse environments help students understand that all individuals, regardless of their gender, should be treated with dignity and respect. Also, exposure to gender inclusivity challenges traditional gender roles and stereotypes (Pals, 2022). By recognizing and accepting a range of gender identities, students are more likely to engage in behaviours that promote gender equality and challenge discriminatory attitudes or actions. This

creates a culture of fairness, where students actively work to create a supportive environment for their peers.

Smart (2024) posited that when gender inclusivity is embraced, it creates opportunities for students to interact with peers in ways that transcend gender stereotypes. This can lead to stronger peer relationships, as students become more aware of how gender influences social dynamics and behaviour. Understanding gender inclusivity can encourage students to be more empathetic and supportive of each other. Also, when students experience gender diversity, they often see more diverse role models in leadership positions (Richmond, 2021). This can inspire students to engage in leadership roles and activities that promote fairness, equality, and inclusion, important aspects of good citizenship. Gender diversity fosters environments where all students feel they have equal opportunities to participate in decision-making processes and school leadership roles. Ita (2022) posited that exposure to gender inclusiveness helps students build empathy by understanding the unique challenges faced by those with non-traditional gender identities. When students learn about the experiences of gender-inclusive individuals, they may develop a stronger sense of social responsibility, leading them to engage in actions that promote fairness and support marginalized groups.

Empirical Framework

Ethnic Inclusive Strategy and Students Citizenship Behaviour

Ekeng (2021) investigated on the influence of ethnic diversity practice and citizenship behaviour of undergraduate students, University of Calabar, Nigeria. The Study was guided by seven research questions and seven hypotheses. An ex post facto research design was adopted for the study. The population of the study comprised 16245 undergraduate students. A sample of 356 undergraduate students obtained using Taro Yamens' formula was used for the study. A simple random sampling technique was used in obtaining the sample of students for the study. The researcher developed instrument used in collecting data for the study was tagged "Ethnic Diversity Practice and Citizenship Behaviour of Students Questionnaire (EDPCBSQ)". The instrument was structured using a four point scale and duly validated by three experts in Faculty of Education, University of Calabar, and Calabar. Cronbach Alpha Statistics was used to obtain a reliability coefficient of 0.86 for the EDCBQ. Mean statistics was used in answering the research questions while a dependent t-test statistics was used in testing the hypotheses at 0.05 level of significance. The findings of the study revealed that there is a significant influence of ethnic diversity on citizenship behaviour of students based on Cultural Awareness, Intercultural Communication Skill, representation, Inclusivity and multicultural education on citizenship behaviour of undergraduate students, University of Calabar, Nigeria. This study is related to the present study as both studies are concerned with institutional diversity practices, but in the present study, institutional diversity practices and students citizenship behaviour in University of Uyo is investigated.

Nelson (2019) conducted a study on the relationship between institutional diversity and student's adjustment to University norms in Nnamdi Azikiwe University, Awka, and Anambra State. The study was guided by seven research questions and seven hypotheses respectively. A

correlational research design was adopted for the study. The population of the study comprised 2513 final year students in Faculty of Education, Nnamdi Azikiwe University, and Awka Anambra State. A sample size of 251 final year students representing 10% of the population of final year students was used for the study. A simple random sampling technique was used in obtaining the sample size for the study. The researcher developed instrument used in collecting data for the study was tagged “Institutional Diversity and Students Adjustment to University Norms Questionnaire (IDSAUNQ)”. The instrument was structured using a four point scale and duly valeted by five experts in Faculty of Education Nnamdi Azikiwe University, Awka, and Anambra State. Test retest statistics was used to obtain areliability coefficient of 0.86 for the IDSAUNQ). Pearson Product Moment Correlation Staistics was used in answering the research questions and in testing the hypotheses at 0.05 level of significance. It was found out from the study that there is a significant relationship of institutional diversity and students adjustment to University norms in Nnamdi Azikiwe University, Awka, Anambra State based on students cognitive ability, age, gender, academic interest and course of study. This study is related to the present study as both studies are concerned with institutional diversity practices, but in the present study, institutional diversity practices and students citizenship behaviour in University of Uyo is assessed.

Gender Inclusive strategy and Students Citizenship Behaviour

Anyim (2017) carried out a study to determine the influence of gender diversity practice on student’s citizenship behaviour in Ebonyi State University, Ebonyi State. The study was guided by six research questions and six hypotheses. A survey research design was adopted for the study. The population of the study consisted 674 Year Three students in Faculty of Art Ebonyi State University. A sample size of 67 Final year students representing 10% of final year students in Faculty of Art, Ebonyi State University was used for the study. A purposive sampling technique was adopted by the researcher in selecting the sample size for the study. The researcher developed instrument used in collecting data for the study was titled “Influence of Gender Diversity Practice on Students Citizenship Behaviour Questionnaire (IGDPSCBQ)”. The instrument was designed using a four point scale and duly validated by three experts in the Faculty of Education, Ebonyi State University. Mean was used in answering the research questions while a dependent t-test statistics was used in testing the hypotheses at 0.05 level of significance. It was found out from the study that there is a significant influence of gender diversity practice on students citizenship behaviour in Ebonyi State University, Ebonyi State based on students attitude to schooling, age, gender, location of inhabitant, parents involvement in daily activities and occupation. This study is related to the present study as both studies are concerned with institutional diversity practices, but in the present study, institutional diversity practices and students citizenship behaviour in University of Uyo is examined.

