

A study on the effect of school district cadets' motivation on organizational citizenship behavior: Mediating effect of self-efficacy

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Abstract: This study aims to analyze the effect of individual school district cadets' motivation to support school districts (intrinsic and extrinsic motivation) on self-efficacy. Furthermore, this study examines the impact of school district cadets' self-efficacy on their organizational citizenship behaviour, as well as the role of self-efficacy as a mediator in the relationship between their motivation to apply and their organizational citizenship behaviour. We conducted a survey of candidates for military school districts in the Republic of Korea. We carried out factor analysis, descriptive statistical analysis, regression analysis, and mediated regression analysis to validate the study's hypotheses. The main statistical analysis results of this study are presented below: First, the external factor, which was one of the motivations for applying to school district cadets, had a positive (+) effect on individual-oriented organizational citizenship behavior, while the intrinsic factor also had a positive (+) effect on this behavior. Second, the study revealed that a positive (+) relationship between external support motivation and individual-oriented organizational citizenship behaviour partially mediated confidence in self-efficacy.

Keywords: *Extrinsic motivation, Individual citizenship behavior, Intrinsic motivation, Organizational citizenship behavior, Reserve officers training corps, School district cadets, Self-efficacy.*

1. Introduction

Under Korea's military school district cadet system, 1st and 2nd graders from a university that runs a student military education group apply to the university's school district group, undergo a predetermined selection process, acquire military science outside their major during the 3rd and 4th grades, and receive a commission as an army officer (subcommittee) upon graduation, following a comprehensive 12-week military training at a military educational institution during the summer. Individuals apply to these school districts for a variety of reasons, primarily due to intrinsic factors such as personality, interest, and aptitude, as well as external factors like wages (for scholars), employment associations, military service obligations, and recommendations. Depending on the intrinsic and external motivation for support of these school district cadets, the impact on the performance or effectiveness of the school district organization will differ. This study first aims to statistically analyze and verify the link between individual self-efficacy and organizational citizenship behavior of school district cadets who are prospective officers who must serve as leaders immediately after graduating from college. Self-efficacy is defined as 'the belief that they can perform what they are facing' [1]. Candidates for the school district with high self-efficacy demonstrate confidence and belief in their ability to excel in various tasks, including military studies and training during the winter and summer vacations.

Another goal of this study is to analyze the effect of individual school district cadets' motivation (internal and external) on self-efficacy. The study also wants to look at how school district cadets' level of self-efficacy affects their organizational citizenship behaviour and how self-efficacy acts as a bridge between school district cadets' desire to apply and their organizational citizenship behaviour.

In order to cultivate school district cadets as talented people who will lead the military for two years, it is important to analyze what motivated them to apply to the school district team first to become officers. The purpose of this study is to make good use of these individual motivation characteristics to achieve personal goals in the school district organization, as well as to contribute to the development of the school district organization, values, and self-realization. In addition, by analyzing what factors school district cadets applied for, this study can be used as basic guidance to acquire organizational management and excellent human resources based on these factors from the perspective of organizational managers who select and manage school district cadets. We anticipate that this study will offer insights and a theoretical understanding of leadership, taking into account the incentives behind school district cadet applications. The significance of this research, both from an academic and practical perspective, explains this.

2. Literature Review

2.1. Background and Characteristics of the School District Academic Candidate System

The Republic of Korea divides its training system for military officers into two categories: the cadet course and the cadet candidate course. The cadet course, which includes school district, academic, cadet, and special officer courses, commissions students as officers upon graduation, completing both a university degree and military education within a set curriculum. The proportion of about 6,000 entry-level military officers in Korea per year is composed by origin, which accounts for 3.8% of military cadets, 9.2% of three military academies, 62% of school district cadets, and 16% of academic cadets.

Officers commissioned from military academies, such as army officers and three companies, primarily serve mid- to long-term roles, while officers from military candidates primarily serve as short-term service workers, fulfilling mandatory service periods specific to their respective origins. Among them, school district officers will be commissioned as officers after going through the school district cadets' course, and the school district cadets to be covered in this paper are selected from among the first and second graders of four-year universities where the Reserve Officers' Training Corps (ROTC) is established. A person selected for a school district cadet course shall be commissioned and serve as a school district officer after completing a two-year course on the school district team. According to the Military Service Act and the Military Personnel Act, officers who are former school district cadets have a mandatory service period of 28 months, and most school district officers serve as short-term service officers. Additionally, a separate long-term selection review process selects and utilizes them as long-term service workers if they choose to continue long-term service after compulsory service [2]. Typically, students from various universities across the country serve as school district cadets, preparing them for immediate commissioning and use as officers during emergencies. Additionally, the management of school district cadets as preliminary officer personnel is crucial for securing officer personnel during emergencies. Therefore, the school district cadet system plays a crucial role in maintaining the military's combat power, securing stable elementary officers, and managing and operating reserve cadre resources during military emergencies. In addition to the quantitative aspect of simply securing officers, there is a need to cultivate excellent military officers. The role and importance of small unit conductors in the knowledge-based war, where the military use of modern advanced science and technology has been strengthened, has inevitably increased the demand for excellent beginner officers, compared to the past. As a result, there is a growing need for school district officers to secure excellent beginner officers.

The school district cadet system is ultimately responsible for cultivating sound talents that contribute to national security. In the future, social leaders or public opinion-forming groups will offer college students opportunities for character education, which university education often overlooks, through disciplined cadet education. These students will actively engage in social development as regular citizens, fostering national perspectives, loyalty, service spirit, and responsibility that naturally emerge during service. In addition, the school district cadet system provides college students with a career path to enter society. College students can choose the path of a professional soldier through the application process if they wish to serve long-term after a certain period of service and also have various benefits and advantages in entering society through their service as officers. As a result, in the case of local universities, the

establishment of a school district team is known to be an invisible force that attracts excellent students from the university's perspective and increases the employment rate of the school as a whole. Therefore, it is evident that the school district cadet candidate system plays a crucial role in securing excellent beginner officers and nurturing sound talents, both nationally and socially.

The selection process for school district cadets has a special difference from other officer selection processes in the Korean Army. The Korea Military Academy serves as the central competition, while the school districts themselves select the school district cadets. Looking at the eligibility of school district cadets, men and women in the first and second grades of four-year universities across the country where school districts are established can apply if they are qualified to have already served in the military. Additionally, applicants must be between the ages of 20 and 27 at the time of application, exhibit sound mental and behavioral qualities, possess strong physical strength, and have no disqualifying reasons for the appointment of an officer as specified in Article 10 of the Military Personnel Act.

The first test reflects the second year's college grades (SAT or high school records). The second reflects physical assessment results, physical examinations, and interview evaluations. Finally, we select the number of people for each school district group, including the preliminary successful applicants, based on comprehensive scores that reflect the results of background checks and Korean history certifications. The system selects excellent preliminary officers. However, the number of college students supporting school district officers is decreasing due to the shortening of military mandatory service periods, rising mandatory soldiers' salaries, and decreasing the number of people eligible for military service.

