Content analysis model to analyze facets of social mission of public library on the Facebook and in the websites

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Abstract: In this paper we present the development and the implementation of a content analysis model for observing aspects relating to the social mission of the public library on Facebook pages and websites. The model is unique and it was developed from the literature. There were designed the four categories for analysis *Generate social capital and social cohesion, Consolidate democracy and citizenship, Social and digital inclusion and Fighting illiteracies*. The model enabled the collection and the analysis of data applied to a case study consisting of 99 Portuguese public libraries with Facebook page. With this model of content analysis we observed the facets of social mission and we read the actions with social facets on the Facebook page and in the websites of public libraries. At the end we discuss in parallel the results of observation of the Facebook of libraries and the websites. By reading the description of the actions of the social mission, the general conclusion and the most immediate is that 99 public libraries on Facebook and websites rarely publish social character actions, and the results are little satisfying. The Portuguese public libraries highlight substantially the actions in the category *Generate social capital and social cohesion*.

Keywords: Qualitative and Quantitative Methods; Content Analysis Model; Social Mission of the Public Library; Facebook.

1. Introduction

The economic and social crisis that the world in general has gone through and which still plaguing many countries is an opportunity for libraries to exercise their social mission. There is a tendency to the increasing of social problems - such as the increasing situations of marginality, poverty and social exclusion - and the consequent need to improve the performance of social services and policies. In Portugal, with the worsening of the social and economic crisis since 2011, it was verified a lack of academic studies or other related to the public library, except the articles of Bezerra (2011), Calixto et al. (2012), Alvim & Calixto, (2013b), Alvim & Calixto (2013a) e Arruda (2013). It was conducted a case study that observed the actions with facets of the social mission in 99 Portuguese public libraries in websites and Facebook social network. It came out the need to develop a content analysis model to perform this observation. With this model it is intended to contribute to the improvement of the knowledge in the area of social networks and in the study of the public library (Alvim, 2015).

2. Method

The collection of data was performed by the technique of systematic and direct observation on the Facebook pages of the Portuguese public libraries and their websites, the field of analysis was restricted in space and in time (Quivy & Campenhoudt, 1995) with the help of an original analysis model designed to collect data on the facets of the social mission in the library's actions.

The content analysis model for observation of the facets of the social mission of the public library was established from the literature review that (Audunson, 2006; Aabø & Audunson, 2012; Calixto 2005; Calixto, Nunes, Freitas, & Dionísio, 2012; Gómez Hernández, Castillo Fernández, & Quílez Simón, 2010; Hernández Pedreno, 2010; IFLA/UNESCO, 1994; Nunes, 2003; Pateman, 2011; Varheim, 2008a; Varheim, 2014; Usherwood, 1999) allowed the creation of the four categories that make up the model: *Generate social capital and social cohesion*, Consolidate the democracy and the citizenship, S*ocial and digital inclusion*, *Fighting illiteracies*, designated in Table 1:

Table 1: Content Analysis Model

Categories	Facets of the social mission of the public library
1 Generate social capital and social cohesion	To contribute to the sense of community (integration);
	To boost the local culture;
	To get more libraries and itinerant libraries;
	To encourage the exchange of content;
	To report about the county / local history;
	To improve the relationship between the library / users; To promote the social welfare;
	To promote the intercultural dialogue;
	To promote services directed to the community;
	To be the local information centre;
	To be the meeting local of the community / the community centre;
	To be a recreation local / leisure.
2 Consolidate the democracy and the citizenship	To contribute to the active role of the citizen;
	To cooperate with local, national and international partners;
	To defend the freedom of expression;
	To defend the freedom of thought;
	To defend intellectual freedom;
	To ensure the human rights;
	To preserve the civil rights;
	To preserve the values of democracy;
	To promote the online community participation as a mean to develop democracy;
	To promote peace / international understanding.
3 Social and digital inclusion	To provide social support (as a bank of schoolbooks);
	To provide library collection for all;
	To provide equal access to services;

	To involve excluded social groups;
	To mobilize people for solidarity campaigns;
	To allow accessibility of buildings for all;
	To allow free access to information and services;
	To promote the digital inclusion;
	To promote the social inclusion;
	To promote events / social services;
	To be an agent of change in the community;
	To be a place of social experiences.
4 Fighting illiteracies	To support, to coordinate online learning communities;
	To fight illiteracies in general;
	To provide access to ICTs and to the Internet;
	To be a learning centre lifelong;
	To be the centre of personal development / self-training;
	To promote non informational training (seeking employment, languages);
	To promote digital literacy.

3. Results
3.1 Observation of the Facebook

The observation of the pages of public libraries on Facebook was held in the second half of July 2014 and focused in the months of May to July. The information gathered was as follows: No. of actions and type of social facets according to the categories. In the implementation of the content analysis model of the facets of social mission in observation, reading and analysis of the publications on the pages of the 99 libraries in Facebook, it was found that a large proportion of the facets of the social mission reviewed by the literature and presented in the model did not obtain evidence. Most of these facets are reflected in daily actions of public libraries, as the available bibliographic funds for all or providing equal access to services.

