

**ORGANISATIONAL JUSTICE, WORKPLACE CYBER INCIVILITY AND
ORGANISATIONAL COMMITMENT AT A SELECTED HIGHER EDUCATION
INSTITUTION IN LIMPOPO PROVINCE, SOUTH AFRICA**

by

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DISSERTATION

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DECLARATION

I, Monama Lethabo Raesetja, hereby declare that this research, "**Organisational justice, workplace cyber incivility and organisational commitment at the selected higher education institution in Limpopo Province**", submitted for the degree of Master of Commerce in Human Resource Management at the University of Limpopo, has never been submitted to this or another institution by myself or by any other party. Furthermore, I affirm that this is my original work and that all materials used were properly credited.

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Date: 20 September 2024

Signature:

DEDICATION

This study is dedicated to my heavenly father God, who has provided me with the courage and resilience to complete it. In honour of my late parents, whose consistent backing, motivation, and selfless contributions have served as the primary motivation for my academic pursuits. I am grateful for the perseverance I displayed during my Master's degree path, despite numerous challenges.

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ABSTRACT

The rapid technological advancements in the 21st century presented new challenges for higher education institutions because academic staff members had to adapt to remote work. Organisational Justice plays an important role in the digitalisation of higher education services. If employees perceive organisational injustices, workplace cyber incivility incidents will increase, which will in turn lower employee commitment. The study investigated the effect of organisational justice on workplace cyber incivility and organisational commitment at a higher education institution. A quantitative research approach was adopted and a self-administered questionnaire, containing standardised scales for organisational justice, workplace cyber incivility and organisational commitment was used to gather information from a convenience sample of academic employees (n=201). R Statistical Software version 1.4.3 was utilised to analyse the data, using descriptive statistics, correlations, and regression analyses as well as t-test and Mann-Whitney U test. The findings show a negative relationship between organisational justice and workplace cyber incivility and between workplace cyber incivility and organisational commitment. The study found that treating employees fairly at work led to them being more committed to the organisation. No statistically significant gender differences were found in relation to the three variables. Suggestions on how to promote employees' positive perceptions of organisational justice to increase their commitment and reduce cyber incivility incidents in this digital era are made.

Keywords: Digitalisation, Gender, Organisational Justice, Organisational Commitment, Workplace Cyber Incivility

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LIST OF ACRONYMS

COR	Conservation of Resources Theory
HEIs	Higher education institutions
LMX	Leader Member Exchange Theory
OC	Organisational Commitment
OJ	Organisational Justice
WCI	Workplace Cyber Incivility
21st	21st Century
4IR	Fourth Industrial Revolution
HRIS	Human Resources Information System

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION

This chapter provides the background of the study and the reasons for conducting the current study. The chapter also presents the problem statement, research aim, research objectives, hypotheses, conceptual framework, how the research was conducted, how the data was gathered and analysed and the arrangement of the chapter.

1.2 BACKGROUND

Higher education institutions in the twenty first century have presented significant challenges brought by rapid technological advancements (World Bank, 2018) as well as the emergence of the COVID-19 pandemic (Agba & Ocheni, 2020). These include adaptation to the challenges related to artificial intelligence, robotics, automation, digitalisation and the “internet of things” brought by the fourth industrial revolution (4IR) (Hudson, 2017). The COVID-19 pandemic has significantly contributed to the loss of normalcy in the workplace by changing the social fabric of the workplace, which employees had to adapt to (Agba & Ocheni, 2020). These challenges brought different changes on the academic landscape particularly on how academic staff members perform their duties as most employees use online portals or emails and attend meetings using online conference platforms such as Zoom and Google Meet (Kniffin, 2021). As higher education institutions depend on employees for survival and to remain competitive (Obiekwe, 2018), mechanisms need to be put in place for academic staff members to successfully adapt to these changes.

Committed employees give the organisation a crucial competitive advantage and are more likely to stay with the organisation and try to add value to it (Silva & Caetano, 2014). Thus, it is not surprising that organisations invest substantially in policies and practices that foster commitment (Amit & Smita, 2022). Organisational commitment is classified into three types, namely: affective, continuous, and normative commitment. A variety of factors

can influence commitment which include perceptions of fairness and justice within the higher education institution. Lambert et al. (2020) asserted that employees will stay committed to their organisation provided they are treated fairly and equally. Thus, employees' perceptions of organisational justice may have impact on their commitment (Imamoglu et al., 2019).

Organisational justice undoubtedly highlights employees' ability to form a negative or positive perception because of their relationship with the organisation, including in higher education institutions (Ari & Caglayan, 2017). Nazir et al. (2019) mentioned that organisational justice and organisational commitment can enable organisations such as the higher education institutions to get the most out of their employees by fostering a culture of harmony and cooperation within the organisation. Organisational justice has three dimensions: distributive justice, procedural justice, and interactional justice (Beduk & Kilinc, 2015). Employees with a sense of justice and loyalty tend to be committed to the success of the organisation by sharing their knowledge and expertise which enables the organisation to achieve greater success (Imamoglu et al., 2019). However, employees' perceptions of unfair treatment may reduce their commitment and tend to promote uncivil behaviour (Nader et al., 2022). Aljawarneh and Atan (2018) asserted that mistreatment and unfairness in the workplace cause moral outrage, which manifests as incivility among employees.

Within organisations, including higher education institutions incivility does not always take place on a face-to-face basis, but can also happen in technology-mediated interactions, which is known as 'cyber incivility' (Meyer, 2020). The increasingly use of technology, especially since the emergence of the COVID-19 pandemic, contributed to the rise in pervasiveness of cyber incivility at higher education institutions (Brynjolfsson et al., 2020). Cyber incivility has significant daily negative consequences for employees and organisations (Yuan et al., 2020). Ballon, Andres, and Bautista (2018) reported cyber incivility as a major source of stress that has negative emotional and physical effects on employees including academic and administrative staff and the organisational performance in its entirety. The affective and normative elements of commitment are linked to emotions and affection; hence a link can be drawn between workplace incivility and employee commitment (Guzel, 2019).

Similarly, a link can be established between organisational justice and organisational commitment. Bal (2014) discovered a strong and positive link between organisational justice and organisational commitment. Perceived fairness makes employees to be committed to the organisation and they will work hard for the benefit of the organisation (Imamoglu et al., 2019). In contrast cyber incivility is associated with higher stress resulting in lower commitment to the organisation (Kowalski, Toth & Morgan, 2018). Gender has also been reported to have an influence on organisational commitment. Kokubun and Yasui (2021) found that females demonstrate higher levels of organisational commitment compared to males while Olowookere et al. (2020) found male employees to perceive greater fairness in procedural and interactional justice. Gabriel, Butts, Yuan, Rosen and Sliter (2018) asserted that women are more likely than men to report incivility from other women. On the contrary, Holmvall and Sobhani (2020) discovered that males reported more co-worker incivility than females.

1.3 PROBLEM STATEMENT

The effect of COVID-19 on institutions of higher education was profound (Krishnamoorthy & Keating, 2021). Many institutions were forced to find and use different tactics that helped sustain the academic project, including but not limited to setting up work from home schedules and engaging in emergency remote learning and teaching (Du Plessis et al., 2022). The blended learning approach introduced during post COVID-19 era also has its own challenges such as difficulties in using and adapting to new technologies, delivering the curriculum and challenges in implementing new teaching methodologies (Alkaabi et al., 2023). This will affect employees' commitment to the organisation.

One pressing issue is the predicted increase in cyber incivility, which is defined as the use of rude or disrespectful words or behaviours in a digital setting (Yuan et al., 2020). Even with technology mediation at higher education institutions, such as video conferencing and online forums, employees will feel disengaged because of perceived workplace injustices, such as incentive distribution, which lays a foundation to incivility (Brynjolfsson et al., 2020). However, this kind of incivility is linked to strained emotions such as stress and

even burnout, further disengaging people and reducing their commitment to their organisation (Ballon et al., 2018).

Organisational commitment is undoubtedly threatened by the rapid changes in technology, and if changes are not anticipated, spontaneous negative impacts will occur (Sangperm, 2017). Factors such as the abrupt shift to remote work, have stripped the very essence of organisations and how employees' bond with them at a very high level, especially when such interactions are supposed to be physical rather than virtual (Du Plessis et al., 2022). The combination of face-to-face contact and online teaching frequently require more time and effort from academic staff to create online courses, conduct online discussions, and offer personalised feedback to students (Singh et al., 2021). This increased effort contributes to feelings of burnout among academic staff members, decreasing their organisational commitment.

Aboodi and Allameh (2019) discovered that negative perceptions of organisational injustice in promotions or compensations have an impact on employees' engagement in deviant behaviours. As academic staff members are increasingly relying on technology to communicate with colleagues and perform their daily duties, their perceptions of injustices give rise to the prevalence of uncivil behaviours (Brynjolfsson et. al, 2020). The growing literature shows that cyber incivility harms employees and organisations (Yuan et al., 2020). Exposure to incivility increase employees' negative emotions, which leads to emotional exhaustion and decreased commitment (Niven et al., 2021). Spreading negative emotions also decrease employee commitment (Kanitha & Naik, 2021).

The digitalisation of the services provided by the higher education institutions will give rise to cyber incivility incidents, especially when employees perceive some form of organisational injustices. Such perceptions also have negative impact on the employees' commitment to their organisation, while their commitment is of utmost importance in the era of the COVID-19 pandemic recovery and 4IR. It is therefore important to investigate the possible repercussions that digitalisation of the services may have on the behaviour of employees in higher education institutions.

1.4 AIM OF THE STUDY

The aim of the study was to investigate the effect of organisational justice on workplace cyber incivility and organisational commitment at the selected higher education institution in Limpopo province in South Africa.

1.5 RESEARCH OBJECTIVES

The study sought to address the following objectives:

To examine the relationship between organisational justice and organisational commitment.

To examine the relationship between organisational justice and workplace cyber incivility.

To examine the relationship between workplace cyber incivility and organisational commitment.

To establish the gender differences between employees' perception of organisational justice.

To establish the gender differences between employees' perception of cyber incivility.

To establish the gender differences between employees' perception of organisational commitment.

1.6 HYPOTHESES

The study was guided by the primary and secondary hypotheses.

Primary hypotheses

H1: There is a positive relationship between organisational justice and organisational commitment.

H2: There is a negative relationship between organisational justice and workplace cyber incivility.

H3: There is a negative relationship between workplace cyber incivility and organisational commitment.

H4: There is a statistically significant gender difference between employees' perception of organisational justice.

H5: There is a statistically significant gender difference between employees' perception of workplace cyber incivility.

H6: There is a statistically significant gender difference between employees' perception of organisational commitment.

Secondary hypotheses

H7: There is a positive relationship between organisational justice and affective commitment.

H8: There is a positive relationship between organisational justice and normative commitment.

H9: There is a positive relationship between organisational justice and continuance commitment.

H10: There is a negative relationship between workplace cyber incivility and affective commitment.

H11: There is a negative relationship between workplace cyber incivility and normative commitment.

H12: There is a negative relationship between workplace cyber incivility and continuance commitment.

1.7 DEFINITION OF CONCEPTS

Organisational Justice

Organisational justice is defined as employees' perspectives on fair organisational policies, practices, interactions, and resource allocation (Olowookere et al., 2020). This pertains to how an employee perceives their organisation's behaviours, decisions, actions and how these perceptions impact the employee's own attitudes and behaviours in the workplace. (Cook, 2021). In this study, organisational justice explains how employees feel about the fairness of higher education institutions' procedures, interactions, and rewards.

Distributive justice

Distributive justice reflects how employees evaluate the fairness of the results they obtain (Krishnan, Ahmad & Haron, 2018). It is the fair distribution process of results, awards, and rewards to the organisation's members (Lambert et al., 2020). The study explains distributive justice as the outcomes that the employees receive from higher education institutions in return for their hard labour.

Procedural justice

Procedural justice refers to whether the procedures used in resource distribution are fair (McShane & Von Glinow, 2018). Procedural justice focuses on the steps taken by management to make a just or fair decision (Ranjit, 2022). In this study, procedural justice is explained as the perception of fair processes and procedures that are used in higher education institutions in rewarding or punishing employees.

Interactional justice

Interactional justice stands out as the most vital element in the workplace environment due to its strong link to both unfair and fair treatment (Harun et al., 2023). Interactional justice can be defined as qualified perceptions about the relationship between managers and employees (Ranjit, 2022). This study explains interactional justice as the higher education employees' perceptions of their relationship with their managers.

Workplace cyber incivility

Incivility may not consistently occur through direct face-to-face interactions only but can also happen in technology-mediated interactions, which is known as 'cyber incivility' (Meyer, 2020). Cyber incivility can be defined as deviant online behaviours that go against most of a group or society's accepted norms or values (Weedfall, 2019). In this study, workplace cyber incivility refers to the wrongful use of online platforms against the accepted standards of higher education institutions.

Organisational commitment

Organisational commitment is defined as the connection of an employee's involvement with their organisation (Chanana, 2021). It is the extent to which an individual and an organisation mutually perceive a sense of identity (Doan et al., 2020). In this study, organisation commitment refers to how an employee is attached to the higher education institution as an employer.

Affective commitment

Affective commitment refers to an employee's emotional relationship to the organisation which influences their degree of engagement and commitment inside it. (Guzel, 2019). It describes an employee's emotional investment in and identification with their company

(Motsepe, 2020). In this study, affective commitment is the employees' feelings towards remaining and choosing to be dedicated to the higher education institution.

Continuance commitment

Continuance commitment is defined as employees' views regarding the costs associated with leaving the organisation (Anwar & Abdullah, 2021). It highlights the possible losses that an individual may incur if they choose to leave the organisation (Smith et al., 2021). This study explains continuance commitment as the employees' views of costs they might incur if they join another institution.

Normative commitment

Normative commitment is defined as a morally motivated sense of obligation and devotion to an organisation (Mazahreh, 2021). It is the responsibility or obligation that people feel because of the benefits supplied by the organisation (Smith et al., 2021). For this study, normative commitment refers to the feelings of obligations and loyalty that employees have towards the institutions.

1.8 SIGNIFICANCE OF THE STUDY

The COVID-19 pandemic has had a global impact on higher education institutions (Toquero, 2020). Numerous institutions were forced to embrace the 4IR technology to adopt measures that assisted in the academic project's sustainability, such as utilising remote working. Employees' perceptions of fairness or justice is crucial during the transition to digital world of work. If they believe there is less organisational justice, they will decrease their commitment to their organisations and take part in undesirable behaviours. The employees' over-reliance on technology to perform most of their daily duties opened room for cyber uncivil behaviours. Du Plessis et al. (2022) emphasised that employees' online meeting behaviour differs from their face-to-face meeting behaviour as some people may say things they would not say in person, while others hide behind

camera switching and others remain silent. Thus, employees in this situation are more prone to uncivil behaviour. Furthermore, the blended learning approach adopted during post COVID-19 era has its own limitations (Alkaabi et al., 2023). This research undoubtedly adds to the existing knowledge base in relation to the three variables under study (organisational justice, workplace cyber incivility and organisational commitment).

There appears to be little or no research on the effect of organisational justice on workplace cyber incivility and organisational commitment in higher education institutions, especially during post COVID-19 era. This study assists to address the gap in the literature. In the post COVID-19 era, higher education institutions have adopted the blended learning approach, which imposed different and new challenges to their employees (Singh et al., 2021). This study provides suggestions on how higher education institutions can promote positive perceptions of organisational justice, especially in this digital era, which could help to strengthen organisational commitment while decreasing occurrences of workplace cyber incivility. Thus, this study may assist institutions of higher education examine their rules to match the changes brought by the transition to digitisation of their services.

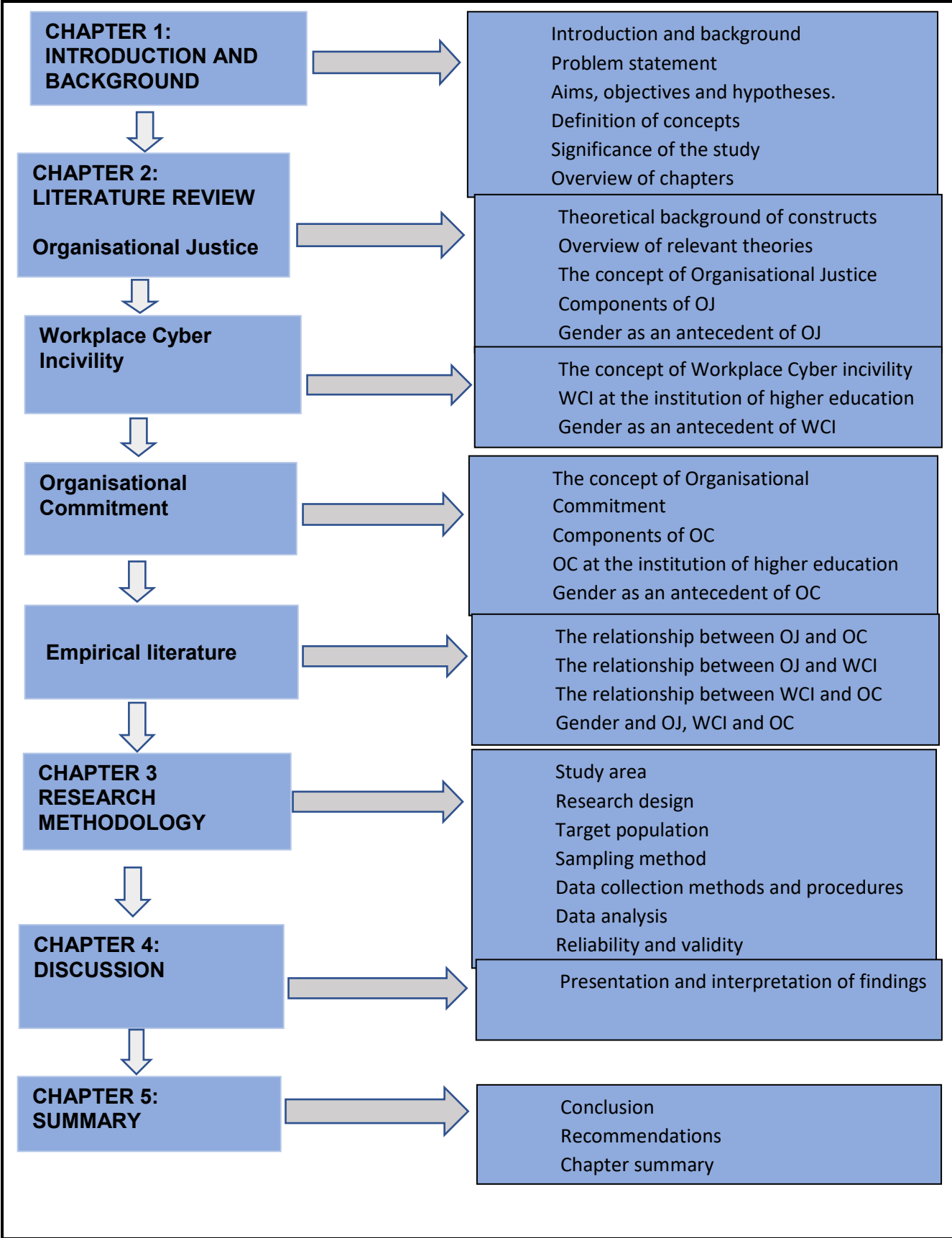
1.9 OVERVIEW OF RESEARCH CHAPTERS

This section provides an overview of the structure of this study and everything that is included in the chapters. Figure 1 depicts this as well.

Chapter 1: Introduction and background of the study

This chapter has presented the introduction and background of the study. The study's problem statement, aim and objectives are presented. The hypotheses that this study sought to test were presented as well as the significance of the study.

Figure 1.1 Overview of the Chapters



Chapter 2: Literature review

This chapter goes into detail about the concept of organisational justice, workplace cyber incivility and organisational commitment. The various theories of organisational justice, workplace cyber incivility and organisational justice are the primary topic of discussion. This chapter also reviews previous findings in relation to the three variables under study and the conceptual framework for the study is presented.

Chapter 3: Research methodology

This chapter provides information on the study area, research design, target population and the sample, which also includes demographic variables. The sampling and data collection methods as well as data analysis procedures, the reliability and validity, and the ethical considerations.

Chapter 4: Discussion and interpretation of findings

This chapter seeks to analyse and provide information on the relationships that have been found between organisational justice, workplace cyber incivility, and organisational commitment. The findings in relation to gender comparisons are also presented.

Chapter 5: Summary, recommendations, and conclusion

This is the final chapter, and it provides a summary of the research findings that this study uncovered. This summary considers the aim and objectives of the study, as well as the hypotheses that served as the study's guide. It also discusses the limitations of the study, offers some recommendations, and outlines some potential directions for future research.

1.10 CHAPTER SUMMARY

Chapter 1 provides a thorough summary of the study, diving into its background, rationale, and major components. It emphasises the current issues that organisations and employees face in the age of technological developments and the COVID-19 epidemic, which have radically transformed workplace dynamics. The chapter exposes significant subjects essential to the research by examining the elements of organisational justice and their impact on employee commitment, as well as the negative effects of cyber incivility on both individual well-being and organisational efficacy. With a focus on the University of Limpopo, the chapter defines the study's aim and hypotheses that focuses on uncovering the complex interrelationships between organisational justice, workplace cyber incivility, and commitment. Overall, Chapter 1 establishes a solid foundation for understanding the complexities of employee behaviour and commitment in dynamic workplace environments, guiding the course of future study endeavours.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The theoretical aspects of organisational justice, workplace cyber incivility, and organisational commitment receive most of the focus in this chapter. It considers not only the concept of the variables, but also their background, framework, and components. In addition to that, this chapter provides a detailed analysis of how each of the three variables are perceived, as well as a summary of previous research that is pertinent to this topic.

2.2. THEORETICAL LITERATURE

This section examines the theoretical literature on organisational justice, workplace cyber incivility, and organisational commitment and it also explains the variables at the institution of higher education. This is done to present the study's fundamental rationale. Theories pertaining to organisational commitment, workplace cyber incivility, and organisational justice have been investigated. Only those theories that are relevant to this study will be covered.

2.2.1 Overview of relevant theories

This section discusses the theories in relation to the three variables. Theories in relation to organisational justice are the Equity Theory and Deonance Theory. Workplace cyber incivility include the Conservation of Resource Theory and the Social Learning Theory. Theories relating to organisational commitment are equity theory, leader member exchange theory.

2.2.1.1 Theories relating to Organisational Justice

Equity theory

Equity theory is appropriate for explaining perceptions of organisational justice in the context of this research. The equity theory of Adams (1963) gives a beneficial awareness of the significance of perception of fairness in the workplace (Ryan, 2016). Griffin, Phillips, and Gully (2016) indicated that the focus of the equity theory is on the employees' social comparisons of their inputs and outputs. Employees who perceive differences in comparison to their inputs as unfair or unjust are more likely to perceive them as such, implying that organisational justice does not exist (Bourdage et al., 2018).

Adams (1963) stated that employees typically fight to maintain equity between the contributions they made to the work and the rewards they received from it when compared to the contributions and rewards of other co-workers. Ahmed, Kamil and Ishak (2018) asserted that employees value a fair treatment, which motivates or strengthens them to carry out their work effectively. According to this theory, employees who receive unfair or excessive compensation will be distressed. Thus, underpayment inequity causes anger, whereas overpayment equity causes guilt (Spector, 2008). Employees who are committed in maximising their performance may become upset whenever they are forced to take part in an unfair arrangement (Ahmed et al., 2018). Furthermore, Sethi, Iqbal, and Rauf (2014) contend that individuals are concerned about whether things are fair to them in their daily lives in various contexts, particularly when it comes to distributive, procedural, and interactional justice in organisations.

