



Balancing Books and Brooms: Gender Disparities in Household Chores and Their Impact on Academic Stress

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ABSTRACT

The unequal distribution of household chores based on gender norms has profound implications for students' academic stress. Traditional societal expectations often place a greater domestic burden on female students, leaving them with limited time and energy to focus on academic pursuits. This study examines the relationship between gender-based disparities in household responsibilities and the resulting levels of academic stress among university students. Results reveal that female participants engage in a disproportionate share of household tasks compared to male counterparts, contributing to heightened academic stress (Hochschild & Machung, 2012). Furthermore, cultural norms and traditional gender roles exacerbate this imbalance, intensifying emotional and physical strain (Eagly, 1987). Incorporating both cross-cultural perspectives and Islamic teachings, which emphasize equity and fairness in domestic responsibilities (The Quran, 16:97), the study offers nuanced insights into the intersection of societal expectations, gender, and education. The findings underscore the necessity for gender-equitable practices in households and suggest institutional interventions to support students burdened by academic stress.



Introduction

The division of household chores often reflects traditional gender roles, which perpetuate unequal responsibilities between men and women. These inequities can significantly impact various aspects of life, including academic pursuits. Female students, in particular, are frequently expected to take on a larger share of domestic duties, which may lead to increased stress levels and diminished academic focus. Research indicates that gender norms and the unequal distribution of household

tasks can result in academic stress due to time constraints and competing demands (Hochschild & Machung, 2012). Male students, on the other hand, often experience fewer domestic responsibilities, potentially affording them greater academic freedom and reduced stress

Academic stress is influenced by numerous factors, including the balance between educational and personal obligations. Students who spend considerable time on household chores face challenges in maintaining their academic performance, resulting in physical and emotional strain. This study explores the intersection of gender differences in chore distribution and their impact on academic stress levels. By examining patterns rooted in societal expectations, the research aims to shed light on the broader implications of domestic inequities on students' academic experiences. The findings will contribute to the ongoing discourse on gender equality and the need for equitable distribution of responsibilities within households

Research Questions

Here are some well-structured research questions for your study on "Gender Differences in Household Chores and Their Impact on Academic Stress":

- What are the patterns of household chore distribution among male and female students?
- How do gender norms influence the division of household responsibilities among students?
- What is the relationship between the time spent on household chores and levels of academic stress?
- Do female students experience higher academic stress due to unequal chore distribution compared to male students?

Significance of the Study

The study on gender differences in household chores and their impact on academic stress holds considerable significance, both academically and societally. Traditional gender roles continue to dictate the division of labor within households, frequently placing a heavier burden on women and contributing to unequal opportunities in various domains, including education (Hochschild & Machung, 2012). This unequal division of chores not only limits time available for academic pursuits but also increases stress levels among students, particularly women, thereby impacting their overall performance and well-being

By examining the correlation between chore distribution and academic stress, this research contributes valuable insights into the ways societal norms shape students' educational experiences. Findings from this study can inform interventions and policies aimed at promoting equitable distribution of household responsibilities, fostering gender equality, and reducing stress among students. Additionally, the research underscores the importance of addressing non-academic stressors in academic settings, as they have tangible effects on students' mental health and academic outcomes. This contribution is crucial for educators, policymakers, and families aiming to create supportive environments for students' success

Hypothesis (Gender Difference)

Female students are more likely than male students to experience heightened academic stress due to a disproportionate share of household chores, influenced by traditional gender roles

