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Active Job Behaviors of Generation Z Elementary School Teachers*

Sungsim Lee
Sungshin Women's University, SOUTH KOREA

JuSung Jun**
Soongsil University, SOUTH KOREA

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Abstract: The purpose of this study was to classify the active job behaviors of Generation Z (Gen Z, born after 1995) elementary school teachers and investigate relevant variables that significantly affect such a classification. A total of 375 Gen Z elementary school teachers who passed the National Elementary Teacher Qualification Test and had worked in elementary schools in South Korea participated in this study. The data collected identified the types of active job behaviors among Gen Z elementary school teachers using cross-tabulation through Latent Profile Analysis (LPA). A multinomial logistic regression analysis was conducted to identify the predictors that influence the types of active job behaviors of Gen Z elementary school teachers. The results were as follows: First, there are four types of active job behaviors of Gen Z elementary school teachers: Ideal, relational, non-participatory, and passive job performance types. Second, teacher efficacy, learning agility, organizational commitment, and principals' transformational leadership influenced the types of active job behaviors of Gen Z elementary school teachers. The results offer insights into the human resource management of Gen Z elementary school teachers and have significant implications for improving the active job behavior of Gen Z elementary school teachers.

Keywords: *Active job behavior, Generation Z elementary school teacher, latent profile analysis, multinomial logistic regression.*

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Introduction

In Korean society, the "Z generation," which is distinguished from the older generation and has distinct characteristics, is emerging as a major topic. In general, Gen Z teachers have been entering teaching for the first time since 2018. M. Han and Moon (2022) showed that there was a clear gap between elementary school teachers from the MZ and the previous generations. Yun and Cho (2021) noted that unlike Generation X or M teachers who conformed to established school culture and practices even if they were different from their own views on teaching, Gen Z teachers have shown a self-directed choice and pursuit of practical benefits rather than conformity and adaptation. Gen Z's individualistic attitude is highly likely to delay the maintenance and growth of an organization in the long term and undermine the performance of teachers (J. W. Hong & Hong, 2021). Elementary school teachers deliver basic knowledge and provide sociality education which is the most important component of community building. Their role is even more important because they have a great influence on students (Bang, 2021). Gen Z elementary school teachers will play a pivotal role in school management in the future. Therefore, it is necessary for them to develop their capacity so that they can feel a sense of achievement in school and redesign their jobs voluntarily and actively.

Organizational citizenship behavior (OCB) and job crafting emphasize subjectivity and initiative on part of actors. Teachers' OCB has a positive impact on their colleagues, superiors, and students (J. W. Hong & Hong, 2021). Teachers who demonstrate high levels of OCB are more likely to display their professionalism and create a positive atmosphere in their schools (H. J. Yoon & Jang, 2012). Job crafting is the process of redesigning one's job so that their colleagues can improve individual job suitability for voluntary motivation (H. E. Lee, 2017). As job crafting actively changes one's perspective on the meaning and purpose of their work and increases their job satisfaction and happiness (J. H. Lee et al., 2019), teachers with high levels of job crafting experience a high sense of well-being (Ciuhan et al., 2022; Dreer, 2022).

Teachers' OCB and job crafting can affect the development of schools and enable educational reform by improving the quality of student education and school performance. Both these concepts support individuals in producing better outcomes for their organizations (Irvin, 2017). There is a significant correlation between OCB and job crafting (K. M. Choi & Park, 2022; Mustafa et al., 2021; Srivastava & Pathak, 2020). In this study, the concepts of OCB and job crafting are

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** **Corresponding author:**
JuSung Jun, Soongsil University, South Korea. ✉ jnet@ssu.ac.kr

combined to create one superordinate concept, active job behaviors. It refers to behavior wherein organizational members have positive perceptions of their job and organization and actively and voluntarily perform their duties for both themselves and the organization. OCB and job crafting are influenced by individual-level factors such as teacher efficacy and learning agility, and organizational-level factors such as organizational commitment and principal's transformational leadership (W. S. Choi & Ha, 2018; S. Han, 2020; J. W. Koo, 2022; J. M. Lee, 2019; J. W. Lee & Kang, 2016; H. J. Yoon & Jang, 2012).

Teacher efficacy refers to teachers' beliefs about their ability to influence their students positively (A. Y. Kim & Kim, 2004). Choong et al. (2020) and J. M. Lee (2019) found that teacher efficacy has a positive effect on teachers' OCB. C.-Y. Kim (2018) found that self-efficacy had a significant effect on OCB among childcare teachers. Learning agility is the ability to learn from experience and change one's thoughts and behaviors quickly and flexibly (Im et al., 2017). Studies on general office workers, nurses, and work-study corporate teachers have shown that learning agility affects job crafting and OCB (Cha, 2021; Cho, 2021; Jeon et al., 2020; S. M. Kim & Hong, 2022). Teachers' commitment to the organization can be considered their will to continue to work in the organization and do their best for it with trust, a sense of mission, and a sense of alignment with the organizational goals and values (J. W. Lee & Kang, 2016). Organizational commitment has a positive effect on OCB (W. S. Choi & Ha, 2018; Purwanto et al., 2021; Roncesvalles & Gaerlan, 2021). Principal's transformational leadership refers to changing the beliefs and attitudes of teachers by focusing on their internal motivations and desires so that the goals of the school organization can be achieved (J. H. Yoon, 2019). If the principal actively demonstrates transformational leadership, it has a positive effect on the job crafting of subordinates (H. Kim, 2020).

