

## **Academic Motivation and Self Efficacy of Teachers and Students at Higher Secondary Level in Pakistan**

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**Abstract:** Higher secondary level education is considered one of the most important aspects when it comes to building career of students. However, teachers play an important role in the development of new future builders. This research paper aimed to investigate academic motivation and self-efficacy of teachers and students at higher secondary level in Pakistan. The method of data collection for this research is qualitative data collection. Data has been collected in this study through interviews because it allowed in understanding the reviews of 6 different teachers (from 3 different institutions) at higher Secondary level. This research paper had defined the aspects which are lowering self-efficacy and motivation level of the higher secondary students in Pakistan. These factors include; lack of resources and excessive use of social media particularly by the students at higher secondary level.

**Keywords:** Higher Secondary Education, Motivation, Self-Efficacy

### **Introduction**

Higher secondary level education is defined as the level of education which is to continue after high school level as it includes; undergraduate and graduate certificates, diplomas, associate bachelor's and master's degree. Self-efficacy is the capability of students or teachers in learning and teaching process; whereas, motivation is the power which increases as a result of self-efficacy and is the coping mechanism in order to increase learning/teaching capabilities and capacity. This research paper aims to incorporate important understandings related to higher secondary level of education of Pakistani students, academic motivation, and self-efficacy of both, teachers and students. There is a direct relationship between self-efficacy and academic motivation of students and teachers but there are various factors accountable to lower the motivation among students and restrict them to achieve high academic success (Asrar-ul-Haq, Anwar & Hassan, 2017). In this regard, self-efficacy of teachers play a key role to increase motivation of such students who lose their motivation due to the factors which include; lack of facilities like building, water, and electricity in study environment, along with it, the use of social

media is also influencing negatively on academic achievement of students at Higher secondary level in Pakistan (Aziz & Quraishi, 2017).

### **Background to the Research Problem**

This research study determines the factors which decrease the self-efficacy of students in achieving academic success, and focuses to ensure that self-efficacy of teachers that helps to increase motivation among students; to achieve high academic success at higher secondary level education level in Pakistan.

### **Significance of the Research**

It is crucial to understand that how at higher secondary level of education, students lose their motivation level and how teachers motivate through self-efficacy to the students in Pakistan. In Pakistan, Higher secondary level education considers as the foundation stone for higher education which is above the secondary level. Students in this level of education are generally between the ages of 17 to 23 years (Cetin, (2015). Higher secondary level education system of Pakistan is divided into two major categories; one is university degree awarding institutes sector and the other is affiliated colleges sector (Bartimote-Aufflick, et al., 2016). Higher education commission (HEC) in Pakistan, is responsible to grant funds to the academic sector or universities for the research and development which is necessary to help teachers for increasing the educational standards for students.

### **Research Objectives**

To find out the factors which impacts negatively on the academic achievement of students in

Higher secondary level education.

To determine the impact of teachers efficacy in creating the motivation and self-efficacy of students to improve their academic success in Pakistan.

### **Research Questions**

How teachers could improve self-efficacy of students at higher secondary level?

What are the factors behind loss of motivation and self-efficacy among the students of higher secondary level in Pakistan?

### **Literature Review**

According to the study of Hayat, et al. (2018), in Pakistan, the overall literacy rate is very low such as the literacy rate for male is 69% whereas, female has 45%. The literacy rate is higher in urban areas which is 74% as compared to rural ones. Therefore, it is clear that teachers play a great role in improving self-efficacy of students. The study of Hussain (2018), had defined that teachers are accountable to reduce the poor quality of existing learning environment at Higher secondary level in Pakistan. On contrary to this, the study of Iqbal, Summayya and Ata (2018), critically argued that there are several factors which are responsible in lowering motivation level of students. The table-01 below is highlighting the factors accountable for the failure in academic achievements of Pakistani students.

Table 1:

## Statistics

Province and lacking of facilities overall at Higher secondary level in Pakistan	Classes without Building	Lacking of drinking water	Without electricity
<b>Sindh</b>	11,669	26,240	39,616
<b>Punjab</b>	505	8,279	26,825
<b>KPK</b>	1,113	10,029	13,719
<b>Balochistan</b>	681	4,197	9,806

From the data above, it can be said that poor quality of education at Higher secondary level is the fact that lowers the motivation level of students. As the study of Khokhar and Javaid, (2016), highlighted that lack of resources and inconsistency in policies is the main reason behind poor quality or low motivation level among students in Pakistan. Students due to lack of resources in Classroom environment lose their motivation level.

