

Research Paper

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

Anita Reang¹, Debasish Deb^{2*}

ABSTRACT

This study compares the homework attitudes of children of working mothers (CWM) and children of non-working mothers (CNWM) in tribal secondary school students of Tripura, focusing on the influence of mothers' employment status, students' grade levels (Class 9 to 12), and gender. A sample of 272 students (136 boys and 136 girls) was selected from three districts - West Tripura, Khowai, and South Tripura using purposive and data were collected using random sampling technique. Data were analyzed using Z-scores, independent samples t-test, and two-way ANOVA. Findings revealed that most students had average to below-average attitudes towards homework. A significant difference was found between students of CWM and CNWM, with those from non-working mothers showing more favorable attitudes. Two-way ANOVA results indicated significant effects of grade level and mother's working status, as well as a meaningful interaction between them. Additionally, female students from non-working mothers showed the highest positive attitudes towards homework.

Keywords: Homework attitudes, tribal students, maternal employment, secondary education, Tripura

Education is a dynamic, life-long process that extends beyond formal classroom instruction, deeply embedded in shaping human thought, behavior, and social growth. Among various components of education, homework has emerged as a key extension of classroom learning, offering students opportunities to reinforce, practice, and internalize concepts learned in school. It is not merely a routine task, but a cognitive activity that can cultivate discipline, time management, autonomy, and a positive academic attitude when implemented effectively (Parmar, 2024).

In the context of developing societies like India, and particularly within tribal communities, educational engagement is influenced by complex socio-cultural, economic, and familial factors. Mothers have a pivotal role in guiding their children's academic direction and home learning environments. As India witnesses a rising trend in maternal employment including within tribal areas of Tripura, it becomes increasingly critical to explore how these shifts

¹M.Ed. Student of Institute of Advanced Studies in Education, Agartala, Tripura, India

²M.A. Student, Department of Psychology, Indira Gandhi National Open University, Maidan Garhi, New Delhi, India

*Corresponding Author

Received: July 20, 2025; Revision Received: August 02, 2025; Accepted: August 05, 2025

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

affect children's educational habits, such as their attitude towards homework (Kokate, 2021; Sarma, 2018).

Attitude towards homework reflects students' perceptions of its usefulness, burden, and relevance. Studies show that a positive attitude enhances motivation and performance, while negative perceptions can lead to disengagement or resistance (Chang et al., 2014; Patelia et al., 2023). These attitudes are shaped not just by the classroom experience, but significantly by parental involvement especially the mother's presence, availability, and support. In tribal communities, those mothers are engaged with work often face time constraints, while those mothers are not engaged with work may offer more direct supervision, leading to differing outcomes in how children perceive and approach homework.

Recent research, such as that by Ferdowshi and Islam (2014), highlights how parental attitudes and availability influence children's study behaviors and mindset towards academic tasks. Similarly, Jutharat and Prommin (2019) emphasize that cultural values, educational support at home, and the socio-economic roles of parents can deeply impact students' engagement with assignments.

In Tripura, a state with a significant tribal population and a rising rate of maternal employment, there is a paucity of research specifically addressing how CWM and CNWM tribal mothers differ in their attitudes towards homework. Due to the socio-economic diversity, limited resources, and distinct cultural characteristics of tribal communities, it is essential to understand these factors to develop effective educational policies and support systems.

LITERATURE REVIEW

Homework is generally recognized as a crucial extension of classroom learning, enabling students to revisit, reinforce, and internalize content taught in school. It also plays a significant role in promoting study habits, time management, and independent learning. However, the way students perceive and respond to homework is influenced by multiple factors such as parental involvement, family environment, cultural context, and school type.

Attitudes towards homework are shaped during formative academic years and reflect students' beliefs, emotions, and behavioral tendencies towards learning outside school hours. According to Cooper (1989), homework serves both academic and non-academic purposes: it strengthens comprehension, builds responsibility, and encourages lifelong learning. In contexts where teacher-student contact time is limited, homework acts as a supplementary channel of instruction. However, when perceived as burdensome or excessive, it can create emotional fatigue and resistance, especially among students who lack adequate home support.

