

Editorial

It is our great pleasure to present Volume 5, Number 1 of the DarTU Journal of Humanities and Education, published by Dar es Salaam Tumaini University. This issue brings together a rich collection of multidisciplinary scholarly articles that address contemporary challenges and emerging trends in education, leadership, information and communication technologies, public health, social sciences, literature, and community development across Africa.

The volume features studies examining the influence of social media marketing tools on youths' purchasing decisions of ICT devices in Dar es Salaam, the effects of laissez-faire and situational leadership styles on institutional performance in Nigerian public secondary schools, and the implementation of the revised primary school curriculum in Tanzania based on evidence from national monitoring and evaluation. Other contributions explore reading skills acquisition among adult learners, the implications of population ageing and lifelong learning for socio-economic development, and the challenges experienced by the Free Pentecostal Church of Tanzania in the provision of healthcare services.

This issue also presents research on information access and management, including rural communities' access to health information on schistosomiasis in Tanzania and the availability and use of electronic security technologies in university libraries. In addition, the volume enriches literary and cultural scholarship through an analysis of gender, narrative authority, and the global public sphere in Abdulrazak Gurnah's *Afterlives*, alongside a study of the construction of masculinity in Bongo Flewa songs, highlighting the intersections of gender, culture, and social power.

Collectively, the articles published in this issue underscore the critical role of interdisciplinary research in generating knowledge that informs policy, enhances professional practice, and contributes to sustainable social and economic development. They reflect the journal's continued commitment to publishing high-quality research that addresses local, regional, and global concerns while fostering academic dialogue across disciplines.

On behalf of the Editorial Board, I extend my sincere appreciation to all authors for entrusting us with their scholarly work and to the reviewers whose expertise and dedication ensured the academic quality and integrity of this publication. We also thank our readers for their continued support and engagement with the DarTU Journal of Humanities and Education. We trust that the insights presented in this volume will stimulate further research, informed debate, and evidence-based practice in the humanities, education, and related fields.

Dr. Kassimu A. Nihuka

Editor-in-Chief