Teachers' Perceived Level of Empowerment and Students' Academic Achievement in Secondary Schools of Dire Dawa, Ethiopia.

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ABSTRACT: teacher empowerment has become the policy of choice with the growing international trend towards decentralization of school management. The purpose of this study was to examine the relationship between teachers' empowerment and students' academic achievement. The study adopted correlation survey design. A total of 211 randomly selected teachers were participated in the study. Correlation and regression analysis were used to explain the relationships between the variables. The findings of the study indicated teachers' empowerment, and its dimensions had statistically significant positive association with students' academic achievement. Moreover, the stepwise multiple regressions showed that, some dimensions of teachers' empowerment were predictors of students' academic achievement. Nevertheless, teachers' level of empowerment was perceived low by teachers. Teaching experience and education level of teachers had significant positive association with teachers' empowerment while, gender and experience in current school had no relationship with teachers' empowerment. On the base of the findings, it is recommended that school leadership should build school environment that provide opportunities for teachers empowerment so as to enhance students' academic achievement. Further research is also needed to fill the literature gap in the area of teacher empowerment under different school settings. One possible extension of this study is to determine whether the results presented here reflect the situation in governmental primary schools and nongovernmental primary and secondary schools.

Keywords: Academic Achievement; Teacher Empowerment; Secondary Schools; Students.

I.   INTRODUCTION

The origin of the term 'empowerment' was traced back to the socio-political movements of 1960 to 1970s in the United State of America and Europe associated with provision of opportunity for disadvantaged groups, such as feminism and racism (Wilkinson, 1998). Latter on it advanced in to the business and industrial institutions conceptualized as employee involvement and participative decision making in 1980s and, by 1990s empowerment became a vital component of management and leadership in the private and public sectors, including educational institutions (Wilkinson, 1998; Lee and Nie, 2014). The term has continued to evolve in to different disciplines carrying varying definition and interpretation based on the context for which it was used. Accordingly, the term empowerment is a nebulous concept that carries with it many different definitions and interpretations across contexts. Flaherty (2018) broadly described empowerment as a multi-dimensional social process that fosters power in people for use in their own lives, their communities, and in their society by acting on issues that they define important. According to Flaherty, it is multi-dimensional in that it occurs across various disciplines at different levels (individual, group, and community), it is a social process in that it occurs in relationship to others, and it is a process, in that it develops through time as we work through it.

On the other perspective, Robbins et al. (2003) defined empowerment as multidimensional construct consisting of three broad facets; (1) subjective aspect (psychological) which refers to development of self-efficacy, motivation, entitlement and self-confidence, (2) objective aspect (opportunity) which includes exposure to exercise leadership, decision-making, job enrichment and more challenges and (3) training and

development facet (competence) which contain growing of knowledge, skills and experience. Similarly, Smith and Grelying (2006) pointed out two dimensions central to the concept of empowerment in every fields; nurturing efficacy and affordance of opportunities, where nurturing efficacy refers to enabling the competency or capacity of individuals and affordance of opportunities stands for allowing the individuals to display existing competencies and learn new ones.

In education, the concept of empowerment was adopted from business and industries, assuming the same gain can be achieved in educational settings (Boey, 2010). At the beginning, the term was associated to concepts such as motivating, supporting, freeing and enabling (Meher et. al., 2003). The concept has gradually experienced along educational hierarchies, along which teacher empowerment in school has increasingly emphasized in relation to increased accountability and decentralized system of education management worldwide. Balyer et al. (2017) defined teacher empowerment as investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach. Lucas et al. (1991) on the other hand defined teacher empowerment as a function of the readiness of school administrators to share their autonomy with those whose commitment is necessary to make the educational program function at the highest degree of efficiency. Bogler and Somech (2004) shared this idea and defined teacher empowerment as the development of an environment in which the teachers act as professionals and are treated as professionals. Reviewing the definitions given by different authors, Lee and Nie (2014) characterized teacher empowerment as having two facets; nurturing efficacy whereby teachers develop the competence to take charge of their own growth and resolve their own problem, and opportunistic facet where teachers have opportunities for decision making, autonomy, to act as professional and impact school.