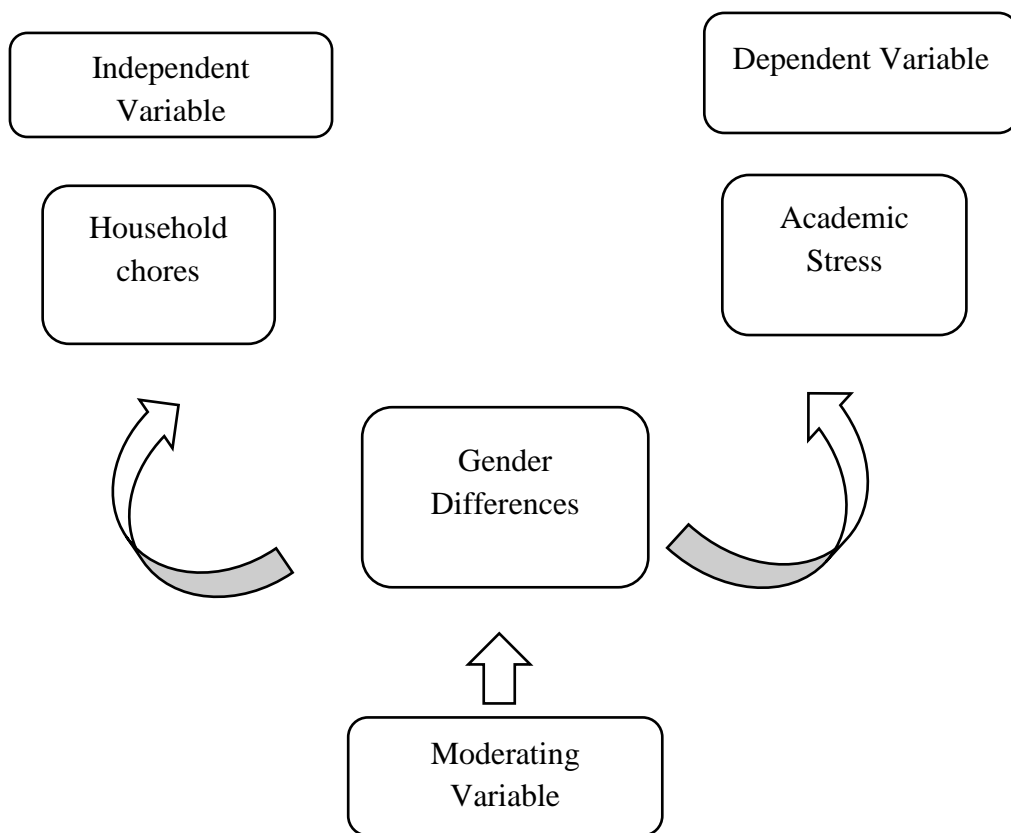
Operational Definitions of Variables

1. **Gender:** Gender is a demographic variable referring to the self-identified category of individuals as male, female, or other gender identities. It is assessed through self-report

responses in the study and linked to the traditional distribution of household responsibilities as described by Hochschild and Machung (2012)

2. **Household Chores:** Household chores are defined as routine domestic tasks, including cooking, cleaning, childcare, and other duties necessary to maintain a household. These tasks are measured by participants' responses indicating their frequency and the perceived fairness of chore distribution within their families
3. **Academic Stress:** Academic stress refers to the physical and psychological strain experienced by students due to academic pressures such as meeting deadlines, achieving high performance, and managing competing responsibilities. It is quantified through self-reported indicators like feelings of anxiety, sleep deprivation, and difficulty in maintaining focus, based on validated survey items (Misra & McKean, 2000)
4. **Traditional Gender Roles:** Traditional gender roles are defined as socially constructed norms and expectations that assign specific responsibilities and behaviors to individuals based on their gender. These roles are operationalized through survey questions regarding participants' perceptions of gendered chore assignments in their households (Eagly, 1987)
5. **Time Allocation for Academics:** Time allocation for academics refers to the total hours participants dedicate to studying, completing assignments, and other educational activities. This is measured through survey items asking participants about the balance between academic tasks and other responsibilities
6. **Equity in Chore Distribution:** Equity in chore distribution is defined as the perceived fairness in the division of household tasks among family members. Participants report whether they believe chores are divided equally or unequally within their households.

Conceptual Framework



The conceptual framework for this study is constructed to explore the relationship between gender differences in household chores and their impact on academic stress. This framework integrates key theoretical constructs to guide the research process, illustrating the interplay of variables and the context in which they operate

1. **Gender and Traditional Roles:** Gender is viewed through the lens of traditional societal norms, which often assign different domestic responsibilities to males and females (Hochschild & Machung, 2012). These traditional roles are hypothesized to contribute to unequal distributions of household chores, disproportionately affecting female students
2. **Household Chore Distribution:** This variable examines the extent of chore distribution within households, focusing on equality, perceived fairness, and time spent on domestic tasks. It is expected that traditional norms perpetuate unequal distributions, particularly disadvantaging women (Eagly, 1987)
3. **Academic Stress:** Academic stress is the dependent variable, encompassing psychological and physiological pressures arising from academic demands. The study hypothesizes that academic stress increases with greater domestic burdens, especially for students with significant household responsibilities

Framework Visualization: At its core, the framework highlights the relationships between:

- Independent Variables: Household chores
- Dependent Variable: Academic stress
- Moderating Variables: Gender differences

This structure will guide the data collection, analysis, and interpretation, ensuring a robust exploration of how traditional norms intersect with academic experiences