2.2. Relationship between Motivation for Application, Organizational Citizenship Behavior, and Self-Efficacy

In this study, the concept of motivation for applying for school district cadets was defined as whether college students supported school district cadets with their own decisions after understanding them by collecting various information on their personal characteristics, such as aptitude, interest, and talent, future job prospects, recommendations from acquaintances, and Reserve Officers Training Corps (ROTC).

First, as a similar study on the motivation of school district cadets to apply, we considered a study on the motivation to choose a job that influences the application of the Korea Military Academy [3]. This study focused on external factors such as financial compensation and found that remuneration (+), housing support (+), and employment rate (-) had a significant effect on the application of the Korea Military Academy. The study confirmed that external factors, similar to other professions, significantly influence the decision to pursue an officer career. Another study examining the impact of soldiers' job motivation on organizational effectiveness suggests that fostering a "bond" among members of the military organization is crucial. This bond motivates subordinates to contribute to the organization by completing tasks, internalizing the goals and values of the military organization through superiors, and instilling public service motives such as service and patriotism [4].

Also, external factors, such as remuneration satisfaction, were found to have a great effect on positive organizational attitudes. A study on the impact of non-commissioned officers' motivation on pride and core competencies found that financial compensation, job performance procedures, and communication affect job satisfaction for army executives [5]. The other study found that officers and quasi-commissioned officers' motivation for public service had a positive and significant effect on individual performance-related evaluation results such as goal achievement, quality of work, timeliness, and contribution to the development of the unit. These previous studies predict a positive relationship between the motivation to apply for school district cadets and organizational citizenship behaviour [6].

In any organization, the motivation for support for members of the organization to choose a job varies, and the effect of this motivation on self-efficacy may also vary from organization to organization. Accordingly, similar previous studies that verified the relationship between application motivation and self-efficacy showed that the mediating and controlling effects of intrinsic enlistment motivation in the relationship between soldiers' self-efficacy and adaptation to military life showed a significant positive (+) correlation, and intrinsic enlistment motivation also showed a positive (+) connection [7].

Additionally, researchers found that soldiers' intrinsic motivation to enlist partially mediates the relationship between their self-efficacy and adaptation to military life, while also exhibiting a moderating effect. These previous studies demonstrate that soldiers' intrinsic motivation for enlistment influences their adaptation to military life and significantly enhances their adaptability. In conclusion, it is suggested that in order for soldiers to have a positive military life, they need to support programs related to preparing for enlistment that can improve their self-efficacy and their intrinsic motivation before enlisting. Another study on the impact of college students' self-regulation motives on their future adaptation to military life defines self-regulation motives as determining actions on their own rather than external pressure or factors [8]. As a result of analyzing the effect of self-regulation motives on self-efficacy, it was found that motivation had a negative (-) effect on self-efficacy, intrinsic motivation had a positive (+) effect on self-efficacy, and extrinsic motivation had no positive (+) impact. These prior studies predict that supporting school district cadets through motivation will have a greater impact on self-efficacy than supporting them by individual choice.

2.3. The Relationship between Self-Efficacy and Organizational Citizenship Behavior

In a study on the self-efficacy of hotel employees, it was found that self-efficacy had a positive effect on the emotional commitment of the organization [9]. Another study found that the self-efficacy of members of the organization had a positive effect on organizational citizenship behavior [10] and other studies on the relationship between self-efficacy and adaptation to military life conducted by Gist and Mitchell [11]; Seo and Lee [12] and Sim and Kim [13] found that self-efficacy had a positive correlation with adaptation to military life, and the higher the self-efficacy, the better it was to adapt to military life. The study discussed that people with high self-efficacy not only do well in the tasks given to them, but also make steady efforts to perform the tasks given to them, and have a very high adaptation to the organization. So, they have a very positive effect in various psychological areas [14]. Another research showed that self-efficacy is a characteristic that affects the behavior or attitude of members of the organization, and this self-efficacy has a positive effect on job satisfaction [15]. The other study discussed that empowering leadership has a positive effect on organizational citizenship behavior, which means that leaders share power with their subordinates, give responsibility and autonomy to subordinates, and increase intrinsic motivation [16]. As shown in several previous studies, self-efficacy has a positive effect on job achievement by strengthening organizational commitment while performing a job. Furthermore, self-efficacy manifests as a propensity to engage in beneficial actions that extend beyond individual performance, thereby impacting the overall performance of the organization. Therefore, if school district cadets have a high level of self-efficacy, they will feel happy by acknowledging their value of existence in the school district, and they will improve their organizational citizenship behavior in their school district by feeling satisfied with their work, which will ultimately be an important factor in adapting well to future military organizational life as a beginner officer.

2.4. Self-Efficacy in the Relationship between Motivation for Application and Organizational Citizenship Behavior

The study on the relationship between the self-regulation motivation of college students before joining the military and their adaptation to future military life showed that self-efficacy had a positive (+) effect on future military life adaptation [8]. Before joining the military, college students indicate that their individual belief, or self-efficacy, that they can complete their given duties when they serve in the military can adapt well to military life in the future. Furthermore, research revealed a positive (+) impact of self-regulation motivation on self-efficacy in the context of future military life adaptation. Another study on the relationship between soldiers' self-efficacy and adaptation to military life found that intrinsic motivation has a positive effect on self-efficacy, and that intrinsic motivation for military enlistment has an effect on future adaptation to military life [4]. Understanding the mediating and regulating effects of military enlistment motivation in the relationship between soldiers' self-efficacy and adaptation to military life reveals that military enlistment motivation partially mediates the relationship between self-efficacy and adaptation to military life. According to these previous studies, military organizations generally

priorities assigned tasks; therefore, self-efficacy affects motivation for tasks and the level of mission performance. Furthermore, we can predict that self-efficacy plays a significant role in the adaptation of military organizations. Therefore, it can be expected that improving self-efficacy for school district cadets, who are current college students, will improve their adaptability to school district life and increase organizational citizenship behavior. Regarding the importance of major satisfaction, the study suggested that college students who are satisfied with their major are adapting well to college life and that it can have a very positive effect on career choice after graduating from university [17]. Therefore, we can see major satisfaction as a variable that closely influences college life adaptation.

If we link the relationship between the motivation of college students to choose their major and their adaptation to college life with the motivation for applying for school district cadets and organizational citizenship behavior, it can be assumed that the self-efficacy of school district cadets will be affected by the motivation for applying for school district cadets, and that followership has a positive effect on organizational effectiveness. In addition, according to previous studies on the effect of self-efficacy on organizational citizenship behavior, it can be inferred that self-efficacy will mediate the effect of support motivation on organizational citizenship behavior, considering that the self-efficacy and attitude of school district cadets are a prerequisites for organizational citizenship behavior.

