

EDITORIAL

It is with great pleasure that we present Volume 4, Number 1 (June, 2025) of the *Tudarco Journal of Humanities and Education* of the Dar es Salaam Tumaini University. This Volume brings together a rich collection of scholarly articles that explore the evolving intersections of education, technology, and knowledge sharing. The research contributions featured here reflect an enduring commitment to advancing understanding, improving practices, and fostering innovation across diverse learning environments and professional sectors.

The opening article, “Accessibility and Utilization of Grey Literature in Academic Libraries in Dar es Salaam Region, Tanzania,” offers a comprehensive analysis of the role of grey literature as an invaluable but often underutilized resource for academic research and policy formulation. This is followed by “Barriers and Strategies for Promoting Positive Mindset Shifts toward Open and Distance Education among Adult Learners in Lagos State,” which critically examines the psychological, institutional, and socio-cultural factors affecting the acceptance of Open and Distance Education, while outlining actionable strategies for mindset shift and change.

In “Challenges of Pursuing Master of Education in Evening Mode and its Implications for Blended Delivery in Higher Education,” the author highlights the limitations of traditional campus-based face-to-face instruction and presents blended learning as a flexible and effective alternative for modern higher education. Complementing this perspective is the article “Exploring the Correlation between Senior Secondary School Students’ Attitude and Writing Skill Development in English as a Second Language in Abeokuta, Nigeria,” which explores students’ perceptions of writing as an essential academic skill and its implications for curriculum development and instructional practice.

The technological dimension of education in basic education is addressed in “Evaluating the Effectiveness of ICT Integration on Students’ Learning Outcomes in Government Secondary Schools in Ilala District, Tanzania,” where the author explores the impact of digital tools on teaching strategies and learners’ academic performance in public secondary education. Expanding beyond basic education, “Knowledge Sharing Practices among Medical Doctors at Muhimbili National Hospital,” investigates the mechanisms and challenges of professional knowledge exchange in healthcare, offering insights that are vital for improving medical practice and patient care. The final article, “Mobile Platform Capabilities and Agricultural Success: Empirical Evidence from Sunflower Farmers in Tanzania,” examines how mobile technologies are transforming agricultural production and rural livelihoods by improving communication, access to markets, and decision-making among farmers.

Collectively, these articles underscore the transformative potential of education, technology and knowledge sharing in addressing pressing societal challenges. By bridging innovations from higher education, secondary schooling, healthcare, and agriculture, this issue offers a multidisciplinary perspective that is both intellectually stimulating and practically relevant.

On behalf of the Editorial Board, we extend our deepest appreciation to the contributing authors for their insightful research and to the peer reviewers for their careful reviews and suggestions which have ensured the scholarly rigor of this publication. We invite our readers to engage critically with the ideas presented in this issue and to draw inspiration for further research, policy development, and professional practice.

Dr. Kassimu A. Nihuka

Editor-in-Chief