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An Examination of Gender and Study Level of Higher Education Students on Campus Safety Perceptions

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Abstract

Campus safety is vital to students' educational experiences, which affects their participation, well-being, and engagement on campus. This study examined whether students' perceptions of physical safety vary by gender and study level, and whether the gender-safety relationship changes across study levels. Using a quantitative, cross-sectional design, data from 112 participants, including 64 males and 48 females across undergraduate, graduate, or other study levels, were analyzed. Descriptive statistics assessed differences in perceived safety, followed by a two-way ANOVA to test the effects of gender, study level, and their interaction. Results showed a significant main effect of gender, $F(1, 106) = 15.403$, $p < .001$, partial $?^2 = .127$, with males reporting higher safety perceptions ($M = 16.38$, $SD = 2.44$) than females ($M = 14.52$, $SD = 2.38$). The study level effect was not significant, $F(2, 106) = 0.063$, $p = .939$, partial $?^2 = .001$, nor was the Gender × Study Level interaction, $F(2, 106) = 0.244$, $p = .784$, partial $?^2 = .005$. These results indicate that gender significantly influences perceptions of physical safety, while study level does not, and this gender difference remains consistent across study levels. The findings highlight the need to consider gender differences when evaluating campus safety and developing strategies to ensure a secure environment for all students.

Keywords: College students; Educational experience; Analysis; Well-being; Environment