3. Research Methodology

3.1. Operational Definition of a Variable

This study aims to analyze the effect of school district cadets' motivation on self-efficacy and organizational citizenship behavior. Furthermore, we intend to statistically verify the mediating effect of self-efficacy in the relationship between school district cadets' motivation for support and organizational citizenship behavior. Therefore, the independent variable of this study is supporting motivation, the dependent variable is organizational citizenship behaviour, and the parameter is self-efficacy. We specifically selected intrinsic and extrinsic factors as sub-factors of the support motivation variable. We included confidence, self-regulatory efficacy, and task difficulty preference as sub-factors of self-efficacy and selected individual-oriented, organizational citizenship behaviour, and organizational citizenship behaviour factors as sub-factors of organizational citizenship behaviour. Finally, the control variables included belonging, gender, age, grade, desired service type, and self-governing worker experience variables that correspond to the demographic characteristics of school district cadets in the study's analysis model. Intrinsic and extrinsic motives divide the motivation for support, which manifests as a cause and direction in the conflict process. Intrinsic motivation is the inner desire and willingness to act to obtain intrinsic satisfaction through the fun and challenges inherent in the work itself, not the material rewards provided from the outside. Extrinsic motivation is to obtain monetary and non-monetary compensation from remuneration, welfare, promotion, job stability, the working environment, relationships with co-workers, or to avoid negative consequences such as punishment to obtain recognition from oneself and others. It is also an involuntary motivation such as compensation, external stimulation, and pressure [18-20]. As shown in several previous studies related to motivation, the motivation to choose a job or the motivation of college students about to enlist in the military reflects both intrinsic and extrinsic motivations according to individual tendencies.

Therefore, this study defined the motivation to become school district cadets as setting the goal and direction for college students to become school district officers, dividing this motivation into intrinsic and extrinsic factors. Internal needs and willingness, such as interest in professional soldiers, leadership development, social trust, and practical experience, determined the internal factors, while the benefits and rewards earned as school district cadets, such as fulfilling military service obligations, employment, scholarships, and the formation of human networks, defined the external factors. We referenced previous studies [21, 22] to measure sub-variables with both intrinsic and extrinsic factors for these school district cadets. We then selected surveys of 4 intrinsic and 5 extrinsic factors, tailoring their contents to suit school district cadets. This study's parameter, self-efficacy, encompasses a variety of factors, not just a single set of expectations and beliefs about one's ability. The research suggests that confidence, self-

regulation efficacy, and preference for task difficulty are sub-components of self-efficacy. In this study, school district cadets' self-efficacy was defined as confidence in their ability to complete the school district cadets' course well under any circumstances [22]. And this study examines the three sub-factors of self-efficacy dealt with in previous studies: confidence, self-regulation efficacy, and task difficulty as components. In this study, we reconstructed some measurement questions based on the analysis target's characteristics, drawing from several previous studies (e.g., [23, 24]) that measured and analyzed self-efficacy. In conclusion, the items used to measure self-efficacy in this study consisted of a total of 12 questions, 4 questions each on self-confidence, self-regulated efficacy, and task difficulty, which are sub-factors of self-efficacy. Organizational citizenship behavior, the dependent variable of this study, is an act in which members voluntarily commit and act even if there is no official compensation for the organization [25]. Among the previous studies measuring organizational citizenship behavior, some research, such as Organ [25] and Hoffman, et al. [26] is commonly used in related studies. Previous studies classify the components of organizational citizenship behavior into civic spirit, courtesy, conscientiousness, altruism, and sportsmanship, which are known to contain organizational citizenship behavior most comprehensively to date. However, in some cases, it is not easy to distinguish between the above five components in their content, so studies have been actively conducted to divide them into two categories: individual-oriented citizenship behavior (OCBI) and organization-oriented organizational citizenship behavior (OCBO) suggested by Williams and Anderson [27]. In this study, 16 measurement questions developed by Lee and Allen [28] were used as tools to measure organizational citizenship behavior. By referring to the studies of Park and Chae [29]; Choi [30] and Lee [31] 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.

3.2. Hypothesis

Based on previous studies on the motivation, 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 support motivation on organizational citizenship behavior.*

[H₁₋₁] *The motivation for applying for school district cadets will have a positive (+) effect on individual-oriented organizational citizenship behavior.*

[H₁₋₁₋₁] *Intrinsic factors will have a positive (+) effect on individual-oriented organizational citizenship behavior.*

[H₁₋₁₋₂] *External factors will have a positive (+) effect on individual-oriented organizational citizenship behavior.*

[H₁₋₂] *The motivation for applying for school district cadets will have a positive (+) effect on organization-oriented organizational citizenship behavior.*

[H₁₋₂₋₁] *Intrinsic factors will have a positive (+) effect on organizational citizenship behavior.*

[H₁₋₂₋₂] *External factors will have a positive (+) effect on organizational citizenship behavior.*

[H₂] *The effect of the motivation for application on self-efficacy.*

[H₂₋₁] *The motivation for applying for school district cadets will have a positive (+) effect on self-efficacy confidence.*

[H₂₋₁₋₁] *Intrinsic factors will have a positive (+) effect on confidence.*

[H₂₋₁₋₂] *Extrinsic factors will have a positive (+) effect on confidence.*

[H₂₋₂] *The motivation for applying for school district cadets will have a positive (+) effect on the self-regulatory efficacy of self-efficacy.*

[H₂₋₂₋₁] *Intrinsic factors will have a positive (+) effect on self-regulatory efficacy.*

[H₂₋₂₋₂] *External factors will have a positive (+) effect on self-regulatory efficacy.*

[H₂₋₃] *The motivation for applying for school district cadets will have a positive (+) effect on the difficulty of self-efficacy.*

[H₂₋₃₋₁] *Intrinsic factors will have a positive (+) effect on task difficulty.*

[H₂₋₃₋₂] External factors will have a positive (+) effect on task difficulty.

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

[H₃₋₁] The self-efficacy of school district cadets will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H₃₋₁₋₁] Confidence will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H₃₋₁₋₂] Self-regulatory efficacy will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H₃₋₁₋₃] Task difficulty will have a positive (+) effect on individual-oriented organizational citizenship behavior.

[H₃₋₂] The self-efficacy of school district cadets will have a positive (+) effect on organization-oriented organizational citizenship behavior.

[H₃₋₂₋₁] Confidence will have a positive (+) effect on organizational citizenship behavior.

[H₃₋₂₋₂] Self-regulatory efficacy will have a positive (+) effect on organizational citizenship behavior.

[H₃₋₂₋₃] Task difficulty will have a positive (+) effect on organizational citizenship behavior.

[H₄] The mediating effect of self-efficacy in the relationship between support motivation and organizational citizenship behavior

<H₄₋₁> Confidence will play a mediating role in the effect of the application motivation of school district cadets on organizational citizenship behavior.

