

**“The final publication is
available at link.springer.com”.**
DOI: 10.1007/978-3-319-52162-6_61

Librarians as Educators: Affective Dimensions Experienced in Teaching

Vincas Grigas¹, Roma Fedosejevaitė¹, Anna Mierzecka²

¹Vilnius University, Vilnius, Lithuania
{vincas.grigas, roma.fedosejevaite}@mb.vu.lt

²University of Warsaw, Warsaw, Poland
anna.mierzecka@uw.edu.pl

Abstract. The objective of the research is to enhance knowledge regarding librarians’ emotions experienced while teaching, as a component of a librarian as an educator identity. Affective dimensions of teaching were researched in academic libraries of Lithuania and Poland. Data for this study were gathered using Computer-assisted web interviewing (CAWI) technique. Affective dimensions experienced while teaching were explored through the semantic differential technique. The most obvious finding to emerge from this study is that librarians as educators have more positive than negative emotions about their teaching. Librarians feel that their teaching is being consistent and they have a positive attitude toward teaching, but it requires a significant effort. The largest deviation of the results was seen when talking about feelings of tiredness during the teaching process and the difficulty of teaching role. For better insight the analysis was carried out comparing results from Lithuania and Poland as well as linking emotions with job meaningfulness.

Keywords: Affective dimensions, librarian as educator, academic library.

1 Introduction

Librarians as educators are still being marginalised in the university community – they are neither “real” librarians, nor “real” faculty members [1–3]. Strong effect on librarians’ perception of being educators has various kinds of stereotypes formed about teaching librarians [4–6]. As the result, educational duties could cause negative emotions of librarians as educators regarding their teaching and, as a matter of fact, it could lead to lower proficiency. Evidence suggests that librarians’ emotions about their teaching were among the most important factors for improving their proficiency [7–10]. This suggests a need to analyse librarians as educators’ affective dimensions in order to understand how they perceive the role of teachers, what they like and dislike about it, their perception of themselves as teaching librarians so that to get a wider picture on how do teaching librarians evaluate their teaching related emotions.

The objective of the research is to enhance knowledge regarding librarians’ emotions about their teaching and we understand it as a component of a librarian as an educator identity. We would like to propose a new line of research about librarians as educators’ emotions in order to collect valid evidences about the affective dimensions of teaching librarians in Lithuania and Poland academic

libraries. There has been no detailed investigation of any kind in this field in Lithuania and Poland. Our research provides an explanation of librarians as educators' emotions about their teaching duties in countries where instruction activities are still quite novel. And in most cases teaching activities are implemented not so intensively in comparison, for instance, with Scandinavian countries. Novelty can be perceived as an advantage, but on the other hand, as disadvantage. Novelty of teaching could lead to the feelings of embarrassment and the whole teaching process can be perceived as very difficult and tiring. On the other hand, lack of routine and overwork in a field could lead to oversimplification of teaching activities. Another important aspect is related to emotions about the assessment of meaningfulness such as job like instructional activities. Some previous studies have shown that feeling of meaningfulness at work is related to accepting identity, role, and role requirements at work [11]. Understanding the link between job meaningfulness and emotions felt about teaching activities helped to find out additional important aspects in establishing a wider picture of teaching librarians emotions.

Data for this research were gathered using Computer-assisted web interviewing (CAWI) technique. The online survey was implemented using IKA.SI web survey tool. Questionnaire was based on research conducted by counterparts from Spain. They analysed affective dimensions of university professors about their teaching by exploring it through the semantic differential technique [12]. Respondents of our survey were librarians from academic libraries in Lithuania and Poland who taught Information Literacy courses. Respondents were asked to evaluate 16 pairs of bi-polar adjectives grouped into three parts: "Motivation for teaching"; "Evaluation of oneself as a teacher"; and "Performance of Teaching". The "Work meaningfulness scale" [11] was added to the questionnaire.

2 Theoretical Background

2.1 Professional Identity and Emotions

A considerable amount of literature has been published on analysing importance of professional identity (core of the teaching profession) in teachers development and impact of a range of internal and external factors to the formation of professional identity [13–17]. Throughout this paper, the term professional identity will refer to, according to Sachs [18], understanding teacher professional identity as dynamic and non-obligatory, which is learned through experience and the sense of that experience. While a variety of definitions of the term emotions have been suggested, this paper will use the definition suggested by Lazarus [19] who saw it as "organized system consisting of thoughts, beliefs, motives, meanings, subjective bodily experiences, and physiological states" (p. 100). In this paper, the term emotions about teaching will be used, according to Gargante, Meneses and Monereo [12], as a "specific set of teachers' knowledge on the affective dimension of their teaching" (p. 163).