Vincent (2021) conducted a study to examine gender, ethnic and student’s governance diversity practice as predictors of student’s citizenship behaviour at University of Nigeria Nssuka, Nigeria. The study was guided by six research questions and six hypotheses. A correlational research design was adopted for the study. The population of the study consist of 345 year one students in Faculty of Engineering. A sample size of 134 year one students obtained using Taro Yamens’ formula was used for the study. The sample size was selected for the study

using a simple random sampling technique. The researcher developed instrument used in collecting data for the study was titled “Gender, Ethnic and Students Governance Diversity Practices as Predictors of Students Citizenship Behaviour (GESGDPPSCB)”. The instrument was structured using a four point scale and duly validated by three experts. Parallel test statistics was used to obtain a reliability coefficient of 0.92 for the GESGDPPSCB. Simple regression analysis was used in answering the research questions and in testing the hypotheses at 0.05 level of significance. The findings of the study revealed that gender, ethnic and student’s governance diversity practices significantly predict student’s citizenship behaviour at University of Nigeria Nssuka, Nigeria based on gender and academic ability. This study is related to the present study as both studies are concerned with institutional diversity practices, but in the present study, institutional diversity practices and students citizenship behaviour in University of Uyo is determined.

METHODOLOGY

A correlational research design was adopted for the study. The population of the study comprised thirty one thousand four hundred and twenty seven (31427), 400 Level students in University of Uyo, Uyo. A sample size of ninety four (94), 400 Level students obtained using a multistage sampling technique was used for the study. The researcher developed instruments was used in collecting data for the study. The instrument was titled “Institutional Inclusive Strategies and Students Citizenship Behaviour Questionnaire (IISCBQ)”.The instrument was structured using a four point scale and duly validated by three experts in the Faculty of Education, University of Uyo. Cronbach Alpha statistic was used to obtain reliability coefficients of 0.89 for the IISCBQ respectively. Regression analysis statistic was used in answering the research questions and in testing the hypotheses at 0.05 level of significance.

RESULT AND DISCUSSION

Research Question One

How does ethnic inclusive strategy predict students’ citizenship behaviours in University of Uyo, Uyo?

Table 1: Summary of Regression Analysis of how Ethnic Inclusive Strategy Predict Students Citizenship Behaviour in University of Uyo (N=94)

| Variables | R | R² | Adjusted R² |
|------------------------------------|----------|----------------------|-------------------------------|
| Ethnic Inclusive Strategy (X) | .763 | .582 | .581 |
| Students Citizenship Behaviour (Y) | | | |

Source: Field Work (2025)

Table 1 shows how ethnic inclusive strategy predicts students' citizenship behaviour in University of Uyo, Uyo. The coefficient of correlation (R) of .763 shows that ethnic inclusive strategy predicts student's citizenship behaviour to a high extent. Also, the coefficient of determination (R²) value of .582 shows that ethnic inclusive strategy predicts up to 58.2 percent variation in students citizenship behaviour. This result shows that ethnic inclusive strategy predict student's citizenship behaviour in University of Uyo to a high extent. This finding can be explained by the fact that ethnic inclusive practices create an environment where students from diverse cultural backgrounds feel recognized, respected, and valued. Such an atmosphere enhances students' sense of belonging and social integration, which are critical drivers of positive citizenship behaviour. Ethnic inclusivity also promotes intercultural understanding and reduces prejudice, thereby encouraging harmonious relationships and collective responsibility among students. This finding is in agreement with Ekeng (2021), who reported that ethnic diversity practices significantly influence students' citizenship behaviour by promoting cultural awareness and social cohesion.

Research Question Two

How does gender inclusive strategy predict students' citizenship behaviours in University of Uyo, Uyo?

Table 2. Summary of Regression Analysis of how Gender Inclusive Strategy Predict Students Citizenship Behaviour in University of Uyo (N=94)

| Variables | R | R ² | Adjusted R ² |
|-------------------------------------|------|----------------|-------------------------|
| Gender Inclusive Strategy (X) | | | |
| | .819 | .671 | .671 |
| Students' Citizenship Behaviour (Y) | | | |

Source: Field Work (2025)

Table 2 shows the extent to which gender inclusive strategy predict students' citizenship behaviour in University of Uyo, Uyo. The coefficient of correlation (R) of .819 shows that gender inclusive strategy predicts students' citizenship behaviour to a very high extent. Also, the coefficient of determination (R²) value of .671 shows that gender inclusive strategy predicts up to 67.1 percent variation in students' citizenship behaviour. This result shows that gender inclusive strategy predicts students' citizenship behaviour to a very high extent in University of Uyo, Uyo. The finding from research question two revealed that gender inclusive strategy significantly predicts students' citizenship behaviours in the University of Uyo. This implies that gender-sensitive policies and inclusive practices contribute meaningfully to how students behave responsibly within the university environment. This finding supports Wilkins (2020), who observed that gender-inclusive environments encourage students to demonstrate respect for diversity and promote positive interpersonal relationships within school communities.

