

Academic Procrastination among Tribal Primary Learners in Mother Tongue-Based Multilingual Classrooms: A Review of Issues and Challenges for Inclusive Education

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ABSTRACT:

This review article explores academic procrastination of tribal primary learners in mother tongue based multilingual classrooms, focusing particularly on the problems and challenges of academic procrastination in inclusive education. This review addressed academic procrastination using a concept of procrastination-like task-delay behaviours that are influenced by linguistic, cultural, psychological and institutional factors. Task-delay behaviours in tribal primary classrooms are likely to be observed when students encounter language challenges, lack confidence, fear errors, or lack support in the classroom when reading, writing, speaking, completing homework, and participating in assessment tasks. The review is based on the context of the Mother-Tongue Based Multilingual Education Programme in Odisha which supports the use of mother tongue as the medium of instruction in the primary stage, gradual introduction of Odia and English language, teacher recruitment from within the community, culturally appropriate learning materials and assessment in the mother tongue. Such measures enhance linguistic inclusion and foster learner identities, although there are issues in multilingual classroom management, language transition, teacher preparedness, material development, and ongoing assessment. The review makes a case for academic procrastination among tribal learners to be treated as an inclusive education issue instead of a problem with the learner. It will take culturally responsive pedagogy, mother-tongue support, flexible assessment, teacher training and stronger institutional monitoring to address it. The article emphasizes the importance of more classroom-based research into the behaviours associated with procrastination in tribal multilingual primary education..

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1. Introduction

Academic procrastination is broadly defined as the postponement or delay of academic work, even if it has a detrimental impact on learning, participation and performance. Within the primary school setting, it might be interpreted with some caution as procrastination behaviours: late finishing of homework, reluctance to read or to write, avoidance

of verbal responses, slow involvement in class work or reluctance to participate in assessment-related tasks. While academic procrastination is generally viewed as a personal behavioural or motivational problem, it needs careful interpretation in the context of tribal primary learners in multilingual classrooms. The delay of tasks for such learners could not only be influenced by individual motivation but also by language barriers, unfamiliar school culture, classroom anxiety, low academic confidence and lack of meaningful learning support.

Academic procrastination has been found to be related to some psychological and educational issues such as emotional problems, involvement of learners, academic stress, motivation and self-regulation in recent studies. Fentaw et al. (2022) noted that when students repeatedly postpone learning tasks, they run the risk of experiencing academic participation and achievement challenges due to procrastination behaviour. Likewise, Nemtcen et al. (2022) correlated academic self-efficacy and persistence with procrastination, and found that when a learner is not confident in his/her academic ability, he/she is more prone to procrastinate academic tasks. This relationship is particularly significant in multilingual primary classrooms, as a child's confidence can be influenced by their understanding of the language used in the classroom and whether they feel confident enough to participate without fear.

Language is not just a way of communicating for tribal and indigenous children, it is tied to identity, culture, memory and belonging. If the early schooling is in a language that the child does not know, the classroom can be emotionally and

cognitively separated. Under these circumstances, procrastination-like behaviours can manifest as silence, withdrawal, incomplete work, or avoidance of teacher-led activities. Rahimi and Vallerand (2021) pointed out that academic procrastination is related to emotional experiences, and Martinie et al. (2023) noted that learning strategies and achievement goals play an important role in academic procrastination. These insights are crucial in understanding the learning approaches of tribal learners who may have a difference between home language and school language.

Mother Tongue-Based Multilingual Education is a constructive answer to this concern. It enables children to start school in their own language and then work towards learning other languages. MTB-MLE was launched at the primary level in Odisha to overcome the language barrier that tribal children face in school. The programme focuses on the use of the child's mother tongue as the medium of instruction at the primary level and gradually introduces Odia and English. This building block is important because it provides time for tribal students to develop conceptual understanding, classroom confidence, and literacy building blocks before encountering the rigorous academic demands of other languages.