A significant analysis and discussion on the subject was presented by Beauchamp and Thomas [13] who have highlighted that emotions are one of the most important factors for teachers' professional identity. Emotions could lead to a change of teacher's attitude to the profession, for instance, professional life or particular teaching culture (cognition). On the other hand, various aspects of the profession, for instance, nature of teaching or teaching discipline, may have an influence on motivation.

It can therefore be assumed that research of emotions could help to collect data for interpretation

of teachers' attitude to the profession and to predict what factors of the profession have an impact on teachers' emotions.

2.2 Teaching Librarians Professional Identity

Throughout this paper, the terms teaching librarian or librarian as an educator will refer to a librarian who is engaged in any kind of teaching activity in an academic library.

Much uncertainty still exists on teaching librarians professional identity. Walter [2], who is known for his prominent researches on teaching librarians professional identity, raised a question: "Teaching skills are clearly recognized as important to the professional work of academic librarians, but to what degree do academic librarians think of themselves as teachers when they consider their place on campus, and to what degree is 'teacher identity' a recognized aspect of the broader professional identity of academic librarians?" (p. 53). Walters' question suggests a weak link may exist between librarian working as a teacher and identifying teaching as part of his professional identity. As Albitz [20] asserts, librarians are to be found in a subordinate role within the institutional hierarchy where they are placed as information services providers whereas faculties are responsible for educational activities.

In such a case librarians are seen as having a passive role (supporters) rather than active one (implementers) in educational activities. For instance, Kuhlthau [21] found out, that information users see library as „self-service“ environment so librarians are not seen as active participators in information use; Grigas and Balčiūnaitė [22] found out that active librarian engagement in study process is seen as least important service of the academic library; and Wheeler and McKinney [10] figured out that some librarians "feel less confident about their teaching and less willing to acknowledge that they are teachers, or that they teach, even if it is obvious what they are doing" (p. 123). Recent research on the librarians stereotypes has shown that perpetuating professional stereotypes damage librarians ability to interact with students and devaluates their work [6]. Having in mind that emotions are part of a professional identity we should be aware of the consciousness of teaching librarians about their emotions regarding teaching activities in a context where, as Whithworth pointed out [23], shift of perception of librarians as providers of information to librarians as educators is not definitive.

2.3 Teaching Librarians Emotions

In recent years a few authors have published studies attempting to explore emotions in librarians' instructional work [2, 10, 24–27].

As some researchers revealed, there is, therefore, a definite need for deeper analysis in the field. Austin and Bhandol [26] showed that as librarians are more drawn into a teaching role, the more understanding of processes of librarians becoming a teacher becomes crucial, because, as Davis [27] figured out, for many librarians expanded teaching role causes varying degrees of anxiety. One of the important aspects of the process is, as Wheeler and McKinney [10] investigated, that librarians have different approach to teaching, some consider themselves teachers, others – trainers. Different approaches draw out altered kind of emotions.

A significant analysis and discussion on the subject were presented by Julien and Genuis who carried out a number of investigations exploring librarians' emotions in the teaching role [24, 25]. Five broad themes stemmed from the analysis. First one, emotional labour is an important element

in teaching librarians agenda; second one, instruction related negative emotions have an effect on librarians as educators motivation for instruction activities; third one, considering emotional labour on librarians as educator may be useful for professionals as well as for library as organization; fourth one, it is important to address the range of external and internal influences librarians as educators face related to instruction activities; and fifth one, self-conception and intrapersonal factors have an impact on librarians as educators association of instructional work with other their duties within library.

2.3 Work Meaningfulness

The psychological condition of meaningfulness has a significant role at work. The importance of meaningfulness was recognised in number of researches and theories about motivation, work engagement and others. For example famous psychologist Frankl [28] has argued that individuals have a primary motive to seek meaning in their life and work. Oldham, Hackman and Pearce in their very well-known theory of work motivation defines meaningfulness as the value of a work goal or purpose, judged in relation to an individual's own ideals or standards [29]. Lack of meaning could have unwanted organizational consequences related to intentions to leave work, disengagement [30]. The feeling of meaningfulness can be related to personal growth and work motivation [31]. The newest researches about young specialist have found that Generation Y has the stronger need for meaningful work than any previous generation [32].

3 Method

3.1 Data Collection and Participants

The study was conducted in the form of a survey using CAWI, with data being gathered via an online survey tool 1KA.SI, the open source software that allows use of semantic differential technique.

