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PROMOTION OF PROVINCIAL EDUCATIONAL LIBRARIES IN SOCIAL NETWORKS (2004-2023)

ABSTRACT

The quantitative research aimed to determine the dynamics of the development of promotional activities of provincial pedagogical libraries in Poland in the form of activities on social networking sites, including the number of newly created accounts and services in particular years, on which they were set up. The websites of the libraries subjected to the research, their official accounts on social networking sites, as well as scientific and professional literature in this field, were used as the source material. As a result of the research, the activity of libraries or their central units on the following websites was noted: Facebook, YouTube, Twitter and Instagram. In the analysis of the collected data, all libraries or their central units today (2023) have Facebook accounts (100% of the 47 voivodeship pedagogical libraries in Poland). Underrepresented in the remaining services are: YouTube (87% of libraries

have accounts on it), Instagram (64%) and Twitter (28%). The following methods were used to achieve the set goals: analysis of social networks and websites, critical analysis of the literature on the subject, statistical and comparative.

The results of the analysis of the collected data can serve practising librarians and, above all, those in managerial positions, leading teams of educational institutions and pedagogical provincial libraries. It is not excluded that they will also become an inspiration for directors of all types of libraries, researchers dealing with the indicated issues, and lecturers in the Library and Information Science field.

KEYWORDS: pedagogical libraries, social networks, voivodship pedagogical libraries, social media, Poland.

INTRODUCTION

The number of people using social media is growing worldwide every year. According to the authors of the *Digital 2023* report, the number of active social media users reached approximately 4.76 billion people in January 2023, or 59.4 percent of the entire human population. In Poland, 27.5 million people connect with others in online communities.[1] The sites' functional characteristics and growing popularity create opportunities for promotion unprecedented in previously established media (e.g. radio, TV), the importance of which should not be ignored.[2]

Promotion (from Latin *promotio* – to endorse, to promote; from *promovere* – to advance, to spread) in a library is the action of provid-

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1   S. Kemp [January 26, 2023] *Digital 2023: Global Overview Report. DataReportal*, [online:] https://datareportal.com/reports/digital-2023-global-overview-report, [accessed: 5 June 2023].

2   By comparison, according to E. Qualman, it took 38 years for radio, 13 years for television, four years for the Internet and three years for the iPod to reach an audience of 50 million. E. Qualman, *Socialnomics: How Social Media Transforms the Way We Live and Do Business*, N.J. John Wiley & Sons, Inc., Hoboken 2009. Cited after. E. Jaska, A. Werenowska, 'Brand promotion in social media', *Internal Trade*, 2016, 2(361), p. 206, [online:] https://www.ceeol.com/content-files/document-572924. pdf?casa_token=SDVZjqOSX3YAAAAA:M4PxRRr79gbqpdRwXMsDUXdQ20wo-J5whsGPZTWROA3MeMr61QLPumJfX5MrE6udv3U8kAML4C9E, [accessed: 6 June 2023].

ing information to its actual and potential customers, intending to increase awareness of and generate interest in the products and services offered, leading them to borrow or use the collections and services and their participation in library events.[3] Increasingly, the literature draws attention to the slightly different conceptual scopes of the terms 'promotion' and 'marketing communication'. The broader scope of the term 'communication' is emphasised, which in the context of a library is understood as the mutual exchange of information between it and its customers. Its scope relates to the activities carried out by the institution, and its purpose is to stimulate the audience's activity and to obtain feedback from them.[4] Communication is, therefore a dialogue, transmission of information, but also the acquisition of information, which is made possible by social networks.[5]

The growing presence of libraries in social media has been noticed by many Polish and foreign researchers and practitioners.[6] Publica-

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3   Wikipedia contributors, Promotion (marketing), in: Wikipedia. The free encyclopedia [en], [online:] https://en.wikipedia.org/w/index.php?title=Promotion_(marketing)&oldid=1151790127, [accessed: 10 June 2023]; Wikipedia contributors, Promocja (marketing), in: Wikipedia. The free encyclopedia [pl], [online:] //pl.wikipedia.org/w/index.php?title=Promocja_(marketing)&oldid=69177998, [accessed: 10 June 2023]; M. Huczek, *Marketing* of *non-profit organisations*, Wydawnictwo Wyższej Szkoły Zarządzania i Marketingu w Sosnowcu, Sosnowiec, p. 130. ISBN 83-89275-30-9.

4   J. W. Wiktor, 'System komunikacji marketingowej w perspektywie produktu systemowego', *Studia Ekonomiczne*, 2016, (262), pp. 49-50, [online:] http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.cejsh-6f2847b7-8381-4283-81f3-e42e74581f0d, [accessed: 10 June 2023].

5   M. Drzazga, 'Media społecznościowe w procesie komunikacji marketingowej przedsiębiorstw handlu detalicznego z rynkiem', *Studia Ekonomiczne*, 2013, no. 140, p. 103-107, [online:] http://bazekon.icm.edu.pl/bazekon/element/bwmeta1.element.ekon-element-000171254709, [accessed: 10 June 2023].

6   Developing and maintaining contacts with users through social media during the COVID-19 pandemic was encouraged by the National Library (Rekomendacje BN, 2021, 2020). Articles have been published in portals and websites for librarians: e.g. *Lustro Biblioteki*, in which in 2017 Barbara Maria Morawiec analysed the profiles of selected public libraries present on Facebook, Twitter and Instagram and created their rankings based on the number of likes, followers, posts (tweets or photos or videos). National Library Recommendations for the operation of libraries during the summer [2021, 16 June], [online:] https://www.bn.org.pl/aktualnosci/4336-rekomendacje-biblioteki-narodowej-dotyczace-funkcjonowania-bibliotek-w-okresie-letnim.html, [accessed: 9 June 2023]; BN Recommendations for

tions have been produced, in which one can find extensive termi-
nological findings concerning social media and social networks⁷,

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the operation of libraries during the epidemic, as of 24 October 2020 [first post: 2020, 8 August; with further updates], [online:] https://www.bn.org.pl/aktual-nosci/4035-rekomendacje-bn-dotyczace-funkcjonowania-bibliotek-podczas-epi-demii,-stan-na-9-pazdziernika-2020-roku.html [accessed: 9 June 2023]; *Public and academic libraries closed from 7 November. Recommendations from the National Library. News*, in: Book Institute [official website], [online:] https://instytutksiazki.pl/ak-tualnosci,2,biblioteki-publiczne-i-naukowe-zamkniete-od-7-listopada-rekomen-dacje-biblioteki-narodowej,5767.html, [accessed: 9 June 2023], cited: bn.org.pl; B. M. Morawiec, 'Ranking bibliotek w social mediach', *Lustro Biblioteki,* 2017 [online:] https://lustrobiblioteki.pl/2017/02/ranking-bibliotek-social-mediach/, [accessed: 15 April 2023].

7   There are many definitions of 'social networking' in the literature. We can point to several common elements in them. Their emergence would have been impos-sible without the "new media universe of Web 2.0". The analogous term "Library 2.0" has been coined in relation to this term. Another element is the emphasis on the communicative role of services and the emergence through them of "digital communities" and "virtual communities", which are linked by "the creation of a public or semi-public profile and their own list of real and virtual friends". User engagement translates into the financial health of media organisations. "Social networks are [...] part of a media «new economy» in which the activity of community members plays a fundamental role." M. Lamberti, M. Theus, 'Media społecznościowe w polskich bibliotekach, archiwach i muzeach', *Bibliote-ka*, 2016, p. 183, [online:] http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element. ojs-doi-10_14746_b_2016_20_11, [accessed: 28 May 2023]; M. Wójcik, 'Użytkownicy serwisów społecznościowych poświęconych literaturze. Analiza wyników bada-nia', *Przegląd Biblioteczny,* 2012, z. 2, pp. 222-240, [online:] http://ojs.sbp.pl/index. php/pb/article/view/128/94, [accessed: 07.06.2023]). Joanna Krawiec and Joanna Wyrwisz, following Arkadiusz Podlaski, distinguished 4 categories of communi-cation: horizontal (communication between users), vertical (bringing together users with similar interests), local (users from the same area) and professional (intended to maintain professional, business contacts) A. Podlaski, *Marketing społecznościowy. Tajniki skutecznej promocji w social media*, Helion, Gliwice 2011, pp. 7-8 cited after Krawiec J., Wyrwisz J., 'Facebook.com jako efektywne narzędzie komunikacji marketingowej', *Problemy Zarządzania, Finansów i Marketingu*, 2013, 32, p. 376, [online:] https://bazhum.muzhp.pl/media/files/Problemy_Zarzadza-nia_Finansow_i_Marketingu/Problemy_Zarzadzania_Finansow_i_Marketin-gu-r2013-t32/Problemy_Zarzadzania_Finansow_i_Marketingu-r2013-t32-s375-388/ Problemy_Zarzadzania_Finansow_i_Marketingu-r2013-t32-s375-388.pdf, [accessed: 13 June 2023]. The publication adopts the nomenclature and division of social media proposed by Magdalena Wójcik in her monograph published in 2013 M. Wójcik, *Web 2.0 w działalności usługowej instytucji książki*, Jagiellonian University Publishers, Kraków 2013. ISBN 978-83-233-3620-4; M. Lamberti, M. Theus, 'Media społecznościowe w polskich bibliotekach, archiwach i muzeach', *Biblioteka*, 2016, p. 183, [online:] http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi--10_14746_b_2016_20_11, [accessed: 28 May 2023]; A. Podlaski, *Marketing społeczno-ściowy. Tajniki skutecznej promocji w social media*, Helion, Gliwice 2011, pp. 7-8 cited after Krawiec J., Wyrwisz J., *op.cit.*; M. Wójcik, 'Użytkownicy serwisów społeczno-ściowych poświęconych literaturze. Analiza wyników badania', *Przegląd*

as well as the origins and characteristics of their functioning in Po-
land[8] and abroad.[9] The literature discusses the use of social media
(services) concerning different types of libraries, (with a decided
underrepresentation of pedagogical libraries).[10] The analysis of the

Biblioteczny, 2012, z. 2, pp. 222-240, online:] http://ojs.sbp.pl/index.php/pb/article/
view/128/94, [accessed: 07.06.2023]; D. M. Boyd, N.B. Ellison, 'Social network
sites: Definition, history, and scholarship', *Journal of Computer-Mediated Commu-
nication*, 2007, vol. 13, issue 1, pp. 210-230, [online:] https://doi.org/10.1111/j.1083-
6101.2007.00393.x.