Distributive justice is founded on the reciprocity principles of equity theory because employees frequently evaluate the equity of outcome allocation to determine whether they perceive fairness in the results received in relation to their inputs (Nethavhani & Maluka, 2020). The outcomes that the employees compare are pay, promotion, and access to resources (Deressa et al., 2022). When employees have a positive perception of distributive justice, their organisational affiliation and commitment increase (Ghasi et al., 2020).

Employees' perception of fairness is when they take part in the process, even if they are dissatisfied with the results (Chen, Wu, & Chang, 2015). According to the equity theory, employee perceptions of procedural justice are recognised as one of the key factors affecting organisational commitment (De Lara, 2007). Organisational justice in relation to decision-making procedures also affects employee-organisational relationships (Selekler-Goksen et al., 2016). Fairness and justice in terms of interactional justice is concerned with the way employees behave toward their colleagues at work. In relation to the equity theory, employees will perceive organisational injustice or unfairness if they perceive inequity in their treatment in comparison to others (Bourdage et al., 2018).

Deonance theory

The theory of Deonance is called the theory of fairness-related morality which was postulated by Folger in 2001. The Deonance theory explains the dissatisfaction felt by those who observe injustices against others, regardless of their personal involvement in the incident. As a result, deontic justice refers to our own expectations about the moral and equitable behaviour of others (Wiseman & Stillwell, 2022). In other words, it stems from moral rules that govern interpersonal behaviour, with negative social consequences for violations of interpersonal norms (Folger, 2001). Once internalised, deonance "serves as a means of individual and collective motivation and self-control" (Jennings & Hannah, 2011, p. 554). It consists of articulated set of moral principles, values, and behavioural standards to guide and govern their conduct and performance (Hill et al., 2024). The deonance theory explains why people care about fairness, when they believe something is unfair and the reason why people react in a certain way when they perceive unfair situations.

Deontic justice refers to the pursuit of justice solely for its inherent value (Hill et al., 2024). Employees create self-imposed moral norms and justice criteria that influence their expectations for ethical behaviour towards others (Wiseman & Stillwell, 2022). Individuals favour results that adhere to these moral criteria (Folger, 2001). For example, when people witness a violation of a justice principle against someone else, they may feel angry in the same way that they would if they were the victim. This sympathetic response is often motivated by a sense of moral obligation, "our brains can be recruited for another person's justice" (Folger & Glerum, 2015, p.331).

When it comes to maintaining a positive relationship between employees and their employer, organisational justice is an extremely important factor to consider. In relation to this study, the perception of a fair justice system within the organisation will increase the commitment of employees. If employees feel they have been treated unfairly or they observe others being treated unfairly, this will have an impact on the relationship between the employees and the organisation (Terpstra & van Wijck, 2023). Narasimhan, Narayanan, and Srinivasan (2013) asserted that an unjust justice system can lead to an increase in the generation of potential conflicts and a deterioration in trust.

2.2.1.2 Theories relating to Workplace Cyber Incivility

Conservation of Resource Theory

Hobfoll (1989) proposed a new stress model with the goal of bridging the gap between environmental and cognitive perspectives. The conservation of resources (COR) theory posits that individuals are motivated to acquire, maintain, nurture, and safeguard the resources they deem most valuable (Mvana, 2024). Conservation of Resource theory acknowledges the evolutionary-shaped cognitive propensity to prioritise perceptions of resource depletion over resource increase (Hobfoll et al., 2018). At its core, the Conservation of Resource theory serves as a motivational framework for understanding human behaviour, emphasising the evolutionary drive to obtain and protect resources required for existence.

In the digital workplace, many employees see their professional reputation, mental health, and interpersonal relationships as resources that can be exploited (Ju & Pak, 2024). However, while web-based communication is advantageous, it also has a negative side, such as workplace cyber incivility. These resources are depleted, resulting in increased stress (Mvana, 2024). This is similar to the notions outlined in COR theory, where loss of resources causes stress, as in the instance of cyber incivility.

Conservation of Resource theory has been successfully used to explain a variety of workplace phenomena experienced by employees, including team dynamics and individual

welfare (Haar and Brougham, 2020), as well as the impact of workplace support on employee results (Ollier Malaterre et al., 2020). The COR theory also explains how cyber incivility affects organisational processes, especially in the workplace. For example, cyber incivility hinders team cohesion, resulting in the loss of resources such as teamwork and trust. On the other side, supportive online environments in which executives stand up to cyber incivility provide employees with resources (Haar et al., 2017), thus creating a healthy workplace culture. This is consistent with the suggested theory, which states that both resource increases and decreases impact employees' ability to achieve goals, as shown in supportive and hostile communication (Haar and Brougham, 2020).

Hobfoll (1989) classified key resources into four types. They are as follows:

- a) Object resources- are tangible assets valued for their physical attributes, such as a house or a car.
- b) Condition resources- These are highly valued and sought-after resources, such as employment and seniority.
- c) Personal characteristics- are resources that aid in stress management, such as self-efficacy and optimism.
- d) Energies- are resources that encompass time, money, and knowledge; energies themselves do not possess inherent value. Nonetheless, energies facilitate the acquisition of additional resources (Hobfoll et al., 2018).

Per the Conservation of Resources (COR) theory, stress occurs when critical resources are threatened with loss, are lost, or remain unattainable despite significant effort. (Hobfoll et al., 2018). Stress can result from real or imagined resource depletion. When individuals' resources are appropriately evaluated, they are incentivised to pursue improved resources and use techniques to prevent resource loss (LePine et al., 2016).

In the context of workplace dynamics, The COR theory provides a convincing lens to understand the relationship between the instances of workplace incivility manifested through aggressive online interactions and employees' level of commitment. The theory posits that, workers seek to accumulate resources rather than deplete them since losing

resources, whether actual or perceived can increase stress (Park et al., 2018). Being socially connected with others can either use up or fill up your other resources (Hobfoll et al., 2018). In the context of this study, workplace cyber incivility serves as a social stressor that can undermine employee social bonds and deplete affective and cognitive resources, such as commitment. Employees who are exposed to higher levels of uncivil conduct tend to experience negative emotions, making them less committed to the organisation (Giumetti et al., 2013).

Social Learning Theory

Bandura (1977) formulated the social learning theory and clarified the way cognitive processes and personality affect how people behave. According to the social learning theory, people learn by watching how other people behave and what happens as a result. People pick up social skills through observation, imitation, and modelling of other people's behaviours, attitudes, and experiences as well as the outcomes of those behaviours (Sills, 2016). Sills (2016) mentioned that expectations, observational learning, behavioural capability, self-efficacy, reciprocal determination, and reinforcement are all concepts in social learning theory.

Bandura (1977) explained the social learning theory in terms of human behaviour is dependent on observing other people's behaviours and the results of those behaviours. Bandura's theory has three major components as follows, individual characteristics such as age, gender, and cognitive predispositions, behavioural aspects, and environmental influences (Cook & Artino, 2016). Bandura was a firm believer in reciprocal determinism, which states that there is an interchange between the cognitive, behavioural, and environmental elements that influence an employee's behaviour (Smith, 2018). Environmental, cognitive, and behavioural factors are all considered during the observation.

Bandura's social learning theory is applied to present incivility as a concept that individuals observe and learn as a behaviour. The social learning theory posits that people learn from what is happening around them to predict their own behaviour. Therefore, they engage by

observing the behaviours of others in their environment (Austin, 2020). When academic staff members notice and experience workplace cyber incivility in which there are no consequences for engaging in incivility, employees may find it a normal behaviour (Ju, 2020). If there is no apparent punishment for workplace cyber incivility, it is reasonable to assume that employees will join in the same acts. Employees may be affected by impolite behaviours because of frustration, believing that it is normal behaviour. This means that employees are exposed to negative behaviours in the workplace, and work encourages people to identify with negativity since it is nurtured there (Leiter 2019).

Social learning theory suggest that employees cognitively evaluate how they behave and the challenges that they face which results in expectations for future actions (Koutroubas & Galanakis, 2022). Employees who have observed cyber incivility being ignored or tolerated may create an expectation that this behaviour has no consequences, allowing them to engage in the same sort of conduct (Yuan et al., 2020). On the other hand, when employees reinforce and model respectful online behaviour, they will adopt positive communication strategies which will eventually become a norm. Cognitive reflection of experiences with cyber incivility may also have a negative psychological impact on employees, which shapes an employee's attitude towards the organisation (Ju & Pak, 2024). If workplace cyber incivility is not addressed, it can lead to frustration and disengagement.

In summary, social learning theory is used to explain the spreading of workplace cyber incivility through an employee observing and trying to model the behaviour

2.2.1.3 Theories relating to Organisational Commitment

Equity theory

Stacy Adams established the equity theory in 1963 which assumed that employees will likely evaluate the fairness of their job incentives, such as compensation, recognition, and progress, in relation to the effort they put in, including their abilities and credentials (Robbins & Judge, 2018). As a result, if employees perceive an imbalance between their contributions and compensation, they may be less motivated to work hard in their positions

(Steiner, 2020). It has been discovered that an increase in employee satisfaction can only be achieved using rewards in situations where those rewards are valued by the employees and perceived as being equitable (Perry et al., 2006). In relation to distributive justice, employees will consider the imbalance in rewards as injustice. On the other hand, if they believe their compensation is fair for their work, they will remain committed to their organisation.

Adams (1963) equity theory explains that if an employee believes they are not getting adequately rewarded, they will attempt to make things fair at work. According to this theory, people are more motivated when they are treated fairly, but less driven when they are treated unfairly. The topic of discussion in equity theory is how individuals feel they are being treated in comparison to the experiences of other people. Being treated fairly is obtaining equal treatment when compared to another group or individual relevant to the situation. When it comes to equity, feelings and perceptions are involved, and the process itself is always one of comparison (Daniel, 2019). It is not the same thing as equality, which refers to treating each person in the same manner. If they did deserve to be dealt with in a different manner, then doing so would be unfair.

Jaques (1961) asserted that equity theory is connected to the "felt-fair" principle, which states that pay systems will be fair if they are perceived to be fair. In other words, pay systems will be equitable if they are equitable. The theory places an emphasis on fairness in employee compensation and proposes that how employees behave is mostly influenced by how they perceive fairness in their pay or rewards for their job (Yasmeen, 2023). In other words, the theory suggests that fairness in compensation or rewards for an employee's input has a significant impact on the employee's behaviour.

The employee's perceptions in relation to the organisation's fair or unfair treatment is of utmost significance to an individual employee. A sense of fairness is conveyed to workers through the proverb "a fair day's work deserves a fair day's pay" (Daniel, 2019, p. 32). When employees have the impression that they are being treated unfairly, it can lead to decreased organisational commitment (Febriandika et al., 2020). According to the equity theory, workers consider how much effort they put into their work relative to what they get out of it as compared to other workers. When they believe things aren't fair, it might lead to

arguments and unhappiness at work. They may decide to work less hard, ask for more money, or even leave the job (Adams 1963).

The equity theory suggest that employees should compare their salary, recognition, and advancement to what they offer to the organisation. Employees are only motivated and committed when they believe that the organisation is fair. The perception that things are not fair leads to less satisfaction and decreased organisational commitment.

Leader-Member Exchange Theory

The leader-member exchange (LMX) theory is another theory that explains organisational commitment. The LMX was formulated by Dansereau, Graen, and Haga in 1975 to demonstrate how a leader and each employee agree on their duties and what is expected of them. This theory posits that when leaders provide desirable incentives to subordinates, such as hard assignments and improved salary, they respond with enhanced commitment, and they become loyal to the organisation (Lopez et al., 2020).

The LMX theory is based on the development of positive working connections between organisational leaders and employees (Strukan & Nikolic, 2017). These partnerships increase employee commitment and provide a positive mind-set favourable to collaborating and achieving organisational goals (Garg & Dhar, 2014). This theory is also relevant to this research because it is associated with normative commitment. Employees remain in the organisation due to the rewards they get even if the work environment is toxic to their mental health and even if they experience uncivil behaviours (Brown, Chen, & O'Donnell, 2017). According to the findings of the research conducted by Dulebohn et al. (2012), a strong correlation exists between LMX and affective commitment. Liden and Maslyn (1998) put forth a theory that explained that the contribution component of LMX reflects an individual's willingness to take on responsibilities that extend beyond the scope of their job description but are ultimately beneficial to the organisation. Therefore, in greater detail, LMX-Contribution should have a positive relation to affective commitment.

The idea of LMX acknowledges that leaders develop individual relationships with each of their followers rather than maintaining uniform ties with all subordinates (Graen & Uhl-Bien, 1995). These interactions can be classified into two types: "out-group" ties, which are transactional in nature, and "in-group" relationships, which can develop into connections based on trust, affinity, reciprocity, or friendship (Liden and Maslyn, 1998). According to social exchange theory, reciprocal relationships can predict a variety of organisational outcomes, such as organisational citizenship behaviour, work performance, and plans to leave (Cropanzano & Mitchell, 2005).

Even though many ways of thinking about LMX are non-dimensional, leaders and followers can play more than one role, so different kinds of LMX can happen. Liden and Maslyn (1998), as cited by Keskes et al. (2018), came up with a four-dimensional model of LMX, which includes the following types of interactions between leaders and followers:

- a) Contribution: Subordinates can accept a leader's call to do better work, and in return, leaders give subordinates valuable resources (budget, equipment, or materials).
- b) Loyalty: Both leaders and followers can show loyalty to each other. In exchange for the subordinate's loyalty, the leader may give her tasks that require her to use more judgement or be more responsible.
- c) Affect: Some relationships between a leader and a follower may be because both people like each other and want to be friends.
- d) Professional respect: Members of an organisation may want to build relationships with people who have a lot of expert power because they can learn useful professional skills and meet influential people inside and outside the organisation.

The LMX theory emphasises the importance of recognising the variety and depth of leader-follower relationships. These interactions, whether transactional or transformational, shape organisational dynamics and, as a result, affect a variety of crucial outcomes (Anisman-Razin et al., 2023). Leaders and followers should be aware of the potential for complex LMX relationships and use them to enhance workplace growth, productivity, and collaboration.

2.2.2 Review of related literature

This section presents the review of related literature on the three constructs under study, namely, organisational commitment, workplace cyber incivility, and organisational justice.

2.2.2.1 Organisational Justice

The concept of organisational justice

Greenberg (1987) studied the concept of organisational justice by looking at both the causes of inefficient employee behaviour as well as new tools for researching employee behaviour. The author defined organisational justice as an employee's assessment of their organisation's behaviours, decisions, and actions and how they affect their own attitudes and behaviours at work (Cook, 2021).

Organisational justice can be described as an employee's general viewpoint regarding fairness in the workplace, including the allocation of goods, procedures, and social interactions (Turek, 2011). This indicates that organisational justice is not an objective criterion, but rather a subjective appraisal of what is going on within the organisation by its members. It is subjective and descriptive since it reflects what individual employees feel to be correct rather than an objective fact.

Organisational justice is a subjective perception that is evaluated by employees, managers, supervisors, and the third-party observers. Researchers refer to such perceptions and evaluation as justice judgement (Tyler, 2000). Observers construct justice judgments based on the cues and information they encounter in the workplace, as well as their emotional reactions to these events (Colquitt & Zapata, 2015). Hollensbe et al. (2008) asserted that these justice judgement link to employees' attitude and behaviour.

Justice is the mainly vital principle in a person's social as well as organisational life (Nazir et al., 2020). Justice is a moral virtue, and a just person is one who acts truthfully and in

line with the law (Bugdol, 2014). The notion of justice manifests in a variety of organisational situations, including remuneration systems, recruitment processes, job assignments, and performance evaluations (Mopalami, 2015). Moliner et al. (2017) states that organisational justice refers to how employees view their organisation's conduct, which influences their subsequent attitudes and behaviours.

People's judgments of the fairness or unfairness of the treatment they receive in the organisations where they work are referred to as organisational justice (Steiner, 2020). Employees assess the fairness of the judgments made and carried out by authorities, such as managers and supervisors. Wan (2016) concur that organisational justice is about making sure that the decisions taken in the organisation are fair and every employee is treated equally. Rupp et al. (2017) further explains that it is a critical factor in moulding employees' behaviour and attitudes, and it is the intangible glue that allows people to collaborate effectively and efficiently. When employees sense equality within the workplace, it can drive them to execute more helpful and constructive behaviour for the organisation, however when they experience injustice, they may respond negatively (Graso & Grover, 2017).

The components of organisational justice

The organisational justice literature has introduced several organisational justice components. The three-factor model, which divides organisational justice into three components: distributive, procedural, and interactional justice, is one of the most well-known strategies (AISaree, 2020). Distributive, procedural, interactional, interpersonal, and informational justice were the five components that earlier research divided organisational justice into (Folger & Cropanzano, 1998). These five components of organisational justice are commonly associated (Cropanzano, Bowen, & Gilliland, 2007). However, at a later stage,—scholars have largely combined the last two components (interpersonal and informational justice) under the umbrella of one component: interactional justice (Suifan, 2019). Each component contains distinct characteristics that are required for debates about the use of organisational justice in the workplace.

Distributive justice is the fair distribution process of results, awards, and rewards to the organisation's members. Justice determined in accordance with rules, policies, and procedures used in decision-making within an organisation is known as procedural justice (Lambert et al., 2020). The focus of procedural justice is more on the organisation's operational policies; the degree of fairness in the application of organisational policies will have an impact on how satisfied the members are. The primary concern of distributive justice is the fairness of the organisation's results (Indradevi, 2022). Thus, it has to do with how much management choices are based on distribution and allocation outcomes, like pay and promotions. It also has to do with how fair and equitable managerial decisions are in how they distribute rewards to employees (Niehoff & Moorman 2010). The concept of distributive justice focuses on people's perceptions of their experiences with pay and recognition, which may have a significant impact on their levels of motivation and job satisfaction.

Procedural justice focuses on the steps taken by management to make a just or fair decision (Ranjit, 2022). To improve the employee's perception of procedural justice, procedures like equal employment opportunities, fair disciplinary actions, and reward systems are crucial. Employees will be more satisfied if the processes and procedures are seen as fair, which will result in a positive attitude and behaviour. Nagtegaal (2021) explained that procedural justice is perceived as a fair decision-making process. It is among the most significant variables affecting how employees perceive justice at work. Some people might be surprised to learn that even when the outcome of a decision is positive, employees show a vested interest in fair decision-making procedures (Terpstra & van Wijck, 2023). Organisations provoke perceptions of unfairness when the procedures seem to be inconsistent, biased, unreliable, or unethical. Employee perceptions of fairness are also adversely impacted when decision-making procedures lack channels for redress and when poor representation of employee concerns are clear (Wiseman & Stillwell, 2022). Prior to starting work, during the hiring process, employees begin to form procedural justice judgments (Cropanzano et al., 2007). The way a candidate expects justice and trust to be applied as an employee is influenced by their first encounters.

Interactional justice exists when people who are responsible for decision-making treat people with respect and sensitivity and provide thorough explanations for their decisions. Interactional justice refers to the way one person treats another (Ranjit, 2022). If a person

shares information appropriately and refrains from being impolite or cruel, that person is said to be interactional. Colquitt (2001) identified two components of interactional justice. The first one is informational justice, which refers to the degree to which honesty and adequate justifications are offered when conditions diverge from expectations (AISaree, 2020). It is the standard of information provided to workers in terms of giving adequate justifications and explanations for decisions made by superiors. The second component is interpersonal justice, which is the term used to describe how one treats others with respect and dignity (Mrwebi et al., 2018). Neall et al. (2021) explained interpersonal justice as to how co-workers interact with one another within an organisation, particularly, determining if individuals are being treated adequately, politely, respectably, and with dignity.

2.2.2.2 Workplace Cyber Incivility

The concept of Workplace Cyber Incivility

Katz clearly proposed in 1964 that workplace incivility was considered as undesirable behaviour by members of the organisation. The author emphasises the negative impact it can have on interpersonal relations. Building on Katz foundational ideas, Andersson and Pearson (1999, p. 457) advanced on the concept and defined workplace incivility as "low intensity behaviour with ambiguous intent to harm the target, violating workplace rules for mutual respect, rude, showing a lack of respect for others," are arguably more influential in empirical studies of incivility in the workplace. There are several essential elements of workplace incivility derived from the above definition. To begin with, it is intended to be unclear in its intent to cause harm (Cortina et al., 2019). In other words, it is envisioned as possibly ambiguous to those involved in uncivil encounters whether the incivility was intentional or not. This characteristic is regarded to distinguish incivility from other types of workplace mistreatment. Second, workplace incivility is regarded to be dysfunctional and damaging to recipients (e.g., anxiety, unpleasant sentiments) because it demonstrates a lack of concern for them (Mehmood et al., 2021). This premise is based on the notion that individuals desire to be treated with respect and dignity, and that civility is a moral need based on caring about others (Folger & Skarlicki, 2005). Lastly, uncivil behaviour is regarded deviant because it violates organisational principles such as respect and courtesy (Zaheer et al., 2021).

The rapid development of information technology has aided in the development of incivility, not just in face-to-face communication but also in online communication (Pearson et al., 2000). The workplace of the twenty-first century is characterised by frequent online communications (Purcell & Rainie, 2014). Cyber incivility and discourteous treatment delivered via information and communication technologies are also common (Giumetti et al., 2012). The phenomenon of cyber incivility is also a serious problem because of the serious consequences for employees. Individuals may experience, for example, a decrease in energy and the onset of more negative emotions (Scisco et al., 2019). Online communication, for example, has less clearly defined "rules of civility" that people adhere to, increasing the likelihood that people will be disrespectful and rude, whether consciously or unconsciously (Wang et al., 2022).

Clarity in understanding and defining the opposing concept of incivility is provided by the idea of civility. Clark et al., (2022) define civility as a genuine respect for others, a willingness to participate in genuine debate, and a desire to find an agreement. Clark (2017, p.14) defined incivility as "rude or disruptive behaviours that often result in psychological or physiological distress for the people involved". Peters (2015) defined incivility as an intentionally rude behaviour toward others that causes one to question their own worth. According to Griffin and Clark (2014), incivility is typically experienced in a one-on-one setting and is seen as less intimidating than bullying or mobbing. Although incivility is often used as a means of coercion, it can have a devastating effect on its targets if left unaddressed.

Incivility does not only happen when there are face-to-face interactions with people inside the organisations. It can also happen during interactions mediated by technology (Niven et al., 2022). Giumetti et al. (2012) defines workplace cyber incivility as low-intensity deviant behaviour that contravenes the standards of mutual respect at work with an unclear intention to cause damage to the target via online interaction. Examples include using an unfriendly tone of voice and giving little attention to a work-related request while communicating online (e.g., e-mails). Employees' work attitudes, opinions of their superiors, work performance, and inclinations to quit are all negatively impacted by cyber incivility (Scisco et al., 2019).

Workplace cyber incivility can be demonstrated both passively and actively. For instance, passive cyber-incivility involves not responding to other people's online messages at all and scheduling meetings at the last minute, while active cyber-incivility involves using harsh language, sarcasm, and hurtful remarks while speaking to others (Lim, Teo & Chin, 2008). The growing body of research on this subject indicates that cyber incivility has a significant negative impact on people's daily experiences (Yuan et al., 2020).