The issue is also closely linked with inclusive education. Inclusion is not only about disability categories, but also about learners who are excluded due to language, ethnicity, culture, poverty, location, social marginalisation. In multilingual classrooms, tribal learners might need support when the language, curriculum, teaching and learning practices, and assessment methods do not always reflect their language and culture. Panda, (2025) highlighted the significance of mother tongue and multilingual education for equitable learning, while Evans and Acosta (2020) demonstrated that language and school conditions continue to be key issues in educational access and quality in a variety of contexts. MTB-MLE can therefore be seen as a participatory intervention, which respects participation, dignity and equality in learning. In the context of special education, learners may be

considered as having a need for educational support for reasons other than disability, as linguistic disadvantage can limit access to, participation in, and achievement in the classroom. The following may then be considered as indicators of support needs in linguistically diverse primary classrooms: classroom withdrawal, low participation, delayed task completion, avoidance of oral or written responses.

Meanwhile, MTB-MLE classrooms will have to contend with significant issues. Children may find the change from their mother tongue to Odia and English as a pressure if they are not supported well. Classroom communication can be complex in multilingual classrooms where students come from a variety of tribal language backgrounds. Teachers might also need special training in order to handle multilingual pedagogy, culturally based materials and child-friendly assessment. Soh et al. (2021) demonstrated that language of instruction affects students' achievement, and Rout et al. (2025) emphasized the need for curricular structure, pedagogy, and assessment in tribal multilingual education settings. Task-delay behaviors related to academic procrastination are directly related to these concerns because children may delay tasks when the learning environment is not conducive to their language, confidence, and participation.

The present review thus studies academic procrastination from the perspective of inclusive education in the context of tribal primary learners in mother tongue based multilingual classrooms. It suggests that procrastination must not be viewed solely as a learner problem. Rather, it must be viewed from the perspective of language accessibility, cultural relevance, teacher preparedness, multilingual transition, assessment practices, and institutional support. The aim of this review is to highlight some of the issues and barriers that can be addressed through more responsive and inclusive classroom teaching practices when academic procrastination is discussed alongside MTB-MLE and tribal primary education.

2. Conceptual Background

2.1 Academic Procrastination among Primary Learners

Academic procrastination is typically defined as the unnecessary delay of school-related activities; but, in the context of primary learners, it is more appropriate to consider the behaviours that may be construed as procrastination, such as delayed reading, delayed writing, delayed homework, delayed oral participation, and delayed assessment preparation. In the context of tribal primary learners, these behaviours cannot solely be chalked up to poor discipline and lack of effort. Can be caused by poor comprehension, fear of error, low self-confidence, poor classroom language, and poor self-regulation. Procrastination has been associated with highly relevant factors in multilingual and socially marginalized classrooms such as self-efficacy, emotional regulation, perfectionism, and learner motivation (Farhadi Rad et al., 2025; Kurtović et al., 2019; Ragusa et al., 2023).

2.2 Mother Tongue-Based Multilingual Education

Mother Tongue Based Multilingual Education is an educational method that starts the formal learning process from the child's mother tongue and then introduces other languages. At the primary level, this approach helps students to understand, develop concepts, identify, and gain confidence in the classroom, before they are introduced to regional or global languages. Research on language of instruction has demonstrated that first-language acquisition in the mother tongue can enhance access, participation and achievement, especially for children of minority language communities (Kim et al., 2023; Seid, 2018; Crawford & Venegas Marin, 2021).

2.3 Tribal and Indigenous Primary Education

The pedagogy for tribal and indigenous primary education must be culturally responsive, linguistically sensitive, and connected to the community. Indigenous children can contribute a

wealth of oral traditions, local knowledge, ecological understanding, stories, songs and cultural practices to the learning environment. If these resources are not considered in the school, they can lead to a sense of alienation, exclusion, or belatedness for the learners. It is evident that inclusive tribal education requires content that is locally relevant, support in the mother tongue, community involvement and an appreciation of tribal identity in pedagogical processes (Taneja, 2023; UNESCO, 2024; National Council of Educational Research and Training, 2023).

2.4 Inclusive Education Linkage

The present review places multilingual education within the realm of inclusive education as language can be an enabler or a hinderer of participation. Learners in the mother tongue class may not need special education support because they are disabled, but they can need support because of the language, cultural distance, lack of confidence and lack of equal access to classroom communication. Language, identity, pedagogy, assessment, and learner belonging are thus issues that need to be addressed in inclusive education. Multilingual pedagogies at the primary level can support participation if they are designed as classroom practices that are grounded in equity (Bühmann & Trudell, 2025; Veerman et al., 2025).

