

FPP BizNewz

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MANAGEMENT • INVESTMENT • ECONOMICS • ENTREPRENEURSHIP • TECHNOLOGY

DIGITAL MARKETING
in a digital age

**MENTAL
HEALTH**

**PERUT
KUNING**

BUBU NAGA

Sekat Rezeki Nelayan Tradisional

HUTANG
Kawan atau Lawan?

Unik tapi Benar
KANTUNG MADU KELULUT BERBEZA

RINTANGAN INSULIN

Punca, Risiko dan Hubungannya dengan Diabetes

BRAIN DRAIN

A Point of View in Malaysia

Bagaimanakah Penularan

**PLANKTON
MERBAHAYA**

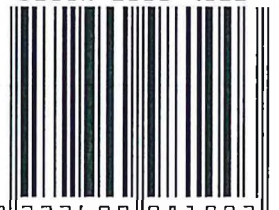
*Memberi Kesan kepada
Usahawan Persisiran Pantai*

**PERANAN
MAJIKAN
DALAM
MENANGANI
TEKANAN KERJA
PEKERJA**

**MOTIVATING
MINDS**

*How Lecturers Can Use Positive
Reinforcement to Boost*

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Beyond its pedagogical benefits, Augmented Reality also contributes to the achievement of several Sustainable Development Goals by promoting equitable access to quality education, technological innovation, and sustainability awareness. Furthermore, Augmented Reality supports SDG 9: Industry, Innovation, and Infrastructure by reflecting a broader shift towards technological innovation in education. McNerney et al., (2023) developed an Augmented Reality-based remote sensing educational experience linked to the United Nations SDGs, illustrating how Augmented Reality can enhance digital learning infrastructures and prepare students for a technology-driven future. Additionally, Augmented Reality plays a role in fostering sustainability awareness, supporting SDG 12: Responsible Consumption and Production. Fridberg and Redfors, (2024) conducted an exploratory case study on preschool teachers utilizing Augmented Reality to teach sustainable development, highlighting Augmented Reality's effectiveness in promoting responsible consumption habits from an early age.

The integration of Augmented Reality in education represents a significant advancement in modern pedagogical approaches. By enhancing student engagement, simplifying complex concepts, and promoting personalized learning, Augmented Reality can effectively address the challenges of declining student motivation and participation. Furthermore, its alignment with SDG 4 (Quality Education), SDG 9 (Industry, Innovation, and Infrastructure) and SDG 12 (Responsible Consumption and Production) underscores its broader societal and development impact. As educational institutions continue to embrace digital transformation, Augmented Reality stands as a powerful tool for fostering interactive, engaging, and sustainable learning experiences. Governments, educators, communities, and international organizations must work collaboratively to ensure that no child is left behind in education. By fostering inclusivity, we can build a more just and equitable world where every student, regardless of their abilities or background, has the opportunity to thrive.

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Navigating the Tides of Work Pressure in Modern Academia

Understanding the Challenges and Seeking Solutions

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Modern academia is portrayed by a dynamic and evolving landscape, where the roles and expectations of academicians have undergone significant transformations. The increasing demands for research productivity, administrative duties and the integration of technology into teaching have contributed to a swell in work pressure among faculty members. To understand the roots of the current work pressure, it is crucial to examine the historical context of academic work. Traditionally, the academic profession focused on teaching and research. However, the latter half of the 20th century witnessed a shift towards a more diverse set of responsibilities, including administrative duties and community engagement. The subsequent increase in workload set the stage for the intensification of work pressure among academicians.

Some of the factors that contributing to work pressure consists of the:

A Increased of teaching load which is one significant factor contributing to work pressure among academicians is the heightened teaching load. The rising demand for higher education, coupled with limited faculty resources, has resulted in larger class sizes and more courses to manage (Smith, 2017). This has a direct impact on the time and energy faculty members can allocate to research and other academic pursuits.

B Research expectations, whereas the pressure to produce high-impact research has escalated in recent years. Academic success is increasingly measured by quantitative metrics such as citation indices and h-indices, leading to a hypercompetitive environment (Jones et al., 2019). This focus on research productivity can then result in burnout and compromise the quality of scholarship.