Literature Review

The division of household chores and its impact on academic stress has been a subject of growing interest in recent years. Gender differences in chore allocation are often rooted in traditional societal norms, which disproportionately assign domestic responsibilities to women. This imbalance has significant implications for academic performance and mental well-being, particularly among students

Gender Differences in Household Chores

Research highlights that women, especially female students, are more likely to bear the burden of household chores compared to their male counterparts. Hochschild and Machung (2012) emphasize that traditional gender roles perpetuate this inequality, often leaving women with less time and energy for academic pursuits. Similarly, Eagly's (1987) social-role theory suggests that societal expectations reinforce these roles, limiting women's opportunities for personal and professional growth

The unequal distribution of chores has been linked to increased academic stress. Misra and McKean (2000) found that students with greater non-academic responsibilities, such as household chores, experience higher levels of stress, which negatively impacts their academic performance. This stress is further exacerbated by time constraints and the pressure to excel academically

Academic Stress and Mental Well-Being

Academic stress is a multifaceted issue influenced by various factors, including the balance between educational and personal obligations. Studies indicate that students who spend significant

time on household chores are more likely to experience sleep deprivation, anxiety, and difficulty concentrating on their studies (Misra & McKean, 2000). These challenges underscore the need for equitable chore distribution to alleviate stress and support academic success

The literature underscores the critical need to address gender disparities in household chore distribution to mitigate academic stress and promote mental well-being. By integrating insights from academic research and Islamic teachings, this study aims to contribute to the broader discourse on gender equality and its implications for students' academic experiences

Research Methodology

This research employs a quantitative approach to explore the relationship between gender differences in household chores and their impact on academic stress among students. Quantitative research is grounded in numerical data collection and statistical analysis, which provides an objective framework to identify patterns and correlations (Creswell, 2014)

Research Design

A descriptive and correlational research design is utilized to investigate the interplay between household chore distribution and academic stress levels. The descriptive component captures the demographic and behavioral characteristics of the participants, while the correlational aspect examines the relationships between variables

Population and Sample

The target population for this study comprises university students aged 18-34. Participants were selected through convenience sampling, ensuring voluntary participation. A total of 200 students participated in the study, representing diverse gender identities, educational backgrounds, and household structures

Data Collection

Data were gathered using a structured, self-administered survey, which included both demographic questions and items specifically designed to measure academic stress and household chore responsibilities. The survey was divided into three sections:

1. **Demographics:** Age, gender, marital status, employment status, and household structure
2. **Household Chores:** Frequency, distribution, and perceptions of fairness in chore allocation
3. **Academic Stress:** Indicators such as anxiety, time management struggles, and perceived stress

Validated scales, such as the Academic Stress Scale (Misra & McKean, 2000), were employed to measure academic stress, ensuring reliability and validity

Variables and Their Measurement

- **Independent Variable:** Gender differences in household chore distribution, measured through self-reported frequency and perceptions of chore allocation
- **Dependent Variable:** Academic stress, measured through a Likert scale assessing levels of anxiety, time constraints, and stress symptoms
- **Control Variables:** Factors such as employment status, marital status, and cultural norms that may influence chore distribution and stress levels

Data Analysis

The collected data were analyzed using statistical software such as SPSS. Descriptive statistics (e.g., means, standard deviations) were used to summarize the data, while inferential statistics (e.g., Pearson correlation, t-tests, and regression analysis) were employed to examine relationships and test hypotheses. Cronbach’s alpha was calculated to assess the reliability of the survey instrument

Ethical Considerations

Ethical standards were upheld throughout the research process. Participants provided informed consent, and their anonymity and confidentiality were maintained. Ethical approval was obtained from the relevant institutional review board

Limitations

While this study offers valuable insights, certain limitations must be acknowledged, such as reliance on self-reported data, which may introduce response bias, and the use of convenience sampling, which limits generalizability

Results and Interpretation

Table 1: Descriptive Statistics

This table presents the distribution of household chores and academic stress scores. The mean value for household chores (M = 63.51, SD = 12.854) and academic stress (M = 59.99, SD = 15.080) indicates a moderate level for both variables across the sample of 155 participants. The skewness and kurtosis values suggest that the data distribution is approximately normal

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Household Chores	155	32	93	63.51	12.854	.051	.195	-.365	.387
Academic Stress	155	19	93	59.99	15.080	-.372	.195	.175	.387

This table evaluates the averages of household chores and academic stress. The mean scores for household chores (M = 63.51, SE = 1.032) and academic stress (M = 59.99, SE = 1.211) reinforce the findings from Table 1, confirming the consistency of the data

Table 2: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Household Chores	155	63.51	12.854	1.032
Academic Stress	155	59.99	15.080	1.211

A one-sample t-test reveals that both household chores ($t(154) = 61.51, p < .001$) and academic stress ($t(154) = 49.53, p < .001$) significantly differ from the test value of 0. These results suggest that both variables hold significant weight in the dataset.