The number of actions taken from murals of libraries on Facebook in the designated period reaches a total of 327 actions in all libraries.

The number of social facets in category 1 *Generate social capital and social cohesion* in the 99 public libraries publications are: To boost the local culture with 76 actions, To be the meeting local of the community / the community centre with 74 actions; To be a recreation local / leisure with 45 actions; To report about the county / local history, To be the local information centre with 32 actions; To get more libraries and itinerant libraries with 17 actions; To promote the intercultural dialogue, To promote the social welfare, To encourage the exchange of content with 12 actions; To contribute to the sense of community, To promote services directed to the community with 11 actions.

The facets in category 2 *Consolidate the democracy and the citizenship* are: To cooperate with local, national and international partners, To promote peace / international understanding with 9 actions; To ensure the human rights, To

preserve the civil rights with 4 actions; To preserve the values of democracy, To contribute to the active role of the citizen with 3 actions.

The facets in category 3 *Social and digital inclusion* are: To promote events / social services with 36 actions; To promote the social inclusion with 5 actions; To promote the digital inclusion with 4 actions; To mobilize people for solidarity campaigns with 3 actions.

The facets in category 4 *Fighting illiteracies* are: To promote non informational training (seeking employment, languages) with 5 actions; To promote digital literacy, To provide access to ICTs and to the Internet with 3 actions; To be the centre of personal development / self-training with 1 action.

In Figure 1 the 4 categories are compared, it highlights the category 1 *Generate social capital and social cohesion* with 267 actions, then category 3 *Social and digital inclusion* with 48 actions, from Category 2 *Consolidate democracy and citizenship* with 19 actions and finally category 4 *Fighting illiteracies* with 9 actions.
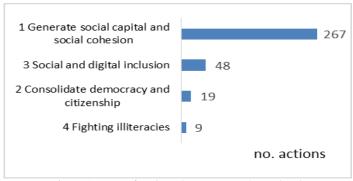

Figure1: No. of actions by category / Facebook

3.2 Observation of websites

In parallel with the observation of the pages of libraries on Facebook it was held an analysis of the websites of the same 99 Portuguese public libraries or of the corresponding pages on the websites of the municipalities.

The number of social facets in category 1 *Generate social capital and social cohesion* are: To report about the county / local history, To be the local information centre with 23 actions; To be a recreation local / leisure with 14 actions; To be the meeting local of the community / the community centre, To improve the relationship between the library / users with 11 actions; To boost the local culture with 5 actions; To get more libraries and itinerant libraries with 5 actions; To contribute to the sense of community, To promote services directed to the community with 3 actions; To promote the intercultural dialogue, To promote the social welfare, To encourage the exchange of content with 1 action.

The facets in category 2 *Consolidate the democracy and the citizenship* are: To cooperate with local, national and international partners, To promote peace / international understanding with 3 actions; and To ensure the human rights, To preserve the civil rights, To preserve the values of democracy, To contribute to

the active role of the citizen do not have actions.

The facets in category 3 *Social and digital inclusion* are: To promote events / social services with 14 actions; To promote the social inclusion with 13 actions; To promote the digital inclusion with 4 actions; To mobilize people for solidarity campaigns with 1 action.

The facets in category 4 *Fighting illiteracies* are: To promote digital literacy, To provide access to ICTs and to the Internet with 39 actions; To promote non informational training (seeking employment, languages) with 10 actions; To be the centre of personal development / self-training with 6 actions.

In Figure 2 the 4 categories are compared, it highlights the category 1 Generate social capital and social cohesion with 62 actions, then category 4 *Fighting illiteracies* with 55 actions, then category 3 *Social and digital inclusion* with 32 actions and finally category 2 C*onsolidate democracy and citizenship* with 3 actions.
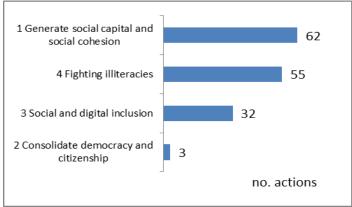

Figure 2: No. of actions by category / websites

4. Discussion

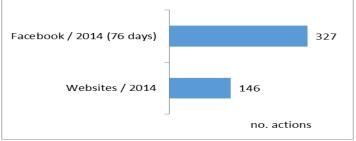In Figure 3 it is compared the data of the total social actions of Facebook and websites.

Figure 3: No. of actions / Facebook and websites

The number of social actions in Facebook in the period from May to July 2014 reached a total of 327 actions, against 146 actions detected on websites.

