Demonstration of Teacher Citizenship Behavior (TCB) by School Librarians Through Work and Volunteer Service

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Abstract
This paper applies an educator-focused theory of professional behavior to the work of school librarians. The goal was to understand the motivations and dispositions of librarians who choose to perform extra-role work behaviors. The researchers conducted semi-structured interviews with eight school librarians who actively volunteered with either a regional professional organization or a young adult literature festival. Findings emphasized the reciprocal relationship between participants' emotional connectedness to the school community with their tendency to voluntarily assist and innovate for the well-being of the organization. Implications include the need for greater mentorship of pre-service librarians as well as additional networking opportunities for practitioners.

Introduction
Background
At its core, this paper seeks to answer two questions fundamental to the profession of school librarianship: what makes an exemplary school librarian, and how can this behavior be encouraged? These are not simple questions, as it requires one to begin by determining an average work performance before making an estimation as to what constitutes exemplary conduct. Quantifying the work of school librarians is difficult because exact job duties are typically at the discretion of principals, and there are often significant differences in opinion among school personnel regarding the librarian's role (Church, 2008, 2010). Although professional and state/locality standards give some general guidelines as to the school librarian's role, it is a challenge for the workplace to quantify every task that the librarian must complete as part of their job. Perhaps most problematic, however, is for all involved to specify the behaviors or dispositions that a school librarian should exhibit on the job.

Because precise job duties can vary by location, this paper will instead focus on the specific workplace behaviors that encourage a positive school environment. When school librarians demonstrate commendable professional dispositions on the job, including but not limited to helpfulness and upbeat attitudes, all benefit through an enhanced school environment. Through a better understanding of the

factors that stimulate exemplary professional dispositions, we may be able to cultivate these behaviors in our library school students as well as practitioners.

For the purposes of this study, we chose to examine a group of school librarians we define as exemplary due to their voluntary performance of behaviors that benefit their schools (and even their profession) but are outside of the stipulated requirements of their jobs. Organ (1988, p. 4) referred to these behaviors as Organizational Citizenship Behaviors (OCBs), and maintained that such actions were "discretionary, [meaning] that the behavior is not an enforceable requirement of the role or the job description… the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable." Examples of OCBs performed by school librarians would include such things as keeping up with new developments in the profession or staying late to help a student or colleague. In both of these examples, the organization (here, the school) benefits by the librarian's voluntary actions. Although Organ developed his theory primarily for the business world, Elkins (2015) directly applied the OCB theory to school librarianship.

This paper will build upon Elkins' prior research by applying the OCB theory to the work of practicing school librarians, a task that Elkins recommended for future study. Furthermore, this paper will integrate the complementary work of Somech and Oplatka who expanded the OCB theory to account for the specific emotion-focused behaviors prevalent in education.

Literature Review
Many researchers who study personnel management have sought to understand the motivations of those who demonstrate exemplary job performance through a willingness to complete tasks outside of their defined work responsibilities. Nowell, Izod, Ngaruiya, and Boyd (2016) described two interconnected motivational constructs correlated to the likelihood of workers voluntarily performing an elevated level of workplace functionality through assumption of collaborative leadership roles: these constructs are public service motivation (PSM) and psychological sense of community responsibility (SOC-R). PSM emphasizes one's interest in caring about the needs of others but has a "specific focus on public service and making a difference in society" (Wright, Christensen, & Pandey, 2013, p. 215). SOC-R refers to one's "feelings of duty and obligation to take action" to help others without any requirement for personal gain (Nowell et al., 2016, p. 665). Nowell et al. found a positive significant relationship between the two variables in that as a person's SOC-R increased, so did their PSM. This finding is important as it demonstrates the interconnected relationship between these two motivators, and explains some of the special factors affecting those who choose a career in public service. Brewer (2003) similarly found that public service employees scored significantly higher on a measure of social altruism, indicating that these workers are more service and/or community-engaged than other types of employees. Wright and Pandey (2008) found a mediating factor, however, in that the relationship between PSM and job satisfaction depended on the extent to which a worker believed that the organization shared their same values.

