
THE EFFECT OF KNOWLEDGE MANAGEMENT ON GOOD GOVERNANCE IN ETHIOPIAN UNIVERSITIES: MEDIATED BY SERVANTLEADERSHIP

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ABSTRACT

- 1) **Purpose:** the very purpose of this paper is to examine the effect of knowledge management practice on good governance in Ethiopian universities under the mediating role of servant leadership
- 2) **Design/methodology/approach:** The paper was quantitatively designed. To determine representative sample size, the Cochran formula was adopted. Accordingly, 369 academicians and academic leaders were chosen from the top ten Ethiopia Universities based on the 2020/21 evaluation report of the Ethiopian Ministry of Science and Higher Education. To undertake a critical data analysis, a path analysis model was adopted. Different statistical tools were implemented to test the robustness of the newly produced model.
- 3) **Findings:**Both empirical and path analysis evidences indicate that knowledge management practices are passive to directly and significantly influence universities' governance system unless mediated by servant leadership values.
- 4) **Practical implication:** This investigation will be a signal in that it may awaken leaders, academicians, and authorized stakeholders in Ethiopian universities to pay attention to knowledge management practices, servant leadership, and good governance. Being inspired by this investigation, universities in Ethiopia may undertake institutional transformation. The investigation may also oblige them to revisit their organizational visions, mission, goals, structure, policies, and strategies.

- 5) **Originality:** This very article is original for different reasons. In the first place, there is no investigation under this very title in Ethiopian universities. Secondly, the research objectives and questions were newly designed. Thirdly, new research variables and items were inculcated. Finally, a statistically justified new knowledge management model was followed.

Keywords: *Knowledge Management; Good Governance; Servant Leadership; Ethiopian Universities, Path Analysis*

ACRONYMS

Dimensions	Descriptions
KC	Knowledge Creation
KS	Knowledge Storage
KP	Knowledge Protection
KSS	Knowledge Sharing
KA	Knowledge Application
KD	Knowledge Disposal
CPN	Conceptualization
DT	Diversified Thought
TC	Trust Culture
FST	Foresight
PSN	Persuasion
BCTY	Building Community
PRN	Participation
RL	Rule Of Law
CON	Consensuses Oriented
EI	Equity & Inclusiveness
EE	Effectiveness & Efficiency
ACT	Accountability
TRCY	Transparency
RES	Responsiveness
SRLP	Servant Leadership
GG	Good Governance

1. INTRODUCTION

The basic aim of this research paper is to examine the effect of knowledge management practice on good governance in Ethiopian Universities: Mediated by servant leadership. Today, knowledge management is needed just as good spice in all institutions at all levels (Drucker, 1999). Civilians demand good governance at the right time (Stephen Harries, 2008). The realization of good governance is not a simple thing! It requires well-established knowledge, active and practical knowledge management practices, and effective servant leadership qualities (Krogh & Voelpel, 2006). In a synthesized way, servant leadership is one leadership philosophy

in which the particular leader intended to serve, share powers, put followers' needs first, and support individual members achieve their goal/s (Robert, 2007). As long as it deals with service giving, it should be practiced by all leaders at all levels (Sen & James, 2002).

The second point is the issue of Knowledge and its management. Scholars today are discussing and debating on the issue of knowledge as a strategic resource (Kiessling & Richey, 2009). It is a prime source of competitive and comparative advantages (Drucker, 1995). It is also the competitive edge of organizations and/or nations (Ikujiro, Umemoto & Seno, 1996). Because of its value for economic prosperity, political stability, and social development, it should be well managed and governed. Shortly, a mismanaged knowledge is a despoiled strategic wealth (Drucker, 1997). For each and every knowledge management value chain such as knowledge creation, storage, protection, destitution, application, and disposal, there should be practical and consistent policies, strategies, models, values, principles and programs (Ming-Chang Lee, 2016). The issue of knowledge and knowledge management should be inculcated in the strategic vision, mission, and goal/s of the given institution and /or nation (Jing, Nakamori, & Wierzbicki, 2009). It should be established as a department or institute or agency to support the exploitation of modern and domestic knowledge wealth (Steiger, Khalid & Md Hasan, 2014). The government ought to discharge its responsibility in allocating facilities and adequate budget (Mark, 2000). The service giving institutions should design new knowledge management paradigms, models, principles, and values for the effective utilization of knowledge (Joshua & Patrick, 2019). The service-taking community should be open and capable to shoulder the knowledge-based services (Reynolds, 2014).

