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SJIF 2022:

7.942

Area: Multidisciplinary

Evaluated version: online

Previous evaluation SJIF

2021: Not indexed

2020: 7.803

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A proof of being indexed in SJIF Journal Rank List.

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Country	 India
Journal's character	Scientific
Frequency	Monthly
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Texts availability	Free

Contact Details

Editor-in-chief	Dr. R. M. Deshmukh Editor in Chief, International Journal of Science and Research (IJSR)  India
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Journal's description

The International Journal of Science and Research (IJSR) is a monthly, open access, peer reviewed and fully refereed international journal with very low research paper publication fee. Being an international journal focused on Engineering, Management, Science and Mathematics, we broadly cover research work on next generation cutting edge technologies and effective marketing strategies. Writing a research paper is a skill and International Journal of Science and Research have the team of scientists and academicians who are dedicated to help learn and improve that skill by providing a guide for writing high quality research papers through peer reviewing. Critical evaluation of research paper is a prime focus of each member of International Journal of Science and Research (IJSR) Reviewer Panel for identifying Plagiarism. We try our best to ensure the novelty in each research manuscript being published in International Journal of Science and Research (IJSR).

International Journal of Science and Research (IJSR)

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Table of Contents

Sr.No.	Article Title	Page No.
1	Managing Students' Disruptive Behaviors in High Schools in the Oueme Department by Trainee Teachers in Their Second Year of Staps at Injepts	1 - 7
	Authors: Adolphe AHONNON, Jules-Marie GANDAGBE, Blaise Alihonou OUSSOU, Armelle Zelie Imelda KIKI, Alassane Boukary BIGA, Country: Benin	
2	Clinical Trial of Homoeopathy to Manage Secondary Amenorrhoea	8 - 11
	Authors: Dr. Sneha, Country: India	
3	Teaching - Learning Kiswahili in a Diglossic Context: A Usability Analysis of Language Habits in Lubumbashi	12 - 20
	Authors: Kifungo Mulunga Jean Paul, Country: Congo (DRC)	
4	Merger and Acquisitions in Indian Banking Sector of Five Years (2018-2022): A Review	21 - 24
	Authors: Dr. Meenakshi Kumari, Archana Kumari, Country: India	
5	An Overview of Dragon Fruit Cultivation in Andhra Pradesh	25 - 27
	Authors: Karthik Chittibomma, Country: India	
6	White Coal - A Sustainable, Viable, Eco Friendly Alternative to Fossil Fuel: A Critical Analysis with Special Reference to India	28 - 31
	Authors: Kavish Nijhawan, Country: India	
7	Effectiveness of Planned Teaching Programme on Physiological Changes during Pregnancy among Primigravida Mother in Selected Rural Area	32 - 36
	Authors: Kanchan Singh, K. Sridevi, Senthil Thirusangu, Country: India	
8	Body Mass Index, Body Image Acceptance and Psychological Well - Being among Overweight Adults	37 - 40
	Authors: Minnu Thomas, Daya K. S., Country: India	
9	Role of M-Commerce in Today's Scenario	41 - 43
	Authors: Dr. Smrithi Ashokan, Country: India	
10	Updating Benthic Macroinvertebrates Database of the Nokoue Lake in South Eastern Benin	44 - 56
	Authors: H. B. P. Capo-Chichi, D. Adandedjan, P. A. Laleye, Country: Benin	
11	Dentigerous Cyst in a Young Child	57 - 58
	Authors: Dr Deeksha Gohil, Dr Shivain Chhabra, Dr Paral Lubana, Country: India	
12	Implementation of Low Power Multiplier for High Speed Arithmetic Applications	59 - 62
	Authors: Kishor Kanaparthi, Country: India	
13	A Non - Randomized Exploratory Study on Effectiveness of Homoeopathic Treatment in the Cases of Hypothyroidism in Females	63 - 65
	Authors: Komal Panghal, Country: India	
14	Evaluation of the Outcome of PLID and Lumbar Canal Stenosis Surgery in a Tertiary Care Hospital in Bangladesh	66 - 68
	Authors: Md Rakibul Hassan, Md Shoriful Islam, Md Mahbulul Alam, Anar Koli, Abdullah Al Muti, Country: Bangladesh	
15	CVS Prevalence among those between the Ages of 18 and 40 from a Eye Care Facility	69 - 72
	Authors: Shib Sankar Roy, Vishal Kumar, Ruma Deb, Barnali Datta, Country: India	
16	Biological Activity of Polyene Antibiotics and Their Use in Improving the Environment	73 - 78
	Authors: T. C. Pashazade, Country: Azerbaijan	
17	A Brief Insight on Bullous Pemphigoid Case Study Successfully Treated with Homoeopathy	79 - 83
	Authors: Dr. V. J. Beautlin Previncy, Dr. K. Manikanda Perumal, Country: India	
18	Comparative Assessment of ADA, IDRS and FINDRISC as a Screening Tool for Diabetes Mellitus in Adults Attending Rural Health Training Centre OPD Affiliated with IGGMC, Nagpur	84 - 88
	Authors: Dr. Uma Maheswaran, Dr. Ashok Jadhao, Sanjay Agrawal, Country: India	
19	Adnexal Lesion with Hemoperitoneum in a Woman of Reproductive Age: Beyond Ectopic Gestation	89 - 92
	Authors: Dr. Akarshi Gupta, Dr. Rashmi Dixit, Dr. Prince Das, Country: India	
20	Crouzon Syndrome: A Rare Case Report	93 - 96
	Authors: Poornima Tripathi, Sonal Gupta, Sakshi Patel, Country: India	
21	Usage of Expanded Polystyrene Waste in Building Construction	97 - 100
	Authors: Sampathkumar V., J. Vanjinathan, Country: India	
22	Concept of Genes, Split Genes, Exons, Introns and Complementation Test	101 - 103
	Authors: Sure Naveen, Country: India	
23	The Risk of Postoperative Complications after Gastric Cancer	104 - 107