Understanding the motivations of those who choose to exhibit extra-role behavior is important in that it illuminates the propensity of these individuals to be drawn toward public service work; it also demonstrates that the work environment can sustain this mentality. The next area of consideration is to look at the professional dispositions of those who demonstrate this exemplary work behavior. There are several methods of categorizing these desired professional dispositions. Bush and Jones (2010, 2011) completed extensive research in the field of school librarianship to develop a theory of professional dispositions demonstrated by exemplary school librarians. They utilized the Delphi method by which they consulted a set of identified experts in the profession to reach a consensus. Their list of preferred

dispositions co-mingled professional competencies (such as literacy, teaching, and professionalism) with personal attributes (such as empathy, creativity, and ethical behavior). Bush and Jones indicated that their future research needed to consult actual school librarians who could describe their ideal professional dispositions.

A different approach to understanding the desired professional dispositions within the school librarian profession was initiated by Elkins. Elkins (2015) first applied the management theory of Organizational Citizenship Behavior (OCB) to school librarianship in his attempt to understand the voluntary extra-role behaviors demonstrated by some school librarians. OCB was termed the "good soldier syndrome" by its creator Dennis Organ and referred to voluntary work behaviors outside of defined job functions that improved the organization (Organ, 1988). He identified ten distinct OCBs including courtesy, helping, loyalty, and peacemaking. Organ emphasized that in performing these extra-role behaviors, the employee improved the effectiveness of the organization. OCB was characterized as variable because some individuals demonstrate OCBs more frequently than do others. In all, Organ's approach to professional dispositions was in contrast to the approach taken by Bush and Jones, as he emphasized the attitudes that employees bring into their work rather than their workplace skills or competencies. Elkins' research built upon Organ's work by connecting it to school librarianship; his work also reinforced that of Wright and Pandey (2008) through its assertion that morale and job satisfaction are strongly related to an individual's likelihood of performing OCBs.

Like Elkins, Somech & Oplatka (2015) also saw the potential of Organ's OCB theory to categorize the work of educators. They extended the OCB theory by developing an educator-focused approach called Teacher Citizenship Behavior (TCB) theory. Their concept recognizes the contextual nature of the OCB model with its assertion that the school organization has inherent distinctions from other work places. In contrast to the OCB theory, the TCB theory recognizes two constructs in educator behavior: organizational citizenship behaviors (OCBs) which are voluntary proactive deeds that facilitate the school's instructional goals, and emotion-focused citizenship behaviors (ECBs) which are voluntary kindnesses demonstrated by educators that contribute to organizational harmony. By accounting for both voluntary deeds and kindnesses, this theory presents a fuller representation of the work of educators. Somech and Oplatka's model applies both ECBs and OCBs to three levels of educator interaction: the organization, team, and student levels. The organization level refers to the educator's school entity as well as the educator's administrators; this paper also uses the organization level to refer to volunteer organizations and the librarian profession. The team level refers to all of the educator's colleagues including teachers and paraprofessionals. In addition to these levels of interaction, the TCB theory also accounts for several moderating factors that affect the individual's willingness to perform extra-role behaviors.

Research Purpose and Research Questions
Prior research (Elkins, 2015) applied the management theory of Organizational Citizenship Behavior (OCB) to school librarianship in order to understand the motivations and behaviors of school librarians who voluntarily complete extra-role tasks. Additional research (Somech & Oplatka, 2015) examined the OCB theory through the lens of K-12 education to create a specialized Teacher Citizenship Behavior (TCB) theory.

This paper builds upon the literature in two ways: it connects the teacher-focused TCB theory to school librarians, and it applies this theory to the self-reported work of practicing school librarians. The authors sought to understand how a group of school librarians exhibiting extra-role behavior on-the-job and through their volunteer work demonstrated the behaviors and temperaments categorized by the TCB theory. It is hoped that by better understanding the attitudes and motivations of these exemplary school

librarians, we may also understand the conditions under which they cultivated and displayed these extra-role behaviors.

In conducting this study, the following research questions were examined:

(1) How do participants demonstrate ECBs and OCBs on the job and through volunteerism?
(2) Which moderators of the TCB theory were present among these individuals, and how did they affect participant ability to demonstrate ECBs and OCBs?