8   As early as 2007, Cezary Mazurek, Tomasz Parkoła, Marcin Werla from the Poznan
     Supercomputing and Networking Centre wrote about the role of the librarian and
     reader community in the development of the dLibra digital library software on
     the example of the activities of the Silesian Library's "Library 2.0" forum, which
     was set up in the same year. C. Mazurek, T. Parkoła, M. Werla, *Superkomputerowo-
     -Sieciowe, P. C. Rozwój bibliotek cyfrowych w Polsce,* in: Institutional Repository Poznan
     Supercomputing and Networking Center, p. [4], [online:] https://lib.psnc.pl/dlibra/
     publication/183/edition/173, [accessed: 6 June 2023].

9   In 2008, Sharon Griffith, Liwan Liyanage characterised and discussed selected
     social networking sites (Facebook, MySpace), in terms of their functionality,
     data security, user privacy, their target age categories, S. Griffith, L. Liyanage,
     An introduction to the potential of social networking sites in education (2008), Emerg-
     ing Technologies Conference 2008. 9, [online:] https://ro.uow.edu.au/etc08/9,
     [accessed: 10 June 2023].

10   The functioning of university libraries and repositories in social media was
     described by Agnieszka Galecka-Golec, Katarzyna Puksza, Ewa Witkowska and
     Wiesław Wróbel (Jerzy Giedroyc University Library in Białystok, Repository of
     the University of Białystok), among others. A. Gałecka-Golec, K. Puksza, E. Wit-
     kowska, 'Biblioteka w czasie pandemii – doświadczenia Repozytorium Uniwer-
     sytetu w Białymstoku', *EBIB*, 2020, no. 4 (193), pp. 1-8, [online:] https://ebibojs.
     pl/index.php/ebib/article/view/687/723, [accessed: 10 June 2023]; W. Wróbel, E.
     Witkowska, *Biblioteka Uniwersytecka im. Jerzego Giedroycia w Białymstoku w świecie
     cyfrowym, Scientific Conference entitled "The Scientific Library in the Digital and Analog
     World"*, Main Library of the Kielce University of Technology, Kielce (Ameliówka)
     13-14 September 2022 [preprint], [online:] https://repozytorium.uwb.edu.pl/jspui/
     handle/11320/13892, [accessed: 10 June 2023].
     The issue of social media concerning cultural institutions in 2016 was discussed by
     Maria Lamberti and Monika Theus, who surveyed a selection of them.
     M. Lamberti, M. Theus, 'Media społecznościowe w polskich bibliotekach, archi-
     wach i muzeach', *Biblioteka*, 2016, pp. 183-206, [online:] http://cejsh.icm.edu.pl/
     cejsh/element/bwmeta1.element.ojs-doi-10_14746_b_2016_20_11, [accessed: 28 May
     2023) ; Magdalena Wójcik elaborated on the issue of social networking in relation
     to public libraries (2022, 2014). M.Wójcik, 'Profile bibliotek publicznych w serwisie
     Facebook jako źródło informacji o wydarzeniach lokalnych – komunikat z badań
     pilotażowych', in: M. Ślusarek, B. Janik, W. Bukowczan (ed.), *Biblioteki pedagogiczne
     lokalnie – małe ojczyzny, duże perspektywy*, Kraków 2022, pp. 39-45; Wójcik, M. 'Małe bi-
     blioteki publiczne w serwisach społecznościowych [Small Public Libraries in Social
     Networking Sites]', in: *Sfera Kultury, Sfera Nauki: Współczesny Obraz Biblioteki*, Oficyna
     Wydawnicza Edward Mitek, Gdańsk 2014, pp. 37-46, [online:] https://depot.ceon.pl/
     bitstream/handle/123456789/17431/Sfera%20kultury%2C%20sfera%20nauki%20-%20

results of the authors' research, concerning the presence on social networks of these very libraries, aims to fill the gap that has arisen. Considering the objectives that these institutions can – thanks to their presence in social networks – achieve, which include: providing information, education, maintaining relations/contacts, modelling reading culture including reading interests and preferences, building a positive image of the library and staff, attracting new users, learning about their opinions, providing them with entertainment, or promoting the library's collection, its services and cultural and educational events,[11] it is impossible not to appreciate such a powerful promotional tool, whose effectiveness is high and the costs associated with its use are relatively low.

The principal aim of the research was to ascertain the extent to which libraries utilise online platforms to promote their institutions and to identify those that do not engage in any such promotion. To review the scholarly literature on educational libraries in the context of promotional activities through social networks, a search was conducted in databases: EBSCO,[12]

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wsp%C3%B3%C5%82czesny%20obraz%20biblioteki%20-%20Maja%20Wojciechow-ska.pdf?sequence=1&isAllowed=y#page=37, [accessed: 17 June 2023].

11 Own study, cf. also B. Boryczka, 'Wykorzystanie mediów społecznościowych w bibliotekach pedagogicznych', *Elektroniczny Biuletyn Informacyjny Bibliotekarzy*, 2018, no. 1, [online:] http://ebibojs.pl/index.php/ebib/article/view/80/81M, [accessed: 17 June 2023]; B. Budyńska, M. Jezierska (ed.), *Stan bibliotek w Polsce. Raport 2017*, Biblioteka Narodowa, Warsaw 2021; M. Wojciechowska, M. Orzoł, 'Promocja jako instrument marketingu wspierający działania bibliotek w obliczu niskiego czytelnictwa Polaków. Przykłady akcji i działań promujących czytelnictwo', *Zarządzanie Biblioteką*, 2020, 1 (12), pp. 23-35, [online:] https://czasopisma.bg.ug.edu.pl/index.php/ZB/article/download/5952/5208/9114, [accessed: 17 June 2023].

12 The EBSCO host database search was carried out on 09.06.2023 using an extended version of the multi-search engine. In the first search by keywords "promotion" and "libraries" and "pedagogical" and "community". It is worth noting that the use of the term "community-based" was dictated by the desire to obtain information on all publications on the subject. The authors were aware that the terms "social media" and "social networking" are sometimes used interchangeably in the literature. A total of 32 search results were obtained, sorted according to the criterion "relevance". Among them, there was only one publication that referred directly to the promotional activities of pedagogical libraries in social media. This was Bożena Boryczka's article, 'Wykorzystanie mediów społecznościowych w bibliotekach pedagogicznych', *EBIB*, 2018, 178(1), pp. 1-14, [accessed: 9 June 2023].

Scopus,[13] Google Scholar[14] search engine, as well as the use of functioning references in the found literature to previous studies on this topic (*growing pearl* strategy), which together gave a document-

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13   A search in the Scopus database was carried out on 12.06.2023 according to the criteria "Article title, abstract, keywords" by entering the keywords "library" and "pedagogical", which did not yield any results. Entering the keywords "pedagogical" and "library" gave the same result. Using the keywords: "social networking servers" and "library" yielded 596 records, none of which referred to the issue of pedagogical libraries, which was checked by adding the search term "pedagogical" according to the "all fields" criterion. This yielded 7 records that were not related to the subject matter under study.