3. Methodology of the Review

3.1 Review Design

This review employed a narrative policy based review design to explore academic procrastination related task-delay behaviours of tribal primary school learners in the multilingual classrooms using mother tongue. The design was chosen because the article was not directly based on primary data, but rather on a critical analysis of policy provisions in the context of inclusive education, as well as challenges and issues related to learners. The review aimed to examine the potential of language gap, classroom multilingualism, teacher preparedness, culturally rooted pedagogy, and mother-tongue based assessment on academic delay, avoidance, and participation of tribal children in primary school.

3.2 Source Base

The review was largely based on the State Policy of Odisha (Mother-Tongue Based Multilingual Education Programme) as a contextual backdrop to understand multilingual education in the primary level. The policy was used to review the provisions for mother tongue instruction, phased introduction of Odia and English, recruitment of teachers, teacher training, preparation of textbooks, assessment, monitoring and community involvement. To enhance the theoretical and educational relevance of the discussion, supporting scholarly literature on academic procrastination, tribal and indigenous education, multilingual classrooms, mother tongue based education and inclusive education was also reviewed.

Sources of literature included open access scholarly databases, institutional reports, policy sources and academic search engines. The Odisha Mother-Tongue Based Multilingual Education Programme State Policy was kept as the main contextual policy source due to its direct relevance to tribal primary education and mother tongue based multilingual classroom. The keywords used in the search were academic procrastination, tribal learners, indigenous education, mother tongue based multilingual education, multilingual classrooms, primary education, language of instruction, inclusive education, learner confidence and academic self-regulation.

3.3 Inclusion Criteria

The review covered policy documents, review articles, empirical studies and conceptual literature which were directly related to academic procrastination, procrastination like task delay, learning delay, tribal/indigenous learners, primary education, multilingual classrooms, mother tongue based instruction, and inclusive education. Sources that discussed participation in class, language issues, motivation, self-regulation, culturally responsive pedagogy, and/or educational issues with children who were marginalized were deemed relevant. The focus for academic procrastination, language-related

learning barriers, tribal or indigenous learners, and inclusive primary education led to the selection of sources. Literature that provided insight into the potential influence of multilingual learning environments on academic avoidance, task delay, confidence, and engagement of tribal primary learners was considered.

3.4 Exclusion Criteria

Studies on secondary education, tribal/indigenous learners, multilingual education, and inclusive classroom practices were not included in the review. Literature that was solely about an issue of higher education was not used if it did not give conceptual understanding of academic procrastination. Research that focused solely on general language learning, and not on marginalized, tribal, indigenous, minority or multilingual learners, was also not included. Articles that did not fall under the scope of the present review included those that were not related to classroom participation, learning barriers, special education, inclusive education, or mother tongue based instruction. Sources were also eliminated if it lacked conceptual, policy-based, or pedagogical relevance to tribal primary learners in multilingual classroom settings.

3.5 Analytical Approach

Thematic analysis was used to analyse the selected sources. The review uncovered common issues related to language gap, academic procrastination, mother-tongue instruction, transition to Odia & English, multilingual classroom complexity, teacher preparedness,

culturally rooted textbooks, assessment practices and institutional challenges. Themes were understood in the context of inclusive education and special education issues. The analysis highlighted the role of linguistic accessibility, classroom confidence, cultural relevance, teacher support, assessment systems and quality of implementation of MTB-MLE in shaping task-delay behaviours of tribal primary learners associated with academic procrastination.

4. Results and Thematic Discussion

4.1 Language Gap and Academic Procrastination

Thematic synthesis revealed that language gap was one of the main conditions that influenced the academic behaviours of tribal primary students in the form of procrastination. The academic confidence and task engagement of children may be weakened by language-related learning difficulty, especially when classroom instruction was delivered in an unfamiliar or less familiar language, which might lead to delay in reading, writing, homework, oral responses and assessment-related tasks (Malkoç & Mutlu, 2018). This language gap was identified in the Odisha MTB-MLE policy and the adoption of mother-tongue based instruction was seen to enhance understanding, logical thinking and confidence in learning at the primary level. Thus, academic delay was not viewed as a form of laziness but as a possible reaction to language difficulty or class anxiety, as indicated in Table 1.