	Authors: Dritan Reovica, Krenar Lilaj, Country: Albania	
24	Predictive Factors of Relaps after Open Radical Cystectomy for Bladder Cancer-Systematic Review	108 - 113
	Authors: Rezart Xhani, Bajram Bega, Country: Albania	
25	Global Prevalence of Depression in HIV / AIDS: A Systematic Review	114 - 118
	Authors: Sadik Aliko, Arjan Harxhi, Country: Albania	
26	Moderate Persistent Asthma Treated with Combined Budesonide-Formoterol Inhaler: A Case Report	119 - 121
	Authors: Fransiscus Sanjay, Putu Ayu Diah Puspita Sari, Country: Indonesia	
27	Transplantation of Cotton Seedlings on Nutribloes	122 - 124
	Authors: Dr. Etienne Tehia Kouakou, Dr. Michel Fok, Country: Ivory Coast	
28	Analytical Study of Carbon Group of Homoeopathic Medicines in Different Clinical Cases	125 - 126
	Authors: Pooja Garg, Dr. Sukhjeet Kaur, Country: India	
29	A Five-Week Stock Analysis of Select Companies: An Investor's Perspective	127 - 131
	Authors: Dr. Selvi S., S. Jaisurya, Country: India	
30	Critical Analysis on 'India's Position and Stand on Distributive Climate Justice'	132 - 135
	Authors: Srishti Yadav, Country: India	
31	A Descriptive Study to Assess the Knowledge Regarding Pneumonia among Mothers of under Five Children in Selected CHC at Gurh with a View to Develop Information Booklet	136 - 140
	Authors: Neha Tiwari, Country: India	
32	Stochastic Analysis of a System Having Two Dissimilar Components and Two Service Facilities	141 - 144
	Authors: Praveen Gupta, Ruchi Yadav, Country: India	
33	Analytical Study of Kali Group of Homoeopathic Medicines in Different Clinical Cases	145 - 146
	Authors: Amatul Shafi Aiman, Dr. Sukhjeet Kaur, Country: India	
34	Comparative Study on Mulligan Movement with Mobilisation versus Proprioceptive Neuromuscular Facilitation in Adhesive Capsulitis of Shoulder	147 - 153
	Authors: Suman Malukani, Amit M. Patel, Country: India	
35	Energy of Gravitational Waves in Black Hole Collisions	154 - 158
	Authors: Vignesh S, Martin Subash Surya, Country: India	
36	The Impact of Free Trade Agreement on FDI Attractiveness of the Countries of the Arab Maghreb Union	159 - 163
	Authors: Leila Nasri, Country: Tunisia	
37	Study of Test for Significance of Pearson's Correlation Coefficient	164 - 166
	Authors: P. L. Suresh, Kalidindi Narayana Raju, Country: India	
38	A Case of Furuncle Treated with Homoeopathic Similimum	167 - 169
	Authors: Dr. Reena Kumari, Country: India	
39	Case Series: Ovarian Cyst in Pregnancy	170 - 173
	Authors: Dr. Amita Budhewar, Dr. J N Senapat, Dr. Sunita Ubale, Dr. Mamta Anand, Dr. Priti Naikodi, Country: India	
40	A Bibliometrics Study of Towards Excellence during the Period of 2014 - 2020	174 - 176
	Authors: Balvant Tandel, Country: India	
41	Microfinance and Women Empowerment in Hosur	177 - 179
	Authors: Boopathy M., Dr. Balakrishnan A., Country: India	
42	Analysis of Metacystis (EP) in a Tertiary Care Institute	180 - 183
	Authors: Dr Pratibha Vashisth, Dr J. N. Senapati, Dr Misbah Inamdar, Dr Kavita Velankar, Country: India	
43	Risk Assessment Network for Diabetic Cardiovascular Disease based on Causality and Individual Attention	184 - 195
	Authors: Ming Zuo, Jingyi Deng, Liping Zhang, Qi Xu, Country: China	
44	Content Analysis of Grade Three Social Studies Learning Resources on Provincial Symbols	196 - 200
	Authors: Julius V. Sarabia, Country: Philippines	
45	Synthesis of Schiff Base Metal Complexes of Sulfapyridine and Pyridine, Their Characterization and Biological Studies	201 - 203
	Authors: Monika, Arpna, Pallavi Bhardwaj, Country: India	
46	An Exploratory Study to Evaluate the Effectiveness of Homoeopathic Management in Modernity Impacted Depression	204 - 206
	Authors: Ridhima Gandhi, Country: India	
47	Ethnomathematics in Balinese Dance Movements and Its Potential for Learning	207 - 218
	Authors: Luh Dewi, Sariyasa, Gede Suweken, Country: Indonesia	
48	Morphofunctional Alterations of the Bladder Secondary to Central or Peripheral Neurological Lesions	219 - 222
	Authors: Herion Dredha, Arsen Seferi, Country: Albania	
49	An Environmental Protecting Approach through Waste Management Practices at Nehru Arts and Science College, Coimbatore, Tamil Nadu, India	223 - 228
	Authors: V. Sri Santhya, D. Vinoth Kumar, S. Rajalakshmi, P. K. Lingeswaran, N. Saranya, B. Anirudhan, Country: India	
50	An Observational Study on Clinical and Biochemical Profile of Patients with Connective Tissue Diseases	229 - 234
	Authors: Dr. Manoj P., Dr. Jalpa Kalsariya, Dr. Niral Dave, Country: India	

