



RESEARCH ARTICLE

A Study on the Effect of Followership Characteristics of School District Cadets on Organizational Citizenship Behavior: Mediating Effect of Self-Efficacy

Kim, Hyunwoo¹, Sa, Yongjin^{2*}^{1,2} Keimyung University, Department of Public Administration**ARTICLE INFO**

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The main purpose of this study is to examine the effect of individual followership characteristics of school district cadets on self-efficacy, and how the self-efficacy of school district cadets affects the organizational citizenship behavior of school district groups. In addition, the purpose of this study was to find out what mediating role the self-efficacy of school district cadets plays in the relationship between followership characteristics and organizational citizenship behavior level. A survey of cadet candidates from 25 university school districts in Korea was conducted and 618 responses were collected, and 611 copies of the questionnaire were analyzed, excluding 7 copies of the unfaithfully written questionnaire. Work to verify the reliability and validity of the variables included in this study model was preceded, and mediated regression analysis was performed to verify the hypothesis. The main results of hypothesis verification of this study are as follows. First, it was found that the followership characteristics (critical thinking, active participation) of school district cadets had a positive (+) effect on all organizational citizenship behavior (individual orientation, organizational orientation). Second, in the relationship between followership characteristics and self-efficacy, critical thinking and active participation among followership characteristics were found to have a positive (+) effect on self-efficacy (self-regulatory efficacy, task difficulty). Third, among self-efficacy, confidence and task difficulty were found to have a positive (+) effect on individual-oriented organizational citizenship behavior, and self-regulatory efficacy and task difficulty had a positive (+) effect on organizational citizenship behavior. Fourth, among self-efficacy, confidence was found to have no mediating effect in the relationship between followership characteristics (critical thinking, active participation) and organizational citizenship behavior (individual orientation, organizational orientation). The implications of the statistical analysis results of this study and the description of the limitations of the study were presented in detail in the conclusion.

***Corresponding Author:**yjsa@kmu.ac.kr;
yongjinsa@gmail.com**INTRODUCTION**

Today, the military is changing from manpower-intensive to technology-intensive due to changes in the times and war patterns, such as the development of advanced technology and rapid changes in the social environment. It is also important to operate these advanced weapons and equipment

efficiently, but leadership in directing the organization that operates them in the desired direction is also very important.

The military has a relatively long history of organization, is conservative, and has a strict hierarchy, and in particular is given a significant task of national security, so the role or leadership of the leader of the military organization is more important than any other organization. It can also be said that followership is just as important as the role and leadership of the leader. In recent years, due to the development of science and technology and the change in the level of consciousness of the new generation, the role of subordinates, or followers, and followership, are playing a major role in enhancing the efficiency of the military.

As time goes by, the characteristics of subordinates and followers are considered very important in the military, but it is true that research on followers and followership has been relatively insufficient in the military so far compared to research on leadership and leadership. Prior research related to leadership has mainly overlooked the importance of followership by recognizing followers as objects of leadership rather than subjects of leadership, and for this reason, research related to followership has also been conducted in relation to leadership.

Since the school district team in Korea is an organization that trains school district cadets during their third and fourth years of college and appoints them as officers upon graduation, it is very important to identify the followership characteristics of school district cadets and use them for personal and organizational management to achieve the school district team's goals. The school district team teaches school district cadets to develop leadership, character, and command skills, including various military training, so that they can perform their roles and duties as officers in the military immediately upon graduation from college.

In the two-year cadet curriculum, most school district cadets show active thinking and behavioral tendencies because they voluntarily applied to become officers, unlike ordinary soldiers (training soldiers). Although there may be individual differences in the active thinking and behavioral tendencies of these school district cadets, they can be more positive as followers than members of any other organization, and the followership characteristics of school district cadets with such active thinking and behavior tendencies are expected to have a significant impact on the effectiveness of the organization called the school district group, especially organizational citizenship behavior.

Depending on the individual followership characteristics of school district cadets, there is a difference in high and low self-efficacy. In other words, not all members will show the same level of self-efficacy because individual motives for applying are different, and followership characteristics are also different for each individual. Therefore, this study aims to examine the effect of individual followership characteristics of school district cadets on self-efficacy, and how the self-efficacy of school district cadets affects the organizational citizenship behavior of the school district group. In addition, the purpose of this study was to find out what mediating role the self-efficacy of school district cadets plays in the relationship between followership characteristics and organizational citizenship behavior level.

THEORETICAL BACKGROUND

1. Concept and understanding of school district academic candidate system

The student military education group system is a system that fosters excellent officers with military knowledge and practical skills by selecting outstanding students from college students and conducting military training along with two years of college major classes as school district cadets. It is also a nationally beneficial system by cultivating individual responsibility and mission in the organizational society of the military, cultivating creativity and leadership to advance to society after

discharge, or remaining in the military to lead national development. It is a system given to four-year college students that are designed to choose their careers in a variety of ways by forming personnel for the military. (Kim, 2009).

Looking at the background of the introduction of the school district system in Korea, the military needs a commander with a scientific brain and a high level of education to prepare for future wars as the modern war has changed significantly due to the rapid military science. In particular, due to the rapid military expansion after the ceasefire, officers trained through existing military academies and cadet candidates could not meet the need for elementary officers in the field, and the military came up with various measures to secure the military's combat power from peacetime when elementary officers were scarce through the Korean War.

In addition to this military necessity, it was very undesirable both nationally and from the perspective of students to stop college education of young people who will be responsible for the future of the country at the educational level due to the military duty. Therefore, we sought a reasonable way to meet both military objectives and educational policies without interfering with university education. The US ROTC (Reserve Officers' Training Corps) system, which has secured military reserves to meet the needs of junior officers by mobilizing new and competent senior officers in time of emergency, was introduced and military education groups were created in 16 universities under Article 72 of the Military Service Act and the Enforcement Decree of Student Military Training on June 5, 1961 (Yoon, 2012). The school district candidate system in Korea is modeled after the US ROTC system, but there is a fundamental difference in its purpose. While the Korean school district system prioritizes the training of junior officers to be used for active duty, the US ROTC system supports some active duty service, but the main purpose is to train reserve officers. Therefore, it is difficult to directly compare the ROTC system in the United States with the school district system in Korea.

There are two main reasons for establishing a school district in Korea. The first is to foster quality elementary-level officers. In other words, it is possible to prepare for a national all-out war by selecting high-level knowledge among college students and training them as officer candidates to secure a large number of competent officers. Second, it is to strengthen public consensus and ties, and to prepare for future enemy invasions. This is to make it easier for college students to resolve their military service obligations by joining the school district, acquiring military training while studying, and serving as officers upon graduation. Through this school district system, the military actively utilizes the major knowledge completed at the university in the military, allowing excellent officers with literary skills to be used in the right place for military organizations, and through this system, it was possible for universities to solve the problem of academic gaps caused by military service problems while creating a healthy atmosphere of study at universities.

The school district cadet system is not the only one in the military training course in Korea to receive military training within the barracks for a certain period of time, but to conduct commuting training courses. Except for enlistment training (basic military training, etc.) during the vacation, school district cadets will receive training by commuting to and from their homes, university dormitories, or near universities where they are attending, except for military training (basic military training, etc.). During the two-year period, military science classes will be completed separately in addition to the major classes. Those who are selected as school district cadets through strict selection procedures will take military science classes on campus every semester for two years, and master military training through enlistment training during the winter and summer vacation. Therefore, they do not have the opportunity to live in the military, unlike other officers training courses, except for the period of enlistment training in the east and lower grades (three times a four-week). School

district cadets who have completed two years of training will be commissioned as second lieutenants, the first class of officers in the military, and will be assigned to each military department through a prescribed medical and training course and serve in the unit. The educational goal of school district cadets during the training period is to develop their mission performance skills as beginner officers and leadership potentials to develop them into talents who will become the nation's human resources after commissioning.