C Administrative burden that, in the evolving nature of academia, has brought with it an increase in administrative responsibilities for faculty members. From committee assignments to grant writing and departmental leadership roles, academicians find themselves stretched thin across various administrative tasks (Brown & Green, 2018). This administrative burden detracts from time spent on core academic activities.



A

Mental health where the escalating work pressure has taken a toll on the mental health of academicians. Research indicates a high prevalence of stress, anxiety and depression among faculty members (Evans et al., 2020). The constant juggling of multiple responsibilities and the pressure to meet high standards contribute to a challenging work environment.

Work-life balance, the blurring of lines between professional and personal life due to increased work pressure has significant implications for the work-life balance of academicians. The inability to disconnect from work, compounded by the expectation of constant availability, can lead to dissatisfaction and burnout (Cohen et al., 2018).

b

The coping mechanisms that can be used to reduce these issues are that institutions need to play a crucial role in mitigating work pressure by providing adequate support systems. Mentorship programs, wellness initiatives and flexible work arrangements can contribute to a more sustainable work environment (Harper et al., 2021). Individually, personal strategies need to be included such as academicians need to adopt various coping mechanisms to navigate work pressure. Time management, setting realistic goals and prioritization are strategies commonly employed by faculty members to maintain a sense of balance (Porter & Umbach, 2019).



For the future direction, perhaps we need to address the contemporary work pressure among academicians; a collective effort is required from institutions, policymakers and the academic community. Strategies should include revisiting tenure and promotion criteria, providing mental health resources, and fostering a culture that values work-life balance. Obviously, the work pressure faced by academicians in the modern academic landscape is a multifaceted challenge with far-reaching consequences. By acknowledging the contributing factors and implementing strategic interventions, the academic community can work towards creating a healthier and more sustainable working environment for its members.

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Motivating Minds

HOW LECTURERS CAN USE POSITIVE REINFORCEMENT TO BOOST

As a lecturer, teaching is more than just giving a lecture; it's also about inspiring students to take an active role in their education and achieve their academic goals. Lecturers significantly impact students' attitudes, motivations, and academic performance (Bonghawan & Macalisang, 2024). Compared to secondary school, university life is very different that it requires students to be highly self-reliant and to practice self-regulated learning to keep track of their own academic progress (Stasolla et al, 2025). One powerful approach to achieving this is through positive reinforcement, a concept rooted in B.F. Skinner's Reinforcement Theory. This approach suggests that behaviours followed by positive outcomes are more likely to be repeated. In a university setting, lecturers can apply positive reinforcement to enhance student motivation and performance



"Balancing Reinforcement for Effective Teaching"

The use of positive reinforcement involves rewarding students when they exhibit desirable behaviours. The reward increases the likelihood of that behaviour being repeated. In higher education, this strategy helps foster engagement, improve academic performance, and encourage a growth mindset. Hence, the ability to effectively use reinforcement to enhance the teaching and learning process is a fundamental competency for any educator (Aulia & Jamilah, 2024).



By using positive reinforcement, lecturers create a supportive and motivating learning environment that fosters student engagement and academic success. Zahid & Cheema (2023) found that both teachers and students believe that positive reinforcement is the most effective way to increase motivation.

Positive reinforcement involves rewarding students when they exhibit desirable behaviours. The reward increases the likelihood of that behaviour being repeated. For instance:

- Verbal Praise and Encouragement – A simple "Well done!" or "Great job!" can boost a student's confidence and willingness to participate.
- Recognizing Student Effort – Acknowledging improvement, regardless of the result, encourages persistence.
- Incentives and Rewards – Small incentives such as bonus points or public recognition can reinforce positive study habits and class engagement.
- Constructive Feedback – Providing meaningful, specific feedback helps students understand their strengths and areas for improvement, reinforcing their commitment to learning.
- Opportunities for Leadership and Participation – Allowing students to lead discussions, present ideas, or mentor peers can serve as a motivational reinforcement.





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