### **Factors responsible for lowering the self-efficacy and motivation level of students at higher secondary level in Pakistan**

#### **Lack of Infrastructure**

According to the study of Maraghi, et al. (2018), at Higher secondary level in Pakistan, there is a lack of infrastructure, and the recent statistical data shows that approximate colleges do not have enough infrastructures or the building is not available as shown in figure-01 below. It highlights that students at high and higher secondary level education level have a large number of unavailability of facilities in terms of no accessing to the electricity and drinking water and lack of infrastructure.

**Lack of Infrastructure is influencing the motivation, self-efficacy and academic achievement of Students in Pakistan in Higher secondary level education**

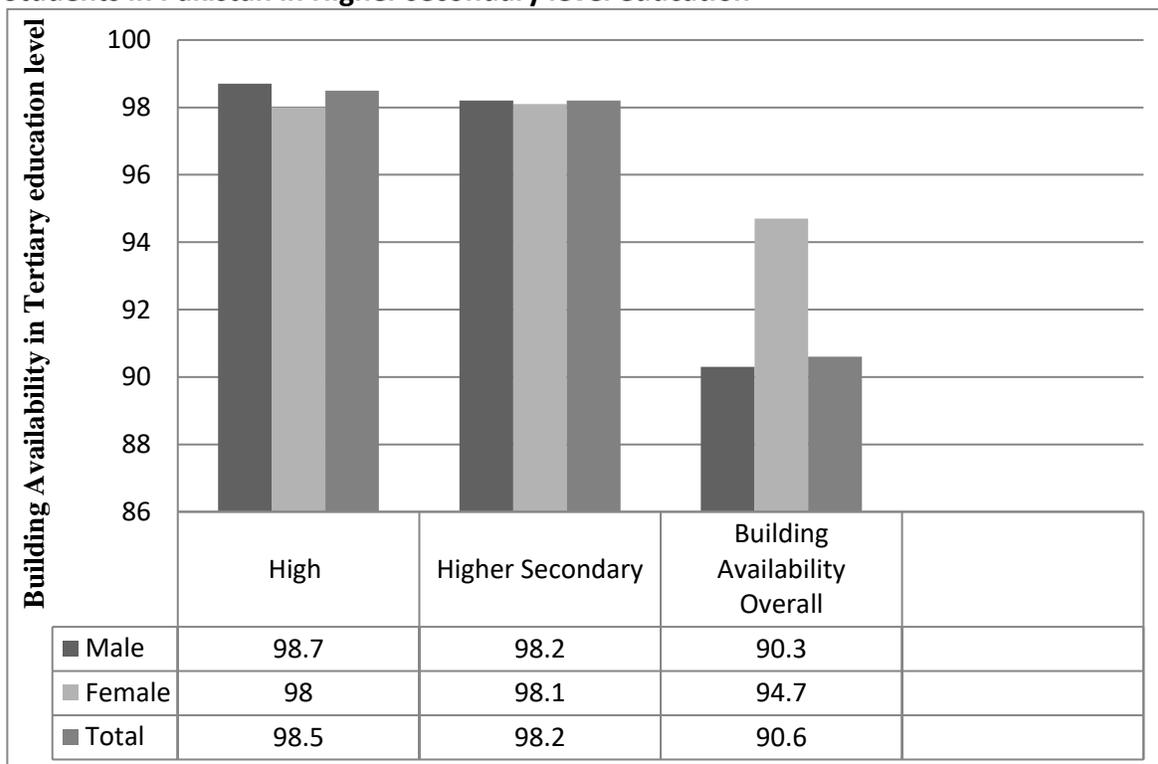


Figure 1: Lack of Infrastructure at Higher secondary level in Pakistan

**Social Media has Negative Association with Academic Achievement**

Social media usage is the factor that is lowering the motivation and self-efficacy of students in higher secondary level education system. According to the study of Moghavvemi, et al. (2017), young students in large numbers are involved in doing chatting with their friends and loved ones due to which they are engaging themselves in high mobile usage, affecting their physical abilities of learning. The study of Hayat, et al. (2018), conducted a survey as the survey study argued that social media is the key tool to lower academic achievements of students if its usage increases than the limited amount. Hayat, et al., (2018) had defined that there is a direct relationship between social network usage and academic performance. The study of Moghavvemi, et al. (2017), had defined the reasons that how social media is lowering self-efficacy of students, from the results of the study, it is confirmed that students in Higher secondary level education level are using Facebook for entertainment purpose, for relaxing and passing time. By spending time on Facebook they are losing their capacity of achieving academic performance, and the time they are spending on Facebook is affecting their schedule (Nausheen, 2016). 90% of college students are using social media sites in Pakistan that is ruining their academic success (Moghavvemi, et al., 2017). Excessive use of social media also impacts the well-being of young students, and they are encountering with mental illness such as anxiety, teachers of higher secondary level education level must do some practices to improve the self-efficacy and motivation level of students in Pakistan.

