

Editorial: Global Trends in Management, IT and Governance in an E-World (E-MIG 2019 International)

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This book, *Global Trends in Management, IT and Governance in an E-World* contains samples of papers delivered, of an extremely successful conference held in Mauritius, from 14 to 15 of May 2019. The Conference was jointly co-hosted by the Open University of Mauritius (OU) and the College of Law and Management Studies at the University of KwaZulu-Natal (South Africa) in collaboration with the University of Mauritius; the Amity Institute of Higher Education (Mauritius); the University of Huddersfield (United Kingdom); the Lyallew Khalsa College of Engineering (India); the Shivalik College of Engineering (India) and the Quantum University (India). The principal aim of this multidisciplinary international conference was to secure a gathering of academics from a variety of disciplines and to provide a forum to reflect on and interrogate global trends in an e-world ahead of the Fourth Industrial Revolution. It also provided a platform for promoting academic scholarship and leadership capacity development continentally. All the papers accepted for

publication in this volume of the Alternation African Scholarship Book Series, were subjected to a rigorous review process prior to publication.

Below, we provide a brief overview of the abstracts of each chapter.



Chapter 1, ‘**Data Privacy in the Cloud: The Position of Small, Medium and Micro Enterprises Engaged in Mobile Application Development in South Africa**’, by **Dusty-Lee Donnelly**, points out that rapid technological development challenges the application of privacy laws. Mobile application (app) development is a new and rapidly growing arena wherein a significant number of developers are small, medium and micro enterprises (SMMEs), lacking the required resources and expertise to respond to privacy issues. Mobile app ecosystems are intricate – characteristically using third-party libraries and cloud-based data storage and back-end services, resulting in uncertainty regarding the authorised responsibilities for lawful data processing and reporting of data breaches. Mobile apps constitute a major risk of privacy infringement, given the large quantity of personal data and meta-data that could be entered by app end-users or collected through on-device sensors, made possible through the mass downloads of apps. This qualitative preliminary pilot study, given the above-mentioned context, explored the levels of knowledge and attitudes, as well as the practices and challenges relative to data privacy of four small app developers and entrepreneurs in South Africa, who are developing mobile apps. This chapter, through the use of semi-structured interviews, provides a descriptive analysis of the findings, including *inter alia*, an overview of the requirements of the European General Data Protection Regulation (GDPR), of South Africa’s Protection of Personal Information Act (POPIA), and the principles of the Privacy by Design theoretical framework.

Mpho Mzingelwa in Chapter 2 believes that the role, impact, acceptance and implementation of Information and Communication Technologies (ICTs) in the South African informal retail sector is not well understood, as it is not officially documented. Consequently, there is little clarity on the extent to which ICTs have been adopted within these microenterprises, particularly in the rural areas. The research focused on rural spaza shops, explored the adoption of ICTs by their managers and is appropriately titled,

‘The Adoption of Information and Communication Technologies (ICTs) by the Managers of Spaza Shops in the Rural Areas of South Africa’. Spaza shops are significant retail outlets, making a substantial contribution to the country’s township and rural economy, providing an entry point for persons otherwise excluded from the formal economy. Spaza shops have generated self-employment and have impacted positively on reducing both unemployment and poverty. However, they are understudied, underappreciated and little understood. A questionnaire, with both closed- and open-ended questions was used, to gather data from 80 spaza shop managers in the rural areas of the King Sabata Dalidyebo (KSD) region, Eastern Cape Province, South Africa. Findings revealed that electronic calculators, mobile phones (including SMSes), WhatsApp instant messaging, Speedpoint devices, Facebook social networking, and e-mails were widely used by spaza shop owners. Flash devices were used for selling airtime, data and electricity, and for some DSTV payments and Lotto ticket sales, ‘cash back’ services, and for accepting payments from customers. The ease of use, affordability and accessibility of mobile phones, and availability of Flash devices and Speedpoint devices, provided benefits to spaza shop owners. Eskom national grid electricity, solar power, and cellular network connectivity (Vodacom, MTN, Cell-C and Telkom) were the necessary facilitating mechanisms enabling the adoption of ICTs. The absence of Automated Teller Machines (ATMs) in the rural areas provided limited opportunities for the spaza shop managers’ direct access to cash. Challenges experienced were crime, the high cost of computer equipment and the lack of computer skills, which were found to be the primary barriers to the adoption of computer use by the spaza shop managers. The research findings are beneficial to state institutions, as well as to ICT consultants and vendors who can use the findings to target their interventions and sales efforts towards microenterprises more accurately.