This study analyzes how the active job behaviors of Gen Z elementary school teachers are typified with the assumption that there are several types of active job behaviors among them based on their individual characteristics. In addition, teacher efficacy, learning agility, organizational commitment, and principal's transformational leadership were selected as predictors to analyze their influence on the active job behaviors of Gen Z elementary teachers. This study will contribute to the literature on changes in school education by deriving measures to improve the active job behaviors of Gen Z elementary school teachers. The research questions are as follows:

1. What types of active job behaviors do Gen Z elementary school teachers display?
2. How do the predictive variables affect the types of active job behaviors among Gen Z?

Literature Review

Characteristics of Gen Z and Gen Z Elementary School Teachers

There is no precise standard for classifying generations. However, Gen Z is generally defined as the generation born between the mid-1990s and mid-2000s. In this study, the generation born between 1995 and 2005, which is the standard of Statistics Korea (2022), is classified as Gen Z. It experienced the financial difficulties of their parents' generation during the IMF period, and the Sewol Ferry incident and Korean Wave during their growth phase. They grew up in a digital environment where the use of digital devices was commonplace. Gen Z is considered a digital native generation and has a high understanding and acquisition of digital skills and excellent multitasking abilities. As they grew up seeing the economic difficulties of their parents' generation, they value economic values, are analytical, practical, and seek stability. Gen Z tends to value the present, expresses itself independently, values authenticity and trust, and is considered the most unbiased generation.

As of 2020, Gen Z in Korea comprised 5,969,000 people, accounting for 11.9% of the total population (Statistics Korea, 2022). As of 2022, Gen Z elementary teachers will be in their first to fifth year of teaching. Generational studies of teachers have gained traction with researchers in recent years because schools are organizations where Baby Boomers, Gen X, M, and Z coexist and are not immune to issues of generational conflict. For instance, M. Han and Moon (2022) pointed out that Gen Z teachers are viewed positively by other generations of teachers for their ability to seek out information, handle digital devices, have original ideas and creativity, and be passionate about teaching, but negatively for their egotism, lack of service, and frank expression that lacks consideration for others. Yun and Cho (2021) also found that one of the characteristics of Gen Z, a "view of the laboring profession based on fairness," was embedded in a view of the teaching of Gen Z elementary school teachers, suggesting that a teaching culture that requires obedience is difficult to accept for Gen Z teachers who seek fairness and practicality.

Active Job Behaviors

Organizations invest time and money in education and training to develop the job performance capabilities of their members, in order to increase organizational effectiveness by increasing job performance (C. K. Kim & Bae, 2015). Job behavior alone is not enough to explain organizational effectiveness and job performance, and interest in voluntary and active job performance behaviors of organizational members is increasing (Chalofsky & Cavallaro, 2013). This study sought to understand the spontaneous and active job behaviors of Gen Z elementary school teachers through the convergence of OCB and job crafting.

OCB occurs when organizational members make contributions to and carry out voluntary actions in the organization without rewards, and perform beyond their scope of responsibility (S. A. Park & Jun, 2020). Job crafting is a process in which organizational members take initiative and reorganize and create new jobs by changing work-related situations, perceptual boundaries, and relationships (Cho, 2021). OCB and job crafting deal with the "actor's spontaneity and initiative" as an important concept, and can be seen as similar concepts in that individuals select and carry out tasks beyond official duties (Lim et al., 2014).

Therefore, we unify OCB and job crafting as the higher-level concept of "active job behaviors." Active job behaviors emphasize spontaneity and initiative in carrying out assigned tasks. In this study, active job behaviors are defined as behavior in which organizational members have a positive perception of their job and organization and engage actively and voluntarily in their job for their own and the organization's sake.

Variables Influencing Active Job Behaviors

Teacher Efficacy

Holzberger et al. (2013) defined teacher efficacy as a belief in one's ability to teach difficult students well. Loach (2021) said that teacher efficacy is the specific perception that teachers have of their abilities that they can produce the desired results related to learning even while working with unmotivated or difficult students. N. J. Kim (2021) defined it as a teacher's belief and confidence in oneself that they can plan and successfully carry out necessary actions for the school. It is a belief in their teacher's ability to organize and carry out actions necessary to achieve certain results (J. W. Koo, 2022).

Learning Agility

Learning agility has been studied over the past 20 years. Learning agility distinguishes individuals with high potential in organizations (Özgenel & Yazici, 2021). Lombardo and Eichinger (2000) considered learning agility an important characteristic of future leaders' work performance and defined it as the willingness and ability to learn new competencies to perform tasks for the first time, in difficult or different conditions. De Meuse (2017) defined self-knowledge as the depth to which individuals know themselves by recognizing their skills, apparent and hidden strengths, weaknesses, and blind spots.