14   A Google Scholar search was carried out on 09.06.2023 by the keywords "promotion" and "libraries" and "pedagogical" and "community". The advanced search operator "intitle" was used, creating the phrase: '[intitle:promotion and libraries and pedagogical and community]'. This yielded 24 search results, one of which met the criteria related to the research question, but related to the issue of higher education libraries: M. Nagięć, 'Promotion of research libraries of state and non-state higher education institutions', *Fides. Bulletin of Church Libraries*, 2013, 19(37 (2)), pp. 3-24. [online:] https://digital.fides.org.pl/dlibra/publication/1852/edition/1693/content, [accessed: 6 June 2023. The search phrase was then entered: "[promotion and libraries and pedagogical and intitle:social]". This yielded 6 results, one of which concerned social media in cultural institutions: M. Lamberti, M. Theus, 'Social media in Polish libraries, archives and museums', *Biblioteka*, 2016, 20 (29), pp. 183-206. [online:] .file:///C:/Users/Acer/Desktop/PUBLIKACJE%20BIE%C5%BB%C4%84CE/Teksty%20z%20Monik%C4%85/7074-7071.pdf, [accessed: 29 November 2024]. Another search phrase "[promotion and libraries and intitle:social]" yielded 46 records, none of which concerned social media considered in the context of pedagogical libraries. The search results included publications related to libraries, archives, museums, university libraries, e.g. M. Lamberti, M. Theus *op.cit.*; J. Przybysz, P. Pioterek, *Media społecznościowe w służbie bibliotek*, Wydawnictwo Uniwersytetu w Białymstoku, Białystok 2015, [online:] https://repozytorium.uwb.edu.pl/jspui/bitstream/11320/4519/1/23_Przybysz_Pioterek.pdf, [accessed: 17 June 2023]; U. Szybowska, 'Media społecznościowe a kształtowanie wizerunku biblioteki akademickiej'*,* Main Library of the Military University of Technology. PolBiT Seminar 2019. the Main Library of the Military University of Technology in Warsaw. 26.03.2019 r. [Presentation] Retrieved, 23, [online:] https://bg.wat.edu.pl/images/pliki/polbit/urszula_szybowska_media_spolecznosciowe_a_ksztaltowanie_wizerunku_biblioteki_akademickiej.pdf, [accessed: 17 June 2023]; K. Machcińska, 'Media społecznościowe w bibliotece - rodzaje, funkcje, strategia działania', in: M. Odlanicka-Poczobutt, K. Zioło (eds.), *The academic library. Infrastructure-university-environment*, Gliwice 2013, pp. 24-25, [online:] http://delibra.bg.polsl.pl/Content/15554/Machcinska_Katarzyna_tekst.pdf, [accessed: 17 June 2023]; E. Rybka, *Media społecznościowe w bibliotekach uczelni medycznych – próba porównania*, Polish Platform of Medical Research.Repository of the Medical University of Gdańsk, [online:] https://ppm.gumed.edu.pl/docstore/download/GUM97742df794274051bb2d216c600d5744/0000099736.pdf, [accessed: 17 June 2023]. Google Scholar search results by criteria "[promotion and libraries and intitle:social]", [online:] https://scholar.google.com/scholar?hl=pl&as_sdt=0%2C5&q=%E2%80%9E%5Bpromocja+and+libraries+and+intitle%3Aspo%C5%82social%C5%9Bciowe%5D&btnG=, [accessed: 9 June 2023].

ed picture of the development of this issue in Polish and foreign literature. According to the analysis, there was only one article in the Polish-language literature on the subject, the content of which referred directly to the presence of pedagogical libraries in social networking sites. It was a text by Bożena Boryczka, who in 2018 examined the accounts of pedagogical libraries established in the services: Facebook, Twitter, Pinterest, Google+ and Instagram; characterising the number of library profiles on the aforementioned social media. The author of the article also identified the categories of content present.[15]

Foreign literature on promoting pedagogical libraries in social networks was also searched for. For this purpose, the Google advanced search operators were used, among others. By using the "in title": operator, it was expected to find publications in Google Scholar whose titles contained the phrase "pedagogical library".[16] The search resulted in 52 records that contained the indicated phrase in the title. These included publications that dealt with the main national libraries that are centres of educational information of the state, e.g. V. O. Sukhomlinsky State Scientific Pedagogical Library of Ukraine in Kyiv.[17] The phrase in the title "pedagogical libraries" yielded 3 results, including bibliographic data on two citations and one full-text publication.[18] This article was

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15   B. Boryczka, *op.cit.*

16   The search was conducted on 17.06.2023 via Google Scholar. Search results by phrase: intitle: "pedagogical library". Google Scholar, [online:] https://scholar. google.com/scholar?hl=pl&as_sdt=0%2C5&q=intitle%3A%22pedagogical+library%22&btnG=, [accessed: 17 June 2023].

17   L. D. Berezivska, O.P. Pinchuk, N.V. Varaksina, (2020). 'The webportal of VO Sukhomlynsky State Scientific and Pedagogical Library of Ukraine as an information resource for implementation of research in education, pedagogy and psychology', *Information Technologies* and *Learning Tools*, 2020, 4(78), pp. 249-265; L. Berezivska, (2018). 'Study of VO Sukhomlynskyi's activity as a strategy of VO Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine', *Education: Modern Discourses*, 2018(1), pp. 208-214; Cf. R., Samotyj, 'Zarys działalności metodycznej bibliotek ukraińskich', *Zarządzanie Biblioteką*, 2010, no. 1, pp. 117-126, [online:] https://bibliotekanauki.pl/articles/1374823.pdf, [accessed: 17 June 2023].

18   Google Scholar search results by intitle phrase: 'pedagogical libraries', [online:] https://scholar.google.com/scholar?hl=pl&as_sdt=0%2C5&q=intitle%3A%22pedagogical+libraries%22&btnG=, [accessed: 18 June 2023].

on the social networks of 19 pedagogical higher education institutions in Ukraine. It established the number of libraries' social media accounts (Facebook, Instagram, YouTube, Twitter). By extracting the percentage of accounts with high, medium and low frequency of content updates, using data on the number of observers, number of likes, etc., the 5 most active universities that used social media to promote their resources and services were identified.[19] Foreign literature, although very interesting, was not directly related to the research issue undertaken by the authors of this article.

Summarising the search for scientific texts in the field in question, it should be noted that researchers have not addressed the topic of interest. The mentioned Polish text by Boryczko from the previous decade of the 21st century was written by a methodologist and practitioner. In light of the literature analysis on the subject, researching the use of social networking sites by educational libraries for promotion would thus fill the gap. The data obtained of during the research can be used by practising librarians, especially those in managerial positions, who run teams of educational institutions and provincial pedagogical libraries. They may also inspire library managers of all types of libraries and researchers working in this field as well as lecturers in Library and Information Science.

Conceptualisation of research

The research planned and carried out in April 2023,[20] used the findings previously made on the number and structure of provin-

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19 A. Shelestova, A. Solianyk, N. Bachynska, T. Novalska, O. Kobieliev, 'Libraries of pedagogical institutions of higher education on social media', *Revista Amazonia Investiga*, 2021, 10(47), pp. 197-206.

20 It was assumed that the survey of each social network would be conducted in one day. This assumption was dictated by the dynamic changes in the number of accounts and content taking place on social networks and the desire to obtain comparable results. Due to the attention to detail of the measurement and the need to eliminate the risk of error, one day was devoted to each site. Searches of library accounts on each site were conducted sequentially on: Facebook (2 April 2023), YouTube (9 April 2023), Twitter (15 April 2023) and Instagram (24 April 2023).

cial pedagogical libraries, which were included in the authors' publication on the issue of the functioning of pedagogical libraries during the COVID-19 pandemic,[21] published in 2022. Subsequently, these findings were verified to consider the changes that occurred over the 2022-2023 period. This was possible thanks to a re-analysis of the records of the Register of Schools and Educational Establishments (hereinafter RSPO) concerning pedagogical libraries run by provincial governments,[22] websites of these libraries and information about them contained in the Public Information Bulletin. It was established that in April 2023, there were 47 provincial pedagogical libraries. Recently, the number of organisationally independent libraries with branches has decreased by 3 (from 23 to 20).[23] The number of autonomous units operating without branches (6) and the number of units operating within the structures of teams and without branches (4) did not change,[24] while the number of

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21   It assumes that there are 45 voivodeship pedagogical libraries in Poland, of which 6 are stand-alone libraries without branches, 23 are stand-alone units with branches, among libraries operating within the structures of groups of institutions – 4 have no branches and 11 have them. In addition, there is one laboratory in a teacher training centre without a branch M. Antczak, M. Wachowicz. 'Assessment of the COVID-19 Pandemic Impact on the Changes in the Operation and Structure of Polish Voivodship Pedagogical Libraries', *Polish Libraries*, 2022, vol. 10, p. 218-223 [online:] https://polishlibraries.bn.org.pl/upload/pdf/06440_PL10_08antczak.pdf, [accessed: 19 February 2023].

22   Search in the Register of Schools and Educational Institutions by criteria: "leading authority" – "provincial government"; "type of school/placement" – "pedagogical libraries", using the criterion: "include schools/places abolished" see Search results. RSPO, [online:] https://rspo.gov.pl/institutions?q=%7B%22page%22:0,%22pageSize%22:10,%22sort%22:%22%22,%22direction%22:%22%22,%22includeLiquidated%22:true,%22leadAuthorityInstitutionTypeIdList%22:%5B133%5D,%22institutionTypeIdList%22:%5B58%5D%7D [accessed: 16 April 2023].

23   As of 1.09.2022 the Pedagogical Provincial Library in Krosno and the Józef Gwalbert Pawlikowski Pedagogical Provincial Library in Przemyśl were incorporated into the Podkarpackie Complex of Provincial Facilities in Rzeszów. Pedagogical Provincial Library in Krosno, in: RSPO, [online:] https://rspo.gov.pl/institutions/92374, [accessed: 16 April 2023]; Pedagogical Provincial Library of Józef Gwalbert Pawlikowski in Przemyśl, in: RSPO, [online:] https://rspo.gov.pl/institutions/92386, [accessed: 16 April 2023]; Pedagogical Library in Zgierz as of 1.03.2022 has been incorporated into the structures of the Centre for Education Development of the Łódź Province in Zgierz.

