

Innovations

Realizing Institutional Effectiveness of Higher Education through Servant Leadership, Good Governance and Institutional Health

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Abstract: *Institutional effectiveness of any social organization can be determined by a number of factors. Among diverse factors, the leadership approach and nature of governances exercised by leaders as well as the healthiness of the working environments in higher education institutions have significant roles. The purpose of this quantitative research approach was therefore to investigate the practices, relationships and the predictive power of servant leadership, good governance and institutional health for institutional effectiveness in public higher education of Ethiopia. It was a descriptive correlational research design of cross-sectional type. A total of 722 participants consisting of academic deans, directors, department heads, lecturers and students were involved in providing data via closed-ended questionnaires. The data collected were analyzed using frequency counts, mean, standard deviations, an independent t-test and One-way ANOVA. Besides, multiple correlations and regressions were also employed to investigate the relationship between the variables and the predictive power of those independent variables (servant leadership, good governance and institutional health) on the dependent variable (institutional effectiveness). Consequently, the findings indicated that the practices of the study variables are manifested by leaders from 'moderate' to 'high' levels. The results of an independent t-test also showed that the mean differences are not significant for all the variables indicating that both lecturers and student respondents have closely related evaluations about the practices of the variables in the study contexts. On top of this, the results of the mean difference among leaders, lecturers and students portrayed that the difference was statistically significant for servant leadership: $F_{(2,554)} = 3.407, p=0.034$; good governance: $F_{(2,554)} = 4.138, p=0.016$; and institutional effectiveness: $F_{(2,554)} = 1.076, p=0.343$). But the mean difference was not statistically significant for institutional health: $F_{(2,554)} = 2.424, p=0.089$. Thus, from the F-test values, we may understand that groups have different evaluations about the practices related to servant leadership, good governance and institutional effectiveness; but they have closely related evaluations about the extent to which leaders' practice to maintain the healthiness of their*

respective higher education institutions. Moreover, the Pearson correlation coefficient results indicated strong positive relations between the variables (Table 4). The result of the regression analysis also showed that 0.731 (73.1%) of the variability of institutional effectiveness in higher education was accounted by the combined effects of servant leadership, good governance and institutional health. Therefore, since servant leadership, good governance and institutional health have significant contributions to realize institutional effectiveness, higher education leaders are recommended to vigorously apply and acculturate them in their respective institutions.

Key Words: Good governance, Higher education, Institutional effectiveness, Institutional health, Servant leadership.

1. Introduction

The issue of creating effective institution is highly connected to realizing its missions and vision. Organizations are in a position to narrate their success stories and demonstrate excellence if they are able to put the missions and vision into practice that are mandated to them more meaningfully and productively. Besides, an organization's existence and its sustainability can be ensured when its predefined goals and objectives are made effective. In relation to this, Martz (2008) stated that "organization's survival and long-run viability require effectiveness" (p. 59).

Scholars view organizational effectiveness in higher education as an integrated practices and system of realizing predefined academic missions and goals via optimum utilization of the available scarce resources (Bechre & Newman as cited by Adeola & Bukola, 2014). Organizational effectiveness in higher education also focuses on institutions' commitment in a continuous, amalgamated, and system-wide "research-based planning and evaluation processes that incorporate a systematic review of institutional mission, goals and outcomes; result in continuing improvement in institutional quality; and [demonstrable accomplishment] of the mission" (p. 16). Realizing effectiveness also serves as a foundation for measuring managers and leaders capabilities and competence to the extent they attain set goals and objectives. In line to this, Siddique, Aslam, Khan and Fatima (2011) stated that managers and leaders in higher education institutions are evaluated based on their capacity to make institutions more effective and show how such institutions better serve and bring about students and staffs' satisfaction.

Moreover, the type of leadership culture and good governance practices manifested as well as the appropriateness or healthiness of the working environs have paramount contributions for the realization of institutional effectiveness in higher education. In favor of this, Northouse (2015) indicated that leaders and leadership practices have paramount importance for academic and administrative effectiveness in higher education. On top of this, higher education performance in core functions: instructional

processes, research works and community outreach services greatly depend upon leaders and leadership practices as they have significant impact on organizational effectiveness (Muriisa, 2014). Muriisafurther stressed that “proper leadership in universities remains the missing link for effective and visionary performance.....that universities’ performance may not improve until leadership is given critical attention” (p.89).