With the growing interest in research on teacher empowerment, Short and Rinehart (1992) conceptualized teacher empowerment as a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. Extending the concept further by empirically grounding it within education, they defined teacher empowerment to manifest six dimensions that includes; (i) decision making, (ii) teacher impact, (iii) teacher status, (iv) autonomy, (v) professional growth and (vi) teacher self-efficacy. The decision making dimension of teacher empowerment relates to teachers' participation in making critical decisions that directly affects their work. The professional growth dimension refers to teachers' perceptions of the opportunities they are afforded by their institution to grow and develop professionally and enhance their skill set during a continuous learning endeavor. Teachers' perceptions that their colleagues respect and admire them professionally are characteristic to the teacher status dimension of teacher empowerment. For teachers to believe that they have skills and ability to help students learn and that they can effectively instruct and compile programs that are successful in promoting student learning is characteristic to the teacher self-efficacy dimension of teacher empowerment. Teachers' beliefs that they can control aspects of school life such as scheduling, materials and instructional planning is characteristic to the autonomy dimension of teacher empowerment. The teacher impact dimension of teacher empowerment refers to teachers' perceptions that they have an influence on aspects of school life.

Theories surrounding teacher empowerment have characterized d teacher empowerment as a construct linked to a number of desirable outcomes, such as heightened teacher self-esteem (Lee and Nie, 2014), job satisfaction (Rinehart and Short, 1994) as well as enhanced organizational and professional commitment (Bogler and Somech, 2004). According to Flaherty (2018), teachers owned the attributes are effective in accomplishing their duties, of which improved students' academic achievement is the ultimate goal of teachers' empowerment. Similarly, Carl (2009) disclosed improved students' academic achievement as a function and outcome of teacher empowerment. From the ground of motivation theory Ganiban et al. (2019) argued that teacher empowerment increase teachers motivation towards their work, which results in increase in students' academic performance. Goyne et al. (1999) generalized the basic idea behind teacher empowerment is to give teachers an added sense of ownership and connectedness to their teaching profession where teachers must feel control over their profession that could result with improved performance of students.

Despite the great emphasis on research in the field of employee empowerment throughout the world, there is inadequacy of literature on teacher empowerment and its influence on school outcome, especially in developing countries. Empirical findings of previous studies on the link between teacher empowerment and students' academic achievement appeared inconsistent (Flahetry, 2018). While some studies evidenced statistically significant relationship between teacher empowerment and student achievement (Sweetland and Hoy, 2004; Imig et al. 2015; Aliakbari and Amoli, 2016), other studies, however, reported no direct relationship between teachers' empowerment and students' academic achievement (Leithwood and Jantzi, 1999; Martin et al., 2001; Kelly, 2012). In addition, most of these studies were predominantly western oriented, and conducted with different settings and methodologies that might come up with different research outcomes. Few studies were undertaken around the area of teacher empowerment in Ethiopian context. The study carried out by Yismaw and Bekalu (2016) that assessed levels of teachers' participation in decision making process in

secondary schools of Benshangul, Ethiopian was the most related study to current study. The finding of this study indicated, teachers' level participation in decision-making process was unsatisfactory.

Teachers' empowerment has become part of the education policy and practices following the introduction of the 1994 education policy, which highlighted the decentralized system of education management in Ethiopia. According to the policy, teachers have been given the right to participate in making decisions concerning school issues which are related to the teaching learning process. Shared leadership practices that allow teachers to take part in school leadership have also been made part of the policy documents (MOE 2010). Other interventions, like improving the status of teachers training scheme, provision of opportunities for in service professional development training, development of teachers' professional standard, attractive career development structure, licensing teachers, incentives and recognitions mechanisms have been designed for the reason of boosting up and elevating the image of teaching profession the country (MOE, 2015). Though, the overall intention of these initiatives is to empower teachers with the assumption of improving students' academic achievement, it has remained unclear to what level teachers were empowered and whether or not teachers' empowerment influence students' academic achievement in the Ethiopian context.

