

## Good Governance and Its Cross-Sectional Role in Ethical Leadership and Academic Performance: A Multilevel Analysis

Ramakrishna Gollagari,  
Visiting Professor, Dept. of Economics, CESS, Hyderabad.

*This study examines how ethical leadership influences employee commitment and student satisfaction in Ethiopian public universities, with perceived good governance examined as a mediator and moderator. It is the first to validate Ethiopia's Ethical Leadership Work Questionnaire (ELWQ) and develop a good governance construct. Data were collected from 572 respondents—academic staff, students, and university leaders- across six public universities, with a total sample of 1800 covering four instruments. The study posits that strong governance supports ethical leadership and enhances staff commitment and student satisfaction. The measurement scales were validated using CFA and other statistical methods. Hayes's (2018) conditional mediation analysis and Aguinis's (2013) multilevel modeling, implemented in Jamovi, were used to test the model. Results show that good governance moderates the effect of ethical leadership on staff commitment but not student satisfaction. The findings contribute to understanding governance and leadership in Ethiopian higher education.*

### I. Introduction

Ethics are central to an individual's personal and professional success, initially shaped by family, culture, and education. As Darley, Messick, and Tyler (2013:135) noted, "Ethical behavior is a lifelong education." Educational institutions, particularly through teachers and leaders, play a crucial role in developing ethical values. Leaders influence followers by modeling moral behavior, enhancing their awareness and self-actualization (Aronson, 2001; Zhu, May, & Avolio, 2004).

Ethical leadership also involves fairness through distributive and procedural justice, which impacts employee attitudes like satisfaction and commitment (Dailey & Kirk, 1992; Koh & Boo, 2001; Tansky, Gallagher, & Wetzel, 1997). Trust and loyalty in organizations stem from personal ethical standards.

Gunzenhauser (2017) outlines three doctrines of educator professionalism: professing beliefs about education's value, exercising ethical judgment across roles, and resisting

normalization to uphold defensible educational aims. Similarly, Watson (2013) defines ethical leaders as those who act with integrity and alignment to institutional goals, even in challenging times. Czaja and Lowe (2000:11) stress the importance of leading by example in public education.

Fairholm (2000), states ethical school leaders coach and motivate others toward institutional goals, while Rebore (2000) emphasizes dignity, empowerment, solidarity, and stewardship. Beckner (2004) and Kimbrough (1995) list essential ethical concepts for administrators, including justice, equity, duty, caring, and prudence.

Shapiro and Stefkovich (2010) propose four paradigms—justice, critique, care, and profession—for resolving educational dilemmas. Lunenburg and Irby (2006) expand on these with concepts like character, loyalty, and the moral imperative. Scholars such as Northouse (2013) and DuBrin (2010) argue that ethical leadership stems from honesty, community-building, service, fairness, and dignity.

Thus, this study explores the impact of Ethical Leadership on Academic Staff Commitment and Student Satisfaction, with Good Governance as a mediating and moderating factor, focusing on selected Ethiopian universities.

## II. Review of Literature

**Ethical behavior** in education sustains peace, justice, and freedom. Ethically oriented leadership fosters professionalism, commitment, collaboration, and development (Bhattarai, 2015). However, there is limited research on ethical leadership in Ethiopia (Shapiro & Stefkovich, 2010). This study addresses this gap by validating the Ethical Leadership at Work Questionnaire (ELWQ) in a culturally diverse Ethiopian context and developing a construct on Perceived Good Governance.

**Ethical leadership** is multidimensional, encompassing people orientation, fairness, power sharing, sustainability, ethical guidance, role clarity, and integrity (Kalshoven et al., 2011). Ethics, from the Greek "ethos," refers to moral principles guiding behavior (Mihelic et al., 2010; Minkes et al., 1999). Ethical leaders promote justice, care, honesty, and integrity (Brown et al., 2005; Caulfield, 2013; Yukl et al., 2013), model value-driven conduct (Sims, 1992; Treviño, 1986), and influence organizational culture and effectiveness (Kanungo & Mendonca, 1996; Kelly, 1990; Blanchard & Peale, 1996; Hitt, 1990). They lead with compassion (Kouzes & Posner, 1992), embody moral purpose (Thomas, 2001), and foster

environments conducive to professional ethics (Langlois & Lapointe, 2010). Shapiro and Stefkovich (2016) and Starratt (2004) advocate using multiple ethical paradigms: care, justice, critique, and profession.