Data collection started on 4th of April 2016 and came to an end on 30th of April 2016. Directors of academic libraries were asked for permission to implement the survey in their library and to introduce the teaching librarians with the main goal of the survey and encourage their participation. Only a few academic libraries have given public information which members of staff are involved in Information Literacy teaching activities so there was no possibility to contact teaching librarians directly. No other research was carried out in this area that would allow to anticipate the number of potential respondents for the survey. Invitations to participate in the survey were sent to 40 academic libraries in Lithuania and 62 academic libraries in Poland. An additional reminder message was sent during one month of survey administration to involve non-responders in the survey. By the end of the survey period, data have been gathered from 125 teaching librarians (68 from Lithuania (LT) and 57 from Poland (PL)). Data was gathered following confidentiality procedures.

Teaching experience of the participants can be seen in Table 1 and types of lectures can be seen in Table 2.

Table 1. Teaching experience of participants in Lithuania and Poland

<i>Teaching experience</i>	<i>Percent</i>	
	LT	PL
Less than 5 years	25.9	54.4
Between 5 and 10 years	25.9	23.5
Between 11 and 15 years	17.2	11.8
Between 16 and 20 years	15.5	8.8
More than 20 years	15.5	1.5

Table 2. Type of teaching librarians implement in Lithuania and Poland

<i>Type of lectures</i>	<i>Percent</i>	
	LT	PL
1. Credit-based Information Literacy study programme integrated into study programme and implemented without faculty assistance	4.4	20.7
2. Several hours long Information Literacy course integrated into the study programmes study subject	16.2	8.6
3. Information Literacy course is not included into study programme and students can choose the course freely	47.1	32.8
1 st and 3 rd type of lectures	4.4	5.2
1 st and 2 nd type of lectures	2.9	10.3
2 nd and 3 rd type of lectures	19.1	8.6
Were selected all three types of lectures	2.9	10.3
Other	2.9	3.4

3.3 Measures

The design of the questionnaires was built on research conducted by counterparts from Spain who analysed affective dimensions of university professors about their teaching by exploring it through the semantic differential technique [12]. The authors gave their permission to use their questionnaire for the research in Lithuania and Poland.

The questionnaire was translated into Lithuanian and Polish languages and retranslated back to English in order to check consistency of translation. Minor differences were found which were discussed and changed in Polish and Lithuanian versions of the questionnaire. Pilot surveys were undertaken with 21 participants in order to measure internal consistency of the questionnaire. Results were satisfactory – Cronbach alpha for questionnaire was 0.865 and for work meaningfulness scale – 0.873.

Sixteen pairs of adjectives were used to report teaching librarians' emotions through a seven-point rating Likert scale. Semantic differential scores were transformed to fit in a scale ranging from -3 to +3, easier to interpret with a middle or neutral point in zero (0).

Adjectives were contained in three factors.

The first factor – “Motivation for Teaching” encompasses the following items (5 pairs of adjectives): feelings regarding respondent’s attitude towards teaching (negative – positive), significance of teaching to respondent personally (irrelevant – relevant), respondent’s attitude to their future improvement as a teacher (pessimistic – optimistic), while teaching respondent feel (tense – calm), feelings that respondent have about teaching (intrusive – pleasant).

The second factor – “Evaluation of Oneself as a Teacher” encompasses the following items (5 pairs of adjectives): evaluate respondent’s teaching approach (inflexible – flexible), respondent’s involvement into teaching (superficial – deep), personal evaluation of respondent’s teaching (bad – good), respondent’s teaching responds to the needs of students (inconsistent – consistent), respondent’s teaching level (superficial – comprehensive).

The third factor – “Process of Teaching” encompasses the following items (6 pairs of adjectives): need of effort (slight – significant), the amount of work respondent have to invest (large – little), consistency of respondent’s teaching (unadaptable – adaptable), role of the teacher (harsh – pleasant), teaching, as a process (tiresome – undemanding; demotivating – motivating).

Respondents were asked to fill work meaningfulness scale [11], which consist of five propositions: The work that I do is important; I have a meaningful job; The work that I do makes the world a better place; What I do at work makes a difference in the world; The work that I do is meaningful.

This research seeks to address the following questions:

1. What kinds of emotions are evoked in the teaching process?
2. How emotions have been affected by country, experience and type of lectures?
3. How work meaningfulness evaluation correlates with emotions?

What is the inner connection between emotions and teaching process?

3.4 Analytical Approach

We compared the average scores (averages and standard deviation (std.)) of adjectives in order to find out most positively valued pairs of adjectives and factors. We explored correlation between the teaching librarians’ approaches to teaching. We explored possible link between both constructs by using a Spearman’s rank correlation coefficient and analysed the differences in the means of the independent groups and factors by applying the Oneway ANOVA method. We used multiple regression analysis to link affective dimensions with job meaningfulness.

