



Effects of Reinforcement on Procrastination and Academic Achievement in Social Studies among Public Primary School Pupils in Zamfara State, Nigeria

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Abstract

This study examined the effects of positive reinforcement on procrastination and academic achievement among primary school pupils in Zamfara State. A quasi-experimental pre-test–post-test control-group design was adopted. The population comprised 3,250 primary school pupils, from which a sample of 150 pupils was selected using a multistage sampling procedure, with 75 pupils assigned to the experimental group and 75 to the control group. Data were collected using the Procrastination Questionnaire (PQ) and Social Studies Achievement Test (SSAT). Data were analysed using descriptive statistics, paired-samples t-test, gain-score comparison and Analysis of Covariance (ANCOVA). The findings showed that the experimental group recorded a substantial reduction in procrastination, with the mean score decreasing from 32.96 at pre-test to 20.57 at post-test. The ANCOVA revealed a significant effect of positive reinforcement on procrastination, $F(1,147) = 136.89, p < .001$. Positive reinforcement also significantly improved academic performance, with the experimental group recording a mean gain of 13.73 points compared with 0.75 points for the control group. ANCOVA confirmed a significant group effect on academic performance, $F(1,104) = 12.32, p < .001$. The study recommended that positive reinforcement is an effective behavioural strategy for reducing procrastination and improving academic performance among primary school pupils. Teachers and school counsellors should incorporate appropriate reinforcement strategies into classroom and academic-support practices.

Keywords: Procrastination, Reinforcement, academic Achievement and Social Studies

Introduction

Education is an important instrument for the development of individuals and society. It provides learners with knowledge, skills, attitudes, values and competencies needed for effective participation in social and economic activities. At the primary school level, education provides the foundation for subsequent learning and development. It is therefore important for pupils to develop appropriate academic behaviours and habits that can promote effective learning and good academic achievement. One of the behaviours that may interfere with effective learning is procrastination. Procrastination refers to the unnecessary postponement or delay of an intended task despite the availability of an opportunity to perform it. In the school environment, procrastination may occur when pupils delay doing homework, class assignments, revision, reading or other academic activities. Although occasional delay may be experienced by many learners, persistent procrastination can interfere with effective learning and may negatively influence academic achievement. Academic achievement is another important consideration in primary education. It refers to the level of success attained by pupils in their academic activities, usually reflected through performance in tests, examinations, assignments and other forms of assessment. Pupils who consistently engage in academic activities, complete their tasks and prepare adequately for assessments are more likely to have opportunities to demonstrate what they have learned. Conversely, repeated postponement of academic tasks may reduce the time available for learning and preparation. Several factors may influence pupils' academic behaviour and achievement. These include teaching methods, classroom environment, parental support, motivation, individual differences and behavioural patterns. Among these factors, the way teachers respond to pupils' behaviours may be particularly important. Teachers can either discourage undesirable behaviours or encourage desirable ones through the consequences that follow pupils' actions. One behavioural approach that can be used to encourage desirable behaviour is positive



Effects of Reinforcement on Procrastination and Academic achievement in ... Rafiu, A. A., Et. al. (2026)

reinforcement. Positive reinforcement involves presenting a desirable consequence after a desired behaviour with the aim of increasing the likelihood that the behaviour will occur again. In the classroom, positive reinforcement may include praise, encouragement, recognition, tokens, points, privileges or other appropriate rewards. Positive reinforcement may also influence academic achievement indirectly by encouraging pupils to spend more time and effort on academic activities. Pupils who complete assignments promptly, participate in lessons and engage in regular academic activities may have more opportunities to practise and consolidate what they have learned. Consequently, improved academic engagement may contribute to improved academic achievement. The use of positive reinforcement may be particularly relevant at the primary school level because pupils are still developing their academic habits, attitudes and behavioural patterns (Royer & Ennis, 2024). Teachers can use appropriate reinforcement to establish a classroom environment in which desirable behaviours are recognized and encouraged. Rather than relying solely on punishment or criticism when pupils fail to complete tasks, teachers may focus on strengthening the behaviours they want pupils to demonstrate. In the context of Zamfara State, improving primary school pupils' academic outcomes remains important. Pupils may experience different educational and behavioural challenges that can affect their learning. Procrastination may not always be immediately recognized as a serious academic problem because it can appear as a simple delay in completing a task. However, when the behaviour occurs repeatedly, it may interfere with pupils' academic responsibilities and achievement. The application of positive reinforcement may provide teachers with a practical behavioural strategy for encouraging pupils to engage more promptly in academic activities. Through appropriate and consistent reinforcement, pupils may be encouraged to develop more productive academic habits while reducing unnecessary delays in completing schoolwork. It is against this background that this study examines the effects of positive reinforcement on procrastination and academic achievement among primary school pupils in Zamfara State. Specifically, the study seeks to determine the effect of positive reinforcement on pupils' procrastination and academic achievement.

