

Lonaka JoLT 2019 Vol 10 No 1 Editorial

Welcome to Volume 10 2019 Number 1 Issue of the *Lonaka Journal of Learning and Teaching*. The articles offer a multi-disciplinary range of both evidence-based as well as conceptual analysis in the scholarship of teaching and learning.

Magdeline C. Mannathoko examines the extent to which Botswana policies and programmes including the Creative and Performing Arts (CAPA) syllabus address Discipline Based Art Education (DBAE) framework.

Maende, J.B, Luvai, O.N and Mbayaah J T examine the level of influence of professional development on the use of resources in public secondary schools in Mumias District of Kenya in the teaching and learning process.

Christian John Makgala provides brief biographies of two students who were in a University of Botswana History Department field-based research course in the past five years, their preparation for the course, research topics, awards, and the publication of their projects.

Joseph Tufuor Kwarteng and *Nawaah Donkor* assess the instructional effectiveness of senior high school accounting teachers through the ratings of students from the Techiman Municipality in the Bono East Region of Ghana.

Bakadzi Moeti explores factors that influence couples participation in Post Marital Counselling.

Naledi Binnie Mswela analyses the factors that would influence a possible measure for ensuring quality provision in early childhood education in Botswana.

Tshepho Lucky Kamodi and *Kgomotso Gertrude Garegae* explore perceptions of junior secondary mathematics teachers towards the use of Microsoft Excel in teaching selected concepts in the topic graphs.

Rosemary Tanimola Abe, Ganiyu Bello and *Abdulrasaq Hamzat* analyse the classroom interactions and students' reactions toward study barriers in biology lessons in Ilorin, Nigeria.

Philip Bulawa and *Mavis B. Mhlauli* analyse the views of primary deputy school heads about their role and responsibilities as members of the school management team.

Reginald Oats, Donald Bantsi and *Joy Kefilwe Batswalelwang* interrogate what they consider to be a growing concern among educationists on of the gender imbalance in subject allocation at secondary school level particularly in practical subjects such as Design and Technology.

Kemmony C Monaka, Tshiamiso V Moumakwa and *Tlamelo Baitse* provide an in-depth analysis of three folktales of Bakgalagari people to communicate their inherent richness in cultural content and social importance.

Adebisi B.T. shares the Nigerian experience of Open and Distance Education as an effective delivery system and way of educating people of all categories and professions in the society.

Ochu Michael Chima provides a pathway of approaching multiword expressions in linguistic research, especially through their extraction.

Naledi Binnie Mswela investigates how high priority factors would need to be incorporated in a possible accreditation model for Botswana.

Lonaka Journal of Learning and Teaching seeks to grow its reach in widening the community of teaching practitioners who pursue reflective practice in teaching, learning, assessment and associated design considerations.

Silas Oluka
Editor