51	Study of Magnetic Properties of Magnesium Doped Zinc Ferrite Nanomaterials	235 - 237
	Authors: Prabhat Ranjan Tiwari, Santosh Kumar, Country: India	
52	Etiology of Neonatal Encephalopathy: Systematic Review	238 - 244
	Authors: Ada S??meoni, Country: Albania	
53	Sustainable Initiative - Go Green Conception Testing of High Voltage Cables	245 - 247
	Authors: Asraf Ali Syeed, Abdul Rasheed, Maher Al Ejel, Country: United Arab Emirates	
54	Lower-Extremity Peripheral Artery Disease Imagery	248 - 251
	Authors: Edmond Nica, Astrit Hoxha, Country: Albania	
55	Association of the Neutrophil-Lymphocyte Ratio with Lung Function in Patients with Chronic Obstructive Pulmonary Disease at RSUD Sanjiwani Gianyar 2022	252 - 255
	Authors: Ni Putu Intan Hapsari, Putu Dyah Widyaningsih, Country: Indonesia	
56	Enzymatic Properties and Optimization of Immobilized Lipase from <i>Aspergillus niger</i> by using the ZIF-8 as a Carrier	256 - 262
	Authors: Naeema Matuog, Latifa Abdel-Hafid Jweli, Sanaa ALshawish, Ibtisam M. Ahmadi, Country: Libya	
57	Analytical Study of Acid Group of Homoeopathic Medicines in Different Clinical Cases	263 - 265
	Authors: Noori Ali, Country: India	
58	Effectiveness of Reflex Zone Therapy on Lactation among Postnatal Mothers of Selected Hospitals	266 - 272
	Authors: Krupapallavi Noah Nadimikeri, Ujwala Rajendra Parker, Country: India	
59	Specific Features of Cerebral Tumours in Children	273 - 276
	Authors: Arben Preza, Alketa Hoxha, Country: Albania	
60	TIFF Image Compression through Huffman Coding Technique	277 - 279
	Authors: Anis Suliman Ali Bakouri, Country: India	
61	A Study to Assess the Impact of Level of Stress and Sleeping Pattern Over Various Physical and Emotional Disturbances among Persons Associated with P P Savani University; Surat	280 - 292
	Authors: Tanveerakhatun A Pathan, Bindesh Patel, Country: India	
62	Are Online Interventions Effective for My Child with ASD? A Review of Online Interventions for Pre-Primary and Primary Aged Children with ASD during the COVID-19 Pandemic	293 - 298
	Authors: Nandita Nayer, Vrinda Vijay, Anuja Sudheer, Rachna Dhinakaran, Country: India	
63	The Use of the Computer as Supplementary Tool and Teaching Media for Students with Disabilities	299 - 303
	Authors: Ioannis Novakos, Country: Greece	
64	Evaluation of Effectiveness of An Essential Oil Mouth Rinse in Improving Oral Health in Orthodontic Patients in Uttar Pradesh Population	304 - 313
	Authors: Farhan Farooqshah, Sunanda Roy Choudhury, Karanveer Singh, Manshi Papnoi, Country: India	
65	Mineralogical Characterization of the Early Silurian Shales as Encountered in Southern Tunisia	314 - 333
	Authors: Mohamed Soua, Country: Tunisia	
66	Scientific Research Methods	334 - 350
	Authors: Joao Gilberto Correa da Silva, Country: Brazil	
67	Contribution of Science Literacy toward Biological Science Process Skills of High School Students in Urban and Rural Areas	351 - 358
	Authors: Muh. Ilham Sakri, Arsad Bahri, Country: Indonesia	
68	A Descriptive Study to Assess the Prevalence of the Risk Factors of Cervical Cancer among Women of Reproductive Age Group in Selected Rural Community of District Mohali, Punjab (2018-2020)	359 - 361
	Authors: Puja Rani, Country: India	
69	Collaborative Governance in Denpasar Mantap Kesehatan Masyarakat Program at the Health Department of Denpasar City Government	362 - 367
	Authors: Lilik Antarini, I Made Yudhiantara, Dewa Ketut Suryawan, Country: Indonesia	
70	A Comparative Study on Gluten Percentage and Nutritional Constituents of Various Types of Edible Flours	368 - 371
	Authors: Ritcha Warma, Dr. Jyoti Dave, Country: India	
71	Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding Good Touch & Bad Touch among School Going Children in Selected School	372 - 374
	Authors: Mercy Jain, Ankita Lal, Country: India	
72	The Influence of Colonial Culture on the Banking Systems of Countries in Sub Saharan Africa	375 - 381
	Authors: Robert Tayong Takwi, Country: Cameroon	
73	Teacher Performance Appraisal and its Contributions to Teaching in Selected Public Primary Schools in Nairobi City County, Kenya	382 - 390
	Authors: Janet Makena Mbabu, Dr. Kirimi Kiara, Dr. Salome Nyambura, Country: Kenya	
74	Pneumatosis Cystoides Intestinalis of Small Bowel: Rare Disease Mimicking Acute Abdomen	391 - 394
	Authors: Priya Dhora, Rashmi Kaul Raina, Rajneesh Thakur, Country: India	
75	Marriage of Persons with Disabilities-Change and Continuity in Discrimination	395 - 397
	Authors: Janib Mohd Wani, Country: India	
76	Phytoremediation of Coastal Land Using Manure and Grass Plants	398 - 402
	Authors: Endang Dwi Purbajanti, Country: Indonesia	
77	Medico Legal Issue during Treatment COVID-19	403 - 407
	Authors: Dr. Awdhesh Kumar, Dr. Mayank Gupta, Country: India	

78	A Retrospective Study of Homocysteine, Effects in Hypertensive Patients at Risk of Ischemic Stroke	408 - 413
	Authors: Firoz Mansuri, Country: India	
79	Novel Approach of Animal Recognition Using Deep Learning Algorithm	414 - 419
	Authors: Kavita Dhurve, Country: India	
80	Comparison of Efficacy of Kabat Rehabilitation and Facial Exercise in Patients with Bell's Palsy in Loni (Pravara Rural Hospital)	420 - 423
	Authors: Asmita Kale, Dr. Tejas Suryvanshi, Country: India	
81	A Proposed Clustering Technique for Arabic Text Summarization	424 - 427
	Authors: Raed Muhammad Albadrani, Mohammed Abdullah Al-Hagery, Mohamed Tahar Ben Othman, Country: Saudi Arabia	
82	Airway Infectious Disease Emergencies in Children	428 - 432
	Authors: Floreta Korumi, Donjeta Bali, Country: Albania	
83	Orbiting Gravity	433 - 433
	Authors: Timothy Huntley Williams, Country: United States of America	
84	Studies on Methods for Determination of Asparagine in Sugar House Products	434 - 438
	Authors: Ashish Kumar Sharma, G. D. Nigam, S. Mohan, Country: India	
85	Some New Applications of Sumudu Transform for Solution of Linear Volterra Type Integral Equations	439 - 443
	Authors: Eltaib M Abd Elmohmoud, Country: Saudi Arabia	
86	Research Paradigms: Qualitative, Quantitative and Mixed Method	444 - 447
	Authors: Dr. Rachna Gihar, Country: India	
87	Synthesis of Chitosan and Carrageenan based Hydrogels for pH Sensing, Urea Adsorption and Dye Adsorption	448 - 453
	Authors: Sneha P. S., Neetha John, S. Anbudayanidhi, K. A. Rajesh, Country: India	
88	Exogenous Formaldehyde in the Exacerbation of Coronary Artery Disease: An Observational Study with Meta - Analysis	454 - 459
	Authors: India Premjithlal Bhaskaran, Arya Premjithlal Bhaskaran, Anusuya Premjithlal Bhaskaran, Premjithlal Bhaskaran, Country: United Kingdom	
89	Immediate Effect of Laughter Yoga on Blood Pressure in Elevated Blood Pressure	460 - 464
	Authors: Dr. Namita Ravaji Parab, Dr. Shilpa Ajay Parab, Country: India	
90	Condition of Coral Reef Ecosystem Cover in the Selayar Islands Marine Protected Area	465 - 469
	Authors: Budiman Yunus, Basse Siang Parawansa, Country: Indonesia	
91	Review: CRISPR-Augmented Oncolytic Virotherapy as an Effective Treatment of Metastatic Cancer	470 - 480
	Authors: Athmika Krishnan, Country: India	
92	Breaking the Unbreakable	481 - 483
	Authors: Ayush Singh Sagar, Country: India	
93	Incidental Diagnosis of Gastric Cancer Following Cesarean Section - A Case Report	484 - 485
	Authors: Neelotparna Saikia, Sukalyan Halder, Gunti Navyasri, Country: India	
94	Effective Management of Class II Malocclusion Using Standard Twin Block Appliance - A Case Series	486 - 494
	Authors: Savitha Sathyaprasad, Leema Cherian, Country: India	
95	Effect of Bilateral Inguinal Mesh Hernioplasty on Vas Deferens Function and Vascular Status of Testes	495 - 498
	Authors: Dr Rajendra Shinde, Dr Siddhant Jayaghosh Kaddu, Country: India	
96	Pantoea Species - A Rare Cause of CLABSI in Haemodialysis Patient	99 - 500
	Authors: Dr. Parag Panara, Dr. Kiran Katara, Dr. Hemal Sarvaiya, Dr. J. S. Shah, Country: India	
97	A Study of Clinical Profile of COVID-19 Patients in a Tertiary Care Centre in Western UP in SARS COV-19 Third Wave	501 - 503
	Authors: Shweta Sharma, Vandana Singh, Gaurav Singh, Vivek Yadav, Anirudh Gupta, Country: India	
98	A Case Report: Lithobezor in Children	504 - 506
	Authors: Dr. Komal Kalariya, Dr. Ilias Juneja, Country: India	
99	Scenario of Organic Farming in the Seven Sisters of India: A Single Step towards a Green Future	507 - 509
	Authors: Nandkishor Yadav, Karthik Chittibomma, Country: India	
100	Development and Performance Evaluation of Manually Operated Finger Weeder	510 - 514
	Authors: Jagriti Chodhary, Dr. T. D. Mehta, Prof. A. L. Vadher, Country: India	
101	Clinical Data Management: The Fifth Deflection Point	515 - 516
	Authors: Robert Robinson, Country: India	
102	A Comparative Study of Nutraceutical Values of Ziziphus Spina Christi (Sidr) from the Origin of Fujairah, UAE, with Same Specie from Different Origin and Leafy Vegetables	517 - 519
	Authors: Hajer Ali Abdulla Alhmodi, Shaher Bano Mirza, Fouad Lamghari Ridouane, Country: United Arab Emirates	
103	Giant Occipital Encephalocele: A Study of 5 Patients	520 - 523
	Authors: Rohit Kamlesh Yadav, Tathagata Datta, Shahid Iftekhar Sadique, Country: India	
104	Understanding Resource Accessibility, Learning outcomes and Subjective Well-being among Undergraduate Students during the COVID-19 Pandemic: A Mixed Method Approach	524 - 530
	Authors: Dr. Richa Malhotra, Tanishka Punthir, Soniya Rawat, Marya Haque, Stuti Sood, Country: India	