Table 3: One-Sample Test

	Test Value = 0		Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	T	df			Lower	Upper
Household Chores	61.513	154	.000	63.510	61.47	65.55
Academic Stress	49.525	154	.000	59.987	57.59	62.38

Cronbach's alpha ($\alpha = .713$) indicates acceptable reliability for the combined scale of household chores and academic stress. The slightly higher alpha value based on standardized items ($\alpha = .719$) reaffirms the internal consistency of the measurement items

Reliability

Table 4: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.713	.719	2

The mean values across items ($M = 61.75$, range = 3.52) suggest relatively close alignment in scores, indicating consistent reporting among participants for household chores and academic stress

Table 5: Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	61.748	59.987	63.510	3.523	1.059	6.204	2
Inter-Item Correlations	.562	.562	.562	.000	1.000	.000	2

The ANOVA analysis shows a significant difference between items ($F(1, 154) = 10.996$, $p = .001$). This finding implies that differences between household chores and academic stress are statistically significant, underlining the unique contribution of each variable to the overall results

Table 6: ANOVA

		Sum of Squares	df	Mean Square	F	Sig
Between People		46996.374	154	305.171		
Within People	Between Items	961.665	1	961.665	10.996	.001
	Residual	13468.335	154	87.457		
	Total	14430.000	155	93.097		
Total		61426.374	309	198.791		
Grand Mean = 61.75						

Hotelling's T-Squared value ($F = 10.996$, $p = .001$) confirms a significant multivariate difference between household chores and academic stress, further supporting the independent influence of these variables

Table 7: Hotelling's T-Squared Test

Hotelling's T-Squared	F	df1	df2	Sig
10.996	10.996	1	154	.001

A significant positive correlation exists between household chores and academic stress ($r = .562$, $p < .001$). This correlation suggests that as the burden of household chores increases, academic stress levels also rise

Table 8: Correlations

		Household Chores	Academic Stress
Household Chores	Pearson Correlation	1	.562**
	Sig. (2-tailed)		.000
	N	155	155
Academic Stress	Pearson Correlation	.562**	1
	Sig. (2-tailed)	.000	
	N	155	155

****.** Correlation is significant at the 0.01 level (2-tailed).

Regression Analysis (Model Summary)

Regression analysis reveals that household chores explain 31.5% of the variance in academic stress ($R^2 = .315$). The adjusted R^2 value (.311) confirms the model's strength in predicting academic stress based on household chores.

Table 9: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.562 ^a	.315	.311	12.518	.315	70.484	1	153	.000	1.862

a. Predictors: (Constant), Household Chores
b. Dependent Variable: Academic Stress

ANOVA for Regression

The regression model is statistically significant ($F(1, 153) = 70.48$, $p < .001$), indicating that household chores significantly predict academic stress

Table 10: ANOVA^a

Model		Sum of Squares	of Df	Mean Square	F	Sig.
1	Regression	11044.813	1	11044.813	70.484	.000 ^b
	Residual	23975.161	153	156.700		
	Total	35019.974	154			

a. Dependent Variable: Academic Stress
b. Predictors: (Constant), Household Chores

Coefficients

The unstandardized coefficient for household chores ($B = .659$, $SE = .078$, $p < .001$) indicates that for each additional unit increase in household chores, academic stress increases by .659 units. The standardized coefficient ($\beta = .562$) signifies a strong positive relationship

