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Understanding the Interplay of Gender Bias, Safety Perceptions, and Psychological Responses among Female Students in Higher Education

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ABSTRACT

This study examines the interplay between perceived gender bias, safety perceptions, and psychological responses among female students in higher education. A quantitative, cross-sectional survey design was employed to collect data from 224 female students enrolled in the social sciences departments of a public sector university. Proportionate random sampling ensured balanced representation across departments. Data were gathered through a structured questionnaire aligned with the study objectives. A pilot study involving 30 respondents was conducted prior to the main survey, and the instrument demonstrated acceptable reliability with a Cronbach's Alpha value above 0.700. Descriptive statistical techniques, including frequencies and percentages, were used for data analysis. The findings reveal that gender bias remains a persistent issue within academic environments, influencing students' perceptions and experiences. Perceived gender bias was found to negatively affect safety perceptions, as discriminatory attitudes, subtle exclusionary practices, and gendered expectations contribute to feelings of vulnerability among female students. Safety perception emerged as a key mediating factor shaping psychological outcomes. Students with lower perceived safety reported higher levels of psychological distress, including anxiety, reduced confidence, and limited participation in academic activities. In contrast, supportive and equitable environments were associated with positive psychological responses, such as emotional stability and greater academic engagement. The study concludes that gender bias is not only a social concern but also a significant psychological determinant of female students' academic experience and well-being.

Keywords: Gender Bias, Safety Perception, Psychological Response, Female Students, Higher Education, Academic Environment

Introduction

Higher education institutions are increasingly recognized as critical spaces for intellectual development, socialization, and identity formation (Abdullah & Shoaib,



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2021a, 2021b; Shoaib & Abdullah, 2021). However, for female students, these spaces are also shaped by subtle and overt forms of gender bias that influence their academic experiences and psychological well-being (Shoaib & Ullah, 2019; Ullah & Shoaib, 2021). Gender bias in academic settings may manifest through differential treatment, stereotypical expectations (Shoaib, Ali, Iqbal, & Abdullah, 2025a; Waris, Shoaib, Sharif, & Abdullah, 2025a), limited participation opportunities, and implicit discrimination in classroom and social interactions (Shoaib, Ahmed, Iqbal, & Abdullah, 2026b; Shoaib, Iqbal, Iqbal, & Abdullah, 2026). Such experiences often shape how female students perceive their position within the institutional environment (Ali, Abdullah, & Shaoib, 2026; Ali, Abdullah, & Shoaib, 2026), affecting their sense of inclusion and belonging (Ahmed, Shoaib, T. Iqbal, & Abdullah, 2026b; Shoaib, Ahmed, Iqbal, & Abdullah, 2026c). In addition to gender bias, perceptions of safety play a central role in shaping students' psychological responses in higher education (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Shoaib, Waris, Zaman, & Abdullah, 2025b). Safety is not limited to physical security but extends to emotional, social, and psychological dimensions that influence confidence, participation, and academic engagement (Ahmed, Shoaib, Iqbal, & Abdullah, 2026a; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a). Once female students perceive their environment as unsafe or unwelcoming, it can lead to heightened stress, anxiety, and reduced academic motivation (Shoaib, Waris, Zaman, & Abdullah, 2025a; Waris, Shoaib, Sharif, & Abdullah, 2025b). In this context, psychological responses such as withdrawal, reduced interaction, or diminished self-efficacy become important indicators of their lived experiences (Shoaib, Waris, Iqbal, & Abdullah, 2025; Waris, Shoaib, Iqbal, & Abdullah, 2025; Waris, Shoaib, Sharif, & Abdullah, 2025c). This study therefore explores the interconnected relationship between gender bias, safety perceptions, and psychological responses among female students in higher education, highlighting how these factors collectively shape their academic and social realities.