105	Study of Some Biochemical Variables in the Blood Serum of Patients with Hyperthyroidism	531 - 533
	Authors: Roaa Qadir Mohammed, Shahad Khalid Adnan, Country: Iraq	
106	Partial Replacement of Cement by ETP Sludge in Building Materials	534 - 538
	Authors: Neethu Lukose, Country: India	
107	Utilization of Antenatal Care and Child Birth Weight among Santhal Tribes of Malkangiri District, Odisha	539 - 545
	Authors: Kumud Kushwaha, Isaq Benia, Country: India	
108	Risk of Stress in Asian Senior High School Students: A Systematic Review	546 - 551
	Authors: Tanyapat Maraprasertsak, Kanokporn Pilunthadilok, Nareekarn Wongthancee, Country: Thailand	
109	A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Complications of Alcoholism among Adolescents in Selected Schools of the City	552 - 559
	Authors: Rajani R. Wasnik, Country: India	
110	Level of Satisfaction among Patients who Underwent Cesarean Section Under Spinal Anesthesia in a Hospital in Rajasthan	560 - 568
	Authors: Dr. Sunakshi Bhatia, Dr. S. P. Chittora, Dr. Mishal, Country: India	
111	Atomic Binding Energy	569 - 583
	Authors: Eufstratios Lafcharis, Country: Greece	
112	Machine Learning Model for Stroke Disease Classification	584 - 587
	Authors: Chaitanya Sairam Naidu, Country: India	
113	Double Flowers: Rediscovery of Theophrastus's Findings	588 - 590
	Authors: Rai Singh, Country: India	
114	Theories and Principles of Staining	591 - 594
	Authors: Kalpana R., Country: India	
115	Leadership Styles and Employee Commitment on Fashion Business Performance within Klang Valley, Malaysia	595 - 603
	Authors: Amina Soualhi, Siti Aida Samikon, Country: Malaysia	
116	EMDR Therapy: Promising Treatment of Post-Traumatic Stress Disorder in Children in Madagascar	604 - 605
	Authors: HA Bakohariliva, HA Razakandriny, RF Randrianarivo, ENA Raobelle, Country: Madagascar	
117	Gastric Aspirate: A Screening Tool for Detection of Early Neonatal Sepsis - A Prospective Study in Tertiary Care Centre	606 - 609
	Authors: Dr. Mansi Gupta, Dr. Vivek Singh Kirar, Country: India	
118	Social Media Participation Patterns among Teenagers and adolescents: The Study of Secondary School Students	610 - 613
	Authors: Indrani Bhattacharjee, Country: India	
119	Myofascial Pain Dysfunction Syndrome and its Management: A Systematic Review	614 - 618
	Authors: Dr. S Mineshor Singh, Dr. Pushkar Dwivedi, Dr. Swapnil Parlani, Dr. Shreyans Damade, Country: India	
120	Sustainable Business Practices for Chemical Industries	619 - 622
	Authors: Ahsan Ahmad, Country: India	
121	Banking Sector Post COVID	623 - 631
	Authors: Salaudddeen Shaik, Janaki S, Thummathati Mahitha, Country: India	
122	An Experimental Study to Assess Effectiveness of Healthy Body Image Programme on Body Image Perception, Self-Esteem, and Self-Compassion among Adolescents in Selected Institute of the City	632 - 635
	Authors: Reshma Tanpure, Country: India	
123	Serum Uric Acid in Relation to Age and Sex in the Population of Tripura	636 - 640
	Authors: Alujit Kar, Manan Gope, Vidhya Srinivasan, Sagar Saha, Akshay Chandra Deka, Country: India	
124	Henry Gas Solubility Optimization with Deep Learning Model for Crop Yield Prediction and Crop Type Classification	641 - 647
	Authors: P. S. S. Gopi, Dr. M. Karthikeyan, Country: India	
125	A Review Paper on Acne Vulgaris	648 - 648
	Authors: Shahnaz Hafeez Kawoosa, Country: India	
126	A Survey on the Level of Awareness on the Major Wildlife Conservation Projects and the Potential Benefits of Ecotourism in Wokha District, Nagaland	649 - 652
	Authors: Tsonchumi Odyuo, Nyanbeni Patton, Lanusunep Pongen, Country: India	
127	Diastolic Dysfunction in Type 2 Diabetes and its Correlation with Retinopathy and Nephropathy	653 - 659
	Authors: Devarshi Patel, Nidhi Mehta, Ravi Patel, Ronak Bhanat, Asha Shah, Shaila Shah, Vipul Prajapati, Hemaxi Desai, Country: India	
128	Prediction of Student Admission using Fuzzy based Education Data Mining	660 - 667
	Authors: Dr. Nikhat Khan, Country: India	
129	Screening of Antibacterial Activity of Cissus Quadrangularis and Boerhavia diffusa against Clinical Pathogens	668 - 672
	Authors: K. Nandhini, J. Tharani, D. Sangeetha, Country: India	
130	Sensory Motor Chronic Inflammatory Demyelinating Polyneuropathy in Upper Limbs	673 - 674
	Authors: Dr. Vikas Patel, Dr. Rutvik Patel, Dr. Pratap V Lakum, Dr. M. J. Sonagara, Country: India	
131	A Case Report of Giant Vesical Calculus	675 - 676
	Authors: Dr. Sabyasachi Behera, Dr. Zenith Harsh Kerketta, Dr. Pritam Marandi, Country: India	