24   *Ibid.*

units within the structures of teams with branches increased by 3 (from 11 to 14).[25] The study also decided to include libraries not included in the RSPO list: Zachodniopomorskie Centrum Doskonalenia Nauczycieli w Szczecinie – Dział Biblioteka Pedagogiczna im. H. Radlińskiej[26] and Centrum Edukacji Nauczycieli w Koszalinie Biblioteka Pedagogiczna CEN w Koszalinie – Dział Informacji Pedagogicznej – Biblioteka Pedagogiczna,[27] as well as the Pedagogical Library in Gorzów Wielkopolski, which has the status of a workshop of the Provincial Methodological Centre in Gorzów Wielkopolski. It should be emphasised that researching voivodeship pedagogical libraries is difficult due to their constantly changing number and continuous restructuring (e.g. formation of educational institution complexes, transformation of branches, liquidation of branches, etc.).

The second stage of the research was to find links on the websites of provincial pedagogical libraries to the social media accounts they have. This made it possible to identify the most popular social media used by them (Facebook, YouTube, Instagram, Twitter). In doing so, attention was paid to the location of the links to the sites on these pages, as this affected the readability of the information on them. The selected sites were then analysed for the presence of accounts of provincial pedagogical libraries on them. In this way, data was supplemented on the official profiles of libraries that did not include information on all their profiles on their main websites but maintained them.

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25 Data based on: M. Antczak, M. Wachowicz, *op.cit.*

26 Statute of ZCDN, in: Public Information Bulletin of the Zachodniopomorskie Centrum Doskonalenia Nauczycieli w Szczecinie, http://bip.zcdn.edu.pl/wp-content/uploads/2015/12/uchwala.pdf, [accessed: 25.04.2022].

27 Statutes, in: Public Information Bulletin of the Centre for Teacher Education in Koszalin, http://www.cen.edu.pl/uploads/publiczne/cen_bip/Uchwala_nr_XIV-186-20_sejmiku_wojewodztwa_zachodniopomorskiego_statut_CEN.pdf, [accessed: 25 April 2022].
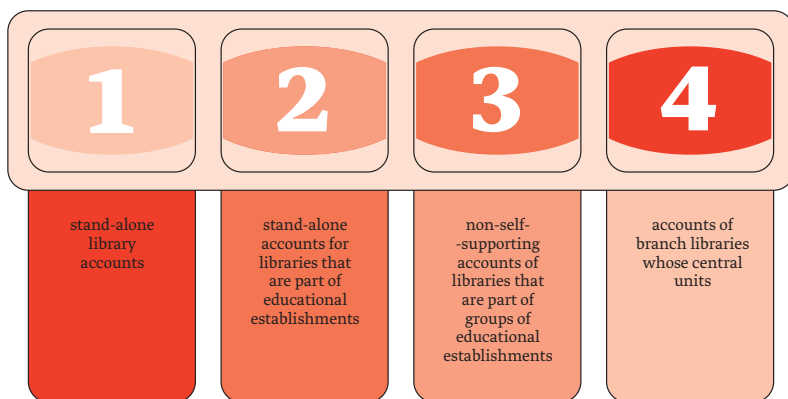
DIAGRAM. 1. Types of accounts set up in social networks of provincial pedagogical libraries in Poland, considering their independence
Source: own compilation based on collected data.

During data collection, it was noted that there were four types of library accounts set up on social networking sites, distinguished during the research by their place in the organisational structure:

1. stand-alone library accounts
2. stand-alone accounts for libraries that are part of educational establishments
3. non-self-supporting accounts of libraries that are part of groups of educational establishments
4. accounts of branch libraries whose central units (the main library or a set of educational establishments) do not have one. To organise and categorise the collected research material, an auxiliary diagram was developed (cf. Diagram 1).

The next decisions to be made concerned the classification of the account in situations where it was held by both the library and the set of educational establishments to which it belonged. The research considered the primacy of the accounts of the provincial educational libraries over the profiles set up by the 'teams'. In a situation where there was a team account next to the library account, only the account of the library was considered in the statistics, e.g. since 2010, there has been a Facebook account of the Pedagogical Library in Piotrków Trybunalski. In addition, since 2012, there has

been a profile of the Provincial Teacher Training Centre, which was transformed into the profile of the Education Development Centre for the Łódź Province in Piotrków. As the article is dedicated to libraries, only the profile of the library is included in the statistics, as it can be assumed that it is the main channel of communication in this service. The Piotrkowska Pedagogical Library also has an account on Instagram. It is the profile *piotrkowska_pedagogiczna*. Although the profile of the whole team was created in 2022 (already after the institutions were merged into a team), the account of the library[28] was considered for the research. Branch accounts were only considered if the main library did not have a social profile, but had an account created for the branch.

A significant problem was locating library accounts in services to which no links were provided. In order to do so, their internal search engines were used by entering whole names of libraries, groups of educational institutions, and their abbreviated names (formed from the first letters of individual words) supplemented with the local name, e.g. Centrum Rozwoju Edukacji Województwa Łódzkiego w Łodzi – CREWŁ Łódź; phrases containing the term 'pedagogical library' or the word 'pedagogical' alone or the abbreviation 'bp' and the local name were created. At the research stage, it was noted that finding the library catalogue in the service, in some cases, was difficult and the search unintuitive.

The following methods were used for the research: website and social network analysis, statistical and comparative. The following specific research problems were formulated:

RQ1. What social networks do the provincial educational libraries inform users about on their websites/sites of their parent units?

RQ2. When did individual libraries set up their first accounts, and on which social networks?

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28 Piotrkowska_pedagogiczna. Instagram, [online:] https://www.instagram.com/piotrkowska_pedagogiczna/, [accessed: 18 June 2023]; Crepiotrkow.edu.pl. Instagram, [online:] https://www.instagram.com/crepiotrkow.edu.pl/, [accessed: 18 June 2023].

RQ3. How many libraries today have accounts set up, and on which social networks?

RQ4. What is the percentage distribution of libraries with stand-alone accounts according to their place in the organisational structures?

RQ5. Which social network is most and least used by libraries?

RQ6. What percentage of libraries have accounts on all social networks?

Presentation and discussion of research results

The analysis of the collected data, presented in the following section of the argument, began with the presentation of numerical indicators concerning the presence of links to owned social networks on the libraries' websites. The remaining material was divided by service, starting with the most frequently used by individual libraries, i.e. Facebook, followed by YouTube, Instagram and Twitter. The discussion of the results of the individual services was preceded each time by a brief description of the service, followed by data on the change in the number of library accounts over the years, highlighting the date on which the first account was created and the number of profiles currently maintained. It was decided to consider the accounts of independent units and the profiles in the teams separately. Thus, in the presentation and discussion of the data collected, the answers to the first five research questions are included.

Information on owned social networks and the websites of provincial pedagogical libraries

The modern library website is no longer just a simple 'business card' for the library on the web. It is a platform through which users gain continuous access to library information and services from anywhere in the world and at any time. The only limitation in this respect is that they must have permanent access to the internet. According to Anna Walek:

> A website can also be part of a more developed web promotion system, which also includes profiles on social networks, forums, blogs and other tools.[29]

The opportunity to promote their social networks on their official websites was taken up by almost all provincial teaching libraries. This means that each library (or team in which it is located) had at least one link to the social network[30] on its website.

It is worth noting that 11 provincial pedagogical libraries had accounts on all four services, but only almost half of them (5) informed about them on their websites (cf. Table 1). In this group, the presence on YouTube and Twitter was reported least frequently (8 links). This was followed by libraries with a presence on 3 social networks. Only 9 libraries among them reported their presence on all the services they had. Libraries in this category were most likely to report their Facebook presence (20) and least likely to report their presence on Twitter (1). In April 2023, when the survey was conducted, there were 13 libraries with 2 services. Among these,

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29 A. Wałek, 'Strony www bibliotek jako narzędzie promocji i narzędzie komunikacji z użytkownikiem', *Fides. Biuletyn Bibliotek Kościelnych*, 2014, 38 (1), p. 109-118, [online:] https://mostwiedzy.pl/pl/publication/download/1/strony-www-bibliotek-jako-element-promocji-i-narzedzie-komunikacji-z-uzytkownikiem_11226.pdf, [accessed: 17 June 2023].