4 Findings

High reliability of questionnaire (Cronbach’s alpha 0.922) let us analyse findings of this study with confidence.

4.1 General Results

At first let us look at general evaluation of librarians’ feelings related with teaching process and comparison of the results from Lithuania and Poland.

Table 3. Descriptive statistics: means, standard deviation of Lithuania (LT) and Poland (PL) sample

<i>Affective dimensions</i>	<i>Mean</i>		<i>Std.</i>	
	LT	PL	LT	PL
negative – positive	5.78	6.38	1.660	1.006
irrelevant – relevant	6.06	6.05	1.347	1.276
pessimistic – optimistic	5.99	6.29	1.419	1.092
tense – calm	4.82	5.50	1.906	1.536
intrusive – pleasant	5.24	5.71	1.801	1.298
inflexible – flexible	5.84	6.19	1.154	1.034
superficial – deep	6.04	6.26	1.007	0.870
bad – good	5.66	6.03	0.978	0.898
inconsistent – consistent	6.12	6.21	0.749	0.840
superficial – comprehensive	5.93	5.97	0.858	1.008
slight – significant	3.68	6.07	1.943	1.090
large – little	6.07	6.24	1.027	0.885
unadaptable – adaptable	6.06	6.31	0.879	1.143
harsh – pleasant	5.31	5.21	1.887	1.823
tiresome – undemanding	4.56	4.40	1.982	1.498
demotivating – motivating	5.72	6.03	1.506	1.270

As it is seen from Table 3, teaching librarians have more positive than negative emotions about their teaching in both countries. Highest results are seen in questions about consistency of the teaching (for Lithuanian librarians) and feelings regarding attitude towards teaching (for Polish librarians).

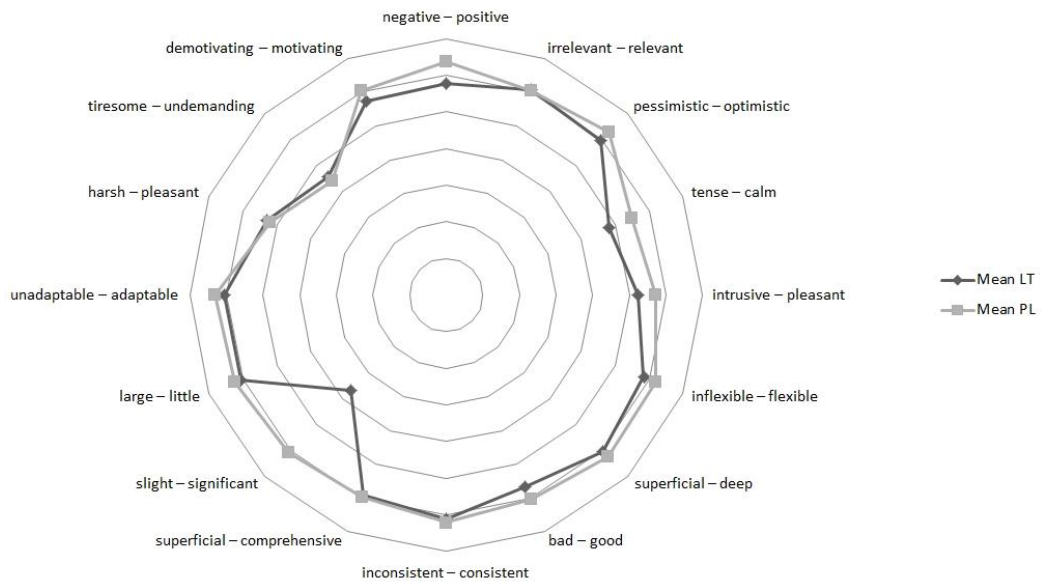


Fig. 1. Comparison of averages of affective dimensions between Lithuania and Poland (starting from outer circle with value of 7 where higher values are related to emotion with positive connotation).

The most striking result to emerge from the data is that we have got almost ideal round and only in few cases there was a slight deviation from very positive emotions to slightly negative (Fig. 1). The correlation between Lithuania and Poland is interesting because the results are almost similar, but we may see more positive tendency in Poland's side. Mean of all affective dimensions for Lithuania is 5.55 (Std. 1.38) and for Poland accordingly – 5.93 (Std. 1.16).

The single most striking observation to emerge from the data comparison was that need of effort (slight-significant) differentiates the most between Lithuania and Poland. As we may see from Fig. 1, the biggest deviation can be seen in the question about feelings of tiredness during the teaching process and the difficulty of teaching role for the Polish librarians. It should be noticed, that standard deviation between the results in all questions is quite high – it could mean that teaching evokes very diverse feelings for different librarians.