As service providers, higher education institutions are required to promote and model themselves in exercising servant leadership with prior focus on serving customers and the organization. Servant leadership is a follower-centric leadership approach with heightened emphasis for caring of employees, empowering them and creating trustworthy relationships so that employees are ableand motivated to be more productive and successful. Such leadership attributes also serve as bedrocks for creating healthy and productive organizations with a shared leadership responsibility and ethical decision making practices (Blanchard & Hodges, 2003; Lowe, 2011). On top of this, a study made by Sharon et al. (2016) indicated that servant leadership which gives due regard for people is crucial for realizing organizational success and assume leading as a “privilege to serve others [but not] to display power or opportunity to accumulate [personal] wealth” (p.39).

In favor of the above statement, Blanchard and Hodges (2003) further stated that servant leaders and leadership traits serve as foundations for high performing organizations by creating a compelling vision, values, and a responsive culture via turning the traditional organizational pyramid (hierarchy) upside down or into heterarchy. Adam Grant (cited in Frick, 2004) also consolidated the idea based on his empirical findings as employees in organizations show better respect and due regard for servant leaders, demonstrate higher morale and confidence when working with servant leaders, and most importantly, become more productive and successful. As a result, there is a common consensus that servant leadership is not only a leadership approach that creates pleasant, trustworthy and vigorous relationships between leaders and followers but also makes followers feel delighted and responsible on their jobs, and invest their utmost knowledge and skills for the organization and boost its productivity.

By the same token, higher educational institutions are required to perform the mandates bestowed using pre-defined working procedures, policies, autonomy and thereby ensure organizational success. However, their performances may be impacted by a number of factors; of which the presence or absence of good governance plays a key role (Aghion, et al., 2008). Aghion et al. (2008) further stressed that good governance in higher education institutions with its fully-fledged components serves as bedrock for innovations, enhances quality of education and promotes proper utilization of resources which ultimately, helps to bring improved institutional performances. A study made in higher education institutions of both South East Asian and Latin

American countries witnessed that institutions exercising and modeling in good governance have recorded exemplary performances in all aspects (Aghion, et al., 2008).

Therefore, higher education institutions with keen adherences to ethical aspects of leadership and good governance such as professional ethos, lawfulness, sense of responsibility, shared-values and trust have positive links with institutional performances and effectiveness (Salminen, Lammi&Rautio, 2003). In other study, the findings indicated that the prevalence of good governance in higher education institutions is “indispensable for institutional growth and effectiveness” (Sharon et al., 2016, p.38). Besides, it was stated that an institution with incorruptible, impartial, responsive and competent leadership and employees can model itself in good governance and improved goal attainments (Taylor, 2016). A study by the Chartered Institute of Public Finance and Accountancy (CIPFA) (2004) also indicated that good governance leads to improved performances, better employee job engagements, stewardship of scarce public resources and ultimately, result in anticipated organizational outcomes. In general, good governance and organizational effectiveness undoubtedly have strong connections in that the absence or organization’s failure in exercising good governance will result in failure in accomplishing set vision and goal achievements.

Studies also indicate that pleasant working environments with augmented employees’ social interactions and networks are good indicators for better organizational performances and outcomes (Lowe, 2011). Lowe (2011) further argues that work place health or healthy organizations are bases for realizing “employee well-being and organizational performances” (p.7). He further pointed out that healthy institutions are characterized by vibrant workplaces, inspired employees and sustainable organizational productivity as well as success. In addition, a study by Yüceler, Doganalp& Kaya (2013) argues that healthy institution is an indication for “organizational effectiveness, [employee] work satisfaction, organizational commitment, and [improved] organizational performances” (p. 787). A study by Breeden et al. (2009) also indicated that maintaining the health of an organization leads to better goal achievements and hence, healthy organizations have the capacity to adjust themselves to the prevailing contexts, cope up with challenges easily, remain competitive and are better goal achievers.