132	Effects and Solutions of Single use Plastic	677 - 683
	Authors: Arjun Mohunta, Country: India	
133	Management Challenges of Performance Appraisal that Hinder Service Delivery among Public Secondary School Teachers in Londiani Sub - County, Kericho County, Kenya	684 - 692
	Authors: Francis Otina Oketch, Dr. Hellen Kiende Guantai, Dr. Daniel Mange, Country: Kenya	
134	Physico-Chemical Water Quality Assessment of Betwa River at Vidisha City, (M.P.)	693 - 696
	Authors: Dr. D. S. Saluja, Country: India	
135	Contribution of Digital Banking in Achieving Customer Satisfactions: A Case Study of NMB Bank PLC in Morogoro Municipality	697 - 700
	Authors: Shangwe Gonza, Country: Tanzania	
136	Design and Application of Intelligent Shared Leasing Platform based on Spring Boot and Vue	701 - 703
	Authors: Wang Yifeng, Bai Qihang, Duan Yuntao, Dong Junjie, Yang Pengwei, Country: China	
137	To Study the Role of Homoeopathy in the Cases of Allergic Rhinitis	704 - 705
	Authors: Abhineet Sethi, Country: India	
138	The Age of Financial Frauds and using Random Forest Machine Learning to Predict Fraudulent Transactions	706 - 712
	Authors: Dilsher Singh, Country: India	
139	A Study to Evaluate the Role of Homoeopathic Treatment in Type 2 Diabetes Mellitus in Obese	713 - 714
	Authors: Shweta Goyal, Country: India	
140	The Importance of Mental Symptoms in the Selection of Similimum in various Illnesses	715 - 716
	Authors: Harleen Shahi, Country: India	
141	Anesthetic Management in Patients Undergoing Cesarean Section with Heart Failure Comorbid due to Rheumatic Heart Disease	717 - 720
	Authors: Ridski Dewangga Miru, Cynthia Dewi Sinarja, Country: Indonesia	
142	A Comparative Study between Total Laparoscopic Hysterectomy and Non-Descent Vaginal Hysterectomy for the Treatment of Benign Diseases of the Uterus	721 - 725
	Authors: Dr. Tanya Jha, Dr. Hitendrasingh Patil, Dr. Gulab Singh Shekhawat, Country: India	
143	Isolation of Aerobic Bacteria from Pus Sample and their Antibiotic Sensitivity Pattern in a Tertiary Care Hospital in Western Odisha	726 - 728
	Authors: Dr. Sneha Sahu, Dr. Yogyata Rani Kumbhar, Country: India	
144	Bilateral Internal Mammary Artery Grafting in Diabetic Females - Incidence of Sternal Wound Infections: A Case Study	729 - 730
	Authors: Sathish Kumar, Azhar Sayyed, Country: India	
145	A Randomised Prospective Comparative Study for Comparison of Dexmedetomidine and Ketamine vs Propofol and Ketamine for Procedural Sedation in Pediatric Patients Undergoing Minor Cardiac Procedures in Cardiac Catheterization Laboratory	731 - 735
	Authors: Sankalp Sanjay Diwan, Deepa Sarkar, Country: India	
146	Morphoscopy of Sandy Sediments in Intertidal Areas along the Gulf of Guinea: A Case Study in Cote d'Ivoire	736 - 744
	Authors: Kouame Moise Kouassi, Aoua S.Coulibaly, Saimon Aby Atse Mathurin, Koffi Marcellin Yao, Country: Ivory Coast	
147	An Experimental Study to Assess Effectiveness of Anti-Stigma Sensitization Programme on Attitude and Perception towards Mental Health and Mental Illness among College Students in Selected Institutions of the City	745 - 749
	Authors: Akshata Sandip Tendulkar, Country: India	
148	A Case Control Observational Study to Determine Relation between Indoor Air Pollution and Lung Cancer	750 - 752
	Authors: Neha Varun, Country: India	
149	A Clinical Study of Second Prescription in the Homoeopathic Practice	753 - 754
	Authors: Dr. Sherazul Hassan Sheikh, Country: India	
150	Measuring Gender Empowerment in Sehore Municipal Council of Madhya Pradesh	755 - 757
	Authors: Dr. Farheen Siddiqui, Country: India	
151	Differences of Urinary Cartilage Type II Collagen C-Telopeptide (CTX-II) and Calcium Levels in Osteoarthritis Patients Based on Severity	758 - 761
	Authors: Girsang Debi K, Siregar Otman, Samosir Nelly Elfrida, Country: Indonesia	
152	Effectiveness of FES Assisted Intensive Locomotor Training on Walking in Patient with Pott's Paraplegia: A Single Case Study	762 - 766
	Authors: Maitree Shah, Rashmikant Shah, Country: India	
153	A Study to Assess the Effectiveness of Structured Teaching Program on Knowledge regarding Cervical Cancer among B.Sc Nursing IVth Year Students of Govt. College of Nursing, Kota Rajasthan	767 - 770
	Authors: Pinki, Chandra Prakesh Meena, Neelam Nama, Country: India	
154	Cancer Therapeutics and Delivery Strategies of Bioactive Peptides	771 - 779
	Authors: Vishnuja Viswanath, Country: India	
155	A Study on Consumer Satisfaction towards Panasonic TV with Special Reference to Kallakurichi District	780 - 782
	Authors: P. Gomathi, Country: India	
156	Techno-Package for Innovated Fuel-Efficient Oven	783 - 793