<H₄₋₁₋₁> Confidence will play a mediating role in the effect of intrinsic support motivation on individual-oriented organizational citizenship behavior.

<H₄₋₁₋₂> Confidence will play a mediating role in the effect of external support motives on individual-oriented organizational citizenship behavior.

<H₄₋₁₋₃> Confidence will play a mediating role in the effect of intrinsic support motivation on organizational citizenship behavior.

<H₄₋₁₋₄> Confidence will play a mediating role in the effect of external support motives on organizational-oriented organizational citizenship behavior.

<H₄₋₂> Self-regulatory efficacy will play a mediating role in the effect of the application motivation of school district cadets on organizational citizenship behavior.

<H₄₋₂₋₁> Self-regulatory efficacy will play a mediating role in the effect of intrinsic support motivation on individual-oriented organizational citizenship behavior.

<H₄₋₂₋₂> Self-regulatory efficacy will play a mediating role in the effect of external support motives on individual-oriented organizational citizenship behavior.

<H₄₋₂₋₃> Self-regulatory efficacy will play a mediating role in the effect of intrinsic support motivation on organizational citizenship behavior.

<H₄₋₂₋₄> Self-regulatory efficacy will play a mediating role in the effect of external support motives on organizational-oriented organizational citizenship behavior.

<H₄₋₃> The task difficulty level will play a mediating role in the effect of the motivation for application of school district cadets on organizational citizenship behavior.

<H₄₋₃₋₁> Task difficulty will play a mediating role in the effect of intrinsic support motivation on individual-oriented organizational citizenship behavior.

<H₄₋₃₋₂> The task difficulty will play a mediating role in the effect of external support motives on individual-oriented organizational citizenship behavior.

<H₄₋₃₋₃> Task difficulty will play a mediating role in the effect of intrinsic support motivation on organizational citizenship behavior.

<H₄₋₃₋₄> Task difficulty will play a mediating role in the effect of external support motives on organizational-oriented organizational citizenship behavior.

3.3. Data & Method

For this study, we conducted a survey on military school district cadets in the base year of 2022, using mail, e-mail, and door-to-door surveys in parallel. We used 611 copies of the 618 collected questionnaires

for final analysis, excluding 7 unfaithful responses. We conducted the survey from September 1 to September 20, 2022, targeting third and fourth graders at four-year universities nationwide, including 25 Army student military education groups. The universities that participated in this survey are as follows:

Sangmyung University, University of Seoul, Sungshin Women's University, Catholic University, Incheon University, Kyungdong University, Hanbat National University, Konyang University, Dankook University, Keimyung University, Busan National University, Pukyong National University, Busan National University of Education, Dong-eui University, Tongmyong University, Dong-A University, Kyungsoo University, Busan National University of Foreign, Kyungnam University, Gyeongsang National University, Changwon National University, Inje University, Woosuk University, Chosun University, and Mokpo National University.

In order to verify the hypothesis of this research, reliability and factor analysis, descriptive statistics and correlation analysis, and mediating regression analysis were conducted.

4. Results

4.1. Demographic Characteristics of Survey Subjects

Table 1 presents the demographic characteristics of the school district cadets surveyed. Looking at the main characteristics, in terms of gender, there were 535 men (87.6%) and 76 women (12.4%), about seven times more men. This aligns with the proportion of women across the entire school district cadet population. In the age group, the majority, 441 individuals (72.2%), were between the ages of 21 and 22. This age group is particularly significant because the survey subjects are third and fourth graders. In addition, as a result of a survey on the presence or absence of work experience in self-governing command, 328 people (53.74%) had experience, and 283 people (46.3%) had no experience. Finally, in a questionnaire on whether he hopes to serve in the military long term as a professional soldier, 299 people (48.9%) hoped for long-term service, and 312 people (51.1%) hoped for non-hope.

Table 1.
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

4.2. Validation and Reliability of Variables

As shown in Table 2 & 3, the varimax method was used for factor analysis among the methods currently widely used in the field of social science. The reason is that in social science, research variables are independent of each other, so there may be a correlation with the extracted factors. In addition, by applying the Kaiser criteria extracted for factors with eigenvalues of 1 or more, if the value of KMO

(Kaiser Meyer Olkin) is greater than 0.9, the range of 0.8-0.89 is classified as meaningful, the range is moderate for 0.70-0.79, the level is poor for 0.50-0.59, and the level below 0.5 is difficult to accept. .The study confirmed the KMO value at 0.939.

Table 2.

KMO (Kaiser Meyer Olkin) Bartlett's test.

KMO measure of sampling adequacy.		0.939
Bartlett's test of sphericity	Approx. chi-square	12145.852
	df	741
	Sig.	0.000

Table 3.
Factor analysis.

Variables	Component								
	1	2	3	4	5	6	7	8	9
Organizational-oriented OCB2	0.788	0.202	0.192	0.019	-0.024	0.069	0.021	-0.033	0.025
Organizational-oriented OCB1	0.730	0.250	0.120	0.112	0.039	0.124	-0.008	0.025	-0.022
Organizational-oriented OCB4	0.715	0.204	0.181	0.106	0.205	0.106	-0.078	0.039	0.037
Organizational-oriented OCB6	0.684	0.299	0.060	0.136	0.098	0.023	0.042	0.060	-0.053
Organizational-oriented OCB3	0.676	0.115	0.265	0.062	0.056	0.194	-0.022	0.020	0.088
Organizational-oriented OCB7	0.661	0.136	0.190	0.187	0.096	0.103	-0.011	0.025	0.039
Organizational-oriented OCB5	0.649	0.300	0.132	0.086	0.114	0.093	0.012	0.137	-0.052
Self-regulatory efficacy 3	0.174	0.234	0.757	0.179	0.072	-0.039	0.095	0.091	-0.003
Self-regulatory efficacy 4	0.429	0.130	0.701	0.136	0.170	0.075	-0.012	0.049	0.001
Self-regulatory efficacy 1	0.304	0.224	0.692	0.128	0.163	0.050	0.064	-0.066	0.109
Self-regulatory efficacy 2	0.424	0.153	0.687	0.100	0.065	0.101	0.063	-0.003	0.053
Task difficulty2	0.063	0.173	0.037	0.131	0.811	0.121	0.111	0.163	-0.030
Task difficulty3	0.035	0.251	0.101	0.170	0.802	0.098	0.105	0.112	0.003
Task difficulty4	0.236	0.257	0.168	0.086	0.636	0.073	0.193	-0.025	0.089
Task difficulty1	0.323	0.120	0.197	0.159	0.474	0.062	0.044	-0.168	0.064
Intrinsic motivation 3	0.087	0.288	0.085	0.102	0.056	0.771	0.075	0.123	0.079
Intrinsic motivation 4	0.246	0.184	0.012	0.205	0.113	0.722	-0.024	-0.010	0.178
Intrinsic motivation 1	0.198	0.309	0.021	0.163	0.230	0.571	0.016	0.131	-0.226
Intrinsic motivation 2	0.235	0.229	0.057	0.027	0.113	0.560	0.014	0.117	-0.468
Individual oriented OCB2	-0.014	0.070	.	0.124	0.054	-0.041	0.838	0.073	-0.010
Individual oriented OCB1	-0.125	0.052	0.057	0.188	0.117	-0.006	0.775	0.065	0.017
Individual oriented OCB3	0.065	0.067	0.057	0.167	0.137	0.117	0.760	0.099	0.070
Extrinsic motivation 2	-0.011	0.037	0.081	0.085	0.101	0.026	0.038	0.778	-0.158
Extrinsic motivation 3	0.106	0.178	0.037	0.039	-0.058	0.352	0.167	0.588	0.117
Extrinsic motivation 4	0.091	0.136	-0.090	-0.041	0.161	-0.078	0.126	0.550	0.411
Confidence 2	0.030	0.009	0.127	-0.028	0.068	0.006	0.017	-0.011	0.776
Confidence 1	0.089	-0.027	-0.025	0.119	-0.053	0.196	0.072	0.489	0.539