Methodology
Overview
The researchers utilized a phenomenological design whereby semi-structured interviews were conducted with eight school librarians. Creswell (2007, p. 60) states that a phenomenological design is appropriate when "it is important to understand several individuals' common or shared experience of a phenomenon." This research sought to understand school librarians' common experience of demonstration of OCBs and ECBs in the context of their work and volunteer experiences.

Participants
The study utilized a convenience sample of participants who were identified as exemplary school librarians based upon their active volunteer role in one or more local organizations related to librarianship: a popular young adult literacy conference and a state professional association for school librarians. Participants were also required to be employed as a K-12 public school librarian in the researchers' home state.

Of the ten librarians originally solicited for participation, eight agreed to participate in the study. The majority of these professionals (87%) had prior classroom teaching experience ranging from four to ten years, and most had previously taught English language arts. All participants were licensed as school librarians in the home state, but only 75% of participants held a master's degree in accordance with prior state standards. At this time, the home state requires a master's degree in order to be employed as a school librarian. All participants in the study were female.

Data Collection
Institutional Review Board (IRB) approval was obtained from the research team's institution prior to commencement of the study, and participants signed informed consent forms before their interviews. Participants were interviewed individually in a private meeting space. Each participant was asked the twelve questions listed in Appendix A. The interview questions were adapted from a 2013 study of recent nursing graduates (Cleary et al., 2013), a study which featured some overlap with the goals of this research in understanding the behaviors of workers who are in a people-centered "helping" profession. In all, the interview questions were designed to be open-ended and solicit participant responses regarding their training, working conditions and work environment.

Interviews were captured with the use of a digital voice recorder, and the conversations were later transcribed. The duration of the interviews ranged from 25 to 43 minutes. Typed transcription logs ranged from 8 to 15 single-spaced pages in length, and were coded and analyzed using NVivo qualitative data analysis software.

Data Analysis
Qualitative analysis of participant transcripts began with a coding scheme based upon Somech & Oplatka's TCB model (see Table 1). A set of primary codes was developed to reflect the three levels of

educator interaction for both ECBs and OCBs: toward organization, toward team, and toward students. The primary codes also included several moderators within the TCB theory. After reviewing the transcripts using the coding scheme, the scheme was refined to reflect additional (secondary) codes identified based upon themes present in the participants' conversation (see Table 2); further modifying factors were also added in response to the emerging themes.

The results of the coding produced 324 individually coded units gleaned from the eight participant interviews (see Table 3). Participant coded units ranged from a low of 27 (from Participant #3) to a high of 70 (Participant #7). Each unit represented a segment of text which addressed a specific theme from the coding scheme (Table 1 and Table 2), and in some cases the same unit reflected multiple themes. Coded data was validated through a process in which each researcher coded each of the interview transcripts and then compared results. During this validation process, some coded units were recoded to reflect a consensus in data interpretation.

Findings
The results of the data analysis indicate widespread completion of ECBs and OCBs by the participants (see Table 3). The largest area of extra-role behaviors was in the category of "Primary ECBs toward student" with 38 individually coded units, followed by "Primary OCBs toward student" and "Primary OCBs toward team" which each had 27 individually coded units. "Primary ECBs toward organization" closely followed with 23 individually coded units. These results indicate that the participants chiefly viewed their work as being student-centered and with an emphasis on the voluntary kindnesses and deeds that help students. Completion of extra-role deeds that benefit the team and organization were the next set of priorities for the participants.

In describing their work, it was clear that most participants found it difficult to separate their OCBs from their ECBs. Participants were motivated to perform their extra-work behaviors because they truly cared about the relationships forged with their students and colleagues. Participant #7 spoke enthusiastically about her experience in working with several of the other participants to start a regional young adult literature festival:

> That year of 20-25 extra hours a week on top of 60 hour work weeks at the library here was just insane. But every time I would talk to the kids about it, every time I would talk to someone about it, just that excitement and that buzz and the light that it brought to everyone in a conversation, I knew we were on the right track, we were doing the right thing.