The last issue is the mediating role of servant leadership. Using their service-oriented behaviors, such as diversified thoughts, culture of trust, conceptualization, foresight, persuasion, and building community, servant leaders can link the knowledge-based service rendering organizations to the authorized service recipients (Milena, 2017). In such a way, they activate institutional knowledge management practice to significantly contribute to stakeholders' participation, rule of law, institutional democracy, inclusiveness, and openness to new paradigms (Lois, 1998).

Despite the above-mentioned empirical facts, there is no intensive investigation in Ethiopian universities indicating the effect of knowledge management on good governance by considering the mediating role of servant leadership values.

Being motivated by this very claim, I decided to undertake a detail quantitative study. To complete the investigation, 391 academicians & academic leaders were chosen from the top ten Ethiopian universes [public & private] based on the 2020/21 evaluation of ministry of science & higher education. A path analysis model was adapted as a data analysis tool. Evidences from the empirical review, and path analysis indicated that the effect of knowledge management practice

on universities' governance systems is improved when mediated by servant leadership values and visa-vis.

2. THEORETICAL FOUNDATIONS

2.1. The Association Between Knowledge Management and Good Governance

The world bank(1992) set basic principles of good governance as participation, rule of law, consensus-oriented, equity & inclusiveness, effectiveness and efficiency, accountability, transparency and, responsiveness. According to Kezar&Eckel (2004), good governance is the leaders'/administrators' capacity to face the challenges of globalization, technology, and information overload. In the word of Moore (2005), governance is all about shared leadership. Lapworth(2004) claimed that universities with a high record of good governance are identified by improving members' participation, autonomy and transparency. For Dearlove (1997), good governance is the issue of collegiality and professionalism (Unwana&, 2016). To enhance good governance, leaders should be able to involve authorized stakeholders in setting organizational vision, mission, goals, and values. Different programs and norms should be cultivated in a way that accelerates trust (Vassilis, 1997). Good governance is about realizing distributive & procedural justice while allocating resources (Mohd & Yusuf, 2004). For good governance to be materialized, principles of fairness and equity should be maintained while setting reward policies, reward programs, and benefits systems (Parris & Peachey, 2013).

The other dimension of good governance is human dignity. Academicians, administrators, individual knowledge workers, and respective stakeholders are there to excrete a synergetic force to accomplish the common mission and goal/s. For this to happen, respect for dignity should be institutionalized regardless of color, religion, education level, race, and cultural background (Milena, 2017). Universities' cultures should be transformed in a way that accommodates professional, color, religious, race, and cultural diversities (Andrew & Alistair, 2010). For, Miguel & Rostam (2014), Good governance is the issue of transparency while articulating institutional goals/s, setting plans, allocating budgets, and rewarding workers. All policy/strategy formulations, implementations, and evaluations should engage all authorized stakeholders and the community to be served so that they could be practical to serve for what they are designed to (Robert, 2001). For Thomas (2004), governance is a commutative action to stabilize the tension of organizational politics.

To enhance good governance values mentioned above should be supplemented by effective and efficient knowledge management practices such as knowledge creation/acquisition, storage, protection, sharing, application, and disposal (Petra & Annelies, (2012). Jong-Chol Jin et al (2020) argued that knowledge management plays a crucial role in enhancing academician's participation, autonomy, and transparency. Stephen (2008) suggested the importance of managing records, and making knowledge for institutionalizing good governance. Shahram

(2011) claimed that dimensions of knowledge managements such as knowledge creation, distribution and application are very important to establish good governance values.

[[[Stephen Harries (2008) suggested that effective implementation of knowledge management enhance institutional good governance by improving its record management and knowledge making systems. For T. du Plessis& A.S.A. du Toit (2016), knowledge management improves good governance by injecting timely data, information, and/or knowledge into the institutional legal systems. According to Mirghani, Michael and Arthur (2013), effective implementation of knowledge creation improves workers, leaders and stakeholder's effectiveness and efficiency by increasing the supply of technology at the individual, institutional and national levels

2.2. The Association between Knowledge Management and ServantLeadership

To improve the significance and contributions of knowledge management in contribution to the institutionalization of good governance, leaders have to develop a serving behavior (TangGuiyao et al., 2016). Being a servant leader demands self-sacrifice for the sake of institutional and/or national interest (Chughtai, 2018). As a personality, a particular savant leader should demonstrate conceptualization, willingness, positive intentions and emotional capabilities as ingredients of serving in expectations of the service recipients (Reynolds, 2014).

