



Editorial

This edition of *NIU Journal of Educational Research* touches on Emotional Intelligence Education, Multimodal Digital Semiotics and Artificial Intelligence, Artificial Intelligence in French Language Education, Classroom Management and Students' Discipline and so on.

One of the papers, in this issue, reveals that Emotional Intelligence Education enhances adaptive emotion regulation, strengthens social connectedness, improves stress appraisal and coping, and reduces psychological distress. Whilst methodological limitations and questions of cultural generalisation counsel caution, the weight of evidence supports the systematic integration of EI education into school curricula, higher education provision, workplace training, and community mental health programmes. It is, therefore, suggested that Continued investment in high-quality research — particularly longitudinal studies, cultural adaptation studies, and implementation science — will be essential to realise the full potential of Emotional Intelligence in Education.

Another paper also reveals that while culturally responsive practices improve classroom organisation and teacher–student interactions, they may not independently determine students' disciplinary behaviour. The paper therefore, recommends integrating culturally responsive teaching with broader behavioural management strategies and strengthening teacher professional development in inclusive classroom practices.

On the whole, this issue of *NIU Journal of Educational Research* features many empirical and theoretical based articles which can be of great benefit to every reader.

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