Thus, the above lines of argument, suggest the need for further research investigating the correlation between teachers' empowerment and students' academic achievement in the context of Ethiopia. Accordingly, this study was designed to examine the relationship between teacher empowerment and students academic achievement in secondary schools Dire Dawa City Administration, Ethiopia. The study was conducted based on the following basic research questions: 1) What is the perceived level of empowerment among the secondary school teachers in Dire Dawa City Administration? 2) Is there a statistically significant relationship between teachers' level of empowerment and their demographic characteristics in terms of gender, education level and teaching experience? 3) Is there a statistically significant relationship between teachers' level of empowerment and students' academic achievement?

I.   RESEARCH METHODS

2.1. Research Paradigm

Researchers start a project with certain assumptions about what a truth is, how it is known and what processes has to be followed during their inquiry, known as a research paradigm (Creswell, 2003). Post positivism is the thinking that asserts knowledge develops through careful observation and measurement of the objective reality different from the traditional notion of positivist that believes in the absolute truth of knowledge (Phillips and Burbules 2000). This paradigm was also characterized as holding deterministic philosophy in which causes probably determine outcomes (Cresswell, 2009). From personal belief held by the researcher and the purpose of the study, post positivism research paradigm was used in this study. Accordingly, quantitative approach was used to examine the relationship among the study variables through numeric measures, and answer the research questions posed.

2.2. Research Design

Correlational survey design was used in this study as it is appropriate design to explain the relationship between variables and provides an opportunity to predict an outcome (Creswell, 2012). Hence, this design was used to examine the relationship between teachers' empowerment and students' academic achievement variables in this study. Moreover, the extent of prediction of the six dimensions of teachers' empowerment on students' academic achievement were also examined.

2.3. Sampling Techniques and Sample Size

The target population of this study was 447 teachers in eight public secondary schools in Dire Dawa City administration. About 211 teachers were selected as the sample of the study based on Krejicie and Morgan (1970) sample size calculation formula. The number of sample teachers in each school, including gender was determined proportionally based on the sample size and number of teachers in the school. Teachers with less than 2 years of stay in the schools were excluded from the sample as they were supposed not to have adequate stay in the school to rate their level of empowerment in context of the current school. Table 1 shows the distribution of the samples in relation to their respective population for each school.

Table 1. Population and sample size by schools						
Teachers in 2018/19 (n = 447)			**Sample(n = 211)**			
Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Percentage (%)**
Sabian	103	32	135	49	15	64	47.40
Melka	20	6	26	9	3	12	46.15
Mariam	34	11	45	16	5	21	46.67
Medanalem	24	5	29	12	2	14	48.27
Afetessa	20	3	23	9	2	11	47.82
Laga Hare	27	7	34	11	2	13	47.05

Addisu	44	5	49	21	2	23	46.93
Dire Dawa	94	12	106	44	6	50	47.16
Total	366	81	447	173	38	211	47.20

2.4. Data Collection Instrument

Questionnaire and document analysis were used in order to obtain the required data. Questionnaire was used to collect data about teachers' empowerment from the teachers. The School Participant Empowerment Scale (SPES) designed by Short and Rinehart (1992) was used to measure teachers' perceived level of empowerment. The instrument has 38 items categorized in to six subscales: decision making, professional growth, status, self-efficacy, autonomy, and impact. The items are presented in a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The reliability of this survey as reported by the authors in a Cronbach's alpha was .94, with each of the subscales alphas were as follows; decision making (.89), impact (.82), autonomy (.81), self-efficacy (.84), professional growth (.83), and status (.86). Permission to use the instrument in this study was secured from perspective author.

Document analysis was made to collect data regarding students' academic achievement in Ethiopia General Secondary Education Completion Examination (EGSECE) for five consecutive years (2014/15 – 2018/19). Students' academic achievement was measured by Cumulative Grade Point Average (CGPA) of students in grade 10 national examination. The scale of CGPA of students on national examination ranges from 0 to 4. The data were collected from statistics department of the Dire Dawa Education Bureau. The CGPA of all schools for the indicated five years were obtained from statistics department of the regional education Bureau. In this analysis students' academic achievement in sampled school were measured by the overall mean grade considered for each year. The mean grades for the years were transformed into aggregate mean (overall mean) for each school.