Table 4 provides a reliability analysis of the measurement tool, utilizing the internal consistency method and Cronbach's coefficient. The table below presents the reliability analysis results for this study. The study examined the motivation for application among school district cadets (internal factor.756, external factor.778), self-efficacy (confidence.806, self-regulatory efficacy.759), and task difficulty. It can be seen that the reliability of this study was secured through Cronbach's α value of .750 for organizational citizenship behaviour (individual-oriented organizational citizenship behaviour.785, organizational-oriented organizational citizenship behaviour.755).

Table 4.
Reliability analysis of measurement tools.

Variable	Construct	Ave.	S.D.	Cronbach α
Motivation for application	Intrinsic motivation	3.667	0.797	0.756
	Extrinsic motivation	2.702	0.951	0.778
Self-efficacy	Confidence	3.533	0.923	0.806
	Self-regulatory efficacy	4.027	0.571	0.759
	Task difficulty	3.451	0.706	0.750
Organizational citizenship behavior	Individual oriented OCB(OCBI)	2.894	0.825	0.785
	Organizational oriented OCB(OCBO)	4.100	0.560	0.755

4.3. Hypothesis Verification

4.3.1. Results of Verifying the Effect of Support Motivation on Organizational Citizenship Behavior

The research hypothesis <H 1-1> verified the sub-hypotheses <H1-1-1> and <H1-1-2> as 'the motivation for applying for school district cadets will have a positive (+) effect on individual-oriented organizational citizenship behavior', and the results are shown in the table below. Table 5 shows that the overall explanatory power of the influence of the school district cadets' motivation on organizational citizenship behavior (individual-oriented organizational citizenship behavior) was 6.4% (Adj R²=0.064), and the external factor of the school district cadets' motivation for applying was found to be statistically significant in this regression model (F=21.696, p<0.05). As for the slope value, the external factor was found to be $\beta=0.233$ (p<0.05) and the t value to be 5.697. As a result, it was found that the external factor among the motives for supporting school district cadets had a positive (+) effect on individual-oriented organizational citizenship behavior. Therefore, the research hypothesis <H1-1-2> was adopted.

Table 5.
Regression analysis of motivation for application and individual-oriented organizational citizenship behavior.

Variables	Non-standardized coefficient		Standardized coefficient	t	p
	B	Standard error	β		
(Constant)	2.109	0.161	2.109	13.122	0.000
Intrinsic motivation	0.065	0.042	0.063	1.543	0.123
Extrinsic motivation	0.202***	0.035	0.233	5.697	0.000

R²=0.067, Adjusted R²=0.064, F=21.696***, Durbin-Watson=1.917

Note: ***p<0.001.

The research hypothesis <H 1-2> verifies the sub-hypotheses <H 1-2-1> and <H 1-2-2>, which are 'the motivation for applying for a military officer candidate will have a positive (+) effect on organizational citizenship behavior'. Table 6 shows that the overall explanatory power of the influence of the application motivation of school district cadets on organizational citizenship behavior (organization-oriented organizational citizenship behavior) was 22.8% (Adj R²=0.228). The intrinsic factor of the application motivation of school district cadets was found to be statistically significant in this regression model (F=91.169, p<0.05). As a result, it was found that the intrinsic factor among the motivations for

supporting school district cadets had a positive (+) effect on organizational citizenship behavior. Therefore, the research hypothesis <H1-2-1> was adopted.

Table 6.

Regression analysis of motivation for application and organization-oriented organizational citizenship behavior.

Variables	Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>
	B	Standard error	β		
(Constant)	2.825	0.099	2.825	28.549	0.000
Intrinsic motivation	0.325***	0.026	0.463	12.465	0.000
Extrinsic motivation	0.031	0.022	0.053	1.416	0.157

$R^2=0.231$, Adjusted $R^2=0.228$, $F=91.169^{***}$, Durbin-Watson=1.994

Note: *** $p<.001$.

4.3.2. Results of Verifying the Effect of Motivation for Application on Self-Efficacy

The research hypothesis <H 2-1> verified the sub-hypotheses <H 2-1-1> and <H 2-1-2> with 'the motivation for applying for a military officer candidate will have a positive (+) effect on confidence. Table 7 presents the statistical results. The external factors of the application motivation of school district cadets were found to be statistically significant in this regression model ($F=21.847$, $p<0.05$). Slope values are $\beta=$ for extrinsic factors.355 ($p<0.05$), and *t* values were identified as 8.841. As a result, it was discovered that the external factor among school district cadets' motivation for application had a positive (+) effect on self-efficacy (confidence). Therefore, the research hypothesis <H2-1-2> was adopted.

Table 7.

Regression analysis of motivation for application and confidence.

Variables	Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>
	B	Standard error	β		
(Constant)	2.640	0.221	2.640	11.966	0.000
Intrinsic motivation	-0.098	0.056	-0.085	-1.749	0.081
Extrinsic motivation	0.344***	0.039	0.355	8.841	0.000

$R^2=0.126$, Adjusted $R^2=0.120$, $F=21.847^{***}$, Durbin-Watson=1.847

Note: *** $p<.001$.

The research hypothesis <H2-2> verified the sub-hypotheses <H2-2-1> and <H2-2-2-2> as 'the motivation for applying for a military officer candidate will have a positive (+) effect on self-regulatory efficacy. Table 8 suggests that the overall explanatory power of the influence of the application motivation of school district cadets on self-efficacy (self-regulatory efficacy) was 31.4% (Adj $R^2=0.314$). The effects of intrinsic and extrinsic factors on self-regulatory efficacy were not statistically significant.

Table 8.

Regression analysis of motivation for application and self-regulatory efficacy.