30 There are book libraries that function as part of teams of educational institutions, but have separate Facebook accounts, but do not have links on their websites (team pages) to library profiles, only to the accounts of the units of which they are part. These include: Public Pedagogical Library in Leszno and Pedagogical Library in Piotrków Trybunalski. There are also libraries that have facebook links to the profiles of the units they are part of, but do not have a separate library account, e.g. the Helena Radlińska Pedagogical Library of the West Pomeranian Teacher Training Centre in Szczecin.
Teacher Training Centre in Leszno [official website], [online:] https://cdn.leszno.pl/, [accessed: 18 June 2023]; Public Pedagogical Library in Leszno. Facebook, [online:] https://www.facebook.com/pbpleszno, [accessed: 18 June 2023]; Teacher Training Centre in Leszno. Facebook, [online:] https://www.facebook.com/CDNLeszno, [accessed: 18 June 2023]; Pedagogical Library in Piotrków Trybunalski [online:] http://pedagogiczna.edu.pl/, [accessed: 18 June 2023]; CREWŁ Pedagogical Library in Piotrków Trybunalski. Facebook, [online:] https://www.facebook.com/BPPiotrkow/, [accessed: 18 June 2023]; Zachodniopomorskie Centrum Doskonalenia Nauczycieli w Szczecinie [online:] https://zcdn.edu.pl/, [accessed: 18 June 2023]; Zachodniopomorskie Centrum Doskonalenia Nauczycieli w Szczecinie. Facebook, [online:] https://www.facebook.com/zcdn.zachodniopomorskie, [accessed: 18 June 2023].

12 links were found indicating that individual libraries belonged to Facebook. In this group of libraries, there were no libraries that had links to a Twitter account at the same time. The smallest category consisted of libraries with only one Facebook service, which they did not fail to inform about on their websites.

An interesting case to investigate was the Karol Wojtyła Warmia and Mazury Pedagogical Library in Elbląg, which did not have a link on its website to its YouTube account.[31] It did, however, include a link to a promotional video of the library on its channel,[32] The website did, however, include a link to the official channel of the Warmian-Masurian Voivodeship 'Warmia and Mazury'.[33]

TABLE 1: RATIO OF VISIBILITY OF LINKS ON WEBSITES TO THE NUMBER OF SOCIAL NETWORK ACCOUNTS OWNED BY POLISH PROVINCIAL PEDAGOGICAL LIBRARIES; N=47. AS OF APRIL 2023.

Specification	Number of libraries, including the number of social networks run: Facebook, YouTube, Instagram, Twitter				
	4 services	3 services	2 services	1 service	Total
Number of libraries that have a given number of services	11	20	13	3	47
including a link to Facebook visible on the page	10	20	12	3	45
including a link to YouTube visible on the page	8	10	7	0	25
including a link to Instagram visible on the page	10	13	1	0	24
including a link to Twitter visible on the page	8	1	0	0	9
Number of libraries with links to all services on their site	5	9	7	3	24

Source: own compilation based on collected data.

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31   The Karol Wojtyla Warmia and Mazury Pedagogical Library in Elbląg joined the YouTube community on 15 February 2023. Information, in: Warmińsko-Mazurska Biblioteka Pedagogiczna Elbląg, YouTube [online:] https://www.youtube.com/@wmbp.elblag/about, [accessed: 16 June 2023].

32   Warmia and Mazury Pedagogical Libraryin Elbląg, Warmińsko-Mazurska Biblioteka Pedagogiczna w Elblągu – promotional video, YouTube [online:] https://youtu.be/8OGt_wMs5TA, [accessed: 16 June 2023].

33   Information, in: Warmia and Mazury, YouTube, [online:] https://www.youtube.com/@warmiaimazury7243/about, [accessed: 16 June 2023].

Facebook

The first version of the social networking site Facebook was launched on 4 February 2004. Its Polish language variant has been in operation since May 2008.[34] The service allows users to maintain friendships, follow users and the activities of companies, brands, and institutions, and share information, links, photos and films with other users.[35] According to Joanna Onakowska, having a fan page, i.e. a public profile on a portal, is nowadays an indispensable element of promotion, which is used

> not only by companies but also, among others, well-known people such as actors, musicians and politicians. [...] This provides an opportunity to keep in touch with existing customers (fans) but is also one way of attracting new potential buyers, users or followers.[36]

An important service is also the possibility of so-called 'checking in', i.e. tagging places visited, saving photos taken at a given location, adding anticipated routes and destinations and receiving friends' opinions about these places, etc.[37]

There are many tips in the literature for gaining the attention of an audience (fans) on Facebook. Above all, these include an interesting form of profile (e.g. storytelling), thoughtful content, invit-

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34   Wikipedia editors, Facebook, in: Wikipedia. The free encyclopedia, [online:] // en.wikipedia.org/w/index.php?title=Facebook&oldid=70032198, [accessed: 25 April 2023].

35   J. Krawiec, J. Wyrwisz, 'Facebook.com jako efektywne narzędzie komunikacji marketingowej', *Problemy Zarządzania, finansów i marketingu*, 2013, 32, p. 377, [online:] https://bazhum.muzhp.pl/media/files/Problemy_Zarzadzania_Finansow_i_Marketingu/Problemy_Zarzadzania_Finansow_i_Marketingu-r2013-t32/Problemy_Zarzadzania_Finansow_i_Marketingu-r2013-t32-s375-388/Problemy_Zarzadzania_Finansow_i_Marketingu-r2013-t32-s375-388.pdf

36   J. Onakowska, 'Serwis Facebook jako narzędzie promocji bibliotek', *Folia Bibliologica*, 2013/2014, vol. 55/56, p. 162, [online:] https://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-5421206c-1bfd-464a-a6ec-85579328f5bf/c/czas2913_55_56_2013_2014_11bb.pdf, [accessed: 12 June 2023].

37   I. Kozłowska, 'Zastosowanie geolokalizacji w działaniach marketingowych', *Rynek – Społeczeństwo – Kultura*, 2013, p. 38, [online:] https://bazhum.muzhp.pl/media/files/Rynek_Spoleczenstwo_Kultura/Rynek_Spoleczenstwo_Kultura-r2013--t-n2_(6)/Rynek_Spoleczenstwo_Kultura-r2013-t-n2_(6)-s36-40/Rynek_Spoleczenstwo_Kultura-r2013-t-n2_(6)-s36-40.pdf, [accessed: 13 June 2023].

ing friends (employees, family, friends), adding the social network to the email footer, gaining 'ambassadors' from among satisfied customers, contributing to other fan pages, inviting fans to tag themselves and others.[38]

As the authors found, Facebook is a social networking site currently used by all provincial pedagogical libraries in Poland. Of the 47 libraries surveyed, all had their accounts, although these were not always their individual profiles. In four cases, these were initiatives of the parent unit (2 libraries operating within the structures of teams without branches and 2 operating within the structures of larger units, but with branches).[39] The opposite situation can be observed in the case of the Public Pedagogical Library in Leszno, which did not have its own website, but only a bookmark within the website of the Teacher Training Centre in Leszno,[40] although has its own profile on Facebook.[41]

The first 8 profiles of provincial pedagogical libraries on Facebook were created in 2010 (cf. Chart 1). There were 2 independent libraries with no branches,[42] 4 independent libraries with branches[43], and

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38 More: J. Krawiec, J. Wyrwisz, 'Facebook.com jako efektywne narzędzie komunikacji marketingowej', *Problemy Zarządzania, finansów i marketingu*, 2013, 32, p. 378-379, [online:] https://bazhum.muzhp.pl/media/files/Problemy_Zarzadzania_Finansow_i_Marketingu/Problemy_Zarzadzania_Finansow_i_Marketingu-r2013-t32/Problemy_Zarzadzania_Finansow_i_Marketingu-r2013-t32-s375-388/Problemy_Zarzadzania_Finansow_i_Marketingu-r2013-t32-s375-388.pdf, [accessed: 25 April 2023].

39 (Status as of 2.04.2023). These were: The Pedagogical Library in Suwałki and the Pedagogical Provincial Library in Rybnik (without branches), the Helena Radlinska Pedagogical Library and the CEN Pedagogical Library in Koszalin (with branches).

40 Teacher Training Centre in Leszno [official website] [online:] https://cdn.leszno.pl/ [accessed: 25.04.2023].

41 Public Pedagogical Library in Leszno [profile] Facebook [online:] https://m.facebook.com/pbpleszno/?locale=pl_PL&_rdr [accessed: 25.04.2023].

42 The Gen. bryg. Prof. Elżbieta Zawacka Pedagogical Library in Toruń [profile] Facebook [online:] https://www.facebook.com/bp.torun/ [accessed: 25.04.2023]; Karol Wojtyła Warmian-Masurian Pedagogical Library in Elbląg [profile] Facebook [online:] https://www.facebook.com/wmbpelblag/, [accessed: 25 April 2023].