It is worth noting that Participant #7 far exceeded the other study participants in number of ECBs (n = 10) and OCBs (n = 12) toward students (see Table 3). Participant #6, who also had a high number of ECBs and OCBs toward students, expressed her desire to help others:

> I feel this job is 100% about relationships, relationships with the students, and relationships with the teachers as well. You have to care about what they want and what they need. If you don't, you have no business being here because your job is to serve and support them.

> Most of the study's participants had prior classroom teacher experience before becoming school librarians. All of them saw this background as an asset in cultivating both the ECBs and OCBs needed to work effectively with students and colleagues. Participant #1 reflected on her career as follows:

> I don't know how one would survive as a school librarian without classroom experience…because coming from the classroom, one knows the curriculum and that is so critical to being part of the school team. That's what we hear over and over from our teachers, it's what

we hear in our [professional development], "Oh it's important for the librarians to be part of the school team. It's important to collaborate." If you have never been on the other side of the doors, metaphorically speaking, then I don't know how you would ever be part of the team.

This statement reiterates the duality of the school librarian's job in that strong knowledge and skills are required in order to contribute effectively to the school; these contributions also provide the librarian with the social capital to feel accepted by classroom teacher colleagues as an instructional equal. It is very likely that a perceived parity with one's colleagues contributes to one's readiness to perform OCBs and ECBs. Of the eight participants, Participant #1 demonstrated the second-highest level of ECBs toward her team and organization, and tied for second place in the number of OCBs exhibited toward her team and organization (see Table 3).

Conversely, the work environment sometimes dictated a negative level of collaboration (and therefore the demonstration of OCBs and ECBs) that was performed. Participant #2 discussed the problem of changing schools and adapting to the schedule mandated by her new administrator, a schedule which limited her collaborative engagements with classroom teachers:

That's one thing that I need to work on here, which has been hard to do: to restart what I had at my other school. It was just the culture at that other school over the years, they knew they could come to me to do these projects and to come up with ideas. It's been harder here, because I have to start all over at square one. The schedule is tougher to get people in for [collaborative] times.

Participant #2's experience was coded with a moderating factor of "Supervisor-subordinate relationship", one of the moderators identified by Somech and Oplatka, because the principal's scheduling had an effect on Participant #2's ability to provide OCBs and ECBs.

Participant #3 also discussed environmental factors that diminished her ability to provide OCBs and ECBs:

With my old co-librarian, who is like a mother figure to me…She was perceived as being the head librarian, even though they were co-positions. There was a perception that she was the head. That really bothered me. I let it bother me. I let it make me feel inferior, or took offense to things, when people wouldn't include me, or whatever. And so here, it is strange: [Her co-librarian] does not have more experience than I have, but …because he was here one year before me, he's sort of perceived as being the person people talk to first.

This segment was also coded with a moderator, this time a researcher-developed term of "Lack of respect" which seemed to impede Participant #3's ability to fully connect with her colleagues and deliver ECBs. It is important to note that Participants # 2 and 3 exhibited the fewest total number of ECBs of the study's participants.

A network was critical to participants both early in their careers and as mid-career professionals. Many of the participants spoke about the importance of connecting with other professionals at conferences and through their volunteer work. Additionally, a majority of participants reported having a mentor during the beginning years of their career who modeled both ECBs and OCBs to the participants. One comment from Participant 4 summed up the valuable ECB lessons learned early in her career from her mentor:

She was wonderful at when a student entered that library, she dropped whatever she was doing unless it was working with another student. Immediately they were the most important person in the room. I think she was that mentor for me that taught me what is the most important thing

about being a librarian. And it's that personal connection with your students first and foremost and the tasks of the library come after that.

Finally, trust was a frequently mentioned element of successful professional relationships, both with students and colleagues. Participant #1 said "I think my strongest skill as a human being is my ability to build relationships and that is definitely my most important skill as a librarian. I build relationships with my students. That ethos, they trust me." This statement illustrates how "trust" was characterized as an ECB, however a statement from Participant #7 demonstrates how "trust" as an ECB was inextricably tied into her OCBs:

> You have to read. Because the kids know if you don't read, and they don't trust [you] if you don't read. You can't ever form a good relationship, like a library relationship with them, without books being a huge part of that equation.