2.4.1. Reliability and validity of the instrument

The instrument used in this study was standardized and has been used by different scholars. The reliability coefficients of Cronbach's alpha for the scale and all its dimensions were reported above 0.7, which is within acceptable reliability estimates range according to Burg-Brown, (2016). The instrument was also pilot tested for reliability in order to check whether it works in the context of the study area before it was distributed for actual use. The result of Cronbach's alpha was found to be 0.91, which is acceptable Cronbach's alpha coefficient to be internally consistent. The instrument was therefore, reliable and respondents were assumed to understand and fill the questionnaires. In terms of validity, proper and sound sampling procedures were followed to ensure the external validity of the instrument. Internal validity of the instrument's scores was ensured through both face and content validity. Experts were consulted in this regard to comment on the extent to which the items in the questionnaire are related to the study topic and effective to measure what they are expected to measurer.

2.5. Data Analysis Technique

The data gathered were analyzed using Statistical Package for the Social Sciences (SPSS) program version 20. Descriptive statistics such as frequency counts, mean and standard deviation were used to analyze teachers' demographic characteristics and levels of empowerment. Correlation analysis was computed for the total sample to see if there is significant relationship between teachers' demography and their level of empowerment. In addition, the correlation analysis was used to see the relationship between teachers' empowerment and students' academic achievement. Regression analysis was run at the end to examine the effect of the six dimensions of teachers' empowerment on students' academic achievement.

a. RESULTS

Data analysis was conducted in four distinct steps in this study. Firstly, descriptive statistics and frequencies were calculated for the demographic information of participants. Secondly, correlation analyses were computed to examine the relationship between the study variables. Thirdly, stepwise multiple regression analyses were carried out to determine the best predictive model of the dependent variable.

3.1. Demographic Characteristics of Respondents

Table 2. Demographic analysis result

Variable		Number	percentage
Gender	Male	166	81.8
	Female	37	18.2
Education level	First Degree	159	78.3
	Second degree	44	21.7
Service year	1-6 years	12	5.9
	7-12 years	36	17.7
	13-18 years	108	53.2
	18 and above	47	23.2

The result of the required demographic character tics of the respondents is shown in Table 2. Accordingly, the great majority of the respondents in the sampled schools were male 116 (81.8%) compared to the female counterparts, which was 37 (18.2%). In terms of educational qualification, the majority, 159 (78.3%) of respondent teachers hold first degree while the remaining 41 (11.15%) were second degree holders. With regard to teaching experience, the majority 108 (53.2%) had teaching experience between 13-18 years, while 47 (23.1%), 36 (17.7), 12 (5.9%), of the teachers served for more than 18 years, for 7-12 years and 1- 6 years respectively.

3.2. Teachers' Level of Empowerment
Table 3. Perceived level of teachers' empowerment (TE) by school

Mean score (m) of teachers level of empowerment						
Schools	Making Decision	Professional Growth	Self Efficacy	Status	Autonomy	Impact	TE
Sabian	2.88	3.46	3.27	3.41	3.04	3.11	3.19
Dire Dawa	2.62	3.19	3.18	3.14	2.97	2.67	2.98
Afetesa	2.25	2.88	3.01	2.76	2.68	2.31	2.68
Medhani Alem	3.08	3.51	3.26	3.23	3.07	2.85	3.17
Laga Hare	2.68	3.11	3.12	3.04	2.86	2.61	2.92
Mariam Sefer	2.67	3.31	3.00	3.20	3.00	2.54	2.98
Melka Jebdu	2.43	2.96	3.00	2.80	2.49	2.30	2.68
Addisu	2.55	2.96	2.90	3.25	2.55	2.62	2.83
Total	2.70	3.25	3.12	3.20	2.93	2.75	2.99

Table 3 presents the mean score values of teachers perception of their level of empowerment in secondary schools of Dire Dawa City administration. As shown in Table 2, the overall mean score of teachers perceived level of empowerment was low (m = 2.99). In terms of schools, teachers perceived level of empowerment in six out of eight schools were found below the average score. Teachers in only two secondary schools, Sabian (m = 3 .19) and Medihani Alem (m = 3.17) rated their perceived level of empowerment medium. Coming to the individual dimensions of teachers' empowerment, professional growth (m= 3.25), status (m = 3.20) and self efficacy (m= 3.12) were rated above the average mean score, the remaining three dimensions such as autonomy (m=2.93), impact (m=2.75) and decision making (m=2.7) were rated below the average score.