Organizational Commitment

Hidayah and Tobing (2018) defined organizational commitment as an individual's loyalty to the organization and achievement of its vision, mission, values, and goals. Nugroho et al. (2020) defined it as a prerequisite for professionalism and the will to achieve organizational goals and objectives as a member. It is also defined as the willingness to accept the goals and values of, have a sense of unity with, make high-level efforts for, and exhibit a desire to stay in the organization (J. S. Koo, 2021). In this study, organizational commitment comprises emotional, continuous, and normative commitment in line with Bae (2012).

Principal's Transformational Leadership

Burns (1978) defined transformational leadership as a mechanism wherein leaders and organizational members motivate each other and enhance morality. Bass (1985) defined transformational leadership as a process whereby members of an organization trust, respect, and be loyal to the leader to elicit more effort than expected. Tracey and Hinkin (1998) defined it as a process of motivating organizational members by pursuing higher ideals and moral values, clarifying the vision for the future, and building trust. J. H. Yoon (2019) defined it as the principals' influence in changing teachers' beliefs and attitudes by focusing on their intrinsic motivations and desires so that the goals of the school can be achieved effectively.

Relationship Between Active Job Behaviors and Influencing Variables

Teacher self-efficacy (Choong et al., 2020), learning agility (Cha, 2021), organizational commitment (W. S. Choi & Ha, 2018), and principal's transformational leadership (Purwanto et al., 2021) have positive effects on OCB. Teacher self-efficacy (Cho, 2021; Ebrahimi et al., 2021), learning agility (Cho, 2021), organizational commitment (W. S. Choi & Ha, 2018), and principal's transformational leadership (H. Kim, 2020) have positive effects job crafting.

Methods

Samples

This study targeted Gen Z elementary school teachers who were born between 1995 and 2005, passed the elementary school employment examination, and were working at elementary schools at the time of study. A total of 294 female (78.4%) and 81 male (21.6%) teachers participated. Table 1 presents the demographic characteristics of the participants.

Table 1. Participants' Demographics (N=375)

Division		n	%
Gender	Female	294	78.4
	Male	81	21.6
Year of birth	1995	161	42.9
	1996	95	25.3
	1997	68	18.1
	After 1998	51	13.6
Education	University	312	83.2
	Graduate School	63	16.8
Teaching experience	Under 1 year	50	13.3
	1 to 2 years	94	25.1
	2 to 3 years	89	23.7
	3 to 4 years	81	21.6
	Over 4 years	61	16.3
School size	12 classes or less	61	16.3
	13 to 18 classes	52	13.9
	19 to 24 classes	52	13.9
	25 to 36 classes	89	23.7
	more than 37 classes	121	32.3
Working region	Seoul	103	27.5
	Gyeonggi, Incheon	152	40.5
	Chungcheong	30	8
	Gangwon	11	2.9
	Gyeongsang	56	14.9
	Jeolla	21	5.6
	Jeju	2	0.5
Total		375	100

Measurement Tools

The scale developed by Kwak (2016) was used to measure teacher efficacy. The Cronbach's α values of the sub-variables were .692, .839, .817, .892, .728, .657, and .690 for self-regulation, utilization of informatization equipment, administrative work, creative experiential guidance, life guidance, subject teaching, and self-development efficacy, respectively.

The scale developed in Im et al. (2017) was used to measure learning ability. The Cronbach's α values were .811, .852, .772, .772, and .872 for self-awareness, growth orientation, flexible thinking, pursuit of reflection, and behavioral change, respectively.

The scale developed in Meyer et al. (1993) and adapted and reconstructed in Bae (2012) was used to measure organizational commitment. The Cronbach's α values were .863, .617, and .755 for emotional, continuous, and normative commitment, respectively.

The principal's transformational leadership was measured using a tool developed and validated in J. H. Yoon (2019). The Cronbach's α values were .884, .889, and .897 for leading change, creating a culture of respect for teachers, and intellectual stimulation for professionalism, respectively.

The OCB of active job behaviors was measured using the scale developed in Organ (1988) and modified and validated in C. H. Hong (2009) to suit teachers. The Cronbach's α values were .694, .611, .774, .639, and .745 for altruistic, just, participatory, conscientious, and polite behavior, respectively.

Job crafting was measured using a scale developed in H. E. Lee (2017). The Cronbach's alpha values were .823, .751, and .750 for task, cognitive, and relational crafting, respectively.

To mitigate common method bias issues, Podsakoff et al. (2012) argue that " studies should be designed to maximize respondent motivation and ability and minimize task difficulty so that respondents are more likely to respond accurately" (p. 562). Therefore, the researchers chose and utilized survey instruments that were developed using a systematic procedure and have established reliability and validity. Each survey instrument is equipped with clear guidelines and straightforward questions. Harman's single-factor test was also conducted (S.-J. Chang et al., 2010). The analysis revealed

that the single factor explained 18.327% of the total variance, indicating that the issue of common method bias is not a significant concern.