Parental influence is one of the most important variables associated with homework engagement. Studies by Ramdass and Zimmerman (2011) and Patelia et al. (2023) found that students with consistent parental supervision showed more favorable attitudes towards homework. These studies also highlighted that employed mothers may experience time limitations that reduce their ability to supervise homework, in contrast to non-employed mothers who are generally more available to support their children. However, the relationship is not merely one of availability; parenting style, emotional connection, and socioeconomic background play pivotal roles in shaping a child's outlook on homework.

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

Research by Gaur (2015) and Parmar (2024) reported mixed findings. While school type and gender influenced students' homework attitudes, family structure or employment status of parents did not show significant direct effects. Yet these studies did not focus specifically on tribal populations, where cultural dynamics and language differences may further shape educational behaviors.

In the tribal context, particularly in regions like Tripura, students often encounter additional challenges such as economic hardship, limited infrastructure, and lower parental literacy levels. These factors affect the support students receive at home and thus influence their attitude towards homework. Rengma and Saikia (2015) classified student homework attitudes into neutral, favorable, and inhibitory, suggesting that educational attitude is a spectrum shaped by contextual realities.

Furthermore, Jutharat and Prommin (2019) emphasized that the timing, quantity, and relevance of homework strongly affect students' motivation. Assignments given during culturally significant holidays or festivals were perceived as intrusive, leading to negative emotional responses. This finding is especially relevant in tribal settings where community events and cultural obligations might conflict with academic routines.

While prior studies have explored homework attitudes among urban and rural students, or students from various boards (e.g., CBSE vs. state board), very few have examined tribal students specifically or considered maternal employment as a comparative factor. This investigation aims to build upon existing research by analyzing the attitudes towards homework among tribal secondary school students (Classes 9 to 12, as per NEP 2020) in Tripura, with a specific focus on comparing CWM and CNWM.

Rationale of the study

The term attitude refers to a relatively permanent tendency developed through life experiences, which guides a person's physical and mental orientation towards particular objects or situations. It refers to a bio-psychological state of preparedness that shapes an individual's cognitive, emotional, and social responses.

In the context of child development, attitude plays a pivotal role especially in tribal communities, where children often face unique socio-economic and environmental challenges. Whether a mother is employed or not, her attitude, and that of her child, can significantly shape the child's learning behavior. In many tribal regions, historical disadvantages and limited educational infrastructure have sometimes led to a lack of perceived value in formal schooling. Therefore, fostering a positive attitude towards education, school, and self-belief becomes crucial for academic engagement and long-term retention.

Children of working mothers in tribal areas often observe their mothers managing multiple roles balancing household responsibilities, participating in community life, and contributing economically. A mother's positive attitude towards her work and life can instill in her children values such as hard work, independence, and resilience. However, her reduced presence at home may sometimes result in emotional or social gaps. These can be mitigated if both mother and child maintain supportive, empathetic attitudes, encouraging communication and mutual appreciation.

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

Conversely, non-working mothers may have more opportunities to engage directly with their children. They often serve as transmitters of traditional knowledge, indigenous language, and cultural values, which are essential for preserving tribal identity. Their availability allows for more time dedicated to nurturing, emotional bonding, and early developmental support. Even in the absence of formal education, a non-working mother's positive attitude towards learning can create a home environment that promotes curiosity, motivation, and respect for education.

Given these distinct dynamics, this study aims to explore and compare the attitudes towards homework among tribal secondary school students in Tripura, in relation to their mothers' employment status. Understanding how maternal roles shape children's learning attitudes can inform educational strategies tailored to tribal populations and support inclusive academic development.

