

Factors Affecting Farmers' Adoption of Climate-Smart Agriculture in the Photohar Region

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Abstract

The didactics of social sciences are generally correlated with how crucial and essential they believe the subject matter to be for students to comprehend the nation's problems and their immediate surroundings. Other opinions voiced by the participants emphasise the significance of the role played by social science teachers in the dissemination of a particular body of academic knowledge, the growth of social and cognitive abilities, and the direction of actions that support the students' changes in cognition, behaviour, and values. From the viewpoint of the professors, both the teaching and learning processes are centred on the possibility that students can comprehend the social sciences thoroughly and use this understanding. Thus, the goal of developing students who are able to critically and persuasively analyse contemporary occurrences is related to what teachers refer to as thought and context. These teachers' opinions about the social science didactics appear to be very similar to what the suggested curriculum suggest.

Keywords: Consumption basic electricity • Demand • Income

Introduction

This study acknowledges the relevance and significance of teachers' perspectives for the design, implementation, and assessment of educational policies in education, particularly those policies intended to enhance the teaching and learning processes in primary and secondary school. The study of social science instructors' perspectives can reveal their understanding of the discipline's importance, its purpose, and the function of the daily activities they engage in in the classroom. Since we concur with the perspectives of, who emphasise that asking about the perceptions of history teachers in training and practise can give us a perspective of what needs to be changed in the didactics of the discipline, the results of the article highlight the significance of gathering the perceptions of future teachers and those who are already practising. The reflection on teachers' views for the future is also aided by the study of such perceptions. The clarity with which social science educators view the necessity of teaching the subject, the role of the activity they engage in on a daily basis in the classroom, and their motivations for doing so can be shown through examination of their perspectives. Since we concur with the perspectives of who emphasise that examining the perceptions of history teachers in training and practise can provide us with a perspective on what needs to be changed in the didactics of the discipline, the article's findings highlight the significance of gathering the perspectives of future teachers and those who are already practising [1,2].

Methods

All participants underwent a physical assessment by a doctor and a

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clinical exercise physiologist during the initial visit. Each participant filled out a Physical Activity Readiness Questionnaire (PAR-Q) and gave written informed permission papers. The initial visit included an explanation of the study's protocols, and all of them were approved by the Islamic Azad University's Research and Ethics Committee (Ethics code: IR-IAU1400-47). The Declaration of Helsinki's most recent revision was followed in all processes. There were 101 participants who initially volunteered for the study after calling in public spaces like gyms, medical clinics, hospitals, and social networks. Of these, 33 were ruled ineligible, leaving 68 participants in the study (mean age: 27.6 8.4 yrs; mean height: 167.8 3.1 cm; mean weight: 94.7 2.0 kg; mean BMI: 33.6 1.4 kg/m²), who were split into 4 groups of 17 participants BMI > 30 kg/m², inactivity for the previous six months, absence of endocrine, metabolic, or cardiovascular illnesses, and abstinence from alcohol use were the inclusion criteria for the study [3-5].

Discussion

We looked at how 12 weeks of HIFT combined with astaxanthin affected adipokine levels, insulin resistance, and lipid profiles in obese males. Our results show that 12 weeks of CrossFit exercise training combined with astaxanthin: (A) decreased anthropometric indices (body weight, BMI, FFM, and body fat percentage); (B) improved cardio-respiratory fitness (measured by VO₂peak); (C) improved lipid profiles (HDL-C, LDL-C, TC, and TGs); (D) improved post-test metabolic markers (glucose, insulin, and HOMA-IR). Increased adipocyte hypertrophy and hyperplasia are linked to obesity. Through the inhibition of mitochondrial -oxidation, AMPK activity, and the encouragement of lipogenesis, increased fat deposition by adipocytes is followed by these changes in lipolysis and lipogenesis. Insulin resistance (IR) is caused by an accumulation of fat in the liver, skeletal muscle, and adipocytes. IR enhances the mobilisation of fatty acids from adipose tissue into the bloodstream and causes inflammation brought on by oxidative stress. The damage to pancreatic beta-cells caused by adipocyte hypertrophy includes an increase in macrophage accumulation and the generation of proinflammatory M1 phenotypes [6].

Conclusion

This discrepancy may be due to variations in training methods. This study used repeated measures and a longitudinal design to examine changes in infants' and toddlers' development using an ASQ, a routinely used clinical screening instrument, from before to throughout the pandemic in a large and

diverse population. In line with other research, we discovered that households with lower SES and members of racial and ethnic minorities were more likely to report experiencing social and financial challenges during the COVID-19 epidemic. However, neither categorical nor continuous outcomes were able to account for within-individual differences in children's growth.

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Conflict of Interest

None.

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