Data Collection and Analyzing

Data were collected online between July 13 and August 1, 2022. A total of 380 questionnaires were collected, and 375 were used for final analysis, after excluding 5 insincere responses. Latent profile analysis (LPA) was conducted to identify the types of active job behaviors among Gen Z elementary school teachers. The optimal number of latent groups was comprehensively determined using criteria such as the values of Akaike's Information Criteria (AIC), Bayesian Information Criteria (BIC), Bootstrap Likelihood Ratio Test (BLRT), and Entropy. A multinomial logistic regression analysis was conducted to analyze the factors influencing the active job behavior types among Gen Z elementary school teachers. The χ^2 difference value was employed to assess the model's goodness of fit, while the Pseudo R^2 value was utilized to gauge the model's explanatory power. Before performing the multinomial logistic regression, the researchers confirmed that the data satisfied certain basic assumptions. First, we calculated the variance inflation factor (VIF) and tolerance values to check for multicollinearity among the predictor variables, which was not a problem as all VIF values were below 10 and tolerance values were above 0.01. Second, we conducted the Box-Tidwell test to check for the linear association between the predictor variables and their logit (log odds). When we introduced an interaction term (the product of each predictor variable multiplied by its natural logarithm) into the logistic model, the terms did not show significance. This implies that the predictor variables have a linear relationship with the log odds of an event.

Results

The Latent Profiles of Active Job Behavior Types Among Gen Z Elementary School Teachers

To identify the optimal number of latent groups by identifying the types of active job behaviors among Gen Z elementary school teachers, the values of Akaike's Information Criteria (AIC), Bayesian Information Criteria (BIC), Bootstrap Likelihood Ratio Test (BLRT), and Entropy were reviewed while increasing the number of latent groups from two. In this study, the optimal number of latent groups was judged based on the information index, model comparison verification, and quality of classification. In this study, four group models were selected after a comprehensive review of the models' usefulness and interpretability. Table 2 shows the model fit as a result of LPA, and Figure 1 shows the change in AIC and BIC indices based on the increase in the latent group.

Table 2. Comparison of the Latent Profile Model Fits

Number of Groups	Information Index		Model Comparison Verification	Classification Quality	Latent Group Classification Rate (%)							
	AIC	BIC	BLRTa	Entropy	1	2	3	4	5	6	7	8
2	6499.02	6597.20	.01	.77	46.7	53.3						
3	6334.98	6468.50	.01	.81	51.2	36.3	12.5					
4	6289.65	6458.51	.01	.79	40.3	17.1	10.1	32.5				
5	6263.10	6467.30	.01	.77	10.1	20.3	10.4	30.4	28.8			
6	6244.39	6483.93	.01	.75	8.0	18.1	10.1	29.3	13.3	21.1		
7	6215.63	6490.52	.01	.79	6.1	19.7	25.1	8.8	3.2	26.1	10.9	
8	6200.81	6511.03	.03	.79	6.9	17.1	26.7	8.8	2.9	22.9	7.7	6.9

Note. BLRT presented *p*-value.

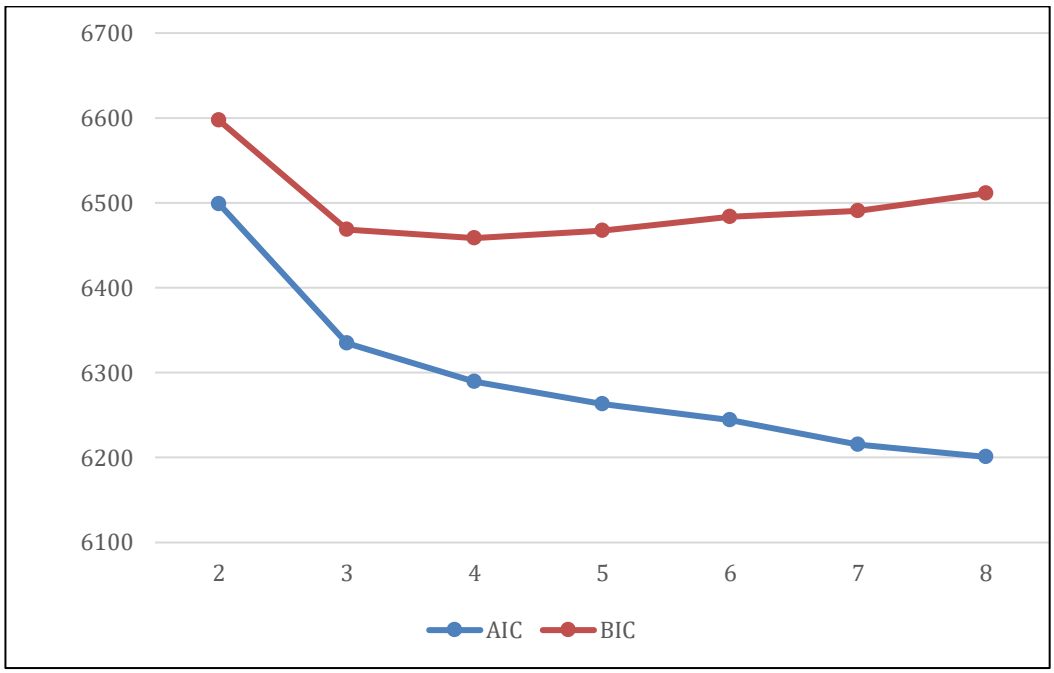

Figure 1. Changes in the Goodness-of-fit Indices With an Increasing Number of Latent Groups

To identify the characteristics of active job behaviors in each latent group, the estimates of the active job behavior measurement variables for each group were confirmed. Group names were assigned based on the characteristics of each group. The estimate of the mean of the latent group had a significance level of $p<.001$. Table 3 presents the results.