Table 1. Language gap and procrastination-linked classroom behaviours

Language-related issue	Possible learner response	Link with academic procrastination
Unfamiliar classroom language	Silence or hesitation	Delay in oral participation
Difficulty understanding instructions	Incomplete work	Delay in task completion
Fear of wrong answers	Avoidance	Postponement of classroom responses
Limited literacy in school language	Slow writing/reading	Delayed homework and classwork

4.2 Mother Tongue Instruction as a Protective Factor

The policy-literature synthesis indicated that mother tongue instruction served as a protective factor against academic behaviours that were similar to procrastination. The policy had been in place for the use of the mother tongue of children of the tribes as the medium of instruction in primary education for five years. This helped them to understand conceptually, participate in the classroom, and develop their cognitive

abilities, till they became fully dependent on Odia or English. Instruction that is accessible to children can foster academic self-efficacy and decrease task avoidance, leading to increased likelihood of attempting classroom tasks, responding orally, completing written work, and participating confidently when learning through a familiar language (Liu et al., 2020). Therefore, by providing learning in the mother tongue, task-delay behaviours might be diminished because of the ease and emotional safety of learning, as shown in Figure 1.

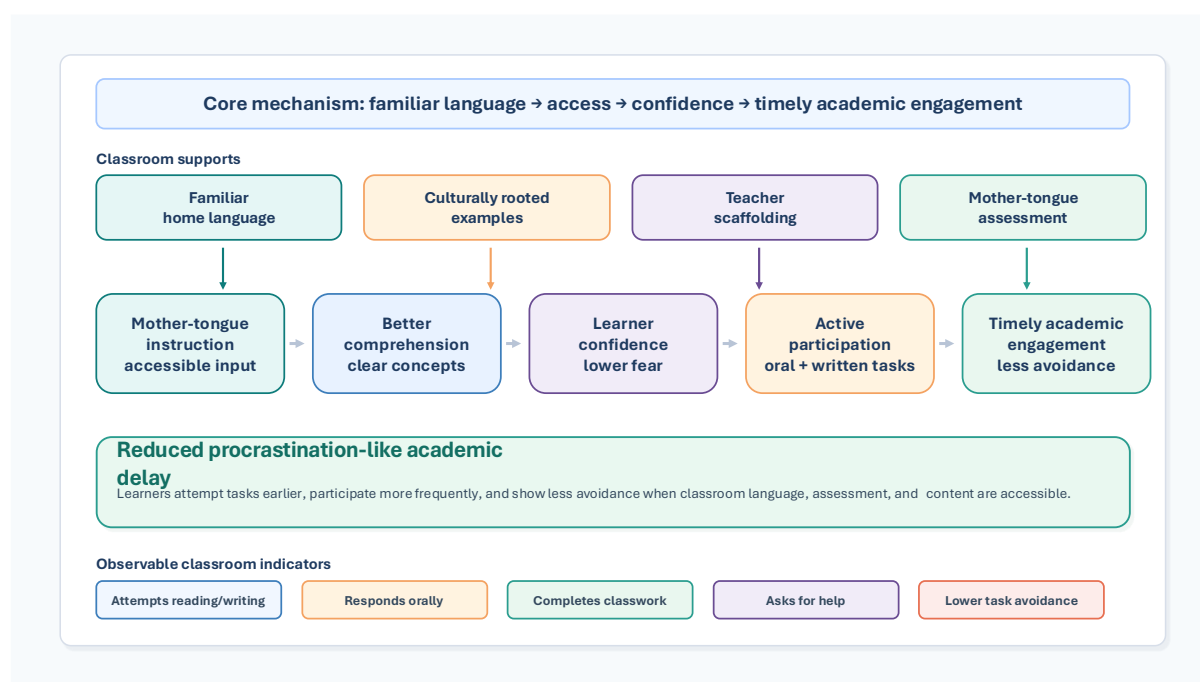


Figure 1. Protective role of mother tongue instruction in reducing academic procrastination

4.3 Transition to Odia and English as a Challenge

Thematic analysis revealed the opportunity and challenge of phased introduction of Odia and English. From Class II, the policy has introduced the teaching of second language (Odia) and from Class III, English. This is a gradual model that enables multilingual development, though there may be pressure during transition for tribal learners. If a learner is less confident in reading,

pronouncing and writing Odia or English or in doing homework in Odia or English, tasks that require such skills may lead to hesitation and delay, particularly when doing challenging academic tasks (Parmaksız, 2023). Thus, academic delay, as a procrastination phenomenon, was interpreted as a language adjustment problem, particularly when learners were not sufficiently supported by the teacher, had limited language practice time and limited confidence in the other language, as shown in Table 2.