Employee Commitment, a multidimensional construct (Meyer & Allen, 1991), includes:

- Affective commitment (emotional attachment) (Mowday, 1982)
- Continuance Commitment (cost of leaving) (Scholl, 1981; Brickman, 1987)
- Normative commitment (moral obligation) (Wiener, 1982)

Work experiences, such as equity in rewards and decision-making participation, are strong predictors of affective commitment (Glisson & Durick, 1988; Rhodes & Steers, 1981).

**Good governance**, as defined by the World Bank (1989), emphasizes efficient public service, a reliable judiciary, and accountability. It encompasses eight key characteristics: participation, rule of law, transparency, responsiveness, consensus orientation, equity and inclusiveness, effectiveness and efficiency, and accountability (UN; Kaufmann et al., 2007). It fosters sustainable development, equity, and quality service delivery, including education (Asmerom et al., 1995; Sengupta, 1996; OECD, 1997). Good governance supports education systems through standards, performance information, incentives, and accountability (Kaufmann et al., 2004, 2007).

**Student University Satisfaction (SUSS)** is students' evaluations of their educational experience and facilities (Weerasinghe & Fernando, 2017). This study uses Bhamani's (2012) four-dimensional SUSS scale: university facilities, assessments, teaching quality, and policies. Physical environment, class size, and administrative services significantly affect student satisfaction (Coles, 2002; Galloway, 1998; Price et al., 2003).

**Mediation and Moderation** concepts are essential in understanding variable interactions. A mediator explains how an independent variable affects a dependent one, while a moderator changes the strength or direction of that relationship (Baron & Kenny, 1986). Mediated moderation occurs when the effect of an interaction (independent variable  $\times$  moderator) is transmitted through a mediator (Muller et al., 2005).

This study addresses the gaps in prior research by examining how ethical leadership influences employee commitment and student satisfaction, and whether good governance acts as a mediator and moderator. It is the first to validate ELWQ in Ethiopia and develop a local construct of perceived good governance.

**Empirical Scope:** Data were collected from six public universities. Ethiopian Civil Service University, Addis Ababa University, Addis Ababa Science and Technology University, Kotebe Metropolitan University, Adama University, and Ambo University. Six hundred respondents, including top management, deans, department heads, staff, and students, participated using stratified random sampling across first-, second-, and third-generation institutions.

### **III. Hypotheses Development**

#### **Ethical Leadership and Employee Commitment**

Scholars across various contexts have examined the relationship between ethical leadership and employee commitment with mixed results. Priya (2016) found ethical leadership and commitment inseparable, as leaders influence employee behavior and performance. Khuong and Dung (2015) showed that ethical leadership, ethic-based rewards, and organizational justice significantly influenced employee engagement via trust. In tourism, Khuong and Nhu (2015) linked ethical leadership and organizational culture to employee sociability and commitment, recommending sociability traits and a mission-driven culture to boost commitment. Peter (2015), focusing on Uganda's public sector, revealed a strong link between ethical leadership and performance, highlighting the need for ethical behavior at leadership levels. Conversely, Laurie (2014) found no significant effect of ethical leadership on organizational citizenship behavior. In Canada, Peggy (2013) showed that ethical leadership correlated positively with affective and normative commitment among military personnel but not continuance commitment.