2. Relationship between followership characteristics, organizational citizenship behavior, and self-efficacy

School district cadets are trainees who receive discipline and education upon joining the team and become followers as members of the school district, and most of them have excellent followership characteristics, such as the will to do and the attitude of actively implementing instructions, although it may vary depending on their individual tendencies. This can be said to be common to those who applied for military academies or military candidate courses to become officers.

According to previous studies that analyzed the relationship between followership and job performance, cadets and cadets had higher confidence and satisfaction in job performance than ordinary soldiers (training soldiers), and they often have active followership because their actions in educational institutions are linked to their future career as officers after being commissioned. In addition, previous studies related to the characteristics of followers have shown that good followers always work passionately about their tasks or organizations. In particular, Albino (1999) and Frisina (2005) said that members with high followership collaborate with colleagues in the organization, have a sense of ownership, and are willing to commit themselves. Kelley (1992), a leading researcher of followership, emphasizes that independent and active followers strive to improve productivity, actively commit themselves, and commit themselves to others,

In addition, other previous studies by Dowd and Bolus (1998) also revealed that followership has an effective effect on team performance, and Rothbard (2001) said that followers with a high sense of ownership show the characteristics of making every effort to achieve their goals other than responsibility, so members with high followership are very likely to participate in the task, a high level of commitment, and actively immerse themselves. Based on these various existing studies, it can be expected that followership has a positive effect on organizational citizenship behavior, which is a performance variable of members within the organization.

As a result of examining similar previous studies to verify the relationship between followership characteristics and self-efficacy, among them, Ye et al. (2013)'s study on the relationship between empowering leadership and job enthusiasm showed that self-efficacy partially mediated the relationship between empowering leadership and job enthusiasm. Kelley (1992) classified the characteristics of followership into active and active followership and independent and critical followership in a study on followership, and said that the best followers are creative and innovative followers who have their own personality, think for themselves, make constructive criticism, and are creative.

On the other hand, the worst followers are described as followers who do what they need to be instructed and do not think for themselves, and there are typical followers between the best and the worst followers, and these typical followers are people who do not oppose the leader or group while receiving instructions. Given the characteristics of Kelley's (1992) followership characteristics, it can be expected that these followership characteristics have a positive effect on self-efficacy, given the characteristics of school district cadets who have active and positive thoughts and actions. In other words, it can be expected that cadets who show the characteristics of independent and critical

thinking and active participation will have high self-efficacy, and those who have the opposite characteristics of thinking and behavior will also have low self-efficacy.

3. The relationship between self-efficacy and organizational citizenship behavior

Previous studies related to self-efficacy and job performance are mainly concentrated in the private sector, so further research on members of military organizations in the public sector is required in the future. Among similar previous studies in the public sector, Yu (2019)'s study on the effect of the self-efficacy of public officials on job performance found that the self-efficacy of public officials generally had a positive effect on job performance. This shows the same results as previous studies in other private sectors (Song et al., 2016). It was found that the greater the self-efficacy of social welfare workers and general public officials selected as independent variables, the greater the confidence, preference for task difficulty, and self-regulatory efficacy, the more the dependent variables, job satisfaction. In Kwon's (2012) study on the mediating effect of self-efficacy and job satisfaction, self-efficacy was also found to have a positive effect on job satisfaction, and in Schyns and Collani's (2002) study, members of the organization perceived that they were performing their jobs well, and the more they trusted their job skills, the more they wanted to maintain the successful job performance process and results, so their commitment to the organization increased.

In addition, scholars such as Bandura and Wood (1989) argue that self-efficacy is a better tool for predicting future performance than past behavior in several previous studies. It means that self-efficacy affects performance, and if the positive effect of self-efficacy as a leading variable affecting performance is summarized in detail, it can be classified into the following four types. First, self-efficacy influences individuals' choice of their actions and environment (Bandura, 1993). Looking at related studies in domestic studies, Park (2018) stated that when the boss's self-efficacy is low and the members of the organization's self-efficacy is high, the boss' impersonal behavior is low. Second, self-efficacy determines to continue the action despite difficulties when faced with the effort and difficulties that are put into it. In other words, the higher the self-efficacy, the higher the amount and persistence of effort. Lee et al. (2014) stated that self-efficacy has a positive (+) effect on organizational citizenship behavior, job satisfaction, organizational commitment, and positive assets. Third, self-efficacy affects not only the actions you are doing but also the actions you will take. Kim (2009) presented research results showing that self-efficacy has a positive effect on future-oriented achievement goal behavior. Fourth, the judgment of self-efficacy also affects the type of thinking and emotional response. The above study suggested that self-efficacy is closely related to individual attitudes, behaviors, and organizational environments that are directly related to performance improvement through studies that mainly positively affect psychological conditions such as innovative task behavior, stress coping, and happiness.

From these previous research results, it can be seen that job satisfaction and organizational commitment are representative outcome variables with positive emotions that are positively influenced by self-efficacy. On the other hand, most of the causal variables that affect self-efficacy are attitude at the individual level and environmental factors at the organizational level. The causal variables of individual-level attitude types are mainly leadership, organizational citizenship behavior, job satisfaction, organizational fairness, personality traits, stress, empowerment, coaching, and mentoring. As for organizational-level variables, environmental factors such as organizational structure, organizational culture, employment relationship characteristics, job characteristics, job suitability, and internal marketing are widely used.

4. Mediating effect of self-efficacy in the relationship between followership characteristics and organizational citizenship behavior

According to previous studies, there are not many studies on the role of self-efficacy in the relationship between followership and organizational citizenship behavior, so it is insufficient to understand how each characteristic affects the relationship between followership, organizational citizenship behavior, followership, and self-efficacy. Chang (2021) said that independent and critical thinking and active participation among the characteristics of followership positively affect organizational effectiveness, and Jung (2014) suggested that followership plays a mediating role in the relationship between leadership type and followership characteristics and organizational performance variables such as effectiveness, efficiency, and fairness.

Through such prior research, it can be assumed that the motivation and followership of application affect self-efficacy, and that self-efficacy affected by the motivation and followership will again have a mediating effect on organizational citizenship behavior. Therefore, it can be inferred that self-efficacy will play a mediating role in the process of influencing organizational citizenship behavior by the motivation of school district cadets to apply to school districts as college students and their followership.

Among the preceding studies on the relationship between variables related to organizational citizenship behavior and self-efficacy, Song (2004)'s study of the relationship between self-efficacy and organizational commitment for police officials, Moon (2010)'s study of the relationship between self-efficacy, job satisfaction, and organizational commitment, and Cho (2013)'s study of the relationship between self-efficacy and organizational commitment. All of these preceding studies have focused on the emotional effect of self-efficacy, and most of the research results show that self-efficacy has a positive effect on variables that are highly related to job performance. Combining the results of these previous studies, it can be seen that self-efficacy is a variable that has an important influence on the interrelationship of various variables for school district candidates to adapt to the organization while serving in the military in the future.

In addition, it can be confirmed that self-efficacy has a positive effect on individual behavior, variables that are highly related to organizational performance, and organizational citizenship behavior. Based on the results of these previous studies, this study established a research model that shows the relationship between each variable and the effect of the followership characteristics of school district cadets on organizational citizenship behavior through self-efficacy, and verified and analyzed each hypothesis about the relationship between each variable.

RESEARCH METHOD

1. Operational definition of variables

The purpose of this study is to analyze the effect of the followership characteristics of school district cadets on self-efficacy and organizational citizenship behavior. In addition, the mediating effect of self-efficacy in the relationship between the application motivation and organizational citizenship behavior of school district cadets is statistically verified. Therefore, the independent variable of this study is the followership characteristic, the dependent variable is the organizational citizenship behavior, and the parameter is the self-efficacy. Specifically, active participation and critical thinking factors were selected as sub-factors of the followership characteristic variable. Confidence, self-regulation efficacy, and preference for task difficulty were included as sub-factors of self-efficacy, and individual-oriented organizational citizenship behavior and organizational citizenship behavior factors were selected as sub-factors of organizational citizenship behavior. Finally, as for the control variables, belonging, gender, age, grade, desired service type, and self-governing worker experience variables corresponding to the demographic characteristics of school district cadets were included in the analysis model of this study.