The association that healthy organizations have with goal achievements is also asserted by a study made by Purwana (2015). It was stated that organizational goal attainments and successes are highly linked with favorable working conditions established in an organization that make employees feel comfortable, enhance cohesiveness, and promote creativity and innovation, emphasis on supportive and collaborative working atmospheres. It is also noted that healthy organizations are promising signals of organizational effectiveness (Lowe, 2011; Purwana, 2015).

Therefore, the purpose of this study was to investigate the contributions of servant leadership, good governance and institutional health for realizing the institutional effectiveness of public higher education.

2. Statement of the Problem

In order to make modern time social organizations more effective and thereby ensure customer satisfactions, employing apposite leadership and implanting good governance as well as maintaining the healthiness of such institutions become so indispensable. People in all walks of life are increasingly expecting and demanding leaders and leadership system that can demonstrate higher standards of ethics, integrity, trustworthiness, transparency, accountability and responsiveness (Laub, 1999). According to Barbuto & Wheeler (2006), servant leadership characterized by strong follower-centric and moral values is a preferred and effective approach to better respond to dynamisms of the working environments. In addition, to facilitate the smooth functioning of organizations and make them effective in their goal achievements, leaders with servant mind-sets and ethical behaviors have paramount importance (Greenleaf, 1979; Keith, 2014).

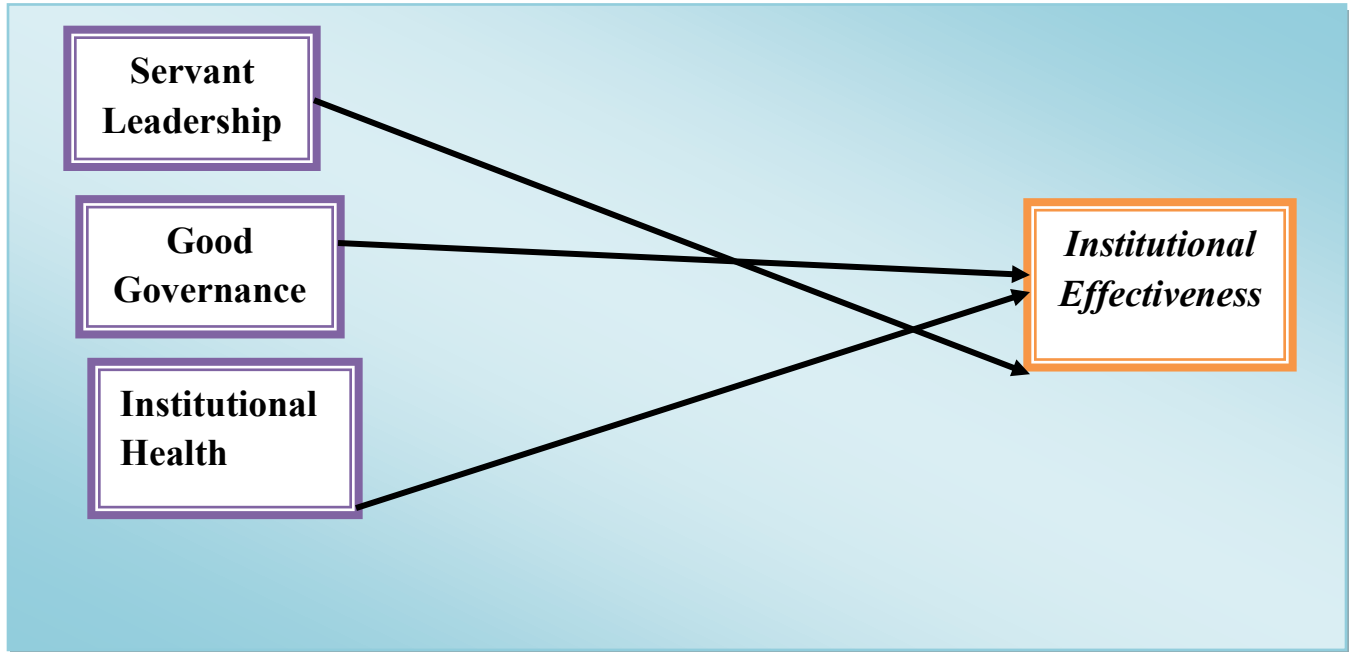
As foundations for tomorrow's young, authentic and servant leaders to be emerged, cultivated and prepared for different sectors and the nation at large (Greenleaf, 1979), ethical and modeling practices in universities should be demonstrated and lived in practice as opposed to rhetoric. As it was pointed out by Kofi Annan (cited in Bloom, Canning & Chan, 2006), universities across the globe as general, and those in Africa in particular, should "serve as model environments for germane and effective leadership, good governance, conflict resolutions and respect for human rights, and enable the academics to play an active part in the global community of scholars" (p.3). In addition, higher education institutions are required to play meaningful and exemplary roles in leadership, good governance and in creating healthy as well as productive institutions that can better benefit their immediate customers and the society at large. In line with this, the Higher Education Proclamation of Ethiopia (FDRE, No. 650/2009) states that higher education institutions, apart from other duties and responsibilities, are required to make sure the active involvement of all stakeholders in the leadership and governance of the institution, "ensure justice, fairness, and rule of law in institutional life, promote democratic culture and uphold multicultural community life" (Article 4 & sub-articles 5-8). They are also required to be guided and abide by the values stipulated by the proclamation including the "pursuit of truth and freedom of expression of truth, institutional autonomy and accountability, participatory governance and rule of law, justice and fairness, a culture of fighting corruption, quality and speedy service delivery, democracy and multiculturalism, and effective use of resources" (Article 7 sub articles 1 & 4-9) for the intended purposes.