Workplace Cyber Incivility at the institution of higher education

Individuals have unique opportunities to engage in discussion with others who hold differing opinions to increase knowledge and broaden existing thinking when they are working in academia. According to Clark (2008), the standard for appropriate behaviour in institutions of higher education is one of mutual respect in the environment of teaching and learning. In higher education settings, behaviours that contradict the supposed standard of polite relationships, consequently affecting the learning process, are unacceptable (Knepp, 2012). Academia's nature, structure, and outlook, however, frequently work against this ideal, causing it to become an environment where incivility and bullying are prevalent (Klein & Lester, 2013). Academic institutions are home to an uncivil workplace environment that is filled with impolite and condescending behaviours (Akella & Eid, 2020). Mahmood, Yasmeen, Ramzan and Zafar (2023) asserted that supervisors and co-workers are the two primary contributors to the lack of civility that can be found among academic staff members. Uncivil behaviour typically takes place in episodes, which are sequences of interactions that subject academic staff members to behaviour that is degrading and humiliating. Individuals experience a range of powerful negative emotions and feelings because of traumatic events (Akella & Eid, 2021).

Institutions of higher education struggle with widespread instances of incivility (Mahmood, Yasmeen, Ramzan & Zafar, 2023). McGee (2020) emphasised that the notion of incivility having consequences should not be tolerated among academic staff members. Dentith et al. (2015) cited that academic freedom and tenure are factors that contribute to the incidence of uncivil behaviour in higher education. According to Keashly (2015), those with tenure are shielded from retaliation for expressing controversial opinions if they maintain

their position. As the academic setting encourages academic freedom, academic staff members are encouraged to experiment with new ideas and widen their perspectives because of the environment. Academic freedom allows room for disagreement, criticism, and debate, even if it is controversial in nature.

The shift to remote work implies that employees might be tempted to engage in incivility online. An employee's frustration with a co-worker may prompt the employee to lash out at the co-worker via email or text message (et al., 2021). When one team member makes a mistake, it is not uncommon for other team members to publicly ridicule that team member on online discussion boards (Monika & Radosław, 2020). When an employee is criticised by a colleague at work, the employee may respond by criticising the colleague during a videoconference. In certain settings, engaging in incivility online can improve one's social standing, and in others, following others' examples of incivility online or modelling one's own online behaviour after that of others can be the most efficient way to move forward (Watkins et al., 2021).

2.2.2.3 Organisational Commitment

The concept of Organisational Commitment

The first study on organisational commitment was conducted by Whyte in 1956. Since then, the topic of organisational commitment has gained a lot of attention from a wide variety of researchers (Oyinlade, 2018). Organisational commitment can be referred to as the extent to which an individual is emotionally invested in and committed to their organisation (Novitasari et al., 2020). Allen and Meyer (1990) defined organisational commitment as a psychological condition that ties an employee to the organisation.

Meyer and Herscovitch (2001) defined organisational commitment as a force that ties a person to a path of conduct that is relevant to one or more aims. Kim et al. (2016) stated that there are two kinds of commitment: commitment to a path of action as well as commitment to a relationship. Kim et al. (2016) further stated that a person's commitment to a relationship shows how he or she feels about a social or business relationship and

why he or she wants to stay in it. Organisational commitment, then, is an individual's positive feelings toward the organisation they work at (Mazahreh, 2021).

Organisational commitment is the way an employee feels about, identifies with, and works for the organisation (Singh & Onahring 2019). It is a state in which members of an organisation are tied together by their actions and beliefs, which keep them doing things and keeping them involved in the organisation (Miller & Lee, 2001). Miller (2003) defined organisational commitment as the state of a person identifying with a certain organisation and its objectives and wants to stay a member of that organisation. Vandenberghe et al. (2017) define it as believing in and accepting an organisation's goals and principles, being willing to work hard to achieve those goals, and having a strong desire to stay a member of the organisation. So, organisational commitment can be viewed as the degree to which an employee wants to stay as a member because of caring about and agreeing with the organisation's goals and values.

According to Guzel (2019), commitment is the degree to which an individual identifies with and is involved in a specific organisation. In essence, assessing organisational commitment entails determining the alignment between an individual's personal values and views and those held by the organisation (Swailles, 2002). Thus, organisational commitment exists when employees are willing to help the organisation reach its goals. When employees know they will learn and grow with their current employers, there is a larger possibility of them staying with that organisation (Okpara, 2004).

Cetin (2020) asserted that organisational commitment is seen to not just link employees to goals or aims, but also to give them acceptance of these goals and a sense of values and make them willing to work hard to make their organisations successful. Employees who care about their organisation do everything they can to help it grow. According to Imran and Ahmed (2012), organisational commitment entails the effort a person puts into identifying with and working for a certain organisation. People have said that organisational commitment is the bond that employees have to their organisation (Chanana, 2021; Mazahreh, 2021). This implies that employees who care about their jobs and are content are more loyal to the organisation than those who do not care about the organisation.

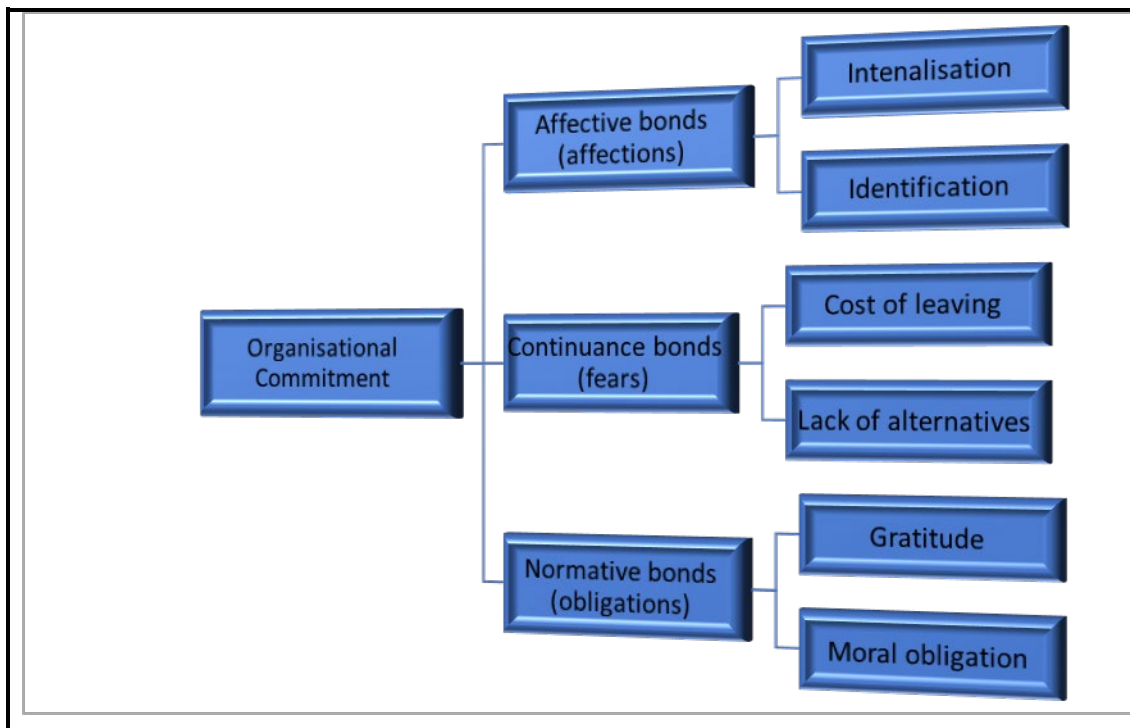
The components of organisational commitment

Porter et al. (1974) stated that commitment is comprised of three aspects, which are an employee's faith in and endorsement of organisational objectives and principles, an employee's readiness to contribute towards achieving the organisation's objectives, and an employee's strong inclination to remain part of the organisation. Mowday et al. (1979) asserted that organisational commitment consists of three elements: (a) acceptance and belief of organisational goals; (b) being enthusiastic about to put in the effort for organisation; and (c) being a willingness to continue membership in the organisation. These three elements were later used to introduce three components of organisational commitment.

Meyer and Allen (1990) proposed a three-component model of organisational commitment. These three components are affective, continuance and normative commitment (Matagi et al., 2020). Meyer and Allen (1990) claim that members of the organisation who are effectively committed to the workplace will persist in working for the organisation due to personal desire. Meyer and Allen (1991) investigated how individuals weigh the costs and hazards associated with leaving their current organisation when defining the concept of continuous commitment. A sense of obligation to maintain current employment is an example of normative commitment (Guo et al., 2020).

The model reveals the presence of three separate "mindsets" that describe an employee's thinking processes about the organisation and how committed they are to it. Figure 2.1 illustrates the three-component model. Each of these components demonstrates an employee's level of dedication to the organisation, indicating how committed everyone is to the organisation. Some people are committed to their profession because they enjoy what they do or because their goals are aligned with those of the organisation (Anwar & Balcioglu, 2016). Some may stay because they are afraid of losing something if they leave (Abdullah & Rahman, 2015). Others may stay due to the belief that they have a debt of obligation to the organisation (Faraj et al. 2021). Some of these types of commitment are obviously harmful to a person's well-being, health, and self-esteem.

Figure 2.1: The Three-Component Model



Source: Adapted from Juaneda-Ayensa, E., Clavel San Emeterio, M. & González-Menorca, C. (2017).

Bhaskar (2016) explains affective commitment as the employees' emotional relationship to their organisation after joining. It refers to the sensation of being able to separate proof as an individual from the organisation and involvement in the organisation (Othman & Abdullah, 2016). Employees easily recognise with the goals of the organisation, feel they belong there, and find fulfilment in their employment. Employees that are deeply committed feel valued, act as representatives for their organisation, and are, overall, exceptional resources for the organisation. Affective commitment is a type of responsibility defined by a mutually advantageous relationship between the individual and the organisation based on shared traits. Employees who remain dedicated to their jobs do so not merely out of need, but also because it provides them with a feeling of purpose (Abdullah & Othman, 2021). Affective commitment is the procedure by which people are continuing to consider and act on their connection with an organisation (Abdullah & Rahman, 2015).

Gao-Urhahn et al. (2016) defined employees' affective organisational commitment as the degree to which individuals feel a sense of belonging, personal identification, and engagement with the organisation. Affective commitment is the spark that ignites and motivates workers to pitch in and raise productivity by working harder to achieve the organisation's objectives (Kim, 2014). Affective commitment is defined by Meyer and Allen (1991) as an individual's feelings of attachment, identification, and participation in the organisation's activities. The term "affective commitment" describes an employee's emotional investment in and identification with their company (Motsepe, 2020). Research found that when workers feel emotionally invested in their organisation, they are more likely to take positive action, and this emotion is informed by things like motivation, encouragement, and a strong desire to succeed (Kim, 2014). Organisational commitment stems from a deep emotional investment, or "affective commitment," (Mercurio, 2015).

Affective commitment receives a lot of research interest because of the advantages that comes with it, such as heightened job performance (Cestulli, 2014). Building employees' affective commitment to an organisation can be accomplished by giving them transparent communication, availability of essential information, and opportunities for participation in making decisions (Suma & Lesha, 2013).

Employee's perception of the costs of leaving the organisation are referred to as continuous commitment; it is referred to when an individual understands the cost of leaving the organisation (Anwar & Abdullah, 2021). Individuals cannot quit an organisation because they are afraid of losing benefits, taking a pay decrease, or not being able to find employment, according to continuous organisational commitment, which is the opposite of affective organisational commitment (Anwar & Shukur, 2015). Continuous commitment highlights the potential losses suffered by the employee when they decide to leave the organisation. The commitment of the representative to the organisation is predicated on the assumption that the employees' choices for quitting the organisation are restricted. They perceive a significant cost in terminating the organisation's enrolment.

It has been discovered that a person's commitment to staying with an organisation throughout its business cycle is connected to factors such as their age, length of time in their current position, and prospects for advancement, as well as the level of satisfaction

they derive from their work in relation to the amount of money they take home. Continuance commitment requires an awareness of the costs associated with quitting the organisation (Guo & Kumar, 2020). This indicates that continued commitment involves an awareness of the costs associated with working for the organisation on the part of the employee. This is referred to as dedication that results in calculating organisational gains, and self-sacrifice on the part of employees with the intention of either keeping their current job or quitting their current job entirely (Liu et al., 2022). However, employees are aware of the risks of leaving their job, which is mostly motivated by their dependency on it. They are concerned about the financial implications. The research conducted by Umoh et al. (2014) found a strong relationship between employee benefits and measures of continuance commitment.

The responsibility or obligation that people feel because of the benefits supplied by the organisation, such as preparedness, training, and opportunities for learning, and professional progress, is referred to as normative commitment (Smith et al., 2021). The normative commitment makes an employee more devoted since the organisation's desire to "repay the debt" causes the employee to stay in the organisation. Thus, the employee "ought to" stay and then employee continues with the organisation in standardised responsibilities (Anwar & Shukur, 2015). Normative commitment is referred to as a feeling of obligation and loyalty to an organisation based on a moral obligation that emerges because of socialisation techniques and is founded on a sense of obligation and devotion (Mazahreh, 2021). Individuals that have high normative commitment remain in a business because they believe that is a moral thing to do (Anwar & Balcioglu, 2016). According to Anwar and Ghafoor (2017), normative commitment to the organisation occurs because of a series of pressures that people face throughout their social experiences from culture and upbringing, as well as their socialization as newbies to the organisation. Furthermore, normative commitment may arise due to the "psychological contract" that exists between an employee and an organisation (Anwar & Climis, 2017).

Most employees have the mindset that they owe it to the organisation they work for to remain there and contribute to the company's expansion. As outlined by Qaisar et al. (2012), normative commitment manifests in employees when they feel like they must do a specified duty or role (obligation). This sense of commitment stems from ethical issues, which causes an individual to find the idea of quitting the organisation ethically

unacceptable, that individual has experienced normative commitment (Sayan, 2011). Normative commitment is experienced when an individual feels obligated to work for an organisation (Guo et al., 2020).

Organisational Commitment at the higher education institutions

The quality of a nation's higher education system is an important factor in that system's overall development. Aside from functioning as an information resource, it makes a substantial contribution to the nation's economic progress and improves overall societal welfare (Mabaso & Dlamini, 2018). Due to the crucial role that higher education institutions fulfil in fostering skill development, which in turn boosts economic growth, it is critical that these institutions maintain a high-calibre workforce. Furthermore, higher education institutions are seen as critical centres for research, knowledge transmission, innovation, and high standards. These institutions are experts in acquiring, generating, and disseminating knowledge to the public (Mabaso & Dlamini, 2018). Chughtai and Zafar (2006) asserted that it is essential to develop and encourage organisational commitment among the academic staff. This is because numerous studies have demonstrated that employees who are committed to their organisation are more likely to remain attached to their organisation, perform better, and engage in behaviours that demonstrate organisational citizenship.

2.3 EMPIRICAL LITERATURE

This section discusses the previous research findings in relation to three variables under study. The discussion is guided by the objectives of this study.

2.3.1 Organisational Justice and Organisational Commitment

Numerous researchers have conducted empirical studies on organisational commitment and organisational justice, and the studies confirmed a positive relationship between the two variables (Gomes & Marques, 2022; Imamoglu et al., 2019; Nazir et al., 2019). This

indicates that employees who have a positive perception of their organisation in terms of fairness and justice tend to have a committed relationship with the employer.

However, the findings of the research are inconsistent when it comes to the aspects of organisational commitment relating to organisational justice. Febriandika et al. (2020) discovered that procedural fairness has no effect on affective commitment, whereas distributive justice has a positive effect (the strongest relationship) on affective commitment. These conclusions are supported by the research that Lewis (2013) conducted. Thompson, Thompson, and Glaso (2021) found a positive correlation between affective commitment and interactional justice. When it comes to explaining why employees have feelings of obligation in rewarding an organisation through increased affective commitment, interactional justice was found to be a key determining factor (Thompson et al., 2021).

The root cause of these inconsistencies is that it is possible that individual differences and the surrounding environment play a role in how the relationship between organisational justice and organisational commitment plays out. For example, if an employee has a strong sense of belonging to their organisation, they may be more likely to view it as fair and just, which in turn increases their organisational commitment. Jehanzeb and Mohanty (2020) asserted that the connection between organisational justice and organisational commitment may also be impacted by other factors, such as the culture of the organisation.

2.3.2 Organisational Justice and Workplace Cyber Incivility

The research conducted by Nader et al. (2020) found that injustice in the workplace can worsen the effect of cyber incivility. Nader et al. (2020) asserted that employees' engaging in cyber incivility can elicit negative emotions, resulting in deteriorated perception of organisational justice. Aljawarneh et al. (2022) found that employees who had a higher perception of the organisational justice in their workplace had a lower likelihood of engaging in workplace cyber incivility. Individuals who experienced higher levels of cyber-

incivility in the workplace also reported lower levels of organisational justice Nader et al. (2020).

Aljawarneh et al. (2020) conducted a study in which they discovered that organisational justice had a negative relationship with workplace cyber incivility. This is also supported by Leiter (2019) who found out that individuals who perceive their organisation to be fair are less likely to behave in an impolite manner online. Nevertheless, not all the findings of research have been consistent. According to the findings of a study conducted by Aljawarneh et al. (2022), interactional justice had no effect on cyber incivility in the workplace. This means that workplace cyber incivility may be predicted by other factors apart from organisational justice.

2.3.3 Workplace cyber incivility and organisational commitment

More than half of the global population is using digital communication, emails, and online platforms owing to COVID-19 pandemic (Radicati Group Inc, 2020). Empirical studies on cyber incivility focusing on communication using emails have revealed that employees who encounter such behaviour are more likely to engage in workplace deviance, which influences their level of commitment (Han et al., 2023; Guzel, 2019; Yuan et al., 2020). Mahmood et al. (2023) discovered that higher levels of workplace incivility result in employees feeling less committed to the organisation. Shin and Hur (2020) also found that high incidents of cyber incivility at work makes employees less committed to the organisation. Furthermore, workplace incivility has a negative link with affective, normative, and continuance commitment (Han et al., 2021). This means that if supervisors or co-workers are uncivil, employees will not want to work with the organisation. Similarly, a study by Mahmood et al., (2023) found that affective, normative and continuance commitment are all negatively impacted by workplace incivility.

A factor that can influence the relationship between workplace cyber incivility and organisational commitment is organisational justice. Research has shown that organisational justice has a negative relationship with workplace cyber incivility (Aljawarneh et al. 2020) and a positive relationship with organisational commitment

(Gomes & Marques, 2022). This means that when employees perceive low organisational justice, the negative relationship between workplace cyber incivility and organisational commitment will be high or stronger. However, there are contradictions in the research findings. Guzel (2019) discovered that workplace cyber incivility was negatively related to affective and normative commitment, but positively related to continuance commitment.

2.3.4 Gender and Organisational Justice

Many employee behaviours and attitudes are influenced by their perception of justice in workplace policies and procedures (Omonijo et al., 2019). Adriaans and Targa (2023) suggested that gender differences in job-related perceptions exist while Mengstie (2020) discovered that male and female employees' perceptions of organisational justice did not differ significantly. Similarly, Roberts and Okurame (2021) found no significant gender differences in employees' reactions to perceived organisational justice. Whereas the study of Sokic, Khawaja, and Qureshi (2021, p. 398) on 'The dark triad and perceptions of organisational justice among teaching staff in private higher education' found a negative relationship to the perception of distributive, procedural, and interactional justice only in men and a positive relationship in women. Simpson and Kaminski (2007) discovered high ranking distribution of justice from women and procedural justice lower in order of priority than men.

There seem to be inconsistencies in research findings on gender differences in relation to organisational justice. There was no statistically significant difference in distributive justice between men and women working in the service sector (Olowookere et al., 2020). This means that both men and women in the workplace share a similar view of the fairness of the workplace. It was discovered that male employees perceive procedural justice and interactional justice to be fairer than female employees (Olowookere et al., 2020). In contrast, Ansari et al. (2016) found that female employees, on the other hand, had a higher perception of all dimensions of organisational justice than their male counterparts. Wan and Chan (2018) discovered that male casino dealers had a more negative perception of distributive and procedural injustices than female casino dealers.

2.3.5 Gender and Workplace Cyber incivility

Responses to uncivil behaviour can vary significantly depending on a person's gender. Males and females engage in various forms of workplace cyber incivility (Chaudhary et al., 2022). Men are more likely to engage in active forms of cyber incivility, which can take the form of email behaviours that are directly directed at the victims, combative in nature, and openly displayed. Women are more likely to engage in the more subtle forms of online rudeness, such as sending emails that are exclusive, ignoring the sender, and showing very little interest in them (Proust & Saldana, 2022). One can make the reasonable assumption that males are more confident and more likely to express their displeasure in front of their targets. On the other hand, women have a greater propensity to be less combative and to steer clear of direct conflict.

Research findings on gender differences in relation to exposure to workplace incivility are not consistent. This may be because of the ambiguous intent of incivility, which is open to different interpretations. Settles and O'Connor (2014) asserted that female leaders may perceive incivility as an indication of a sexist climate, whereas male leaders might not see it the same way as females. In their study, Sood and Kour (2023) discovered that women reported more workplace incivility than men. This contrasts with the findings of the study conducted by Holmvall and Sobhani (2020), which found males reported more incivility among co-workers than females. It was discovered that men both instigate and experience more incivility from their co-workers than women do (Chaudhary et al., 2022).

Chaudhary et al., (2022) proposed that the gender of an employee was a significant factor in determining the nature of the cyber incivility that the employee encountered. Researchers also discovered that women experience higher levels of "female-instigated" incivility than "male-instigated" incivility (Gabriel et al., 2018, p. 363; Sood and Kour, 2023). Ruvalcaba et al. (2018) pointed that with regards to incivility, members of marginalised groups may have grown accustomed to and came to terms with persistent social inequities that exist, which may contribute to the belief that uncivil behaviour is acceptable in the workplace. For some, the fear of retaliation or scepticism about the gravity of reporting such instances may lead to fewer reports of incivility. Therefore, it is possible that employees are the targets of incivility, but they report fewer experiences of

this kind (Holmvall & Sobhani, 2020). This could be because employees use a variety of techniques to avoid such confrontations, perceiving incivility as normal behaviour, fearing the consequences of reporting such instances, or believing that their efforts will yield no results.

2.3.6 Gender and Organisational Commitment

Gender has also been reported to have an influence on organisational commitment, although previous findings are not consistent. Chukwusa (2020) discovered a positive relationship between commitment behaviour and gender. In contrast, Matagi et al., (2020) found no conclusive evidence that gender plays a significant role in determining organisational commitment or any of its components, including affective, continuance, or normative commitment.

Mahmood et al. (2023) found females to demonstrate higher levels of organisational commitment compared to males. Chanana (2021) discovered that affective commitment during COVID-19 was lower among both male and female employees with no significant difference in affective commitment between the two groups of employees. On the other hand, Haque and Oino (2019) discovered that male workers have a higher level of affective commitment. Women generally demonstrate a higher level of normative commitment than men do (Mahmood et al., 2023). Peterson et al. (2019) found women to be more committed to their organisations than men were in Bulgaria and Romania, and that men were more committed to their organisations than women were in Australia, China, Hungary, and Jamaica. Chanana (2021) found female teachers' continuance commitment higher than that of male teachers. According to Chukwusa (2020), there is no significant difference between male and female library staff members in terms of their organisational commitment.