Variables	Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>
	B	Standard error	β		
(Constant)	2.141	0.121	2.141	17.742	0.000
Intrinsic motivation	-0.027	0.031	-0.037	-0.876	0.381
Extrinsic motivation	-0.016	0.021	-0.027	-0.772	0.440

$R^2=0.319$, Adjusted $R^2=0.314$, $F=70.941^{***}$, Durbin-Watson=2.035

Note: *** $p<.001$.

Table 9 presents the research hypothesis <H 2-3>, 'the motivation for applying for a military officer candidate will have a positive (+) effect on the difficulty of the task', and the results of verifying the sub-hypotheses <H 2-3-1> and <H 2-3-2>. However, the effects of intrinsic and extrinsic factors on task difficulty were not statistically significant. The influence of school district cadets' application motivation on self-efficacy (task difficulty) was 34.9% overall explanatory power.

Table 9.
Regression analysis of application motivation and task difficulty.

Variables	Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>
	B	Standard error	β		
(Constant)	0.874	0.145	0.874	6.013	0.000
Intrinsic motivation	0.051	0.037	0.058	1.381	0.168
Extrinsic motivation	0.040	0.026	0.053	1.543	0.123

$R^2=0.353$, Adjusted $R^2=0.349$, $F=82.654^{***}$, Durbin-Watson=1.898

Note: $^{***}p<.001$.

4.3.3. Results of Verifying the Effect of Self-Efficacy on Organizational Citizenship Behavior

Table 10 suggests that the research hypothesis <H 3-1> verified the sub-hypotheses <H 3-1-1>, <H3-1-2>, and <H 3-1-3> as 'the self-efficacy of academic cadets will have a positive (+) effect on individual-oriented organizational citizenship behavior'. 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 $R^2=0.099$). The confidence of self-efficacy and task difficulty of school district cadets were found to be statistically significant in this regression model ($F=23.236$, $p<0.05$). The slope value is $\beta=$ for confidence.095 ($p<0.05$), t value 2.431 and task difficulty $\beta=.281$ ($p<0.001$), t values were 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, the research hypotheses <H3-1-1> and <H3-1-3> were adopted.

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

Variables	Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>
	B	Standard error	β		
(Constant)	1.278	0.250	1.278	5.104	0.000
Confidence	0.085*	0.035	0.095	2.431	0.015
Self-regulatory efficacy	0.046	0.062	0.032	0.741	0.459
Task difficulty	0.328 ***	0.050	0.281	6.564	0.000

$R^2=0.103$, Adjusted $R^2=0.099$, $F=23.236^{***}$, Durbin-Watson=1.924

Note: * $p<.05$ and $^{***}p<.001$.

Table 11 presents that 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 academic cadets will have a positive (+) effect on organizational citizenship behavior'. The self-regulatory efficacy and task difficulty of school district cadets were statistically significant in this regression model ($F=153.013$, $p<0.05$). The slope value is $\beta=$ for self-regulating efficacy.556 ($p<0.05$), t value 16.230, task difficulty $\beta=.173$ ($p<0.05$), t values were identified as 5.069. As a result, it was found that among the self-efficacy of school district cadets, self-regulatory efficacy and task difficulty had a positive (+) effect on organization-oriented organizational citizenship behavior. Therefore, the 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.

Variables	Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>
	B	Standard error	β		
(Constant)	1.358	0.135	1.358	10.039	0.000
Confidence	0.022	0.019	0.036	1.161	0.246
Self-regulatory efficacy	0.544***	0.034	0.556	16.230	0.000
Task difficulty	0.137***	0.027	0.173	5.069	0.000
R ² =0.431, Adjusted R ² =0.428, F=153.013***, Durbin-Watson=1.926					
Note: *** <i>p</i> <.001.					

4.3.4. Results of Verifying the Mediating Effect of Self-Efficacy in the Relationship between Motivation for Application and Organizational Citizenship Behavior

Table 12 suggests that <H4-1> is the result of verifying the mediating effect of self-efficacy (confidence) in the regression analysis of support motivation, an independent variable, and organizational citizenship behavior, a dependent variable. First, hypothesis <H4-1-2> was analyzed that support motivation had a significant effect on organizational citizenship behavior ($\beta=.233$, $\beta=.214$, $p<.001$). In addition, hypothesis <H4-1-2> examined through multiple regression analysis whether the relationship between support motivation and organizational citizenship behavior results in a significant change due to the addition of a parameter called self-efficacy (confidence), and as a result, the change in the R² value (dependent variable: individual-oriented organizational citizenship behavior model 1 → model 2) increased significantly by -.019 ($p <.001$).

Hypothesis <H4-1-3> was analyzed that support motivation had a significant effect on organizational citizenship behavior ($\beta=.463$, $\beta=.469$, $p<.001$). In addition, hypothesis <H4-1-3> examined through multiple regression analysis whether the relationship between support motivation 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 R² value (dependent variable: organizational-oriented organizational citizenship behavior model 1 → model 2) increased significantly by .010 ($p <.001$).

Table 12.
Mediating effect of confidence between motivation for application and organizational citizenship behavior.

Dependent variable	Independent variable		Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>	
			B	Standard error	β			
Individual oriented H 4-1-1 H 4-1-2	Model 1	(Constant)	2.109	0.161	2.109	13.122	0.000	
		Intrinsic motivation	0.065	0.042	0.063	1.543	0.123	
		Extrinsic motivation	0.202***	0.035	0.233	5.697	0.000	
	R ² =0.067, Adjusted R ² =0.064, F=21.696***, Durbin-Watson=1.917							
	Model 2	(Constant)	1.980	0.192	1.980	10.304	0.000	
		Intrinsic motivation	0.068	0.042	0.066	1.610	0.108	
		Extrinsic motivation	0.186***	0.038	0.214	4.916	0.000	
		Confidence	0.046	0.037	0.051	1.225	0.221	
	R ² =0.069, Adjusted R ² =0.064, F=14.976***, Durbin-Watson=1.916							
	Organizational oriented	Model 1	(Constant)	2.825	0.099	2.825	28.549	0.000
Intrinsic motivation			0.325***	0.026	0.463	12.465	0.000	

Dependent variable	Independent variable	Non-standardized coefficient		Standardized coefficient	t	p
		B	Standard error	β		
H 4-1-3	Extrinsic motivation	0.031	0.022	0.053	1.416	0.157
H 4-1-4	R ² =0.231, Adjusted R ² =0.228, F=91.169***, Durbin-Watson=1.994					
Model 2	(Constant)	2.642	0.118	2.642	22.455	0.000
	Intrinsic motivation	0.329***	0.026	0.469	12.677	0.000
	Extrinsic motivation	0.008	0.023	0.014	0.349	0.727
	Confidence	0.065**	0.023	0.107	2.831	0.005
R ² =0.241, Adjusted R ² =0.237, F=64.152***, Durbin-Watson=2.003						

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

Depending on how the independent variable influences the dependent variable, we divide the mediating effect into direct and indirect effects. The general formula for the mediating effect is as follow: total effect (t) = direct effect (c) + mediating effect (ab). Table 13 presents the direct, indirect, and total mediating effects in the model.