Objectives

1. To study the level of attitudes towards homework of tribal secondary school students belonging to CWM and CNWM.
2. To investigate the effects of grade level (Classes 9 to 12) and mother's employment status (working vs. non-working) on the attitudes towards homework among tribal secondary school students in Tripura.
3. To compare the attitudes towards homework of tribal secondary school students belonging to CWM and CNWM.
4. To compare the attitudes towards homework of tribal secondary school students belonging to CWM and CNWM with respect to their gender.

Hypotheses

For objective 2:

- **H_{01a}**: There is no measurable difference in attitudes towards homework across different grade levels.
- **H_{01b}**: There is no measurable difference in attitudes towards homework between students belonging to CWM and CNWM.
- **H_{01c}**: There is no significant interaction effect between grade level and mother's working status on students' attitudes towards homework.

For objective 3:

- **H₀₂**: There is no measurable difference in attitudes towards homework between tribal secondary school students belonging to CWM and CNWM.

For objective 4:

- **H_{03a}**: There is no measurable difference in homework attitudes between male and female tribal secondary school students.
- **H_{03b}**: There is no measurable difference in homework attitudes between students belonging to CWM and CNWM.
- **H_{03c}**: There is no significant effect of gender and mother's working status on tribal students' attitudes towards homework.

METHODOLOGY

This study employs a descriptive survey research design, a method commonly used to investigate existing attitudes, opinions, and perceptions within a specific population (Best & Kahn, 2006; Cohen, Manion, & Morrison, 2018). This design allows for the systematic collection, analysis, and comparison of data related to students' attitudes towards homework, focusing on identifying differences based on mothers' employment status (working vs. non-working) and student characteristics such as grade level and gender.

Descriptive survey design is particularly suited to educational research where the goal is to describe phenomena without manipulating variables (Kerlinger & Lee, 2000). This approach provides greater insight into how the employment status of tribal mothers may influence their children's homework attitudes among secondary school students in Tripura.

Participants

The study sample comprised of 272 tribal secondary school students (136 boys and 136 girls) selected through a random sampling technique from Classes 9 to 12. The participants were drawn from both rural and urban schools located in three purposively selected districts of Tripura: West Tripura, Khowai, and South Tripura. Students represented various tribal communities within the state.

Measures

To collect data from participants, the study employed the "Attitude Scale Towards Homework" (ASTHM-M), a standardized questionnaire. The scale demonstrated strong reliability and validity. Specifically, its overall reliability coefficient was .82, based on split-half testing ($N = 370$), while test-retest reliability was measured at .75 after one month and .78 after six months ($N = 50$). To establish content and face validity, a panel of 25 education experts reviewed the items for relevance and clarity. The scale includes 32 items, equally divided into 16 positively worded and 16 negatively worded statements. Participants responded using a 5-point Likert scale and the standard scoring system outlined by Dr. Usha Misra (2006).

Procedure of data collection

At first the researchers explain the aims of the study to the participants. The researchers ensured the privacy and confidentiality of data to the participants and the participants had the right to take leave during data collection. The researchers provide a good sitting arrangement and noise free environment to the participants for the good outcomes. After that, a questionnaire were provided to participants and asked to provide data as honest as possible. After that, the completed questionnaire returned to the researchers.

Data analysis

The statistical analyses were conducted using IBM SPSS Statistics (Version 26). The attitude scores were summarized using descriptive statistics, including the mean and standard deviation. Z-scores were calculated to classify students' attitudes towards homework into standardized levels (e.g., highly favorable to highly unfavorable).

To test group differences, independent samples t-tests were employed to examine the effect of maternal employment status and gender on students' attitudes. Additionally, two-way ANOVA was used to assess the main and interaction effects of grade level (Class 9–12) and mother's working status (working vs. non-working) on homework attitudes. Q–Q plots and

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

Levene's test were employed to examine the assumptions of normality and homogeneity of variances, respectively. Statistical significance was determined at $p < .05$.