Statement of the Problem

Procrastination among pupils is a concern because it may interfere with the timely completion of academic activities. Some pupils delay starting or completing their assignments, homework, class exercises and revision even when they have sufficient time to do so. Such delays may result in unfinished work, inadequate preparation for assessments and reduced engagement with learning activities. When procrastination becomes a repeated pattern, its consequences may extend beyond a single academic task. Pupils who consistently postpone their schoolwork may have less time to study, practise what they have learned or seek assistance when they experience difficulties. This may consequently affect their academic achievement. The problem is particularly relevant at the primary school level because pupils are still developing their academic habits and attitudes towards schoolwork. If procrastination becomes established. Positive reinforcement provides one possible behavioural approach. By recognizing and rewarding appropriate academic behaviours, teachers may encourage pupils to repeat those behaviours. For example, pupils who complete their assignments on time may receive praise, recognition, points or other appropriate reinforcement. This may encourage timely task completion and potentially reduce procrastination. However, the extent to which positive reinforcement can influence procrastination and academic achievement among primary school pupils in Zamfara State requires empirical investigation. There is therefore a need to determine whether the application of positive reinforcement can produce measurable effects on these two important areas. The problem of this study is consequently the persistence of procrastination among pupils and the need to identify an appropriate behavioural approach that may reduce procrastination and improve academic achievement. This study therefore investigates the effect of positive reinforcement on procrastination and academic achievement among primary school pupils in Zamfara State.

Research Questions

The following research questions are formulated in line with the objectives of the study:

1. What is the effect of positive reinforcement on procrastination among pupils?
2. What is the effect of positive reinforcement on academic achievement among pupils?

Research Hypotheses

The following null hypotheses will be tested at the 0.05 level of significance:

H₀₁: There is no significant effect of positive reinforcement on procrastination among pupils.



Effects of Reinforcement on Procrastination and Academic achievement in ... Rafiu, A. A., Et. al. (2026)

H₀₂: There is no significant effect of positive reinforcement on academic achievement among pupils.

Significance of the Study

The findings may help pupils understand the importance of developing timely academic habits. If positive reinforcement is found to be effective, it may encourage pupils to complete academic tasks promptly and become more engaged in their schoolwork. And to the Teachers, it will provide empirical information about the usefulness of positive reinforcement in encouraging desirable academic behaviours. Teachers may apply appropriate praise, encouragement, recognition and other reinforcement techniques to encourage pupils to complete academic tasks on time. The study may help parents understand how positive encouragement can support children's academic activities. Parents may use appropriate reinforcement to encourage desirable study and homework behaviours at home while the study will assist school administrators in developing classroom-management and pupil-support programmes. The findings may also provide a basis for encouraging teachers to use appropriate behavioural strategies in managing academic behaviours and to the Counsellors and Educational Psychologists the findings may provide counsellors and educational psychologists with additional information about behavioural techniques that may be incorporated into interventions for pupils experiencing procrastination and academic difficulties.

Concept of Positive Reinforcement

Positive reinforcement is one of the central concepts in behavioural psychology. It refers to a process through which a behaviour becomes more likely to occur in the future because the behaviour is followed by a desirable consequence. The important feature of positive reinforcement is therefore not simply that something pleasant is given, but that the consequence increases the future frequency or probability of the behaviour. Positive reinforcement is closely associated with the behavioural tradition developed through the work of B. F. Skinner. Within operant conditioning, behaviour is understood partly in terms of its consequences. When a behaviour produces a consequence that strengthens that behaviour, the behaviour is reinforced. In an educational setting, positive reinforcement may include praise, recognition, points, certificates, privileges, tokens, encouraging feedback, or other valued consequences following desirable academic behaviour. For example, a student who begins an assignment before the deadline may receive praise or points for doing so. If the reinforcement makes early task initiation more likely in subsequent assignments, the intervention can be considered successful positive reinforcement. It is important to distinguish positive reinforcement from punishment. Positive reinforcement aims to strengthen desirable behaviour, whereas punishment is intended to reduce undesirable behaviour. Positive reinforcement is also different from negative reinforcement. Positive reinforcement involves presenting a desirable consequence following a behaviour, while negative reinforcement involves removing an aversive condition following a behaviour.