Despite this, leadership failures and governance challenges are common experiences shared by higher education institutions in many nations across the globe. Similarly, despite commendable reforms and development efforts made as well as achievements observed in Ethiopia, the motivation of people to occupy leadership positions at large is not desirable and not with servant mind-sets to serve others and the organization. And, a sizeable number of people seem to have developed a distorted leadership thinking often viewing leadership positions as the best opportunities and gateways to elevate one's own prestige and power as well as strategies for accumulating private wealth (Fentahun, Miller & Girma, 2017). Hence, for several service providing organizations including higher education institutions in Ethiopia, leadership failures and mal-administrations such as corruption, favoritism, inefficiencies and ineffectiveness are increasingly becoming common challenges (Getachew & Richard, 2006; Ayenachew, 2014). All these are major hurdles for healthy leader-led relationships and innovations in higher education institutions which may have daunting effects on their performances and unable to meet their purposes as per the expectations (Zerihun & Tesfay, 2014; Ayenachew, 2014).

Thus, this study was aimed at investigating the contributions of servant leadership, good governance and institutional health for realizing institutional effectiveness in public higher education institutions. Besides, it is hoped that the research might help mitigate the scarcity of studies associated to the variables in the context of the Ethiopian education sector in general and in the higher education institutions in particular. To realize the study, the researcher used the following questions as guiding or basic questions to answer.

3. Research Questions

- 1) To what extent do leaders exhibit servant leadership, good governance, institutional health, and effectiveness?
- 2) Is there statistically significant mean difference between groups regarding the practices of servant leadership, good governance, institutional health and effectiveness?
- 3) Is there a relationship between servant leadership and institutional effectiveness?
- 4) Is there a relationship between good governance and institutional effectiveness?
- 5) Is there a relationship between institutional health and institutional effectiveness?
- 6) What is the combined effect of servant leadership, good governance and institutional health on institutional effectiveness?



4. Methodology

The study adopted a descriptive survey and correlational research design. In favour of this, Cohen, Manion and Morrison (2007) stated that descriptive survey design is used for collecting and describing data in a systematic manner about the characteristics and/or facts of a given population. This survey study was therefore conducted in three public universities of Amhara National Regional State, Ethiopia. According to the current federal arrangements of Ethiopia, the Amhara National Regional State is the largest federal state in its area and population size next to Oromiya National Regional State. Under this national regional state, there are ten public universities. Universities fall under four homogenous groups (strata) of generations: 1st, 2nd, 3rd and 4th generation universities. Each group (generation) consisted of universities nearly with similar characteristics in many aspects such as structures, infrastructures, staff profiles, and so on.

