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# Application of the Teacher Citizenship Behavior (TCB) Theory to the Extra-Role Work of School Librarians

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*Teacher Citizenship Behavior (TCB) theory categorizes and explains the extra-role professional behaviors of teachers. Although extensive prior research has sought to understand the professional dispositions of school librarians, limited inquiry exists which has extended the TCB theory to the work of school librarians. In this case study, researchers interviewed eight school librarians who actively volunteered with either a regional professional organization or young adult literature festival. Using a coding structure based upon the TCB theory, participant comments were examined for the presence of voluntary deeds and/or kindnesses exhibited during their work. Findings emphasized a relationship whereby participants' emotional connectedness to their school communities influenced their likelihood to perform behaviors in support of their organization but outside their specified job requirements. Implications include the need for greater mentorship of pre-service librarians as well as additional networking and professional development opportunities for practitioners.*

## Introduction

With the 2018 publication of the American Association of School Librarians' *National School Library Standards*, there has perhaps never been a better time to examine the professional behaviors and mindset of the school librarian. Although the *Standards* address many specific duties performed by librarians, they also affirm the importance of the positive workplace behaviors demonstrated by effective school librarians. Specific recommended dispositions listed within the Shared Foundations are: a willingness to grow one's skills through self-reflection and professional development; fostering inclusion and celebrating diversity; and collaborating with fellow educators (AASL, 2018, p. 148-149). In citing these competencies, there is an implicit charge by the *Standards* that school librarians should possess an underlying professional mindset of collegiality and openness in order to facilitate the completion of these tasks. This observation is reiterated in Appendix C5 of the *Standards* in which the AASL's position statement entitled Role of the School Library Program includes the following: "In addition, the school librarian possesses dispositions that encourage broad and deep exploration of ideas and responsible use of information technologies. These attributes add value to the school community" (AASL, 2018, p. 228).

The latest professional standards recognize not only specific workplace activities but also professional behaviors as beneficial to the school environment. Such a perspective presents a problem for school administrators as well as university educators of school librarians, however, in that it is far easier to mandate specific job duties of effective school librarians than compel desired

professional behaviors. For example, practices such as exhibiting teamwork with colleagues, or providing an emotionally supportive conversation to a distraught student, cannot be required; school librarians must choose to demonstrate these actions. Many factors can impact the school librarian's ability, interest, or awareness in performing these voluntary kindnesses (Latham, Gross, & Witte, 2013; Montiel-Overall & Hernandez, 2012; Reed & Albakry, 2017). One possible solution is to categorize and understand the optimal dispositions of school librarians so that coursework and/or professional development can encourage the proliferation of these behaviors.

There are several methods of identifying these desired workplace behaviors. Bush and Jones (2010, 2011) completed 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 attributes co-mingled professional competencies (such as literacy, teaching, and professionalism) with behaviors (such as empathy, creativity, and ethical conduct). The authors noted one limitation of their research was the need for input from practicing school librarians regarding their ideal professional dispositions.

This paper seeks to add to the body of scholarship in this area by examining the professional experiences of practitioners; it also incorporates research from several disciplines, including business. At its core, it will attempt to answer two questions fundamental to the profession of school librarianship: what makes an exemplary school librarian, and how can this behavior be encouraged? The practitioners interviewed for this study were chosen from a convenience sample of school librarians deemed exemplary due to their voluntary performance of behaviors that benefit their students, colleagues, and even their profession, yet are outside of the stipulated requirements of their jobs. Organ (1988, p. 4) labeled such actions as Organizational Citizenship Behaviors (OCBs), describing them as "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." Elkins (2015) found many direct connections of Organ's business-centered theory to the work of school librarians. Elkins illustrated the manner by which school librarians might demonstrate OCBs, for example through efforts such as presenting the school in a positive manner to outside stakeholders or engaging in professional development. In each of these scenarios, the school environment ultimately benefits from the voluntary actions of the librarian.

This paper will build upon Elkins' (2015) 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 motivations and behaviors prevalent among educators.