	Authors: Arque G. Beduya, Country: Philippines	
157	Use of Harmonic Scalpel as an Alternative to Electrocautery in Patients with Cardiac Pacemakers in Laparoscopic Cholecystectomy	794 - 795
	Authors: Dr. Hetvi Marsonia, Dr. Jatin G. Bhatt, Dr. Jignesh P. Dave, Country: India	
158	Autologous Platelets Gel versus Conventional Methods in Managing Chronic Wounds	796 - 799
	Authors: Dr. Vazrala Manasa Durga, Dr. Ganji Balaji, Country: India	
159	Rabbit Growers and Meat Producers amidst COVID-19: A Phenomenological Study	800 - 808
	Authors: Helen Grace R. Abarcar, Country: Philippines	
160	Integrative Ayurvedic Treatment for Vascular Atherosclerotic Disease: Namely, Coronary Disease, Deep Vein Thrombosis and Cerebro Vascular Accident-Embolic Stroke	809 - 814
	Authors: Dr. Sujata Vaidya, Dr Shripad Bhat, Dr. Sachin Kshirsagar, Country: India	
161	Utilization of Multi-Mix Flour in the Preparation of Snacks	815 - 819
	Authors: Venkata Tarun Kumar Kitchamsetty, Dr. Bala Neeru, Verma Anisha, Country: India	
162	A Study to Assess the Effectiveness of Health Education on Knowledge Regarding Prevention of Home Accidents among Mothers of Preschooler in Selected Community Area of Dehradun, Uttarakhand	820 - 823
	Authors: Negi Megha, Dixit Kamlesh, Country: India	
163	A Study on LRINEC (Laboratory Risk Indicator for Necrotizing Fasciitis) as a Tool for Early Diagnosis & Management of Necrotizing Fasciitis	824 - 831
	Authors: Dr. Chintala Chandana, Dr. A. Monica, Country: India	
164	Two Fluid Anisotropic Model with Hybrid Scale Factor	832 - 837
	Authors: P. P. Khade, M. S. Palaspagar, Country: India	
165	Treatment of Scaphoid Nonunion with Iliac Crest Bone Graft and Kirschner Wire Fixation - A Case Report	838 - 841
	Authors: Dr. Mazharuddin Ali Khan, Dr. Shaik Vazeeruddin, Dr. D. Kalyan Reddy, Dr. Mohammad Abid Hussain, Dr. Mohammed Rameezuddin Siddiqui, Country: India	
166	Efficacy of 1 M Potencies of Homoeopathic Medicines in the Management of Tonsillitis	842 - 845
	Authors: Dr. Vishnu R. J., Dr. Geetha S V, Dr. Indu P., Country: India	
167	Error Matrix	846 - 850
	Authors: Shahbaj Ahmad, Country: India	
168	Diabetes Mellitus and Some Anti-Diabetic Indian Medicinal Herbs - A Review	851 - 854
	Authors: Karan Kumar Das, Reechik Bandyopadhyay, Sreoskar Biswas, Indrajit Maity, Supantha Pramanick, Bratati Pakhira, Country: India	
169	A Descriptive Study to Assess the Knowledge and Practice regarding Prevention of COVID-19 among School Going Children in Selected Schools, Kolhapur	855 - 857
	Authors: Neeta Ranbhise, Country: India	
170	Educational Leadership and Management in Higher Secondary Schools: Developing Insight and Skills	858 - 865
	Authors: Susheela Subba, Country: India	
171	Approach to Dirt Like Dermatoses-Original Case Series	866 - 870
	Authors: Shea Sharma Bhaskara Babu, Vignesh Shivaraman P, Jayakar Thomas, Country: India	
172	An Enhancement of Hierarchical Clustering Algorithms	871 - 882
	Authors: Sultan Abdullah Alatawi, Nazar Elfadil Mohamed, Country: Saudi Arabia	
173	A Rare Case of Gall Bladder Perforation in a Neonate Resulting in Pericholecystic Abscess Secondary to Biliary Calculi	883 - 886
	Authors: Jeniga Shravya, K. Ramesh Kumar Reddy, Brig P. Krishnamurthy, V. Prabhakar, Country: India	
174	The Effects of Mobile Money Agents on the Performance of SMEs: A Case Study of Morogoro Municipality	887 - 890
	Authors: Thomas Elias, Country: Tanzania	
175	Erectile Dysfunction in PFUDD Patients after Progressive Perineal Urethroplasty	891 - 895
	Authors: Sanjay Saini, Sanjay Yadav, Anshika Yadav, Country: India	
176	Interfaces in the R & D Ecosystem in Turkey	896 - 900
	Authors: Seda YILMAZ, Country: Turkey	
177	Perceiving the Livelihood Challenges: An Anthropological Insight into the Dongria Kondhs of the Niyamgiri Hills of Rayagada, Odisha	901 - 908
	Authors: Prasant Kumar Sahoo, Country: India	
178	Utility of Synthesis Repertory in the Management of Convulsions	909 - 911
	Authors: Dr. Gagan Kaur, Country: India	
179	Pulsatile Neck Swelling: A High Riding Brachiocephalic Trunk with Retropharyngeal Internal Carotid Artery - Case Report	912 - 915
	Authors: Nitish Kumar, Vikas Kumar, Daphylla Shisha Phanbuh, Ravi Meher, Vikram Wadhwa, Prakhar Goel, Country: India	
180	Primary Pulmonary Fibrosarcoma with Bone Metastasis: A Rare Case Report	916 - 922
	Authors: Muhammad Redha, Syamsul Bihari, Noni Novisari Soeroso, Elvita Rahmi Daulay, Lely Hartati, Country: Indonesia	
181	Transmigration of Mandibular Canines - A Rare and Alluring Entity, Case Series of 2 Cases	923 - 927
	Authors: Dr. Taruna Puri, Dr Mridul Khanduri, Country: India	