Table 13.
Mediating effect of self-efficacy (Confidence).

Variables		Individual oriented organizational citizenship behavior		
		Direct effect	Indirect effect	Total effect
Motivation for application	Intrinsic motivation	0.660	-0.003	0.657
	Extrinsic motivation	0.214	0.013	0.227
Variables		Organizational oriented organizational citizenship behavior		
		Direct effect	Indirect effect	Total effect
Motivation for application	Intrinsic motivation	0.469	-0.008	0.461
	Extrinsic motivation	0.014	0.034	0.048

In order to determine that there is a mediating effect, the independent variable must have a significant effect on the parameter and the dependent variable in model 1, and the independent of the dependent variable in model 2 and the influence of the parameter on the dependent variable in the (multiple) regression model with parameters are significant in the Baron and Kenny methodologies. Therefore, hypothesis <H 4-1> does not satisfy the verification of the partial mediating effect because the direct effect (c) is smaller than the total effect (t), and there is a significant influence relationship with the parameter self-efficacy (confidence) in the positive (+) relationship between the support motivation (internal factor) and organizational citizenship behavior (organization-oriented organizational citizenship behavior).

Table 14 shows the result of verifying the mediating effect of self-efficacy (self-regulatory efficacy on the link between the support motivation and organizational citizenship behavior. Hypothesis <H 4-2-2> and <H 4-2-3> were analyzed that the support motivation had a significant effect on organizational citizenship behavior ($\beta = .233$, $\beta = .463$, $p < .001$). Hypothesis <H 4-2-2> and <H 4-2-3> examined the relationship between support motivation and organizational citizenship behavior, resulting in a significant change in the determinant R² value (model 1→model 2) that was significantly increased by .015 and .260 ($p < .001$).

Specifically, when a parameter (self-regulatory efficacy) was added to the dependent variable (individual-oriented organizational citizenship behavior) of the independent variable (external factor)

rather than the standard regression coefficient value (individual-oriented organizational citizenship behavior) (.233), the standard regression coefficient value (.226) of the independent variable (external factor) on the dependent variable (individual-oriented organizational citizenship behavior) decreased when the parameter (self-regulatory efficacy) was added to verify the hypothesis <H 4-2-2>. Hypothesis <H 4-2-2> can be interpreted as indicating that the parameter self-efficacy (self-regulatory efficacy) positively partially mediates the positive (+) relationship between support motivation (external factor) and organizational citizenship behavior (individual-oriented organizational citizenship behavior).

In order to verify Hypothesis <H 4-2-3>, when a parameter (self-regulatory efficacy) was added to the dependent variable (organization-oriented organizational citizenship behavior) rather than the standard regression coefficient value (.463) of the independent variable (internal factor), the standard regression coefficient value (.302) of the independent variable (external factor) on the dependent variable (organization-oriented organizational citizenship behavior) decreased. Hypothesis <H 4-2-3> can be interpreted as indicating that the parameter self-efficacy (self-regulatory efficacy) positively partially mediates the positive (+) relationship between support motivation (internal factor) and organizational citizenship behavior (organization-oriented organizational citizenship behavior).

Table 14.
Mediating effect of self-regulatory efficacy between motivation for application and organizational citizenship behavior.

Dependent variable	Independent variable		Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>	
			B	Standard error	β			
Individual oriented H 4-2-1 H 4-2-2	Model 1	(Constant)	2.109	0.161	2.109	13.122	0.000	
		Intrinsic motivation	0.065	0.042	0.063	1.543	0.123	
		Extrinsic motivation	0.202***	0.035	0.233	5.697	0.000	
	R ² =0.067, Adjusted R ² =0.064, F=21.696***, Durbin-Watson=1.917							
	Model 2	(Constant)	1.520	0.246	1.520	6.184	0.000	
		Intrinsic motivation	0.025	0.044	0.025	0.579	0.563	
		Extrinsic motivation	0.196***	0.035	0.226	5.565	0.000	
		Self-regulatory efficacy	0.186**	0.059	0.129	3.146	0.002	
	R ² =0.082, Adjusted R ² =0.077, F=17.976***, Durbin-Watson=1.917							
	Organizational oriented H 4-2-3 H 4-2-4	Model 1	(Constant)	2.825	0.099	2.825	28.549	0.000
Intrinsic motivation			0.325***	0.026	0.463	12.465	0.000	
Extrinsic motivation			0.031	0.022	0.053	1.416	0.157	
R ² =0.231, Adjusted R ² =0.228, F=91.169***, Durbin-Watson=1.994								
Model 2		(Constant)	1.161	0.124	1.161	9.352	0.000	
		Intrinsic motivation	0.212***	0.022	0.302	9.568	0.000	
		Extrinsic motivation	0.014	0.018	0.025	0.810	0.418	
		Self-regulatory efficacy	0.527***	0.030	0.538	17.621	0.000	
R ² =0.491, Adjusted R ² =0.489, F=195.262***, Durbin-Watson=1.930								

Note: ***p*<.01 and ****p*<.001.

Table 15 presents the direct, indirect, and total mediating effects in the model. Hypothesis <H4-2> does not satisfy the verification of the partial mediating effect because the direct effect (c) is smaller than the total effect (t) and there is a significant influence of (c) in the positive (+) relationship between the

support motivation (internal factor) and organizational citizenship behavior (organization-oriented organizational citizenship behavior).

Table 15.
Mediating effect of self-efficacy (Self-regulating efficacy).

Variables		Individual oriented organizational citizenship behavior		
		Direct effect	Indirect effect	Total effect
Motivation for application	Intrinsic motivation	0.025	-0.001	0.024
	Extrinsic motivation	0.266	-0.009	0.257
Variables		Organizational oriented organizational citizenship behavior		
		Direct effect	Indirect effect	Total effect
Motivation for application	Intrinsic motivation	0.302	-0.021	0.282
	Extrinsic motivation	0.025	-0.015	0.01

Table 16 presents the results of verifying the mediating effect of self-efficacy (task difficulty) in the link between motivation for application and organizational citizenship behavior. First, hypotheses <H4-3-2> and <H4-3-3> were analyzed that support motivation had a significant effect on organizational citizenship behavior ($\beta=.233$, $\beta=.463$, $p<.001$). In addition, hypotheses <H 4-3-2> and <H 4-3-3> examined whether the relationship between support motivation and organizational citizenship behavior results in a significant change due to the addition of a parameter of self-efficacy (task difficulty). As a result, the change in the R2 value (model 1 \rightarrow model 2) was increased significantly by .061 and .060 ($p<.001$).