Servant leaders use their service oriented-behaviors to motivate academicians, researchers, and knowledge workers for knowledge creation, innovation, and creativity (Rodríguez-Carvajal et al, 2019). Theyare well committed to participateacademicians, individual knowledge workers, and authorized stakeholdersin setting knowledge management agendas,knowledge engineering, knowledge distribution, and utilization (Rivkin, Diestel,&Schmidt, 2014). Servant leaders are distinguished in articulating rules, regulations and even norms to at least mitigate counter-productive behaviors like segregations, aggressions, and exclusiveness for the sake of enhancing knowledge sharing practice among knowledge workers (Lise, 2015). Theylabormuch to realize distributive and procedural which in turnfacilitate knowledge creation, sharing and application (SendjayaSen et al, 2019).

Transparency is also very vital to materialize good governance (Reynolds, 2014). Servant leaders are known for making every plan, budget setting & implementing systems, benefits awards, rewards, policies, strategies, systems, etc. transparent so that academicians and particular knowledge workers are not hesitating from sharing knowledge for the realization of good governance (Lesley & Jan, 2014).Hence, servant leadership as a perspective is there to increase workers' commitmentto knowledge engineering, building, distribution, and application (Kashyap&Rangnekar, 2016).

2.3. The Mediating Role of Servant Leadership

In the first place, servantleadersare there to serve the community (Greenleaf, 2002). For him,servantleaders are characterized by extraordinary profiles such as conceptualization,

diversified thought, trust culture, foresight, persuasion and community building. By demonstrating such extraordinary profiles, he/she can activate institutional knowledge management practice in a way it improves good governance (Spears, 1998). Warneka (2008) claimed that servant leadership values serve are there to activate knowledge management practices so that they significantly contribute to the realization of good governance. Lois (1998) argued that servant leaders use their inspirational behaviors such as listening, empathy, persuasion, conceptualization, foresight, and stewardship to supplement the influencing role knowledge management practices good governance. For Lu, Zhang & Jia (2018), servant leadership values are powerful to align institutional vision, mission, goals/s and knowledge management practices in a way that enhances good governance. They are energetic to institutionalize ethical values which in turn bridges between knowledge management and good governance (Sendjaya Sen et al, 2019). Servant leaders also influence academicians, researchers, individual knowledge workers and authorized stakeholders by motivating them for knowledge creation, storage, protection, distribution, application and disposal (Spender & Scherer, 2007). In such a way, servant leadership play a linking role between knowledge management practice and good governance, this is more described as follows

2.4. Theoretical Framework

This theoretical framework was designed to justify the very claim that knowledge management practices are passive to directly and significantly influence universities' governance system unless mediated by servant leadership. Knowledge management practices such as knowledge creation, storage, protection, sharing, application, and disposal were considered as predictors. Good governance values were taken as outcome variables. Servant leadership values such as conceptualization, conceptualization, diversified thought, trust culture, foresight, persuasion, and building community were used as mediating variables. All the predictive, outcome and mediating variables were synthesized from the empirical literatures discussed and debated in the theoretical foundation section of this very paper. Accordingly:

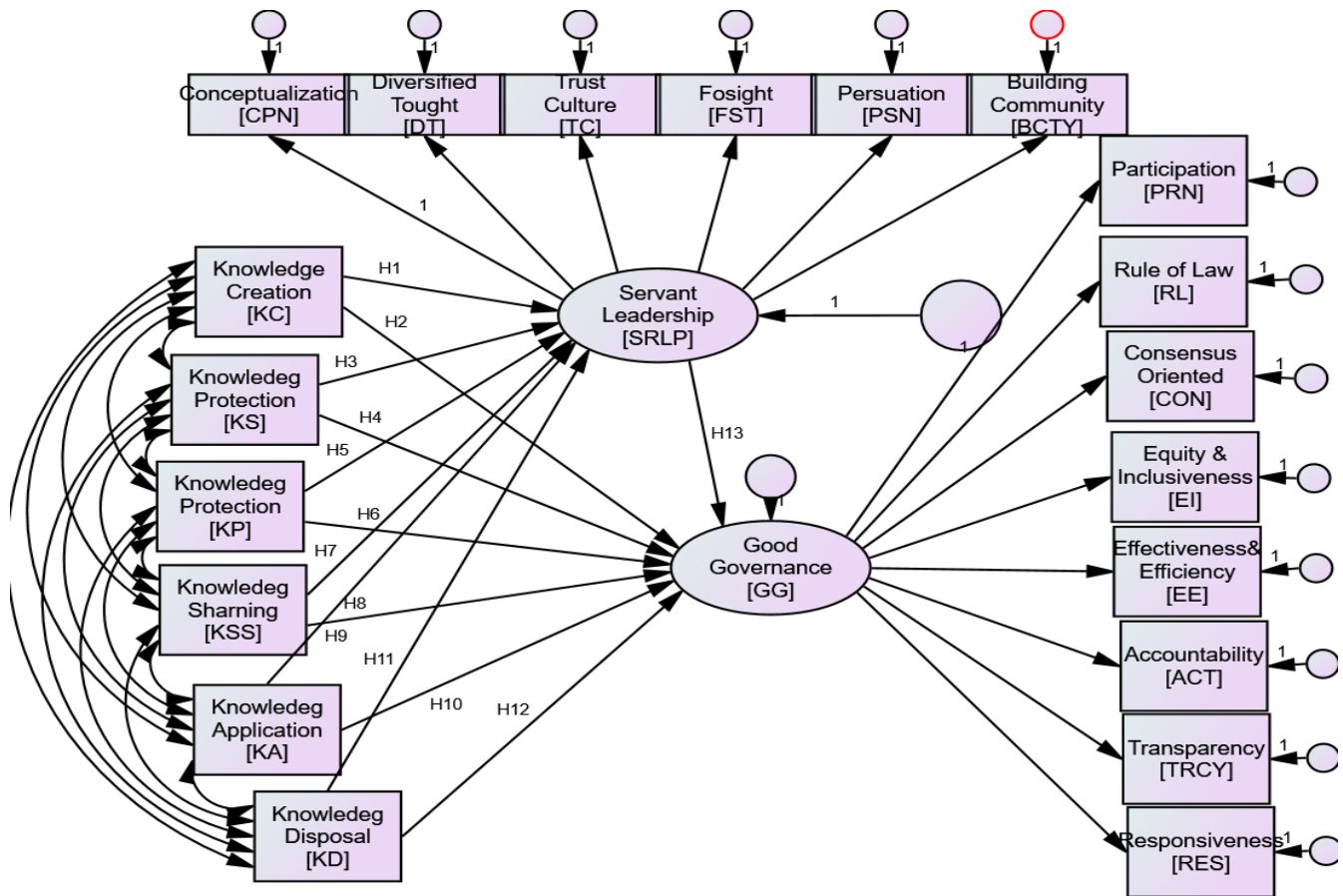


Figure 1: Theoretical frameworks

3. METHODOLOGY

This research paper was quantitatively designed. To determine representative sample size, the Cochran formula was adopted (Cochran, 1977). Accordingly, 374 academicians and academic leaders were chosen from the top ten Ethiopia Universities based on the 2020/21 evaluation report of Ethiopian Ministry of Science and Higher Education. Universities such as Addis Ababa, Jimma, Haromaya, Bardar, Gonder, Hawasa, Arbaminch, Meqele, Adama, and Addis Ababa science & technology were included in the study. A 5-likert scale questionnaires were produced for all predictive, outcome, and mediating variables. The estimated confidence interval was 5%. Sample adequacy was tested by Bartlett's test [KMO]. Both composite reliability and validities were statistically tested before undertaking path analyses (Beauducel&Wittmann, 2005). Average variances extracted [AVE], inter-item correlation loadings, and the square roots of AVE were implemented to test convergent and discriminate validities (Anthony, 1973 &Hamed, 2016).

Data were collected from academicians and academic leaders by 5-likert scale questionnaires. To undertake a critical data analysis, a path analysis model was adopted. There are two reasons for this. In the first place, path analysis is powerful in detecting the significance of complex correlations among the predictor, mediator and outcome variables (Thomas & Robert, 2018). Secondly, it is a good approach to detect the bridging role of mediating variables (Hamed, 2016).