3.3. Correlation Analysis
3.4.1 Correlation analysis results between teachers' level of empowerment and demographic variables

Table 4. Correlation between demographic variables of teachers and their level of empowerment

Variables	1	2	3	4
1. Teachers' Empowerment	1			
2. Gender	.160	1		
3. Service Year	.255*	.048	1	
4. Level of Education	.217*	.032	.218*	1

Correlation analysis was run to see the relationship between teachers' demographic characteristics and their perceived level of empowerment. From Table 4, it can be seen that service year in teaching, r (203) = 0.255, P = 0.00 and level of education r (203) = 0.217, P = 0.011 were significantly and positively correlated with teachers'

level of empowerment. That is, the higher the educational level and total service year in teaching; the higher the level of empowerment perceived by the teachers. But the strength of correlation in both the two correlations was weak, since only slight relationships exist when the value of correlation ranges within .20 to .35. However, the study showed that gender, r (203) = 160, P = 0.966 had no statistically significant association with teachers' level of empowerment.

3.4.2. Correlation analysis result between teachers' empowerment and students' academic achievement

Table 5. Correlation between teachers' empowerment and students' academic achievement

Variables	1	2	3	4	5	6	7	8
1. Academic Achievement	1							
2. Teacher empowerment	.301**	1						
3. Decision making	.366**	.881**	1					
4. Professional growth	.263*	.802**	.742**	1				
5. Self efficacy	.352**	.461**	.303**	.273**	1			
6. Status	.262*	.843**	.620**	.463**	.367**	1		
7. Autonomy	.365**	.822**	.651**	.472**	.286**	.641**	1	
8. Impact	.259**	.757**	.571**	.380**	.248**	.626**	.761**	1

** Correlation is significant at the .01 level (2 -tailed). N=203
* Correlation is significant at the .05 level (2 -tailed). N=203

A Pearson product-moment correlation coefficient was computed to assess the relationship between teachers' empowerment (including its six dimensions) and students' academic achievement. As shown in Table 5, the correlation between teachers'' empowerment and academic achievement of students yields r (203) = 0.301, P = 0.00. This shows there was a statistically significant positive association between teachers' empowerment and students' academic achievement. It was also found that all the five dimensions of teacher empowerment had significant positive association with students' academic achievement. Out of the six dimensions of teachers' empowerment, decision making Autonomy and self efficacy dimensions had moderate significant positive correlation with teachers' level of empowerment with coefficient of correlation r 0.366, 0.365 and 0.352 respectively. The remaining three dimensions, such as professional growth, status and impact had a slight significant positive correlation with teachers' level of empowerment with correlation coefficient r, 0.263, 0.262 and 0.259 respectively.

3.4. Multiple Regression Results

Furthermore, a multiple regression analysis was conducted to explore the amount of variance of students' academic achievement accounted for by the six dimensions of teachers' empowerment.

Table 6. Regression analysis result of the dimensions of teacher empowerment and students' academic achievement

Model		Unstandardized Coefficients		Standardized Coefficients		Sig
		B	Std. Error	Beta	t	
Step 1	(Constant)	.573	.248		7.765	.000
	DM	.336	.102	.372**	3.294	.001
	PG	.250	.095	.055	0.667	.505
	SE	.63	.079	.336**	3.151	.002
	ST	.260	.097	.066	0.618	.537
	AU	.335	.083	.345**	4.04	.000
	IM	.014	.079	.018	0.174	.862
Step 2						
	(Constant)	.635	.180		3.536	.000
	DM	.333	.100	.369**	3.337	.000
	SE	.240	.071	.323**	3.389	.000
	AU	.337	.063	353**	3.335	.000

Note: R^2 is 0.192 in the first step and 0.189 in the second step

Table 6 shows the step wise regression analysis result of the dimensions of teachers' empowerment and students' academic achievement. As shown in Table 6, the first step regression analysis showed that, the model

was statistically significant in predicting students' academic achievement, F (7.765) = .000, p < .05. The adjusted R^2 was 0.192 in this model, indicating that 19 % of the variance in academic achievement of students was explained by the model. That implies that about 19% of the variance in students' academic achievement of was explained by the teachers' empowerment. In the second step analysis, the regression result showed that, the model was statistically significant in predicting students' academic achievement of, F (3.536) = .000, p < .05. The adjusted R^2 in step two became 0.189, implying that 18.9% of the variance in academic achievement of students was explained by autonomy, self efficacy and decision making dimensions of teachers' empowerment in the regression model. Thus, decision making self efficacy and autonomy dimensions were found the predictors of students' academic achievement.