Kelly (1992) presented five types of followership: alienation, adaptation, practical, passive, and exemplary, and the criteria for classifying these types of followers are followers' thinking and behavioral tendencies. Based on whether followers' thinking tendencies are independent and critical, and whether their behavioral tendencies are active and active, followership types are divided into five types (model type, passive type, alienation type, adaptation type, and practical type). In addition, Colangelo (2000) attempted to distinguish new followership types by reanalyzing the measurement tool researched by Kelley (1992), and if Kelley (1992) classified followership types based on independent, critical thinking and active and active behavior, Colangelo (2000) classified followership characteristics into four types: active participation, critical thinking, team spirit, and passion based on the results of factor analysis.

In this study, the characteristics of school district cadets' followership are defined as the characteristics of school district cadets' followership and behavioral tendencies. Among the four followership characteristics suggested by Colangelo (2000), two basic factors that distinguish the types of followers, active participation and critical thinking, were judged as sub-factors of the characteristics of followership. The reason is that the most important factors that distinguish the characteristics of members of a special organization called school district cadets are the two axes of thinking and behavioral abilities, and the criteria for selecting follower types suggested by Kelley (1992) and critical thinking, which is a behavioral tendency, and critical thinking, which is a thinking tendency, were judged as factors that can determine the followership of school district cadets. To measure this, Kelly's (1992) questionnaire and a revised and supplemented questionnaire by Kang and Kang (2007) and Kim (2013) were used. It was selected as 9 questions for critical thinking and 10 questions for active participation by sub-factors.

Self-efficacy, the parameter of this study, is not a single expectation and belief in one's ability, but is composed of various elements. Confidence, self-regulated efficacy, and task difficulty are preferred as components of self-efficacy, and these three components are said to affect different situations (Kim, 2017). In this study, the self-efficacy of school district cadets was defined as the confidence in their ability to complete the school district cadets course well under any circumstances. As sub-factors, the three sub-factors of self-efficacy dealt with in previous studies, such as confidence, self-regulated efficacy, and task difficulty, are to be examined as components. In this study, the self-efficacy scale developed by Kim and Cha (2003) and the measurement tools studied by Yu (2019) and Cha (2021) were reorganized and used in accordance with this study to measure self-efficacy. Therefore, this questionnaire consisted of a total of 12 questions, 4 questions each on self-efficacy, self-regulated efficacy, and task difficulty, which are sub-factors of self-efficacy.

Organizational citizenship behavior, the dependent variable of this study, was defined as voluntary behavior of members of the organization that improved the performance of the school district organization. Organizational citizenship behavior was classified into individual-oriented organizational citizenship behavior and organizational-oriented organizational citizenship behavior as measure of organizational citizenship behavior. The reason why organizational citizenship behavior was selected as a dependent variable is that smooth cooperation and voluntary help among school district cadets within the school district organization actually exert an important influence in determining the organizational performance of the school district group and members. This is because many previous studies have already shown that organizational citizenship behavior has a positive effect on job satisfaction, group and organizational performance, and many organizations are working to increase organizational citizenship behavior of members.

Individual-oriented organizational citizenship behavior, a sub-factor of organizational citizenship behavior, is defined as the behavior of individual school district cadets helping other cadets within

the school district organization, and organizational citizenship behavior is defined as the behavior of school district cadets that benefit the organization of the school district. In this study, 16 measurement questions developed by Lee and Allen (2002) were used as tools to measure organizational citizenship behavior, and by referring to the studies of Park and Chae (2020), Choi (2021), and Lee (2021) and supplementing them according to the purpose of the study, 7 questions for individual-oriented organizational citizenship behavior and 7 questions for organization-oriented organizational citizenship behavior were selected and a total of 14 questions were used to measure organizational citizenship behavior.

2. Research hypothesis

Based on previous studies between the followership characteristics, self-efficacy, and organizational citizenship behavior of academic candidates discussed above, the hypotheses to be verified in this study are as follows.

[H1] The effect of followership characteristics on organizational citizenship behavior

[H1-1] The followership characteristics of school district cadets will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H1-1-1] Critical thinking will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H1-1-2] Active participation will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H 1-2] The followership characteristics of school district cadets will have a positive (+) effect on organization-oriented organizational citizenship behavior.

[H 1-2-1] Critical thinking will have a positive (+) effect on organizational citizenship behavior.

[H 1-2-2] Active participation will have a positive (+) effect on organizational citizenship behavior.

[H 2] The effect of followership characteristics on self-efficacy

[H 2-1] The followership characteristics of school district cadets will have a positive (+) effect on self-efficacy confidence.

[H 2-1-1] Critical thinking will have a positive (+) effect on confidence.

[H 2-1-2] Active participation will have a positive (+) effect on confidence.

[H 2-2] The followership characteristics of school district cadets will have a positive (+) effect on the self-regulatory efficacy of self-efficacy.

[H 2-2-1] Critical thinking will have a positive (+) effect on self-regulatory efficacy.

[H 2-2-2] Active participation will have a positive (+) effect on self-regulatory efficacy.

[H 2-3] The followership characteristics of school district cadets will have a positive (+) effect on the difficulty of self-efficacy.

[H 2-3-1] Critical thinking will have a positive (+) effect on task difficulty.

[H 2-3-2] Active participation will have a positive (+) effect on task difficulty.

[H3] The effect of self-efficacy on organizational citizenship behavior

[H 3-1] The self-efficacy of school district cadets will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H 3-1-1] Confidence will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H 3-1-2] Self-regulatory efficacy will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H 3-1-3] Task difficulty will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H 3-2] The self-efficacy of school district cadets will have a positive (+) effect on organization-

oriented organizational citizenship behavior.

[H 3-2-1] Confidence will have a positive (+) effect on organizational citizenship behavior.

[H 3-2-2] Self-regulatory efficacy will have a positive (+) effect on organizational citizenship behavior.

[H 3-2-3] Task difficulty will have a positive (+) effect on organizational citizenship behavior.

[H4] Mediating effect of self-efficacy in the relationship between followership characteristics and organizational citizenship behavior

[H4-1] Confidence will play a mediating role in the effect of the followership characteristics of school district cadets on organizational citizenship behavior.

[H4-1-1] Confidence will play a mediating role in the impact of critical thinking on individual-oriented organizational citizenship behavior.

[H4-1-2] Confidence will play a mediating role in the effect of active participation on individual-oriented organizational citizenship behavior.

[H4-1-3] Confidence will play a mediating role in the impact of critical thinking on organizational-oriented organizational citizenship behavior.

[H4-1-4] Confidence will play a mediating role in the effect of active participation on organizational citizenship behavior.

[H4-2] Self-regulatory efficacy will play a mediating role in the effect of the followership characteristics of school district cadets on organizational citizenship behavior.

[H4-2-1] Self-regulatory efficacy will play a mediating role in the impact of critical thinking on individual-oriented organizational citizenship behavior.

[H4-2-2] Self-regulatory efficacy will play a mediating role in the effect of active participation on individual-oriented organizational citizenship behavior.

[H4-2-3] Self-regulatory efficacy will play a mediating role in the effect of critical thinking on organizational citizenship behavior.

[H4-2-4] Self-regulatory efficacy will play a mediating role in the effect of active participation on organizational citizenship behavior.

[H4-3] Task difficulty will play a mediating role in the effect of the followership characteristics of school district cadets on direct citizenship behavior.

[H4-3-1] Task difficulty will play a mediating role in the impact of critical thinking on individual-oriented organizational citizenship behavior.

[H4-3-2] The task difficulty will play a mediating role in the effect of active participation on individual-oriented organizational citizenship behavior.