This study however focused on three consecutive generation universities (seven) excluding the 4th generation as they are newly established and lack well established structures, resources, infrastructures, and leadership as well as governance experiences. Hence, one from each generation universities and a total of 3(42.9%) were

selected using stratified sampling technique. Therefore, this design deemed appropriate for the study and to collect data from deans, directors, department heads, lecturers and students. Besides, 14 (41.18%) deans, 47 (23.38%) department heads, 53 (70.67%) directors, 278 (58.04%) lecturers and 330 (12.21%) students were selected using stratified sampling technique. As a result, a total of 722 participants were involved in providing data via closed-ended questionnaires.

With regard to data tools, the researcher adapted standardized questionnaires and used for measuring servant leadership, institutional health and effectiveness. But self-prepared survey questionnaires were used to measure good governance practices based on commonly used governance indicators or frameworks of the World Bank (1992). As stated above, standardized questionnaires for servant leadership were Laub's (1999) six dimensional measurements with 31 items and Cronbach Alpha ranging from 0.90 to 0.93. To measure institutional health, standardized questionnaire developed by Hoy, Tarter and Kottkamp (1991) with seven major dimensions consisting of 19 items were adapted and used. The reliability coefficient of these dimensions in prior studies conducted in educational institutions ranges between 0.78 and 0.95 (Hoy, Tarter & Kottkamp, 1991).

With regard to higher education effectiveness, among nine dimensions developed by Cameroon (1978), eight of them were adapted and used for this study purpose; whereas, the one left out was addressed independently as a variable (i.e., organizational health) in this study. The items were condensed into 23 for this study purpose. The reliability coefficient of Cronbach Alpha for these dimensions in prior studies ranged from 0.628 to 0.924 (Cameroon, 1978). Particularly, this model of institutional effectiveness is usually taken as better suited model for assessing effectiveness in higher education institutions (Ashraf & Kadir, 2012).

In order to measure good governance in higher education institutions, the researcher used criteria most commonly recommended by scholars and organizations as indicators for evaluating good governance in organizations (Taylor, 2016; World Bank, 1992). Based on these criteria, 27 question items were developed and used for data collection. To check both the validity and reliability of the questionnaires, pilot-testing consisting of 103 participants was conducted in one of the universities which was not included in the main study. Besides, a 5-point Likert rating scales of Very High (VH), High (H), Moderate (M), Low (L) and Very Low (VL) were used for all items to measure the practices of servant leadership, good governance, institutional health, and institutional effectiveness in sample universities. Consequently, the survey questionnaires were filled in by deans, directors, department heads, lecturers and students.

The researcher with the help of six research assistants administered the questionnaire to sample respondents. Mean and standard deviations were used to analyze the collected data related to the practices of the study variables. The decision rule for interpreting the mean scores of the data was 3.0. An independent t-test and One-way ANOVA were also employed to compare the mean differences between the responses of lecturers and students; and among lecturers, students and leaders (department heads, deans and directors) respectively. In addition, multiple correlations and regressions were employed to evaluate the relationships and the combined effect of independent variables (servant leadership, good governance and institutional health) on the dependent variable (institutional effectiveness). Moreover, among a number of requirements demanded by any scientific research endeavour, the issue of research ethics was taken into account. Hence, the researcher secured permissions to get access to sample universities, and attempted to refrain from taking the works of others without proper acknowledgments and citations. Prior to distribution of survey questionnaires, consensus was reached with participants. Besides, participants were encouraged to show keen interest and take part in the survey process. All the responses provided are kept confidential and respondents remained anonymous.

4. Results and Discussion

The study involved 722 participants consisting of lecturers, department heads, deans, directors and students for data collection via questionnaires. Of which, 621 (86.01%) copies of the questionnaires were retrieved from the respondents, making a total of 557 (89.69%) copies duly filled and returned. Consequently, the collected data were analyzed for each variable as indicated in the following tables.