Review of Literature

The study findings asserted that the university student of Palestine telling gendered experience based on smoking (Hamamra, Daraghme, & Al-Asi, 2025). The study on the subject commissioned that addressing the risk version against identity theory on female and earning leadership (Guo, Wu, Yao, & Chen, 2025). Besides, the analysis of the data indicated that traditional language classroom addressing the impact of landscape identity as socio effective tool (Guerrero-Rodriguez, 2025). It is worth to mention here that study findings highlighted that in university students addressing the elements that cause psychological distress, help seeking and loneliness (Fowler & Wareham-Fowler, 2025). Additionally, the study outplayed that stated that tracking the experience of the single speaker in multi-language approach of primary school (Foster, 2025). In the same token, argument of the study pointed out that in textbook of exposing the gender bias inequality (Fawaid & Handayani, 2025; Abdullah & Ullah, 2022). Furthermore, the analysis of the study pointed out addressing the social and environmental element of drugs in female jail (Favril, 2025). Moreover, the study conclusion clinched that in Australia addressing the impact of sex and gendered stories (Evans & Wills, 2025). Similarly, the findings of the study articulated that a pilot study where showing Afghan refugee for the undergoing psychological treatment (Egger, Gander, Dumser, Koch, & Buchheim, 2025).

The study on the subject commissioned that a latent transition model that older inside migrants adapting the course of psychological (Ali, Shoaib, Iqbal, & Abdullah, 2025a; Shoaib & Abdullah, 2025; Shoaib, Ali, Iqbal, & Abdullah, 2025b). Besides, the analysis of the data indicated that all interest group have access to socio demographic biases (Ali,



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Shoaib, & Ali, 2025; Ali, Shoaib, Iqbal, & Abdullah, 2025b; Shoaib, Ali, Iqbal, & Abdullah, 2025c). It is worth to mention here that study findings highlighted that theatre as a critical teaching tool for equity and involvement (Iqbal, Shoaib, Iqbal, & Abdullah, 2025; Shoaib, Ali, Iqbal, & Abdullah, 2025b, 2025c). Additionally, the study outplayed that an example where examination of female social worker had been done and linked with language (Ali, Shoaib, Iqbal, & Abdullah, 2025a, 2025b; Shoaib, Rasool, & Iqbal, 2025b). In the same token, argument of the study pointed out that women speak for support of socio demographics and reproductive decisions (Shoaib, Rasool, & Iqbal, 2025a; Shoaib, Zaman, & Abdullah, 2025). Furthermore, the analysis of the study pointed out that the structural role of basic psychological need in young child for higher education (Shoaib, Iqbal, Rasool, & Abdullah, 2025; Shoaib, Rasool, & Iqbal, 2025a; Shoaib, Rasool, Iqbal, & Abdullah, 2025a, 2025b; Shoaib, Zaman, et al., 2025). Moreover, the study conclusion clinched that the difference between the affected and active emotion manager for social media use (Shoaib, Rasool, & Zaman, 2025a, 2025b, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025). Likewise, the results of the study revealed that beyond the digital acceptance on gendered modern flexibility to marriage for migrant women (Shoaib, Ahmed, & Iqbal, 2025; Shoaib, Batool, Kausar, & Abdullah, 2025; Shoaib, Rasool, & Iqbal, 2025c). Similarly, the findings of the study articulated that a trend research across the global crises on gendered death rate and positivity in social business (Shoaib, Ahmed, Iqbal, & Abdullah, 2025; Shoaib, Ahmed, & Usmani, 2025a, 2025b; Shoaib, Rasool, Zaman, & Ahmed, 2025).

The Data and Methods

The study utilized a quantitative research design to examine the targeted phenomenon among female students studying in the social sciences departments of a public sector university. A cross-sectional survey approach was applied to collect data at a single point in time, facilitating an efficient analysis of prevailing patterns, relationships, and distributions within the population. The sample included 224 respondents, selected through a proportionate random sampling method to ensure balanced representation across various departments within the social sciences faculty. Data were gathered through a structured questionnaire developed in line with the study's objectives and key variables. Prior to the main data collection, a pilot study involving 30 female students was conducted to evaluate the clarity and reliability of the instrument. The reliability test produced a Cronbach's Alpha value above 0.700, indicating acceptable internal consistency. For data analysis, appropriate statistical procedures were executed using relevant software. Descriptive statistics, such as frequencies and percentages, were employed to organize and summarize the data. The results were then interpreted systematically to generate valid conclusions and underscore both theoretical insights and practical implications.