[H4-3-3] Task difficulty will play a mediating role in the impact of critical thinking on organizational citizenship behavior.

[H4-3-4] The task difficulty will play a mediating role in the effect of active participation on organizational citizenship behavior.

DATA & STATISTICAL METHOD

From September 4 to September 20, 2022, a survey of cadet candidates from 25 university school districts across the country was conducted and 618 responses were collected, and 611 of them were analyzed, excluding seven unfaithfully written questionnaires. The distribution of school districts by region included in this survey is a total of 25 university school districts: 3 in Seoul, 2 in Gyeonggi, 1 in Gangwon, 3 in Daejeon/Chungnam, 1 in Daegu, 8 in Busan, 4 in Gyeongnam, 1 in Jeonbuk, and 2 in Gwangju/Jeonnam.

The statistical techniques used to verify the hypothesis of this study are as follows. Reliability analysis was conducted through Cronbach's α coefficient, which measures internal consistency between items of measurement tools, and factor analysis was verified using factor analysis methods to verify single-dimensional performance and validity. In addition, descriptive statistical analysis was conducted to examine the mean and standard deviation of major variables, correlation analysis was conducted to analyze the degree of closeness between set variables, and regression analysis was

performed to verify the hypothesis, and mediating regression analysis was performed to verify the mediating effect between independent and dependent variables.

STATISTICAL RESULTS

1. Demographic characteristics of survey subjects

The demographic characteristics of school district cadets surveyed for hypothesis verification of this study are as follows. Looking at the main characteristics, in terms of gender, 535 (87.6%) men and 76 (12.4%) were about seven times more men. This can be seen as similar to the proportion of women in all school district cadets. Looking at the age group, 441 (72.2%) aged 21 to 22 were the most, and this can be seen as the most distributed in a specific age group because the survey subjects are third and fourth graders of college. In addition, as a result of a survey on the presence or absence of work experience in self-governing command, 328 (53.74%) had experience and 283 (46.3%) had no experience. Finally, as a questionnaire on whether they wish to live in the military for the long term as a professional soldier, 299 (48.9%) hoped for long-term service and 312 (51.1%) did not wish, showing almost equal proportions.

Table 1: Demographic characteristics of the study subjects

	Category	Frequency(person)	Percentage(%)
Gender	Male	535	87.6
	Female	76	12.4
	Total	611	100.0
Age	19~20	63	10.3
	21~22	441	72.2
	23~24	99	16.2
	over 24	8	1.3
	Total	611	100.0
School Grade	3 rd	309	50.6
	4 th	302	49.4
	Total	611	100.0
Whether or not Experiencing in Self-Governing Command	Yes	328	53.7
	No	283	46.3
	Total	611	100.0
Whether or not Hoping to Serve in the Military for the Long Term	Yes	299	48.9
	No	312	51.1
	Total	611	100.0

2. Validation and reliability of variables

For factor analysis, the varimax method was used among the methods currently widely used in the social science field. The reason is that in the field of social science, research variables are not independent of each other, so correlations with extracted factors may exist. In addition, if the value of KMO is greater than 0.9 for the factor loading value indicating the degree of correlation between each variable extracted for a factor of 1 or more, the range of 0.8-0.89 is significant, the range is moderate for 0.70-0.79 is classified as insignificant, the case of 0.50-0.59, and the case of 0.5 or less is classified as unacceptable. In the case of this study, the KMO value was confirmed to be 0.939.

Table 2: KMO 와 Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.939
Bartlett's Test of Sphericity	Approx. Chi-Square	12145.852
	df	741
	Sig.	.000

Table 3: 요인분석

	Component								
	1	2	3	4	5	6	7	8	9
Organizational-Oriented OCB2	.788	.202	.192	.019	-.024	.069	.021	-.033	.025
Organizational-Oriented OCB1	.730	.250	.120	.112	.039	.124	-.008	.025	-.022
Organizational-Oriented OCB4	.715	.204	.181	.106	.205	.106	-.078	.039	.037
Organizational-Oriented OCB6	.684	.299	.060	.136	.098	.023	.042	.060	-.053
Organizational-Oriented OCB3	.676	.115	.265	.062	.056	.194	-.022	.020	.088
Organizational-Oriented OCB7	.661	.136	.190	.187	.096	.103	-.011	.025	.039
Organizational-Oriented OCB5	.649	.300	.132	.086	.114	.093	.012	.137	-.052
Active Participation 3	.185	.768	.133	.163	.106	.154	.074	.032	-.057
Active Participation 2	.280	.753	.064	.149	.143	.186	.101	.048	.017
Active Participation 4	.281	.749	.140	.161	.111	.157	-.021	.051	.030
Active Participation 6	.171	.692	.220	.180	.120	.078	.107	.078	-.010
Active Participation 7	.249	.684	.212	.208	.225	.147	.041	.089	-.050
Active Participation 8	.396	.634	.127	.101	.195	.147	.012	.056	.024
Active Participation 1	.336	.621	.076	.126	.197	.286	.062	.029	.069
Self-Regulatory Efficacy 3	.174	.234	.757	.179	.072	-.039	.095	.091	-.003

Self-Regulatory Efficacy 4	.429	.130	.701	.136	.170	.075	-.012	.049	.001
Self-Regulatory Efficacy 1	.304	.224	.692	.128	.163	.050	.064	-.066	.109
Self-Regulatory Efficacy 2	.424	.153	.687	.100	.065	.101	.063	-.003	.053
Critical Thinking 3	.074	.244	.154	.738	.127	.081	.194	.145	-.015
Critical Thinking 2	.113	.471	.039	.631	.164	.087	.086	.148	-.053
Critical Thinking 1	.249	.422	.071	.593	.126	.154	.077	-.006	.019
Critical Thinking 6	.175	.120	.160	.578	.176	.141	.310	-.072	.061
Critical Thinking 4	.216	.117	.201	.562	.094	.119	.224	.014	-.012
Task Difficulty 2	.063	.173	.037	.131	.811	.121	.111	.163	-.030
Task Difficulty 3	.035	.251	.101	.170	.802	.098	.105	.112	.003
Task Difficulty 4	.236	.257	.168	.086	.636	.073	.193	-.025	.089
Task Difficulty 1	.323	.120	.197	.159	.474	.062	.044	-.168	.064
Individual Oriented OCB2	-.014	.070	.	.124	.054	-.041	.838	.073	-.010
Individual Oriented OCB1	-.125	.052	.057	.188	.117	-.006	.775	.065	.017
Individual Oriented OCB3	.065	.067	.057	.167	.137	.117	.760	.099	.070
Confidence 2	.030	.009	.127	-.028	.068	.006	.017	-.011	.776
Confidence 1	.089	-.027	-.025	.119	-.053	.196	.072	.489	.539

In addition, in this study, the reliability of the measurement tool was analyzed using Cronbach's α coefficient using an internal consistency method. The results of this study's reliability analysis are presented in the table below. It can be seen that the reliability of this study was secured through Cronbach's α values of school district cadets' motivation for application (internal factor .756, external factor .778), self-efficacy (confidence .806, self-regulatory efficacy .759, task difficulty .750), and organizational citizenship behavior (individual-oriented organizational citizenship behavior .785, organization-oriented organizational citizenship behavior .755).