43 Pedagogical Provincial Library named after the Commission of National Education in Warsaw [profile] Facebook [online:] https://www.facebook.com/pbwimkenwwarszawie/, https://www.facebook.com/wmbpelblag/, [accessed: 25 April

2 libraries working within the structure of teams of educational institutions with branches. A year later, 12 profiles were created, which accounted for almost half of all pedagogical voivodeship libraries in Poland (cf. Charts 1 and 2). In the 11 years since the first pedagogical library created its first Facebook account, all the libraries already had profiles on Facebook. This situation – 47 voivodeship pedagogical libraries present in the medium in question – has persisted from 2021 to the present day.
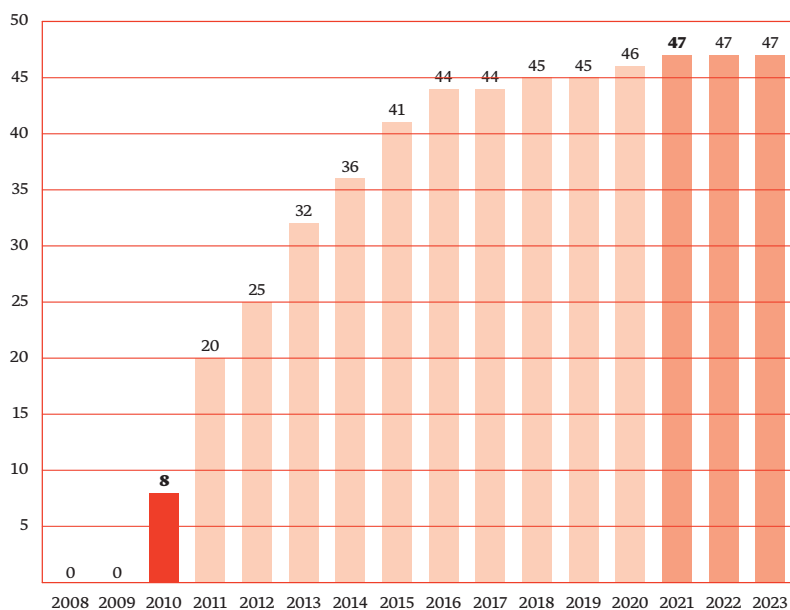

CHART 1. Facebook. Number of accounts of Polish provincial pedagogical libraries (2008-2023). Status as of April 2023.
Source: own compilation based on collected data.

2023]; Pedagogical Provincial Library named after the Commission of National Education in Lublin [profile] Facebook [online:] https://www.facebook.com/profile.php?id=100064420792431, [accessed: 25 April 2023]; Lower Silesian Pedagogical Library in Wrocław [profile] Facebook [online:] https://www.facebook.com/DolnoslaskaBibliotekaPedagogiczna [accessed: 25 April 2023]; The Hugo Kołłątaj Provincial Pedagogical Library in Kraków [profile] Facebook [online:] https://www.facebook.com/pbwkrakow/ [accessed: 25 April 2023];

Year	Number of stand-alone library accounts	Number of stand-alone accounts of libraries in teams of educational institutions	Number of non-self-contained library accounts in educational establishments
2008	0		
2009	0		
2010	6	2	0
2011	15	5	0
2012	17	8	0
2013	20	11	1
2014	23	12	1
2015	25	14	2
2016	26	15	3
2017	26	15	3
2018	26	16	3
2019	26	16	3
2020	26	17	3
2021	26	17	4
2022	26	17	4
2023	26	17	4

■ Number of stand-alone library accounts

■ Number of stand-alone accounts of libraries in teams of educational institutions

■ Number of non-self-contained library accounts in educational establishments
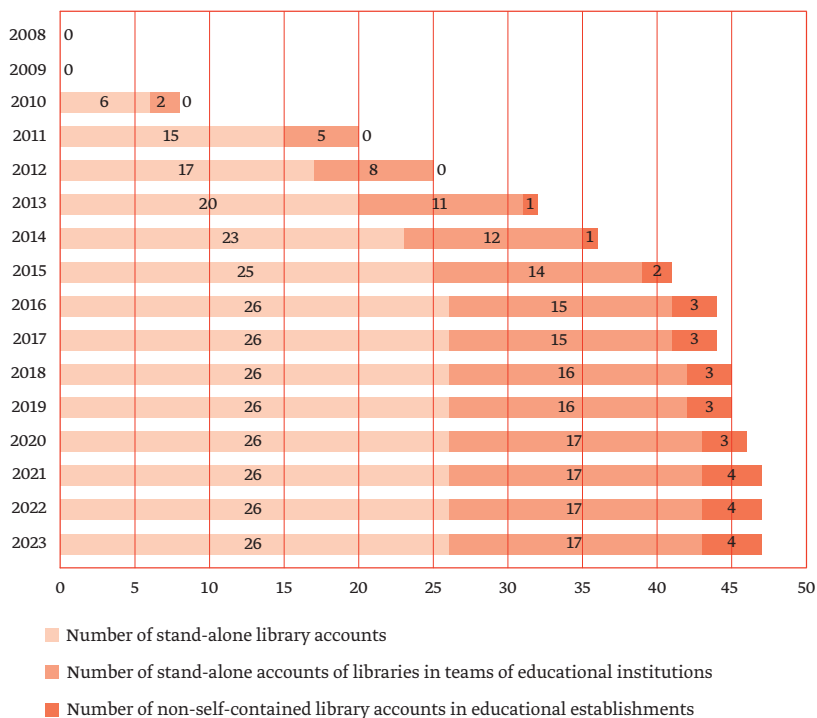
CHART 2. Facebook. Number of accounts of Polish voivodeship pedagogical libraries with respect to their independence (2008-2023); N=47. Status as of April 2023
Source: own compilation based on collected data.

YouTube

The origins of the YouTube website date back to February 2005, but its Polish language version became operational in mid-2007.[44] The website allows for free publishing, commenting, rating (the so-called 'likes', 'hands up'), broadcasting 'live' video materials.[45] As reported in Digital Report 2023, YouTube was used by 27.5 million users in Poland.[46]

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44   Wikipedia editors, YouTube, in: Wikipedia. The free encyclopedia, [online:] //en.wikipedia.org/w/index.php?title=YouTube&oldid=70150229, [accessed: 2 May 2023].

45   Wikipedia editors, YouTube, in: Wikipedia. The free encyclopedia, [online:] //en.wikipedia.org/w/index.php?title=YouTube&oldid=69142846, [accessed: 13 June 2023].

46   A. Polewko, *Social media w Polsce i na świecie*. Raport Digital 2023.

The first channels of provincial pedagogical libraries on YouTube were created at the beginning of the second decade of the 21st century, in 2011[47] and 2012.[48] Only the channels of the central units of the individual libraries were considered in the study, not their branches. An exception was made only for libraries with a branch channel, i.e., the Pedagogical Library in Ciechanów, which only has a channel created for its branch in Pułtusk. In addition, channels belonging to the parent units for the libraries located in the groups were considered. An interesting example in this respect was the 'Podkarpackie Biblioteki Pedagogiczne' channel created in 2019, which is shared by the Pedagogical Library in Tarnobrzeg, the Pedagogical Provincial Library in Krosno, the Józef Gwalbert Pawlikowski Pedagogical Provincial Library in Przemyśl and the Pedagogical Provincial Library in Rzeszów. The Krosno and Przemyśl libraries also have their own YouTube accounts. The Krosno library has stopped publishing material on its individual YouTube channel, while the Przemyśl library continues to post its material on YouTube.[49]

In April 2023, there were 41 channels of provincial educational libraries on YouTube, representing 42 book libraries, which accounted for 89% (cf. Chart 3 and Table 2). These included 24 accounts of organisationally independent book libraries with or without branches and 8 channels of libraries which, although op-

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47   The Tadeusz Kotarbiński Pedagogical Provincial Library in Łódź, [online:] https://www.youtube.com/@pedagogicznabibliotekawoje5978, [accessed: 3 May 2023], The Prof. Tadeusz Kotarbiński Pedagogical Library of Warmia and Mazury in Olsztyn. https://www.youtube.com/channel/UCtHPw7mGve8uZvZJZuMbTuA, [accessed: 3 May 2023].

48   The Hugon Kołłątaj Pedagogical Provincial Library in Kraków, [online:] https://www.youtube.com/@pbw_krakow, [accessed: 3 May 2023].

49   The last podcast on the Pedagogical Regional Library Krosno channel was published on 19 December 2018. It was Christmas wishes from library staff to readers and colleagues. VID 20181219 091330 [2018, 19 December] https://www.youtube.com/watch?v=dyjRoOtjKS4 [accessed: 4 May 2023]. The latest podcast on the Przemyśl Pedagogical Library channel 'International Day of the Deaf and Sign Language' was published on 26.09.2022. International Day of the Deaf and Sign Language. Pedagogical Library Przemyśl [2022, 26 September] YouTube. https://www.youtube.com/watch?v=FLJ2TEvtHaQ [accessed: 4 May 2023].

erating within the structure of teams of educational institutions, have separate YouTube accounts.[50] In addition, 7 accounts belong to teams of educational establishments in whose structure the libraries are located. To these should be added one library having only a branch account (Pedagogical Library in Ciechanów, branch in Pułtusk), and the 'Podkarpackie Pedagogical Libraries' channel, which is shared by the Pedagogical Library in Tarnobrzeg, the Pedagogical Provincial Library in Krosno, the Józef Gwalbert Pawlikowski Pedagogical Provincial Library in Przemyśl and the Pedagogical Provincial Library in Rzeszów. This number also includes the libraries in Krosno and Przemyśl, which have separate YouTube accounts.
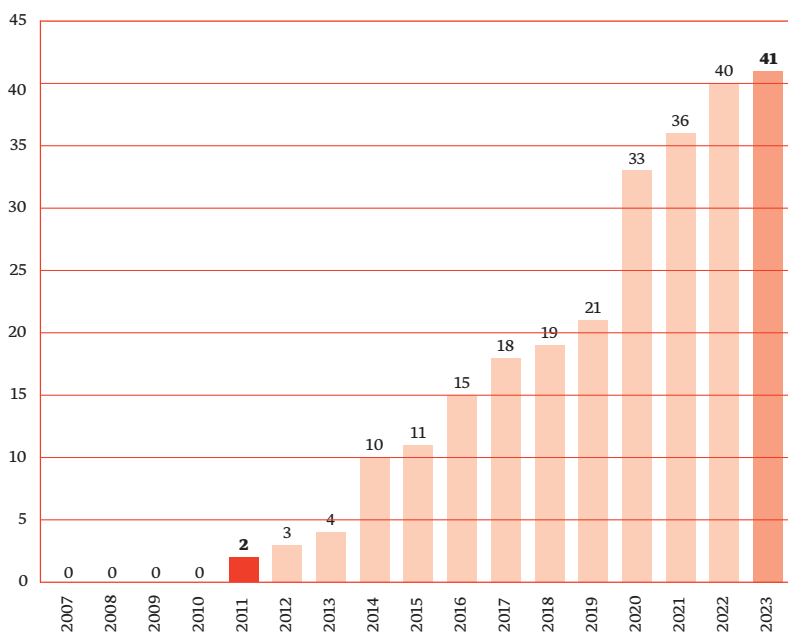

CHART 3. YouTube. Number of accounts of Polish provincial pedagogical libraries (2007-2023); N=47. Status as of April 2023.
Source: own compilation based on collected data.