Table 1. Results of Descriptive Statistics

Variables	N	Mean	Std. Deviation	Test Value = 3					
				t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Servant leadership	557	3.3959	.74879	12.478	556	.000	.39588	.3336	.4582
Good Governance	557	3.4215	.77082	12.904	556	.000	.42146	.3573	.4856
Institutional Health	557	3.9265	.84915	25.751	556	.000	.92649	.8558	.9972
Institutional Effectiveness	557	3.7224	.74618	22.850	556	.000	.72245	.6603	.7845

As portrayed in Table1, the mean values for each study variable were found above the test value (t-value). That is, the mean values and standard deviations of the variables recorded were: SL (M=3.40, SD=0.74679), GG (M=3.42, SD=0.77082), IH (M=3.93, SD=0.84915) and IE (M= 3.72, SD= 0.74618). Hence, the results indicate that there are ‘moderate’ (IH & IE) to ‘high’ (SL & GG) levels of performances demonstrated by higher education leaders in the study contexts. With such levels of practices, higher education institutions are believed to be in a better status. This may go in line to the findings of Hemlin et al. (cited in Moll &Kretzschmar, 2017); Kouzes& Barry (2011); DeFS (2006); and Lowe (2011) which were stated as higher education institutions characterized by servant-minded leadership andimproved governances as well as healthier working environments which promote open and respectful relationships among organizational members, positive work cultures and values enhance employees’ job commitment and creativities resulting in better institutional performances.

Therefore, employing servant leadership approach and instilling in favorable governance practices in higher education institutions help create more relaxed and favorable working environments that encourage employees exert their utmost efforts and show enhanced motivation and commitment to their jobs. Consequently, all thesehelp bring in enhanced institutional performances and effectiveness.

Table2. An independent t-test between groups

Variables	Groups	N	Mean	SD	t-test for Equality of Means						
					t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
Servant Leadership	Lecturers	242	3.3091	.66499	-1.908	472	.057	-.12810	.06713	-.26000	.00380
	Students	232	3.4372	.79318							
Good Governance	Lecturers	242	3.3532	.64822	-.927	472	.354	-.06354	.06852	-.19817	.07110
	Students	232	3.4168	.83539							
Institutional Health	Lecturers	242	3.8404	.73172	-1.76	472	.078	-.13349	.07564	-.282	.01514

	Students	232	3.9739	.90885	5					12	
Institutional Effectiveness	Lecturers	242	3.6430	.61679	-1.634	472	.103	-.11214	.06862	-.24698	.02270
	Students	232	3.7551	.86184							

**The mean difference is significant at P<0.05*

As direct recipients of leadership services in higher education institutions, the mean differences between lecturers and students with regard to the study variables were computed using an independent t-test. As a result, the findings in Table 2 showed that the mean differences for all variables were not statistically significant (i.e., servant leadership: $t_{(472)} = -1.908, p=0.057$; good governance: $t_{(472)} = -0.927, p=0.354$; institutional health: $t_{(472)} = -1.765, p=0.078$; and institutional effectiveness: $t_{(472)} = -1.634, p=0.103$). The magnitude of the difference in the mean between groups was also very small (i.e., mean differences for servant leadership = -0.12810 , 95% CI = -0.26000 to 0.00380 ; good governance = -0.06354 , 95% CI = -0.19817 to 0.07110 ; institutional health = -0.13349 , 95% CI = -0.28212 to 0.01514 ; and institutional effectiveness = -0.11214 , 95% CI = -0.24698 to 0.02270). Therefore, based on the results of an independent t-test, it is possible to say that with 95% confidence level, groups (lecturers and students) have closely related evaluations with regard to the extent of the manifestations of the variables in the study contexts.