Table 4: Reliability analysis of measurement tools

Variable	Construct	Ave.	S.D.	Cronbach α
Followership	Critical Thinking	3.5378	.65009	.738
	Active Participation	3.6977	.67762	.735
Self-Efficacy	Confidence	3.5327	.92226	.806

	Self-Regulatory Efficacy	4.0270	.57124	.759
	Task Difficulty	3.4509	.70569	.750
Organizational Citizenship Behavior	Individual Oriented OCB(OCBI)	2.8942	.82497	.785
	Organizational Oriented OCB(OCBO)	4.0998	.55955	.755

3. Statistical analysis and hypothesis verification

A. Results of verifying the effect of followership characteristics on organizational citizenship behavior

The research hypothesis <H 1-1> verified the sub-hypothesis <H 1-1-1> and <H 1-1-2> with 'the followership characteristics of school district cadets will have a positive (+) effect on individual-oriented organizational citizenship behavior,' and the results are shown in <Table> below. As a result of the analysis, the overall explanatory power of the influence of the followership characteristics of school district cadets on organizational citizenship behavior (individual-oriented organizational citizenship behavior) was 19.8% (Adj R²=.198), of which the critical thinking and active participation of school district cadets were found to be statistically significant in this regression model (F=764.483, p<0.05). As for the slope value, it was found that critical thinking was β =.527 (p<0.05), t was 11.097, active participation β =.142, and t were 2.995 (p<0.05). As a result, it was found that both critical thinking and active participation among the followership characteristics had a positive (+) effect on individual-oriented organizational citizenship behavior. Therefore, research hypotheses <H 1-1-1> and <H 1-1-2> were adopted.

Table 5: Regression analysis of followership and individual-oriented organizational citizenship behavior

	Non-Standardized Coefficient		Standardized Coefficient	T	p
	B	Standard Error	β		
(Constant)	1.169	.182		6.419	.000
Critical Thinking	.668***	.060	.527	11.097	.000
Active Participation	.173**	.058	.142	2.995	.003
R ² =.201, Adjusted R ² =.198, F=764.483***, Durbin-Watson=1.937					

*p<.05, **p<.01, ***p<.001

The research hypothesis <H 1-2> verified the sub-hypothesis <H 1-2-1> and <H 1-2-2> with 'the followership characteristics of school district cadets will have a positive (+) effect on organizational citizenship behavior,' and the results are shown in <Table> below. As a result of the analysis, the

overall explanatory power of the influence of the followership characteristics of school district cadets on organizational citizenship behavior (organization-oriented organizational citizenship behavior) was found to be 41.5% (Adj R²=.415), and among them, the critical thinking and active participation of school district cadets were found to be statistically significant in this regression model (F=217.134, p<0.05). As for the slope value, it was found that critical thinking was β =.101 (p<0.05), t was found to be 2.478, active participation β =.576 (p<0.05), and t was found to be 14.201. As a result, it was found that both critical thinking and active participation among the followership characteristics had a positive (+) effect on organizational citizenship behavior. Therefore, research hypotheses <H 1-2-1> and <H 1-2-1> were adopted.

Table 6: Regression analysis of followership and organization-oriented organizational citizenship behavior

	Non-Standardized Coefficient		Standardized Coefficient	T	p
	B	Standard Error	β		
(Constant)	2.035	.106		19.278	.000
Critical Thinking	.087*	.035	.101	2.478	.013
Active Participation	.476***	.033	.576	14.201	.000
R ² =.417, Adjusted R ² =.415, F=217.134***, Durbin-Watson=2.050					

*p<.05, **p<.01, ***p<.001

B. Results of verifying the effect of followership characteristics on self-efficacy

In the research hypothesis <H 2-1>, the sub-hypothesis <H 2-1-1> and <H 2-1-2> were verified by 'the followership characteristics of school military cadets will have a positive (+) effect on the confidence of self-efficacy.' The results are shown in <Table> below. As a result of the analysis, the overall explanatory power of the influence of the followership characteristics of school district cadets on self-efficacy (confidence) was 12.0% (Adj R²=.120). However, the influence of critical thinking and active participation variables on self-efficacy was not statistically significant.

Table 7: Regression analysis of followership and confidence

	Non-Standardized Coefficient		Standardized Coefficient	t	p
	B	Standard Error	β		
(Constant)	2.640	.221		11.966	.000
Critical Thinking	.080	.072	.057	1.121	.263
Active Participation	.010	.075	.007	.134	.894
R ² =.126, Adjusted R ² =.120, F=21.847***, Durbin-Watson=1.847					

*p<.05, **p<.01, ***p<.001

The research hypothesis <H 2-2> verified the sub-hypothesis <H 2-2-1> and <H 2-2-2> with 'the followership characteristics of school district cadets will have a positive (+) effect on self-regulatory efficacy,' and the results are shown in <Table> below. As a result of the analysis, the overall explanatory power of the influence of the followership characteristics of school district cadets on self-efficacy (self-regulatory efficacy) was 31.4% (Adj R²=.314). Among them, critical thinking and active participation of school district cadets' followership characteristics were found to be statistically significant in this regression model (F=70.941, p<0.05). As for the slope value, it was found that critical thinking was β =.259 (p<0.05), t was 5.804, active participation β =.393 (p<0.05), and t was 8.061. As a result, it was found that both critical thinking and active participation among the followership characteristics of school district cadets had a positive (+) effect on self-efficacy (self-regulatory efficacy). Therefore, research hypotheses <H 2-2-1> and <H2-2-2> were adopted.

Table 8: Regression analysis of followership and self-regulatory efficacy

	Non-Standardized Coefficient		Standardized Coefficient	T	p
	B	Standard Error	B		
(Constant)	2.141	.121		17.742	.000
Critical Thinking	.227***	.039	.259	5.804	.000
Active Participation	.331***	.041	.393	8.061	.000

R²=.319, Adjusted R²=.314, F=70.941***, Durbin-Watson=2.035

*p<.05, **p<.01, ***p<.001

The research hypothesis <H 2-3> verified the sub-hypothesis <H 2-3-1> and <H 2-3-2> with 'the followership characteristics of school district cadets will have a positive (+) effect on task difficulty', and the verification results are shown in <Table> below. As a result of the analysis, the overall explanatory power of the influence of the followership characteristics of school district cadets on self-efficacy (task difficulty) was found to be 34.9% (Adj R²=.349), of which critical thinking and active participation of school district cadets' followership characteristics were found to be statistically significant in this regression model (F=82.654, p<0.05). As for the slope value, it was found that critical thinking was β =.263 (p<0.05), t was found to be 6.052, active participation β =.331, t was found to be 6.965 (p<0.05). As a result, it was found that both critical thinking and active participation among the followership characteristics of school district cadets had a positive (+) effect on self-efficacy (task difficulty). Therefore, research hypotheses <H 2-3-1> and <H 2-3-2> were adopted because they were suitable for this research model.

Table 9: Regression analysis of followership and task difficulty

	Non-Standardized Coefficient		Standardized Coefficient	T	P
	B	Standard Error	β		
(Constant)	.874	.145		6.013	.000
Critical Thinking	.285***	.047	.263	6.052	.000
Active Participation	.345***	.049	.331	6.965	.000

R²=.353, Adjusted R²=.349, F=82.654***, Durbin-Watson=1.898

*p<.05, **p<.01, ***p<.001

C. Results of verifying the effect of self-efficacy on organizational citizenship behavior

The research hypothesis <H 3-1> verified the sub-hypotheses <H 3-1-1>, <H 3-1-2>, and <H 3-1-3> as 'the self-efficacy of school district cadets will have a positive (+) effect on individual-oriented organizational citizenship behavior', and the results are shown in <Table> below. As a result of the analysis, the overall explanatory power of the effect of self-efficacy of school district cadets on organizational citizenship behavior (individual-oriented organizational citizenship behavior) was 9.9% (Adj R²=.099), and among them, the self-efficacy of school district cadets and task difficulty were found to be statistically significant in this regression model (F=23.236, p<0.05). As for the slope value, confidence was found to be $\beta=.095$ (p<0.05), t value was found to be 2.431; task difficulty $\beta=.281$ (p<0.001), and t value was found to be 6.564. As a result, it was found that confidence and task difficulty among school district cadets' self-efficacy had a positive (+) effect on individual-oriented organizational citizenship behavior. Therefore, research hypotheses <H 3-1-1> and <H 3-1-3> were adopted.