*H1: Ethical leadership has a significant positive effect on employee commitment.*

#### **Ethical Leadership and Student Satisfaction**

Brown et al. (2005) defined ethical leadership as including appropriate conduct and communication, influencing fairness, justice, and reward mechanisms (Treviño & Ball, 1992; Gini, 1998). Social Exchange Theory (Blau, 1964) and Social Learning Theory (Bandura, 1986) explain how ethical leaders model behavior, promoting employee reciprocity and satisfaction (Neubert et al., 2009; Ogunfowora, 2014). Academic ethical leadership fosters student satisfaction through fair treatment, empathy, and constructive interaction (Schweigert, 2016; Long et al., 2013). Effective student-teacher interaction enhances satisfaction and learning outcomes (Picciano, 2002; Young & Norgard, 2006). Faculty ethics shape students'

moral identity and citizenship (Reed & Aquino, 2003; Wright, 2015), while fairness and utilitarian leadership promote inclusive well-being (Shapiro & Stefkovich, 2011; Strike et al., 2005). Trust and support from ethical faculty strengthen student engagement and retention (Tarter et al., 1989; Keaveney & Clifford, 1997), with teaching quality and responsiveness positively affecting satisfaction (Fitri et al., 2008).

*H2: Ethical leadership has a significant positive effect on student satisfaction.*

### **Ethical Leadership and Good Governance**

Ethical leadership is central to good governance and is defined as the government's ability to act effectively, justly, and accountably (UNPAN, 2000; Hope, 2005). Leadership grounded in moral integrity enhances transparency and citizen trust (Morrell & Hartley, 2006). Unethical conduct often stems from a lack of ethics in Leadership (Cohen & Eimicke, 1995; Fournier, 2009). Menzel (2007) argued that democratic governance hinges on ethical leadership, prompting global institutions like the UN and OECD to champion ethics in public administration (Richter & Burke, 2007; DPADM, 2007). Ethical governance solves systemic socio-political challenges in the developing world (Kakumba & Fourie, 2007).

*H3: Ethical leadership has a significant positive effect on perceived good governance.*

### **Good Governance and Employee Commitment**

Post-crisis reforms in countries like Indonesia emphasized organizational governance to enhance performance and accountability (Jalal F., 2009; Grindle, 2010). OECD (2004) and Cadbury (2000) define governance as a system of control emphasizing transparency, fairness, accountability, and responsibility (Silveira & Saito, 2009). These principles improve HR commitment, teamwork, and adaptability (Aurangzeb & Asif, 2012). Empirical studies (Bauwhede, 2009; Imen, 2007) support governance's impact on performance and commitment. Commitment is a belief in and desire to stay with the organization (Meyer & Allen, 1991; Marius & Cremer, 2008). Studies affirm commitment's links with Leadership, trust, and satisfaction (Chen et al., 2009; Dale & Fox, 2008).

*H4: Good governance has a significant positive effect on employee commitment.*

### Good Governance and Student Satisfaction

Good governance practices contribute to public satisfaction. Since the 1980s, satisfaction surveys have assessed service quality, with tools like SERVQUAL (Zeithaml et al., 1990) and ACSI gaining prominence (Schmidt & Strickland, 1998). European initiatives such as the Swedish Customer Satisfaction Index and Belgium's Quality Barometer followed. However, construct validity issues remain (Bouckaert, 1995). Satisfaction depends not solely on service quality but also on expectations, mission alignment, and social perception (Stipak, 1979; Roth et al., 1990; Conroy, 1998). Citizens judge services by purpose and fairness, not just delivery (Princeton Survey Research Associates, 2000). Governance that aligns with public expectations and demonstrates integrity is key to improving satisfaction.

*H5: Good governance has a significant positive effect on student satisfaction.*

### Mediation and Moderation Hypotheses

*H6: Good governance mediates the relationship between ethical leadership and employee commitment/ student satisfaction.*

*H7: Good governance moderates the relationship between ethical leadership and the outcome variables, employee commitment and student satisfaction, given a university type.*