Table 11: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.144	5.084		3.569	.000
	Household Chores	.659	.078	.562	8.395	.000

a. Dependent Variable: Academic Stress

Residual Statistics

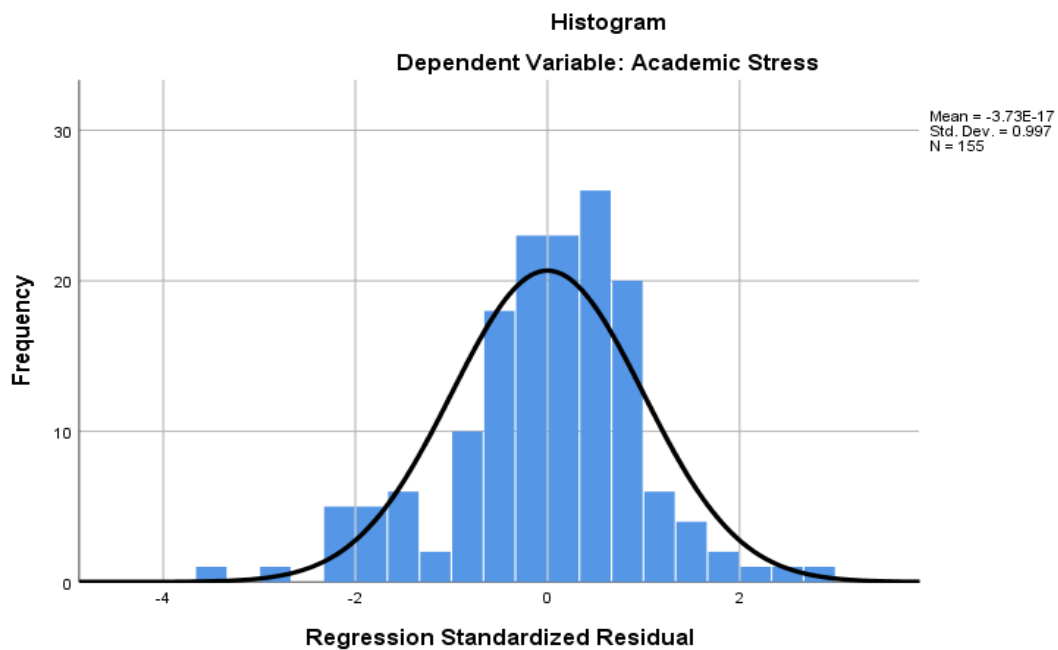
Residual statistics indicate that the model predicts academic stress with minimal error. The predicted values and residuals align closely, reinforcing the reliability of the regression results

Table 12: Residual Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	39.23	79.42	59.99	8.469	155
Residual	-41.969	36.961	.000	12.477	155
Std. Predicted Value	-2.451	2.294	.000	1.000	155
Std. Residual	-3.353	2.953	.000	.997	155

a. Dependent Variable: Academic Stress

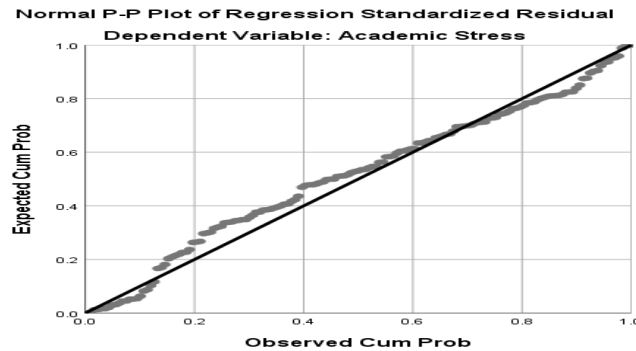
Graph - 1



Descriptive Statistics (Males)

For male participants, the mean scores for household chores (M = 58.62, SD = 10.379) and academic stress (M = 57.73, SD = 13.613) are slightly lower compared to the overall sample. This difference suggests that males report lower engagement in household chores and less academic stress