Teaching librarians of both countries have very positive perception of themselves as teachers (Fig. 2). Interestingly, motivation for teaching and process of teaching was associated with a bit less positive emotions. A comparison of the two results reveals that Lithuania's teaching librarians evaluated their emotions slightly less positive than counterparts from Poland.

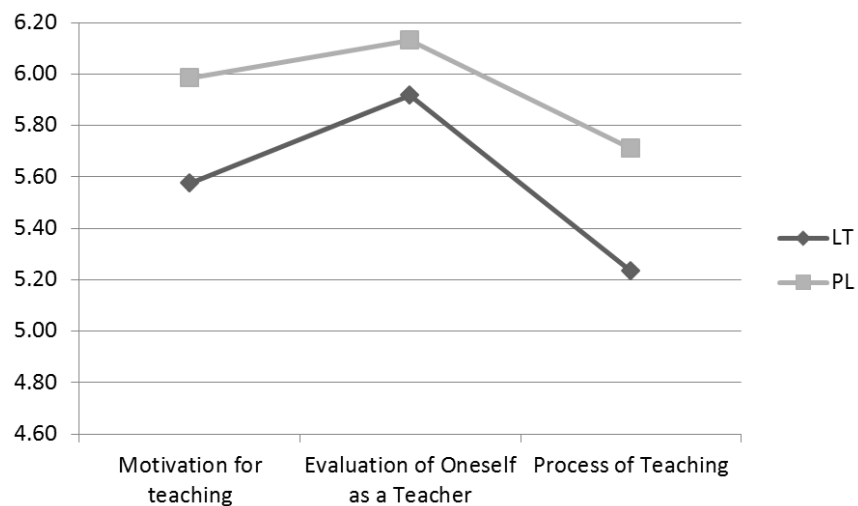


Fig. 2. Comparison of means between factors

Some interesting insights can be made from the correlation analysis. The least correlation can be seen regarding the amount of work one has to invest (large-little). This result could be explained by not assigning emotions regarding the preparation process to the teaching process itself.

The results of the correlational analysis showed that respondents evaluated their emotions about motivation of teaching consistently and significance of teaching and attitude to future improvements as teacher is strongly related to what kind of feelings teaching arose, opinion about teaching and the role teacher implements.

Significance of teaching may be seen as criteria which could help to predict how librarians would evaluate other important aspects related to teaching – improvement and evaluation of teaching itself and role of teacher. Significance of teaching to librarians personally (irrelevant or relevant) here refers to experience applicable to personal aspirations.

We made multiple regression analysis to link affective dimensions of librarians and their job

meaningfulness. Our analysis showed that only personally felt significance of teaching has a role in predicting job meaningfulness ($\beta= 0.411$, $p<0.005$, $R^2=0.49$).

4.2 Analysis of Affective Dimensions

For better understanding of the results, deeper look to every question is required. To see the differences between LT and PL and compare them all, we converted results to a percentage equivalent. We decided to measure what percent of highest evaluation criteria (+2 and +3) were chosen. We think it helped us to clarify which of the affective dimensions have got the most positive evaluation.

Table 4. Percent of +2 and +3 evaluation criteria were chosen in Lithuania (LT) and Poland (PL) sample and difference between countries

<i>Affective dimensions</i>	<i>Percent of +2 and +3</i>		<i>Difference between countries (p)</i>
	LT	PL	
negative – positive	74	86	0.014
irrelevant – relevant	77	81	0.973
pessimistic – optimistic	77	83	0.181
tense – calm	47	71	0.032
intrusive – pleasant	58	66	0.103
inflexible – flexible	73	85	0.076
superficial – deep	77	85	0.210
bad – good	65	70	0.027
inconsistent – consistent	81	84	0.524
superficial – comprehensive	76	84	0.810
slight – significant	22	58	0.000**
large – little	75	79	0.332
unadaptable – adaptable	70	88	0.166
harsh – pleasant	58	60	0.759
tiresome – undemanding	46	19	0.634
demotivating – motivating	66	72	0.216
Average overall	65	73	
Average by factors:			
Motivation for teaching	67	77	
Evaluation of Oneself as a Teacher	74	82	
Process of Teaching	56	63	

** $p<0.005$

The answers to the question about the significance of teaching for respondents personally (irrelevant – relevant) are very interesting. Just few librarians in both countries value their teaching as irrelevant, but they are not sure about the relevance of their teaching as well – there is no such upward tendency as in other questions.