Table 10: Regression analysis of self-efficacy and individual-oriented organizational citizenship behavior

	Non-Standardized Coefficient		Standardized Coefficient	T	p
	B	Standard Error	β		
(Constant)	1.278	.250		5.104	.000
Confidence	.085*	.035	.095	2.431	.015
Self-Regulatory Efficacy	.046	.062	.032	.741	.459
Task Difficulty	.328***	.050	.281	6.564	`
R ² =.103, Adjusted R ² =.099, F=23.236***, Durbin-Watson=1.924					

*p<.05, **p<.01, ***p<.001

The research hypothesis <H 3-2> verified the sub-hypotheses <H 3-2-1>, <H 3-2-2>, and <H 3-2-3> as 'the self-efficacy of school district cadets will have a positive (+) effect on organizational citizenship behavior,' and the results are shown in <Table> below. As a result of the analysis, the overall explanatory power of the effect of the self-efficacy of school district cadets on organizational citizenship behavior (organization-oriented organizational citizenship behavior) was 42.8% (Adj R²=0.428), and among them, the self-regulatory efficacy and task difficulty of school district cadets were found to be statistically significant in this regression model (F=153.013; p<0.05). As for the slope value, the self-regulatory efficacy was found to be $\beta=.556$ (p<0.05), the t value was found to be 16.230, the task difficulty was found to be $\beta=.173$ (p<0.05), and the t value was 5.069. As a result, it was found that among the self-efficacy of school district cadets, the self-regulatory efficacy and task difficulty had a positive (+) effect on organizational citizenship behavior. Therefore, research hypotheses <H 3-2-2> and <H 3-2-3> were adopted.

Table 11: Regression analysis of self-efficacy and organizational-oriented organizational citizenship behavior

	Non-Standardized Coefficient		Standardized Coefficient	T	p
	B	Standard Error	β		
(Constant)	1.358	.135		10.039	.000
Confidence	.022	.019	.036	1.161	.246
Self-Regulatory Efficacy	.544***	.034	.556	16.230	.000
Task Difficulty	.137***	.027	.173	5.069	.000
R ² =.431, Adjusted R ² =.428, F=153.013***, Durbin-Watson=1.926					

* $p < .05$, ** $p < .01$, *** $p < .001$

D. Results of verifying the mediating effect of self-efficacy in the relationship between followership characteristics and organizational citizenship behavior

Hypothesis <H 4-1> shows the results of verifying the mediating effect of self-efficacy (confidence) in the regression analysis between the independent variable, followership, and the dependent variable, organizational citizenship behavior. Hypothesis <H 4-1-1>, <H 4-1-3>, and <H 4-1-4> were analyzed that followership had a significant effect on organizational citizenship behavior. Hypothesis <H 4-1-1>, <H 4-1-2>, <H 4-1-3>, and <H 4-1-4> examined through multiple regression analysis whether the relationship between followership and organizational citizenship behavior results in a significant change due to the addition of a parameter called self-efficacy (confidence), and the change in the determinant R² value (dependent variable: individual-oriented organizational citizenship behavior and organizational-oriented organizational citizenship behavior model 1 → model 2) increased significantly by .007 and .015 ($p < .001$).

The standard regression coefficient value (.519) of the independent variable (critical thinking) on the dependent variable (individual-oriented organizational citizenship behavior) decreased when the parameter (confidence) was added to the dependent variable (individual-oriented organizational citizenship behavior) rather than the standard regression coefficient value (.527) of the independent variable (critical thinking) to verify the hypothesis <H 4-1-1> positively partially mediates the positive (+) relationship between support motivation (critical thinking) and organizational citizenship behavior (individual-oriented organizational citizenship behavior). To verify hypothesis <H 4-1-2>, when the parameter (confidence) was added to the dependent variable (individual-oriented organizational citizenship behavior) rather than the standard regression coefficient value (.142), the standard regression coefficient value (-.145) of the independent variable (active participation) on the dependent variable (individual-oriented organizational citizenship behavior) increased. Hypothesis <H 4-1-2> can be interpreted that the parameter self-efficacy (confidence) completely mediates the positive (+) relationship between support motivation (active participation) and organizational citizenship behavior (individual-oriented organizational citizenship behavior).

The standard regression coefficient value (.094) of the independent variable (critical thinking) on the dependent variable (organization-oriented organizational citizenship behavior) decreased when the parameter (confidence) was added to the dependent variable (organization-oriented organizational citizenship behavior) than the standard regression coefficient value (.101) of the independent variable (critical thinking) to verify the hypothesis <H 4-1-3> positively partially mediates the positive (+) relationship between support motivation (critical thinking) and organizational

citizenship behavior (organization-oriented organizational citizenship behavior). To verify hypothesis <H 4-1-4>, when the parameter (confidence) was added to the dependent variable (organization-oriented organizational citizenship behavior) than the standard regression coefficient value (.576), the standard regression coefficient value (.573) of the independent variable (active participation) on the dependent variable (organization-oriented organizational citizenship behavior) decreased. Hypothesis <H 4-1-4> can be interpreted that the parameter self-efficacy (confidence) 'positively' partially mediates the positive (+) relationship between support motivation (active participation) and organizational citizenship behavior (organization-oriented organizational citizenship behavior).

Table 12: Mediating effect of confidence between followership and organizational citizenship behavior

Dependent Variable			Non-Standardized Coefficient		Standardized Coefficient	t	p	
			B	Standard Error	β			
Individual Oriented H 4-1-1 H 4-1-2	Model 1	(Constant)	1.169	.182		6.419	.000	
		Critical Thinking	.668***	.060	.527	11.097	.000	
		Active Participation	-.173**	.058	-.142	-2.995	.003	
	R ² =.201, Adjusted R ² =.198, F=76.483***, Durbin-Watson=1.937							
	Model 2	(Constant)	.947	.205		4.627	.000	
		Critical Thinking	.659***	.060	.519	10.960	.000	
		Active Participation	-.177**	.058	-.145	-3.072	.002	
		Confidence	.076*	.033	.085	2.343	.019	
	R ² =.208, Adjusted R ² =.204, F=53.195***, Durbin-Watson=1.938							
	Organizational Oriented H 4-1-3 H 4-1-4	Model 1	(Constant)	2.035	.106		19.278	.000
Critical Thinking			.087**	.035	.101	2.478	.013	
Active Participation			.476***	.033	.576	14.201	.000	
R ² =.417, Adjusted R ² =.415, F=217.134***, Durbin-Watson=2.050								
Model 2		(Constant)	1.910	.119		16.097	.000	
		Critical Thinking	.081*	.035	.094	2.332	.020	
		Active Participation	.473***	.033	.573	14.178	.000	
		Confidence	.043*	.019	.071	2.272	.023	
R ² =.422, Adjusted R ² =.419, F=147.467***, Durbin-Watson=2.055								

* $p < .05$, ** $p < .01$, *** $p < .001$

As confirmed in the table below, the self-efficacy (confidence) variable showed a partial mediating effect because the direct effect (c) was less than the total effect (t) and there was a significant influence of (c) in the relationship between followership characteristics, individual orientation, and organizational-oriented organizational citizenship behavior.

Table 13: Mediating effect of self-efficacy (confidence)

		Individual Oriented Organizational Citizenship Behavior		
		Direct Effect	Indirect Effect	Total Effect
Followership	Critical Thinking	0.519	0.002052	0.521052
	Active Participation	-0.145	0.000252	-0.144748
		Organizational Oriented Organizational Citizenship Behavior		
		Direct Effect	Indirect Effect	Total Effect
Followership	Critical Thinking	0.094	0.005415	0.099415
	Active Participation	0.573	0.000665	0.573665

Hypothesis <H 4-2> shows the results of verifying the mediating effect of self-efficacy (self-regulatory efficacy) in the regression analysis between the independent variable, followership, and the dependent variable, organizational citizenship behavior. First, hypotheses <H 4-2-3> and <H 4-2-4> were analyzed that followership had a significant effect on organizational citizenship behavior ($\beta=.527$, $\beta=.532$, $p <.001$). In addition, hypotheses <H 4-2-3> and <H 4-2-4> show that the relationship between followership and organizational citizenship behavior results in a significant change due to the addition of a parameter called self-efficacy (self-regulatory efficacy) through multiple regression analysis, and as a result, the change in the determinant R2 value (dependent variable: organizational-oriented organizational citizenship behavior model 1→ model 2) increased significantly by .001 ($p <.001$).