182	Employee and Branch Productivity of State Co-Operative Banks in India: Region-Wise Analysis	928 - 934
	Authors: Dr. M. Sasi Bhushan, Dr. Ch. V. Aruna, R. Anka Rao, G. Sree Vidhya Naga Sai Rama, Country: India	
183	A Study to Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding the Pubertal Changes among the Girls in Selected Primary School of Rural Area in Aurangabad District	935 - 936
	Authors: Solomon Athawale, Country: India	
184	Investigation of Solar Energy Use in Agricultural Irrigation	937 - 943
	Authors: Ismail Becenen, Umut Kuzucu, Abdullah Bilekkaya, Country: Turkey	
185	The Value of Blood Urea Nitrogen in the Prediction of Risk of Cardiovascular Disease	944 - 945
	Authors: Harsha .V, Soorya .M, Country: India	
186	Efficacy of Metoprolol in Reducing Mortality in Patients with Septic Shock. Randomized Controlled Clinical Study	946 - 952
	Authors: Gibran Escobar-Conejo, Damaris Estefania Navarro-Nuno, Oscar Uriel Adame-Palacios, Paula Janet Duenas-Vazquez, Claudia Khiabet El'as-Navarro, Quitzia Libertad Torres-Salazar, Country: Mexico	
187	A Study of Resilience among Primary School Teachers	953 - 955
	Authors: Sumayya .T .M, Sijohn K. J., Country: India	
188	Effect of Anemia during Pregnancy and Associated Risk Factors	956 - 958
	Authors: Paul Sanchita, Country: India	
189	Medical Data Security using RSA and Visual Cryptography	959 - 963
	Authors: Bency Wilson, Jesline Abraham, Country: India	
190	Acute GI Perforation following Polyol and Diisocyanate (Polyurethane) Ingestion	964 - 966
	Authors: Dr. Mitesh Savani, Dr. Iliyas A. Junjeja, Country: India	
191	Evidence Based Analysis of Restoration in Endodontically Treated Teeth	967 - 975
	Authors: Dr. Raji Viola Solomon, Dr. Shanti Priya, Dr. Praveena Dara, Dr. T. Pallavi, Country: India	
192	An Enigmatic Pelvic Tumor	976 - 980
	Authors: Vimlendra Kumar Chaudhary, Sushanto Neogi, Nimisha Dhankar, Nita Khurana, Adiba Nizam, Kishor M, Country: India	
193	Evidenced Based Management of Pushing in Second Stage of Labour	981 - 985
	Authors: Drita Bujari, Alketa Hoxha, Country: Albania	
194	Anesthesia Considerations in Pediatrics with Wilms' Tumor: A Case Report	986 - 989
	Authors: Marthen Luther King Elmas, Cynthia Dewi Sinardja, Country: Indonesia	
195	Effectiveness of Child Birth Education on Intrapartum Coping among Primi Mothers at Selected Government Maternity Hospitals Hyderabad T S	990 - 993
	Authors: N Vandana, Country: India	
196	Autologous Platelet Rich Plasma a Biological Therapeutic Option for Planter Fasciitis	994 - 997
	Authors: Khajotia B. L., Singh Chandan, Tanwar Sanjay, Grover Kheman, Country: India	
197	Movement of Hand Motion Trajectory through Mid-Air using Stroke Technique	998 - 1000
	Authors: Tanaya Chowdhury, Dr. Sanjeev Kumar Sharma, Country: India	
198	Students' Perceptions towards the Promotion of Reading Culture with the Integration of ICT Usage in School	1001 - 1008
	Authors: Dorji, Country: India	
199	Twin Pairing Algorithm for Longest Common Subsequence	1009 - 1012
	Authors: Sathya Narayanan P S, Country: India	
200	Clinical Utility of Boenninghausen's Therapeutic Pocket Book in Various Illnesses	1013 - 1015
	Authors: Manila Gulati, Country: India	
201	Implementation of Risk Management in Infrastructure Development to Environmental Protection and Management	1016 - 1021
	Authors: Zidni Ilma Muhammad, Country: Indonesia	
202	Survival of the Fittest (Littlest) - Management of a High Risk Pregnancy?	1022 - 1023
	Authors: Dr. K. Mangala Lakshmi Pritem, Country: India	
203	Spatial Logic of Food Consumers in a Peripheral District of Downtown Lubumbashi Case of the Kimpemba District in the Democratic Republic of Congo	1024 - 1029
	Authors: Asumani Salimini, Justin Mirhima Balibuno, Mukembe Kiseka - Seka Christian, Country: Congo (DRC)	
204	A Case Report on Caudal Regression Syndrome	1030 - 1033
	Authors: Joy Princy Mohan, A Priya, K Arun Chander, Country: India	
205	Synthesis, Identification and Characterization of N-(4-Aminophenyl) Acetamide Molecule	1034 - 1039
	Authors: Aida Smajlagic, Majda Srabovic, Country: Bosnia and Herzegovina	
206	Using a Regression Model, Evaluating the Economic Impact of COVID-19 on Rural Artisans	1040 - 1043
	Authors: Khushi Tekriwal, Country: India	
207	Black Hole: The Reverse of Sonoluminescence	1044 - 1047
	Authors: Asher A Naveen, Country: India	
208	Comparative Study between Carbetocin Versus Oxytocin for the Prevention of Atonic Postpartum Hemorrhage after Repeated Elective Cesarean Sections	1048 - 1051
	Authors: Dr. A. Himaja, Dr. Siva Jyothi, Dr. Sruthi, Country: India	
209	AORPA: A Rare Congenital Heart Disease	1052 - 1053
	Authors: Razvi Razack K. K., Bharath P, Country: India	