RESULTS

Result of objective 1: To study the level of attitudes towards homework of tribal secondary school students belonging to CWM and CNWM.

A descriptive analysis was conducted using standardized Z-scores to categorize the attitude levels of tribal secondary school students towards homework. The classification ranged from Highly Favourable to Highly Unfavourable, based on score intervals.

Table 1. Range of Z-Scores and Corresponding Levels of Attitudes Towards Homework.

SN	Range of Z Score	N	Level of Attitude Towards Homework
1	+2.01 and above	6	Highly Favourable
2	+1.26 to +2.00	37	Most Favourable
3	+0.51 to +1.25	47	Above Average Favourable
4	-0.50 to +0.50	45	Average Favourable
5	-1.25 to -0.51	136	Below Average Unfavourable
6	-2.00 to -1.26	1	Mostly Unfavourable
7	-2.01 and below	00	Highly Unfavourable

The results revealed that:

- Only 6 students (2.2%) exhibited a Highly Favourable attitude ($Z \geq +2.01$), indicating a very strong positive orientation towards homework.
- 37 students (13.6%) fell into the Most Favourable category ($Z = +1.26$ to $+2.00$), and 47 students (17.3%) were in the Above Average Favourable range ($Z = +0.51$ to $+1.25$).
- A moderate number of students (45 or 16.5%) showed an Average Favourable attitude ($Z = -0.50$ to $+0.50$), suggesting neutral to moderately positive perspectives towards homework tasks.
- Notably, the largest group of students (136 or 50%) scored in the Below Average Unfavourable range ($Z = -1.25$ to -0.51), reflecting a considerably negative attitude towards homework among nearly half of the sample.
- Only 1 student (0.4%) fell into the Mostly Unfavourable category ($Z = -2.00$ to -1.26), and no students were classified as Highly Unfavourable ($Z \leq -2.01$).
- These findings suggest that while a small segment of tribal secondary students hold strong positive views towards homework, a significant proportion exhibit below-average or unfavourable attitudes, which may reflect broader motivational, contextual, or home environmental challenges particularly in households where academic support is limited.

Result of objective 2: To investigate the effects of grade level (Classes 9 to 12) and mother's employment status (working vs. non-working) on the attitudes towards homework among tribal secondary school students in Tripura. Additionally, the study aimed to examine whether an interaction exists between these two variables in influencing students' homework attitudes.

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

Null Hypotheses (H₀):

- **H_{01a}:** There is no measurable difference in attitudes towards homework across different grade levels.
- **H_{01b}:** There is no measurable difference in attitudes towards homework between students belonging to CWM and CNWM.
- **H_{01c}:** There is no significant interaction effect between grade level and mother’s working status on students’ attitudes towards homework.

Table 2. Summary of Two-Way ANOVA Results: Impact of Grade Level and Maternal Employment Status on Students' Homework Attitude Scores.

Source of Variation	df	Mean Square	F	Sig. (p)
Grade Level	3	3835.612	19.992	.000 **
Mother’s Working Status	1	3297.092	17.185	.000 **
Grade Level × Working Status	3	6805.621	35.472	.000 **
Error	264	191.856		

Total N=272

R² = 0.410, Adjusted R² = 0.395

Note: p < .05 indicates statistical significance.

N = 272 (students from Classes 9–12, categorized by mother’s working status).

To investigate the effects of grade level (Classes 9–12) and maternal employment status (working vs. non-working) on tribal students’ attitudes towards homework in Tripura, a two way ANOVA was used.

Prior to the main analysis, assumptions of normality were assessed using a Q–Q plot, which indicated approximately normal distribution with minor deviations. Although Levene’s test indicated that the assumption of equal variances was not met, the large sample size and use of Estimated Marginal Means in the General Linear Model (GLM) lend robustness to the analysis.