The answers to the question about their attitude to future improvement as a teacher (pessimistic – optimistic) are very interesting too. Just few librarians in both countries value their attitude as pessimistic. Most librarians in both countries have an optimistic attitude to improvement.

Deviation of answers to the question “While teaching you feel” (tense – calm) shows the most recognisable differences between countries. The difference is statistically significant ($p > 0.032$). Issues related to teaching librarians from Lithuania were not particularly prominent in comparison with teaching librarians from Poland. Less than half of Lithuanians have chosen the highest criteria. It could be interpreted as a sign of insufficient experience in teaching. Although more of counterparts from Poland felt more calm than tense, we do not see clear upward tendency of the answers.

Deviation of answers to the question “Feelings you have about teaching” (intrusive – pleasant) shows almost no difference between Lithuania and Poland. The difference is statistically insignificant ($p > 0.103$). But it shows the breakdown of evaluation – it is the lowest result for Poland (66 percent) and one of the lowest for Lithuania (58 percent) in the first factor “Motivation for Teaching”.

Deviation of answers to the question “Personal evaluation of your teaching” shows a slight difference between countries although the difference is statistically significant ($p > 0.027$). More than half of respondents felt positive about their teaching. What is interesting about this data is that librarians of both countries avoided choosing the highest (+3) criteria. It shows contradiction with previous results where motivation for teaching was evaluated much higher. None of librarians in Lithuania or Poland evaluated their teaching as bad, but a few of them evaluated it as most relevant to them. This result could mean that librarians are not particularly confident about their teaching.

Deviation of answers to the question “Your teaching responds to students’ needs” shows almost no difference between countries (the difference is statistically insignificant ($p > 0.524$)). But it is interesting to note that Lithuanians evaluated their response to students needs as the highest in comparison with other affective dimensions and for Poland counterparts it was one of the highest results as well.

Deviation of answers to the question “Need of effort” (slight – significant) shows a huge statistically significant difference between countries ($p > 0.000$). Minority of respondents felt positive emotions about the need of effort. Lithuanian results are very similar in every option – this could mean that Lithuanian librarians understand their role and requirements for themselves very differently. This result does not match in any kind with other results of Lithuania. In Poland’s case we could see that the results of the need of effort are very similar to results about feelings they have towards teaching.

Deviation of answers to the question “The amount of work you have to invest” (large – little) shows a slight difference between countries, although the difference is statistically insignificant ($p > 0.332$). This result strongly differs from the need of effort. This rather contradictory result may be due to a different approach to the amount of work invested in preparing teaching material for lectures and efforts needed for delivering teaching material in class.

Deviation of answers to the question “Consistency of your teaching” (unadaptable – adaptable) shows a difference between countries although the difference is statistically insignificant ($p > 0.166$). This result is the highest for Poland and it is in a similar line with attitude, teaching tenet, involvement into teaching, response to student’s needs and teaching level. Interestingly, Lithuanians quite often have chosen criteria “-1” (26 percent) and it is the highest result of all.

Deviation of answers to the question “Role of the teacher” (harsh – pleasant) shows a slight difference between countries although the difference is statistically insignificant ($p > 0.759$). This result is one of the lowest for both countries. Only a few librarians in both countries have chosen “pleasant”. This result can be related to previous results – librarians need to invest more effort and work in the teaching process.

Deviation of answers to the question “Teaching, as a process” shows a visible difference

between countries although the difference is statistically insignificant ($p > 0.634$). This result is one of the lowest for both countries, but Poland showed very distinctive result – it is almost 3-4 times less than other affective dimensions. It shows that evaluation of teaching as a process for Poland's librarians is slightly vague and they have chosen "safer" criteria – -1. In contrast to earlier findings, however, Lithuania librarians have chosen more positive criteria.

Deviation of answers to the question "Teaching, as a process" (demotivating – motivating) shows a slight difference between countries although the difference is statistically insignificant ($p > 0.216$). We can see an interesting result, that despite of bigger effort and work that Polish librarians invest, they have higher motivation for teaching than librarians from Lithuania.

5 Discussion

This study showed that teaching librarians feel far more positive emotions than negative ones, but standard deviation between the results in all questions was quite high. These results provide further support for the presumption that teaching librarians are not a homogenous group and teaching evokes diverse emotions for different librarians. It also can be related to the fact that in the case of librarians the educational duties could have diverse forms – from one hour course to the whole year lectures – and the feelings related to this obviously differ.