### ***Research Purpose and Research Questions***

This paper builds specifically upon the prior work of Elkins (2015), as well as Somech and Oplatka, in two ways: it connects the teacher-focused TCB theory to the work of school librarians, and it utilizes the self-described work of practicing school librarians to make this connection. The authors interviewed a group of eight school librarians who demonstrated extra-role voluntary behaviors in their workplaces as well as through volunteer work directly related to librarianship. These interviews were analyzed to find evidence of behaviors and temperaments categorized by the TCB theory. The researchers hoped that by listening to the motivations of these exemplary school librarians, an understanding of the conditions under which the librarians cultivated and displayed

the extra-role behaviors might emerge. 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?

## Literature Review

The discipline of business has much to contribute to this inquiry, as subfields such as personnel management and leadership have long sought to understand the motivation of workers. One particular area of interest is the study of exemplary workers who choose to complete tasks outside of their defined job duties. In studying public sector employees with this attribute, Nowell, Izod, Ngaruiya, and Boyd (2016) defined a relationship between two distinct but interconnected motivational constructs: public service motivation (PSM) and psychological sense of community responsibility (SOC-R). PSM describes one's altruistic concern with the needs of others, but with "a specific focus on public service and making a difference in society" (Wright, Christensen, & Pandey, 2013, p. 215). SOC-R emphasizes one's "feelings of duty and obligation to take action" to help others without a need for personal gain (Nowell et al., 2016, p. 665). Nowell et al. (2016) found a positive significant relationship between the two variables in that as the public sector worker's feelings of duty and obligation (SOC-R) increased, so did their altruistic need to help others (PSM). This finding demonstrates the manner by which emotional connection to their work and possibly workplace can motivate public service employees to go beyond the confines of their specified job duties. Wright and Pandey (2008) found that the relationship between PSM and job satisfaction was mediated by the worker's belief that their organization shared their same values; this finding suggests that there is a relationship between the conditions of one's work environment and one's willingness to help others.

As previously mentioned, the work of Dennis Organ was a strong contribution to the business world's understanding of employee motivation; his particular interest was in understanding why some workers go above and beyond the specified duties of their job descriptions. Organ (1988) called this the "good soldier syndrome", and developed the theory of Organizational Citizenship Behavior (OCB) to categorize the types of voluntary extra-role behaviors expressed by motivated employees. He identified ten distinct OCBs such as courtesy, helping, loyalty, and peacemaking. Organ emphasized that in performing these extra-role behaviors, the employee improved the effectiveness of the organization. He characterized OCB as being variable because some individuals demonstrated OCBs more frequently than did others.

Although many researchers within school librarianship have sought to discern the professional dispositions of exemplary librarians, Elkins (2015) applied OCB theory to library and information studies (LIS). Although Elkins (2015) found many direct links between the OCB theory and the work of school librarians, Elkins also acknowledged the barrier of low morale resulting from workplace factors that may inhibit librarians from demonstrating OCBs. This finding supports Wright and Pandey (2008) who also found that environmental factors of the workplace can impede public service worker likelihood of performing extra-role behaviors.

Like Elkins, Somech and Oplatka (2015) also saw the potential of Organ's OCB theory to explain the extra-role work of many K-12 educators; they asserted, however, that the school organization has inherent distinctions from other work places such as businesses. Their solution was to broaden the OCB theory with an educator-focused approach recognizing two different 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 performed by educators. Somech and Oplatka's (2015) extended version of the OCB theory was called the Teacher Citizenship Behavior (TCB) theory. Beyond its dual constructs of OCBs and ECBs, another strength of the TCB theory was its application of the two constructs across three levels of educator interaction: the organization, team, and student levels. The organization level refers to the educator's school workplace 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. For the purposes of this research, the student level refers to all children with whom the librarian interacts in a professional capacity: for example, students at the librarian's workplace as well as students encountered through volunteer work. In addition to these three levels of interaction, the TCB theory also accounts for several moderating factors that affect the individual's willingness to perform extra-role behaviors. In all, while the TCB theory has been utilized in research regarding the professional interactions of teachers and administrators (Mahoney, 2017), it has never previously been applied to the work of practicing school librarians.

## Methodology

The study followed a phenomenological design in collecting and analyzing the data produced by the participant interviews. 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. Semi-structured interviews were conducted with eight school librarians, all of whom worked throughout the same state located in the southeastern United States.