Results and Discussion

Perspective of Gender Bias: Table 1 revealed that the frequency distribution and present of the variable named as types of gendered slang. The primary data analysis presented that 30.4 percent of the student were female and male student were disagree and 6.3 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. "males discriminate females based on gender". Likewise, the analysis also revealed that 40.6 percent of the female and male were agree and 22.8 percent of the female and male student of the facility of the social science were in the response category of strongly agree "males discriminate females based on gender". It is



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note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “males discriminate females based on gender”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

Table 1

Response of Students towards Perspective of Gender Bias

Strongly Agree = SA to SD = Strongly Disagree

Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	Males discriminate females based on gender	22.8 (51)	40.6 (91)	30.4 (68)	6.3 (14)
ii	Males consider themselves superior to females	26.3 (59)	44.2 (99)	23.2 (52)	6.3 (14)
iii	Males take females to have lower social status	17.9 (40)	50.0 (112)	22.8 (51)	9.4 (21)
iv	Males tend to dominate females in social circle	21.9 (49)	40.6 (91)	29.5 (66)	8.0 (18)
v	Males have key positions of the society	27.2 (61)	41.1 (92)	22.3 (50)	9.4 (21)
vi	Males dominate in outdoor activities	25.4 (57)	41.5 (93)	23.7 (53)	9.4 (21)
vii	Females have to perform kitchen activities	23.7 (53)	35.7 (80)	32.1 (72)	8.5 (19)
viii	Females work has been taken for granted for males	25.0 (56)	40.6 (91)	25.4 (57)	8.9 (20)

The primary data analysis presented that 23.2 percent of the student were female and male student were disagree and 6.3 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “males consider themselves superior to females ”. Likewise, the analysis also revealed that 44.2 percent of the female and male were agree and 26.3 percent of the female and male student of the facility of the social science were in the response category of strongly agree “males consider themselves superior to females”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “males consider themselves superior to females”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 22.8 percent of the student were female and male student were disagree and 9.4 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “males take females to have lower social status”. Likewise, the analysis also revealed that 50.0 percent of the female and male were agree and 17.9 percent of the female and male student of the facility of the social science were in the response category of strongly agree “males take females to have lower social status”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “males take females to have lower social status”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 29.5 percent of the student were female and male student were disagree and 8.0 percent of the female and male student were strongly



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disagree with the response category as mention in the table i.e. “males tend to dominate females in social circle”. Likewise, the analysis also revealed that 40.6 percent of the female and male were agree and 21.9 percent of the female and male student of the facility of the social science were in the response category of strongly agree “males tend to dominate females in social circle”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “males tend to dominate females in social circle”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 22.3 percent of the student were female and male student were disagree and 9.4 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “males have key positions of the society”. Likewise, the analysis also revealed that 41.1 percent of the female and male were agree and 27.2 percent of the female and male student of the facility of the social science were in the response category of strongly agree “males have key positions of the society”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “males have key positions of the society”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 23.7 percent of the student were female and male student were disagree and 9.4 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “males dominate in outdoor activities”. Likewise, the analysis also revealed that 41.5 percent of the female and male were agree and 25.4 percent of the female and male student of the facility of the social science were in the response category of strongly agree “males dominate in outdoor activities”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “males dominate in outdoor activities”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 32.1 percent of the student were female and male student were disagree and 8.5 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females have to perform kitchen activities”. Likewise, the analysis also revealed that 35.7 percent of the female and male were agree and 23.7 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females have to perform kitchen activities”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females have to perform kitchen activities”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 25.4 percent of the student were female and male student were disagree and 8.9 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females work has been taken for granted for males”. Likewise, the analysis also revealed that 40.6 percent of the female and male were agree and 25.0 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females work has been taken for granted for males”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females work has been taken for granted for males”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.



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Perspective of Safety: Table 2 revealed that the frequency distribution and present of the variable named as types of gendered slang. The primary data analysis presented that 23.7 percent of the student were female and male student were disagree and 5.4 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females think uncomfortable in front of male”. Likewise, the analysis also revealed that 43.8 percent of the female and male were agree and 27.2 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females think uncomfortable in front of male”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females think uncomfortable in front of male”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