Respondents mostly highlighted the emotions related to evaluation of themselves as teachers and motivation for teaching, but the process of teaching was seen as less important. They also avoided scoring their feelings in both ends of the semantic differential. It is important to bear in mind the possible bias in these responses. It can let us presuppose that librarians are not confident in their role of being teachers. On the one hand they feel confident and motivated, but on the other hand they feel less positive in performing teacher's role. One of the possible explanations of this situation might be related to the fact that libraries do not define tasks for teaching librarians as clearly as they could and do not give unambiguous feedback about their teaching. Also, there is abundant room for further progress in determining what impact on highlighted emotions has university professors' attitude towards teaching librarians – are they seeing teaching librarians as information providers or as teachers.

Almost similar results from Lithuania and Poland can give us convincing insights about general difficulties (not affected by institutional differences) related to librarians transforming into teachers. However, these results were not particularly encouraging. The results of this study contradict to the ones of the other studies made on affective dimensions of professors (research of Spanish counterparts [12]).

Results of regression analysis showed that emotions related to significance of teaching to librarians personally (irrelevant or relevant) can predict work meaningfulness. This relation gives us essential insight and helps to define guidelines for further work – relevance of teaching should be strengthened and this issue should stay in the agenda of academic libraries' staff responsible for development of teaching activities within the university.

However, more research on this topic needs to be undertaken before we may conclude that being involved in teaching at the high level has a positive impact on affective emotions.

Results from Poland and Lithuania do not differ in statistical significance but we can see a tendency that Polish results are higher than Lithuanian ones. These differences may be caused by many factors. We paid attention to the two possible explanations: 1) teaching librarians in Poland are younger than the ones in Lithuania – they are more positive about new duties which have recently become a part of librarian's job than their older colleagues; 2) Polish survey participants more often teach credit-based Information Literacy study programmes integrated into study

programmes – the official status of educational duties may cause more positive emotions arising from the perception of the importance of the job. From this point of view it would be recommended that Information literacy programmes in Lithuania should be also integrated into study programmes. It could help to find other factors which caused more positive results in Poland and can give a chance to learn from Polish librarians' good experience.

For further investigations, it might be feasible to use additional criteria with more details about respondents. For instance, methods used for teaching and evaluation, status of official duty at the library.

6 Conclusions

This paper has argued that librarians feel embarrassed in the teaching librarians' role. Analysis of previous research in the field showed no promising signals on the matter. The main goal of the current study was to determine whether it is true that librarians are seen and they consider themselves as information services providers rather than teaching librarians.

This study has shown that for librarians in Lithuania and Poland teaching process evoked the whole range of emotions, but most of them were more positive than negative. The most positive evaluations were given to consistency and positive attitude toward teaching. The most pessimistic evaluations were given to effort that teaching requires and feeling of tenseness during the teaching process.

Although the results of this research support the idea that emotions experienced by teaching librarians differ in relation with their teaching experience or type of lectures they are instructing, but the difference is not statistically significant.

The present study makes a noteworthy contribution to finding out what makes an impact on work meaningfulness. It was found that significance of teaching to librarians personally (irrelevant or relevant) can help to predict the feeling of work meaningfulness for teaching librarians.

The empirical findings in this study provide a new understanding about teaching librarians as professionals and what is their cornerstone in professional identity. In general, therefore, it seems that librarians of both countries evaluated themselves as teachers very positively (felt great confidence and self-respect – internal aspects), but motivation for teaching and process of teaching was associated with slightly less positive emotions (felt less confident about others thoughts about them as teachers – external aspects). The current research was not specifically designed to evaluate factors related to impact of outside factors. This limitation means that study findings on external aspects need to be interpreted cautiously.

More research is required to determine the efficacy of the questionnaire. Authors think it would be valuable to extend the survey to other Baltic Sea region countries. This research will serve as a base for future studies on affective dimensions of teaching librarians and will allow to use it as a tool for measuring change of emotional climate of teaching librarians in a particular library.

References

1. Rosenfeld, J., Gatten, R., Nalani Meulemans, Y., Carr, A.: Not at your service: building genuine faculty-librarian partnerships. *Ref. Serv. Rev.* 41, 80–90 (2013).
2. Walter, S.: Librarians as Teachers: A Qualitative Inquiry into Professional Identity. *Coll. Res. Libr.* 69, 51–71 (2008).
3. Austin, T., Bhandol, J.: The academic librarian: Buying into, playing out, and resisting the teacher role in higher education. *New Rev. Acad. Librariansh.* 19, 15–35 (2013).