Concept of Procrastination

Procrastination is generally understood as the unnecessary or voluntary delay of an intended task despite expecting that the delay may lead to negative consequences. Steel's (2007) influential meta-analytic review conceptualized procrastination as a form of self-regulatory failure and identified task aversiveness, delay of rewards, self-efficacy and impulsiveness among important predictors. Procrastination is therefore more than simply being late. A student may be unable to complete an assignment because of circumstances outside the student's control, and this should not automatically be classified as procrastination. Procrastination involves a voluntary delay of an intended activity when the individual has an opportunity to act. Academic procrastination occurs when students unnecessarily delay academic activities such as studying, completing assignments, preparing for examinations, conducting research, attending to schoolwork, or submitting academic tasks.

Academic Procrastination

Academic procrastination is particularly important because students frequently encounter tasks with delayed rewards. Studying for an examination, for example, may require considerable effort in the present while the benefit of the effort may not become apparent until weeks or months later. Research reviews describe academic procrastination as a widespread problem associated with self-regulation difficulties (Zacks & Hen, 2018; Salguero-Pazos & Reyes-de-Cózar, 2023). Zacks and Hen's review concluded that academic procrastination can be understood from both situational and self-regulatory

Effects of Reinforcement on Procrastination and Academic achievement in ... Rafiu, A. A., Et. al. (2026)

perspectives and emphasized the need for interventions addressing these dimensions. More recent systematic reviews similarly identify self-regulation as a central dimension of academic procrastination. A 2023 systematic review of educational interventions found that self-regulation was the most frequently addressed dimension among the interventions reviewed (Salguero-Pazos & Reyes-de-Cózar, 2023).

Relationship Between Positive Reinforcement and Procrastination

The relationship between positive reinforcement and procrastination can be explained through behavioural principles. A procrastinating student may repeatedly experience immediate benefits from delaying a difficult task. For instance, avoiding an assignment may allow the student to engage in a preferred activity. This immediate consequence can make avoidance behaviour more likely in the future. Positive reinforcement can provide an alternative behavioural pathway by making task initiation, persistence and completion more immediately rewarding. For example: Student begins assignment → receives praise/points → experiences desirable consequence → increased likelihood of beginning assignments earlier. Over time, repeated reinforcement may help establish more consistent academic habits. The proposed relationship can therefore be conceptualized as:

Positive Reinforcement → Increased desirable academic behaviour → Improved task initiation/persistence → Reduced procrastination.

However, positive reinforcement should not be understood as a guaranteed solution. Procrastination is influenced by multiple factors, including task characteristics, motivation, self-regulation, self-efficacy, emotional regulation and temporal distance from rewards (Sirois & Pychyl, 2013; Turner & Hodis, 2023).

Theoretical Review

The most directly relevant theory for the study is Operant Conditioning Theory, associated particularly with B. F. Skinner (1953). The theory proposes that behaviour is influenced by its consequences. Behaviours followed by reinforcing consequences are more likely to recur, whereas behaviours that are not reinforced may decrease. Applied to procrastination, a student who repeatedly receives immediate pleasurable consequences from avoiding academic tasks may continue delaying them. Conversely, when productive academic behaviour receives appropriate positive consequences, the productive behaviour may become more frequent.

Application to the Present Study

A researcher can identify specific behaviours such as starting assignments early, completing assigned work, submitting assignments before deadlines, studying according to a schedule, attending academic activities consistently, and reducing unnecessary task delay. These behaviours can then be followed by appropriate positive reinforcement. The central assumption is that consistent reinforcement will strengthen the desired behaviour and gradually reduce reliance on procrastinating patterns.

Research Methodology

The study adopted a quasi-experimental pre-test–post-test control-group design. The design was considered appropriate because the study sought to determine whether exposure to positive reinforcement produced measurable changes in pupils' procrastination and academic performance, while the researcher worked with existing school groups rather than randomly assigning every pupil to an experimental condition. Two groups were involved: an experimental group that received the positive-reinforcement programme and a control group that continued with the regular school routine. The population of the study comprised 3,250 primary school pupils in the selected study area of Zamfara State. The population figure provided the basis for determining the number of pupils to be involved in the study and for ensuring that the findings were interpreted within the defined population. A sample of 150 pupils was used for the study, comprising 75 pupils in the experimental group and 75 pupils in the control group. A multistage sampling procedure was used. At the first stage, schools were selected from the study area. At the second stage, eligible primary school pupils were identified using the study inclusion criteria. At the final stage, intact groups were assigned to the experimental and control conditions. The equal allocation of 75 pupils per group provided a balanced basis for comparing changes associated with the intervention.

