Editorial Note

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This journal issue presents a collection of empirical studies focused on library science, indigenous knowledge management, technological integration, and user experience in educational and governmental contexts across Africa. Key highlights include:

Library Resource Utilisation (Nigeria): Studies reveal that while libraries in government-owned colleges of education in Kwara State are adequately resourced, student usage peaks during examinations due to limited awareness and insufficient facilities. Recommendations emphasise awareness campaigns and increased funding.

Library Policy and Service Delivery (Nigeria): Research in South-South Nigerian federal universities identifies a significant positive correlation between effective library collection/circulation policies and quality service delivery. The implementation of up-to-date policies and enforcement of resource return are recommended.

Indigenous Knowledge Communication (Tanzania & Nigeria): Multiple studies highlight the centrality of oral traditions, community elders, and participatory methods in transmitting agricultural and climate knowledge among Maasai communities. Nigerian librarians are shown to play a transformative role in documenting and preserving indigenous knowledge, though challenges such as funding and technological gaps persist.

Artificial Intelligence in Libraries (Tanzania): AI integration has improved information retrieval, automation, and user experience in academic libraries, but obstacles such as lack of funding, skills, and infrastructure, as well as resistance to change, remain. Recommendations call for focused investment in training and infrastructure tailored to local contexts.

E-Filing and User Satisfaction (Tanzania): An analysis of the Tanzania Revenue Authority's e-filing system identifies user-friendliness, staff responsiveness, and effective communication as key factors shaping taxpayer satisfaction. System improvements and enhanced user training are advised.

Learning Management Systems in Higher Education (Tanzania): As one of the articles illustrate, University instructors generally hold positive attitudes towards Moodle LMS adoption,

but actual usage is constrained by unreliable internet, limited user knowledge, and infrastructural challenges.

Collectively, these studies underscore the importance of context-sensitive policy, technological adaptation, and the preservation of indigenous knowledge in advancing library and information services, educational effectiveness, and public service delivery across the African continent.