Variables		Sum of Squares	Df	Mean Square	F	Sig.
Servant leadership	Between Groups	3.788	2	1.894	3.407	.034
	Within Groups	307.953	554	.556		
	Total	311.741	556			
Good Governance	Between Groups	4.862	2	2.431	4.138	.016
	Within Groups	325.490	554	.588		
	Total	330.353	556			
Institutional Health	Between Groups	3.479	2	1.739	2.424	.089
	Within Groups	397.428	554	.717		
	Total	400.907	556			

Institutional Effectiveness	Between Groups	3.409	2	1.705	3.085	.047
	Within Groups	306.163	554	.553		
	Total	309.572	556			

Table3. Results of One-way ANOVA

**The mean difference is significant at $P < 0.05$*

As shown in Table3, the mean differences among groups (leaders, lecturers and students) regarding their evaluations about the practices of three of the variables were statistically significant (servant leadership: $F_{(2,554)} = 3.407$, $p = 0.034$; good governance: $F_{(2,554)} = 4.138$, $p = 0.016$; and institutional effectiveness: $F_{(2,554)} = 3.085$, $p = 0.47$). Whereas, the mean difference among groups with regard to their evaluations about the manifestation of institutional health in the study contexts was not statistically significant ($F_{(2,554)} = 2.424$, $p = 0.089$). Thus, from the F-test values, we may understand that groups have different evaluations about leaders' practices related to servant leadership, good governance and institutional effectiveness but they have closely related evaluations about the extent to which leaders' practice to maintain the healthiness of their respective institutions. In addition, the Post Hoc multiple comparison analyses also displayed that the real mean differences rest on leaders' views and evaluations about the degree of the practices of all the variables. Thus, the mean score for leaders regarding the manifestations of servant leadership behaviors ($Mean = 3.5334$, $SD = 0.82675$) was significantly different from lecturers ($Mean = 3.3091$, $SD = 0.66499$) and students ($Mean = 3.4372$, $SD = 0.79318$) indicating that leaders' evaluations about the manifestations of servant leadership behaviors were positive and better compared to the evaluations of both lecturers and students. In addition, the mean scores of leaders for good governance ($Mean = 3.6335$, $SD = 0.82675$) and institutional effectiveness ($Mean = 3.8627$, $SD = 0.7233$) were statistically different from lecturers ($Mean = 3.3532$, $SD = 0.87664$; and $Mean = 3.6430$, $SD = 0.61679$ respectively) and students ($Mean = 3.4168$, $SD = 0.83539$) indicating that leaders positively viewed or evaluated good governance practices and institutional effectiveness in their own context as compared to the evaluations of lecturers and students. The mean differences between leaders and non-leaders (lecturers and students) may arise due to leaders' self-reporting biases.

Table4. Matrix of Correlation Coefficient for the Variables

Variables		1	2	3	4
Servant Leadership	Pearson Correlation	1.00	-	-	-
	Sig. (2-tailed)				
	N	557	-	-	-
Good Governance	Pearson Correlation	.742**	1.00		
	Sig. (2-tailed)	.000			
	N	557	557	-	-
Institutional Health	Pearson Correlation	.763**	.793**	1.00	
	Sig. (2-tailed)	.000	.000		-
	N	557	557	557	
Institutional Effectiveness	Pearson Correlation	.751**	.780**	.818**	1.00
	Sig. (2-tailed)	.000	.000	.000	
	N	557	557	557	557
<i>**Correlation is significant at 0.05</i>					

One of the basic questions was focused on investigating whether or not there are associations between SL, GG, IH and IE. Thus, as it was indicated in Table4, the Pearson correlation coefficient results indicated strong positive relations. That is to say, SL showed strong positive relationships to GG, IH and IE with the coefficient results of $r=0.742$; $r=0.763$ & $r=0.751$ respectively. The correlation coefficient results of GG with IH and IE also showed strong positive relations ($r=0.793$ and $r=0.780$ respectively). Besides, the result of the correlation coefficient between IH and IE also portrayed strong positive relationship ($r=0.818$). All these are significant at $p<0.05$ level. And yet, according to the McMillan’s (1992) criteria, the correlations are also strong or high for all relationships. Thus, higher education institutions employing servant leadership exercises, enhanced governances with a focus on transparency, accountability, responsiveness and meaningful employees’ engagement together with healthy institutions characterized by vibrant workplaces and smooth social interactions among employees serve as foundations for sustainable institutional productivity and success.