Then, model fit testing tools such as NFI, RFI, IFI, TLI, CFI, PRATIO, PNFI, PCFI, RMEA, RMR, RMT, GFI, AGFI, and PAGFI were implemented to test the robustness of the model (FanThompson, & Wang, 1999). To arrive at conclusion, both empirical and statistical evidences were used (Byrne, 1998).

4. ANALYSIS AND RESULT

4.1. The Issues Reliability and Validity

All Composite reliability, convergent validity, and discriminant validities were tested before the data collection. Concerning the cut point, Banamali et al (2016) recommended for minimum cut point of 0.60 for the given composite reliability to be maintained. Isaacs (1997), Anthony (1973) &Hamed (2016)in their part recommend thatconvergent validity is established if the average variance extracted is $[AVE] \geq 0.50$. They add that discriminant virility is justified if the square roots of the AVE are greater than the inter-item correlations. These criteria were implemented as follows:

	CR	AVE	KC	KS	KP	KSS	KA	KD	CPN	DT	TC	FST	PSN	BCTY	PRN	RL	CON	EI	EE	ACT	TRCY	RES	
KC	0.86	0.66	0.82																				
KS	0.90	0.56	0.45	0.75																			
KP	0.89	0.57	0.47	0.74	0.76																		
KSS	0.88	0.55	0.38	0.72	0.76	0.74																	
KA	0.89	0.58	0.51	0.71	0.74	0.70	0.76																
KD	0.87	0.53	0.37	0.69	0.69	0.74	0.73	0.73															
CPN	0.90	0.59	0.46	0.52	0.58	0.54	0.60	0.49	0.77														
DT	0.92	0.58	0.53	0.69	0.71	0.73	0.75	0.71	0.56	0.76													
TC	0.90	0.64	0.50	0.68	0.71	0.68	0.73	0.68	0.61	0.73	0.80												
FST	0.89	0.68	0.48	0.69	0.64	0.68	0.73	0.66	0.63	0.70	0.78	0.82											
PSN	0.93	0.61	0.57	0.72	0.76	0.69	0.79	0.75	0.67	0.76	0.79	0.82	0.78										
BCTY	0.89	0.62	0.51	0.60	0.63	0.54	0.66	0.61	0.65	0.65	0.68	0.75	0.78	0.79									
PRN	0.84	0.64	0.56	0.47	0.56	0.46	0.55	0.47	0.65	0.56	0.56	0.66	0.58	0.80									
RL	0.88	0.64	0.53	0.54	0.58	0.55	0.64	0.48	0.61	0.53	0.60	0.64	0.70	0.64	0.75	0.80							
CON	0.88	0.59	0.58	0.69	0.77	0.71	0.77	0.69	0.67	0.74	0.80	0.82	0.76	0.80	0.55	0.67	0.77						
EI	0.86	0.61	0.45	0.37	0.45	0.47	0.42	0.47	0.49	0.49	0.44	0.45	0.23	0.24	0.63	0.60	0.31	0.78					
EE	0.90	0.62	0.50	0.47	0.53	0.46	0.45	0.42	0.51	0.49	0.46	0.49	0.27	0.34	0.56	0.59	0.47	0.57	0.79				
ACT	0.89	0.60	0.43	0.39	0.47	0.40	0.52	0.45	0.50	0.47	0.36	0.48	0.24	0.38	0.63	0.53	0.48	0.58	0.70	0.77			
TRCY	0.88	0.61	0.47	0.46	0.39	0.45	0.48	0.44	0.53	0.44	0.48	0.47	0.20	0.30	0.43	0.51	0.46	0.52	0.51	0.52	0.78		
RES	0.89	0.60	0.48	0.45	0.51	0.46	0.52	0.54	0.52	0.52	0.45	0.58	0.29	0.36	0.50	0.40	0.32	0.41	0.45	0.45	27.00	0.77	

Table 2: Composite Reliability, Convergent and Discriminant Validity

As can be inferred from Table 2, all the composite reliabilities are greater than 0.80. All the average variance extracted [AVE] is ≥ 0.50 . Moreover, the square roots of the AVE are greater

than inter-item correlations among latent variables. Hence, all the reliability, convergent, and discriminant validity are justified.