With regard to category 1 *Generate social capital and social cohesion* there are

in Figure 4 the comparative results of Facebook and websites: in this category we highlight substantially the actions designated on Facebook with 76 actions: To report about the county / local history; with 74 actions: To be the meeting local of the community / the community centre, To improve the relationship between the library / users; with 45 actions: To be a recreation local / leisure; In websites, libraries value the actions To report about the county / local history with 23 actions and To be the meeting local of the community / the community centre with 14 actions.
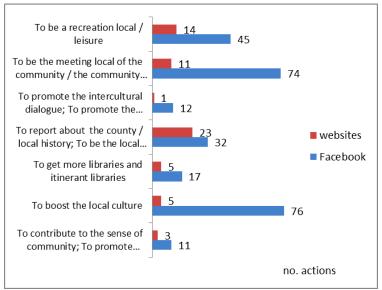

Figure 4: No. of actions by category 1 / Facebook and websites

The category 2 *Consolidate the democracy and the citizenship* is visualized in Figure 5: again Facebook provides the easy spread and description of actions, To cooperate with local, national and international partners with 9 actions; In websites it is only referred the item cooperation, all the other items related to democracy, citizenship and the human rights are not focused.
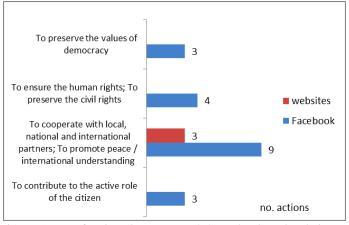

Figure 5: No. of actions by category 2 / Facebook and websites

The facets of category 3 *Social and digital inclusion* (Figure 6): arise with very

similar values both on Facebook and on the websites; Except the To promote events / social nature services that on Facebook grows to 36 occurrences against 14 of the websites; For the first time, the websites designate more social actions when it comes To promote the social inclusion, with 13 occurrences compared to 5 in Facebook; For example, To mobilize people for solidarity campaigns both the websites and the Facebook do not take advantage of their voices on these platforms to meet the community.
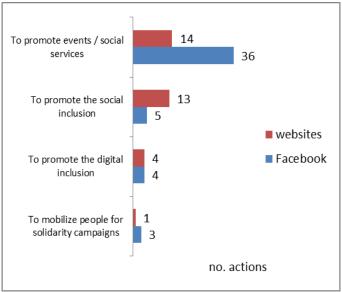

Figure 6: No. of actions by category 3 / Facebook and websites

The facets relating to category 4 *Fighting illiteracies* obtain (Figure 7): for the first time highlights in the occurrences in the websites, with 39 occurrences To promote digital literacy, To provide access to ICTs and to the Internet against 3 occurrences on Facebook; 10 occurrences in websites in To promote non informational training, against 5 of Facebook. These functions of promotion of digital literacy and of non informational training are very attached to traditional websites.
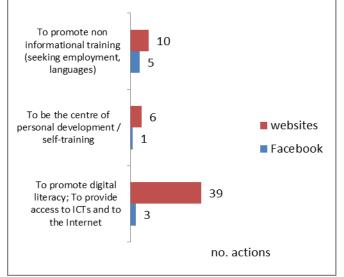
Figure 7: No. of actions by category 4 / Facebook and websites

In Figure 8 there are presented the social facets of the 4 categories comparing the actions on Facebook and in websites: on Facebook there are found many of these social actions, for example 267 occurrences for category 1 and 62 occurrences for the websites; On the whole it is a considerable number, but it means that on average each library mentions 2,6 actions on Facebook in the period already designated; As it has already been stated, the designation *Fighting illiteracies* stands out in websites with 55 occurrences.
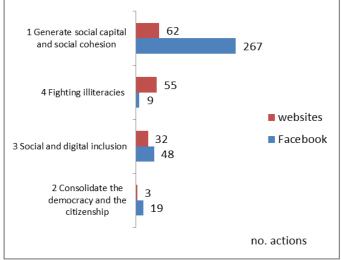

Figure 8: No. of actions by 4 categories / Facebook and websites

Conclusions

From the reading of the description of the actions of the social mission, the general conclusion and the most immediate is that 99 public libraries on Facebook and websites rarely publish actions of social character. The results are unsatisfactory. In terms of research, we focused the case study on the Facebook platform, but we felt the need to compare with other reality and we

extended the observation to websites. However, the results are equally exiguous. So the conclusion is that there is no tradition in public libraries in Portugal to encourage and work these social facets.

Even considering the number of very few actions there were classified the 327 Facebook actions plus 146 actions of the websites according to the large categories established. It is concluded that public libraries stand out substantially in actions designated on Facebook in the category *Generate social capital and social cohesion*. These results demonstrate that public libraries work firmly the theme and value services and actions related to the place-space in which they operate, developing a sense of community and stimulating the local culture.

At a lower extent, but still with highlight in the number of actions, there are the categories 3 *Social and digital inclusion* and 4 *Fighting illiteracies*. The category *2 Consolidate the democracy and the citizenship* gets a limited number of actions, which suggests the little interest of libraries in actions focusing on the defence and on the consolidation of democracy, of human rights, of the citizen's role in society, among others. We consider this analysis model not concluded. It needs to be improved and refined and to monitor the social reality that is changeable by nature.

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