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50   Wikipedia editors, Instagram, in: Wikipedia. The free encyclopedia, [online:] // en.wikipedia.org/w/index.php?title=Instagram&oldid=70154839, [accessed: 3 May 2023].

TABLE 2: YOUTUBE. NUMBER OF ACCOUNTS OF POLISH PROVINCIAL PEDA-GOGICAL LIBRARIES WITH RESPECT TO THEIR INDEPENDENCE (2008-2023); N=47. STATUS AS OF APRIL 2023

Year of account creation	Number of newly created accounts	Total operating accounts	Number of stand-alone library accounts	Number of stand-alone accounts of libraries in teams of educational institutions	Number of accounts of educational establi-shments containing libraries in their structure	Number of branch accounts of libraries whose cen-tral units do not have YouTube account, and other
2008	0	0	0	0	0	0
2009	0	0	0	0	0	0
2010	0	0	0	0	0	0
2011	2	2	1	1	0	0
2012	1	3	1	0	0	0
2013	1	4	0	1	0	0
2014	6	10	3	2	1	0
2015	1	11	1	0	0	0
2016	4	15	3	1	0	0
2017	3	18	1	1	1	0
2018	1	19	1	0	0	0
2019	2	21	0	0	1	1
2020	12	33	8	1	2	1
2021	3	36	0	1	2	0
2022	4	40	4	0	0	0
2023	1	41	1	0	0	0
Total	41	41	24	8	7	2

Source: own compilation based on collected data.

Instagram

The service was established in 2010, and two years later (2012), it was bought by Facebook.[51] The Polish language version of the ser-

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51 Wikipedia editors, Instagram, in: Wikipedia. The free encyclopedia, [online:] // en.wikipedia.org/w/index.php?title=Instagram&oldid=70345463, [accessed: 20 May 2023].

vice has been available since 2012.[52] The study again took into account the profiles of the units that are organisationally superior to the libraries (if the libraries did not have a separate account) and the profiles of the library branches (if there were no accounts for the central units). For this reason, the profile of the Pomeranian Pedagogical Library in Słupsk, Lębork branch, which was created in 2021, was taken into account.[53]

In April 2023, there were 30 profiles of provincial educational libraries on Instagram. The first two accounts were created in 2015. In 2021, the Provincial Library in Krosno[54] registered its account on the service, and no posts have been published there since then. Despite this, it was included in the presentation of the results.

Analysing the data presented in Chart 4 and trying to explain the noticeable increase in libraries' interest in Instagram, one can consider a high probability of the influence of the COVID-19 pandemic on this state of affairs. The stimulus for such actions was most likely the recommendations of the National Library regarding the presence of libraries on social media and their activation through the Internet. During 2020, eight accounts were added. The following year was no less fruitful, with the number of accounts increasing by 6. Since the year of the outbreak of the pandemic in Poland, the number of accounts of pedagogical libraries on Instagram has increased by a total of 19.

Of the 30 library accounts in operation at the time of the survey, 20, i.e. the largest number, were set up by stand-alone libraries, 5 were stand-alone accounts of libraries operating in teams of educational establishments, 4 were non-self-contained accounts set

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52 P. Tuszynska, [2012, 27 December], *Instagram. Nowy filtr i 25 wersji językowych*. Fotopolis, https://www.fotopolis.pl/newsy-sprzetowe/branza/14059-instagram-nowy-filtr-i-25-wersji-jezykowych, [accessed: 23 May 2023].

53 Pomeranian Pedagogical Library in Słupsk. Lębork Branch, [online:] https://www.instagram.com/p/CRGigN7BQtY/ [accessed: 20 May 2023].

54 As of 17.06.2023 Pedagogical Provincial Library in Krosno had not published any posts, had 18 followers and 4 observed. Pedagogical Provincial Library in Krosno. Instagram, [online:] https://www.instagram.com/pbwkrosno/, [accessed: 17 June 2023].
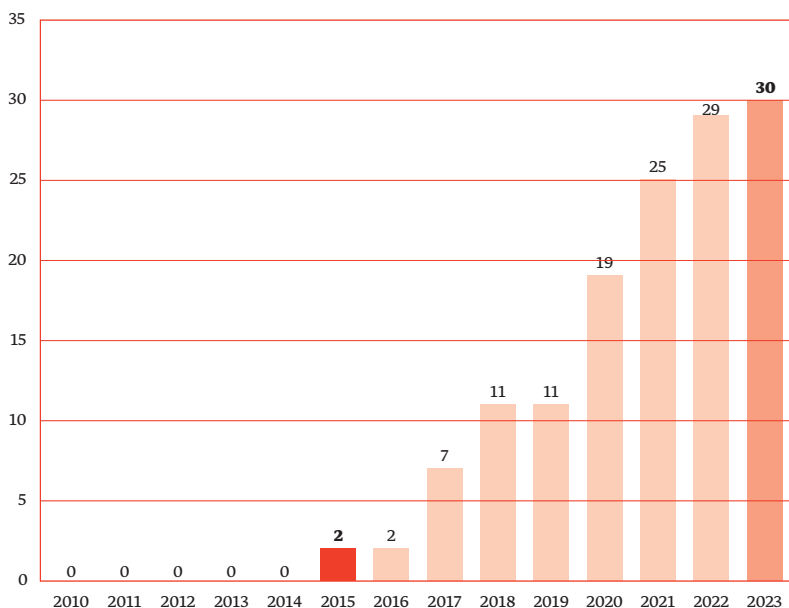
CHART 4. Instagram. Number of accounts of Polish provincial pedagogical libraries (2007-2023); N=47. As of April 2023.
Source: own compilation based on collected data.

up by the teams to which the libraries in question belonged and 1 account of a branch belonging to a stand-alone library that did not have such an account.

TABLE 3: INSTAGRAM. NUMBER OF ACCOUNTS OF POLISH VOIVODESHIP PEDAGOGICAL LIBRARIES WITH RESPECT TO THEIR INDEPENDENCE (2008-2023); N=47. STATUS AS OF APRIL 2023

Year of account creation	Number of newly created accounts	Total operating accounts	Number of stand-alo-ne library accounts	Number of stand-alone accounts of libraries in teams of educational institutions	Number of accounts of educational establish-ments that include libraries in their structure	Number of branch accounts of libraries whose central units do not have such account
2010	0	0	0	0	0	0
2011	0	0	0	0	0	0
2012	0	0	0	0	0	0
2013	0	0	0	0	0	0
2014	0	0	0	0	0	0

Year of account creation	Number of newly created accounts	Total operating accounts	Number of stand-alone library accounts	Number of stand-alone accounts of libraries in teams of educational institutions	Number of accounts of educational establishments that include libraries in their structure	Number of branch accounts of libraries whose central units do not have such account
2015	2	2	2	0	0	0
2016	0	2	2	0	0	0
2017	5	7	5	2	0	0
2018	4	11	8	3	0	0
2019	0	11	8	3	0	0
2020	8	19	13	5	1	0
2021	6	25	17	5	2	1
2022	4	28	19	5	4	1
2023	1	30	20	5	4	1
Total	30	30	20	5	4	1

Source: own compilation based on collected data.

Note: The central unit is understood to be the main library or a group of educational establishments.

Twitter

The website was founded in 2006.[55] The Polish language version has been available since 2011.[56] The first account of a provincial pedagogical library on Twitter was created in 2010 and belonged to the Pedagogical Provincial Library in Kielce. More than half (8) of the profiles of pedagogical libraries were already present on the service in 2014. In April 2023, 13 pedagogical libraries at the provincial level had the possibility of posting tweets. 'The youngest'[57]

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55 Twitter, in: Wikipedia.The free encyclopedia, [online:] //en.wikipedia.org/w/index.php?title=Twitter&oldid=70100992 [accessed: 21 May 2023].

56 Revanmj, *Twitter now available in Polish* [2011, 28 December], revanmj's tech blog, [online:] https://revanmj.pl/2011/12/twitter-juz-dostepny-w-jezyku-polskim/, [accessed: 23 May 2023].