## IV The Model and Methods

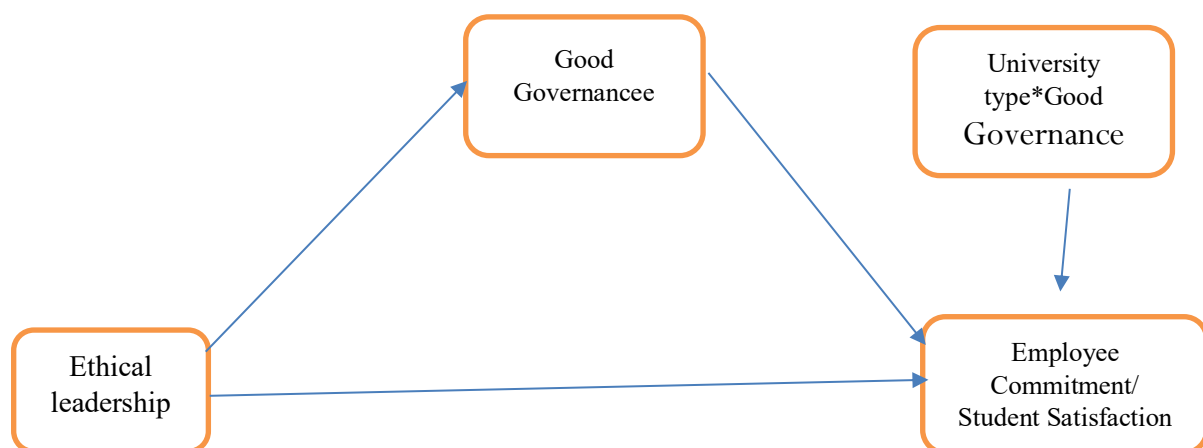


Figure 1: Cross-sectional mediation.

The model presents a framework for examining how Ethical Leadership (EL) influences Employee Commitment (EC) and Student Satisfaction (SS), with Good Governance (GG) playing a central mediating role.

1. Direct Path: Ethical Leadership → Employee Commitment / Student Satisfaction

Ethical leadership positively influences both Employee Commitment and Student Satisfaction.

2. Moderating Role of Good Governance

Good governance is positioned at the cross-level intersection, moderating the relationship between Ethical Leadership and the outcome variables.

3. Multilevel and Cross-Sectional Dynamics

The model assumes a multilevel structure, likely involving: Individual university-level data (perceptions of leadership, student satisfaction, academic staff commitment). Institutional level variation represented different universities. It captures cross-sectional effects, offering a snapshot of how these constructs interact at a single point in time across multiple levels.

### **Mediating Moderation**

The present study is a cross-sectional study aiming to study the impact of ethical leadership on academic staff commitment and student satisfaction using mediating moderation methods through good governance as the mediator and moderator.

For the present research, data were collected using four different multidimensional measurement instruments (Ethical Leadership (7-dimensions), Perceived Good Governance Scale (6-dimensions), Organizational Commitment Scale (3-dimensions), and Student University Satisfaction Scale (4-dimensions)). There were 180 items from which data were gathered from respondents. The study demanded that the data be obtained from multiple samples to develop, validate, and assess the reliability of the constructs used in the study.

Furthermore, a large sample size was required to test the hypotheses using the models. Considering all these factors and recommendations made by eminent researchers in behavioral sciences, we collected data using 600 (60 items \* 10 respondents = 600 responses) questionnaires from five universities at different stages of research. Bentler & Chou (1987) and Schwab (1980) also have recommended a 10:1 responses/cases to item ratio.

### **Sample Size Determination**

This study intends to develop a Perceived Good Governance Scale that measures six dimensions of good governance practices in educational institutions. In addition, this study validated the seven-dimension Ethical Leadership at Work Questionnaire (ELWQ) and measured employee commitment on a three-dimensional organizational commitment scale. Finally, this research measured student satisfaction on a 20-item Student University Satisfaction Scale.

During the process of developing the Perceived Good Governance Scale, we followed the recommendations made by Baker (1994), Guadagnoli & Velicer (1988), Hoelter (1983), and Hinkin (1995). Baker (1994:182) noted, "a pilot study is often used to pre-test or try out" a research instrument. Baker (1994) found that a sample size of 10-20% of the sample size for the actual study is a reasonable number of participants to consider enrolling in a pilot. Similarly, Guadagnoli and Velicer (1988) recommended a sample size of 150 observations to obtain an accurate solution in exploratory factor analysis as long as item intercorrelations are reasonably strong.