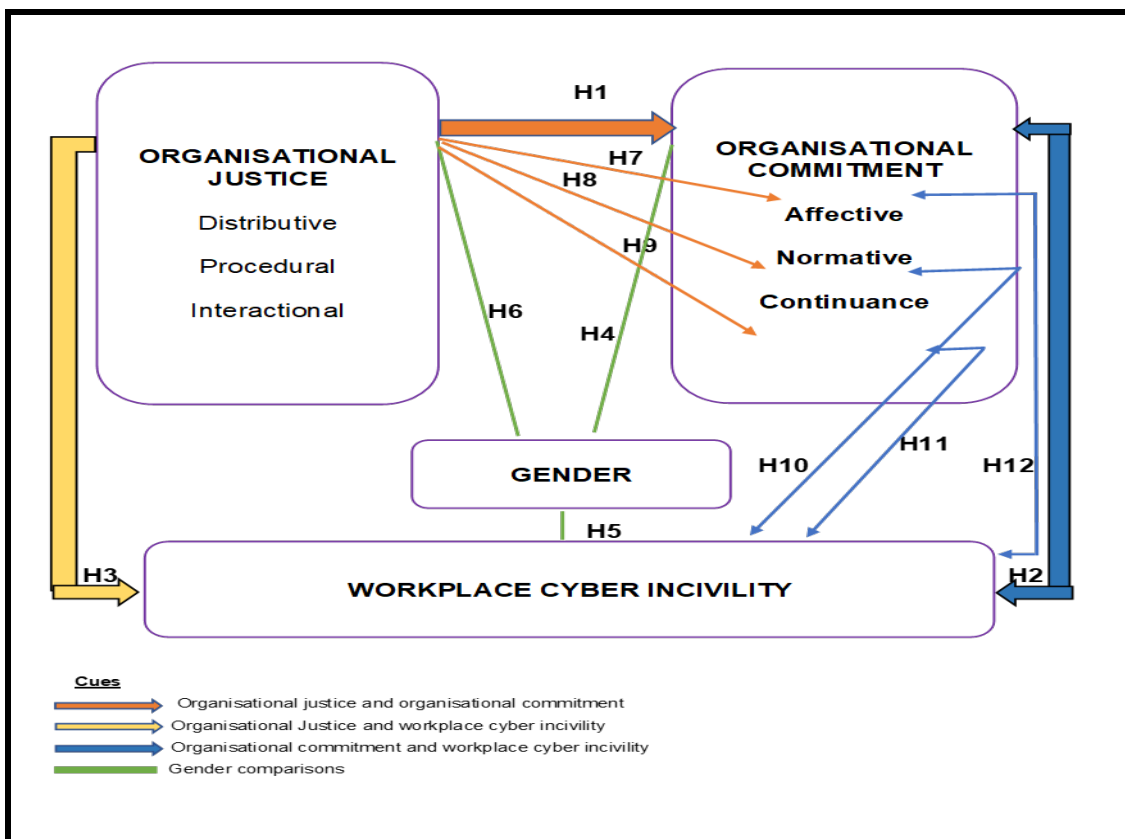
2.4 CONCEPTUAL FRAMEWORK

The conceptual framework proposed for this study is presented in Figure 2.2. In this study, organisational justice is viewed as an independent variable that has effect on workplace

cyber incivility and organisational commitment. Hence, the focus of this study was on the overall justice and the dimensions of organisation justice were not independently assessed.

In general, the literature reviewed shows that there is a relationship between the employees' experience (cyber incivility) in the workplace and their perceptions of organisational justice which affects their organisational commitment. Organisational justice has a substantial impact on workplace dynamics. Gender, however, can play a part in this relationship in which the findings are not consistent. Creating organisational justice is critical not only for reducing online incivility but also for addressing potential gender imbalances in workplace dynamics and commitment.

Figure 2.2: Conceptual Framework



(Source: Authors' conceptualisation)

2.5 CHAPTER SUMMARY

This chapter explored the theoretical dimensions of organisational justice, workplace cyber incivility, and organisational commitment. It went beyond definitions to investigate their historical background, fundamental components and overview of theories related to the three constructs. It thoroughly examines perceptions related to each variable and offers an overview of relevant prior research, laying the groundwork for the investigation. Previous findings on gender perceptions of organisational justice, workplace cyber incivility, and organisational commitment were also presented in this chapter. Gender findings in relation to the three variables were inconsistent. Scholars discovered no solid evidence that gender has a substantial influence, however others discovered gender to have a significant role. The next chapter discusses the methods used in the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, the researcher discussed the literature on organisational commitment, workplace cyber incivility and organisational commitment. This chapter aims to explain the research method, research design, and approaches employed for data collection, evaluation and interpretation.

3.2 STUDY AREA

The study site of the present study was the selected higher education institution in the Limpopo Province (University of Limpopo). Research on employees' behaviour because of the transition towards digitalisation of teaching and learning is needed, especially in rural higher education institutions which may have limited resources to operate fully in a digitalised world (Schleicher, 2020). It may be difficult for employees to complete tasks as new protocols are required. The difficulties associated with online working and learning emphasised inequalities at higher education institutions and showed that South Africa is unprepared for the 4IR (Du Plessis et al., 2022). The University of Limpopo is one of the rural universities that is easily accessible.

3.3 RESEARCH DESIGN

Research design is a plan that a researcher has that assist to provide guidance on a research project (Haider et al., 2022). It helps with answering research questions. A cross-sectional survey design was used to collect data for the study at a particular point of time. A correlational research design, which is part of the quantitative research approach was used. This approach allowed for a thorough study of hypothesised correlations between variables related to remote work and higher education institution digitisation.

3.4 RESEARCH APPROACH

Research approach are methods that are used to strategically to implement a plan. It is the approach that is used to study a research topic which includes data collection methods, analysis and interpretation (Holtom et al., 2022). Quantitative research approach is non-experimental and relies on primary data (Martin, 2017). A quantitative research approach is appropriate because it assisted in examining the nature of relationships between organisational justice, workplace cyber incivility and commitment as perceived by employees in their work environment as well as to establish if statistically significant gender differences exist.

3.5 TARGET POPULATION

A target population is a group of people who participate in a research project for the researcher to draw conclusions and conduct research from them (Etikan & Bala 2017). Academic employees who were employed by the University of Limpopo when conducting the research formed part of the target population. The University of Limpopo is comprised of the following faculties: Health Sciences, Humanities, Science and Agriculture, and Management and Law. The Human Resource Information System office at the University of Limpopo is a major administrative unit in the institution that oversees maintaining human resource data and systems (Rainer & Prince, 2020). The HRIS office at the University of Limpopo reports the total population size of 660 (N=660) of academic staff members (<https://www.ul.ac.za>).

3.6 SAMPLING METHOD

Sampling is a method used to select, gather and analyse data from a group of people or target population (Lohr, 2021). There are two techniques in sampling which are non-probability sampling and probability sampling. For data collection, a combination of convenience and quota sampling method (non-probability sampling) were utilised. According to Ismail and Ali (2016), the convenience sampling method allows for the collecting of data from many participants at a low cost and in a timely manner. As a result,

this sampling method is used when information must be obtained quickly. Quota sampling is a method of gathering representative data from a group of people (Etikan & Bala 2017). The researcher's tallying was influenced by observable traits, like gender, and it was based on the target population. The sample was chosen at the researcher's convenience. Any person believed to share the traits of the study's subject was asked to participate. It was used by the researcher to ensure that both male and female participants are represented to make gender comparisons. The Raosoft sample size calculator (available at www.raosoft.com) was employed for determining the sample size, which showed that a sample size of 193 would be appropriate when drawn from a population of 660 academic staff members. However, at the end, a total of 201 academic employees participated in this study, 114 were males and 87 females.

3.7 DATA COLLECTION METHODS

This section outlines the data collection that were used in the study. The methods include source of data, research instruments and questionnaire. Demographic data, organisational justice, workplace cyber incivility and organisational commitment questionnaires are covered.

3.7.1 Sources of Data

The data used in this study was derived from a primary data source. Primary data is information obtained from a primary source such as a survey, interview, or observation (Sekaran & Bougie, 2013).

3.7.2 Research Instrument

In this study, A questionnaire was distributed to participants for them to provide accurate information about the variables that understudy. A questionnaire was considered appropriate based on its advantage of the ability to cover a large group at the same time (Bhandari, 2023). No translated version was included because academic employees as the target population are fluent in English. The structure of the questionnaires and the kind of questionnaires used are presented below:

3.7.2.1. Demographic questionnaire

Section A of the questionnaire included questions designed to collect demographic information that will be helpful in describing the sample. This included questions about the participants' gender, age, position, and length of service. Gender helped to establish gender differences in perceptions of organisational justice, workplace cyber incivility, and organisational commitment, as well as identify the dominant gender within the institution. Age was used to conduct an age distribution analysis of the faculty members at the university. This helped figure out a predominant age range of the population under study. Educational level assisted to examine respondents' educational backgrounds. Job position helped to determine the position that the academic employee holds within their faculties. Years of service at the institution assisted to examine the length of service in years for each respondent. In general, the demographic data helped the researcher to better understand the target population's background characteristics.

3.7.2.2 Workplace cyber incivility questionnaire

Section B was structured to elicit information on workplace cyber incivility. Lim and Teo (2009) created a questionnaire with 14 items to determine how much of uncivil behaviour employees experienced at work. This study made use of that questionnaire. People rated how frequently their coworkers or managers were engaging in workplace cyber incivility in the previous year. This was done on a 5-point Likert scale with options such as "Never," "Rarely," "Sometimes," "Often," or "Very Often."

Holmvall and Sobhani's (2020) reported a Cronbach's reliability for the cyber incivility scale to be 0.90 in their study. Park and Haun (2018) and Lim and Teo (2009) reported a Cronbach alpha that is greater than 0.90. This suggests high internal consistency. Kamaruddin, Ismail, and Hamid (2021) validated the workplace cyber incivility scale, confirming its usefulness in gathering data on cyber incivility. The measure has a strong content validity with items that captures variety types of cyber incivility such as rude emails or disrespectful remarks. It also has strong construct validity because factor analysis confirms its uniqueness as a measure of cyber incivility (Ju, 2020).

3.7.2.3 Organisational justice questionnaire

Section C of the questionnaire presents information on organisational justice. This study used the Niehoff and Moorman (1993) scale to measure organisational justice. On a five-point Likert scale, participants indicated their level of agreement in relation to each of the 20 items in the scale, which ranges from (1) strongly disagree to (2) disagree to (3) don't know to (4) agree, and (5) strongly agree. The scale measures three dimensions: six items of procedural justice, five items of distributive justice, and nine items of interactional justice.

Cronbach's coefficient indicated that the measurement scale used to measure organisational justice was highly reliable, with a coefficient greater than 0.70, implying that there is sufficient internal consistency (Hair et al., 2010). These findings were consistent with previous research, which found reliability Cronbach alpha values greater than 0.90 Awang (2012). All participants received the same questionnaires, which contains structured questions, to ensure the study's reliability. In addition, the reliability of the instruments employed in this study was calculated, and there was a presentation of the Cronbach alpha coefficient for each one. The scale covers most of the elements of organisational justice therefore it is content valid. The measurement scale has an excellent construct validity because the factor analysis validates the three aspects of organisational justice (Rasul & Masood, 2022). The scale demonstrates convergent validity because it has a strong relationship with other constructs such as organisational commitment.

3.7.2.4. Organisational commitment questionnaire

Section D was structured to provide information on organisational commitment. This research employed an 18-item scale designed by Meyer et al. (1993) to gauge organisational commitment, which includes three dimensions: affective commitment, continuance commitment, and normative commitment, each comprising six items. The measure uses a 5-point Likert scale to assess participants' agreement levels with each item, with options ranging from (1) strongly disagree to (2) disagree to (3) don't know to (4) agree to (5) strongly agree.

Wilson et al. (2016) highlighted how Cronbach's alpha and factor analysis revealed that items explaining the elements of organisational commitment were suitable and reliable. Previous research that used the organisational commitment measure revealed Cronbach's alpha values greater than 0.70, indicating the measure strong reliability (Meyer & Allen, 1991 as cited in Matlakala, 2021). These findings were consistent with previous research, which found reliability Cronbach alpha values of 0.91 (Pretorius & Roodt, 2004), 0.94 (Storm & Roodt, 2001), and 0.926 (Jacobs, 2005). Organisational commitment scale questions were validated by leadership and organisational behaviour specialists to meet the criteria and determine whether the research constructs are appropriate (Nanan & Saribut, 2019). It demonstrates good content and construct validity since the measure accurately captures the multidimension nature of organisational commitment and have maintained the distinctiveness if the three components.

3.7 DATA COLLECTION PROCEDURE

Prior to the collection of data, a formal request was made to the University of Limpopo. Upon the institutions granting permission, the date and time for questionnaire distribution and collection was communicated to the institutions. There is no translated version of the questionnaire because of the sample comprised of academic employees, who are fluent in English. The questionnaires took about 5-10 minutes to complete. The respondents completed the questionnaire both manually and electronically. The questionnaires came with a cover letter outlining the research's purpose, ethical considerations, data use, and return dates. Respondents were asked to sign a consent form to indicate that they are taking part in the survey voluntarily. The printed questionnaires were collected by the researcher on a date agreed upon with the respondents while the online versions were submitted electronically after completion.

3.8 DATA ANALYSIS

Data analysis is a method that involves utilising statistical approaches to evaluate the data obtained by the researcher using models (Haider et al., 2022). The R Statistical Software

version 1.4.3 was used to investigate examine the numerical data gathered from the respondents. Descriptive statistics, including mean, standard deviation and percentages were used to describe the collected data, including the demographic data (Sekaran & Bougie, 2013). Confirmatory factor analyses were done to determine the reliability of the questions. Pearson-product moment correlations and regression analysis were used to investigate the relationships between the variables (Ullah & Ameen, 2021) while t-tests and Mann-Whitney U test were used to examine gender differences. T-tests were run to establish gender differences on organisational commitment (Li et al., 2017). Workplace cyber incivility and organisational justice perception scores did not pass the normality test; hence the Mann-Whitney U test was used to test the difference in distribution of male perception scores vs female perception scores for both phenomena.

3.9 ETHICAL CONSIDERATIONS

The study was conducted in an ethical manner, taking into considerations the following ethical principles:

Permission to conduct the study

The researcher approached the management of the chosen higher education institution for approval to carry out the proposed study. Before conducting research, the researcher requested ethical approval from the Turfloop Research Ethics Committee (TREC), which was granted with the issuance of the ethical clearance certificate. Research ethics committees ensures that research proposals adhere to the necessary ethical standards (Mallia's, 2018).

Voluntary participation

Respondents have responded willingly in the study and were free to leave the study at any time as suggested by Kiliñç and Fırat (2017). Respondents were not obligated to continue filling out questionnaires. Respondents were not required to give a reason for refusing to participate in the study.

Informed consent

Respondents must be given detailed information about the study's requirements, the intended use of the data, and any possible outcomes (Fleming & Zegwaard, 2018). The process of informed consent was followed by informing the employees about the purpose of the study so that they can make informed decisions about their willingness to take part in the study.

Confidentiality

The data collected from the respondents should be treated with strict confidentiality as recommended by Clark-Kazak (2017). The researcher respected the participants' rights to privacy. The collected information was kept safe, and it was only accessible to the researcher.

Anonymity

It is critical that participants' identities remain anonymous, and the assurances go beyond simply protecting their names (Fleming & Zegwaard, 2018). The researcher did not collect any personal information that could be linked to a particular participant to ensure anonymity.

3.10 CHAPTER SUMMARY

This chapter elaborated on the rationale for the methodology employed in gathering, assessing, and interpreting data. It defined and provided thorough details on the study's focus, how the research was conducted (methodology), how the data was collected and analysed and study population in detail. Ethical concerns are thoroughly examined. The following chapter aims to present and discuss the study's findings.

CHAPTER 4

PRESENTATION OF RESULTS

4.1 INTRODUCTION

This chapter presents the study's findings based on responses from academic personnel from University of Limpopo. In this chapter, demographics such as gender, age, positions held, and years of service are included. The data was presented using descriptive measurements, correlations and regression analysis, structural models, the Shapiro-Wilk normality test, the t-test, and the Mann-Whitney U test. Confirmatory factor analysis was done to determine whether the questions were measuring what they were designed to measure. We used the Pearson product-moment correlation to examine how three variables are related.

4.2 RESPONSE RATE

Response rate is number of people in a percentage who responded to the questionnaire and are eligible to participate in the study (Holtom et al., 2022). Table 4.1 contains results from a survey of academic staff members. A total of 250 questionnaires were distributed to staff members, and the survey sought their responses. The academic staff members returned 201 of the 250 questionnaires sent.

Table 4.1: The Response Rate

Respondents	Number of questionnaires sent	Number of questionnaires returned/submitted	Response rate
Academic staff members	250	201	80%

The response rate (the percentage of questionnaires returned out of the total sent) is estimated to be around 80.4%. This indicates that most academic staff participated in the survey by filling out and returning questionnaires.

4.3 DATA PRESENTATION

4.3.1 Demographic data

The respondents' demographics were measured based on gender, age, and job position. Gender was used to analyse different perceptions and experiences of organisational justice, workplace cyber incivility and organisational commitment. Age was used to identify generational influences that will affect the experiences that employees have. Job positions was included to check if roles play a role in perceptions of organisational injustices, experiencing workplace cyber incivility and the level of organisational commitment.

4.3.1.1 Gender and age

The provided demographics on Table 4.2 provide information about the distribution of participants of different gender and age that took part in the survey.

Table 4.2: The Gender and Age of Respondents

Gender and Age Categories	Number of Respondents	Percent (%) of Total
Female	87	43%
20-30 years old	21	10%
31-40 years old	38	19%
41-50 years old	17	8%
51 and older	11	5%
Male	114	57%
20-30 years old	31	15%
31-40 years old	41	20%
41-50 years old	25	12%
51 and older	17	8%

Total	201	100%
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Among the total of 201 people who participated in the survey, 87 (or 43%) identified as females, while 114 (or 57%) identified as males. The age group of female respondents ranging from 31-40 years old made up the largest portion of the sample with 38 respondents (19%). The group of male respondents aged 20-30 years old had the second-largest representation, with 31 respondents (15%). However, the results show that most of the respondents who responded were males 114 (57%) as compared to females 87(43%).

4.3.2 Job positions and years of service

Respondents' job positions and service years are provided in Table 4.3.

Table 4.3: The Respondents' Job Positions and Years of Service

Job Position and Years of service	Number of Respondents	% of Total
Junior Lecturer	51	25%
Below 1 year	6	3%
1-5 years	44	22%
5-10 years	1	0%
Lecturer	87	43%
1-5 years	30	15%
5-10 years	55	27%
More than 10 years	2	1%
Senior lecturer/Professor/associate professor	63	31%
1-5 years	10	5%
5-10 years	24	12%
More than 10 years	29	14%
Total	201	100%

There were 51 people out of the total respondents who filled the role of Junior Lecturer. This represents 25% of the total. 6 respondents (3%) had less than 1 year of service, while

44 (22%) had 1-5 years. Lecturers comprised of 87 respondents, which represents 43% of the total. 30 (15%) lecturers had 1-5 years of service, while 55 (27%) had 5-10. 2 lecturers (1%) had over 10 years of experience. Senior Lecturer/Professor/Associate Professor had 63 respondents (31%). 10 (5%) had 1-5 years of service, 24 (12%) had 5-10 years, and 29 (14%) had over 10 years. These demographics reveal the population's job positions and years of service.

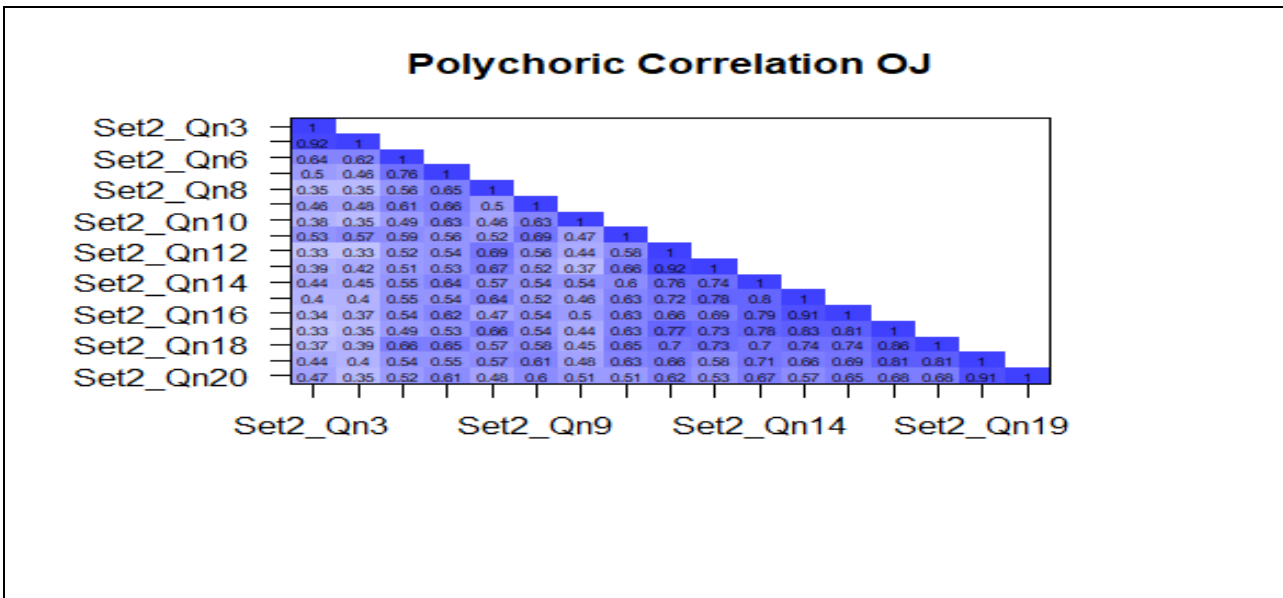
4.4 MEASUREMENT OF DATA QUALITY

Inter-item correlation (item-item) was measured using a correlation matrix and item-total correlation was measured using Confirmatory Factor analysis (CFA). Inter-item correlation is the correlation between bi-variate items and gives a degree of how closely related the questionnaire items are to each other. Item-total correlation will be the factor loadings of the individual item contribution to the latent variable or construct to find the reliability coefficient (Foxcroft & Roodt, 2018). The discussion that follows focuses on each construct.