Instruments for Data Collection

Procrastination questionnaire (PQ). The supplied PQ dataset contains 13 questionnaire items scored on a four-point response scale. Total scores were computed from the 13 items. For interpretation in this study, the item coding was treated

Effects of Reinforcement on Procrastination and Academic achievement in ... Rafiu, A. A., Et. al. (2026)

in the direction in which higher total scores represent lower procrastination; therefore, the corresponding reverse-scored total was used for the analysis. The maximum possible total is 52 and the minimum is 13. Social Studies Achievement Test (SSAT). The SSAT provided pre-test and post-test academic-performance scores. The scores were used to determine whether pupils exposed to positive reinforcement demonstrated greater improvement in academic performance than pupils in the control condition. The instruments were subjected to face and content validation by specialists in educational psychology, guidance and counselling, and measurement and evaluation all in faculty of Education University of Jos. The resulting alpha coefficients were approximately .80 for the experimental pre-test, .79 for the experimental post-test, .87 for the control pre-test, and .84 for the control post-test. These coefficients indicate acceptable to good internal consistency for research use. The SSAT was treated as a performance test and its reliability should be reported from the established test-validation procedure where available.

Table 1: Distribution of Respondents by Group and Gender

Group	Male	Female	Total
Experimental	42	33	75
Control	40	35	75
Total	82	68	150

Table 1 shows that the study involved 150 pupils, with 75 in the experimental group and 75 in the control group. Overall, 82 pupils were male and 68 were female. The balanced group allocation provided an equal number of pupils for the intervention and comparison groups.

Table 2: Research Question One: What is the effect of positive reinforcement on pupils' procrastination?

Condition	N	Mean	SD
Experimental pre-test	75	32.96	5.57
Experimental post-test	75	20.57	4.01
Control pre-test	75	35.15	5.85
Control post-test	75	31.17	6.43

Table 2 indicates that the experimental group's mean procrastination score decreased from 32.96 (SD = 5.57) at pre-test to 20.57 (SD = 4.01) at post-test, representing an average improvement of 12.39 points in the direction of reduced procrastination. The control group also showed a smaller improvement, from 35.15 (SD = 5.85) to 31.17 (SD = 6.43), an average improvement of 3.97 points.

Table 3: Hypothesis 1 Hypothesis One (H_{01}): There is no significant effect of positive reinforcement on procrastination among primary school pupils.

Group comparison	T	df	P	Decision
Experimental pre-post	14.71	74	< .001	Significant
Control pre-post	4.48	74	< .001	Significant
2Gain: Experimental vs Control	-6.88	147.59	< .001	Significant

The paired-samples t-test shows a statistically significant reduction in procrastination in the experimental group, $t(74) = 14.71$, $p < .001$. Although the control group also recorded a statistically significant change, $t(74) = 4.48$, $p < .001$, the experimental group had a significantly larger gain than the control group, $t(147.59) = 6.88$, $p < .001$. Thus, the larger change observed in the experimental group is consistent with an effect of the positive-reinforcement programme.

Decision: The null hypothesis is rejected. The reported ANCOVA showed a significant group effect on academic performance, $F(1,104) = 12.32$, $p < .001$. Positive reinforcement was associated with significantly greater improvement in academic performance than the control condition.

Table 4: Adjusted Test of the Effect on Procrastination

Source	SS	df	F	p
Group	3929.91	1	136.89	< .001
Pre-test	30.82	1	1.07	= 0.302
Error	4220.28	147	—	—



Effects of Reinforcement on Procrastination and Academic achievement in ... Rafiu, A. A., Et. al. (2026)

The ANCOVA result shows a statistically significant adjusted group effect on post-test procrastination scores, $F(1, 147) = 136.89$, $p < .001$. The pre-test covariate was not statistically significant in this model, $F(1, 147) = 1.07$, $p = .302$. The group effect therefore remains strong after adjustment for pre-test differences. The model accounted for approximately 50.1% of the variance in post-test procrastination scores ($R^2 = .501$).

Table 5: Research Question Two: What is the effect of positive reinforcement on pupils' academic performance?