## **Self-efficacy of teachers to improve education standard at Higher secondary level in Pakistan**

The study of Shafiq and Rana (2016), had defined the concept of academic achievement which has gained a lot of importance because it relates with the learning of students and teachers efficacy to improve the educational standards. Teachers along the collaboration of parents at higher secondary level in Pakistan are liable to enhance self-confidence and self-efficacy among young students particularly, to the students who are receiving diplomas, undergraduate and certificates. The study of Shahid, Jabeen, and Ansari (2016), had defined that less interest of young adults is the main reason of lowering academic success. Teachers promote motivation among students through changing their way of thinking, for example, they help young students in lowering their stress level. As from the above study, it shows that students feel stress also due to lack of resources so teachers should make the administrators realize that physical environment for students is necessary to improve their motivation, and management should into this matter (Shahzad & Naureen, 2017).

### **Set the Goals and Monitor them Regularly**

According to the study of Asrar-ul-Haq, Anwar and Hassan (2017), regular practices of teachers play a great role in monitoring students, their learning process, their obstacles, and outcomes. Teachers are responsible to set the goals through giving regular feedback to their students. In high schools, teachers set realistic goals and strategies to increase academic self-efficacy of students. Teachers could improve curriculum design, research and development, throughout the learning cycle; teachers could praise students for their efforts and hard work (Aziz & Quraishi, 2017). By providing feedback to the students teachers can increase the motivation level of students because praises inspire learners and it is the motivational strategy to encourage students in their education process.

## **Methodology**

### **Philosophical Aspects of the Research**

This research contains an interpretive approach as the philosophy of research on which the research is based on. A reason to choose this type of philosophy is to present an explanatory material from secondary sources thus, an interpretive approach is efficient. This approach allows a researcher to be involved in research process completely in order to find the results and to fulfill research objectives (Hammarberg, Kirkman & Lacey, 2016). An interpretive approach focuses to use qualitative methods to present information from prior research studies and interviews in this study. It also helps to analyze data to add more clear understandings.

### **Data Collection**

The method of data collection for this research is qualitative data collection. This method of data collection allows gathering research easily from online sources, and there are various advantages of qualitative data collection method; for example; it helps to provide in-depth and detailed research, it allows creating openness as well as, allows to wide research topic areas (Glesne, 2016). Qualitative research in this study is allowing presenting new insights, thoughts, and ideas, therefore, a research contains data and knowledge also from previous researches

which had already explained the level of Higher secondary level education in Pakistan, self-efficacy and motivation for students and teachers. Data has been collected in this study through interviews because it allowed in understanding the reviews of 6 different teachers (from 3 different universities) at higher secondary level. It is providing easiness to a researcher to cover research topic objectives and its related concepts.

### **Inclusion and Exclusion Criteria**

A research paper also contains inclusion and an exclusion criterion such as inclusion criteria includes recent papers to conduct research study. The research papers are not older than past five years; inclusion criteria also include collecting information from authentic articles, books and news in between the time period of 2015-2019. Inclusion criteria includes written material that is free from plagiarism, and the information throughout is relevant to the context of the research. The papers which are not related to the context of research are excluded from the research. Research papers which are older than five years such as 2010-2013 are excluded in this study and the papers that were not relating to the context of this study are also excluded. For interviews, only teachers having a masters degree and a teaching experience of more than 3 years were evaluated to increase validity and reliability of the arguments.

### **Data Analysis**

Data analysis part defines characteristics of the research to analyze data efficiently. It allows applying a choice of methods in the study to perform data analysis with the help of literature review. Data analysis part helps in analyzing data to by considering good results (Hammarberg, Kirkman & de Lacey, 2016). The study is qualitative therefore, it has lacking of primary data facts but this lacking has reduced with the help of constant comparative data analysis approach to present good results (Glesne, 2016).