Table 2

Response of Students towards Perspective of Safety

Strongly Agree = SA to SD = Strongly Disagree

Sr. No.	Statements	SA	A	D	SD
		% (f)	% (f)	% (f)	% (f)
i	Females thinks uncomfortable in front of male	27.2 (61)	43.8 (98)	23.7 (53)	5.4 (12)
ii	Females have less unsafe communication in market	20.5 (46)	46.0 (103)	26.3 (59)	7.1 (16)
iii	Females are neglected to travel at night	26.8 (60)	37.5 (84)	27.2 (61)	8.5 (19)
iv	Females have safety issues in family	22.8 (51)	42.4 (95)	23.7 (53)	11.2 (25)
v	Females have safety respect issues in the community	24.6 (55)	43.3 (97)	26.8 (60)	5.4 (12)
vi	Working females are safer than non-working	17.4 (39)	36.2 (81)	39.7 (89)	6.7 (15)
vii	Family gives respect to females	25.4 (57)	45.5 (102)	23.2 (52)	5.8 (13)
viii	Females are owned by family heads	18.3 (41)	48.7 (109)	26.8 (60)	6.3 (14)

The primary data analysis presented that 26.3 percent of the student were female and male student were disagree and 7.1 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females have less unsafe communication in market”. Likewise, the analysis also revealed that 46.0 percent of the female and male were agree and 20.5 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females have less unsafe communication in market”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females have less unsafe communication in market”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 27.2 percent of the student were female and male student were disagree and 8.5 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females are neglected to travel at night”. Likewise, the analysis also revealed that 37.5 percent of the female and



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male were agree and 26.8 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females are neglected to travel at night”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females are neglected to travel at night”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 23.7 percent of the student were female and male student were disagree and 11.2 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females have safety issues in family”. Likewise, the analysis also revealed that 42.4 percent of the female and male were agree and 22.8 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females have safety issues in family”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females have safety issues in family”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 26.8 percent of the student were female and male student were disagree and 5.4 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females have safety respect issues in the community”. Likewise, the analysis also revealed that 43.3 percent of the female and male were agree and 24.6 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females have safety respect issues in the community”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females have safety respect issues in the community”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 39.7 percent of the student were female and male student were disagree and 6.7 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “working females are safer than non-working”. Likewise, the analysis also revealed that 36.2 percent of the female and male were agree and 17.4 percent of the female and male student of the facility of the social science were in the response category of strongly agree “working females are safer than non-working”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “working females are safer than non-working”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 23.2 percent of the student were female and male student were disagree and 5.8 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “Family gives respect to females”. Likewise, the analysis also revealed that 45.5 percent of the female and male were agree and 25.4 percent of the female and male student of the facility of the social science were in the response category of strongly agree “Family gives respect to females”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “Family gives respect to females”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 26.8 percent of the student were female and male student were disagree and 6.3 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females are owned by



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family heads”. Likewise, the analysis also revealed that 48.7 percent of the female and male were agree and 18.3 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females are owned by family heads”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females are owned by family heads”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

Psychological Response: Table 3 revealed that the frequency distribution and present of the variable named as types of gendered slang. The primary data analysis presented that 28.6 percent of the student were female and male student were disagree and 9.4 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females are more aggressive compared to males”. Likewise, the analysis also revealed that 41.5 percent of the female and male were agree and 20.5 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females are more aggressive compared to males”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females are more aggressive compared to males”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

Table 3

Response of Students towards Psychological Response

Strongly Agree = SA to SD = Strongly Disagree

Sr. No.	Statements	SA	A	D	SD
		% (f)	% (f)	% (f)	% (f)
i	Females are more aggressive compared to males	20.5 (46)	41.5 (93)	28.6 (64)	9.4 (21)
ii	Females response females preferably	16.5 (37)	53.6 (120)	24.1 (54)	5.8 (13)
iii	Females response in anger to slang words	11.6 (26)	42.9 (96)	33.9 (76)	11.6 (26)
iv	Females faced embarrassment in slang situations	14.7 (33)	51.3 (115)	21.0 (47)	12.9 (29)
v	Females feel discomfort in facing slang words	19.6 (44)	49.1 (110)	22.8 (51)	8.5 (19)
vi	Females are more sensitive as compared to male	24.6 (55)	46.4 (104)	21.4 (48)	7.6 (17)
vii	Female keep silent in front of males	17.4 (39)	42.4 (95)	31.3 (70)	8.9 (20)
viii	Females hide the incidence based on family respect	21.9 (49)	44.6 (100)	19.6 (44)	13.8 (31)