## Participants

A convenience sample was utilized in which prospective participants were solicited for the study based upon their active volunteer role in one or more local organizations related to librarianship. These groups included a popular regional young adult literacy conference as well as a state professional association for school librarians. This volunteer work was not mandated by the participants' employers, but was instead performed solely out of participant interest in performing service to others. The demonstration of volunteerism by participants was a tool used by the researchers to identify a pool of highly motivated professionals. Prospective participants were also required to be currently employed as a K-12 public school librarian in the researchers' home state.

Of the 10 librarians who were originally approached, eight agreed to take part in the study. The majority of these librarians ( $n=6$ ) were employed in suburban schools serving a county population of more than 300,000 residents; the other two librarians served rural school counties of fewer than 15,000 residents. Nearly all of the participants ( $n=7$ ) worked in secondary schools (ages 11-18), with only one participant working at the elementary school level (ages 5-10). The majority of these practitioners ( $n=7$ ) had prior classroom teaching experience ranging from four to 10 years. For those with prior classroom teaching experience, the most commonly taught subject was English language arts, followed by foreign language and science. All participants were currently licensed as school librarians in the home state. Two of the participants were licensed under earlier state requirements during which a Bachelor's degree was the terminal degree. At this time, the home state requires a Master's degree in order to be employed as a school librarian, and the majority of participants ( $n=6$ ) met this requirement. All participants in the study were female.

## Data Collection

Interviews were conducted individually at the participants' convenience, and each participant was asked the twelve questions listed in Appendix A. These interview questions were adapted from a 2013 study of recent nursing graduates (Cleary et al., 2013) and were selected due to the study's similar goal of understanding the motivations of public sector employees. The interview questions for this study were intentionally open-ended and designed to prompt unobstructed participant conversations regarding their training and work environment.

A digital voice recorder was used to capture interviews for later transcription. Interview durations ranged from 25 to 43 minutes. Transcription logs were thematically coded and analyzed using the NVivo qualitative data analysis software.

## Data Analysis

Analysis of participant interviews required a coding scheme based upon Somech and Oplatka's (2015) TCB theory, as shown in Table 1.

**Table 1. Primary Codes in Coding Scheme**

Primary Codes	Examples
<b>ECBs</b>	
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.
<b>OCBs</b>	
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.
<b>Moderators</b>	
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	Noticeable differences between elementary and secondary levels.

The coding scheme was initially developed with a set of primary codes based upon the three levels of educator interaction and were applied to both ECBs and OCBs; several moderators identified within the TCB theory were also included in the scheme. The coding scheme included examples of each term to aid in consistency of coding between researchers.

Several additional steps were taken to promote accuracy and reliability of data analysis. Before initial analysis of participant interviews, the researchers corrected the interview transcripts for simple mistakes made during transcription. During this correction process, the researchers also

anonymized the transcripts, removing such personally-identifying information as participants' names and workplaces. Using the corrected transcripts as well as the initial coding scheme, the researchers began coding the transcripts for the primary codes; however, each researcher also developed a set of secondary codes in response to additional emerging themes found during this process. At the end of this iteration of coding, the researchers came together for a process of intercoder agreement (Creswell, 2009) during which the naming and definition of each secondary code was standardized. These secondary codes, as depicted in Table 2, were grouped under the relevant general heading of ECB or OCB based upon researcher consensus, but were not broken out further by the three levels of educator interaction due to their low number of occurrences. Additional moderators were also added to the list of Somech and Oplatka's (2015) moderators in Table 1.

**Table 2. Secondary Codes in Coding Scheme**

Primary Codes	Secondary Codes	Description
ECB	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).
OCB	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 (e.g., professional organizations).

The transcripts from the participant interviews were analyzed by both researchers and checked for a general consensus in their application of the codes. At this point, the researchers utilized a validation strategy in implementing an external auditor (Creswell, 2009) to review the manuscript as well as a selection of the anonymized transcripts; this process was intended to provide an objective perspective on the project. A limitation of this validation, however, was that the external auditor could not devote the time required to go through the entirety of the transcripts, but instead reviewed a sample.