Research Hypothesis One

Ethnic inclusive strategy does not significantly predict student’s citizenship behaviours in University of Uyo.

Table 3: Regression Analysis of the prediction of Students’ Citizenship Behaviour by Ethnic Inclusive Strategy (N=94)

| Model | Sum of Square | DF | Mean Square | F | Sig | Remarks |
|------------|---------------|----|-------------|-------|------|-------------|
| Regression | 562.192 | 1 | 562.192 | 1.244 | .004 | Significant |
| Residual | 41561.073 | 92 | 451.750 | | | |
| Total | 421232.265 | 93 | | | | |

*= Significant at .05 alpha level. Source: Field Work (2025)

The result of Table 3 shows that the p-value of .004 is less than .05 at 1 and 92 degrees of freedom and at .05 level of significance. Therefore the null hypothesis which stated that ethnic inclusive strategy does not significantly predict student’s citizenship behaviours in University of Uyo is rejected. Thus, ethnic inclusive strategy significantly predicts student’s citizenship behaviours in University of Uyo, Uyo. This findings is in agreement with Putman (2019) stated that exposure to ethnic inclusiveness can challenge existing stereotypes and prejudices. In schools with diverse student populations, students may encounter stereotypes about certain ethnic or cultural groups. If inclusiveness is embraced in a positive way, students may actively work to challenge and overcome these stereotypes, promoting behaviors that encourage fairness, equality, and justice.

Research Hypothesis Two

Gender inclusive strategy does not significantly predict students citizenship behaviours in University of Uyo.

Table 4: Regression Analysis of the prediction of Students’ Citizenship behaviour by Gender Inclusive strategy (N=94)

| Models | Sum of Square | DF | Mean Square | F | Sig | Remarks |
|------------|---------------|----|-------------|-------|------|-------------|
| Regression | 552.182 | 1 | 552.182 | 4.805 | .003 | Significant |
| Residual | 45734.532 | 92 | 114.910 | | | |
| Total | 45684.590 | 93 | | | | |

*= Significant at .05 alpha level. Source: Field Work (2025)

The results of Table 4. Shows that the p-value of .003 is less than .05 at 1 and 92 degrees of freedom and at .05 level of significance. Therefore the null hypothesis which stated that gender inclusive strategy does not significantly predict student’s citizenship behaviours in University of Uyo is rejected. Hence, gender inclusive strategy significantly predict student’s citizenship behaviours in University of Uyo, Uyo. This findings is also in support of Mark (2019) posited that gender diversity can have a significant influence on students' citizenship behavior, as it affects how students interact with one another, engage with school norms, and participate in

community-building activities. Citizenship behaviour refers to positive actions that contribute to the well-being of the school environment, such as helping others, showing respect for others' rights, adhering to rules, and participating in collective activities.

CONCLUSION

In conclusion, this study has clearly demonstrated that institutional inclusive strategies play a vital role in shaping students' citizenship behaviours in the University of Uyo. Specifically, the findings revealed that both ethnic and gender inclusive strategies significantly and positively predict students' citizenship behaviours, with gender inclusivity showing a relatively stronger predictive influence. This implies that when universities consciously promote respect for ethnic diversity and ensure equitable gender representation and participation, students are more likely to exhibit responsible, cooperative, and community-oriented behaviours. The study therefore underscores the importance of fostering an inclusive institutional climate where diversity is not only acknowledged but actively integrated into university practices and programmes. Such an environment enhances students' sense of belonging, mutual respect, and social responsibility, which are essential components of positive citizenship behaviour. Although inclusive support programmes did not show a significant predictive effect, their relevance cannot be overlooked, as they may require restructuring to better align with students' needs.

RECOMMENDATION

- University management should actively organize and promote ethnic-inclusive events that reflect the cultural diversity of the student body to foster mutual respect and responsible behaviour among students. These events should be integrated into the academic calendar and supported with adequate resources to ensure wide student participation.
- Institutions should design and implement gender-inclusive celebrations and awareness campaigns that promote gender equity and sensitivity within the campus environment. These activities should involve both male and female students in meaningful dialogue and collaboration to build mutual understanding and respect.
- Inclusive support programmes should be redesigned to be more student-centred, interactive, and responsive to students' actual needs and experiences. The university should involve students in the planning and evaluation of support services to increase relevance, engagement, and perceived value.

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