4.4.1 Organisational justice

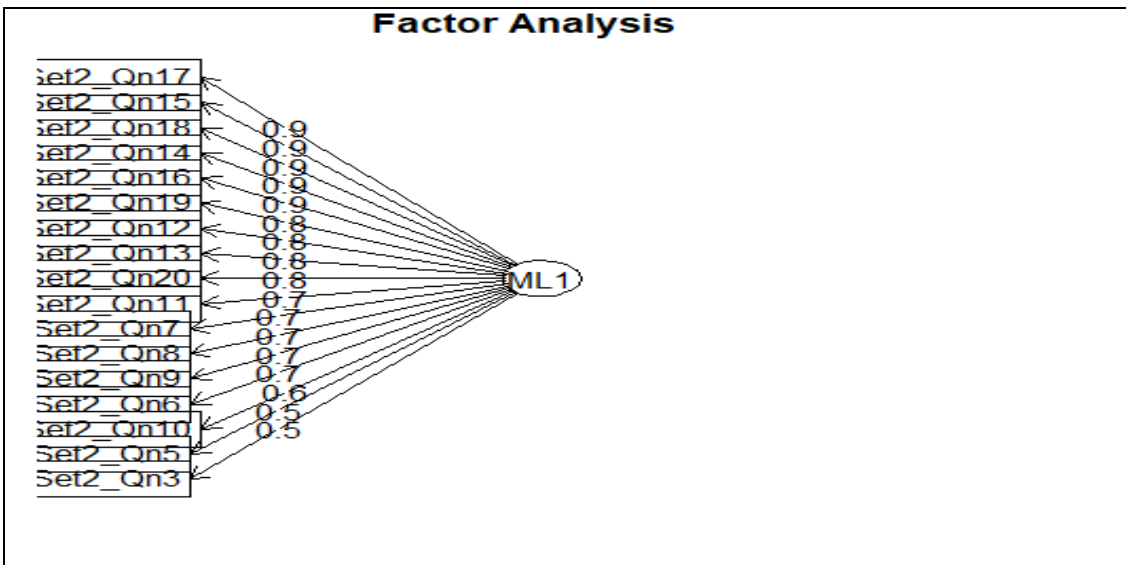
Inter-item correlations of organisational justice were conducted to assess the reliability of the scale used and this is depicted in Figure 4.1. There is a high correlation between items Q5 & Q4, Q12 & Q13, Q14 & 16, Q19 & Q20, Q19 & Q17, Q18 & Q20. Assessment of the questions showed that they indeed almost measure the same concepts. Three (3) Questions were removed after their factor loadings were below 0.5. When a factor loading is less than 0.5 it means that the item does not measure or contribute to explaining the variance in factor, it has a weak relationship. This improved the total variance accounted by the latent variable from 53% to 58%. In general, inter-item correlations shows that the organisational justice scale used is reliable with the reliability coefficient of 0.67.

Figure 4.1: Organisational Justice Inter-Item Correlations



Factor analyses were also conducted to examine construct validity as illustrated in Figure 4.2.

Figure 4.2: Organisational Justice Factor Analysis

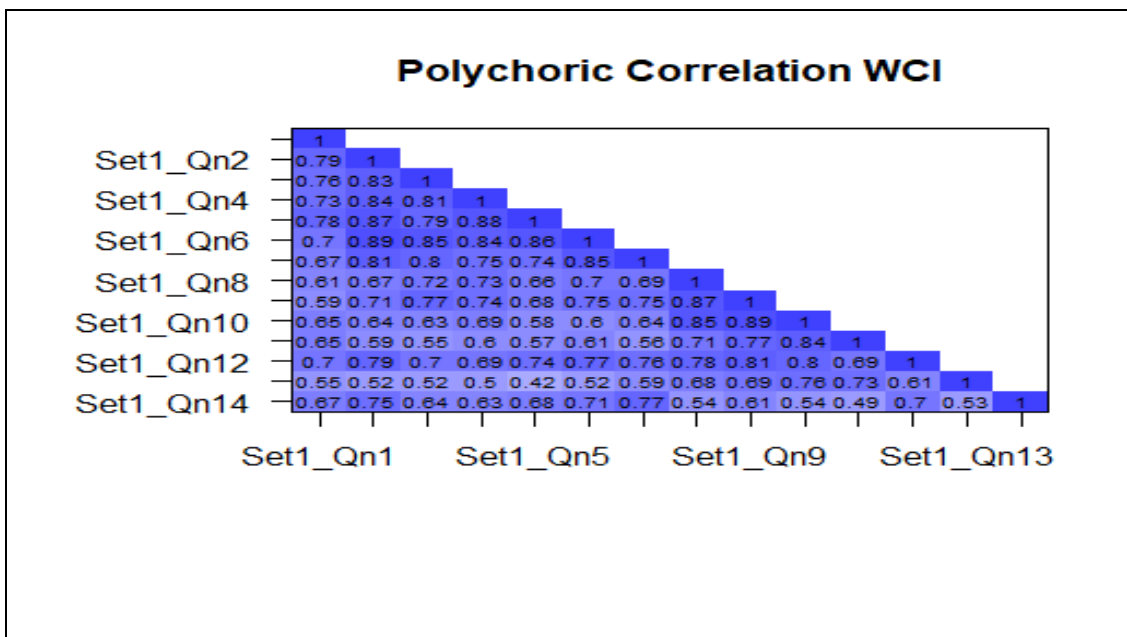


Of the 17 remaining Questions, Question 17 has the highest factor loading (0.896) suggesting that organisational justice manifests more when implications of decisions made about ones' job are discussed with the employee by the manager.

4.4.2 Workplace cyber incivility

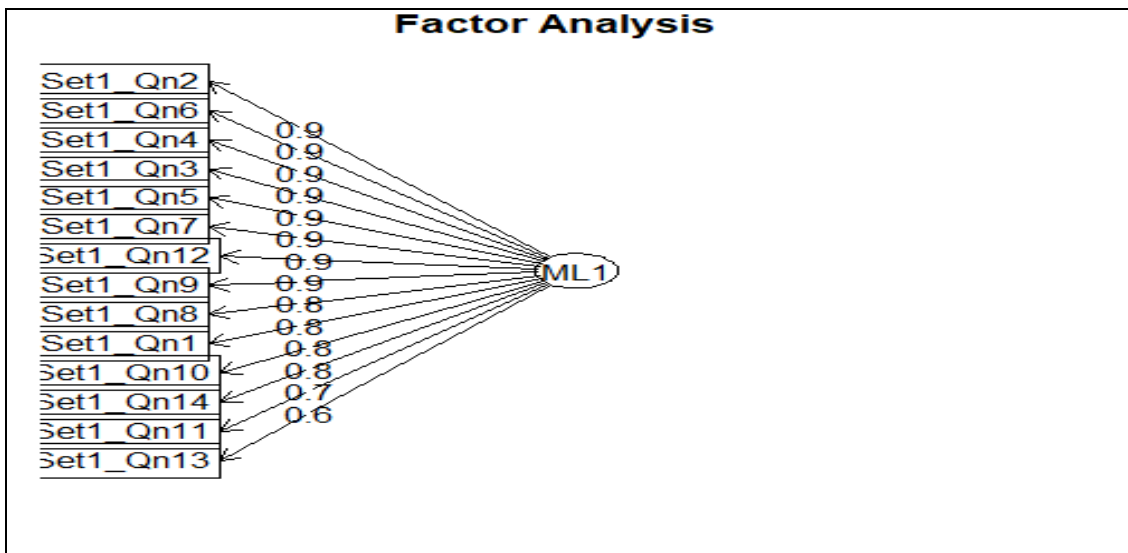
Item-item correlations of workplace cyber incivility items were conducted to assess the reliability of the scale, and this is depicted in Figure 4.3. There is a high correlation between items Q2 & Q6, Q5 & Q4, Q2 & Q5, Q8 & Q9, Q9 & Q10. Assessment of the questions showed that they indeed almost measure the same concepts. The 11 Questions accounts for about 70 % of the total variance. This means the 14 Questions are a good measures of workplace cyber incivility. In general, inter-item correlations shows that the workplace cyber incivility used is reliable with the reliability coefficient of 0.83.

Figure 4.3: Workplace Cyber Incivility Inter-Item Correlations



Factor analysis were also conducted to examine construct validity as illustrated in Figure 4.4 of the 14 Questions, Question 2 has the highest factor loadings suggesting that workplace cyber incivility manifests more when people say negative things about other people via e-mails that they would not say to you face-to-face.

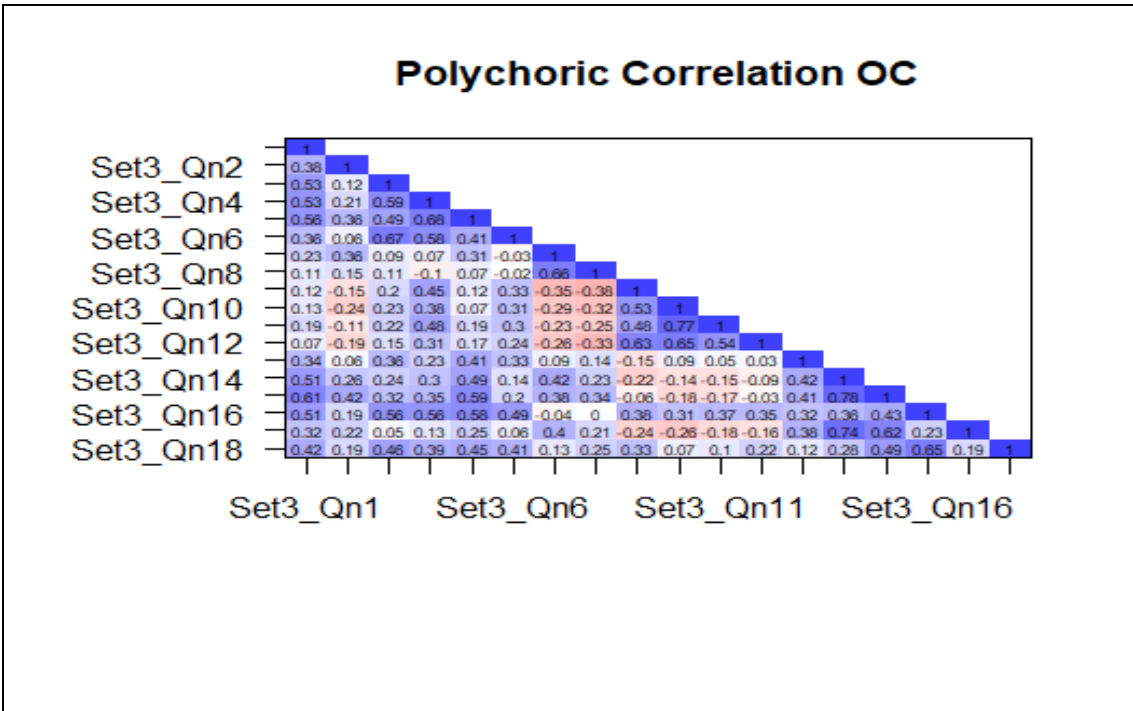
Figure 4.4: Workplace Cyber Incivility Factor Analysis



4.4.3 Organisational commitment

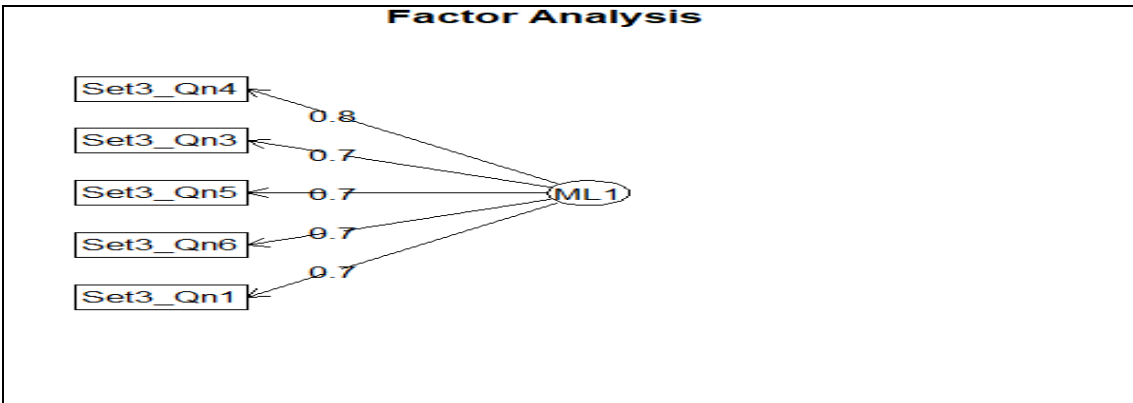
Item-item correlations of organisational commitment items were conducted to assess the reliability of the scale, and this is depicted in Figure 4.5. There is a high correlation between items Q4 & Q5, Q6 & Q3, Q8 & Q7, Q10 & Q11, Q9 & Q11, Q14 & Q15. Assessment of the questions showed that they indeed almost measure the same concepts. However, there are two specific questions that showed high correlation between them, while some showed negative correlations. In general, inter-item correlations shows that the organisational commitment used is reliable with the reliability coefficient of 0.76.

Figure 4.5: Organisational Commitment Inter-Item Correlations



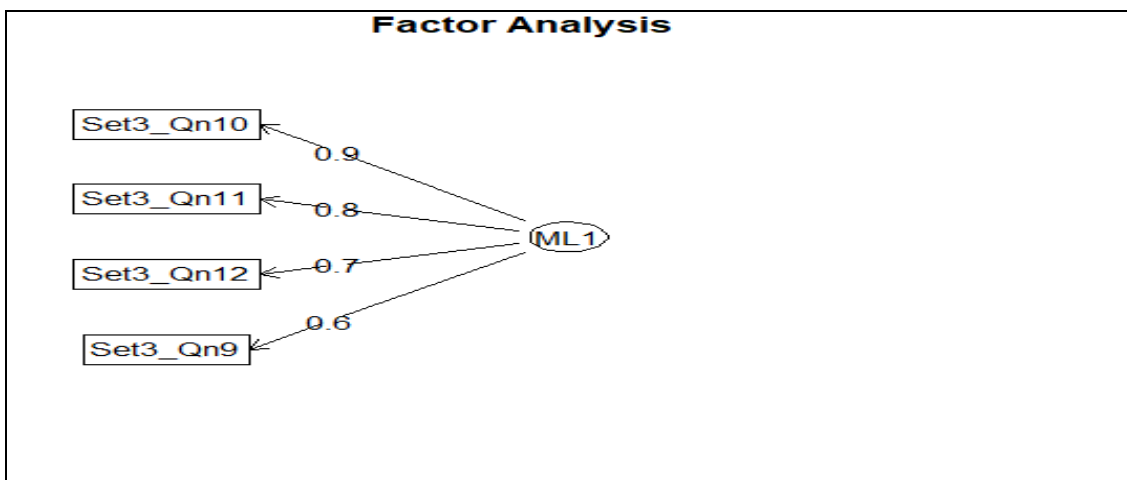
Factor analyses were also conducted to examine construct validity, but it was performed on individual dimensions of organisational commitment as illustrated by Figures 4.6-4.8. The factor loadings for Affective commitment show that Q2 has a low factor loading and should be discarded (Figure 4.6). A low factor loading means that the item has a weak relationship with the construct, therefore it does not measure what it is supposed to measure. After removing it the variance explained by Affective commitment improved from 46.9% to 54.5%. This is low but acceptable (Shrestha, 2021). Of the 17 remaining Questions, Question 4 has the highest factor loading (0.840) suggesting that Affective commitment is more pronounced when people feel/do not feel emotionally attached to the organisation.

Figure 4.6: Affective Commitment Factor Analysis



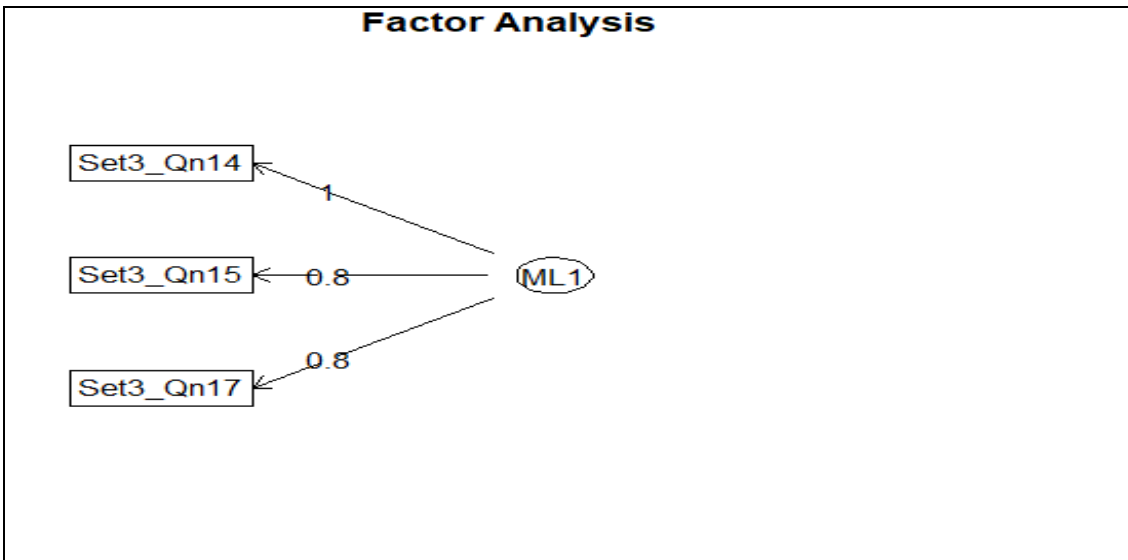
The factor loadings for Continuance Commitment showed that Q7 and Q8 had low factor loadings and should be discarded (Figure 4.7). After removing it the variance explained by Continuance commitment improved from 45.5% to 60.5%. Of the 4 remaining Questions, Question 10 had the highest factor loading (0.912) suggesting that Continuance commitment is more pronounced when one considers options available.

Figure 4.7: Continuance Commitment Factor Analysis



The factor loadings for Normative Commitment showed that Q13 and Q16 and Q18 had low factor loadings and should be discarded. Low factor loadings will affect reliability of the scale because the items wont measure what they are supposed to measure because of the weak relationship. After removing it the variance explained by normative commitment improved from 45.8% to 72.4%. Of the 3 remaining Questions, Question 14 had the highest factor loading (0.961) suggesting that Normative commitment is more measured by one's feelings about leaving an organisation even if it were to their advantage.

Figure 4.8: Normative Commitment Factor Analysis



4.5 DESCRIPTIVES OF FINDINGS

4.5.1 Organisational justice

Table 4.4 contains descriptive information on different facets of organisational fairness as seen by employees. The table shows the percentage of respondents who agree or disagree with each statement about workplace fairness, ranging from "Strongly Agree" to "Strongly Disagree." Notably, most respondents (71%), agreed that their work schedule (71%), salary level (47%), workload (63%), and job duties (63%) are reasonable.

Table 4.4: Organisational Justice Descriptive Statistics

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
I have a fair working schedule.	40 (20%)	102 (51%)	4 (2%)	52 (26%)	3 (1%)
The pay that I receive is quite fair.	19 (9%)	77 (38%)	16 (8%)	76 (38%)	13 (6%)
The workload that I have is considered fair	20 (10%)	106 (53%)	9 (4%)	65 (32%)	1 (~0%)
In general, the benefits that I get here are reasonable	15 (7%)	82 (41%)	24 (12%)	75 (37%)	5 (2%)
I believe that my job obligations are reasonable	19 (9%)	109 (54%)	10 (5%)	61 (30%)	2 (1%)
My manager ensures that all staff issues are addressed before making job decisions.	17 (8%)	93 (46%)	25 (12%)	61 (30%)	5 (2%)
My manager obtains accurate and thorough information before making job decisions.	16 (8%)	109 (54%)	47 (23%)	27 (13%)	2 (1%)
My manager explains decisions and gives further information as necessary.	31 (15%)	131 (65%)	20 (10%)	18 (9%)	1 (~0%)
All job choices are made consistently for every one of the impacted employees.	7 (3%)	105 (52%)	65 (32%)	20 (10%)	4 (2%)
Employees can amend or appeal work-related choices made by the manager.	25 (12%)	104 (52%)	31 (15%)	39 (19%)	2 (1%)
Managers make unbiased job decisions.	7 (3%)	110 (55%)	57 (28%)	22 (11%)	5 (2%)
My manager treats me with courtesy and consideration while making job-related decisions.	71 (35%)	104 (52%)	5 (2%)	15 (7%)	6 (3%)
My manager treats me with the utmost respect and dignity when making job-related decisions.	86 (43%)	86 (43%)	7 (3%)	14 (7%)	8 (4%)
My manager is considerate of my personal needs when making job-related decisions.	44 (22%)	96 (48%)	18 (9%)	36 (18%)	7 (3%)
When making decisions concerning my job, my management communicates with me honestly.	39 (19%)	126 (63%)	11 (5%)	22 (11%)	3 (1%)
When making judgements concerning my job, my manager demonstrates concern for my rights as an employee.	28 (14%)	119 (59%)	25 (12%)	27 (13%)	2 (1%)
Regarding decisions concerning my role, my manager engages in discussions with me about their implications.	26 (13%)	141 (70%)	12 (6%)	19 (9%)	3 (1%)
My manager provides enough justification for decisions regarding my employment.	20 (10%)	140 (70%)	16 (8%)	23 (11%)	2 (1%)
When making judgements concerning my employment, my manager provides reasons that make sense to me.	17 (8%)	152 (76%)	7 (3%)	22 (11%)	3 (1%)
My manager fully clarifies any decisions made regarding my job.	20 (10%)	152 (76%)	4 (2%)	21 (10%)	4 (2%)

Furthermore, employees believe that their managers listen to their problems (54%), gather reliable information (62%), and provide further information when requested (80%). However, issues such as job decision consistency, and allowing employees to amend or appeal decisions, elicit more mixed opinions. When their managers make decisions about their jobs, employees generally feel treated with respect and dignity (86%), attention to personal requirements (70%), and friendliness and consideration (87%). This suggests that employees experience fairness in the organisation's processes and procedures.

4.5.2 Workplace cyber incivility

Table 4.5 provides descriptive statistics on workplace cyber incivility, with a focus on the various types of uncivil behaviours that occur in online work environments.

Table 4.5: Workplace Cyber Incivility Descriptive Statistics

	Never	Rarely	Occasionally/ Sometimes	Often	Very Often
Said hurtful words	125 (62%)	33 (16%)	36 (18%)	6 (3%)	1 (~0%)
Negative compliment	154 (77%)	30 (15%)	13 (6%)	4 (2%)	(~0%)
Made demeaning or derogatory remarks	152 (76%)	35 (17%)	12 (6%)	2 (1%)	(~0%)
Inserted sarcastic or mean comments	141 (70%)	34 (17%)	20 (10%)	5 (2%)	1 (~0%)
Put you down or was condescending	136 (68%)	36 (18%)	24 (12%)	4 (2%)	1 (~0%)
Used rude and discourteous tone	141 (70%)	38 (19%)	16 (8%)	5 (2%)	1 (~0%)
Used CAPS to shout at	156 (78%)	31 (15%)	11 (5%)	2 (1%)	1 (~0%)
Not replying to your email or online platform	75 (37%)	67 (33%)	42 (21%)	13 (6%)	4 (2%)
Ignored a request (e.g., schedule a meeting)	90 (45%)	55 (27%)	39 (19%)	12 (6%)	5 (2%)
Replied but did not answer queries	72 (36%)	50 (25%)	48 (24%)	29 (14%)	2 (1%)
Communicated time sensitive messages	62 (31%)	39 (19%)	57 (28%)	28 (14%)	15 (7%)
Paid little attention or showed little interest in your opinion	76 (38%)	72 (36%)	35 (17%)	13 (6%)	5 (2%)
Not acknowledging receipt of email/message even when there was receipt request	58 (29%)	44 (22%)	51 (25%)	30 (15%)	18 (9%)
Used email or online for face-to-face dialogue meetings	102 (51%)	34 (17%)	46 (23%)	13 (6%)	6 (3%)

The table shows how frequently these behaviours occur in the following response categories: "Never"(1), "Occasionally/Sometimes"(2) " Rarely "(3), "Often "(4) and "Very Often"(5). The data shows that certain types of uncivil behaviour are clearly more widespread than others. For example, "said hurtful words" and "Negative compliment" are not among the most common sorts of workplace cyber incivility, with 62% and 77% of respondents claiming never having experienced them, respectively. On the other hand, the most common uncivil behaviours witnessed were "not acknowledging receipt of

email/message even when there was receipt request," with 22% encountering it rarely, 25% encountering it occasionally and 15% encountering it often.