The analysis revealed a statistically meaningful influence of grade level on students' attitudes towards homework, $F(3, 264) = 19.992, p < .001$, indicating that these attitudes varied significantly across grade levels. The working status of mothers had a significant effect on students’ attitudes towards homework, $F(1, 264) = 17.185, p < .001$, suggesting that students whose mothers were not employed held more favorable attitudes compared to those whose mothers were employed. A highly significant interaction effect between grade level and working status of mothers was observed, $F(3, 264) = 35.472, p < .001$. This indicates that the effect of a mother’s working status on student homework attitudes depends on the student's grade level.

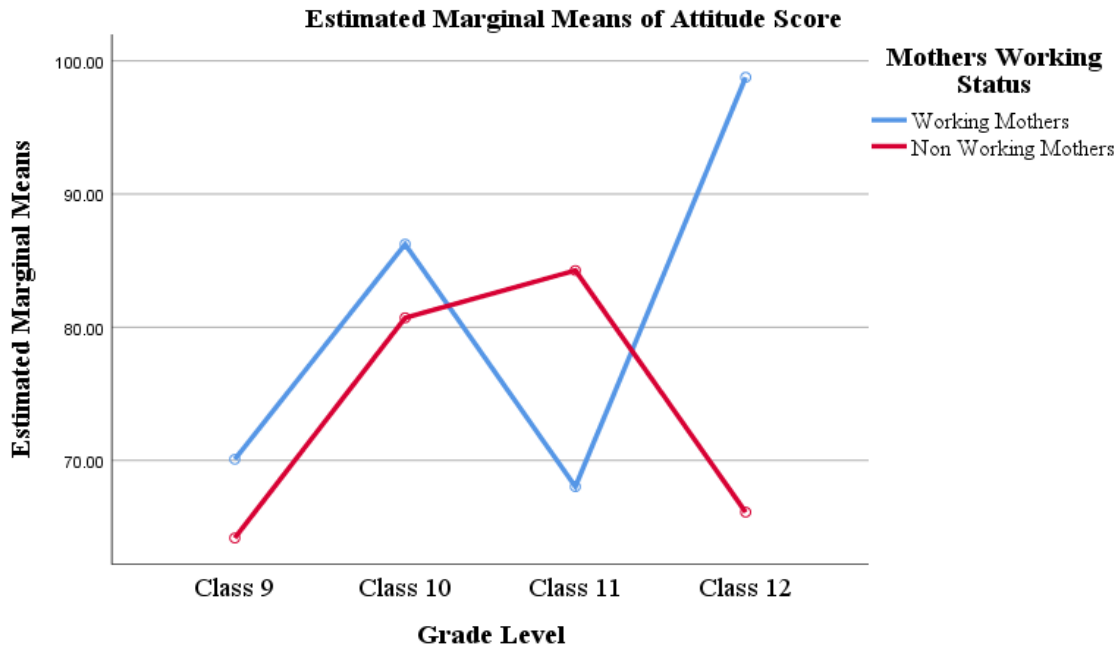
Further post hoc comparisons revealed that:

Students of non-working mothers reported particularly high scores in Class 11, while students of working mothers showed more favorable attitudes in Class 12. In Class 9, students of CWM had slightly higher scores than those with CNWM, while in Class 10, the trend reversed.

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

These findings underscore the complex interplay between maternal employment and educational stage, emphasizing that students' attitudes towards homework are shaped not only by family structure but also by their position in the academic progression.

Figure 1. Estimated marginal means of homework attitude scores by grade level and working status of mothers.



The figure presents the interaction between grade level (Classes 9-12) and mother’s working status (working vs. non-working) on students’ attitudes towards homework. It reveals that students with non-working mothers reported higher attitude scores in Classes 10 and 12, while those with working mothers showed slightly more favorable attitudes in Class 9. Attitudes were nearly equal in Class 11, confirming the statistically significant interaction effect found in the ANOVA analysis.

Result of objective 3: To compare the attitudes towards homework of tribal secondary school students belonging to CWM and CNWM.