Table 3. Means of Active Job Behavior Variables by Latent Group

		Latent Group 1	Latent Group 2	Latent Group 3	Latent Group 4
Organizational Citizenship Behavior	Altruistic behavior	3.360	4.090	2.388	4.250
	Just behavior	3.402	3.594	3.325	3.872
	Participatory behavior	2.828	3.773	2.895	3.697
	Conscientious behavior	3.830	4.336	3.401	4.295
	Polite behavior	3.869	4.703	2.967	4.617
Job Crafting	Task crafting	3.931	3.917	3.811	4.675
	Cognitive crafting	3.005	2.551	2.474	4.133
	Relation crafting	3.567	3.959	2.900	4.516
n(%)		151(40.3)	64(17.1)	38(10.1)	122(32.5)

Latent Group 1 comprised 151 (40.3%) Gen Z elementary school teachers. Compared to other groups, it generally had a normal level of active job behaviors but ranked lowest in terms of participating in organizational activities with a sense of responsibility. Participatory behavior refers to participation in school community affairs outside of one's own teaching or administrative duties, and Latent Group 1 had low numbers, as did the other groups. This seems to reflect the characteristics of Gen Z, who value their lives after work and pursue a work-life balance. When comparing the values of the variables within Latent Group 1, altruistic behavior, polite behavior (sharing information with organization members), and task crafting (voluntarily changing the quantity or quality of tasks) tended to be relatively high. Due to these characteristics, we named Latent Group 1 "non-participatory job performance type".

Latent Group 2 had 64 (17.1%) Gen Z elementary school teachers. Compared to other groups, this type had a high level of active job behavior overall. Comparing the values of the variables within Latent Group 2, cognitive crafting, a process of voluntarily changing one's perception of one's job to have self-esteem and self-esteem, appeared the lowest. Altruistic behavior was also high, with teachers actively sharing information with each other and showing spontaneity in their relationships with colleagues. Because of this characteristic, Latent Group 2 was named “relational job performance type.”

Latent Group 3 comprised 38 (10.1%) Gen Z elementary school teachers and had the lowest level of active job behaviors overall when compared to other groups. This group was relatively high in their ability to put up with minor complaints

or problems in the organization, do more than the minimum required, and make a difference in the quantity or quality of their work, but significantly lower in their altruism to help others in the organization, share information, or connect with other members. Based on this, Latent Group 3 was named "passive job performance type."

Latent Group 4 comprised 122 students (32.5%) and had the highest level of active job behaviors overall. Members motivated themselves by changing the quantity or quality of their tasks and voluntarily performed positive activities for the development of the school, although they were not specified as official tasks and there was no reward for doing so. This group was named the "ideal job performance type." Ideal job performance type had high values in all areas, and the relational job performance type had lower than average in cognitive crafting alone. Passive job performance types do not exceed 3.5 in all areas except for task crafting.