### **Research Ethics**

Research ethics define the nature of research, research ethics are necessary to consider while conducting a good research because it helps in gathering research data in an ethical manner, for example, this research gathered information that is no older than past five years. In addition, this study collected interview data from different teachers, who participated with mutual consent in this study. Ethical considerations of this research also include proper citations of original authors. Any important information including the statistics is not left to be cited thus; the results of this study are not partial. Research ethics are necessary to increase the quality of research; it promotes fulfilling the aims and objectives of the research.

### **Limitations of the Research**

Limitations of the research indicate the validity of research; it interprets the validity of scientific work by ascribing the credibility level to the conclusions. Likewise, this study also contains some limitations, the limitations of the study include; data analysis of this research is time consuming because it is influenced by the perspectives of various authors and teachers through interviews, it uses qualitative method of data collection which can create a problem in analyzing data and presenting results because quantitative method gives more appropriate

results as they presents results in form of graphs, charts and tables to analyze. But this limitation has reduced with the help of constant comparative analysis; by using secondary data because it is efficiently categorizing and comparing a qualitative data for analysis purpose.

## **Data Analysis**

### **Critical Review Analysis**

A discussion in the literature review section had defined various factors responsible for lowering the academic success of students at higher secondary level education level in Pakistan. From the statistical records of the table-01 it is analyzed that in Pakistan, Sindh has the lowest level of education as compared to Punjab, KPK, and Balochistan (Bartimote-Aufflick, et al., 2016). A reason behind it the lack of electricity in educational environment, lack of water supply, and buildings. The poor quality of existing environment at higher secondary level indicates that teachers should take some possible steps in Pakistan in order to increase educational standard of higher secondary level students. It is observed, self-efficacy of teachers is the key driver in improving educational standard at higher secondary level (Cetin, 2015).

According to the study of Hayat, et al. (2018), colleges are liable to give important teachings to the professors because these are the bodies who could only motivate students toward achieving high success; that will also help students or learners in their future career for example; in their employment. From the discussion above, it is analyzed that high level of education is vital to improve the quality of education at higher secondary level in Pakistan, and particularly, in the province of Sindh (Hussain, 2018). From the discussion of the research it is analyzed that there is a low literacy rate of higher secondary level education in Pakistan and there are various reasons responsible for this big issue. The most possible reason for this issue is; lack of facilities (building) and the use of social media. From the findings of the table-01 it is also analyzed that students in almost all the provinces of Pakistan lack in higher level of education including Sindh, Punjab, KPK, and Balochistan (Iqbal, Summayya & Ata, 2018).

The differences in the higher secondary level education level in these provinces indicate that students need motivation to increase self-efficacy. To prove this, this study is analyzing the research conducted by Khokhar and Javaid (2016), in this research, the researchers have critically argued that self-efficacy is defined as belief on owns abilities and skills, teacher can increase the belief of students on themselves. Likewise, the study of Maraghi, et al. (2018), had defined that it is crucial to build self-efficacy among students but teachers need to research about tactics for improving this factor among students. There are three types of personal zones of achievement according to the research which include; stretch zone, panic zone, and the comfort zone (Moghavvem, et al., 2017). Teachers should know about all these zones so that they can help students in getting out them from panic zone. Teachers, through keeping students in stretch zone could increase self-efficacy but to do it, they are required to do some steps or exercises (Nausheen, 2016). Teachers could improve motivation of their young students who are in higher secondary level education through making them understand the following tactics. These tactics or steps are; they can guide students to setting goals for the benchmarks, facing the challenges and committing to never giving up, accepting criticism in a positive way, and approaching to the goals without creating panic and over-stressing (Shafiq & Rana, 2016).

In addition to this, a graph in the literature review about the building availability in Higher secondary level education of Pakistan is indicating, high institutes and higher secondary institutes of Pakistan lacks overall building availability. The data shows, male students are facing this issue in greater amount as compared to female i.e. male with 90.3 whereas, female with 94.7 (Statistics, 2016). From these statistical figures, it is analyzed that the level of education among male students is lowering rapidly, and they need extra support from teachers and professors in college and universities (Shahid, Jabeen, & Ansari, 2016). These are the factors which are lowering high standard of education of higher secondary level students in education and their academic success. One more factor has described in the literature review of this study which includes; usage of social media (Asrar-ul-Haq, Anwar & Hassan, 2017). Various research studies had argued that usage of social media is influencing young boys and girls and is restricting them from getting high academic success (Aziz & Quraishi, 2017; Hayat, et al., 2018).