4.5.3 Organisational commitment

Organisational commitment has three dimensions, namely, affective commitment, continuance commitment and normative commitment, the sub-sections that follow focus on these dimensions.

4.5.3.1 Affective Commitment

Table 4.6 summarises the findings in relation to affective commitment. Respondents were asked to score their level of agreement with a series of statements about their emotional attachment and commitment to the organisation. Out of six items that measured affective commitment, most participants agreed with two statements (Item 1: I would find great satisfaction in dedicating the entirety of my professional career to this institution and Item 5: This organisation holds huge personal significance for me).

Most of the respondents disagreed with four statements (Item 2: I feel that this organisation's issues are my own; Item 3: I don't feel like a 'family member' at this organisation; Item 4: I do not feel like 'part of the family' at this organisation and Item 6: I lack a strong feeling of connection to this organisation). This implies that in general, the participants do not feel emotionally attached to their organisation.

Table 4.6: Affective commitment

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. I would find great satisfaction in dedicating the entirety of my professional career to this institution.	29 (14%)	69 (34%)	56 (28%)	38 (19%)	9 (4%)
2. I feel that this organisation's issues are my own.	6 (3%)	62 (31%)	20 (10%)	96 (48%)	17 (8%)
3. I don't feel like a 'family member' at this organisation.	10 (5%)	28 (14%)	17 (8%)	114 (57%)	32 (16%)
4. I do not perceive a sense of emotional attachment to this	10 (5%)	48 (24%)	8 (4%)	103 (51%)	32 (16%)

organisation					
5. This organisation holds huge personal significance for me.	48 (24%)	115 (57%)	11 (5%)	25 (12%)	2 (1%)
6. I lack a strong feeling of connection to this organisation.	7 (3%)	37 (18%)	12 (6%)	124 (62%)	21 (10%)

4.5.3.2 Continuance Commitment

Table 4.7: The Findings on the Respondents' Continuance Commitment

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. I find it difficult to leave my current position at this organisation.	20 (10%)	115 (57%)	7 (3%)	49 (24%)	10 (5%)
2. Leaving my organisation would cause significant disruption to my personal life.	21 (10%)	92 (46%)	38 (19%)	34 (17%)	16 (8%)
3. Retaining my position at this organisation is both necessary and desirable.	23 (11%)	62 (31%)	10 (5%)	98 (49%)	8 (4%)
4. I believe I have limited choices to explore leaving this organisation.	27 (13%)	115 (57%)	4 (2%)	46 (23%)	9 (4%)
5. One disadvantage of quitting this company is the limited availability of alternative opportunities.	32 (16%)	84 (42%)	5 (2%)	68 (34%)	12 (6%)
6. Leaving this business would require significant personal sacrifice, which is one of the main reasons for my continued employment.	27 (13%)	94 (47%)	22 (11%)	53 (26%)	5 (2%)

Respondents were asked to score their level of agreement with a series of statements about their willingness to remain with their organisation based on what they can benefit. Out of six items that measured continuance commitment, the majority of participants agreed with five statements (Item 1: I find it difficult to leave my current position at this organisation; Item 2: Leaving my organisation would cause significant disruption to my personal life; Item 4: I believe I have limited choices to explore leaving this organisation; Item 5: Leaving this organisation would require significant personal sacrifice, which is one of the main reasons for my continued employment). This implies that in general, the participants feel they should remain with their organisation based on the benefits they do not want to lose.

4.5.3.2 Normative Commitment

Table 4.8 summarises the findings on normative commitment. Respondents were asked to score their level of agreement with a series of statements about their obligation towards their organisation. Out of six items that measured normative commitment, the majority of participants agreed with five statements (Item 2: I am hesitant about leaving, even if it would benefit me; Item 3: I'd feel guilty if I quit this organisation today; Item 4: This organisation earns my support and loyalty; Item 5: I have a strong obligation/commitment to my organisation and would not consider leaving; Item 6: I owe a lot to this organisation). This implies that in general, the participants feel obligated towards their organisation.

Table 4.8: Normative Commitment

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. I do not feel obligated to stay with my organisation.	4 (2%)	68 (34%)	5 (2%)	111 (55%)	13 (6%)
2. I am hesitant about leaving, even if it would benefit me.	10 (5%)	97 (48%)	10 (5%)	74 (37%)	10 (5%)
3. I'd feel guilty if I quit this organisation today.	10 (5%)	100 (50%)	14 (7%)	62 (31%)	15 (7%)
4. This organisation deserves my support and loyalty	56 (28%)	102 (51%)	26 (13%)	10 (5%)	7 (3%)
5. I have a strong obligation/commitment to my organisation and would not consider leaving.	12 (6%)	108 (54%)	8 (4%)	66 (33%)	7 (3%)
6. I owe a lot to this organisation	59 (29%)	101 (50%)	15 (7%)	17 (8%)	9 (4%)

4.6 HYPOTHESES TESTING

This section presents results in relation to hypotheses testing. The hypotheses focus on establishing correlations between variables and comparisons based on gender.

4.6.1 Correlations and regression analysis

Both primary and secondary hypotheses were tested, and the results are presented in this section.

Primary hypotheses

The correlation results in relation to the primary hypotheses are depicted in Table 4.9. These include H1-H3 (correlations between OJ and WCI, OJ and OC, and WCI and OC. This is followed by regression analysis results (Tables 4.10-4.12)

Table 4.9: The Correlations between OJ and WCI, OJ and OC, WCI and OC

Constructs	OJ	WCI	OC
1. OJ	-1.00		
2. WC	-0.702	-1.00	
3. OC	0.690	-0.576	-1.00

H1: There is a positive relationship between organisational justice and organisational commitment.

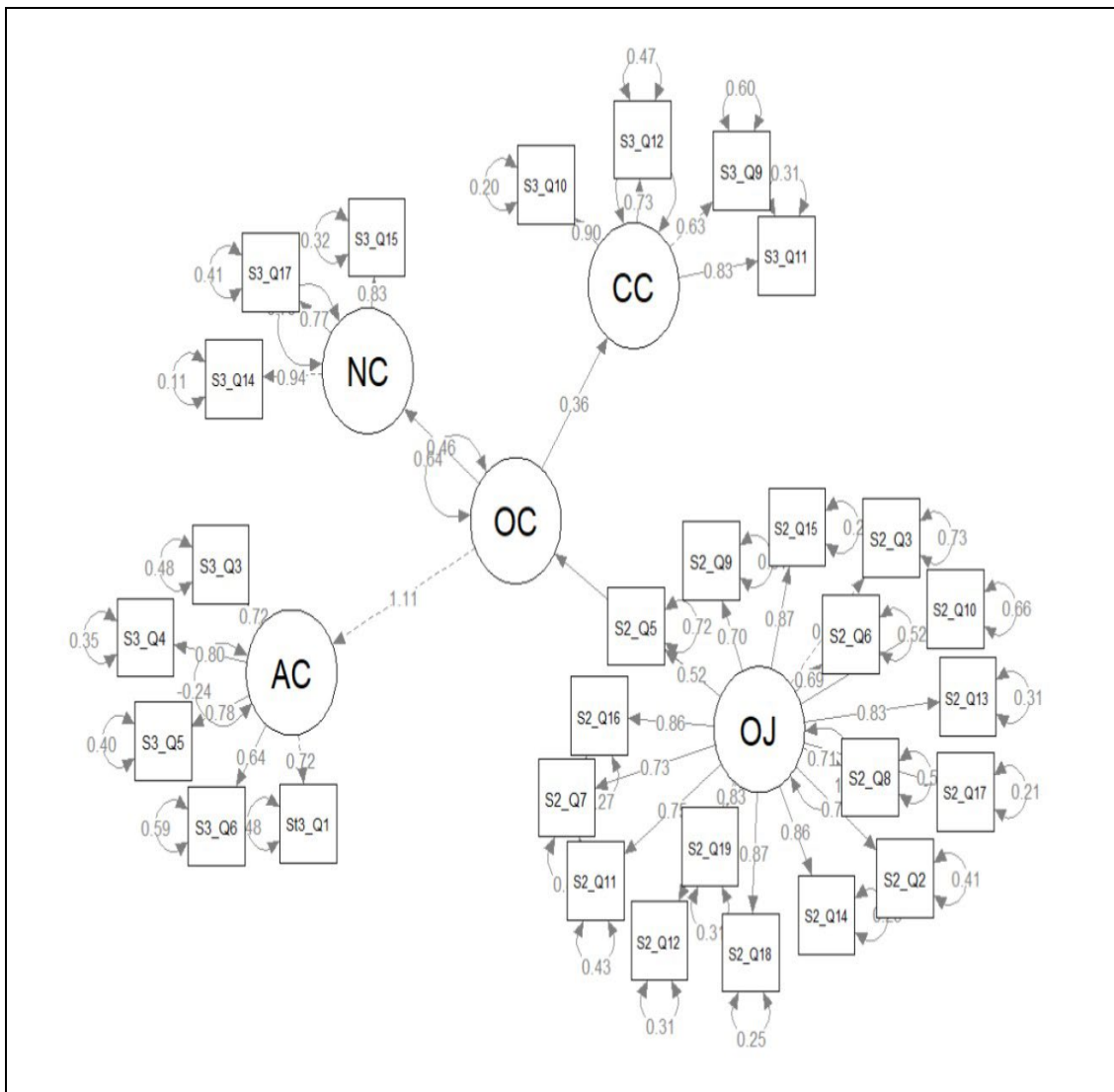
OJ has a moderate positive association of 0.690 with OC, which is consistent with the findings by Deressa et al. (2022). This positive connection means that OJ and OC tend to move in the same direction. When OJ scores rise, OC scores rise as well, and when OJ scores fall, OC scores fall as well. This positive correlation indicates that there is some similarity or alignment in how these two constructs are assessed or behave within the context that they represent. The moderate positive relationship 0.690 between OJ and OC is valid because of the assumption of the linear relationship between the variables. Therefore, the hypothesis is accepted.

Regression analysis results between organisational justice and organisational commitment are presented in Table 4.10 and Figure 4.9 (R-squared values). The loading of 0.601 shows that there is a strong relationship between organisational justice and organisational commitment. This means that when organisational justice increases, so does organisational commitment.

Table 4.10: Regression analysis between OJ and OC

Regressions:						
	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
# OJ~						
# OC	0.383	0.083	4.593	.000	0.601	0.601

Figure 4.9: R-Squared Values (OJ and OC)



The R-squared values show that the highest variance explained by organisational justice is Question 14 on organisational commitment (0.893). Organisational justice explains 89.3% of the feeling that it is not right to leave the organisation even if it were to ones' advantage. This means organisational commitment is associated with the concept of organisational

justice. The correlation and regression analysis reveal that the hypothesis stating that there is a relationship between organisational justice and organisational commitment is accepted.

H2: There is a negative relationship between organisational justice and workplace cyber incivility.

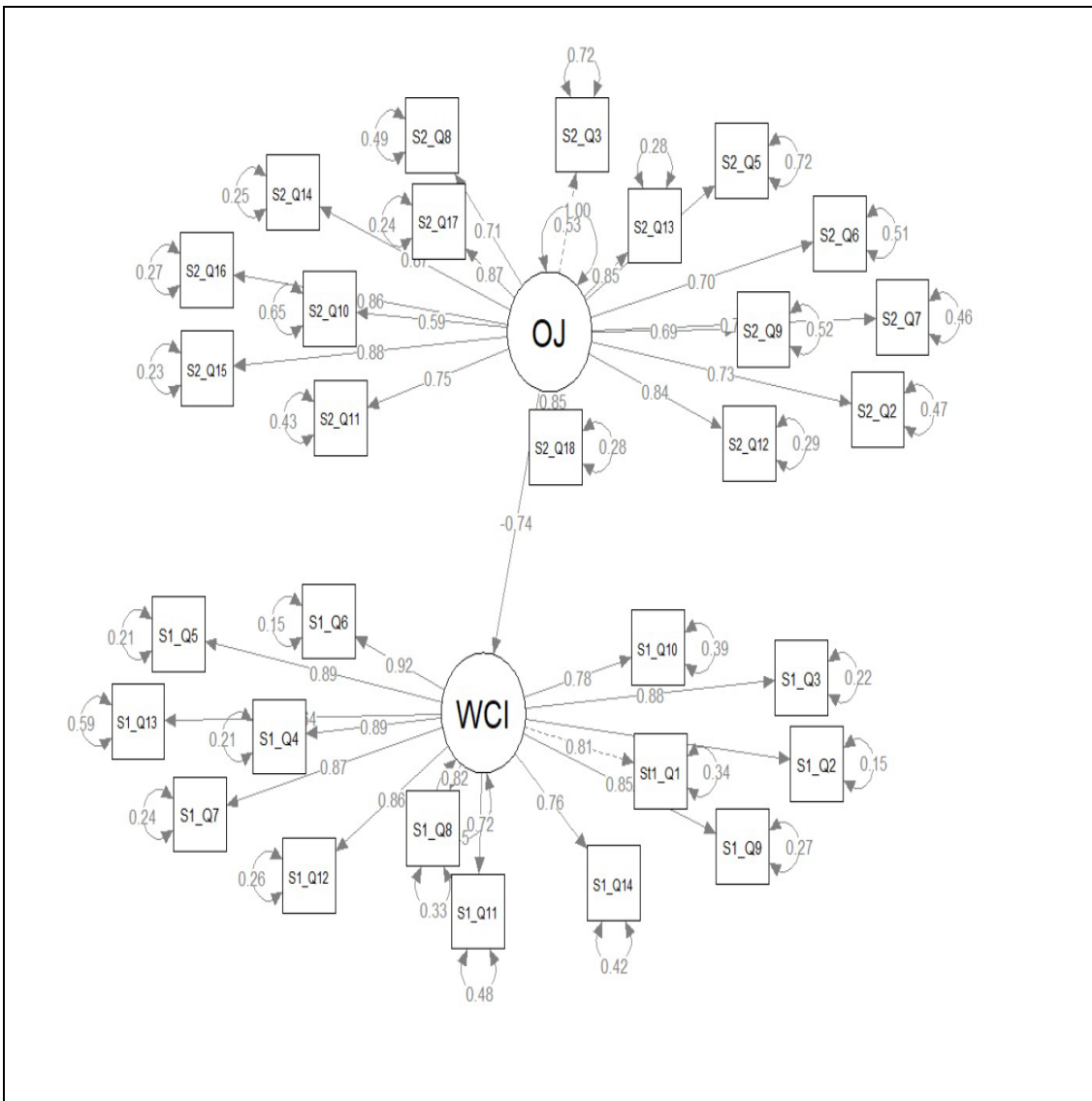
OJ has a strong negative connection with WCI of -0.702, which supports the findings by Mahmood et al. (2023). This negative association implies that as one of these variables OJ or WCI, rises, the other falls. In other words, it indicates that when perceptions of organisational justice increase (showing a sense of fairness and justice in the workplace), occurrences of workplace cyber incivility tend to decrease. When perceptions of organisational justice decrease, occurrences of workplace cyber incivility increase. This negative correlation suggests that these two constructs have an inverse relationship.

Regression analysis results between Organisational justice and workplace cyber incivility are presented in Table 4.11 and Figure 4.10 (R-squared values).

Table 4.11 Regression Analysis between OJ and WCI

Regressions:						
	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
# OJ~ # WCI	-0.553	0.079	-6.985	.000	-0.738	-0.738

Figure 4.10: R-Squared Values (OJ and WCI)



The chi-square p-value is less than 0.05 so the researcher rejects the null hypothesis (i.e. no relationship exists between the two variables) that the covariance matrix of the model and the sample are the same. This implies that the model is not a good fit. However, the number of measurement variables are many for each latent variable, so a Comparative Fit Index (CFI) of 0.308 although weak can be considered plausible under the conditions to proceed to the parameter estimation interpretation.

The loading of -0.738 shows that organisational justice has a strong negative correlation to Workplace cyber incivility. This means as organisational justice increases, workplace cyber incivility decreases. The R-squared values show that the highest variance explained by organisational justice is Question 2:(0.848). Organisational justice explains 84.% of a behaviour of using emails or online platforms to say negative things about other people

that they would not say to them face to face. Organisational justice explains 54.5% of workplace cyber incivility behaviours. This means that the hypothesis stating that there is a negative relationship between workplace cyber incivility and organisational commitment is accepted.

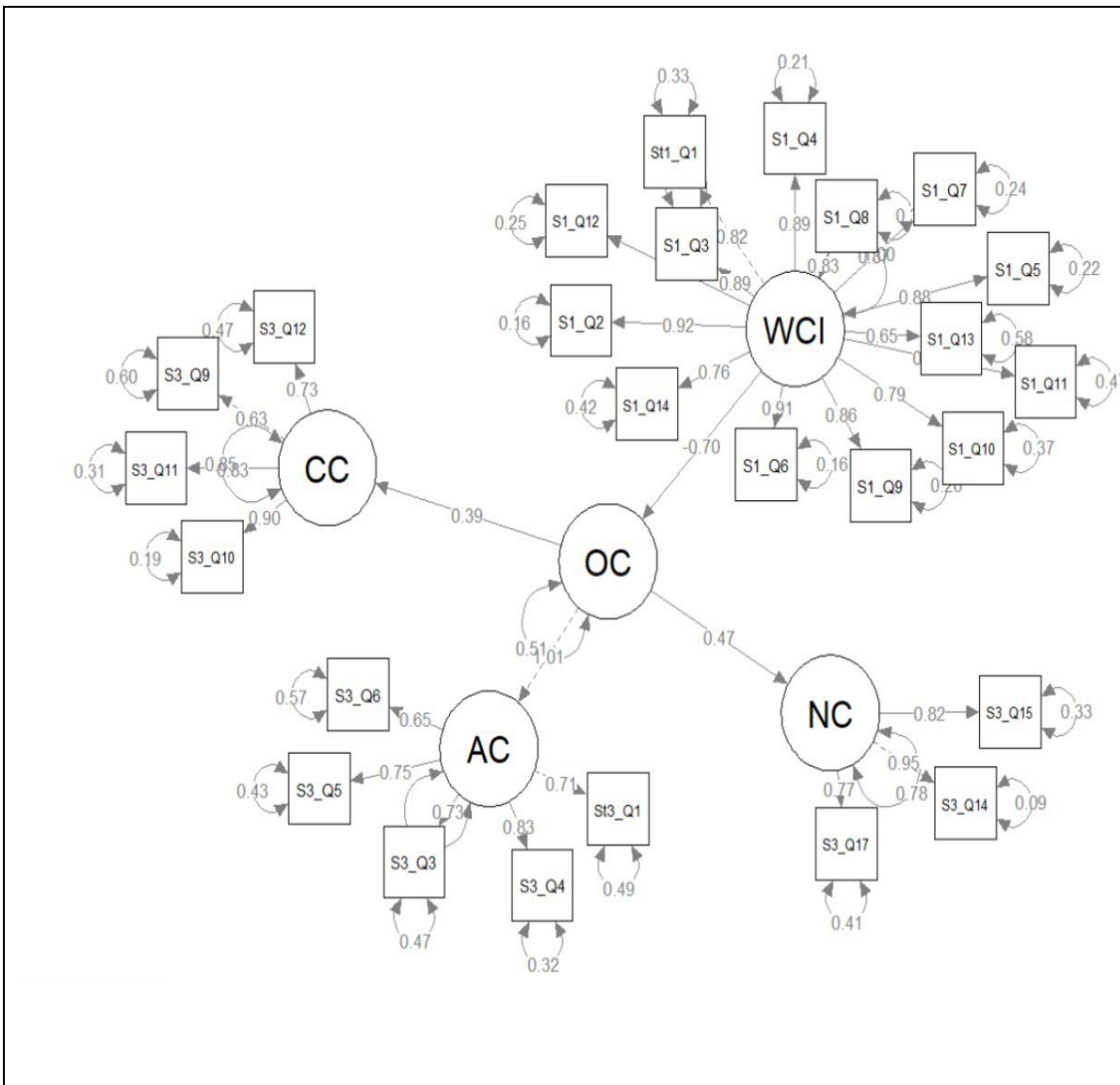
H3: There is a negative relationship between workplace cyber incivility and organisational commitment.

WCI and OC have a moderately negative relationship, as indicated by the correlation coefficient of -0.576. The findings are consistent with the findings of Rehman et al. (2022). This implies that, even though a negative connection exists, it is not as strong as the one between WCI and OJ. In practical, when WCI scores rise, OC scores tend to fall slightly, and vice versa. Regression analysis results between workplace cyber incivility and organisational commitment are presented in Table 4.12 and Figure 4.11 (R-squared values).

Table 4.12: Regression analysis between WCI and OC

Regressions:						
	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
# WCI ~ # OC	-0.670	0.109	-6.121	.000	-0.703	-0.703

Figure 4.11: R-Squared Values (WCI and OC)



The loading of -0.703 implies that as workplace cyber incivility increases, organisational commitment decreases. This indicates a strong negative relationship between the variables. The R-squared values show that the highest variance explained by workplace cyber incivility is Question 14 on organisational commitment (0.910). Absence of workplace cyber incivility predicts 89.3% of the feeling that it is not right to leave the organisation even if it were to ones' advantage. Thus, the hypothesis indicating that there is a negative relationship between organisational justice and workplace cyber incivility is accepted.

In summary, the results in relation to primary hypotheses testing show that WCI has a high negative relationship with OJ and a moderate negative relationship with OC. These correlations provide useful information about how these constructs interact with one

another, with WCI and OJ having a more pronounced oppositional link and WCI and OC having a little less strong but nonetheless negative association.

Secondary hypotheses

Table 4.13 shows correlation matrix that explains the relationship between organisational justice and dimensions of employee commitment (H7-H9) as well as the relationships between workplace cyber incivility and dimensions of employee commitment (affective, continuance and normative). Although Table 4.13 shows the results in relation to these hypotheses, the discussion of the results focuses on each hypothesis separately.

Table 4.13: The Correlations between OJ and WCI with the Three Components of OC

Constructs/Dimensions	1. OJ	2. WCI	3. AC	4. CC	5. NC
1.OJ	-1.00				
2.WC	-0.702	-1.00			
3. AC	0.654	-0.575	-1.00		
4. CC	0.355	-0.289	0.388	-1.00	
5. NC	0.584	-0.464	0.613	0.223	-1.00

H7: There is a positive relationship between organisational justice and affective commitment.

The relationship between organisational justice and affective commitment yielded a 0.654 correlation coefficient. This positive correlation implies that there is a moderately good association between perceptions of organisational justice and affective commitment as suggested by Ogbu and Ugwu (2019). Employees who perceive higher levels of organisational justice are more likely to have a stronger emotional tie (affective commitment) to their organisation, and vice versa. Therefore, the hypothesis stating that there is a positive relationship between organisational justice and affective commitment is accepted.