Chapter 3 by **Paul Kauriki** and **Lizzy Ofusori**, titled **‘E-Citizenship and its Role in Promoting Participatory Governance in South Africa: Durban Metro Case Study’**, stresses that citizen engagement is a key factor in the successful and sustainable use of electronic platforms. These involve multiple activities ranging from collecting, to processing raw data into useable formats, that can facilitate decision-making towards solving societal problems. The eThekweni City Council as a metropolitan municipality (hereafter referred to as Durban Metro or the Metro) seeks to become an inclusive, liveable city in which citizens are digitally capacitated to engage with it. There is a lack of

insight into what drives Durban citizenry to engage in local governance processes using various electronic platforms. Consequently, this study sought to identify factors that influence citizens' interest in engaging in these processes using the available digital platforms. The researchers conducted a single case study of citizen engagement in Durban, South Africa, using a cohort of civic education facilitators sampled from a province-wide coalition of civil society organisations. Study participants were purposively selected based on their local participation in civic activities relative to governance promotion in the city, as well as their exposure to various municipal digital platforms used to engage with the citizenry. Age and gender ensured a balanced participation of the respondents. Snowballing was used as a sampling technique to identify individuals who participated as key informants for the study. The research pointed to the citizens' own consciousness as active citizenry in society which was an inherent motivator for engaging with electronic platforms. The quality of information accessed on the various digital platforms used by the Metro did not deter citizens from engaging with the Metro. Citizens felt that they can easily access information about the Metro and this was a strong factor in deepening trust in the Metro's desire to engage with the citizenry. This insight is useful in informing municipal decision makers about stimulating and improving the digital platforms to enhance their engagement with the Metro. Some key lessons for policy makers to enhance e-citizenship in promoting participatory governance at the local government level, are highlighted.

Mylet Ursula Dlamini, Jan Meyer and Sam Lubbe in Chapter 4, investigate service delivery efficiency and electronic government (e-Government) effectiveness at Ngaka Modiri Molema District Municipality. The chapter is titled '**The Evaluation of Municipal Electronic Government Capacity and Service Delivery at Ngaka Modiri Molema District Municipality**' and highlights problems relating to municipal incompetency, and service delivery backlogs. Parts of the local communities are economically inactive and it is pointed out that the capacity of the Municipality is key to the process of effective service delivery. The data was collected using a questionnaire and the research sample comprised employees from the Ngaka Modiri Molema District Municipality. The research findings indicated that there was limited capability, and the e-government service provided by the Municipality was ineffective and inefficient, due to incompetence. It was recommended that the municipality should embark on training and development programmes to improve capacity and competency and thereby

enhance e-government efficiency and effectiveness.

In their study, **‘Dimensional Objectives for E-Commerce in Africa: The Case of Company Z’** in Chapter 5, **Lindiwe N. Kunene, Thokozani P. Mbhele and Portia Mthembu**, explore the objectives that are of importance in forming an e-tailing strategy in the African context. The study used the case of Company Z, an international retail company from South Africa, which investigated how they performed when they entered the rest of Africa. Through an exploratory study designed to understand the decision rationale that management at this organisation followed in conducting their online e-tail business, it was concluded that three objectives lead to success in Africa’s e-tailing industry. While the first two objectives, ‘relational and value-based’ objectives, which emerged from this study, are similar to those adopted by first world countries, the third objective, ‘collaboration’, which is a principle that is entrenched in the Ubuntu management principles, is unique to the African context.

Anisha Ramsaroop’s study, titled **‘The Relationship between Career Plateaus and the Career Stages of the University of KwaZulu-Natal Academics’** in Chapter 6, concentrates on the linkage between career plateaus and the vocation phases of academics across UKZN’s five campuses, with 253 academics across all levels comprising the sample. The study followed a mixed methods approach, with the quantitative aspect, including questionnaires which were either personally or electronically administered to academics. The qualitative component, included interviews with a group of academic leaders. The Protean career orientation provided the theoretical framework for the study, regarding how decisions in one’s career is guided by Career Management and Career Choice models. Tenure, promotions, job content, age, personal/ professional/ life plateauing, have impacted on academics at different stages of their careers. Institutional challenges like spates of student unrest, funding issues, increased workloads, research emphasis, and the spill-over between private/ working hours was taken cognisance of. Stringent promotion criteria and an early retirement age has also resulted in low morale, dissatisfaction, frustration, fatigue and increased stress levels. This has also impacted negatively on academic goals pursued. Seeign that an academic’s life is determined by academia, the research focused on whether academics are plateaued hierarchically relative to institutional mobility; over their work content which is unchanging; through skills of the job; or on a personal level. The exploration, establishment, maintenance and

disengagement – in some cases unintentionally – contributed to an increased staff turnover and demotivation, resulting in career plateauing. The results reflected considerable unanimity by respondents on structural plateauing and academic advancement opportunities. A structure was proposed for the operative management of the categories of academic career plateaus spanning stages. It elucidates strategies for applicable stakeholders at different stages of their careers.