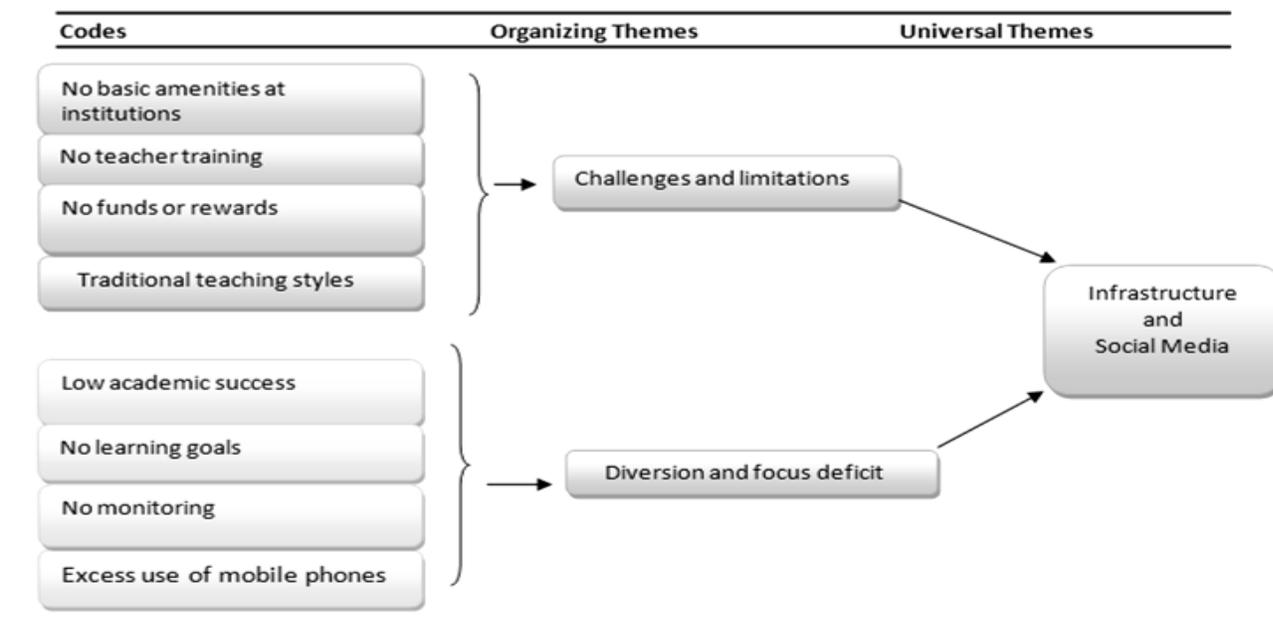
The study of Asrar-ul-Haq, Anwar & Hassan (2017), analyzed that social media negatively impacts on academic achievement or performance. Teachers are, therefore, responsible to provide awareness to the young students who are now rapidly moving to use social media for getting help in almost every aspect. Such as to reduce stress, boys and girls engage themselves in playing games on social media sites such as at the facebook (Aziz & Quraishi, 2017). This behavior could impact their well-being which reduces their both, mental physical ability for increasing high academic result. Teachers can guide their students about cyber bullying that it can lead students to long or short-term loss of their self-efficacy. It can also create health issues if any of the students become a victim of cyber attacker threats. Due to excessive use of social media students are losing communication skills especially in higher secondary level of education students' are facing the issue of lacking communication skills (Bartimote-Aufflick, et al., 2016; Tukimin, Yusoff, Baharudin, & Hussain, 2018; Moschou, 2018; Muthoka, Oluoch, Muiruri, 2018).

Teachers are accountable in limiting the usage of social media among young students, as the study of Cetin (2015), defined that self-efficacy of a teacher plays a great role in improving self-efficiency to the students of Higher secondary level education in Pakistan. Teachers who believe on their abilities and capabilities can also make their students feeling good about themselves (Hayat, et al., 2018). In addition to this, teachers who believe that it is their responsibility to promote motivation among students through engaging them in different learning sections and practices such as guiding them in class, arranging seminars on the topics- 'risks of social media in lowering self-efficacy' can do something good to increase education standard in Pakistan.