4.2. The Path Analysis Model

The very claim of this very paper is that knowledge management practices are passive to directly

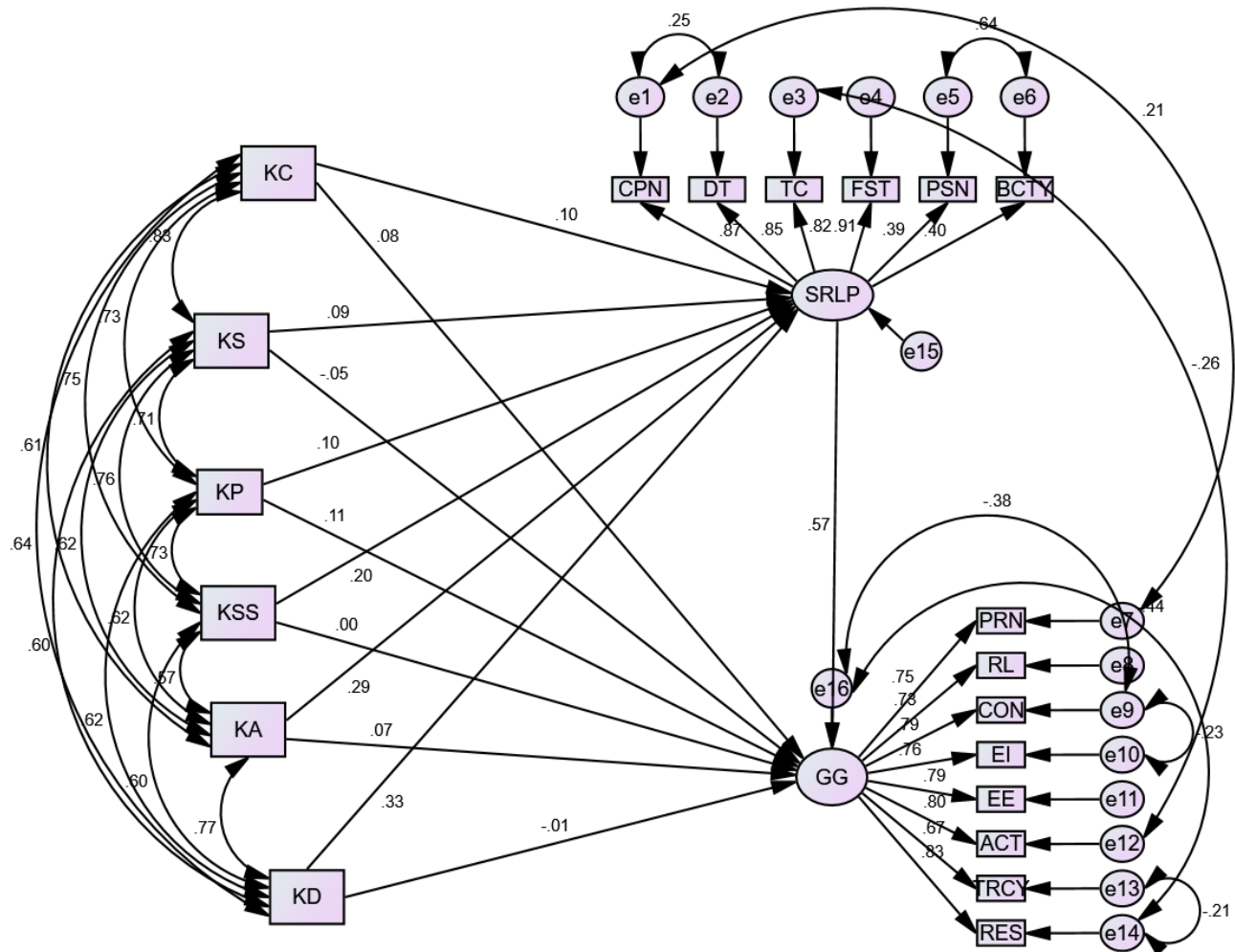


Figure 2: Path Analysis

and significantly affect universities’ governance system unless mediated by effective servant leadership values. To address this presumption, path analysis was implemented. Model modification indices were adopted to improve the fitness of the model. All the covariance misspecifications and correlation errors were minimized by covarying/correlating error-terms with the modification indices [M.I.] greater than 10. Accordingly, the path analysis model was computed as follows:

The p-values of the regression loadings look like the following

Regression Weights

			Estimate	S.E.	C.R.	P
SRLP	<---	KC	0.08	0.043	1.882	0.040
SRLP	<---	KS	0.084	0.05	1.673	0.034
SRLP	<---	KP	0.087	0.042	2.087	0.037
SRLP	<---	KSS	0.166	0.04	4.096	***
SRLP	<---	KA	0.259	0.042	6.127	***
SRLP	<---	KD	0.311	0.045	6.903	***
GG	<---	SRLP	0.531	0.172	3.09	0.002
GG	<---	KC	0.059	0.057	1.046	0.296
GG	<---	KS	-0.043	0.066	-0.659	0.51
GG	<---	KP	0.096	0.056	1.709	0.087
GG	<---	KSS	-0.003	0.059	-0.043	0.966
GG	<---	KA	0.062	0.069	0.897	0.37
GG	<---	KD	-0.009	0.077	-0.117	0.907

Table 3: Regression weight

From table 3, the relationship between all knowledge management practices [KC, KS, KP, KSS, KA, and KD] & universities' governance [GG] are positive, but insignificant at a 0.05 confidence interval. On the other hand, the relationship between all knowledge management practices [KC, KS, KP, KSS, KA, KD] and servant leadership [SRLP] are positive and significant at a 5 % confidence interval. Moreover, the association between servant leadership [SRLP] & good governance [GG] is positive and significant at the same confidence interval. This shows that that knowledge management practices in Ethiopian universities are passive to directly and significantly influence universities' performance unless supplemented by transformational leadership.

On the other hand, the correlation coefficients among the latent variable are computed as follows:

Correlations Estimate			
KC	<-->	KS	0.828
KC	<-->	KP	0.734
KC	<-->	KSS	0.755
KC	<-->	KA	0.613
KS	<-->	KP	0.709
KS	<-->	KSS	0.759
KS	<-->	KA	0.616
KP	<-->	KSS	0.731
KP	<-->	KA	0.617
KSS	<-->	KA	0.575

KC	<-->	KD	0.639
KS	<-->	KD	0.603
KP	<-->	KD	0.619
KSS	<-->	KD	0.602
KA	<-->	KD	0.768

Table 4: Correlation coefficients

As can be seen from Table 4 above, all the correlation coefficients is greater than 0.50 indicating that the associations among latent variables are strong

The other issue is about the direct [non-mediated] and indirect effects of knowledge management practice on performance. These were computed as follows:

	Standardized Direct Effects						Standardized Indirect Effects					
	KC	KS	KP	KSS	KA	KD	KC	KS	KP	KSS	KA	KD
GG	.082	-.05	.113	KSS	.073	-0.01	.059	.051	.055	.113	.162	.187

Table 5: Direct & Indirect Effect

As can be seen from Table 5, all the loadings of the indirect effects are greater than that of the direct effects. This indicates that transformational leadership values play a significant role in bridging knowledge management and universities' governance system.

The last issue is the issue of model justification. To test the fitness of the model, the following statistical tools were used:

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Model Fit Testing Tools	Calculated values	Cut points	Implications	Reference
RMR	0.008	≤ 0.08	Good fit	
GFI	0.984	≥ 0.95	Good fit	
AGFI	0.956		Good fit	
PGFI	0.366	≥ 0.50	Good fit	
The Baseline Comparison tools				
NFI	0.991		Good fit	
RFI	0.979	≥ 0.95	Good fit	
IFI	1.002		Good fit	Hu & Bentler (1999);
TLI	1.005		Good fit	Anderson & Gerbing
CFI	1	≥ 0.90	Good fit	(1984); Fan & Sivo
The parsimony adjusted measures				
				(2007)

PRATIO	.0539		fit
PNFI	0.578	≥ 0.50	fit
PCFI	0.687		fit
RMSEA	0	≤ 0.05	Good fit
LO 90	0		Good fit
HI 90	0.037		Good fit
PCLOSE	0.99	≥ 0.05	Tolerable
HOELTER	487	≥ 200	Good fit

Table 6: Values of Fit Indices

As indicated in the table above, all the values show that the model is fit when compared with the cut points. This again shows that there are no significant problems of measurement errors, covariance misspecifications, sample size, model size, and correlation errors. Moreover, it reveals that the model is robust enough to be implemented in Ethiopian universities so that it can add value in improving their governance system.