On the other hand, for confirmatory factor analysis, a minimum sample size of 200 has been recommended by Hoelter (1983). Hinkin (1995), after an extensive review of previous research, suggested that a sample of 150 would be the minimum acceptable for scale development procedures at each stage. Thus, the final questionnaire contained 110 items related to Ethical Leadership, Perceived Good Governance, Organizational Commitment, and Student University Satisfaction.

Recommendations for item-to-response ratios range from 1:4 (Rummel, 1970) to at least 1:10 (Bentler & Chou, 1987; Schwab, 1980) for each set of scales to be factor analyzed. Bentler & Chou (1987) recommended a 1:10 ratio of parameters to cases for Maximum Likelihood with multivariate normal data. Relying on the above recommendations, we finalized a sample size of 600 for our final study. All four questionnaires were distributed in different intervals to avoid method bias. We have collected the data on independent and dependent variables separately in different intervals to avoid common method bias procedurally (Podsakoff et al., 2003). In addition, we have also used Harman's single-factor test (Harman, 1960) to verify whether a common method bias exists. The test revealed no common method bias; as for all the scales, the single-factor extraction had a variance of 50



percent. Thus, all the recommendations about sample sizes were adhered to. The usable response rate ranges between 55% and 75% in social sciences. This point is also considered when determining the sample size for our study.

### **Sample for Construct Development, Reliability, and Validity of PGGS.**

While the overall Sample size is around 600, it is distributed across four questionnaires: Perceived Good Governance, 600; Ethical Leadership, 600; Employee Commitment, 200; and Student University Satisfaction, 400. The sample size used for the Pilot Study was 100. The final valid sample was 571.

### **V Data Analysis and Results**

Table 2 reveals that 40% of the participants were female and 60% male. This indicates that the data we collected was balanced and fair. Regarding the age group, 36% were between 20-25 years, 53.7% fell between the ages of 25-40, and 10% were above 40 years. This indicates that the participants are mature enough to examine the questions and critically provide relevant data. Student respondents were sampled from different programs, including postgraduate. While 38% were from year II, 30% were from year III, 17.3% were from year IV, and 14.7% were from year V, the composition was relational since the number of students decreased when the program year increased. Regarding the university type, most respondents were from the second (30.4%) and third (28.8%) generations, while 25.8% were from the 1<sup>st</sup> generation and 15% were from technical or education-oriented universities. This implies that it is possible to generalize the study results to all universities.

**Table 2: Profile of Students and Academic Staff**

Students (a)						
Gender		Frequency	Percent	Program Year	Frequency	Percent
Val id	Female	170	43.9	II Year	147	38.0
	Male	217	56.1	III Year	116	30.0
	Total	387	100.0	IV Year	67	17.3
Age Group				V Year	57	14.7
Val	< 20	47	12.1	Total	387	100.0
id	20 – 25	95	24.5	University Type		

	25 – 30	84	21.7	1 <sup>st</sup> generation	100	25.8	
	30 – 35	69	17.8	2nd generation	118	30.4	
	35 – 40	55	14.2	3 <sup>rd</sup> generation	111	28.8	
	Above 40	37	9.6	Technical/Educational	58	15.0	
	Total	387	100.0	Total	387	100.0	
Academic staff (b)							
Gender		Frequency	Valid Percent	Cumulative Percent	Education Qualification	Frequency	Valid Percent
Valid	Female	82	44.1	44.1	2 <sup>nd</sup> Degree	107	57.5
	Male	104	55.9	100.0	PhD	31	16.7
	Total	186	100.0		Others	48	25.8
Age in Years					Total	186	100.0
Valid	20 – 30	109	58.6	58.6	Work Experience		
	30 – 40	72	38.7	97.3	Less than5	27	14.5
	40 -50	5	2.7	100.0	5 – 10	133	71.5
	Total	186	100.0		10 -15	17	9.1
					15 – 20	8	4.3
					Above 25	1	0.5
					Total	186	100.0

Source: Field Survey

Table 2 depicts that 44% of academic staff participants were female and 56% male. A relative proportion of female participation gives the research conclusion more inclusiveness. Most respondents were between the 20-40 age group, while 58.6% of the participants fell between the 20-30 age group, and 38.7% were between the 30-40 age group. Regarding education qualification, 57.5% of respondents held their 2nd degree, and 16.7% held their terminal degree. Regarding work experience, 14.5% of the respondents' years of service were less than 5 years, 71.5% were between 5 and 10 years, and 13.5% were 10 years and above. According

to Mathieu and Zajac (1990), age group and work experience positively correlate with employee commitment.