Null Hypothesis (H₀):

- **H₀₂:** There is no measurable difference in attitudes towards homework between tribal secondary school students belonging to CWM and CNWM.

Table 3. Independent Samples t-Test Comparing Homework Attitudes of Students belonging to CWM and CNWM

Test	Value	df	Sig. (p)	Mean Difference	Std. Error Difference	95% CI (Lower, Upper)
Levene's Test for Equality of Variances	F = 18.339	—	.000	—	—	—
t-test for Equality of Means (Equal variances not assumed)	t = 3.283	262.856	.001**	6.96	2.12	(2.79, 11.14)

Note. CI = Confidence Interval; p < .01 indicates statistical significance.

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

To compare the homework attitudes of tribal secondary school students belonging to CWM and CNWM an independent samples t-test was conducted. Before conducting the analysis, Levene’s test revealed that the assumption of homogeneity of variances was not met, $F(1, 270) = 18.339, p < .001$. Consequently, interpretation was based on the values adjusted for unequal variances.

The t-test indicate a meaningful difference in homework attitude scores between the two groups, $t(262.856) = 3.283, p = .001$. Students from non-working mothers had significantly higher attitude scores towards homework compared to those from working mothers, with a mean difference of 6.96 (95% CI: 2.79 to 11.14). This result suggests that maternal employment status influences students’ engagement and perception of homework, favoring students with non-working mothers.

Result of objective 4: The objective of the present study was to compare the attitudes towards homework of tribal secondary school students belonging to CWM and CNWM With respect to their gender.

Null Hypotheses (H_0):

- **H_{03a}:** There is no measurable difference in attitudes towards homework between male and female tribal secondary school students.
- **H_{03b}:** There is no measurable difference in attitudes towards homework between students belonging to CWM and CNWM.
- **H_{03c}:** There is no significant interaction effect between gender and mother’s working status on tribal students’ attitudes towards homework.

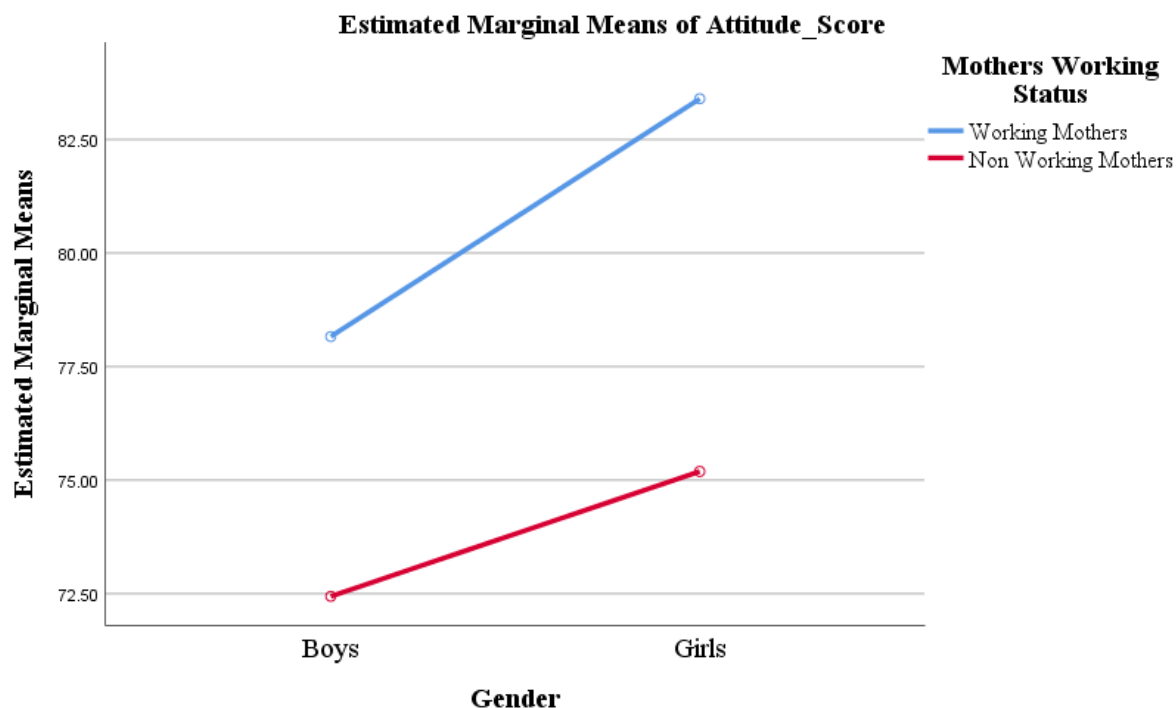
Table 4. Two-Way ANOVA Summary: Gender × Mother’s Working Status on Homework Attitudes.