The challenge of ecological sustainability, has manifested in a global awareness and concern for the wellbeing of the world population, and earth and environmental care. The 1972 United Nations Conference on the Human Environment, the Brundtland Report (1987), the United Nations Conference on the Environment and Development (UNCED) (1992), the Education for Sustainability Development (ESD), and the Decade of Education for Sustainability Development (DESD): 2005 – 2014, all, emphasised that world development must go hand in hand with sustainable interventions concerning earth and environmental care. A shared common assumption is that the present generation’s use of the earth’s resources should not compromise ‘the ability of future generations to meet their own needs’ (Brundtland Report). Therefore, the plea for a socially responsive curriculum brought in line with a sustainability paradigm and philosophy are key to the transformation of curriculum in tertiary institutions. Against this background, Chapter 7, by **Devika Pillay and Manyeruke Josphat**, is titled ‘**Socially Responsive Curriculum: Powerful Knowledge in Marketing Curriculum in South Africa**’, That there is a growing consciousness of sustainability in relation to the concern for people and the planet. Consequently, the call for a socially responsive curriculum aligned within the paradigm of a sustainability ethos becomes integral to curriculum transformation in higher education institutions. A socially responsible curriculum is explored in the context of the marketing discipline that is entrenched in a dominant social paradigm. This dominant social paradigm is juxtaposed against critical marketing theory that promulgates the need for marketing curriculum transformation. The need for the inclusion of the sustainability marketing approach is interrogated through highlighting the existing historical, powerful and dominant epistemological context of marketing knowledge found in prescribed textbooks of higher education institutions. This becomes the focal point in signalling a departure from a purely performance-based marketing ideology to incorporate new forms of knowledge through curriculum transformation.

The COVID-19 pandemic outbreak was unexpected and has certainly revolutionised the tertiary education sector, as the innate notion of how, when and where to deliver education is being challenged. It has also signified how yesterday's disruptors can become today's rescuers. Traditional universities providing campus-based instruction have long viewed online education as a threat, or of limited value and poor quality. However, as demonstrated by **Upasana Gitanjali Singh** and **Vandanah Gooria** in Chapter 8, titled, '**The COVID-19 Effect on Mauritian Higher Education**', it has proven itself as a life-saver in many ways. They investigated how academics at Mauritian higher education institutions (HEIs) have been coping with the effects of the COVID-19 pandemic. The impact has been transformative and dramatic as academics have been forced to find workable, fast and effective solutions for moving courses online, to remote teaching and learning, and lifelong learning, using digital platforms, while at the same time maintaining the same depth of engagement with students they could have in a traditional classroom setting. The rising popularity of online education has resulted in educational institutions also seeing an extraordinary potential opportunity of cost savings longitudinally, and the ease of scaling has facilitated ongoing investments in online education by all HEIs. The pandemic and resultant movement to online teaching and learning, have also made academics more adept at managing and valuing the technology devices of the digital era, for lifelong learning, and for assisting students with their tasks in virtual learning processes. Data was collected through an online questionnaire from representatives of four Mauritian HEIs, after obtaining informed consent and ethical clearance. Results indicate that 85.7% of respondents adopted the contact-based mode prior to the pandemic, and 80% moved to the online mode during the pandemic. 57.1% assumed they would move to blended learning post the pandemic. The most popular digital tools adopted by these academics, to support their online teaching and learning processes during COVID-19, were Zoom (66.7%) and Google Tools (52.4%). The percentages clearly show that respondents used more than one digital tool. Email (65.2%) and WhatsApp (72.3%) were the most popularly adopted communication channels with and among students, during the pandemic. While there were no significant results in respect to challenges faced whilst working from home, the sudden shift caused increased levels of stress and anxiety for respondents.

In Chapter 9, titled '**Emerging Issues in Higher Education Leadership: Results from Round 1 of a Global Delphi Survey**', **Rob**

Elkington focuses on the emerging issues facing the leadership of Higher Educational Institutions (HEI) globally. The reader is alerted to the fact that many of these issues are emerging in the 21st century due to the impact of the Fourth Industrial Revolution (4IR). A brief description of the 4IR is rendered, to highlight the intersection of HEI leadership and the impact of this emerging new 4IR context. The chapter probes the issues facing the leadership of HEI through a robust literature review and the results of a first round Lockean Delphi survey of HE leaders in several countries such as Canada, the USA, and South Africa. The Delphi survey highlights four issues facing HE leadership, followed by suggestions for the second round Delphi survey to probe these four issues further.

The Chartered Accountancy profession plays a valuable role in the business environment and members often participate in leadership positions. Chartered Accountants also have the authority to make decisions that can impact society and the environment either negatively or positively, unless social justice awareness is cultivated. South Africa seems to be in dire need of transformation through fostering equality and the redress of lived injustices, in which the chartered accountant profession can play a constructive role. However, this will require changes to the status quo. Higher education institutions are an identified space for the cultivation of the full humanity of individuals and this paper reports on some of the recommendations to improve the chartered accountant educational landscape. Titled, **‘Cultivating Socially Responsible Chartered Accountant Business Leaders through Education’** by **Judith Terblanche** and **Yusuf Waghid**, the chapter argues for the enhancement of teaching and learning practices that support the outcomes and aims of democratic citizenship education, the equipping of the chartered accountant educator with the required pedagogical and philosophical knowledge and, incorporating a structured component of experiential learning into the curriculum. Through this research, the focus intentionally shifts from the mere focus on the technical ability of the chartered accountant to that of the required responsibility to lead justly in a transformative society.

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