Discussion
This study has provided a preliminary understanding of the motivations of librarians choosing to complete extra-role behaviors. The findings demonstrate that the performance of proactive deeds (OCBs) and voluntary kindnesses (ECBs) are inextricably linked in the minds of our study's participants. When participants felt accepted by their classroom teacher colleagues as instructional equals, they were more likely to perform extra-role behaviors in support of their team and organization. Conversely, when participants perceived a lack of respect or were inhibited through their principal's management, fewer extra-role behaviors were performed. These findings reinforce previous research from Elkins (2015) as well as Wright and Pandey (2008). Trust was also an integral factor in school librarian professional relationships, and facilitated the completion of ECBs and OCBs across the three levels of interaction.

Another important finding was the importance of the mentor, particularly during the participants' training and/or early career. These mentors taught the participants valuable skills that assisted their later ability to perform OCBs. Perhaps more noteworthy, however, was the finding that these mentors modeled the student-centered emotional support behaviors which contributed to participants' later completion of ECBs. This finding is very important because it suggests two things: first, that empathy and emotional connectedness to students is not necessarily intuitive to early-career school librarians; and secondly, that these dispositions can be taught.

Limitations
This study is limited by its population, which was composed solely of librarians characterized as exemplary due to their participation in profession-based volunteer activities outside of their jobs. This group possibly contained individuals who are more highly motivated than the general population of school librarians, and therefore potentially more likely to demonstrate a higher than average level of ECBs and OCBs. In order to ascertain the range of extra-role behaviors among school librarians, additional research utilizing a broader composition of school librarians is required.

Implications and Conclusions
This research points to a perhaps undervalued aspect of school librarianship: the cultivation of ECBs and OCBs. The participants attributed much of their success on the job to the relationships they had cultivated with their students and colleagues. This perspective does not discount the value of strong training in the foundational tasks of school librarianship, such as knowledge of children's literature and instructional standards. The findings, however, do suggest that education of pre-service librarians should emphasize not just the skills of being an exemplary librarian, but also the heart. Some library science programs have already implemented curriculum changes to develop OCBs and ECBs within their students. Kimmel,

Howard & Ruzzi (2016) found that community service projects developed pre-service librarians' sense of empathy while simultaneously developing knowledge of job competencies.

Our results also reinforce the importance of continuing this modeling for early-career professionals. All of the participants mentioned a need for mentoring and/or a professional network. Participants who had benefited from a quality mentor fondly recalled their experiences, and participants who lacked a mentor in their early career described how they fulfilled this need through professional networks, continuing education, and volunteering in profession-affiliated organizations.

In all, school librarianship is a highly collaborative and people-focused profession. Applying the TCB theory to the work of practicing librarians has spotlighted the reciprocal relationship by which librarians who feel emotionally connected to their schools and colleagues will work harder, and in ways that are perhaps harder to quantify. Sustaining these professionals through mentoring and professional networking can pay dividends for both librarians and the schools they serve.

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Table 1. Coding Scheme: Primary Codes

Primary Codes	Examples
ECBs	
Toward organization	Demonstrating high levels of energy/excitement at work; exhibiting enjoyment at work; expressing positive affect during the workday.
Toward team	Supporting a colleague in distress; helping a colleague release tension; showing sympathy; making a colleague feel cared for.
Toward student	Making time for students' emotional support; showing love, sympathy; allowing student to vent; having a supportive conversation.
OCBs	
Toward organization	Organize social activities for the school; attend functions not required but help school's image; make innovative suggestions to improve the school.
Toward team	Volunteer for school committees; orient new teachers; work collaboratively; participate in teachers' meetings.
Toward student	Stay after school to help students; arrive early for class; acquire expertise in new subjects that contribute to my work.
Moderators	
Midcareer	Can be positive (occupational security results in feelings of stability and contentment) or negative (feelings of frustration, stagnation, burnout).
Teacher positive affect	Individual's natural disposition to be upbeat.
Supervisor/subordinate	Can be high-quality relationship (which facilitates TCBs) or low-quality relationship (punitive, stifling).
Lack of respect	Frustration exhibited by librarian as a result of negative interactions with peers, students, superiors.
Negatives on job	Complaints articulated by librarian.
Academic level differences	There are noticeable differences between elementary and secondary levels.