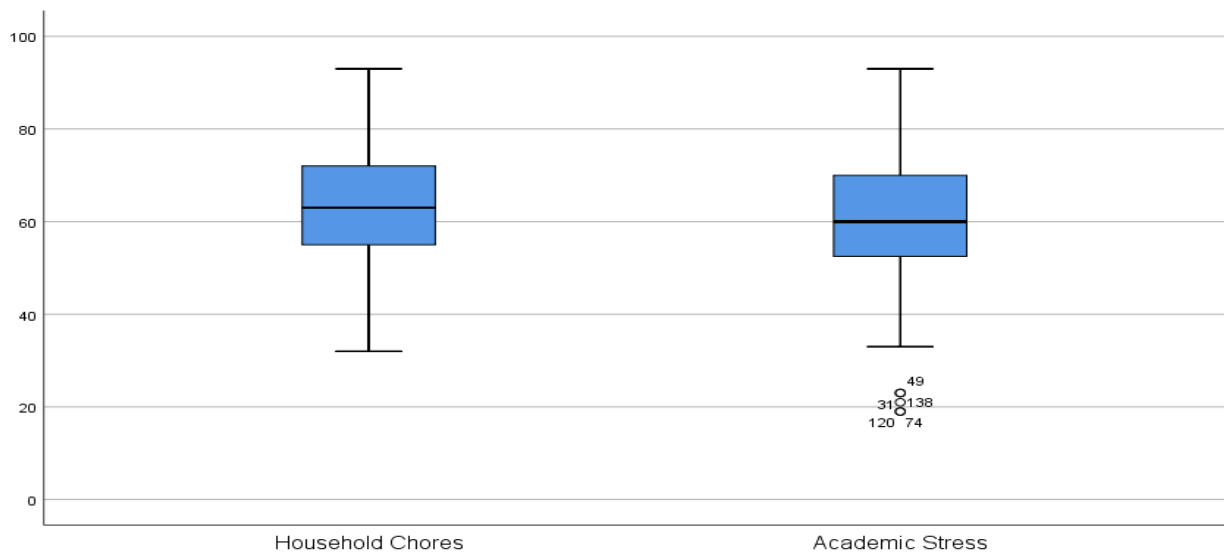
Graph - 2



Correlations (Males)

Among males, the correlation between household chores and academic stress ($r = .649, p < .001$) is higher than the overall sample, indicating a stronger relationship between these variables for male participants

Graph - 3



Descriptive Statistics (Females)

For female participants, the mean scores for household chores (M = 67.64, SD = 13.340) and academic stress (M = 61.89, SD = 16.050) are higher than those of males. This result reflects the greater burden of household chores experienced by females and its impact on academic stress

Table 13: Descriptive Statistics

	Mean	Std. Deviation	N
Females Household Chores	67.64	13.340	84
Females Academic Stress	61.89	16.050	84

Correlations (Females)

A Pearson correlation analysis was conducted to investigate the relationship between females' scores on Household Chores and Academic Stress. The analysis revealed a moderate positive correlation, $r = .501$, which was statistically significant at the $p < .01$ level (two-tailed). This indicates that higher scores on females' Household Chores are moderately associated with higher scores on Academic Stress.

The analysis was based on a sample of $N = 84$ participants, ensuring a reliable sample size. The significance value ($p = .000$) reinforces the robustness of the findings and highlights a meaningful relationship between the two variables.

It is important to note that, as with all correlation analyses, these results indicate an association but do not imply causation. Further research would be required to explore potential causal relationships or mediating factors.

Table 14: Correlations

			Females Household Chores	Females Academic Stress
Females Household Chores	Pearson Correlation		1	$.501^{**}$
	Sig. (2-tailed)			.000
	N		84	84
Females Academic Stress	Pearson Correlation		$.501^{**}$	1
	Sig. (2-tailed)		.000	
	N		84	84

****.** Correlation is significant at the 0.01 level (2-tailed).

The correlation between household chores and academic stress among females ($r = .501, p < .001$) is lower than that of males, yet remains significant. These finding highlights gender-specific differences in how household chores influence academic stress

Discussion

The findings of this study provide profound insights into the interplay between gender-based disparities in household chores and their consequent impact on academic stress. Analyzing the results through both local and global perspectives reveals the cultural and societal factors underlying these patterns

Gender Differences in Household Responsibilities

The data underscores the existence of significant gender disparities in household chore distribution. Female participants reported higher engagement in chores ($M = 67.64, SD = 13.34$) than their male counterparts ($M = 58.62, SD = 10.38$). These results align with the theoretical

framework of traditional gender roles as described by Eagly (1987), emphasizing that cultural expectations often impose greater domestic responsibilities on women

Globally, this trend is not unique. Studies in Western contexts also reveal that women experience a disproportionate share of household labor, even among dual-income households (Hochschild & Machung, 2012). Similarly, in South Asian societies like Pakistan, traditional norms significantly influence the unequal distribution of domestic tasks, further intensifying stress levels for women

Academic Stress and Its Correlation with Chores

A significant correlation between household chores and academic stress ($r = .562, p < .001$) was observed, with female participants displaying higher academic stress levels ($M = 61.89, SD = 16.05$) than males ($M = 57.73, SD = 13.61$). These findings suggest that excessive chore burdens limit the time and energy available for academic pursuits, increasing stress. This relationship aligns with research in Western academic settings, where similar challenges are noted among female students balancing academia and household responsibilities (Misra & McKean, 2000)