In particular, the standard regression coefficient value (.199) of the external factor on individual-oriented organizational citizenship behavior was smaller when task difficulty was added than the standard regression coefficient value (.233) of individual-oriented organizational citizenship behavior. Hypothesis <H 4-3-2> can be interpreted as saying that self-efficacy (task difficulty) positively and partially mediates the relationship between support motivation (external factor) and organizational citizenship behavior (individual-oriented organizational citizenship behavior). Also, the standard regression coefficient value (.365) of internal factor on organization-oriented organizational citizenship behavior was reduced. Therefore, hypothesis <H 4-3-3> can be interpreted as self-efficacy (task difficulty) positively and partially mediating the relationship between support motivation (internal factor) and organizational citizenship behavior (organization-oriented organizational citizenship behavior).

Table 16.
Mediating effect of task difficulty between motivation for application and organizational citizenship behavior.

Dependent variable	Independent variable	Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>	
		B	Standard error	β			
Individual oriented H 4-3-1 H 4-3-2	Model 1	(Constant)	2.109	0.161	2.109	13.122	0.000
		Intrinsic motivation	0.065	0.042	0.063	1.543	0.123
		Extrinsic motivation	0.202***	0.035	0.233	5.697	0.000
	R ² =0.067, Adjusted R ² =0.064, F=21.696***, Durbin-Watson=1.917						
	Model 2	(Constant)	1.461	0.184	1.461	7.936	0.000
		Intrinsic motivation	-0.037	0.044	-0.035	-8.38	0.403
Extrinsic motivation		0.172***	0.035	0.199	4.977	0.000	
Task difficulty		0.319***	.049	0.273	6.561	0.000	

Dependent variable	Independent variable	Non-standardized coefficient		Standardized coefficient	<i>t</i>	<i>p</i>	
		B	Standard error	β			
R ² =0.128, Adjusted R ² =0.124, F=29.813***, Durbin-Watson=1.926							
Organizational oriented H 4-3-3 H 4-3-4	Model 1	(Constant)	2.825	0.099	2.825	28.549	0.000
		Intrinsic motivation	0.325***	0.026	0.463	12.465	0.000
		Extrinsic motivation	0.031	0.022	0.053	1.416	0.157
	R ² =0.231, Adjusted R ² =0.228, F=91.169***, Durbin-Watson=1.994						
	Model 2	(Constant)	2.392	0.113	2.392	21.233	0.000
		Intrinsic motivation	0.257***	0.027	0.365	9.581	0.000
		Extrinsic motivation	0.011	0.021	0.019	.518	0.605
Task difficulty		0.214***	0.030	0.270	7.176	0.000	
R ² =0.291, Adjusted R ² =0.287, F=82.994***, Durbin-Watson=2.011							

Note: ****p*<.001.

Table 17 presents the direct, indirect, and total mediating effects in the model. Hypothesis <H 4-3> satisfies the partial mediating effect because the direct effect (c) is smaller than the total effect (t) and (c) has a significant influence relationship with the parameter self-efficacy (task difficulty) in the positive (+) relationship between support motivation (internal factor) and organizational citizenship behavior (organization-oriented organizational citizenship behavior).

Table 17.
Mediating effect of self-efficacy (Task difficulty).

Variables		Individual oriented organizational citizenship behavior		
		Direct effect	Indirect effect	Total effect
Motivation for application	Intrinsic motivation	-0.035	0.016	-0.019
	Extrinsic motivation	0.199	0.015	0.214
Variables		Organizational oriented organizational citizenship behavior		
		Direct effect	Indirect effect	Total effect
Motivation for application	Intrinsic motivation	0.365	0.100	0.375
	Extrinsic motivation	0.019	0.009	0.028

5. Conclusion & Discussion

The primary purpose of this study is to analyze the effect of individual school district cadets' motivation to support school districts (internal motivation, external motivation) 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 in the relationship between school district cadets' motivation for support and organizational citizenship behavior.

This study's implications are as follows: First, the study confirms the need to identify the motivation of school district cadets to become school district officers, given the differences in intrinsic and external factors. This information is crucial for organizing school district groups and managing cadets from the perspective of organizational managers. Consistent with previous studies, both intrinsic and extrinsic factors influence organizational citizenship behaviour. Intrinsic factors positively influence organizational citizenship behaviour, while extrinsic factors positively influence individual-oriented organizational citizenship behaviour. Therefore, when school district cadets join, they need to check their motivation for

application and give them the opportunity to voluntarily participate in the school district's events or tasks to play a beneficial role in the organization. As such, the results of this study are expected to provide implications and theoretical knowledge on command leadership, considering the motivation for the application of school district cadets.

Second, by recognizing the motivation of college students who wish to become school district officers, it is possible to derive the need to improve the system to improve the application rate of school district cadets and secure excellent personnel in the long run. Most studies view salary and remuneration as the most important external factors in job selection. Currently, the application rate for school district cadets is falling year by year due to shorter mandatory military service periods and higher military salaries. In order to improve the application rate of school district cadets, it is necessary to improve external factors such as shortening the period of service for school district officers, increasing incentives for short-term service for school district cadets, and providing scholarships. In addition, by analyzing the motivation for supporting school district cadets, it can be used as basic data to acquire excellent human resources when recruiting and selecting school district cadets. Publicity directly contributes to the low application rate of college students preparing to join the military. In order to secure excellent human resources in the future, it is necessary to actively promote school district candidates, as this will motivate college students who are about to join the military to apply.

According to the study's motivation for application, the majority of intrinsic factors are things that college students typically know or naturally encounter, whereas extrinsic factors are things that they can only learn about through various channels. Therefore, it is necessary to actively promote external factors (implementation of military service obligations as an officer, advantages for self-development and employment, payment of scholarships and incentives, and formation of human networks) among the benefits of supporting school district cadets. In order to do that, military-related organizations (the Ministry of National Defense, each military headquarters, and the Military Manpower Administration) have mainly focused on public relations, but it is important for universities and local education offices to actively promote school district candidates before joining the military so that excellent personnel can be motivated to support school district candidates. Therefore, it is expected that the results of this study will contribute to the decision-making of officials such as the Ministry of National Defense, each military headquarters, each university, and each school district, who are in charge of recruiting and selecting school district candidates.

The limitations of this study below seem to require progress in future studies. First, in this study, regression analysis was not conducted between the control variables, such as demographic variables such as belonging, gender, age, hope for long-term military service, and the experience of self-governing workers. This is because the validity of the factors selected as control variables was not considered significant in the results of this study. However, if statistical analysis is performed in consideration of all demographic variables of school district candidates in subsequent studies, it is expected that the causal relationship between demographic variables, self-efficacy, and organizational citizenship behavior variables can be verified. Second, this study has a limitation in that it surveyed samples through surveys over a specific period of time. In order to clarify a clearer and more explanatory causal relationship between variables, it is necessary to conduct research using panel data.

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The Ethical Committee of the Keimyung University , South Korea has granted approval for this study on 22 February 2023.

Institutional Review Board Statement:

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Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Competing Interests:

The authors declare that they have no competing interests.

Authors' Contributions:

All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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