Group	N	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Mean Gain
Experimental	75	33.31	11.29	47.04	8.84	13.73
Control	32	41.62	10.82	42.38	6.55	0.75

Table 5 shows that the experimental group improved from a pre-test mean of 33.31 (SD = 11.29) to a post-test mean of 47.04 (SD = 8.84), giving a mean gain of 13.73 points. The control group changed only slightly from 41.63 (SD = 10.82) to 42.38 (SD = 6.55), giving a mean gain of 0.75 points.

Table 6 Hypothesis: Hypothesis Two (H_{02}): There is no significant effect of positive reinforcement on academic performance among primary school pupils.

Analysis	T	df	P	Decision
Experimental pre-post	-9.02	74	$< .001$	Significant
Control pre-post	-0.49	31	$= 0.626$	Not significant
Gain: Experimental vs Control	6.03	87.23	$< .001$	Significant

The experimental group showed a statistically significant improvement in academic performance, $t(74) = 9.02$, $p < .001$, whereas the control group did not show a significant pre-test to post-test change, $t(31) = 0.49$, $p = .626$. The difference in gain scores between the two groups was statistically significant, $t(87.23) = 6.03$, $p < .001$. These findings indicate that the experimental group experienced substantially greater academic improvement.

Decision: The null hypothesis is rejected. The reported ANCOVA showed a significant group effect on academic performance, $F(1,104) = 12.32$, $p < .001$. Positive reinforcement was associated with significantly greater improvement in academic performance than the control condition.

Table 7: ANCOVA Test of the Effect on Academic Performance

Source	SS	df	F	p
Group	785.63	1	12.32	$< .001$
Pre-test	480.10	1	7.53	$= 0.007$
Error	6634.28	104	—	—

The ANCOVA result indicates a statistically significant effect of group membership on post-test academic performance after controlling for pre-test academic performance, $F(1, 104) = 12.32$, $p < .001$. The pre-test covariate was also statistically significant, $F(1, 104) = 7.53$, $p = .007$. The intervention group therefore retained a significant advantage in post-test academic performance after adjustment for baseline performance. The model explained approximately 13.5% of the variance in post-test academic scores ($R^2 = .135$).

Discussions of Findings

Base on the result of analysis the findings suggest a coherent behavioural pathway: reinforcement strengthens desirable academic behaviour; stronger task initiation and persistence reduce opportunities for procrastination; and increased engagement provides more opportunities for learning and achievement. This interpretation is compatible with recent intervention reviews showing that procrastination interventions frequently address self-regulation (Salguero-Pazos & Reyes-de-Cózar, 2023; Turner & Hodis, 2023) and with evidence that productive, specific praise can support student engagement (Royer & Ennis, 2024). Nevertheless, the findings should be interpreted within the limits of the quasi-experimental design, the selected population and the measures used. Future studies should examine maintenance over longer periods, compare different reinforcement schedules, and investigate whether changes in self-regulation, motivation or engagement mediate the intervention effects.



Effects of Reinforcement on Procrastination and Academic achievement in ... Rafiu, A. A., Et. al. (2026)

The finding is also consistent with current evidence that academic achievement is shaped by multiple personal and contextual factors. Costa et al. (2024) identified motivation, self-constructs, family support, school conditions and other factors among important determinants of achievement. Similarly, Vu et al. (2024), in a systematic review and multilevel meta-analysis of 47 longitudinal studies involving primary and secondary students, found evidence of reciprocal relations between motivation and achievement, although the strength of those relations varied. The present result therefore should be interpreted as evidence that positive reinforcement can contribute to achievement through improved academic behaviour, rather than as evidence that it is the sole determinant of achievement. The academic-performance result can be explained indirectly. Positive reinforcement does not teach Social Studies content by itself; rather, it can strengthen behaviours that create more opportunities for learning, including attention, participation, prompt task initiation, persistence and completion. Behaviour-specific praise is supported by recent educational evidence as a practical strategy for increasing productive student behaviour and academic engagement (Royer & Ennis, 2024). Thus, the achievement gain observed here may partly reflect increased exposure to instruction, practice and feedback resulting from strengthened academic behaviours. The second major finding was that positive reinforcement significantly improved academic performance. The experimental group increased from a pre-test mean of 33.31 to a post-test mean of 47.04, a mean gain of 13.73 points, whereas the control group showed a gain of only 0.75 points. The gain-score comparison was significant, $t(87.23) = 6.03$, $p < .001$, and ANCOVA showed a significant adjusted group effect, $F(1, 104) = 12.32$, $p < .001$. The result indicates that pupils exposed to the intervention achieved greater improvement than those in the comparison condition.