The primary data analysis presented that 24.1 percent of the student were female and male student were disagree and 5.8 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “Females response females preferably”. Likewise, the analysis also revealed that 53.6 percent of the female and male were agree and 16.5 percent of the female and male student of the facility of the social science were in the response category of strongly agree “Females response females



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preferably”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “Females response females preferably”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 33.9 percent of the student were female and male student were disagree and 11.6 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females’ response in anger to slang words”. Likewise, the analysis also revealed that 42.9 percent of the female and male were agree and 11.6 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females’ response in anger to slang words”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females’ response in anger to slang words”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 21.0 percent of the student were female and male student were disagree and 12.9 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “Females faced embarrassment in slang situations”. Likewise, the analysis also revealed that 51.3 percent of the female and male were agree and 14.7 percent of the female and male student of the facility of the social science were in the response category of strongly agree “Females faced embarrassment in slang situations”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “Females faced embarrassment in slang situations”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 22.8 percent of the student were female and male student were disagree and 8.5 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females feel discomfort in facing slang words”. Likewise, the analysis also revealed that 49.1 percent of the female and male were agree and 19.6 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females feel discomfort in facing slang words”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females feel discomfort in facing slang words”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 21.4 percent of the student were female and male student were disagree and 7.6 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females are more sensitive as compared to male”. Likewise, the analysis also revealed that 46.4 percent of the female and male were agree and 24.6 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females are more sensitive as compared to male”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females are more sensitive as compared to male”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 31.3 percent of the student were female and male student were disagree and 8.9 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “female keep silent in front of males”. Likewise, the analysis also revealed that 42.4 percent of the female and male were agree and 17.4 percent of the female and male student of the facility of the



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social science were in the response category of strongly agree “female keep silent in front of males”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “female keep silent in front of males”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

The primary data analysis presented that 19.6 percent of the student were female and male student were disagree and 13.8 percent of the female and male student were strongly disagree with the response category as mention in the table i.e. “females hide the incidence based on family respect”. Likewise, the analysis also revealed that 44.6 percent of the female and male were agree and 21.9 percent of the female and male student of the facility of the social science were in the response category of strongly agree “females hide the incidence based on family respect”. It is note taking to mention here that major proportion of female and male student were in the favour of agreement of the response “females hide the incidence based on family respect”. Hence, the overall response was in favour of the variable and response category of agreement as mentioned above.

Discussion

Perspective of Gender Bias: The study finding repeated that males discriminate female students based on gender. Likewise, the analysis revealed that male consider themselves superior to female students. Similarly, the primary data pointed out that males take female students to have lower social status. Comparably, the field data asserted that males tend to dominate female students in social circle. Identically, the analysis pointed out males have key positions of the society. The study findings clinched that male dominate in outdoor activities. The study finding argued that female students have to perform kitchen activities. In the same fashion, the analysis of the study outlined that female students work has been taken for granted for males. It is worth to mention here the study finding to the study finding of pervious study. The study on the subject commissioned that addressing the risk version against identity theory on female CEOs and earning leadership (Guo et al., 2025). It is worth to mention here that study findings highlighted that in university students addressing the elements that cause psychological distress, help seeking and loneliness (Ahmed, Shoaib, & Zaman, 2025; Fowler & Wareham-Fowler, 2025; Shoaib, Ahmed, Zaman, & Abdullah, 2025; Shoaib, Waris, & Iqbal, 2025a). In the same token, argument of the study pointed out that in Islamic textbook exposing the gender bias inequality (Shoaib, Ali, Iqbal, & Abdullah, 2025a; Shoaib, Kausar, Ali, & Abdullah, 2025; Shoaib, Rasool, Kalsoom, & Ali, 2025).