Table 2. Language transition and possible procrastination risks

Language stage	Policy position	Possible challenge	Procrastination risk
Mother tongue	Medium of instruction	Generally familiar	Low risk
Odia	Introduced from Class II	New literacy demands	Delay in writing/reading tasks
English	Introduced from Class III	Pronunciation and vocabulary difficulty	Avoidance of oral/written work
Post-primary transition	Tribal language may continue as subject	Shift in academic language load	Reduced confidence if unsupported

4.4 Multilingual Classroom Complexity

The review interpretation showed that multilingualism in the classroom was one of the major problems in tribal primary education. The policy recognised classrooms that may contain children from a minimum of three mother-tongue groups and suggested pilot programmes with certain teaching-learning plans. Language inequity, instruction confusion, insufficient materials for all language groups, and inability to participate in a common language of instruction in such classrooms may lead to procrastination-like behaviours. Thus, academic delay was not only associated with the classroom ecology but also with individual behaviour. To avoid silence, withdrawal, and delayed task engagement, especially in tribal-language classrooms, the planning process needed to be multilingual. (Chatterjee, et.al., 2023).

4.5 Teacher Recruitment and Teacher Preparedness

The results of the policy-literature synthesis showed that teacher preparedness is a key factor in the reduction of procrastination-like task delay. The policy emphasised the recruitment of teachers from the local community who were proficient in the local children's mother tongue and in Odia and English. It also enabled flexibility in the recruiting process when qualified candidates were not available. Clear instructions, culturally familiar examples, scaffolded oral participation and gradual transitions to Odia and English could help to minimize task delay that could be considered procrastination if done by

trained teachers. But poorly prepared teachers may inadvertently contribute to further delays, confusion, fear of errors and disenfranchisement among tribal learners, because teacher preparation and culturally responsive classroom practices are critical in effective multilingual education in tribal school contexts. (Rout, 2025).

4.6 Culturally Rooted Textbooks and Learning Materials

Thematic synthesis revealed that culturally based textbooks/teaching-learning materials were found to be significant in relation to learner engagement. The policy facilitated the creation of language-specific materials involving teachers, indigenous knowledge holders, community leaders, folk artists, storytellers, poets, artisans, cultivators and education experts. This might decrease the tendency for children to avoid doing tasks and put them off, since they were more likely to participate in lessons that were based on their language, environment, stories and cultural practices. If textbooks were not familiar or culturally relevant, learners may delay reading and written assignments, and mother-tongue-based and culturally relevant materials can enhance participation in tribal-dominated learning environments (Panda, 2020). Therefore, culturally responsive materials were important for motivation, relevance, and timely academic participation.

4.7 Assessment in Mother Tongue and Learner Confidence

The interpretation of the review indicated that mother-tongue based assessment has the

potential to build learners' confidence and minimise academic avoidance that may look like procrastination. The policy suggested to evaluate children's mother tongue for curricular and co-curricular competence using Continuous and Comprehensive Evaluation. It also noted the importance of observation, portfolios, checklists, anecdotal records, oral assessment, and written assessment. This approach might help minimize the fear as learners were evaluated in the language they were familiar with and in different modes, as procrastination has been linked to anxiety, perfectionism, and fear of failure in educational contexts (Rezaei-Gazki et al., 2024). But if teachers did not have time or training to make qualitative records, then assessment might be inconsistent. Therefore, supportive assessment was crucial to minimize avoidance and facilitate participation.

4.8 Institutional and Implementation Challenges

The policy-literature synthesis revealed that institutional implementation played a significant role in determining the possibility of reducing the learning barriers that could be considered as procrastination in MTB-MLE classrooms. The policy suggested DIET strengthening, state resource groups, Master Trainers support, SCERT support, linkage with ELTI, independent monitoring, cluster level review and annual external evaluation. These mechanisms were crucial as learning barriers that could be likened to procrastination could not be solved with classroom effort alone. Panigrahi, 2025, has pointed out that the implementation quality affects the effectiveness of the programme in the classroom, which may lead to a learner hesitation and delay in task completion due to the above mentioned factors. Thus, institutional support was needed for inclusive, linguistically responsive and procrastination-sensitive primary education as evidenced in Table 3 and Figure 2.