## Results

Overall, the results of the data analysis indicated that the participants completed a range of ECBs and OCBs across the three levels of inquiry, as shown in Table 3. The largest number 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 the priority that participants placed on assisting students through voluntary deeds and kindnesses. Although helping others at the team and organization levels was also important, it was clear that the participants exhibited a student-centered preference in their work.

When describing their work in their own words, most participants seemed to have difficulty in separating their OCBs from their ECBs. Although all performed a common baseline of job duties, the participants were motivated to transcend these tasks with extra-work behaviors due to their strong emotional connections to their students and colleagues. One such example was Participant #7, who 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.*

This passion for one's work, due to its positive impact on students and colleagues, was a common theme among participants.

This work resulted in one unanimous set of coded transcripts, from which 324 individually coded units were gleaned from the eight participants summarized in Table 3.

**Table 3. Behavior Coding Results for All Participants (N=8)**

Behavior	Code	Participant								Total
		1	2	3	4	5	6	7	8	
Primary ECB	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 OCB	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 ECB	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 OCB	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

Each unit represented a segment of text that addressed a specific theme from the coding schemes illustrated in Table 1 and Table 2. In some cases, the same unit reflected multiple themes. In addition to totaling codes across themes to see collective patterns of the participants by theme, this analysis also allowed the researchers to understand total the OCBs and ECBs presented by each individual participant; Table 3 depicts both totals. Participant coded units ranged from a low of 27 (from Participant #3) to a high of 70 (Participant #7). Participant #7 far exceeded the other study participants in number of ECBs ( $n = 10$ ) and OCBs ( $n = 12$ ) demonstrated toward students, as Table 3 shows.

Participant #6, who also showed 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.*

The majority of the study's participants had prior classroom teacher experience before becoming school librarians. All of these practitioners viewed the experience as beneficial 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 points out a tough reality for many school librarians in that it can be difficult to earn the initial respect of one's colleagues. When school librarians perceived that they were treated with parity by their classroom teacher colleagues, they were more likely to feel comfortable in performing OCBs and ECBs toward their coworkers. Participant #1's quote suggests that the job knowledge to perform deeds may be a prerequisite to performing the emotion-based acts of kindness, in that mutual respect is foundational to the professional relationship. Of note, 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, as shown in Table 3.

Conversely, the work environment sometimes presented barriers to collaboration and reduced the number of OCBs and ECBs that were performed. Participant #2 described the problem she encountered of changing schools and adapting to the schedule set by her new administrator; this schedule severely limited her collaborative teaching with classroom instructors:

*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.

Like Participant #2, Participant #3 also experienced a barrier to collaboration due to a workplace environmental factor:

*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 current 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 coded with a researcher-developed moderator of "Lack of respect", a factor that seemed to impede Participant #3's ability to fully bond with her colleagues to delivery extra-role behaviors. It is important to note that Participants #2 and 3 demonstrated the fewest total number of ECBs of the study's participants.



An additional theme present in the participant interviews was the importance of a professional network, both at the beginning of one's career as well as later in mid-career. Many of the participants spoke of the importance in meeting other practitioners at conferences and through their volunteer work. Additionally, a majority of participants described having a mentor during their early years of their career who modeled both ECBs and OCBs. One comment from Participant #4 summed up the valuable ECB lessons learned 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.*

This quote demonstrates the power school librarians wield in creating an emotionally supportive environment through the library, particularly for the students who enter.

Finally, trust was a frequently mentioned component of successful relationships with both 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." Although this quote illustrates how the concept of trust was characterized as an ECB, a statement from Participant #7 demonstrates how "trust" as an ECB was solidly 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

Building upon prior research, this study has provided a preliminary understanding of the motivations of school librarians who choose to perform extra-role behaviors. The findings show that the performance of proactive deeds (OCBs) and voluntary kindnesses (ECBs) were inextricably linked in the minds of this study's participants. By categorizing participants' descriptions of their work, clear patterns of behavior began to emerge. This study's participants were highly student-centered in their work, demonstrating a passion for their occupation while providing emotionally supportive behaviors to their students. Several interesting things emerged when examining professional relationships at the team and organization levels, however. Many librarians discussed work environment factors such as parity with colleagues and perceptions of respect; these factors played a vital role in their demonstration of OCBs and ECBs. When participants felt accepted by their classroom teacher colleagues as instructional equals, they were more likely to perform extra-role behaviors in support of the team and/or organization. Conversely, when participants perceived a lack of respect or were hindered through their principal's management, fewer extra-role behaviors were performed. These findings reinforce previous research regarding employee motivations within librarianship (Elkins, 2015), as well as business researchers (Nowell et al., 2016; Wright & Pandey, 2008). Across all three levels of educator interaction, trust was also an essential factor in the performance of ECBs and OCBs by school librarians.