The standard regression coefficient value (-.002) of the independent variable (critical thinking) on the dependent variable (organization-oriented organizational citizenship behavior) decreased when the parameter (self-regulatory efficacy) was added to the dependent variable (organization-oriented organizational citizenship behavior) than the standard regression coefficient value (.101) of the independent variable (critical thinking) to verify the hypothesis <H 4-2-3>. Hypothesis <H 4-2-3> can be interpreted that the parameter self-efficacy (self-regulatory efficacy) positively partially mediates the positive (+) relationship between support motivation (critical thinking) and organizational citizenship behavior (organization-oriented organizational citizenship behavior).

To verify Hypothesis <H 4-2-4>, when a parameter (self-regulatory efficacy) was added to the dependent variable (organization-oriented organizational citizenship behavior) rather than the standard regression coefficient value (.576), the standard regression coefficient value (.424) of the independent variable (active participation) on the dependent variable (organization-oriented organizational citizenship behavior) decreased. Hypothesis <H 4-2-4> can be interpreted that the

parameter self-efficacy (self-regulatory efficacy) positively mediates the positive (+) relationship between support motivation (active participation) and organizational citizenship behavior (organization-oriented organizational citizenship behavior).

Table 14: Mediating effect of self-regulatory efficacy between followership and organizational citizenship behavior

Dependent Variable			Non-Standardized Coefficient		Standardized Coefficient	t	p	
			B	Standard Error	β			
Individual Oriented H 4-2-1 H 4-2-2	Model 1	(Constant)	1.169	.182		6.419	.000	
		Critical Thinking	.668***	.060	.527	11.097	.000	
		Active Participation	-.173**	.058	-.142	-2.995	.003	
	R ² =.201, Adjusted R ² =.198, F=76.483***, Durbin-Watson=1.937							
	Model 2	(Constant)	1.230	.226		5.447	.000	
		Critical Thinking	.675***	.062	.532	10.909	.000	
		Active Participation	-.164**	.061	-.135	-2.686	.007	
		Self-Regulatory Efficacy	-.029	.063	-.020	-.455	.650	
	R ² =.201, Adjusted R ² =.197, F=50.991***, Durbin-Watson=1.937							
	Organizational Oriented H 4-2-3 H 4-2-4	Model 1	(Constant)	2.035	.106		19.278	.000
Critical Thinking			.087*	.035	.101	2.478	.013	
Active Participation			.476***	.033	.576	14.201	.000	
R ² =.417, Adjusted R ² =.415, F=217.134***, Durbin-Watson=2.050								
Model 2		(Constant)	1.185	.117		10.122	.000	
		Critical Thinking	-.002	.032	-.002	-.063	.950	
		Active Participation	.350***	.032	.424	11.041	.000	
		Self-Regulatory Efficacy	.404***	.033	.413	12.297	.000	
R ² =.533, Adjusted R ² =.531, F=230.919***, Durbin-Watson=1.965								

*p<.05, **p<.01, ***p<.001

As confirmed in the table below, the self-efficacy (self-regulatory efficacy) variable showed a partial mediating effect because the direct effect (c) was less than the total effect (t) and there was a significant influence relationship between followership characteristics, individual orientation, and organizational-oriented organizational citizenship behavior.

Table 15: Mediating effect of self-efficacy (self-regulating efficacy)

		Individual Oriented Organizational Citizenship Behavior		
		Direct Effect	Indirect Effect	Total Effect
Followership	Critical Thinking	0.527	0.008288	0.535288
	Active Participation	-0.135	0.012576	-0.122424
		Organizational Oriented Organizational Citizenship Behavior		
		Direct Effect	Indirect Effect	Total Effect
Followership	Critical Thinking	-0.002	0.144004	0.142004
	Active Participation	0.423	0.218508	0.641508

Hypothesis <H 4-3> shows the results of verifying the mediating effect of self-efficacy (task difficulty) in the regression analysis between the independent variable, followership, and the dependent variable, organizational citizenship behavior. Hypothesis <H 4-3-1>, <H 4-3-2>, <H 4-3-3>, and <H 4-3-4> were analyzed that followership had a significant effect on organizational citizenship behavior (individual orientation: $\beta=.527$, $\beta= -.142$, organizational orientation: $\beta=.101$, $\beta=.576$, $p <.001$). Hypothesis <H 4-3-1>, <H 4-3-2>, <H 4-3-4> examined through multiple regression analysis whether the relationship between followership and organizational citizenship behavior results in a significant change due to the addition of a parameter called self-efficacy (task difficulty), and the change in the R2 value (dependent variable: individual-oriented organizational citizenship behavior and organizational-oriented organizational citizenship behavior model 1→ model 2) increased significantly by .019 and .003 ($p <.001$).

The standard regression coefficient value (.480) of the independent variable (critical thinking) on the dependent variable (individual-oriented organizational citizenship behavior) decreased when the parameter (task difficulty) was added to the dependent variable (individual-oriented organizational citizenship behavior) rather than the standard regression coefficient value (.527) of the independent variable (critical thinking) to verify the hypothesis <H 4-3-1>. Hypothesis <H 4-3-1> can be interpreted that the parameter self-efficacy (task difficulty) 'positively' partially mediates the positive (+) relationship between support motivation (critical thinking) and organizational citizenship behavior (individual-oriented organizational citizenship behavior). To verify hypothesis <H 4-3-2>, when the parameter (task difficulty) was added to the dependent variable (individual-oriented organizational citizenship behavior) rather than the standard regression coefficient value (-.142) of the independent variable (active participation), the standard regression coefficient value (-.205) of the independent variable (active participation) increased. Hypothesis <H 4-3-2> can be interpreted that the parameter self-efficacy (task difficulty) completely mediates the positive (+) relationship between support motivation (active participation) and organizational citizenship behavior (individual-oriented organizational citizenship behavior).

The standard regression coefficient value (.079) of the independent variable (critical thinking) on the dependent variable (organization-oriented organizational citizenship behavior) decreased when the parameter (task difficulty) was added to the dependent variable (organization-oriented

organizational citizenship behavior) rather than the standard regression coefficient value (.101) of the independent variable (critical thinking) to verify the hypothesis <H 4-3-3> can be interpreted as 'positive' partial mediation of the positive (+) relationship between support motivation (critical thinking) and organizational citizenship behavior (organization-oriented organizational citizenship behavior). To verify Hypothesis <H 4-3-4>, the standard regression coefficient value (.548) of the independent variable (active participation) on the dependent variable (organization-oriented organizational citizenship behavior) was smaller when the parameter (active participation) was added than the standard regression coefficient value (.576). Hypothesis <H 4-3-4> can be interpreted as 'positive' partial mediation of the parameter self-efficacy (task difficulty) between support motivation (active participation) and organizational citizenship behavior (organization-oriented organizational citizenship behavior).