Table 3. Summary Table of Review Results

Theme	Main result	Relevance to inclusive education
Language gap	Unfamiliar language increased task delay	Shows need for linguistic accessibility
Mother tongue instruction	Familiar language reduced avoidance	Supports equitable participation
Odia-English transition	Additional languages created pressure	Requires gradual support
Multilingual classrooms	Multiple mother tongues complicated participation	Needs differentiated pedagogy
Teacher preparedness	Trained local teachers reduced confusion	Strengthens inclusive teaching
Cultural materials	Relevant content improved engagement	Supports identity-based inclusion
Mother tongue assessment	Familiar assessment reduced fear	Promotes fair evaluation
Institutional support	Implementation shaped classroom success	Connects policy with inclusive practice

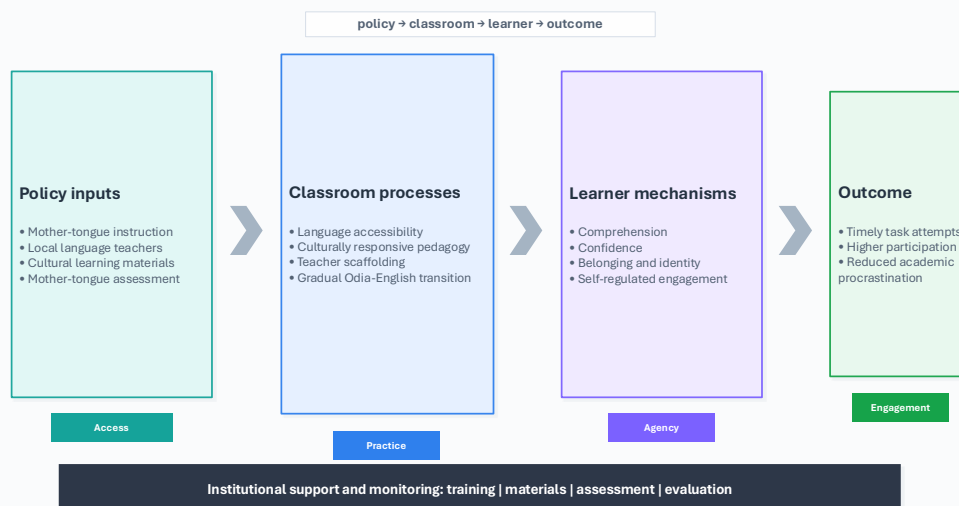


Figure 2. Conceptual framework linking MTB-MLE and procrastination-like learning barriers

5. Implications for Inclusive and Special Education Practice

The review has implications for inclusive and special education practice because primary learners in multilingual classrooms in tribes might be at risk of learning barriers even if they do not fall within the categories of disability. Task-delay behaviours which are part of the academic procrastination should not be considered solely as personal habits of delay in these settings. It can also be an expression of linguistic isolation, lack of confidence in the classroom, fear of making mistakes, poor comprehension, new assessment practices, and lack of cultural understanding of the content in school. In the context of special education, these behaviors can indicate a need for structured classroom support, differentiated instruction and responsive assessment, but not punishment or labelling. This is particularly crucial for primary learners in the tribe who may have learning challenges due to language mismatch and cultural distance but not necessarily a diagnosed disability. Hence, the practice of inclusive education should acknowledge language, culture, identity and participation as key aspects of learner support.

Mother Tongue-Based Multilingual Education should be treated as an inclusive education strategy because it reduces the distance between

the child's home language and the school language. The Odisha policy's emphasis on mother-tongue instruction, culturally rooted textbooks, community participation, and assessment in the child's mother tongue provides a strong foundation for equitable classroom participation. For tribal learners, such practices may reduce hesitation and support timely engagement with reading, writing, oral responses, and classroom activities.

Teachers also require targeted training to recognize academic behaviors that are similar to procrastination's learning-support concerns, instead of disciplinary concerns. If tasks are not completed, are not spoken, not finished, or are avoided, it may be a sign of a language transition problem or lack of confidence or fear of failure. Academic procrastination in children and adolescents is closely linked to emotional, motivational, and self-regulatory issues and classroom interventions should involve encouraging, scaffolding, providing peer support, and offering flexible learning tasks rather than punishment.