As indicated in Table 6, the unstandardized coefficient for autonomy (0.337) indicates that, as one unit increases in autonomy of teachers, students' academic achievement increases by 0.337 unit controlling decision making and self efficacy dimensions of teachers' empowerment. Similarly, the unstandardized coefficient for decision making and self efficacy were 0.333 and 0.240 respectively. That means, for every one unit increase in decision making, students' academic achievement increase by 0.337 units, controlling for autonomy and self efficacy, and for one unit increase in self efficacy, students' academic achievement increase by 0.240 unit controlling for autonomy and decision making. Hence, the prediction equation becomes, (Students' academic achievement)$_i$ = 0.635 + 0.337 (autonomy)$_i$ + 0.333 (decision making)$_i$ + 0.240 (self efficacy)$_i$, where i = 1….203.

II.   DISCUSSION

The purpose of this study was to examine the relationship between teachers' empowerment and students' academic achievement. Analysis of the considered demographic variables of teachers showed that all teachers were first and second degree holders, which is in line with the standard set by the ministry of education that asserted teachers in general secondary schools should hold a minimum of first degree and above (MOE 2010). With regard to teaching experience, a great majority of the teachers in the schools served for more than twelve years. This entail most of the teachers were found in the last two top teachers' development career structure; the stage at which teachers are expected as proficient, and assist their colleagues and school leadership towards the achievement of school goal (MOE, 2002). According to the results, teachers in the secondary schools of Dire Dawa City Administration were educational qualified and well experienced that could be assumed to have a positive effect on academic achievement of students. However, students' academic achievements in grade ten national examinations had shown a continuous decline for the past five years. If teachers, which have a lion share in affecting students' academic achievement, were up to the standard, other factors related to teachers characteristics, including teachers' empowerment might associate with low performance in academic achievement of students.

As the overall mean score results indicated, teachers perceived level of empowerment in government secondary schools of Dire Dawa City Administration was low. When the teachers' level of empowerment is low, they are less motivated towards the achievement of school goals and as result, schools tend to show low performance (Lawson 2011). Thus, limitations of the schools in accomplishing their mission as desired might related to the low level perception of teachers' empowerment. Coming to the specific dimensions of teacher empowerment, teachers rated professional growth, status and self efficacy dimensions of empowerment medium. That imply, teachers had neutral feelings about the support they received to grow in the profession (professional growth), they were also impartial about professional respect they earned from their institution (status), and uncertain about skills and competencies they possessed in helping students learn (self efficacy). The remaining dimensions, such as autonomy, impact and decision making dimensions of teacher empowerment were rated low. That mean, teachers did not feel that they; were given autonomy in scheduling instruction, involved in critical decisions that directly affect their work and have an effect and influence on school life.

The above result coincides with majority of studies conducted along measuring the level of teachers' empowerment. In the studies (Aliakbari and Amoli, 2016; Tindowen, 2019), professional growth, status and self efficacy were the dimensions with better assessments relative to the remaining three dimensions; autonomy, impact and decision making. This finding coincides with theoretical assumption of Rapport (1987). According to Rapport, the three dimensions of teachers' empowerment which were rated as medium (professional growth, status and self efficacy) are self empowerment dimensions of teachers' empowerment which are not necessarily dependent upon changes in the school environment, although they can be facilitated by environment. Unlike self empowerment dimensions, which inherent in nature, the remaining three dimensions are mainly dependent on changes in the school environment. Thus, self empowerment by teacher might contribute to the existed level of teachers' empowerment. From this it can be inferred that, empowerment of teachers from school perspective seems invisible.