Table 16: Mediating effect of task difficulty between followership and organizational citizenship behavior

Dependent Variable			Non-Standardized Coefficient		Standardized Coefficient	t	p	
			B	Standard Error	β			
Individual Oriented H 4-3-1 H 4-3-2	Model 1	(Constant)	1.169	.182		6.419	.000	
		Critical Thinking	.668***	.060	.527	11.097	.000	
		Active Participation	-.173**	.058	-.142	-2.995	.003	
	R ² =.201, Adjusted R ² =.198, F=76.483***, Durbin-Watson=1.937							
	Model 2	(Constant)	.980	.187		5.247	.000	
		Critical Thinking	.609***	.062	.480	9.880	.000	
		Active Participation	-.249***	.061	-.205	-4.113	.000	
		Task Difficulty	.197***	.052	.169	3.801	.000	
	R ² =.220, Adjusted R ² =.216, F=56.934***, Durbin-Watson=1.948							
	Organizational Oriented H 4-3-3 H 4-3-4	Model 1	(Constant)	2.035	.106		19.278	.000
Critical Thinking			.087*	.035	.101	2.478	.013	
Active Participation			.476***	.033	.576	14.201	.000	
R ² =.417, Adjusted R ² =.415, F=217.134***, Durbin-Watson=2.050								
Model 2		(Constant)	1.977	.109		18.101	.000	
		Critical Thinking	.068	.036	.079	1.892	.059	
		Active Participation	.452***	.035	.548	12.777	.000	
		Task Difficulty	.061	.030	.077	2.001	.046	
R ² =.420, Adjusted R ² =.418, F=146.806***, Durbin-Watson=2.053								

* $p < .05$, ** $p < .01$, *** $p < .001$

As confirmed in the table below, the self-efficacy (task difficulty) variable showed a partial mediating effect because the direct effect (c) was smaller than the total effect (t) and there was a significant influence of (c) in the relationship between followership characteristics, individual orientation, and organizational-oriented organizational citizenship behavior.

Table 17: Mediating effect of self-efficacy (task difficulty)

		Individual Oriented Organizational Citizenship Behavior		
		Direct Effect	Indirect Effect	Total Effect
Followership	Critical Thinking	0.480	0.073903	0.553903
	Active Participation	0.205	0.093011	0.298011
		Organizational Oriented Organizational Citizenship Behavior		
		Direct Effect	Indirect Effect	Total Effect
Followership	Critical Thinking	0.079	0.045499	0.124499
	Active Participation	0.548	0.057263	0.605263

CONCLUSION

The primary purpose of this study is to analyze the effect of individual followership characteristics (critical thinking, active participation) of school district cadets on self-efficacy. In addition, this study attempted to analyze the effect of the level of self-efficacy of school district cadets on organizational behavior, and to analyze the mediating effect of self-efficacy on the influence relationship between the followership characteristics of school district cadets and organizational citizenship behavior. The main statistical analysis results of this study are as follows.

First, it was found that the followership characteristics of school district cadets (critical thinking, active participation) had a positive (+) effect on both organizational citizenship behavior (individual orientation, organizational orientation) as a result of verifying the hypothesis that 'the followership characteristics of school district cadets will have a significant impact on organizational citizenship behavior.' Second, in the relationship between followership characteristics and self-efficacy, critical thinking and active participation among followership characteristics had a positive (+) effect on self-efficacy (self-regulatory efficacy, task difficulty). Third, as a result of verifying the hypothesis that 'the self-efficacy of school military cadets will have a significant impact on organizational citizenship behavior.' Confidence and task difficulty among self-efficacy had a positive (+) effect on individual-oriented organizational citizenship behavior, and self-regulatory efficacy and task difficulty had a positive (+) effect on organizational citizenship behavior.

Fourth, as a result of verifying the hypothesis that 'the self-efficacy of school military cadets will mediate the relationship between followership characteristics and organizational citizenship behavior, confidence among self-efficacy was found to have no mediating effect in the relationship between followership characteristics (critical thinking, active participation) and organizational citizenship behavior (individual orientation, organizational orientation). And among self-efficacy, self-regulatory efficacy has been shown to partially mediate the positive (+) relationship between followership characteristics (critical thinking, active participation) and organizational-oriented

organizational citizenship behavior. In addition, task difficulty among self-efficacy partially mediates the positive (+) relationship between critical thinking and individual-oriented organizational citizenship behavior among followership characteristics, completely mediates the positive (+) relationship between active participation and individual-oriented organizational citizenship behavior, and task difficulty partially mediates the positive (+) relationship between followership characteristics (critical thinking, active participation) and organizational-oriented organizational citizenship behavior.

The theoretical and practical implications that can be derived from the main analysis results of this study are as follows. First, many previous studies related to military organizations have mainly been conducted on the effects of leadership, mission-type command and organizational effectiveness, or organizational effectiveness, and there have been many studies mainly targeting cadres or soldiers of field units. This is because due to the nature of the military organization, the vertical up-and-down relationship is clear, and the cadres who command, command, and direct orders by position have mainly conducted research related to the military, and these cadres and soldiers have been working together in the up-and-down relationship. This study is significant in that it conducted an extensive sample survey of 618 cadets of school district cadets accredited across the country, not cadets, who are receiving education while serving in the barracks at military academies or officer training institutions during the officer training course, and it is differentiated from previous studies in that it conducted research related to their followership of cadets at special officer training institutions called student military education groups.

Second, the results of this study confirmed that the followership characteristics of school district cadets have a positive (+) effect on organizational citizenship behavior. The followership characteristics have a positive (+) effect on self-regulatory efficacy and task difficulty among self-efficacy. School district leaders and discipline officers who train military cadets in each school district should check the characteristics of school district cadets as followers (intellectual ability, interpersonal relationships, communication, confidence, sincerity, loyalty, self-management, activeness, responsibility, etc.), and identify individual critical thinking and active participation, namely thinking tendencies and behavioral tendencies, so that these individual followership characteristics can exert influence on the school district organization. School district cadets are selected by voluntary support at their will to become officers, and there have been few attempts and efforts to identify and utilize the characteristics of followership in their management or discipline, and the results of this study can be expected to suggest a direction as a prior study that can utilize the followership characteristics of school district cadets for command and discipline in the future.

Third, in this study, it was confirmed that the self-efficacy of school district cadets had a positive (+) effect on organizational citizenship behavior. In addition, it was confirmed that self-regulation efficacy and task difficulty among self-efficacy partially mediated the relationship between the followership characteristics of school district cadets and organizational citizenship behavior. Therefore, the results of this study suggest the need to educate school district cadets about self-efficacy first in directing and disciplining school district cadets in the future. It is expected that the results of the study will be provided as useful data for school district organization management so that each school district team can confirm the self-efficacy of each school district cadet candidate and use it effectively for school district organization management by improving awareness of the self-efficacy of school district cadets and discipline officers in the future.

Finally, the representative limitations of this study can be explained as follows. First, this study was conducted only on the school district cadet course among the military officer training courses in the Republic of Korea. There are various processes for becoming an army officer in Korea, such as army history, three companies, a bachelor's degree, an officer, and a special officer. There are no previous research results with the same contents for each of these various courses of origin, and this study

selects and studies only the school district cadet candidate course among the various officer training courses, so it can be seen that it is difficult to generalize these research results as the characteristics of cadets or cadets in the course of training other officers other than school district cadets. If research on various officer training courses is conducted in the future, it is expected that it will be able to further contribute to the improvement of military combat power.

Second, this study has a limitation in that it relies only on quantitative survey data by adopting a quantitative research method using only questionnaires conducted for a certain period of time as a measurement tool. School district teams are scattered across the country, and school district cadets go to school according to their college classes at their own homes, and school district candidates live only for hours with military studies education, so measurements were conducted only through surveys due to spatial and time constraints due to the distribution and collection of questionnaires. For more in-depth research in the future, it is necessary to combine qualitative research methods such as interviews, face-to-face surveys by interviews, and various case analysis with various and objective data collection methods.

Author's contributions

First Author, HW- In the process of deriving the thesis topic, previous studies related to the topic were systematically organized. In addition, the main research problems and research hypotheses of this study were derived through the summary of previous studies. Using questionnaires, respondents were secured for the analysis targets of this study, and answers to necessary questionnaires were collected and organized.

Corresponding Author, YJ- Overall, the review and revision work were overseen at all stages of the paper. For example, it played a leading role in each step, such as the process of deriving research hypotheses through the arrangement of prior research, the process of designing questionnaires for surveys, the use and interpretation of statistical analysis, and the overall structure and system of the paper.

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