Source	df	Mean Square	F	Sig. (p)	Significance
Gender	1	605.442	3.570	0.060	Not Significant
Mother’s Working Status	1	1842.498	10.857	0.001	Significant
Gender × MWS (Interaction)	1	58.763	0.346	0.557	Not Significant
Error	268	169.637			
Total	272				

Note: Since Levene’s test yielded a significant result ($p < .05$), the assumption of equal variances was not met. Nevertheless, following Field (2018), the analysis was deemed robust because the group sizes were both sufficiently large and balanced.

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

Figure 2. Estimated Marginal Means of Homework Attitude by Gender and Mother's Working Status



To analyze how gender and maternal employment status influence tribal secondary school students' attitudes towards homework, a two-way ANOVA was applied.

Levene's test, conducted prior to the main analysis, showed that the assumption of equal variances was not met ($p < .05$). However, given the equal group sizes ($n = 68$ per cell) and a total sample size of 272, the ANOVA was considered statistically robust (Field, 2018).

The results revealed a significant main effect of mother's working status on students' homework attitudes, $F(1, 268) = 10.857$, $p = .001$, indicating that students of non-working mothers exhibited significantly more positive attitudes towards homework than those of working mothers.

Gender did not exhibit a statistically meaningful main effect on homework attitudes, $F(1, 268) = 3.570$, $p = .060$, indicating a lack of strong evidence for gender-based differences. Furthermore, no significant interaction was observed between gender and mothers' employment status, $F(1, 268) = 0.346$, $p = .557$, suggesting that the effect of maternal work status on students' attitudes remains consistent across genders.

These findings underscore the role of maternal presence or availability in shaping students' engagement with academic tasks like homework, but do not support gender-based differences in these attitudes among tribal adolescents.

DISCUSSION

The aimed of the study was to examine the homework attitudes of tribal secondary school students in Tripura, focusing on differences by grade level, mother's working status, and gender. The findings provide meaningful insights into how these variables interact to shape students' academic engagement, particularly in culturally specific contexts.

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

The analysis of attitude levels using Z-scores revealed that while a small segment of students exhibited highly favorable attitudes towards homework, a substantial majority showed below-average or unfavorable perspectives. This may reflect underlying challenges such as limited academic support at home, lack of motivation, or the perceived burden of homework among tribal adolescents.

A key outcome of the study was the significant main effect of grade level and mother's working status on students' attitudes. Students of non-working mothers consistently displayed more favorable attitudes across most grade levels. Notably, the interaction between grade and mother's working status was statistically significant. For instance, in Class 9, students of working mothers had slightly more positive attitudes, whereas in Classes 10 and 12, students of non-working mothers scored significantly higher. Class 11 showed no major difference between groups, suggesting a transitional period in students' academic mindset.

The independent t-test confirmed that maternal employment status alone significantly influenced homework attitudes, favoring students from non-working mothers. However, gender did not emerge as a significant factor, and no interaction was found between gender and mother's working status. This finding implies that while maternal presence plays a crucial role in shaping homework-related attitudes, gender-based differences are minimal within the studied tribal population.