Other important findings were with regard to participants' early career experiences in having a mentor. Mentors were very useful in teaching participants the skills of the trade, competencies that later facilitated the completion of OCBs. Although skills training is vital to career success, perhaps more noteworthy was the finding that these mentors modeled the student-centered emotional support behaviors (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***

A primary limitation of this study was its population, which was a convenience sampling of school librarians deemed exemplary due solely to their participation in profession-based volunteer activities outside of their jobs. It is possible that this group contained individuals who naturally demonstrate higher levels of motivation (and therefore potentially a greater than average level of ECBs and OCBs) than the general population of school librarians. Further limitations with this population include the small sample size as well as predominance of secondary school librarians. In order to ascertain a fuller range of extra-role behaviors among school librarians, additional research utilizing a broader composition of school librarians is recommended.

## **Conclusion**

### ***Implications***

The participants attributed much of their success on the job to the relationships they had cultivated with their students and colleagues. While relationships with students seemed predicated on a mutual level of trust, relationships with colleagues were clearly more complex. Respect and feelings of parity were a necessity in order for librarians to demonstrate ECBs and OCBs freely to their colleagues. The quickest way to gain respect seemed to be through prior classroom teaching experience, however this is not possible for all librarians; furthermore, this is not a requirement for employment as a school librarian in many locales. How can school librarians without prior classroom teaching experience bridge this gap? This is a question for both educators of school librarians as well as school administrators. University educators can integrate significant lesson planning experience into the curriculum and place a stronger emphasis on collaborative teaching strategies in order to facilitate greater content knowledge.

Ultimately, however, this gap will need to be addressed by school administrators who largely set the tone of their schools. When administrators are cognizant of the possible perception of lack of parity between school librarians and classroom teachers, much can be done to facilitate collaborative time between these groups. Administrators can mandate the inclusion of school librarians in classroom teacher departmental planning meetings to encourage collaborative lesson planning. Administrators can work with their librarians to create a schedule that accommodates the teaching of these collaborative lessons. Simply publicly acknowledging the school librarian's role as an instructional partner can also go a long way toward establishing this perception among classroom teachers. Although all of these suggestions may seem like common sense, research suggests that some administrators lack this awareness (O'Neal, 2004); therefore, the need for advocacy and self-promotion to one's administrator must be an ongoing responsibility of the school librarian.

### ***Conclusions***

This research points to a perhaps undervalued aspect of school librarianship: the significance of emotional connectedness to one's students, team, and organization. Although a strong training in the foundational tasks of school librarianship such as knowledge of children's literature and

instructional standards is required for success in the profession, this research indicates that exemplary librarians possess far more than content knowledge. Our findings suggest that the training of pre-service school librarians should emphasize not just the skills of librarianship, but also the heart. Some library science programs have already implemented curriculum changes to develop OCBs and ECBs within their students. Kimmel, Howard and Ruzzi (2016) found that community service projects developed pre-service librarians' sense of empathy while simultaneously developing knowledge of job competencies.

While service projects may be a good solution for some library science programs, our results also reinforce the need for mentoring in the early years of one's career. Mentoring could take place during the degree program through student practicums or later once graduates have received job placement. Our study's participants who benefitted from a quality mentor fondly recalled their experiences, and participants who lacked a mentor described how they fulfilled this need through professional networks, continuing education, and volunteering within profession-affiliated organizations. There are many options for practitioners at all stages of their career, and it is highly probable that these relationships encouraged the demonstration of OCBs and ECBs on the job.

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.

## Notes

This paper is based upon research originally presented at the 2019 annual conference of the International Association of School Librarianship (IASL), Dubrovnik Croatia. Paper portions reprinted with permission.

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**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? If 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?