4. Donovan, C.: Sense of self: Embracing your teacher identity. *Libr. Lead Pipe*. (2009).
5. Pagowsky, N., DeFrain, E.: Ice ice baby: Are librarian stereotypes freezing us out of instruction? *Libr. Lead Pipe*. (2014).
6. Jennings, E.: The librarian stereotype: How librarians are damaging their image and profession. *Coll. Undergrad. Libr.* 23, 93–100 (2016).
7. Polger, M.A., Okamoto, K.: “Can’t anyone be a teacher anyway?”: Student Perceptions of Academic Librarians as Teachers. *Libr. Philos. Pract.* (2010).
8. Julien, H., Genuis, S.K.: Emotional labour in librarians’ instructional work. *J. Doc.* 65, 926–937 (2009).
9. Medaille, A.: Librarians view instruction as integral to their professional identities. *Evid. Based Libr. Inf. Pract.* 6, 120–123 (2011).
10. Wheeler, E., McKinney, P.: Are librarians teachers? Investigating academic librarians’ perceptions of their own teaching skills. *J. Inf. Lit.* 9, 111–128 (2015).
11. Bunderson, J.S., Thompson, J.A.: The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work. *Adm. Sci. Q.* 54, 32–57 (2009).
12. Badia Garganté, A., Meneses, J., Monereo, C.: Affective dimension of university professors about their teaching: an exploration through the semantic differential technique. *Univ. Psychol.* 13, 161–173 (2014).
13. Beauchamp, C., Thomas, L.: Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Camb. J. Educ.* 39, 175–189 (2009).
14. Walkington, J.: Becoming a teacher: Encouraging development of teacher identity through reflective practice. *Asia-Pac. J. Teach. Educ.* 33, 53–64 (2005).
15. Zembylas, M.: Emotions and teacher identity: A poststructural perspective. *Teach. Teach. Theory Pract.* 9, 213–238 (2003).
16. Volkmann, M.J., Anderson, M.A.: Creating professional identity: Dilemmas and metaphors of a first-year chemistry teacher. *Sci. Educ.* 82, 293–310 (1998).
17. Akkerman, S.F., Meijer, P.C.: A dialogical approach to conceptualizing teacher identity. *Teach. Teach. Educ.* 27, 308–319 (2011).
18. Sachs, J.: Teacher education and the development of professional identity: Learning to be a teacher. In: *Connecting policy and practice: Challenges for teaching and learning in schools and universities*. pp. 5–21. Routledge, Oxford (2005).
19. Lazarus, R.S.: *Stress and Emotion: A New Synthesis*. Springer Publishing Company (2006).
20. Albitz, R.S.: The What and Who of Information Literacy and Critical Thinking in Higher Education. *Portal Libr. Acad.* 7, 97–109 (2007).
21. Kuhlthau, C.C.: *Seeking meaning : a process approach to library and information services / Carol Collier Kuhlthau*. Libraries Unlimited, Westport Conn ; London (2004).
22. Grigas, V., Balčiūnaitė, L.: Mokymosi bendrijos raiška akademinėje bibliotekoje: Vilniaus universiteto bibliotekos atvejis / Vincas Grigas, Lina Balčiūnaitė. *Vilniaus Univ. Bibl. Metrašt.* 2015. 109–131 (2015).
23. Whitworth, A.: The reflective information literacy educator. *Nord. J. Inf. Lit. High. Educ.* 4, (2012).
24. Julien, H., Genuis, S.K.: Emotional labour in librarians’ instructional work. *J. Doc.* 65, 926–937 (2009).
25. Julien, H., Genuis, S.K.: Librarians’ experiences of the teaching role: A national survey of librarians. *Libr. Inf. Sci. Res.* 33, 103–111 (2011).
26. Austin, T., Bhandol, J.: The academic librarian: Buying into, playing out, and resisting the teacher role in higher education. *New Rev. Acad. Librariansh.* 19, 15–35 (2013).
27. Davis, K.D.: The academic librarian as instructor: A study of teacher anxiety. *Coll. Undergrad. Libr.* 14, 77–101 (2007).
28. Frankl, V.E.: *Man’s Search for Meaning: from Death-camp to Existentialism: An Introduction to Logotherapy*. Beacon Press (1965).

29. Oldham, G.R., Hackman, J.R., Pearce, J.L.: Conditions under which employees respond positively to enriched work. *J. Appl. Psychol.* 61, 395 (1976).
30. Aktouf, O.: Management and theories of organizations in the 1990s: Toward a critical radical humanism? *Acad. Manage. Rev.* 17, 407–431 (1992).
31. Spreitzer, G.M., Kizilos, M.A., Nason, S.W.: A dimensional analysis of the relationship between psychological empowerment and effectiveness satisfaction, and strain. *J. Manag.* 23, 679–704 (1997).
32. Barnes, G.: Guess who's coming to work: Generation Y. Are you ready for them? *Public Libr. Q.* 28, 58–63 (2009).