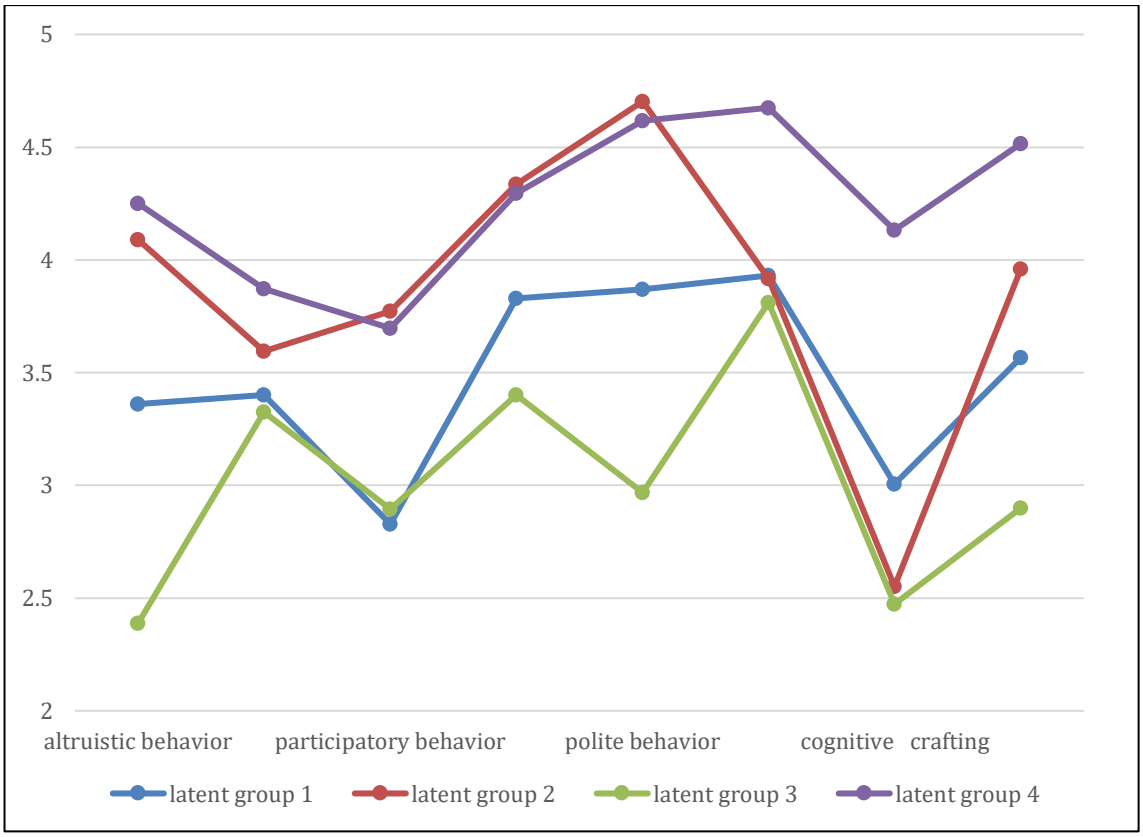

Figure 2. Active Job Behavior Classification Among Gen Z Elementary School Teachers

Note. Latent Group 1 = Non-participatory job performance type, Latent Group 2 = Relational job performance type, Latent Group 3 = Passive job performance type, Latent Group 4 = Ideal job performance type.

Analysis of Variables Affecting the Type of Active Job Behaviors among Gen Z Elementary School Teachers

Correlation analysis was conducted to determine the degree of correlation between the predictor variables (Refer to Table 4). There were generally significant positive correlations between teacher efficacy, learning agility, and principals' transformational leadership variables.

Table 4. Correlation Coefficient

	Teacher Efficacy						Learning Agility						Organizational Commitment			Transformational Leadership	
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
1	1																
2	.181**	1															
3	.296**	.403**	1														
4	.235**	.433**	.366**	1													
5	.426**	.199**	.281**	.417**	1												
6	.265**	.392**	.296**	.544**	.507**	1											
7	.225**	.271**	.198**	.285**	.367**	.439**	1										
8	.325**	.336**	.358**	.310**	.349**	.335**	.134**	1									
9	.179**	.294**	.234**	.341**	.339**	.467**	.489**	.286**	1								

Table 4. Continued

	Teacher Efficacy							Learning Agility				Organizational Commitment			Transformational Leadership	
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
10	.186**	.346**	.252**	.387**	.413**	.481**	.437**	.255**	.621**	1							
11	.241**	.191**	.182**	.326**	.439**	.396**	.407**	.274**	.615**	.609**	1						
12	.237**	.250**	.220**	.274**	.440**	.368**	.479**	.195**	.553**	.557**	.576**	1					
13	.268**	.035	.125*	.112*	.236**	.236**	.171**	.183**	.295**	.204**	.392**	.284**	1				
14	-.128*	-.015	-.060	.019	-.083	-.038	-.136**	-.055	-.207**	-.157**	-.202**	-.168**	-.334**	1			
15	.165**	-.063	.056	.054	.220**	.143**	.127*	.033	.201**	.140**	.277**	.283**	.687**	-.265**	1		
16	.168**	.090	.075	.209**	.181**	.182**	.145**	.116*	.198**	.134**	.300**	.210**	.341**	-.147**	.309**	1	
17	.135**	.012	-.006	.050	.136**	.081	.088	.057	.155**	.072	.225**	.166**	.386**	-.167**	.352**	.593**	1
18	.190**	.045	.057	.184**	.201**	.198**	.146**	.132*	.248**	.155**	.299**	.260**	.392**	-.163**	.399**	.708**	.720**

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

Note. Teacher efficacy (1. Self-regulation, 2. Utilization of informatization equipment, 3. Administrative work, 4. Creative experiential guidance, 5. Life guidance, 6. Subject teaching, 7. Self-development), learning agility (8. Self-awareness, 9. Growth orientation, 10. Flexible thinking, 11. Pursuit of reflection, 12. Behavioral change), organizational commitment (13. Emotional, 14. Continuous, 15. Normative), and transformational leadership (16. Leading change, 17. Creating a culture of respect for teachers, 18. Intellectual stimulation for professionalism).

A multinomial logistic regression analysis was conducted to confirm the effects of teacher efficacy, learning agility, organizational commitment, and principal's transformational leadership on the active job behavior of Gen Z elementary school teachers. The suitability of the model and the variables were verified. The χ^2 difference value between the final model with the predictor added and the model including the intercept alone without the predictor added was significant at the p<.001 level, which means that the final model with the predictor included was appropriate. Table 5 shows the model fit.