H8: There is a positive relationship between organisational justice and normative commitment.

Organisational justice and normative commitment have a correlation value of 0.584. This significant association reveals a moderately good relationship between organisational justice and normative commitment as supported by Deressa et al. (2022). Employees are more likely to sense a moral or ethical obligation (normative commitment) to stay with the organisation when they perceive higher levels of organisational justice. The hypothesis is accepted.

H9: There is a positive relationship between organisational justice and continuance commitment.

Organisational justice and continuance commitment have a correlation value of 0.355. This positive but low association implies that perceptions of organisational justice and continuance commitment are related. This is supported by the findings of Adewoyin (2022), which also found a positive low correlation. Employees may have a somewhat stronger feeling of continuance commitment when they perceive higher levels of organisational justice, which is based on perceived costs of leaving the organisation. The hypothesis is accepted.

H10: There is a negative relationship between workplace cyber incivility and affective commitment.

Workplace cyber incivility and affective commitment have a -0.575-correlation coefficient. Bierl (2022) supports the findings of this study, as a negative relationship between workplace cyber incivility and affective commitment was found. This negative correlation implies a moderately negative association between workplace cyber incivility and affective commitment. As occurrences of workplace cyber incivility increase, the employees' affective commitment to the organisation decreases. This means that experiencing workplace cyber incivility is related with decreased emotional attachment and commitment to the organisation, which supports the hypothesis.

H11: There is a negative relationship between workplace cyber incivility and normative commitment.

Workplace cyber incivility and normative commitment have a -0.464-correlation coefficient. Workplace cyber incivility and normative commitment have a moderately negative association. Mahmood et al. (2023) also found a negative relationship between workplace cyber incivility and normative commitment. Employees' sense of moral or ethical obligation (normative commitment) to remain with the organisation tends to decline when workplace cyber incivility increases. This implies that the hypothesis indicating that there is a negative relationship between workplace cyber incivility and normative commitment is accepted.

H12: There is a negative relationship between workplace cyber incivility and continuance commitment.

Workplace cyber incivility and continuance commitment have a -0.289-correlation coefficient. This negative correlation suggests that the relationship between workplace cyber incivility and continuance commitment is weaker. Guzel (2019) also found a weak relationship between workplace cyber incivility and continuance commitment. The negative correlation is not as strong as the correlation with affective commitment. This shows that, when compared to emotional attachment, experiencing workplace cyber incivility is less strongly linked to the perceived costs of leaving the organisation (continuance commitment). However, the hypothesis stating that a negative relationship exists between workplace cyber incivility and continuance commitment is accepted.

4.6.2 Gender Comparisons

The analysis also includes the comparisons based on gender in relation to the three variables under study. An overall score is calculated for workplace cyber incivility by summing the coded responses divided by the number of questions/items asked to understand the phenomenon. The same approach was used for organisational justice and organisational commitment. This is depicted in Table 4.14.

Table 4.14: Overall Score of Variables

Variables	Mean	SD	Median	Min	Max	Range	Skew	Kurtosis	Se
OJ	3.6	0.66	3.8	1.7	4.8	3.0	-0.77	0.044	0.047
WBC	1.8	0.73	1.6	1.0	4.1	3.1	0.91	0.104	0.052
OC	3.3	0.54	3.3	1.6	4.6	3.0	-0.24	-0.232	0.038

A summary of the scores was then calculated as suggested by Chow et al. (2020). This was followed by assessing the distribution of each calculated score for normality using Shapiro-Wilk (W) normality test (Kwak & Park, 2019). This is summarised in Table 4.15.

Table 4.15: Normality Test

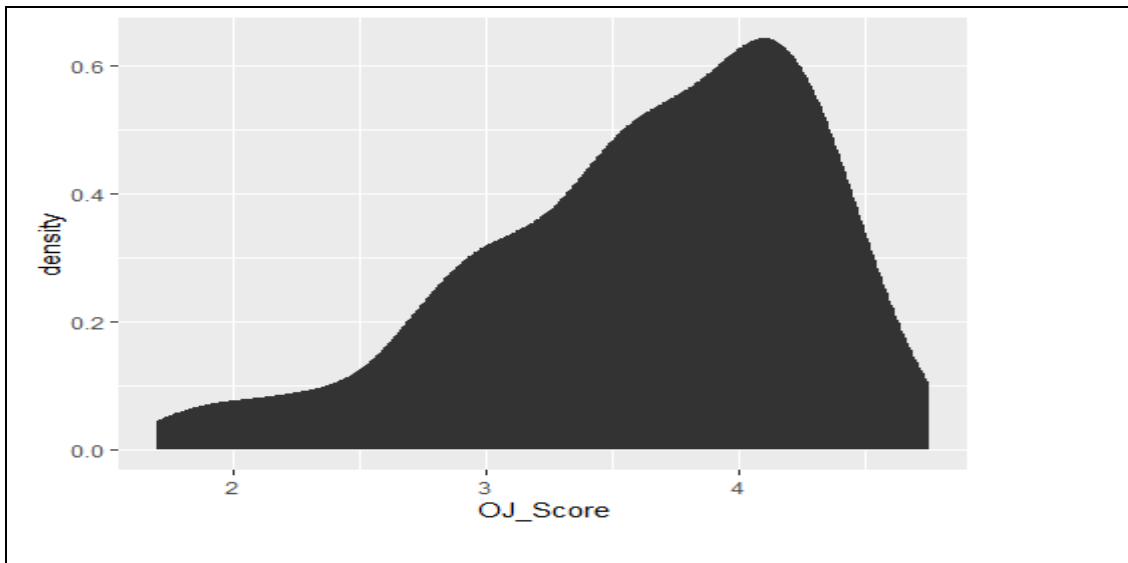
Construct	W	p-value
OJ_Score	0.94444	5.38e-07
WCI_Score	0.89957	2.191e-10
OC_Score	0.98977	0.163

The tests for normality suggest that organisational commitment is normally distributed, even the summary statistics in Table 4.14 show the mean, and the median are not the same. A t-test was used to assess the difference in organisational commitment between males and females. Workplace cyber incivility and organisational justice perception scores did not pass the normality test; therefore, a Mann-Whitney U test was used to test the difference in distribution of male perception scores vs female perception scores for both constructs. The hypotheses testing results for hypotheses (H4, H5, and H6), which focus on gender comparison in relation to the three main variables are presented below.

H4: There is a statistically significant gender difference between employees' perception of organisational justice.

Perception scores for organisational justice is negatively skewed, as depicted in Figure 4.12. This means that many people perceive high levels of organisational justice at their workplace than those who perceive very low levels of organisational justice.

Figure 4.12: Organisational justice skewness

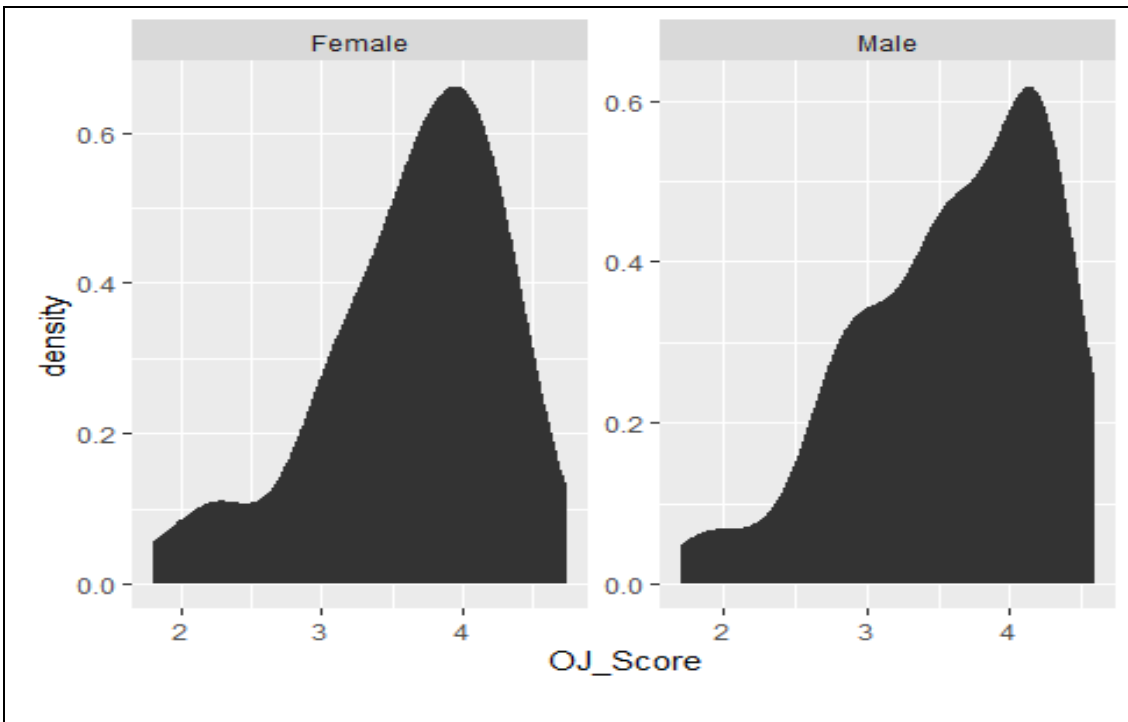


The comparison of males' perception scores vs female perception scores on organisational justice show that more males perceive higher levels of organisational justice (negative skew) than females whose density almost fits a normal distribution curve (less experiencing low levels of organisational justice and less also experiencing high levels of organisational justice and more in the middle). The median score for females is higher than the median score for males (3.75 vs 3.70). This is illustrated in Table 4.16 and Figure 4.13.

Table 4.16: OJ Gender Median Scores

Gender	N	Median
Female Score	87	3.75
Male Score	114	3.70

Figure 4.13: OJ Gender Comparison of Organisational Justice Skewness



The Mann-Whitney U test shows that the null hypothesis (H_0), stating that there is no difference between Male and Female perceptions of organisational justice is not rejected as depicted in Table 4.17.

Table 4.17: OJ Mann-Whitney U test results

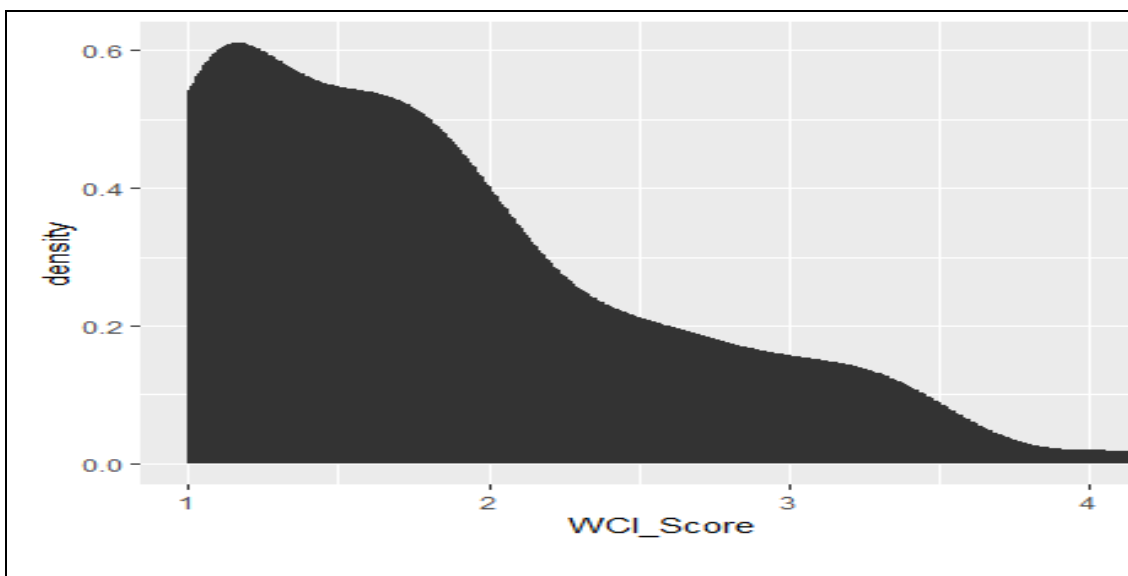
OJ Score by Gender	
U	5080.587
p-value	0.767
alternative hypothesis: true location shift is not equal to 0	

The results show a p-value of 0.767, therefore, the null hypothesis cannot be rejected. It can be concluded that the difference between male perceptions and female perceptions on organisational justice suggested by the density graphs and median values in the table is not statistically significant. This means that males and females perceive almost equal levels of organisational justice. Therefore, the hypothesis stating that there is a statistically significant gender difference between employees' perception of organisational justice is rejected.

H5: There is a statistically significant gender difference between employees' perception of workplace cyber incivility.

Perception scores for workplace cyber incivility scores show positive skewness, meaning that many people feel that they experience a low level of cyber incivility at their workplace than those who feel that they experience high levels of cyber incivility. This is illustrated in Figure 4.14.

Figure 4.14: Workplace Cyber Incivility Skewness

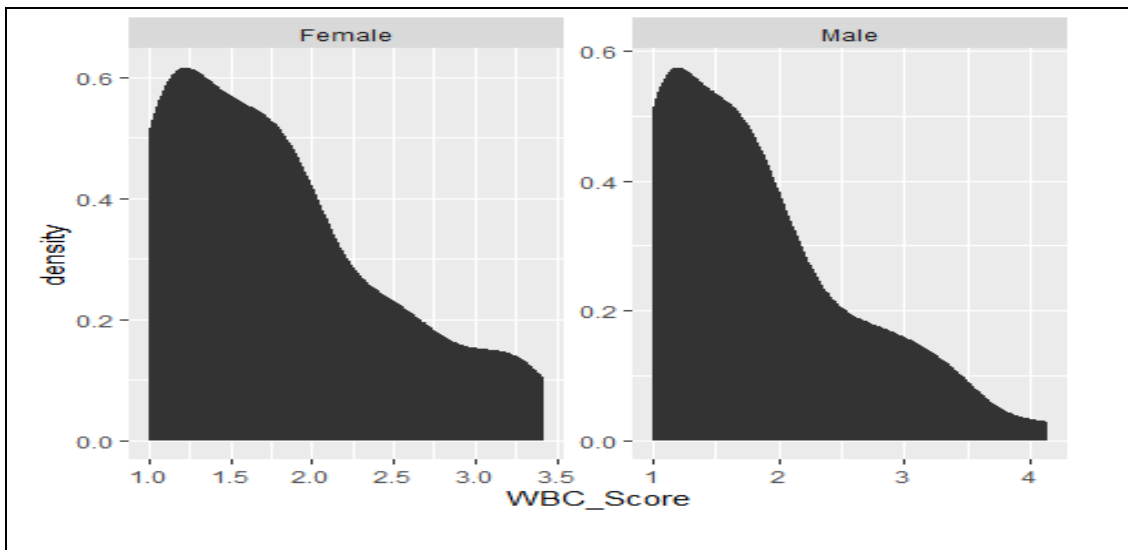


The comparison of males' perception scores and female perception scores on workplace cyber incivility show that males tend to experience extreme levels of cyber incivility as the tail is going up to 5 units of the scale (Figure 4.15). The median score for cyber incivility as depicted in Table 4.18 is higher for females than that of males (1.71 vs 1.64)

Table 4.18: WCI Gender Median Score

Gender	N	Median
Female Score	87	1.71
Male Score	114	1.64

Figure 4.15: Gender Comparison of Workplace Cyber Incivility Skewness



The Mann-Whitney U test shows that the null hypothesis (Ho), stating that there is no difference between Male and Female perceptions of workplace cyber incivility is not rejected as depicted in Table 4.19. The results show a p-value of 0.875 as depicted in Table 4.19. This suggests that the null hypothesis cannot be rejected. Therefore, it can be concluded that the difference between male perceptions vs female perceptions on cyber incivility suggested by the density graphs and median values in the table is not statistically significant. It can therefore be concluded that males and females are exposed to almost equal levels of cyber incivility. Therefore, the hypothesis stating that there is a statistically significant gender difference between employees’ perception of workplace cyber incivility is not supported.

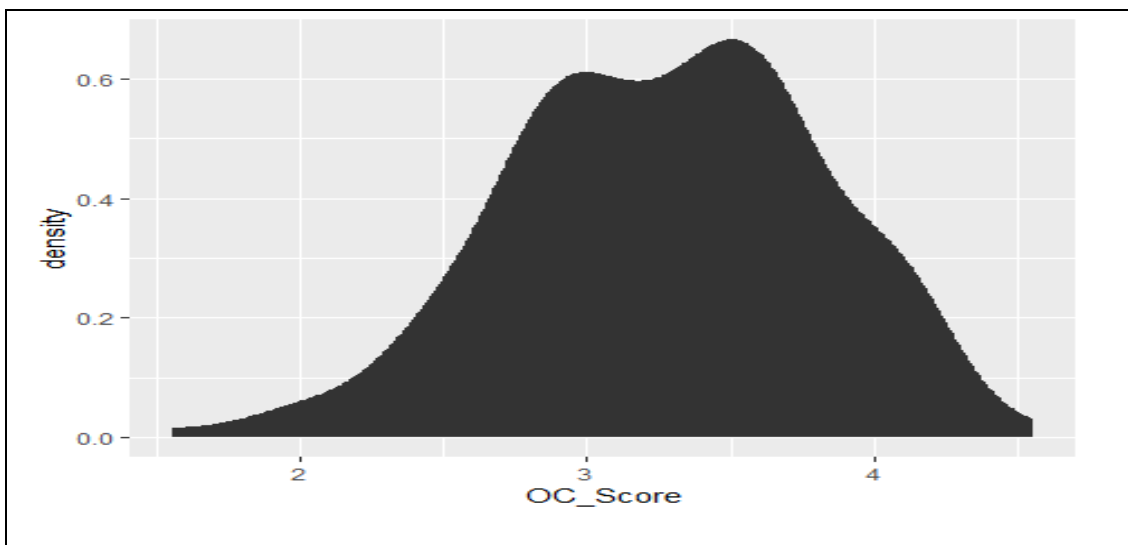
Table 4.19 : WCI Mann-Whitney U Test Results

OJ Score by Gender	
U	5023.5
p-value	0.875
alternative hypothesis: true location shift is not equal	

H6: There is a statistically significant gender difference between employees’ perception of organisational commitment.

Perception scores for organisational commitment scores show almost a normal distribution. This means that people perceive low levels of organisational commitment, and less people perceive high levels of organisational commitment with more people perceiving moderate levels of organisational commitment. This is illustrated in Figure 4.16.

Figure 4.16: Organisational Commitment Distribution



The comparison of males perception scores and female perception scores on organisational commitment shows almost the same median (3.3) and mean (3.3) and the density graphs also show the same trends with the overall trends. This is summarised in Table 4.20. The boxplot also shows little differences between the two as depicted in Figure 4.17.

Table 4.20: OC Gender Median and Mean Scores

Gender	N	Median	Mean
Female Score	87	3.28	3.26
Male Score	114	3.33	3.28

Figure 4.17: Plot Box



The t-test shows that the null hypothesis (Ho), stating that there is no statistically significant gender difference between employees' perception of organisational commitment is not rejected as depicted in Table 4.21. The results show a p-value of 0.7964, meaning that the null hypothesis cannot be rejected, and it can be concluded that there is no difference between male perceptions and female perceptions on organisational commitment.

Table 4.21: T-test results

Two Sample t-test	
T	-0.25839
df	199
p-value	0.7964
## alternative hypothesis: true difference in means between group Female and group male is not equal to 0	
95 percent confidence interval	
Female	-0.1730431
Male	0.1329477
Sample estimates (Mean):	
Female	3.263091
Male	3.283138

Testing the equality of variance of the male and female groups organisational commitment score was also conducted as depicted in Table 4.22. The F-test for equality of variances show that the variance in organisational commitment scores within Males and variance within Females is the same. This implies that the t-test results are more appropriate. It can therefore be concluded that males and females have almost the same levels of organisational commitment. The hypothesis stating that there is a statistically significant gender difference between employees' perception of organisational commitment is not supported.

Table 4.22: F-test results

F-test	
F	0.98534
num df	86
denom df	113
p-value	0.9493
## alternative hypothesis: true ratio of variances is not equal to 1	
95 percent confidence interval	
Female	0.6647772
Male	1.4765329
Sample estimates (Mean):	
ratio of variances	0.9853409

4.7 SUMMARY OF HYPOTHESIS TESTING RESULTS

A summary of the hypotheses testing results are presented in Table 23. The table shows that out of twelve (12) hypotheses which were tested, nine hypotheses (H1, H2, H3, H7, H8, H9, H10, H11, H12) were accepted and three hypotheses were rejected (H4, H5, H6).

Table 4.23: Summary of Hypotheses Testing Results

Hypothesis	Accepted/Rejected
H1: There is a positive relationship between organisational justice and organisational commitment.	Accepted
H2: There is a negative relationship between workplace cyber incivility and organisational commitment.	Accepted
H3: There is a positive relationship between organisational justice and workplace cyber incivility.	Accepted
H4: There is a statistically significant gender difference between employees' perception of organisational justice.	Rejected
H5: There is a statistically significant gender difference between employees' perception of workplace cyber incivility.	Rejected
H6: There is a statistically significant gender difference between employees' perception of organisational commitment.	Rejected
H7: There is a positive relationship between organisational justice and affective commitment.	Accepted
H8: There is a positive relationship between organisational justice and normative commitment.	Accepted
H9: There is a positive relationship between organisational justice and continuance commitment.	Accepted
H10: There is a negative relationship between workplace cyber incivility and affective commitment.	Accepted
H11: There is a negative relationship between workplace cyber incivility and normative commitment.	Accepted
H12: There is a negative relationship between workplace cyber incivility and continuance commitment.	Accepted

4.8 CHAPTER SUMMARY

The findings of the current study were provided in this chapter, and the statistical processes followed were presented. A detailed breakdown of the demographics of the participants was provided. A variety of statistical approaches to analyse the data were presented, including descriptive measures, correlations, regression analysis, structural models, the Shapiro-Wilk normality test, the t-test, and the Mann-Whitney U test. This chapter also provided a summary of hypothesis testing results. The study's findings and recommendations are outlined in the following chapter.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter ties the study up by putting together the primary findings and thoughts explored. The investigation focused on organisational justice, workplace cyber incivility, and organisational commitment at a selected higher education institution. The investigation also focused on the comparisons of men and women's perceptions of organisational justice, workplace cyber incivility and organisational commitment. This chapter not only summarises what was discovered in this study, but also proposes practical strategies for improving workplace procedures. The study's limitations, and the future implications were discussed.

5.2 SUMMARY OF THE METHODOLOGY USED

The researcher used a cross-sectional survey design within a quantitative research framework to investigate the relationship between organisational justice, workplace cyber incivility, and commitment at the University of Limpopo. To ensure gender representation, participants were selected from a sample of 660 academic employees across four faculties using convenience and quota sampling methods. A questionnaire was used to collect data on demographic details and variables of interest, allowing for demographic analysis as well as an understanding of the characteristics of the target audience. The data collection approach included receiving formal authorisation from the institution, issuing questionnaires with explanatory cover letters, and collecting data either manually or electronically, with participants providing their voluntary consent. The reliability and validity of the instruments were guaranteed using previously validated scales and expert judgement, with statistical analysis performed using R Statistical Software, which included descriptive statistics, correlations, regressions, and t- tests. Throughout, ethical considerations remained essential, assuring commitment to the principles of ethics.