The planning of the classroom should also be made more systematic in multilingual classrooms. Teachers must be equipped with strategies to manage classrooms with more than one mother tongue particularly when the tribal learners are

not the same in their linguistic background. Community knowledge, oral history, local stories, songs, occupations, and culture should be woven into classroom teaching to enhance relevance and belonging. Last but not least, inclusive school support systems should take a multi-pronged approach to linguistic, cultural, emotional, and academic needs, to ensure that tribal learners can engage with confidence and minimize learning obstacles due to procrastination.

6. Challenges and Future Directions

The review revealed multiple issues that need to be addressed in academic and policy spheres. There is need for more empirical studies to understand task-delay behaviours similar to procrastination among tribal primary learners. Previous research on academic procrastination has been conducted with adolescents and/or university students, and few studies have been conducted with young children in indigenous, tribal and multilingual primary schools. This gap is significant because a primary level procrastination might manifest as silence, delayed written assignments, avoidance of oral responses, irregular participation, reliance on teacher assistance, or not as clearly identified as intentional delay.

Second, it is necessary to conduct research in the classroom in Mother Tongue-Based Multilingual Education schools. The policy of Odisha offers a good model for mother-tongue instruction, language transition, teacher recruitment, culturally relevant materials, and mother-tongue assessment, but the impact of these provisions in the classroom needs to be more closely observed. Future studies could explore children's reactions to mother-tongue teaching, the time of onset of procrastination like behaviours and the impact of transition to Odia and English on such behaviours.

Third, child psychology, academic motivation, self-regulation, classroom anxiety and procrastination-related behaviours should be part of teacher training. In multilingual classrooms, teachers should be aware that delayed task completion can be due to fear, lack of confidence,

unfamiliar language and/or lack of self-efficacy. As academic self-efficacy has been shown to affect academic procrastination, there is a need to incorporate strategies into teacher preparation programs that will help to develop learner confidence, promote timely participation, and minimize fear of failure.

Fourth, there is a need for more specific pedagogical models for multilingual classrooms that have children with three or more mother-tongue backgrounds. The policy acknowledges such classrooms, and future work needs to focus on the practical implementation of grouping, peer learning, multilingual materials, oral language use, and fair assessment. If not, some children might not speak or take part because their language is not given the attention it deserves in the classroom.

Finally, future research should expand beyond academic procrastination and examine related variables such as perfectionism, locus of control, learner motivation, classroom anxiety, academic self-efficacy, and sense of belonging. These variables can help explain why some tribal learners actively engage in multilingual classrooms while others delay or avoid tasks. Such research would strengthen inclusive education practice by shifting attention from learner deficit to classroom support, linguistic accessibility, and culturally responsive pedagogy.

7. Conclusion

Task-delay behaviours of tribal primary learners in mother tongue based multilingual classrooms need to be interpreted as multifaceted educational issues that are influenced by the linguistic, cultural, pedagogical, psychological and institutional context. There, when tasks are not completed, when students are silent, when they do not participate in class, when they hesitate to read or write, it is not necessarily a sign of lack of interest or poor study habits. Instead, these behaviours can arise when children are struggling with the language of the classroom, adapting to other languages, understanding other learning materials, and/or feeling confident in assessment situations.

MTBE is an important inclusive pathway to meet these challenges. It can support children to start learning in their own language, which can enhance their understanding, confidence, identity, engagement and progression on the curriculum. Regional and other languages may also be introduced in phases which can facilitate multilingual development if introduced with appropriate scaffolding and sensitivity to children's learning rate. In this respect, mother-tongue-based learning can alleviate learning barriers involved in procrastination by making learning more meaningful, accessible, and emotionally safe in the classroom.

The review also suggests that academic behaviours similar to procrastination should be seen as classroom support issues and not disciplinary issues. Educators, leaders, and school planners must be aware that tribal students may need linguistic assistance, culturally responsive teaching methods, flexible assessment, and

ongoing encouragement to fully engage in learning. Community-based knowledge, community stories, oral traditions and culturally-based materials can further enhance engagement by making school learning relevant to children's lived experiences.

In conclusion, it is clear that the academic procrastination in tribal primary classrooms cannot be achieved through a single motivation. It relies on quality assessment practices, effective multilingual classroom strategies, quality mother-tongue materials, well-prepared teachers, and institutional monitoring. The interaction between academic procrastination and self-efficacy, learner confidence, language transition and inclusive education practices should be continued to be studied in future research. Greater attention to these areas can contribute to a more responsive, equitable and meaningful multilingual primary education for tribal and indigenous learners.

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