Below, we present the descriptive statistics of all the constructs in terms of Mean, Standard deviation, Skewness, and Kurtosis. The Skewness and kurtosis statistics are in the acceptable Zone -1 to +1, indicating no normality issues. Similarly, Low values for standard deviation indicate consistency in the opinions expressed by sample individuals on various dimensions of the constructs. Similarly, most of the mean values of the dimensions are above 3.0, indicating satisfactory levels of the dimensions.

**Table 3: Descriptive statistics- Ethical Leadership**

**Table: Descriptive Statistics**

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
elpw	571	3.43504461679	.699518940786	-.086	.102	-.261	.204
acss	571	3.42958885831	.926564803423	-.470	.102	-.193	.204
gg	571	3.705	.9487	-.493	.102	-.012	.204
Valid N (listwise)	571						

Source: Computed using field data

The table provides descriptive statistics for three constructs measured: ELPW (Ethical Leadership Perception at Work), ACSS (Academic Staff Commitment and Student Satisfaction), and GG (Good Governance), based on a sample of 571 respondents. Good Governance (GG) has the highest mean score (3.71), indicating a relatively favorable perception among respondents. Ethical Leadership Perception at Work (ELPW) has a mean of 3.44, suggesting a moderately optimistic view. ACSS has a slightly lower mean (3.43), reflecting moderate agreement regarding employee commitment and student satisfaction. ELPW has the lowest standard deviation (0.70), indicating more consistent responses. ACSS and GG show greater variability (0.93 and 0.95, respectively), suggesting more diverse perceptions among respondents. All three variables are negatively skewed (skewness values between -0.086 and 0.493), meaning a slight tendency for respondents to give higher (more

favorable) ratings. GG and ACSS are more left-skewed than ELPW, implying stronger positive perceptions. All constructs show slightly platykurtic distributions ( $kurtosis < 0$ ), indicating flatter distributions than a normal curve.

The data indicates that respondents perceive good governance and ethical leadership positively, with slightly more variability in how they rate academic staff commitment and student satisfaction. The distributions are close to normal, though somewhat skewed toward favorable responses.

Does good governance have a cross-sectional impact (mediating moderation) on the relationship between ethical leadership and academic commitment across universities?

The cross-sectional impact, also known as the mediating moderation effects of Good Governance, has been studied in this research for both academic commitment and student satisfaction using the multilevel model. A two-level model was attempted using individual (Teachers and students) data for the first level and the university type data for the second level. Since the data on individuals are nested within university data, we propose a multilevel model using R procedures implemented in Jamovi. These models are linear and mixed. A two-level model using individuals at level I and universities at level II has been estimated. Jamovi provides results for the mixed models using the R procedure. We used Aguinis's (2017) procedure to estimate the model. The procedure provides the results under four assumptions: 1) Random intercept model. The first model is the random intercept model, which allows the intercept to change and differ in both models. We have used maximum likelihood estimation for this. The results are presented in the Appendix. The intercept of the model is significant, and the variance is different for the models. This model is known as the null model. The second model is known as the random intercept and fixed slope model, including the independent and mediator variables. The third model is the random intercept and random slope model, which allows the random slope to change. The model is similar except for adding independent variables using the random coefficients option. The fourth model, which is of interest to us, allows for the cross-sectional interaction, which enables the level II predictor to enter the model as an interaction variable along with other predictors. The interaction term  $ELWPAVE * GGAVE$  is introduced in the model to determine whether this has any moderating effect. The results indicate that its coefficient is statistically significant, implying that there is some mediating moderation. The table below presents the mediating moderation impact of the good governance variable:

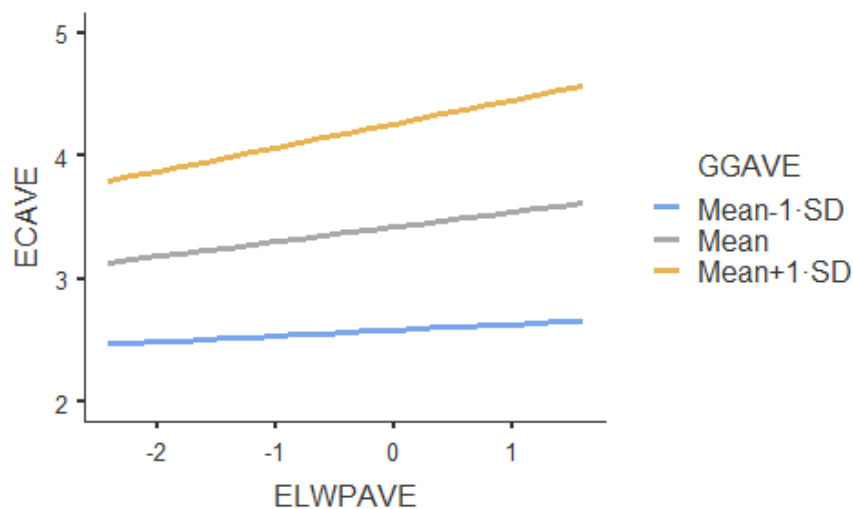
**Table 4: Mediating Moderation: Employee Commitment****Fixed Effects**

Variable	Estimate	SE	Lower	Upper	Df	t	P
(Intercept)	3.4239	0.0243	3.37636	3.4710	149.28	141.18	< .001
ELWPAVE	0.1206	0.0358	0.05039	0.1910	158.42	3.37	< .001
GGAVE	0.8776	0.0256	0.82748	0.9280	4.48	34.34	< .001
ELWPAVE * GGAVE	0.0765	0.0371	0.00383	0.1490	183.03	2.06	0.040

**Fixed effects parameter estimates**

	Variable	SD	Variance	ICC
Groups	University_Type	0.00136	1.84e-6	2.01e-5
	ggave	0.0504	2.54e-5	
Residual		0.30249	0.0915	

Note: computed using the Aguinis Procedure(2013)

**Effects Plot: Mediating Moderation**

The slope indicates a positive relationship between ethical Leadership (ELWPAVE) and Employee commitment (ECAGE) at different levels of the mediator variable, i.e., good governance across the universities.

**Mediating Moderation: Students**

Does good governance have a cross-sectional impact (mediating moderation) on the relationship between ethical leadership and student satisfaction across universities?

The cross-sectional impact is also known as the mediating moderation effects of Good Governance has been studied in this research for both academic commitment and student satisfaction using a multilevel model. As mentioned above, a two-level model was attempted using individual (Teachers and students) data for the first level and the university type data for the second level. Since the data on individuals are nested within university data, we propose a multilevel model using R procedures implemented in Jamovi. These models are linear and mixed. A two-level model using students at level I and the University at level II has been estimated. Jamovi provides results for the mixed models using the R procedure. We used Aguinis's (2013) procedure to estimate the model. The procedure provides the results under four sets of assumptions: 1) Random intercept model. The first model is known as the random intercept model, which allows the intercept to change and differ between the models. We have used Maximum likelihood estimation in this procedure. The intercept of the model is significant, and the variance is different for the models. This model is known as the null model. The second model is the random intercept and fixed slope model, including the independent and mediator variables. The third model is the random intercept and random slope model, which allows the random slope to change. The model is similar except for adding independent variables using the random coefficients option. The fourth model, which is of interest to us, allows for the cross-sectional interaction, which allows the level II predictor into the model as an interaction variable along with other predictors. The interaction term ELWPAVE\* GGAVE is introduced into the model to determine whether this has any moderating effect. The results indicate that the coefficient is statistically not significant, implying that there is no mediating moderation. The table below presents the mediating moderation impact of the good governance variable:

**Table 4: Cross-Sectional Mediation: Students**

**Fixed Effects**

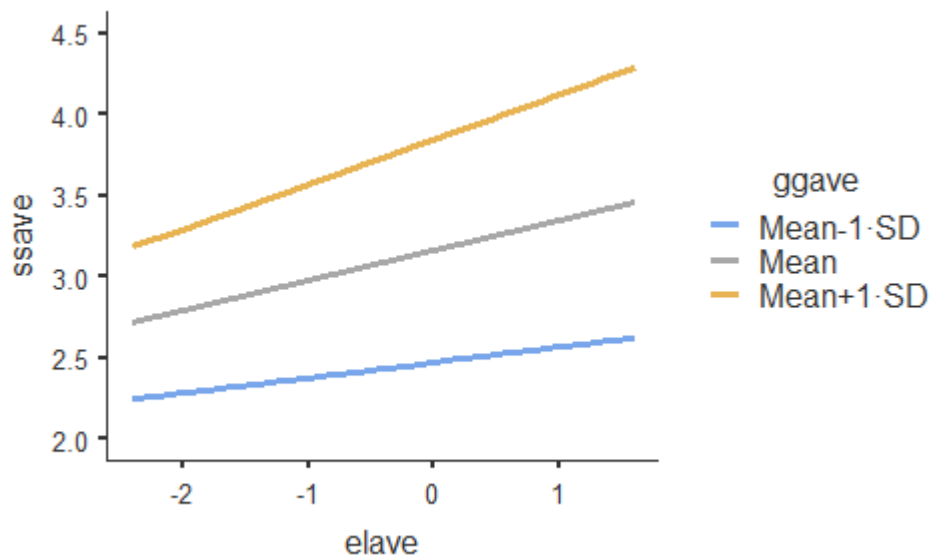
Variable	Estimate	SE	Lower	Upper	Df	t	P
(Intercept)	3.1596	0.0993	2.9649	3.3540	4.64	31.81	< .001
Elave	0.1847	0.0634	0.0604	0.3090	383.56	2.91	0.004
Ggave	0.7233	0.0637	0.5985	0.8480	6.78	11.36	< .001
Elwave * ggave	0.0963	0.0639	-0.0288	0.2220	383.30	1.51	0.132

**Random Components**

	Variable	SD	Variance	ICC
Groups	University_Type	0.1764	0.03113	0.0497
	ggave	0.0876	0.00768	
Residual		0.7715	0.59528	

Note: computed using the Aguinis Procedure(2013)

**Figure 1: Effects Plots**



The slope indicates a positive relationship between ethical leadership (ELAVE) and student satisfaction (SSAVE) at different levels of mediator variables, i.e., good governance across the universities, though it is not statistically significant.

## V Conclusion

This study has investigated the impact of ethical leadership behavior of education leaders on academic staff commitment and student satisfaction. The study posits that by preaching and practicing ethical standards and implementing good governance initiatives, education leaders can foster affective commitment among academic staff and student satisfaction. Further, the research has validated the different constructs (scales) in the context of public universities in Ethiopia. The Perceiver Good Governance scale has been proposed and validated using data collected from Academic Staff, experts, and students. The relevant data are collected from educational leaders, Academic Staff, and students. Academic staff rated educational leaders on the Ethical Leadership Scale and Good Governance Indicators. They also expressed their perceived levels of commitment on the Employee Commitment Scale. Student data has been

collected using the Students' University Satisfaction Scale. Various statistical procedures have been used to validate the scales, such as Construct validity, Discriminant validity, and confirmatory factor analysis (CFA). The mediated moderated effect is assessed using Hayes's (2018) conditional meditational analysis, and multilevel data analysis modeling has been attempted using Aguinis's (2013) procedure. A two-level multilevel model has been estimated using the R procedure in Jamovi software.

The evidence based on Aguinis's (2013) procedure suggests mixed evidence for mediating the moderation impact of Good Governance in the context of an Ethiopian public university. The multilevel model estimation using individuals (Teachers and students) at the first level and university type at the second level suggests evidence of mediating moderation impact in the case of teachers, but this is absent for students. This may be due to teacher interaction across universities, through seminars, conferences, and research.

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