

The Editorial Note

Chief Editor

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Dear Esteemed Readers,

On behalf of the editorial committee and the editorial board, I would like to present to you our current issue of June 2025. The diversity of articles in our current issues reflects different dimensions of LIS. The current issue contains 13 articles delineated as follows:

In “Potentials for Establishing Collaborative Virtual Reference Services at the University of Dar es Salaam and Constituent College Libraries,” Mohamed Kassim et al. evaluate the feasibility of establishing collaborative virtual reference services between the University of Dar es Salaam library and its constituent college libraries. Using qualitative and quantitative methods, the study found that many library users utilise electronic devices for various purposes, including accessing library services, indicating readiness for virtual services. Jackson Raymond Sawe in “Smallholder Farmers’ Satisfaction with Agricultural Information for Enhancing Climate Change Adaptation in Mbogwe District, Tanzania” examines the satisfaction of smallholder farmers with the agricultural information used for climate change adaptation in Mbogwe District, Tanzania. It examines the types and availability of information, farmers’ satisfaction levels, and the reasons for dissatisfaction. Using a mixed-methods approach that combines both quantitative and qualitative data, the study involved 300 smallholder farmers. Additionally, Mary Gorreti Nabbosa et al. in “Ethos of Librarians in Academic Libraries in Uganda: A Study of Unethical Practices” analyse the ethical practices of Ugandan academic librarians by studying student service experiences at Kyambogo University (KyU) and Uganda Christian University (UCU). In another interesting article, “Green Library Transition in Bayelsa and Rivers States, Nigeria: Awareness and Perception of Librarians in University Libraries”.

Other contributors to this issue include Bulorgbamu Cocodia and Kolawole F. Ogunbodede, who investigate the awareness and perceptions of green library practices among librarians in university libraries in Bayelsa and Rivers States, using both quantitative and qualitative methods through surveys and interviews. Also, Sydney Enock Msonde et al. in “A Functional Pathway of Bibliographic Data Migration from ADLIB to KOHA Library Management System: The MUHAS Experience” demonstrate the functional pathways involved in bibliographic data migration from ADLIB, a proprietary library management system, to KOHA, an open-source LMS. This research was an experimental design study focusing on data migration and systems integration. Antidius Fidelis focuses on undergraduate students, who are heavy social media users, and are more vulnerable to this information than any other group. The article “Undergraduate Students’ Understanding of Fabricated Information on Social Media Platforms” uncovers these students’ understanding of fabricated information on social media.

Furthermore, Herman Mandari and Daniel Koloseni in “The Continuance Usage Intention of Web 2.0 for Fostering Collaborative Learning in Higher Education Institutions: The Moderating Role

of Self-Efficacy” examine the intention to continue using Web 2.0 to share learning resources in higher learning institutions in Tanzania. On their part, Hadija Mbembati and Hussein Bakiri investigate the preferred AI-based learning resources for computing students in Higher Learning Institutions (HLIs) using statistical methods, including mean, standard deviation, and cross-tabulations in their article, “Generative Artificial Intelligence-Based Learning Resources for Computing Students in Tanzania Higher Learning Institutions”. As for Revocatus K. Millambo et al, they explore the human conversational content on social media pages of two corporate organisations in Tanzania and investigate their influence on brand-consumer engagement.

Introducing and interrogating the concept of the ‘information curse’, Abdallah Katunzi et al. contend in “Unlocking Transparency for News Media Information Access: Mapping the ‘Information Curse’ in Tanzania’s extractive industry” that when news media access government-held EII and report on it, it cultivates a more informed society, encourages public discourse, enhances industry transparency, and significantly reduces the risk of unnecessary tensions and violence. In the realm of education and the must-have collaboration, George L. Kahangwa in “Praxis of University-School Partnerships to Foster Information, Knowledge and Technology Exchange in Tanzania” examines the partnership between universities and primary and secondary schools in Tanzania, the reasons behind these partnerships, and the outcomes of such collaborations while drawing on from McQuaid’s theory of organisational partnerships, which assumes that partnerships have purpose, actors, structures, and benefits.

Sarah E. Kisanga in “Enhancing High-tech Assistive Technology Use for Learning among Students with Visual Impairment in Tanzania’s Higher Education” examines the factors that hinder the use of high-tech assistive technology (AT) and explores strategies to enhance its utilisation among students with visual impairments in higher education institutions (HEIs) in Tanzania. Finally, Henry Chalu in “The Effects of Accounting Information System Antecedents and Effectiveness on Local Government Financial Performance in Tanzania” focuses on assessing the effects of Accounting Information Systems (AIS) antecedents and AIS effectiveness on the financial performance of the LGAs in Tanzania. The focus on antecedents of AIS is on five variables, namely accounting policies, auditing effectiveness, computerisation of AIS, management support, and skilled human resources.