

The Editorial

We would like to inform our esteemed readers that unlike last year, the issuance of our journal will be both online and print versions. As usual, full text articles will be accessed through the University of Dar es Salaam website and African Journal online.

Eight articles are contained in this issue. In the first article, Evans Wema examined the reading patterns of students at DUCE, IDRP Dodoma, Law School of Tanzania, RUCU Iringa, SLADS Bagamoyo, SUA Morogoro, SUZA, Tumaini University, UDSM and Zanzibar University. The findings reveal that students spend their spare time reading print and e-newspapers, books and magazines, and access social media that cover aspects such as sports, economic, technological and social issues. However, too much academic work, limited internet connection and family responsibilities are some of the factors that impede their reading habits. It is recommended that academic libraries should work out means to create conducive reading environment for students.

In the second article, Kelefa Mwantimwa and Neema Mwaisela investigated the influence of demographic characteristics on access to and use of breastfeeding information among parents in Mbeya City, Tanzania. The findings indicate that the relationship between access and use of formal breastfeeding sources of information is weak and informal sources remain potential for breastfeeding information among parents. Also, it was found that gender, age, marital status, level of education, and income are important predictors to access and usage of breastfeeding information among parents in the study area.

The third article “Towards establishing an effective data management system in Tanzania: A comparative analysis of scientific climate data and farmers’ perception of climate change and variability”, Emmanuel Frank Elia examines and compares farmers’ perceptions of climate change with climate data from the Tanzania Meteorological Agency from 2002 to 2011. The

findings show that farmers are aware of increased temperatures and unpredictable rainfall patterns and confirm erratic rainfall patterns and increased temperature. Also, the findings show that there is corroboration between farmers' perceptions and scientific evidence from climate data. It is recommended that mobile phone devices and cloud computing technology should be used to foster timely collection of weather data and proper record-keeping.

In the fourth paper, "Analysis of top cited papers in library and information science that have stood the test of time", Emmanuel Frank Elia and Alfred S. Sife examined the characteristics and features of the top cited papers in library and information science published in 2006. The findings indicate that the papers originated from different institutions based in North America and Europe and the mean number of authors per article was 2.3. Whereas the number of citations ranged from 410 to 3051, the mean number of citations per year was 98. It was also found that Nine out of the 10 articles reported citation analyses. This suggests that Library and Information Science Research has shifted trend towards exploring scientific publications and their impact through citation analysis, bibliometrics and scientometrics techniques.

In the Fifth article, James J. Masele and Julius Tweve examined information provision as a strategy for promoting mathematics education in Tanzania. They found among others, that there was limited use of various sources of information in promoting mathematics education and there was no specific session which discusses the importance of mathematics' importance for career development. Teachers, parents and peer groups were main sources of information for students. They also found that there was poor usage of media and the internet in promoting mathematics. It is recommended that information professionals should liaise with policy makers in influencing other practitioners in the field to promote mathematics.

In the Sixth article, Dickson E.A Omorogbe and Wilfred A. Iguodala investigated attitude and motivation for social networking among secondary school students at Oredo Local Government Area of Edo State. They sought to find out whether secondary school students like social networking and if gender factor influences use of social networks and students' level of access to phones/computers and the internet. They found that students engaged in social networks to make friends and connect with people and had had access to phones, computers and other communication devices and the internet. Facebook was the most popular social network used by more students.

In the Seventh article, Leontine Nkebukwa and Ireneus Luambano investigated collaborative information seeking behaviour of student groups at Vocational Education Training Institutions in Zanzibar. They sought to find out student group information needs and sources they use to meet their information needs. The findings show a wide range of varying student group information needs which vary according to tools and type of task assigned to the group. Whereas a group of students which service sewing machines needed information on sewing machine the group responsible for repairing television sets needed information on television faults and how to fix them. Furthermore, it was revealed that both students groups largely relied on group members and teachers to meet individual group information needs. Other sources include search engines, internet, and colleagues outside the team or group. It was also found that respondents were not aware of collaborative search tools which enable users to communicate and collaborate synchronously when seeking and retrieving information. Thus, it is recommended that libraries with internet connectivity should be established in all VET institutions, to enable users to access information they need.

Finally, Fredrick Olatunji Ajegbomogun and Olubunmi Kafilat Oduwole investigated social media trends, interactive and collaborative learning for scholarly research among postgraduate (PG) students in a Nigerian university. The findings indicate that researchers had a strong preference for the using Academia ($\bar{x}=1.94$, $SD=1.40$), and other social media sites such as facebook, twitter, flicker and research gate. The findings also show that social media has made a significant impact on respondents' research output ($\bar{x}=3.63$, $SD=0.62$). However, poor internet connectivity and respondents' low level of ICT skills are some of the factors that constrain effective use of the social media. Thus, it is recommended that regular seminars and training should be organized for postgraduate students to keep them abreast of new developments in social media sites so that they may maximize usage.