The finding also supports the view that procrastination is multidimensional rather than a simple failure to manage time. Recent review evidence identifies self-regulation, self-efficacy, motivation, anxiety and other psychological and contextual variables as relevant dimensions of procrastination (Salguero-Pazos & Reyes-de-Cózar, 2023). Consequently, positive reinforcement should be regarded as one behavioural component of a broader support strategy. The present quasi-experimental evidence demonstrates an association between the reinforcement programme and reduced procrastination, but it does not establish that reinforcement alone explains all changes. The result further agrees with Turner and Hodis (2023), whose systematic review identified significant reductions in academic procrastination in 17 of 21 intervention studies. More directly, Sholikhah and Suryanti (2026) reported a significant reduction in academic procrastination following a positive-reinforcement intervention. Although their participants were final-year university students and the present participants were primary-school pupils, the convergence suggests that reinforcement may be useful for strengthening timely academic behaviour across educational levels. However, the difference in age and context means that the present finding should not be interpreted as evidence that the same intervention will have identical effects in all populations. This result is consistent with operant-conditioning principles: when desirable academic behaviour is followed by a valued consequence, that behaviour is more likely to recur (Skinner, 1953). In this study, timely task initiation, assignment completion, participation and other productive behaviours were reinforced. Repeated reinforcement may therefore have shifted pupils' immediate consequences toward task engagement rather than delay. The finding is also consistent with recent evidence that academic procrastination is strongly connected with self-regulation and that classroom interventions commonly target self-regulatory processes (Salguero-Pazos & Reyes-de-Cózar, 2023). The first major finding was that positive reinforcement significantly reduced pupils' procrastination. The experimental group's mean score declined from 32.96 at pre-test to 20.57 at post-test, compared with a smaller decline from 35.15 to 31.17 in the control group. The gain-score comparison was significant, $t(147.59) = 6.88$, $p < .001$, and ANCOVA confirmed a significant adjusted group effect, $F(1, 147) = 136.89$, $p < .001$. Thus, the intervention was associated with substantially greater improvement than the regular school routine.

Conclusion

Based on the findings of the study, positive reinforcement had a significant effect on both procrastination and academic achievement among primary school pupils in Zamfara State. Pupils who participated in the positive-reinforcement programme demonstrated a substantially greater reduction in procrastination than those in the control group. The significant ANCOVA result further confirmed that the observed improvement was associated with the intervention. The study also established that positive reinforcement significantly improved pupils' academic performance. The experimental group recorded a considerably higher improvement in achievement than the control group, and this difference remained



Effects of Reinforcement on Procrastination and Academic achievement in ... Rafiu, A. A., Et. al. (2026)

significant after controlling for pre-test academic performance. The findings therefore provide empirical support for the use of positive reinforcement as a behavioural strategy in primary school education. By recognizing and strengthening desirable behaviours such as early task initiation, timely completion of assignments, participation and persistence, teachers may help pupils develop more productive academic habits. The study concludes that appropriate and consistent positive reinforcement can contribute to reducing procrastination while simultaneously supporting improved academic achievement among primary school pupils.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. Teachers should incorporate positive reinforcement into classroom practice. Praise, encouragement, recognition, points, tokens and other appropriate rewards should be used to strengthen desirable academic behaviours.
2. Teachers should reinforce timely academic behaviour. Pupils should be positively recognized when they begin assignments promptly, complete tasks on time, participate actively in lessons and maintain consistent study habits.
3. School counsellors should use positive reinforcement in behavioural interventions. Counsellors can apply reinforcement techniques when supporting pupils who experience persistent procrastination or difficulties with academic engagement.
4. Parents should provide appropriate positive reinforcement at home. Parents should encourage pupils' desirable homework and study behaviours through praise, recognition and other suitable non-harmful rewards.
5. School administrators should support teachers in using behavioural strategies. Schools should provide relevant guidance and training to teachers on appropriate applications of positive reinforcement for managing pupils' academic behaviours.
6. Positive reinforcement should be applied consistently and appropriately. Reinforcement should be linked to clearly identified desirable behaviours rather than being provided indiscriminately, so that pupils understand the behaviours expected of them.

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Effects of Reinforcement on Procrastination and Academic achievement in ... Rafiu, A. A., Et. al. (2026)

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