The result of correlation analysis between teachers' demographic characteristics and their perceived level of empowerment showed that teachers' service year in teaching were significantly and positively

correlated with teachers' empowerment. That is, the higher service year in teaching, the higher the level of empowerment perceived by the teachers. The finding was consistent with the findings of the studies by Moran (2015) and Atikens (2006) that asserted years of teaching experience as a determinant variable of teachers' perceived levels of empowerment. It was also indicated that teachers' level of education had significant positive relationship with the level of teachers' empowerment in this study. This finding deviated from the findings of related researches, which demonstrated no correlation between teachers' level of education teachers' empowerment (Moran, 2015). The deviation might happen as a result of differences in teachers' level of education in secondary school level, where teachers with different qualification level (first degree& second degree) were assigned in case of this study; whereas all teachers in secondary school level had similar qualification in other contexts. With regard to gender, no significant difference observed in the level of empowerment between male and female teachers, which was similar to the findings by Manawi and Varma (2019).

The correlation analysis result of teachers' empowerment and students' academic achievements was similar with the findings of Imig et al. (2015) and Aliakbar and Amoli (2016) that came up with significant slight positive correlation between the variables. This suggests that teachers who perceived themselves empowered are motivated to their work, and can make positive influence on academic achievement on their students. Furthermore, the relationship between the dimensions of teacher empowerment and students' academic achievements were also found significant with strength of correlation ranged from slight to medium. The professional growth, status and impact dimensions had weak correlation with the students' academic achievement, whereas the decision making, autonomy and self efficacy dimensions of teachers' empowerment showed medium correlation with students' academic achievement. This finding coincides with the findings of earlier studies (Marks and Louis 1997; Tindowen, 2019).

Regression analysis was also carried out to examine the teachers' empowerment and its dimensions w with students' academic achievement. According to the results of the multiple regressions analysis teachers' empowerment in general could predict students' academic achievement. Furthermore, the regression analysis of the dimensions of teacher empowerment with students' academic achievement indicated decision making, self efficacy and autonomy were the predictors of students' academic achievement. This implies that students' academic achievement could be improved more if teachers are autonomous and decision maker on school issues that directly affect their work, supplemented with required abilities and skill in the area of their profession (Sweetland and Hoy, 2000).

III.   CONCLUSION

The findings of the study indicated that teachers' perceived level of empowerment was related to students' academic achievement, inferring that, teachers who perceived empowered contribute to improvement in academic achievement of students. However, it was found that, the level of teachers' empowerment as in government secondary schools of Dire Dawa City Administration was low. Thus, the poor achievement in academic achievement of students' in government secondary schools of the region may relate to perceived level of teachers' empowerment. Furthermore, the finding demonstrated that the dimensions of teacher empowerment, which are dependent on the school environmental factors, were rated lower by the teachers compared to the self empowerment dimensions. From this it was conclusive that, government secondary schools in the region had constraint in making school environment conducive that could provide opportunities for teachers' empowerment. It was also indicated by the findings of this study that, some dimensions of teachers' empowerment such as decision making, self efficacy and autonomy were the predictors of students' academic achievement, while they were rated low by the teachers relative to other dimensions. Hence, these dimensions of teachers' empowerment contributed more to the low achievement of students' in their academic performance.

IV.   RECOMMENDATIONS

This study is useful as initiative for schools look back into the status of teachers' empowerment, and use the information arising out of the findings as a means to improve teachers' level of empowerment. School leadership in collaboration with other school governing bodies are required to create and maintain empowering environment , one that encourage teachers autonomous and decision maker on issues that directly connected with work. Another implication from this study is that, school leaders need to work on promoting teachers' self efficacy as it was found as one of the predicting dimensions of students' academic achievement. School initiated professional development activities which is founded on the real gap around teaching proficiency, and that could be believed useful and interesting by the teachers are essential, besides the existed professional development scheme which has becoming part of routine of the school.

Since limited studies had been conducted in the area teacher empowerment, particularly in Ethiopia context, the present study may add to the body of literature on the area of teacher empowerment and students academic achievement. Moreover, the results of the study will inform school leaders and regional education office about

the status and impact of teacher empowerment, which would encourage them to re examine teacher empowerment as part of the reform. Lastly, further research is needed to be conducted in different school settings, including primary schools, private schools in rural and urban contexts.

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