Table 5. Model Fit

Model	**-2 log likelihood**	**Likelihood ratio test**		
		χ^2	**df**	**p**
Intercept model	949.001			
Model with predictor variable	663.884	285.117	54	.000

In logistic regression analysis, the explanatory power of a model can be presented through pseudo explanatory power (Pseudo R^2) and has a value of 0 to 1 (S.-G. Kim et al., 2012). As Table 6 shows, Cox and Snell, Nagelkerke, and McFadden's explanatory power were .532, .579, and .300, respectively, indicating that the predictor variables had sufficient explanatory power.

Table 6. Pseudo R^2

Cox and Snell	**Nagelkerke**	**McFadden**
.532	.579	.300

Unlike general regression analysis, the β value calculated in logistic regression analysis is difficult to use in intuitively determining the influence of predictor variables; thus, the odds ratio was calculated and analyzed (S. A. Park, 2021). Table 7 shows the results of the comparative analysis of the relational, passive, and ideal job performance groups with the non-participatory job performance type group as the reference. Self-awareness (β=.854, p<.05), a sub-variable of learning agility, was significantly influential while comparing the non-participatory job performance type group with the relational job performance group. When compared to the passive job performance group, the sub-variables of teacher efficacy, subject teaching efficacy (β=-1.275, p<.01), and reflection pursuit of learning agility (β=-1.037, p<.05), were significant. When compared with the ideal job performance type, the administrative efficacy of teacher efficacy (β=.540, p<.05), the pursuit of reflection, a sub-variable of learning agility (β=1.295, p<.001), and the sub-variable of organizational commitment emotional commitment (β=1.020, p<.001), a variable, was found to have a significant influence.

When controlling for other predictors as constants, a 1-point increase in self-awareness, a sub-variable of learning agility, was associated with a 134.9% increase in the probability of being in the relational job performance group. Controlling for other predictors as constants, a 1-point increase in administrative work efficacy, a sub-variable of teacher efficacy, pursuit of reflection, a sub-variable of learning agility, and emotional organizational commitment, a sub-variable of

organizational commitment, increased the odds of being in the ideal performance group by 71.6%, 265.2%, and 177.2%, respectively. Controlling for other predictors as constants, a one-point increase in subject teaching efficacy, a sub-variable of teacher efficacy, and pursuit of reflection, a sub-variable of learning agility, was associated with a 72.1% and 64.5% decrease in the odds of being in the passive group, respectively.

In sum, the higher the administrative work efficacy and pursuit of reflection of Gen Z elementary teachers, and the more emotionally engaged they were in their school's organization, the more likely Gen Z elementary teachers were to be part of the ideal performer group than the non-participatory group. Furthermore, higher self-awareness is associated with a higher likelihood of belonging to the relational job performance group. On the other hand, Gen Z elementary teachers in the non-participatory group were less likely to be in the passive job performance group the higher their subject teaching efficacy, a sub-variable of teacher efficacy, and pursuit of reflection, a sub-variable of learning agility.

Table 7. Multinomial Logistic Regression Analysis

Variables		Non-participatory Job Performance Type					
		Relational job performance type (group 2)		Passive job performance type (group 3)		Ideal job performance type (group 4)	
		β	OR	β	OR	β	OR
Teacher efficacy	1	.376	1.456	.117	1.125	.434	1.543
	2	.156	1.169	-.101	.904	.564	1.757
	3	.044	1.045	.372	1.450	.540*	1.716
	4	-.205	.815	-.347	.707	.050	1.052
	5	.013	1.013	.623	1.864	.088	1.092
	6	-.073	.929	-1.275**	.279	.527	1.694
	7	-.101	.904	.184	1.203	-.148	.863
Learning agility	8	.854*	2.349	.383	1.467	-.071	.931
	9	.000	1.000	-.466	.628	.367	1.443
	10	-.310	.733	.182	1.199	.406	1.500
	11	.496	1.641	-1.037*	.355	1.295***	3.652
	12	-.380	.684	.114	1.121	-.487	.614
Organizational commitment	13	.187	1.205	-.079	.924	1.020***	2.772
	14	.200	1.221	-.101	.904	.091	1.095
	15	-.061	.941	-.434	.648	.291	1.337
Transformational leadership	16	.327	1.386	-.427	.652	.432	1.540
	17	.212	1.237	-.304	.738	-.132	.877
	18	-.075	.928	.453	1.573	.003	1.003

Note. Teacher efficacy (1. Self-regulation, 2. Utilization of informatization equipment, 3. Administrative work, 4. Creative experiential guidance, 5. Life guidance, 6. Subject teaching, 7. Self-development), learning agility (8. Self-awareness, 9. Growth orientation, 10. Flexible thinking, 11. Pursuit of reflection, 12. Behavioral change), organizational commitment (13. Emotional, 14. Continuous, 15. Normative), and transformational leadership (16. Leading change, 17. Creating a culture of respect for teachers, 18. Intellectual stimulation for professionalism).