Perspective of Safety: The study finding repeated that female students think uncomfortable in front of male. Likewise, the analysis revealed that female students have less unsafe communication in market. Similarly, the primary data pointed out that female students are neglected to travel at night. Comparably, the field data asserted that female students have safety issues in family. Identically, the analysis pointed out that female students have safety respect issues in the community. The study findings clinched that working female students are safer than non-working. The study finding argued that family give respect to female students. In the same fashion, the analysis of the study outlined that female students are owned by family heads. It is worth to mention here the study finding to the study finding of pervious study. The study on the subject commissioned that a latent transition model that Chinese older inside migrants adapting the course of psychological (Deng et al., 2025). It is worth to mention here that study findings highlighted that theatre as a critical teaching tool for equity and involvement



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(Shoaib, Ali, Iqbal, et al., 2025a; Shoaib, Kausar, et al., 2025; Shoaib, Rasool, Kalsoom, et al., 2025). In the same token, argument of the study pointed out that women speak for support of socio-demographics and reproductive decisions (Ali, Shoaib, & Kausar, 2025; Shoaib, Ali, & Kausar, 2025; Shoaib, Waris, & Iqbal, 2025c). Moreover, the study conclusion clinched that the difference between the affected and active emotion manager for social media use (Shoaib, Waris, & Iqbal, 2025b; Shoaib, Waris, & Iqbal, 2025a, 2025b). Similarly, the findings of the study articulated that a trend research across the global crises on gendered death rate and positivity in social business (Shoaib & Bashir, 2025; Shoaib & Kausar, 2025; Shoaib, Shamsher, & Iqbal, 2025).

Psychological Response: The study finding repeated that female students are more aggressive compared to males. Likewise, the analysis revealed that female students' response female preferably. Similarly, the primary data pointed out that female student's response in anger to slang words. Comparably, the field data asserted that female students faced embarrassment in slang situations. Identically, the analysis pointed out that female students feel discomfort in facing slang words. The study findings clinched that female students are more sensitive as compared to male. The study finding argued that female students keep silent in front of males. In the same fashion, the analysis of the study outlined that female students hide the incidence based on family respect. It is worth to mention here the study finding to the study finding of pervious study (Shoaib, 2025a, 2025b; Shoaib, Tariq, & Iqbal, 2025b). The study on the subject commissioned that there are some hidden gendered rules that female journalists face during work setting (Shoaib, Iqbal, & Iftikhar, 2025; Shoaib, Tariq, & Iqbal, 2025a; Shoaib, Tariq, Rasool, & Iqbal, 2025). It is worth to mention here that study findings highlighted that exposing the relationship between body placements color and linguistic club (Shoaib, 2024e; Shoaib, Shamsher, & Iqbal, 2025; Shoaib & Zaman, 2025). In the same token, argument of the study pointed out that insights into the guiding linguistic identities in higher education engaging the academic staff with linguistic language support (Ali, Shoaib, & Abdullah, 2022; Ali, Zaman, & Shoaib, 2024; Shoaib & Ullah, 2021; Shoaib, Zaman, & Abbas, 2024). Moreover, the study conclusion clinched that the self-perspective of Brazilian women in STEM show the impact of gender sensitive career counselling (Shoaib, 2021, 2023a, 2023b, 2023c, 2024a, 2024b, 2024c, 2024d). Similarly, the findings of the study articulated that different linguistic systems that use in language production and some switching patterns in Multilanguage disorder (Shoaib, Iqbal, et al., 2025; Shoaib, Tariq, & Iqbal, 2025a).

Conclusion

This study examined the interplay between perceived gender bias, safety perceptions, and psychological responses among female students in higher education institutions. The findings indicate that gender bias remains a persistent structural and interpersonal concern within academic environments, significantly shaping how female students interpret their surroundings and engage in academic and social interactions. Perceived gender bias was found to negatively influence students' sense of safety, suggesting that discriminatory attitudes, subtle exclusionary practices, and gendered expectations contribute to an environment where many female students feel vulnerable or constrained. Safety perception emerged as a crucial mediating factor influencing psychological outcomes. Students who reported lower levels of perceived safety demonstrated higher levels of psychological distress, including anxiety, reduced confidence, and withdrawal from active participation. Conversely, environments perceived as supportive and



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equitable were associated with more positive psychological responses, including emotional stability and increased academic engagement. Overall, the study highlights that gender bias is not only a social or cultural issue but also a psychological determinant affecting students' well-being and academic experience. The results underscore the need for higher education institutions to implement gender-sensitive policies, strengthen reporting mechanisms, and foster inclusive campus cultures. Addressing both structural bias and perceived safety can significantly improve the psychological well-being and academic empowerment of female students in higher education.

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