Implications for policy and research:

The results hold significant implications for educators, policymakers, and researchers:

- Parental involvement programs tailored to tribal communities, especially for working mothers who may lack time but can support children in non-traditional ways.
- Teacher-parent-school collaboration models that consider the employment status of caregivers.
- Further qualitative studies exploring why attitudes differ by grade level and how tribal cultural norms mediate homework engagement.
- Policy initiatives to enhance parental academic support, especially for working tribal mothers, through community learning hubs or flexible homework policies.

CONCLUSION

The study reveals a nuanced relationship between grade level, maternal employment, and homework attitudes among tribal secondary students in Tripura. While grade level and mother's working status significantly influence attitudes especially in Classes 10 and 12 gender plays a minimal role. These insights highlight the need for targeted academic and parental support strategies, especially for students whose mothers are engaged in employment. Culturally grounded, community-based interventions can enhance the effectiveness of homework practices and bridge the motivational gap among tribal learners.

REFERENCES

- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson Education.
- Chang, C. B., Wall, D., Tare, M., Golonka, E., & Vatz, K. (2014). Relationships of attitudes towards homework and time spent on homework to course outcomes. *Journal of Educational Psychology, 106*(4), 1049–1065. <https://doi.org/10.1037/a0036497>

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Cooper, H. (1989). *Homework*. Longman.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22. <https://doi.org/10.1023/A:1009048817385>
- Ferdowshi, N., & Islam, S. (2014). Parental and children attitude towards homework. *Dhaka University Journal of Biological Sciences*, 23(1), 77–83. <https://doi.org/10.3329/dujbs.v23i1.19830>
- Field, A. P. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Gaur, N. (2015). Attitude towards homework of secondary school students. *International Journal of Education and Applied Research*, 5(1), 25–28.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Harcourt College Publishers.
- Kokate, C. (2021). Academic performance of children of working and non-working mothers: A comparative study. *Journal of Advances and Scholarly Researches in Allied Education*, 18(3), 578–581.
- Mishra, U. (2006). *Attitude Scale Towards Homework*. National Psychological Corporation.
- Parmar, R. K. (2024). A psychological study of attitudes towards homework among students in the context of gender and area. *ShodhKosh: Journal of Visual and Performing Arts*, 5(6), 383–387. <https://doi.org/10.29121/shodhkosh.v5.i6.2024.1776>
- Patelia, S., Rathi, N., & Varma, V. (2023). Children's attitude towards homework—A comparative study. *International Journal of Indian Psychology*, 11(2), Article 101. <https://doi.org/10.25215/1102.101>
- Ramdass, D., & Zimmerman, B. J. (2011). Developing self-regulation skills: The important role of homework. *Journal of Advanced Academics*, 22(2), 194–218. <https://doi.org/10.1177/1932202X1102200202>
- Rengma, S. S., & Saikia, J. (2015). A study on the attitude of school students towards homework. *International Journal of Humanities and Social Science Invention*, 4(9), 39–43.
- Sarma, R., & Sarangi, B. B. (2018). A comparative study about the academic achievement in respect of children of working and non-working mothers of industrial area with special reference to Upper Assam. *Cosmos: An International Journal of Art & Higher Education*, 7(1), 1–3.
- Songsirisak, P., & Jitpranee, J. (2019). Impact of homework assignment on students' learning. *Journal of Education Naresuan University*, 21(2), 1–9.
- Xu, J. (2005). Purposes for doing homework reported by middle school students. *The Journal of Educational Research*, 99(1), 46–55.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers

How to cite this article: Reang, A. & Deb, D. (2025). Attitudes Towards Homework Among Tribal Secondary School Students in Tripura: A Comparative Study of Children of Working and Non-Working Mothers. *International Journal of Indian Psychology*, 13(3),1519-1531. DIP:18.01.140.20251303, DOI:10.25215/1303.140