Table5. Multiple Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818 ^a	.669	.668	.42974
2	.846 ^b	.715	.714	.39903
3	.856 ^c	.732	.731	.38734
<p>a. Predictors: (Constant), IH</p> <p>b. Predictors: (Constant), IH, GG</p> <p>c. Predictors: (Constant), IH, GG, SL</p>				

Another basic question raised was aimed at investigating the composite effect or coefficient of determination of SL, GG and IH on IE. Consequently, the multiple regression result indicated that 0.731(73.1%) of the variability with regard to IE in higher education institutions was accounted by the combined effect of SL, GG and IH. When compared with the amount of coefficient of non-determination or coefficient of alienation which accounted for 26.9%, the combined effect of the above three variables was significant and strong. The model was also a good fit and statistically significant for the data used for this regression analysis: $F(3, 556) = 503.443, p < 0.001$).

The results of the standardized coefficients (Beta) also indicated the predictive capacity of each predictor on the dependent variable and was found statistically significant (SL, $B=0.215, t=5.910, P<0.001$; GG, $B=0.273, t=7.087, P<0.001$; IH, $B=0.437, t=10.939, P<0.001$). Thus, 21.5%, 27.3% and 43.7% of the variability on IE in higher education institutions was accounted by SL, GG and IH respectively. From this, it is possible to say that though three of the variables have significant contributions for predicting the institutional effectiveness in sample universities, IH is the best predictor by which 43.7% of the variability of institutional effectiveness was explained by it.

5. Conclusions

Research findings of several contexts indicate that applying and institutionalizing servant leadership approach; promoting good governances and creating healthy organizations have paramount importance for realizing institutional effectiveness.

The finding of this study also indicated that public higher education institutions manifest the variables from ‘moderate’ to ‘high’ levels. From this, it is possible to understand that despite differences in magnitudes and focus, behaviors related to servant leadership, good governance, institutional health and effectiveness are being practiced and demonstrated in public higher education institutions.

In addition, based on the results of the Pearson correlation coefficient, it is also possible to understand that statistically significant and strong positive relationships were observed between the variables. On top of this, statistical account or the composite effect that servant leadership, good governance, and institutional health have on institutional effectiveness of higher education institutions was found to be statistically significant ($R^2=0.731$). Thus, about 73.1% of the variances for institutional effectiveness could be determined by the combined effects of servant leadership, good governance and institutional health practiced in higher education institutions. From the results of correlations and regression analyses, we may infer that as leaders apply servant leadership in their day-to-day leadership practices, employ good governance and create pleasant working environments, they may ultimately ensure institutional effectiveness in their contexts. As a result, vigorous works on three of the predictor variables (SL, GG & IH) may also induce significant changes on institutions' effectiveness. Such results may also necessitate leaders in higher education institutions to consider the contributions of servant leadership, improved governances and healthy working environments for employees' job commitment and professional growth as well as the combined contributions of the above three predictors in bringing about institutional effectiveness in higher education. And this will help them employ apposite leadership practices with strong servant mentality and enhanced culture of responsiveness, transparency, accountability and engaged decision-making practices as well as create favorable working environs that enable bring a lot for the effectiveness of higher education institutions.

6. Recommendations

Since the scope of this research was delimited only to three public higher education institutions and the findings lack generalizability and comprehensiveness, it is recommended that more research needs to be undertaken at large scale across universities at national level and examine the extent leaders demonstrate behaviors related to servant leadership, good governance, institutional health and effectiveness. Consequently, the benefits and success stories brought because of employing these variables may be taken as lessons by other institutions and therefore, they could be better applied and implemented.

The findings also showed that leaders in sample universities demonstrate behaviors associated to the variables identified in this study despite varied magnitudes and inconsistencies. That is to say, for all sample universities, the implementations of the variables and their indicators or dimensions are not vigorous and consistent. As a result, it is recommended that leaders in higher education institutions give special focuses and apply servant leadership, good governance and create healthy working environments so that they can enhance institutional performances and achieve set goals.

Even though, the results of the correlation analyses showed significant and positive relationships between the variables, they cannot show causality. Therefore, researchers are recommended to conduct further longitudinal studies and come up with comprehensive and causative findings that help provide better information for decision makers and practitioners about the study issues. In connection to this, information about the impacts brought by servant leadership, good governance and institutional health up on institutional effectiveness will be better verified.

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