### **Thematic Analysis**

It is vital to mention thematic analysis in this paper because it is presenting that on which themes the following research is based on. Thematic analysis was carried out in such a way that it is has analysed qualitative data closely to identify the topic ideas and main themes. The main themes of this research include; determining *factors which influence the motivation, self-efficacy, and academic achievement of Pakistani students at higher secondary level of education* and these factors are; *lack of infrastructure in schools, usage of social media and its negative association with the performance of students*. The second major theme of this research include *logistic practices and efforts of teachers to improve the motivation level of students* for example, teachers

are responsible to monitor attitude and study practice of students, they must set goals and design good curriculum for the students at higher secondary level education system.



### Interview Analysis

The interviews were carried out with six respondents (teachers of 3 different universities) based on the following questions.

Do you believe teachers can improve self-efficacy with the assistance of technology?

Out of the six teachers, 4 said that self-efficacy can be improved with assistance of technology because technology now teaches a variety of methods to learn and improve on the concepts of teaching and overcoming the problems of different low concepts instantly. 2 teachers argued that self-efficacy can be improved by looking at the technologies, and taking their help, however, this practice is not followed by most of the teachers in educational institutes today.

Do you believe that teachers have high self-efficacy powers in your educational institute?

The results obtained show that most of the teachers are willing to learn different concepts of teaching to increase self-efficacy; however, their approach is not good. Out of the 6 investigated teachers, 2 of them argued that their teachers have adequate self-efficacy, needed for delivering the right information to the right candidate. While 4 of them stated that their teachers are not supported with high self-efficacy powers, and their powers can be improved.

What do you think are the factors contributing to the loss of motivation, when it comes to teaching collaboratively in the classroom?

This question aimed to evaluate motivational factors contributing to the development of self-efficacy among teachers. Out of the 6 teachers, 2 of them said that motivation can be increased by providing teachers with incentives and rewards when they work hard. While, 3 of them said that teachers' motivation depends on support provided to them by the leaders, and

working environment, which should be open. Only 1 teacher said that motivation depends on both rewards and recognitions, and collaborative working environment in educational institute.

What are important initiatives that institute's management should be taking to increase self-efficacy of teachers?

According to the responses received, 3 teachers argued that they want psychological feedback from their management so that they can improve their performance. They said that feedback will allow them to increase their self-efficacy by overcoming their problems. While 3 of them stated that college management needs to increase rewards and recognition along with technology in classroom to make them a more skilled teacher. They said that technology will assist them to become a good teacher by learning new things and methods.

Are you satisfied with the role of management, and the way it enhances your self-efficacy?

In response to the above question, 5 out of 6 teachers, said that they are completely dissatisfied with the management and the way it treats them. They said that technology platform and motivating factors are very weak in institute, and they hardly have any resources to increase their self-efficacy level. While one teacher said that she was partially satisfied with the support provided to her by the management in terms of rewards and motivation factors. Majority of the respondents believe that management did not provide adequate support.

## Conclusion

This research paper had defined the aspects which are lowering self-efficacy and motivation level of the higher secondary level students in Pakistan. These factors include; lack of resources and excessive use of social media particularly by college going students. So that the research objectives of the study have fulfilled; this aimed to determine the factors that lower academic achievement of students in higher secondary level education, and how teachers can contribute to lower this issue.

Pakistan as a developing country largely depends on its youth as manpower and in the knowledge based economy and student with professional qualifications can play their role effectively to contribute to increase GDP. The higher secondary level education is regarded a turning point in the academic careers of the students and if they lack in efficacy and waste their time on social media unnecessarily then it would cause an irreparable loss to Pakistani society at large and can increase college dropout rate. The government authorities, school, college heads, teachers and parents should take these issues seriously and make mandatory changes in teaching and learning at higher secondary levels to engage the students and utilize the technology for academic and professional development of the students. From the discussion of this study, the results through interviews conclude that teachers in this regard can play a great role, they can train their students in such a way by which students become attracted toward improving their self-efficacy. The examples provided in the research like guiding students in classroom lectures on the risks of social media in lowering academic achievement and by providing them information of number of steps to set goals and achieve benchmarks. Not only teachers, the government of Pakistan should also do some investments for higher secondary level education of students like

investing for the infrastructure of schools and colleges, maintaining proper facilities for students so that the student will attract towards their learning institute in getting academic learning that will impact on his or her future success and career. The study contribute toward more deepest understanding for learner and teacher to develop academic motivation and self efficacy, which can be the millstones for education.

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