57 A survey of the Twitter content of provincial pedagogical libraries' accounts was conducted on 15 April 2023.

profile taken into account in the Twitter research in terms of the presence of profiles of pedagogical libraries is the account of the KEN Pedagogical Provincial Library in Warsaw.[58]

Although the first account on Twitter was created in the same year as on Facebook, the growth of accounts on both services did not follow proportionally. While there were already 46 accounts on Facebook in 2020, there were more than three times less on Twitter at the same time (11). The service was also not used excessively by libraries during the pandemic. In 2020, only 1 account was added compared to the previous year, and a further 2 by 2023.

CHART 5. Twitter. Number of accounts of provincial pedagogical libraries by independence (2008-2023), N=47. As of April 2023.
Source: own compilation based on collected data.

58 The Warsaw Pedagogical Library published its first Twitter post on 11 April 2023, *Moda na czytanie* [2023, 11 April], Twiiter, [online:] https://twitter.com/pbw_go-clawska4/status/1645743327189389316, [accessed 16 June 2023].

Of the 13 library accounts in operation, the largest number were set up by stand-alone book libraries (9), 2 accounts each were set up by libraries operating in teams of educational establishments, half of which were stand-alone.

TABLE 4: TWITTER. NUMBER OF ACCOUNTS OF POLISH VOIVODESHIP PEDAGOGICAL LIBRARIES WITH RESPECT TO THEIR INDEPENDENCE (2008-2023); N=47. STATUS AS OF APRIL 2023

Year of account creation	Number of newly created accounts	Total operating accounts	Number of stand-alo-ne library accounts	Number of stand-alone accounts of libraries in teams of educational institutions	Number of accounts of educational establish-ments that include libraries in their structure	Number of branch accounts of libraries whose central units do not have such account
2006	0	0	0	0	0	0
2007	0	0	0	0	0	0
2008	0	0	0	0	0	0
2009	0	0	0	0	0	0
2010	1	1	1	0	0	0
2011	0	1	0	0	0	0
2012	2	3	1	0	1	0
2013	2	5	2	0	0	0
2014	3	8	1	2	0	0
2015	1	9	0	0	1	0
2016	1	10	1	0	0	0
2017	0	10	0	0	0	0
2018	0	10	0	0	0	0
2019	0	10	0	0	0	0
2020	1	11	1	0	0	0
2021	0	11	0	0	0	0
2022	1	12	1	0	0	0
2023	1	13	1	0	0	0
Total	13	13	9	2	2	0

Source: own compilation based on collected data.
Note: The central unit is understood to be the main library or a group of educational establish-ments.

Discussion of results and conclusions

It has been noted that libraries function in different structures: as stand-alone libraries, as part of teams of educational institutions, and some of them have branches. This causes several paradoxes, e.g. a branch has an account, and the main library does not. This makes it difficult to conduct research, particularly research that is comparative. Another problem encountered during the research was that not all establishments included links to each of the media they held. Searching for a library's social media account is not always intuitive. Finding accounts by library name is often impossible. The use of keywords, as discussed in the body of the

■ Number of accounts of stand-alone libraries or groups of educational establishments that set up an account first

■ Number of accounts of libraries or groups of educational establishments in 2023

CHART 6. Number of social network accounts of Polish provincial pedagogical libraries (2010 vs 2023); N=47. As of April 2023.
Source: own compilation based on collected data.

Note: The dates of the first library accounts on a particular site are included next to the names of the social networks.

article, was unlikely to reach all libraries that have such accounts. Despite the great care taken in the searches and their time-consuming nature, the authors cannot have a 100 per cent guarantee that all institution accounts were reached. An additional problem was, for example, the lack of a link on the website to the library's account (even though the library has one or even though the group of establishments to which it belongs has one).
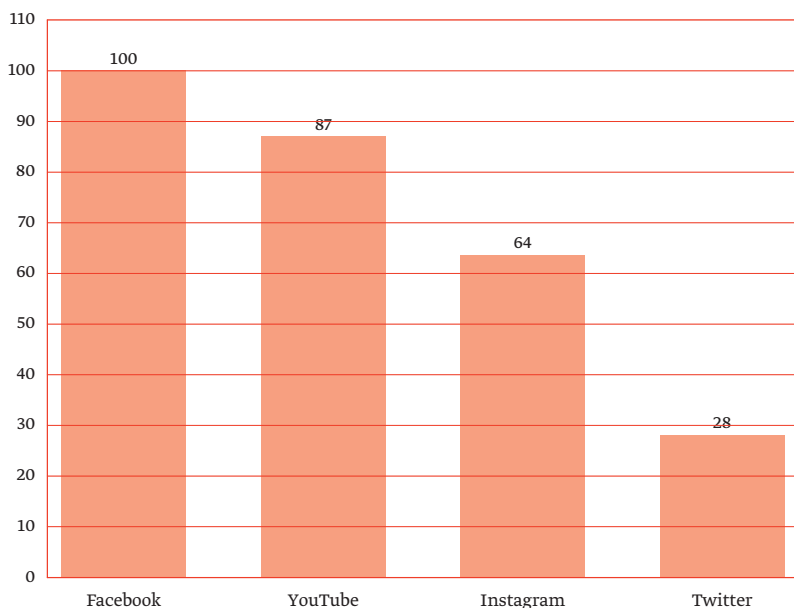
CHART 7. Percentage of Polish provincial pedagogical libraries' social media accounts in operation; N=47. As of April 2023.
Source: own compilation based on collected data.

It would be important for the promotion associated with the 'visibility' of the voivodship pedagogical libraries in the Internet space to sort out how they are named in the media. It seems that the absolute minimum should be that a group of educational institutions should have their own websites and that the associated library should participate in the content.

As presented in summary charts 6 and 7, Facebook is the most popular service among libraries. All libraries have set up accounts

on it. The second, slightly less popular site is YouTube, where 41 accounts were found. More than half of the libraries were active on Instagram (30), while one in four was slightly more active on Twitter. Libraries were the earliest to start using Facebook and Twitter, having set up 8 and 1 accounts, respectively, as early as 2010. The latest to set up 2 profiles on Instagram was in 2015.

Accounts on 4 social networking sites (Facebook, YouTube, Instagram, Twitter) were held by 11 libraries, which accounted for 23% of the total (cf. Chart 8). Only 5 of them (11%) posted full information about their services on their websites (only organisationally independent book libraries were in this category).[59]
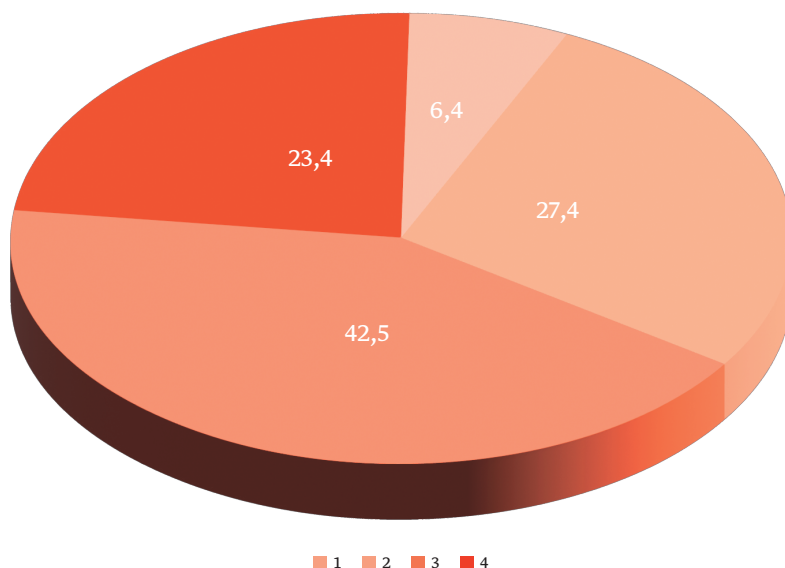

CHART 8. Percentage of Polish provincial pedagogical libraries by the number of social networks on which they have accounts; N=47. As of April 2023. Source: own compilation based on collected data.

59   These were (in alphabetical order): The Lower Silesian Pedagogical Library in Wrocław, the Hugo Kołłątaj Pedagogical Provincial Library in Kraków, the Józef Lompa Pedagogical Provincial Library in Katowice, the Commission of National Education Pedagogical Library in Warsaw, and the Public Pedagogical Library in Poznań.

The largest group of libraries were those with 3 accounts on different social networks. There were 20 of them (43%). All provincial educational libraries (100%) had accounts on the social networking site Facebook (cf. Chart 8). Slightly fewer, 41 accounts (87%) allowed posting videos on YouTube. Instagram users had access to 30 profiles (64%) of provincial pedagogical libraries. Only 13 libraries (28%) were using Twitter to publish. It appears that the increased demand for setting up social media accounts may have correlated with the recommendations formulated by the National Library, present during the COVID-19 pandemic.

Recommendations

1. The aim should be for all libraries to have accounts on the basic four services.
2. It would be beneficial for librarians responsible for managing these services to be informed of the most common mistakes made and to receive guidance on how to conduct promotional activities in a professional manner.
3. There should be at least one person responsible for marketing communications in the library to ensure that information is systematic and to receive training in this area.

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