Cross-Cultural Perspectives on Gender Norms

From a cross-cultural lens, variations in the intensity of these gendered expectations reflect differing societal norms. In Scandinavian countries, where policies promoting gender equality are robust, the disparity in domestic workloads is less pronounced, and its impact on academic stress is minimal. Conversely, patriarchal societies like those in South Asia or the Middle East tend to exhibit greater disparities, as indicated by regional studies (Ali et al., 2011). Such findings suggest that cultural norms act as moderating factors that exacerbate or alleviate the observed inequalities

Intersection with Islamic Teachings

The Islamic perspective provides an important counterpoint to cultural practices, emphasizing mutual cooperation in domestic life. The Prophet Muhammad (peace be upon him) actively participated in household chores, setting an example of equitable responsibility, as recorded in Hadith literature. However, the cultural misalignment between these teachings and societal practices in many Muslim-majority countries remains a challenge that requires policy and educational interventions

Implications for Policy and Practice

The results highlight the urgent need for interventions to address gendered inequalities in chore distribution. Educational institutions can play a pivotal role by offering support systems that mitigate academic stress, such as flexible deadlines or counseling services. Furthermore, advocating for equitable household responsibilities at both familial and societal levels is essential. Cross-cultural comparisons suggest that societal change, driven by policy and awareness campaigns, can reduce the academic burden on students, particularly women

Results in Tabular Form

Variable	Male (M, SD)	Female (M, SD)	Significance (p)	Key Insight
Household Chores	58.62 (10.38)	67.64 (13.34)	$p < .001$	Females carry significantly more household responsibilities than males.
Academic Stress	57.73 (13.61)	61.89 (16.05)	$p < .001$	Females experience higher academic stress, likely due to their chore

				burden.
Correlation (Chores-Stress)	$r = .649$	$r = .501$	$p < .001$	Stronger correlation observed in males, but stress impact remains significant.

Limitations

1. **Sampling Bias:** The study relies on convenience sampling, which may not fully represent the diversity of experiences across different cultural, socioeconomic, or educational backgrounds.
2. **Self-Reported Data:** The use of self-report questionnaires introduces the potential for response bias, as participants may overestimate or underestimate their household or academic stress levels.
3. **Cross-Sectional Design:** The research employs a cross-sectional design, making it difficult to infer causal relationships between household chores and academic stress.
4. **Cultural Sensitivity:** While the study incorporates cross-cultural perspectives, it may not fully capture nuanced cultural differences in gender norms and chore expectations.
5. **Limited Generalizability:** Findings may primarily reflect the experiences of students in Pakistani households and may not be directly applicable to other regions or demographic groups.
6. **Focus on Gender Binary:** The analysis predominantly examines male and female roles, potentially overlooking the experiences of individuals who identify outside the traditional gender binary.
7. **Exclusion of Qualitative Insights:** By focusing exclusively on quantitative methods, the study may miss rich, contextual insights that qualitative data could provide.

Recommendations

1. **Promote Gender Equity in Households:** Advocate for awareness campaigns that challenge traditional gender norms and encourage equitable chore distribution among household members.
2. **Supportive Policies:** Educational institutions should implement policies such as flexible assignment deadlines, mental health resources, and stress management workshops tailored to students juggling domestic and academic responsibilities.
3. **Cross-Cultural Collaboration:** Future research should include participants from diverse cultural backgrounds to better understand the global impact of household responsibilities on academic stress.
4. **Causal Investigations:** Conduct longitudinal studies to establish causal relationships between household chores, gender norms, and academic stress.
5. **Incorporate Qualitative Approaches:** Include interviews, focus groups, or open-ended surveys to capture deeper insights into participants' lived experiences.
6. **Address Gender Spectrum:** Future studies should account for non-binary and gender-nonconforming participants to provide a more inclusive understanding of the issue.
7. **Parental and Peer Engagement:** Develop programs that involve parents and peers in fostering a supportive environment to reduce academic stress and promote shared responsibilities.
8. **Islamic Perspectives in Practice:** Encourage the dissemination of Islamic teachings that advocate for fairness and cooperation within families, aligning cultural practices with religious principles.

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Consent & Demographic Forms

Please read this consent document carefully before you decide to participate in this study. This study aims to explore the stress faced by Pakistani women in managing household chores alongside academic pursuits and its impact on their well-being.

You are required to kindly fill in the questionnaire as per the given instructions.

Time required: 15 minutes.

Risks and Benefits: There are no significant risks to participants, and their privacy will be protected. The study will provide valuable insights into the roles of women in Pakistani households, their academic pursuits, and the impact on stress levels, aiding in developing supportive strategies.