5.3 SUMMARY OF RESEARCH FINDINGS

The purpose of the study was to critically evaluate the effect of organisational justice on workplace cyber incivility and organisational commitment at the selected higher education institution. The research also examined gender differences on employees' perceptions of workplace cyber incivility, organisational justice, and organisational commitment.

5.3.1 The relationship between organisational justice and organisational commitment

Many researchers, like Gomes & Marques (2022), Imamoglu et al. (2019), and Nazir et al. (2019), have investigated the sentiments that people have about their jobs and whether they think their workplace is fair. All these studies show that there is a consistent and positive relationship between organisational justice and organisational commitment (feeling committed to your job and thinking your workplace is fair). This matches the findings of the current study. It means that when people perceive their workplace as fair, they are more likely to be really committed and dedicated to their job. So, not only does this support the idea that fairness at work is linked to commitment, but it also shows that this connection holds true in different situations and studies.

5.3.2 The relationship between organisational justice and workplace cyber incivility

Aljawarneh et al. (2022) discovered that organisational justice influences workplace cyber incivility. Employees who had a lower experiences of workplace cyber incivility were found to be the ones who engage in workplace cyber incivility. This current study also found a significant negative correlation between organisational justice and workplace cyber incivility. Leiter (2019) found that employees who perceived the organisation to be unjust or unfair were more likely to engage in workplace cyber incivility. His findings support the current study. This indicates that fairness and openness at work not only increase employee morale but also lower the incidences of workplace cyber incivility. Niven et al. (2021) also confirmed that organisational justice is negatively connected with cyber incivility; hence, employees who experience a higher level of fairness are less likely to engage in uncivil online interactions.

5.3.3 The relationship between workplace cyber incivility and organisational commitment

The study found a negative relationship between workplace cyber incivility and organisational commitment. Workplace cyber incivility negatively affects organisational commitment. The findings of this study align with conclusions drawn by previous researchers (sood & kour, 2023; Mahmood et al., 2023). This implies that higher levels of workplace cyber incivility are linked to lower levels of organisational commitment among employees. Affective commitment was found to have a negative relationship with workplace cyber incivility. The high degree of workplace cyber incivility would likewise have a negative impact on how employees are emotionally committed to the organisation (Shin & Hur, 2020). This is also supported by the findings of Mahmood et al. (2023).

5.3.4 Gender differences between employees' perception of organisational justice

The current study found no significant gender difference on their perception of organisational justice. This is consistent with the findings of Olowookere et al. (2020), who found no statistically significant difference in distributive justice between male and female service sector employees. Essentially, this means that both genders in professional settings have comparable opinions on workplace equity/fairness. Mengstie (2020) found no significant differences in perceptions of organisational justice between male and female employees. Furthermore, the findings of Roberts and Okurame's (2021) study confirm this pattern, as they found no significant gender variations in how employees respond to their perceptions of organisational fairness.

5.3.5 Gender differences between employees' perception of workplace cyber incivility

Nonetheless, when it comes to workplace cyber incivility, meta-analysis results support the absence of gender differences in perceived incivility. Both McCord et al. (2018) and Chris (2019) identified minimal gender effects, as the 80% credibility interval included zero when

assessing the correlation between gender and encountered incivility. According to Jagsi et al. (2023) there was no significant difference in the overall score for workplace cyber incivility between males and females. This aligns with the findings of the present study, revealing nearly equal levels of workplace cyber incivility experienced by both genders.

5.3.6 Gender differences between employees' perception of organisational commitment

Matagi et al. (2020) found no conclusive evidence that gender has a significant influence on organisational commitment or its many components, such as affective, continual, or normative commitment. This is consistent with the current study's findings, which show no statistically significant gender differences in employees' perceptions of organisational commitment. Furthermore, Chanana's (2021) analysis in the context of the COVID-19 epidemic revealed lesser affective commitment among both male and female employees, with no discernible gender difference. According to Chukwusa's (2020) findings, there is no substantial difference in organisational commitment between male and female library staff members. Collectively The findings support the idea that gender does not play a significant influence in determining employees' commitment to their organisations.

5.3.7 The relationship between organisational justice and affective commitment

Organisational justice has been consistently linked to positive components of organisational commitment (affective, normative, and continuance commitment). The current study found a positive relationship between organisational justice and affective commitment. This is also supported by the findings of Cagliyen et al. (2017). Nazir et al. (2019) discovered that when employees consider the organisation to be open and fair in its decision-making processes, they form a great emotional connection with the organisation resulting in stronger affective commitment. This means that employees who experience or discern fair procedures tend to exhibit strong emotional attachment alignment with organisational values, and a commitment based on perceived costs and benefits. This positive relationship highlights the significance of fostering fairness for enhancing overall organisational commitment (Karam et al., 2019).

5.3.8 The relationship between organisational justice and normative commitment

The current study found a positive relationship between organisational justice and normative commitment, as affirmed by Deressa et al. (2022), highlights a crucial aspect of employee dedication. When individuals perceive higher levels of organisational justice, they are more inclined to experience a sense of moral or ethical obligation (normative commitment) toward remaining with the organisation. Thompson et al. (2021) found that when employees are acknowledged and appreciated when they interact with their fellow colleagues it leads to a more profound commitment which increases their normative commitment, in which they feel morally obligated to remain loyal to the organisation (Thompson et al., 2021). This connection implies that a workplace environment characterised by fairness and ethical considerations fosters a commitment among employees that extends beyond personal satisfaction or attachment, manifesting as a deeper sense of duty to uphold the organisation's values.

5.3.9 The relationship between organisational justice and continuance commitment

The study found a positive association between organisational justice and continuance commitment. These findings are consistent with the findings of Khuzwayo et al. (2023) and Waribo et al. (2020) who found that employees who perceive the efficacy of fairness mechanisms within an organisation tend to weigh the costs of leaving and then choose to remain with the organisation. Febriandika et al. (2020) also found that the fairness of outcome distributions has a significant influence on employees' continuance commitment. People are more likely to stay with an organisation when rewards and resources are perceived to be distributed fairly (Imamoglu et al., 2019). This suggests that how individuals perceive organisational justice is linked to their level of continuance commitment to the organisation. It's noteworthy, though, the link between organisational justice and continuance commitment isn't as strong as the connection we see with how much people emotionally love the organisation. In simpler terms, while there is a connection between organisational justice and continuance commitment, it is not as strong as the relationship between organisational justice and the emotional bond individuals feel toward the organisation.

5.3.10 The relationship between workplace cyber incivility and affective, normative and continuance commitment

Guzel (2019) has found a negative relationship between normative commitment and workplace cyber incivility. This indicates that as instances of workplace cyber incivility escalate, there is a decrease in employees' normative commitment to the organisation. This is supported by the findings of the current study. The current research also found a negative correlation between workplace cyber incivility and continuance commitment. This is in line with Han et al (2021) findings in which they found that as instances of cyber incivility in the workplace increase, the strength of the bond an individual feels in terms of continuance commitment weakens. However, it is important to note that the negative relationship is weaker compared to other components of organisational commitment. The weaker correlation with continued commitment suggests that, while individuals may perceive negative consequences of leaving the organisation due to cyber incivility, their emotional attachment and identification with the organisation play a larger role in influencing their commitment.

5.4 RECOMMENDATIONS FOR FURTHER PRACTICE

In this digital era, higher education institutions can take several steps to improve positive perceptions of organisational justice, which in return will enhance organisational commitment and decrease cyber incivility. The following suggestions are made:

Higher education institutions should design policies and procedures that are clear for a safe and civil work environment.

The policies should be with regards to appropriate digital behaviour, cyber incivility, and repercussions for violating the policies.

They must provide regular training for employees, including documents to assist them understand and recognise disrespectful behaviour at work, as well as demonstrating the negative effects of these uncivil behaviours on individual employees (stress, depression, and emotional exhaustion) and the organisation.

Higher education institutions should foster open communication whereby employees will express their opinions freely.

They should provide employee assistance programmes that offer aid and resources to employees who are encountering difficulties linked to cyber incivility or organisational justice.

Higher education institutions should ensure that employees have access to counselling and help to address any negative consequences on their well-being.

There should be recognition and incentive systems that recognise and congratulate employees who contribute to a positive and courteous workplace.

Superiors should exhibit behaviours aligned with organisational justice and civility which in return will set a positive tone for the whole organisation.

5.5 CONTRIBUTIONS OF THE STUDY

The study recognises and answers the issues created by the twenty-first century's rapid advancement in technology. It acknowledges the changes in the workplace caused by the widespread use of the 4IR technologies, emphasising the necessity to research how these changes affect organisational dynamics. The study narrows its focus to a single sector by focusing on higher education services, presenting findings that are relevant to the unique setting of academic institutions. This specificity increases the findings' applicability to the academic community.

The study explores into the concept of cyber incivility, acknowledging that the digitalisation of higher education services may result in new types of workplace misbehaviour. This broadens our understanding of workplace dynamics by including digital communication platforms in addition to traditional interpersonal interactions. The study adds to the body of knowledge by exploring the impact of organisational justice on workplace dynamics. It investigated how employees' perceptions of organisational fairness relate to both workplace cyber incivility and organisational commitment. The study extends beyond broad relationships to examine potential gender variations in views of organisational justice, workplace cyber incivility, and organisational commitment. This gives the findings a more complex dimension. The study concludes with suggestions for organisations on how

to foster favourable perceptions of organisational justice in the digital era. This is critical for increasing organisational commitment and reducing workplace cyber incivility.

5.6 LIMITATIONS OF THE STUDY

While the study provides valuable insights into the relationship between organisational justice, workplace cyber incivility, and organisational commitment in the context of digitalised higher education services, as with any other study, it has limitations. Rather than examining the roles of distributional, procedural, and interactional justice on workplace cyber incivility and organisational commitment, the study examined all dimensions of organisational justice as a single construct. Future research would benefit from investigating the individual effects of each organisational justice dimension on workplace cyber incivility and organisational commitment.

This study's way of employing data (quantitative) provides less information regarding workplace cyber incivility than a strategy based on qualitative. Other relevant factors that could influence workplace dynamics, such as leadership styles, organisational culture, or individual characteristics, are not considered. A broader set of variables might provide a more comprehensive understanding of the complex interactions in the digital workplace.

The study was limited to one higher education institution and the convenience sample was used in this study due to lack of access to sampling frame. These limit the generalizability of the current study's findings. Future research could use appropriate probability sampling strategy and broaden its scope to encompass various higher education institutions worldwide and consider. Comparative research across diverse cultural and organisational contexts would help us understand how digitisation affects workplace dynamics and organisational fairness.

5.7 FUTURE IMPLICATIONS

The findings and insights from this study have several important future implications for organisations, particularly those in the higher education sector, as they navigate the ongoing challenges posed by rapid technological advancements. Organisations,

particularly those in higher education, may need to evaluate and update their policies and procedures to face the problems provided by service digitisation. This could include the creation of cyber incivility policies as well as the implementation of training programmes to educate staff about appropriate online behaviour, communication, and the prevention of workplace cyber incivility. The negative link discovered between organisational justice and workplace cyber incivility recommends that organisations should focus on improving perceptions of fairness and equity.

Future initiatives may include creating transparent decision-making processes, ensuring equitable resource distribution, and aggressively addressing employee concerns about justice within the organisation. Organisations may consider methods to build a positive working culture that fosters organisational justice. This includes fostering a workplace in which employees feel valued, respected, and heard. Leadership may play an important role in establishing culture by modelling and supporting behaviours that are consistent with fairness and justice values. The cross-sectional design of the study captures relationships at a single point in time. Longitudinal studies could be used in future research to track changes over time and provide a more dynamic knowledge of how variables evolve, particularly in the context of ongoing technological improvements and organisational changes.

5.8 CONCLUDING REMARKS

In conclusion, organisational justice has a big impact on how things work in the workplace, particularly in relation to workplace cyber incivility and organisational commitment. The literature highlights that positive perception of organisational justice results to low levels of cyber incivility and higher organisational commitment. Organisations that put fairness first are more likely to create good work environments that encourage organisational commitment and discourage uncivil behaviours. Therefore, it is important for organisations to recognise the importance of organisational commitment and implement practices that foster fairness to create a committed workforce.

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APPENDICES

APPENDIX A: Informed consent form

**ETHICAL CONSIDERATION AND INDEMNITY STATEMENT TO RESEARCH
PARTICIPANTS FROM THE DEPARTMENT OF BUSINESS MANAGEMENT:
HUMAN RESOURCE PROGRAMME AT THE
UNIVERSITY OF LIMPOPO**

DEPARTMENT OF BUSINESS MANAGEMENT

**THE FOLLOWING STATEMENT TO APPEAR IN RESEARCH QUESTIONNAIRES
AND THE RESEARCH COVER LETTER/PAGE:**

IMPORTANT NOTIFICATION TO RESEARCH PARTICIPANTS/RESPONDENTS

1. The completion of the following questionnaire(s) and/or participation in the following interview(s) is entirely voluntary and confidential.
2. For scientific analysis and dissemination, only grouped responses are used.
3. Individual identities of respondents are always protected (in the unlikely event that they become known).
4. By signing this consent form, I certify that I have read, understood, and had the opportunity to ask questions. I understand that my participation is entirely voluntary, and that I am free to leave at any time, for any reason, and at no cost. I freely consent to participate in this study.

I..... (Participant) hereby voluntarily consent to participate in the following project titled, "Organisational justice, workplace cyber incivility and organisational commitment at the selected higher education institution in Limpopo Province".

Signature of respondent: _____ Date: _____

Signature of researcher _____ Date: _____

APPENDIX B: QUESTIONNAIRE

UNIVERSITY OF LIMPOPO

**Department of Business Management
School of Economics and Management**



Private Bag X1106

Sovenga

Lethabomonama98@gmail.com

0727

South Africa

Contact numbers: 0768200878

Email:

An Invitation to participate in the research project titled: “Organisational justice, workplace cyber incivility and organisational commitment at the selected higher education institution in Limpopo Province”

Dear Sir/Madam

My name is Lethabo Raesetja Monama, and I am a registered MCOM student in Human Resource Management at the University of Limpopo. My supervisor is Dr Maluka HR, who works alongside Prof Setati T (Co-supervisor). As a university employee, you are invited to participate in this research study by completing the attached surveys.

The following survey should take you five to ten minutes to complete. There is no reward for responding, and there is no known risk either. Please do not include your name to ensure that all information will remain private. The questionnaire will be made available in copies. If you decide to take part in this project, kindly provide the most truthful responses to all the questions. You may at any time decline to participate because participation is completely voluntary.

Yours sincerely

Monama L.R

Supervisor

Dr Maluka HR

Co-supervisor

Prof Setati T

.....

.....

.....

SECTION A: DEMOGRAPHIC QUESTIONNAIRE

Instructions

Please answer this section by placing a cross (X) to the appropriate box in respect of the following items:

1. Gender

- Male
- Female

2. Age

- 20-30 years old
- 31-40 years old
- 41-50 years old
- 51 and older

3. Educational level

- Undergraduate qualification
- Post graduate qualification

4. Job position

- Junior lecturer
- Lecturer
- Senior lecturer/Professor/associate professor
- Administrative staff

5. Years of service in this institution

- Below 1 year
- 1-5 years
- 5-10 years
- More than 10 years

SECTION B: WORKPLACE CYBER INCIVILITY QUESTIONNAIRE

Instructions

Please indicate the extent to which you experienced each of the behaviours from colleagues or superiors during the past year by placing a cross (X) next to the number corresponding to the most appropriate answer.

1: Never (N), 2: Rarely (R), 3: Occasionally/Sometimes (O/S), 4: Often (O), 5: Very Often (VO)

Item	Statement	N	R	O/S	O	VO
1.	"Said something hurtful to you through email or online platform (Facebook, Zoom meeting, Twitter)."	1	2	3	4	5
2.	"Used emails or online platform (e.g., Facebook, zoom meetings and twitter) to say negative things about you that he/she would not say to you face-to-face."	1	2	3	4	5
3.	"Made demeaning or derogatory remarks about you through email or online platform (e.g., Facebook, zoom meeting and Twitter)."	1	2	3	4	5
4.	"Inserted sarcastic or mean comments between paragraphs in emails or online platform."	1	2	3	4	5
5.	Put you down or was condescending to you in some way through email or online platform."	1	2	3	4	5
6.	"Sent you emails/messages using a rude and discourteous tone."	1	2	3	4	5
7,	"Used CAPS to shout at you through email or online platform."	1	2	3	4	5
8.	Not replying to your email or online platform at all."	1	2	3	4	5
9.	"Ignored a request (e.g., schedule a meeting) that you made through email or online platform."	1	2	3	4	5
10.	"Replied to your emails or online platform but did not answer your queries."	1	2	3	4	5
11.	"Used emails or online platform for time sensitive messages (e.g., cancelling or scheduling a meeting on short notice)."	1	2	3	4	5
12.	"Paid little attention to a statement made by you through email or online platform or showed little interest in your opinion."	1	2	3	4	5
13.	"Not acknowledging that he or she has received your email/message even when you sent a request receipt function"	1	2	3	4	5
14.	"Used email or online platform for discussions that would require face-to-face dialogue."	1	2	3	4	5

SECTION C: ORGANISATIONAL JUSTICE QUESTIONNAIRE

Instructions

This scale is intended to assess your belief that the company for which you work distributes outcomes fairly (i.e., pay, responsibilities). The scale also assesses how fair you believe the procedures that led to these outcomes are. Please indicate on the scale how much you agree with the following statements by placing a cross (X) next to the number corresponding to the most appropriate answer:

1: Strongly Disagree (SD), 2: Disagree (D), 3: Don't Know (DK), 4: Agree (A), 5: Strongly Agree (SA)

Item	Statement	SD	D	DK	A	SA
1.	I have a fair working schedule	1	2	3	4	5
2.	The pay that I receive is quite fair.	1	2	3	4	5
3.	The workload that I have is considered fair	1	2	3	4	5
4.	In general, the benefits that I get here are reasonable	1	2	3	4	5
5.	I believe that my job obligations are reasonable	1	2	3	4	5
6.	My manager ensures that all staff issues are addressed before making job decisions.	1	2	3	4	5
7.	My manager obtains accurate and thorough information before making job decisions.	1	2	3	4	5
8.	My manager explains decisions and gives further information as necessary	1	2	3	4	5
9.	All job choices are made consistently for every one of the impacted employees.	1	2	3	4	5
10.	Employees can amend or appeal work-related choices made by manager.	1	2	3	4	5
11.	Managers make unbiased job decisions.	1	2	3	4	5
12.	My manager treats me with courtesy and consideration while making job-related decisions.	1	2	3	4	5
13.	My manager treats me with the utmost respect and dignity when making job-related decisions.	1	2	3	4	5
14.	My manager is considerate of my personal needs when making job-related decisions.	1	2	3	4	5
15.	When making decisions concerning my job, my management communicates with me honestly	1	2	3	4	5
16.	When making judgements concerning my job, my manager demonstrates concern for my rights as an employee.	1	2	3	4	5
17.	Regarding decisions concerning my role, my manager engages in discussions with me about their implications.	1	2	3	4	5
18.	My manager provides enough justification for decisions regarding my employment.	1	2	3	4	5
19.	When making judgements concerning my employment, my manager provides reasons that make sense to me.	1	2	3	4	5
20.	My manager fully clarifies any decisions made regarding my job.	1	2	3	4	5

SECTION D: ORGANISATIONAL COMMITMENT QUESTIONNAIRE

Instructions

The following section aims to determine your level of commitment and willingness to remain with the organisation. Please read each question and respond by placing a cross (X) next to the number corresponding to the most appropriate answer.

1: Strongly Disagree (SD), 2: Disagree (D), 3: Don't Know (DK), 4: Agree (A), 5: Strongly Agree (SA)

Item	Statement	SD	D	DK	A	SA
	Affective commitment					
1.	I would find great satisfaction in dedicating the entirety of my professional career to this institution.	1	2	3	4	5
2.	I feel that this organisation's issues are my own.	1	2	3	4	5
3.	I don't feel like a 'family member' at this organisation.	1	2	3	4	5
4.	I do not perceive a sense of emotional attachment to this organisation.	1	2	3	4	5
5.	This organisation holds huge personal significance for me.	1	2	3	4	5
6.	I lack a strong feeling of connection to this organisation.	1	2	3	4	5
	Continuance commitment					
7.	I find it difficult to leave my current position at this organisation.	1	2	3	4	5
8.	Leaving my organisation would cause significant disruption to my personal life.	1	2	3	4	5
9.	Retaining my position at this organisation is both necessary and desirable.	1	2	3	4	5
10.	I believe I have limited choices to explore leaving this organisation.	1	2	3	4	5
11.	One disadvantage of quitting this company is the limited availability of alternative opportunities.	1	2	3	4	5
12.	Leaving this business would require significant personal sacrifice, which is one of the main reasons for my continued employment.	1	2	3	4	5
	Normative commitment					
13.	I do not feel obligated to stay with my organisation.	1	2	3	4	5
14.	I am hesitant about leaving, even if it would benefit me.	1	2	3	4	5
15.	I'd feel guilty if I quit this organisation today	1	2	3	4	5
16.	This organisation deserves my support and loyalty	1	2	3	4	5
17.	I have a strong obligation/commitment to my organisation and would not consider leaving.	1	2	3	4	5
18.	I owe a lot to this organisation.	1	2	3	4	5

APPENDIX C: LETTER OF REQUEST TO THE UNIVERSITY

P.O Box 7684
Mokopane
0600

To: Executive Management (DVC)
University of Limpopo
Private Bag X1106
SOVENGA 0727

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Sir/Madam

I am **Lethabo Raesetja Monama**, currently enrolled at the University of Limpopo for a Master of Commerce in Human Resources Management. I am currently working on my research and the title is, “**Organisational justice, workplace cyber incivility and organisational commitment at the selected higher education institution in Limpopo Province.**” I am requesting permission to access and conduct research in your institution.

The purpose of this study is to investigate and compare the effect organisational justice on workplace cyber incivility and organisational commitment. Due to the changes in the world of work because of the COVID-19 pandemic, I saw it fit to conduct this study as uncivil behaviour among employees in the online work environment can cost the organisations. In terms of ethics, the research will be conducted using a questionnaire and employee participation will be voluntary. In accordance with the Turfloop Research Ethics Committee (TREC), the researcher will make every effort to maintain confidentiality and anonymity of the information provided by the participants. Only data from grouped questionnaires will be analysed and reported, providing participants with additional protection. A few demographic variables may be included, but they will be designed in such a way that participants' privacy is not jeopardized.

Supervisor's contacts: 0834318143
Email: harriet.maluka@ul.ac.za

Co-supervisor's contacts: 0761566937
Email: tlou.setati@ul.ac.za

Your consideration of my request will be greatly appreciated.

Yours faithfully

Monama L.R

Contact details: 0768200878/lethabomonama98@gmail.com

APPENDIX D: ETHICAL CLEARANCE



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 29 November 2022

PROJECT NUMBER: TREC/592/2022: PG

PROJECT:

Title: Organisational Justice, Workplace Cyber Incivility and Organisational Commitment at the selected Higher Education Institution in Limpopo Province
Researcher: LR Monama
Supervisor: Dr HR Maluka
Co-supervisor: Prof TS Setati
School: Economics and Management
Degree: Master of Commerce (Human Resource Management)

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

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