Table 2. Coding Scheme: Secondary Codes

Primary Codes	Secondary Codes	Description
ECBs		
	Gaining respect	Feelings of empowerment exhibited by librarian as a result of positive interactions with peers, students, superiors.
	Making a difference	Work is meaningful and sustaining.
	Servant leadership	Love to read, want to inspire kids to read. Leadership is service.
	Creativity	Able to express one's creativity through work.
	Trust	Serving as a resource to students, colleagues.
	Mentorship	Having a mentor who models ECB behavior.
	Librarian network	Emotional support offered by professional network, both at school and outside of school (ex. professional orgs).
OCBs		
	Learn on the job	Via interactions with colleagues, professional development.
	Life-long learners	Demonstrated commitment to continued learning.
	Prior classroom teaching	This was a quality valued by some librarians.
	Mentorship	Need for mentors, as well as performing mentoring, to teach job skills.
	Librarian network	Job skills support offered by professional network, both at school and outside of school (ex. professional orgs).

Table 3. Coding Results

	Participant number:		1	2	3	4	5	6	7	8		Total:
Primary ECBs	Toward organization		4	0	2	4	3	2	5	3		23
	Toward team		2	0	1	1	1	2	2	2		11
	Toward student		4	3	2	7	3	6	10	3		38
Primary OCBs	Toward organization		3	3	0	5	2	2	3	0		18
	Toward team		4	2	3	4	5	4	4	1		27
	Toward student		0	2	2	4	2	4	12	1		27
Moderators	Midcareer		1	1	2	2	1	1	1	2		11
	Teacher positive affect		3	1	0	4	0	5	4	6		23
	Teacher negative affect		0	5	0	0	0	0	0	0		5
	Pos. supervisor/subordinate		1	1	2	2	2	3	4	1		16
	Neg. supervisor/subordinate		0	1	0	0	0	0	0	0		1
	Lack of respect		0	0	2	0	0	0	0	0		2
	Negatives on job		1	2	4	0	0	0	3	1		11
	Academic level differences		0	0	0	0	5	5	1	0		11
Secondary ECBs	Gaining respect		3	2	0	0	2	2	1	1		11
	Making a difference		1	1	0	1	1	0	3	1		8
	Servant leadership		0	0	0	2	0	1	4	0		7
	Creativity		2	1	0	1	0	1	0	1		6
	Trust		2	0	0	0	0	0	4	0		6

	Mentorship		1	0	1	1	1	3	2	1		10
	Librarian network		1	1	2	1	1	1	1	0		8
Secondary OCBs	Learn on the job		0	3	0	1	0	2	0	1		7
	Life-long learners		0	1	0	0	0	1	1	3		6
	Prior classroom experience		2	0	1	1	2	2	0	1		9
	Mentorship		1	0	1	2	2	0	1	0		7
	Librarian network		1	2	2	2	3	0	4	1		15
	Total:		37	32	27	45	36	47	70	30		324

Appendix A. Interview Questions

1. What led you to choose school librarianship as a career?

2. What skills and qualities do you bring to librarianship?

3. Can you tell me a story about a time in your career as a school librarian when something happened that went very well?

4. Can you tell me a story about a time in your career as a school librarian when something happened that did not go as well as you would have liked?

5. How were you supported as a new school librarian on the job, in order to gain the knowledge, skills, and attitudes required to move from a novice to a more advanced librarian?

6. How well did your MLS program prepare you for your career?

7. Can you tell me a story about a time in your education when you had a role model that you valued?

8. What qualities do you value in a librarian role model?

9. Do you have any leaders in your workplace who contribute to a positive and affirmative work environment? Is so, what is their role and how do they create a positive work environment?

10. What advice would you give to a new MLS graduate who is about to begin working as a school librarian?

11. What is the thing that you have been the most proud of as a librarian?

12. Do you consider yourself to be a lifelong learner, and if so, how?

BIOGRAPHICAL NOTE

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