

**Editor's Comment:**

The purpose of the study was to determine the mediating effects of classroom management and the relationship of Differentiated Instruction to Teaching and Student Engagement. The study design (Quantitative non-experimental design) was appropriate. The researcher followed the steps of good scientific research: sample selection, data collection, analysis, and recommendations. The reviewers were generally very positive and expressed some minor concerns. The author has revised the manuscript accordingly. I therefore support publication in Asian Journal of Education and Social Studies.

**Editor's Details:**

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