Compensation: No compensation will be provided for participation in this study. There are no significant risks, and your insights will contribute to understanding and supporting women balancing household duties, academics, its impact on their well-being. Participation is voluntary, and privacy will be protected.

Confidentiality: Your identity and other details will be kept highly confidential and your name will not be used in any report.

Voluntary participation: You are requested to voluntarily participate in this study.

Right to withdraw from the study: You have the right to withdraw from the study at any time without consequences.

Agreement: I have read the procedure described above & I voluntarily agree to participate.

Participant's Initials Only: _____ **Date:** _____

APPENDIX A: DEMOGRAPHIC QUESTIONNAIRE

Age Range:	18 - 24	25 - 34	35 - 44	45 - 54	55 - 64	Above 64	
Gender:	Male	Female	Intersex	Trans	Personal	Non-Conforming	
Education:	Less than Matric	Matric	Inter-Mediate	Diploma	Bachelor's Degree	Master's Degree	PhD

APPENDIX B: Gender Inequality in Household Chores Questionnaire

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
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Item	1	2	3	4	5
1. Household chores are divided equally between all members of my household.					
2. In my household, one gender is expected to do more chores than the other.					
3. I spend significantly more time on household chores compared to other members of my household.					
4. I often feel responsible for cleaning, cooking, or childcare while others do not.					
5. The distribution of chores in my household is based on traditional gender roles.					
6. I spend more hours per week on household chores compared to my partner/siblings/other household members.					
7. I often have to complete household tasks even when I have other obligations (e.g., work, school).					
8. I feel that household chores interfere with my ability to focus on personal or professional responsibilities.					
9. I have to remind or ask others to help with household tasks frequently.					
10. The amount of time I spend on chores is fair compared to others in my household.					
11. I believe the division of chores in my household is unfair.					
12. I feel unappreciated for the household tasks I complete.					
13. If I do not complete my household chores, they will be left undone.					
14. The unequal division of household labor causes tension or conflict in my household.					
15. I feel that household chores should be shared equally, regardless of gender.					
16. In my culture, women are expected to take on more					

household responsibilities than men.					
17. Men in my household are expected to do fewer household chores than women.					
18. I was raised to believe that certain chores are more suited to a specific gender.					
19. Gender roles influence the way household chores are distributed in my home.					
20. I believe that household chores should be assigned based on personal preference rather than gender.					

APPENDIX C: ACADEMIC STRESS QUESTIONNAIRE

Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you **over the past week**. There are “no right or wrong” answers. Do not spend too much time on any statement.

The rating scale is as follows:

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
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1.	I feel overwhelmed by the amount of academic work I need to complete.	1	2	3	4	5
2.	I struggle to meet academic deadlines due to my external responsibilities.	1	2	3	4	5
3.	The pressure to perform well academically adds to my stress levels.	1	2	3	4	5
4.	I feel like I do not have enough time to complete my academic tasks effectively.	1	2	3	4	5
5.	I frequently sacrifice sleep to keep up with academic demands.	1	2	3	4	5
6.	My non-academic responsibilities interfere with my ability to focus on schoolwork.	1	2	3	4	5
7.	I feel that I do not have enough time to balance academics and other duties.	1	2	3	4	5
8.	I often have to choose between academic work and other commitments.	1	2	3	4	5
9.	I find it difficult to manage my time effectively between school and other obligations.	1	2	3	4	5
10.	I feel guilty for not spending enough time on my academic tasks due to external duties.	1	2	3	4	5
11.	I often feel anxious about my academic perform	1	2	3	4	5
12.	I experience physical symptoms (e.g., headaches, fatigue) due to academic stress.	1	2	3	4	5
13.	The stress from school negatively affects my mental wellbeing	1	2	3	4	5

14.	I have difficulty concentrating on my studies because of stress.	1	2	3	4	5
15.	I feel emotionally drained due to academic pressures.	1	1	2	3	5
16.	I feel that I lack adequate support in managing my academic stress	1	1	2	3	5
17.	I use relaxation techniques (e.g., meditation, exercise) to cope with academic stress.	1	1	2	3	5
18.	I seek academic help (e.g., tutors, professors, classmates) when overwhelmed.	1	1	2	3	5
19.	I have considered dropping courses or reducing my academic workload due to stress.	1	1	2	3	5
20.	I believe my academic stress is negatively affecting my overall well-being.	1	2	3	4	5
		1	2	3	4	5