5. DISCUSSION AND INTERPRETATION

In the first place, the basic claim of this paper is to investigate the effect of knowledge management on institutional governance by considering the mediating role of effective servant leadership values. To justify this, evidences came from empirical review and quantitative analysis. As indicated in the literature review section, the influence of knowledge management on universities' governance system is improved when supplemented by servant leadership values such as participation, rule of law, consensuses, equity & inclusiveness, effectiveness & efficiency, accountability, transparency, and responsiveness.

The next evidence is from the path analysis model. As indicated in figure 2, there are four paths in the model. The first is the direct path from the predictors [KC, KS, KP, KSS, KA, & KD] to the good governance variables [PRN, RL, CON, EI, EE, ACT, TRCY, and RES]. Table 3 shows that the regression loadings of the variables on this very path are positive, but insignificant. The second path is from the predictors [KC, KS, KP, KSS, KA, & KD] to the mediating variable [SRLP]. As can be seen from the same table, there is a positive & significant relationship between the predictor and mediating variables. The third path is from the mediator [SRLP] to the outcome variables [GG]. The same table indicates that, there is a positive & significant association between mediating and outcome variables. The fourth path is the indirect path. It is from the predictors [KC, KS, KP, KSS, KA, KD] to the mediator [SRLS] to the outcome variables [GG]. Table 5 clearly indicates that the indirect effects of knowledge management practices on universities' performance are greater than those direct effects showing that servant leadership values are powerful to mediate between knowledge management practices and universities' good governance.

The other issue is the issues of hypothesis testing. As it can be seen from tables 3, all H2, H4, H6, H8, H10, and H 12 were rejected showing that the direct effect of knowledge management practices on universities' governance is insignificant unless mediated by servant leadership. The remaining hypotheses such as H1, H3, H5, H7, H9, H11, and H13 were accepted indicating that there is a direct significant effect between knowledge management practice and servant leadership values.

The last point is the idea of model fit. As seen in Table 6, the values of the model fit testing tools such as RMR, GFI, AGFI, PGFI, NFI, RFI, IFI, TLI, CFI, RMSEA, etc., are acceptable as compared to the criteria set on the same table. Hence, the model is robust enough to be practiced in Ethiopian universities for the realization of good governance.

6. CONCLUSION

Empirical evidence disclosed that the synergetic effect of knowledge management practices and servant leadership values are important in improving the universities' governance. Servant leadership models, values and principles are there to activate the effective implementation of knowledge management practices for the betterment of universities' good governance. The same is true for the evidence from statistical analysis. The indirect effects [being mediated] of knowledge management practices such as knowledge creation, storage, protection, sharing, application, and disposal on performance are greater than that of their direct effect [when not mediated]. The rejected hypotheses imply that the knowledge management practices in Ethiopian universities are passive to directly influence universities' good governance. On the other hand, the accepted hypotheses indicate that servant leadership significantly mediates between knowledge management and universities' governance. Accordingly, the very claim that knowledge management practices in Ethiopian universities are passive to directly & significantly influence good governance unless supported by effective servant leadership values is justified.

The last point is the robustness of the model. From the statistical values of the model fit testing tools indicated in table 6, it can be inferred that the model is fit enough to be implemented in Ethiopian universities for the betterment of good governance.

7. RECOMMENDATION

In the first place, universities in Ethiopia should work on creating awareness about the synergetic effects of knowledge management practices and servant leadership values on establishing good governance. Secondly, they have to inculcate the issues of knowledge management and servant leadership into their institutional, vision, mission and goal/s. Thirdly, they should incubate servant leadership values like conceptualization, diversified thought, trust culture, foresight, persuasion, and building community in a way they can bridge between knowledge management and universities' performance. Fourthly, universities' administrators and academicians should be committed to clear-out any sort of institutional weak-links that may

threaten the relationship between knowledge management practices, servant leadership values, and good governance. Lastly, I suggest that Ethiopian universities should produce practical principles, policies, strategies, systems and programs to enhance the alignment between knowledge management practices, servant leadership values and universities' good governance.

8. PRACTICAL IMPLICATION

This investigation is a signal in that it may awaken leaders, academicians, and authorized stakeholders in Ethiopian universities to pay attention to knowledge management practices such as knowledge creation, storage, protection, sharing, application and disposal. It inspires them to practice servant leadership values in a way it activates the impact of knowledge management practices on universities' good governance practice. Being inspired by this investigation, they may undertake institutional reformations. The investigation may also oblige them to revisit their organizational visions, mission, goals, structure, policies, and strategies from the viewpoint of knowledge management implementation.

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