Discussion

In this study, we examined the type of active job behaviors Gen Z elementary school teachers display and predictor variables that affect the types of active job behaviors among Gen Z. Based on the results, first, the active job behavior of Gen Z elementary school teachers is represented by four types: "ideal job performance type," "relational job performance type," "non-participatory job performance type," and "passive job performance type." This study is meaningful in that it confirmed the types of Gen Z elementary school teachers' active job behaviors, which were not covered in previous studies. As a result of analyzing Gen Z elementary school teachers, the subject of this study, most of them belong to a relatively positive active job behavior type, which means that Gen Z elementary school teachers are contributing to the educational field of school education. Teachers with highly active job behaviors voluntarily change their jobs and perform them for the betterment of the school, even if no compensation is given, which means that Gen Z elementary school teachers are contributing to the educational field of school education.

However, there is a passive group among Gen Z elementary school teachers. The passive job performance type exhibits the lowest overall level of active job behaviors compared to the other clusters. O.-J. Kim (2018) reported that a group of

passive teachers who do not get along well with other colleagues and are disinterested in their work further isolate themselves, negatively impacting themselves and the organization as a whole. Therefore, it is necessary to identify their interests and needs and prepare interventions that can lead to more active job behaviors. For example, the principal may offer them peer or clinical supervision opportunities. It's also important to create a positive school climate that fosters collaboration.

Second, the teacher efficacy, learning agility, organizational commitment, and principals' transformational leadership of Gen Z elementary school teachers influence the group type of their active job behavior. In particular, the pursuit of reflection among the sub-variables of learning agility and emotional commitment among the sub-variables of organizational commitment have a great influence on the active job behavior type of Gen Z elementary school teachers. S. M. Kim and Hong (2022) found that higher learning agility is associated with higher organizational citizenship behaviors, and Ahn et al. (2021) also identified that learning agility has a positive effect on job crafting. Conditions must be prepared for elementary school teachers of Gen Z to receive feedback and reflect on their work and actions. In addition, it is necessary to create conditions for Gen Z elementary school teachers to actively participate in school events and curriculum establishment so that they can have affection for school organizations. In order to improve the level of active job behavior of elementary school teachers of Gen Z, measures to increase teacher efficacy, learning agility, and organizational commitment should be prepared. This is consistent with Ahmad and Jameel's (2020) findings that principals' transformational leadership influences organizational citizenship behaviors. Therefore, the principal's transformational leadership affects the active job behaviors of Gen Z elementary school teachers, so an institutional environment should be created for principals to exercise transformational leadership. While Gen Z elementary school teachers in South Korea are generally performing active job behaviors, some are not. In summary, to improve the active job behaviors of Gen Z elementary school teachers, it is crucial to prioritize teacher self-efficacy, foster a culture of learning agility, and promote principals' transformational leadership.

Conclusion

Based on the results, the following conclusions are derived. First, to improve relationships among Gen Z elementary school teachers, policy support measures at the metropolitan and provincial levels are necessary. Since these groups have significantly lower relationships with other members, programs such as 1:1 mentoring program with senior teachers and active support for individual and group counseling should be developed and operated to improve interaction and relationships with members of the same organization. Second, to improve the efficacy of Gen Z elementary school teachers, policy support measures are necessary at the metropolitan and provincial levels. For Gen Z elementary teachers to have confidence in subject guidance, the unit school level should support class consulting through the master teacher. Teacher training is mainly led by the Office of Education, and the effect of training is evaluated only in quantitative aspects such as the number of participants and satisfaction (K. W. Chang & Ko, 2019). Finally, transformational leadership by principals can increase the active job behavior of Gen Z elementary teachers, so they should actively exercise transformational leadership within their school organizations. Principals need to present Gen Z elementary teachers with a vision of their school's potential and future, and facilitate change so that teachers are on board to achieve that vision.

Recommendations

Based on these findings, we would like to make the following suggestions for practitioners and future research. It might also consider having a Gen Z teacher and a senior teacher co-teach a class to reduce the teaching and administrative workload. In unit schools, efforts should be made to create an atmosphere in which members respect, communicate, and cooperate with each other so that Gen Z elementary school teachers can enjoy a sense of belonging and pride. For Generation Z teachers, unit schools should support classroom consulting through lead teachers.

This study collected a sample of Gen Z elementary teachers working in elementary schools across the country. However, there are limitations in generalizing to all Gen Z elementary school teachers because the sample size is uneven across regions and some Gen Z ages have relatively high sample sizes. Therefore, it is necessary to select a more representative sample of the population to conduct future research.

Limitations

This is a cross-sectional study that categorizes the proactive work behavioral styles of Generation Z elementary school teachers. It is possible that the proactive work behavior of Generation Z elementary school teachers may change over time. Future research should consider longitudinal studies to examine the changes over time in the variables that influence group categorization.

Authorship Contribution Statement

Lee: Conceptualization, design, data acquisition, analysis, and writing. Jun: Reviewing, supervision, and final approval.

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