210	Media under Dictatorship: The Case of Somalia	1059 - 1068
	Authors: Abdulkadir Mohamed Diesow, Country: Somalia	
211	Quantum Electrothermodynamics	1069 - 1070
	Authors: Ansh Ajay Kumar Lalwani, Country: India	
212	An Unusual Case of Idiopathic Spontaneous Hemoperitoneum in the First Trimester of Pregnancy	1071 - 1072
	Authors: Dr. Megha Annaiah, Dr. Prema D'cunha, Country: India	
213	Cytomorphological Evaluation and Clinical Correlation of Epithelial Cells Abnormalities in Gynaecology Pap Smears	1073 - 1078
	Authors: Dr. Romali Deshmukh, Dr. Vaishali Anand, Dr. Hansa Goswami, Country: India	
214	A Rare Case Report of Late Onset Hemorrhagic Disease of Newborn	1079 - 1080
	Authors: Dr. Bharath .P, Dr. Razvirazack K K, Country: India	
215	Rough Statistical Convergence on Biquadratic Sequences	1081 - 1085
	Authors: Uma Srivastava, Country: India	
216	Parental Knowledge Levels, Attitudes, and Practices Regarding Childhood Vaccination: A Cross-Sectional Study in Riyadh City, Saudi Arabia	1086 - 1090
	Authors: Abdullah Saleh Al Saleh, Country: Saudi Arabia	
217	The South-East Bulgarian Black Sea Coast as Destination for Mass Sea and / or Climate and Spa Tourism	1091 - 1097
	Authors: Zlatina Karadzova, Country: Bulgaria	
218	Internal Factors Affecting Students' Preferences on Vocational Education in the Arts: A Survey in Indonesia	1098 - 1105
	Authors: Alifia Zahra Khoirunisa, Country: Indonesia	
219	Remedial Magic of Dostarlimab in Endometrium Cancer	1106 - 1110
	Authors: Mitushi Singh, Gorika Tomar, Isha Sharma, Prashant Mathur, Country: India	
220	Case Report - Rickettsial Encephelitis	1111 - 1112
	Authors: Sheshma Bee, Divya, Jabeena, Rama Devi, Country: India	
221	A Rare Case of Congenital Purpura Fulminans in Neonate	1113 - 1113
	Authors: N. V. Ramadevi, Mypati Padmasree, Country: India	
222	A Rare Complication of Cyanotic Congenital Heart Disease-Brain Abscess	1114 - 1116
	Authors: Mypati Padmasree, Shaik Jabeena, Country: India	
223	Rare Presentation: Maple Syrup Urine Disease as Severe Neonatal Metabolic Encephalopathy	1117 - 1118
	Authors: Dr. Mounika Lakshmi, Dr. Mopuri Ramkishore, Country: India	
224	A Case of Violent Homicidal Strangulation	1119 - 1120
	Authors: Dr. Preetha S., Dr. S. Venkateswara Rao, Country: India	
225	Graphene: A Brief Study of Its Electrical and Thermal Properties	1121 - 1126
	Authors: Aenakshi Sircar, Country: India	
226	Traffic Control and Management System for Smart City Using Geo-Social Networks	1127 - 1146
	Authors: M. R Sumalatha, Lakshmi Harika Palivela, Srimathi Ravisankar, Kanimozhi Mahendran, Srilakshmi A, Country: India	
227	A Case of Autoimmune Hemolytic Anemia	1147 - 1148
	Authors: Shaik Jabeena, N. V. Ramadevi, Country: India	
228	Eosinophilic Duodenitis: A Case Report on Rare Disorder	1149 - 1151
	Authors: Dr. Priya Dhora, Dr. Abhimanyu Patial, Dr. Era Sankhyayan, Country: India	
229	Investigating Stability of a Mutant Version of the REG3A Protein using FoldX and PIC	1152 - 1153
	Authors: Aryan Prakash, Country: India	
230	Dynamic Role of Negative Affect and Craving as Precipitants of Relapse among Drug Abusers	1154 - 1160
	Authors: Harpreet Singh, Dr. Mamta Sharma, Country: India	
231	Prevalence of Insomnia in Adults and its Correlation with Medical Comorbidities in Chengalpattu District - A Cross Sectional Study	1161 - 1164
	Authors: Dr. Nigilesh Sundar .M, Dr. Suganthi .S, Country: India	
232	Simple Closed Reduction as an Emergency Treatment for Bilateral Condylar Fracture: A Case Report	1165 - 1168
	Authors: Muhammad Adityo Imam Nugroho, Endang Sjamsudin, Abel Tasman, Country: Indonesia	
233	Ergonomic Risk Assessment of Baggage Handlers in Helipad Operations	1169 - 1178
	Authors: Kennedy A. Osakwe Adakporia, Azizur Rahman, Dr. Folusho Alamina, Country: Australia	
234	Role of Repertory of the Homoeopathic Materia Medica by James Tyler Kent in Treatment of Boils	1179 - 1180
	Authors: Luvjot Singh Thind, Country: India	
235	Meconium Peritonitis - A Consideration in Intra Abdominal Calcification	1181 - 1182
	Authors: Dr. Preethi N, Dr. G. Harshavardhan, Country: India	
236	Calcium-to-Creatinine Ratio in a Spot Sample of Urine, for Early Prediction of Hypertensive Disorders of Pregnancy	1183 - 1184
	Authors: Dr. Tapaswini Marandi, Country: India	
237	Laughter Seriously in the Novel "The Truth about the Harry Quebert Affair" by Joel Dicker	1185 - 1190
	Authors: Pavlina Ribarova, Country: Bulgaria	
238	Case Report of Percutaneous Cholecystostomy for Isolated Traumatic Intramural Hematoma of Gall	1191 - 1192

	Bladder	
	Authors: Dr. G. Sree Gayathri, Dr. R. Ashok Reddy, Dr. P. Subash Chandra, Country: India	
239	A Case of Congenital Adrenal Hyperplasia with 21Alpha Hydroxylase Deficiency	1193 - 1194
	Authors: Dr. Bora Vasudevreddy, Dr. Konduru Mounika, Country: India	
240	A Case Report of Joubert Syndrome and Related Disorders	1195 - 1196
	Authors: G. Harsha Vardhan, Preethi N., Country: India	
241	Effect of Soil Management on the Formation, Prevention and Control of Surface Crusts	1197 - 1202
	Authors: Toko Manna, Meraj Ahmed, Country: India	
242	Web - Based Game Development Proposal	1203 - 1206
	Authors: Shahbaj Ahmad, Country: India	
243	A Comparative Study of Urban Infrastructure Facilities of Kohima, Dimapur, and Mokokchung Towns, Nagaland, India	1207 - 1215
	Authors: Tinurenla Jongkor, Krishnaiah, Y. V., Lanusashi Longkumer, Country: India	
244	Mycetoma of the Neck: An Extremely Rare Presentation of a Rare Disease	1216 - 1218
	Authors: Nipun Rajgarhia, Pratik Regmi, Country: India	
245	Clinical Profile of Systemic Lupus Erythematosus in Tertiary Care Centre	1219 - 1223
	Authors: Dr. Shital Shivaji Pisal, Dr. Kailas N. Chintale, Dr. Anil Joshi, Country: India	
246	Case report on Anesthetic Management of Patient with Giant Fibroid Posted for TAH with Thrombocytopenia in Secondary Health Care Center	1224 - 1225
	Authors: Saurabh Sharma, Country: India	
247	A Staple Food-Chemistry and Nutrition	1226 - 1229
	Authors: Dr. Rajeev Ramachandra Kolgi, Country: India	
248	Predicting Early Requirement of Invasive Ventilation in COVID-19 Patients Using Neutrophil-Lymphocyte Ratio	1230 - 1233
	Authors: Jesica Maria DSouza, Priya Mitali, Country: India	
249	Fetal Alcohol Spectrum Disorders	1234 - 1236
	Authors: Manimegalai M., Country: India	
250	Isolation of Hortaea werneckii for the First Time, and Fungi Related to Producing Aflatoxins from Livestock Feeds in Ghemins, Libya	1237 - 1242
	Authors: Latifa Abdel-Hafid Jweli, Hamzah Khalleefah Naji Abd Allah, Khalid Ali Al-Mabrouk Masoud, Hamed Ali Mohamed Naser El-Moghrabi, Nadia Ali Elramli, Country: Libya	
251	Primary Congenital Pulmonary Hypoplasia	1243 - 1244
	Authors: Amudha ILA, Country: India	
252	Idiopathic Intracranial Hypertension due to Excessive Application of Topical Steroids	1245 - 1246
	Authors: Rachabattuni Siva Tejaswini, Ganivada Sirisha, Syamala Gowri Sandhya, Country: India	
253	A Review on the Role of Fintech in Financial Services Sector of India	1247 - 1252
	Authors: Battula Vijay Kiran, Kurada T S S Satyanarayana, A. Narasimha Rao, Country: India	
254	NFDM - Analysis through Simulation	1253 - 1258
	Authors: Maheshwari, S Akhila, Country: India	
255	The AST / Platelet Ratio are a Predictor of Liver Injury and its Association with Lactic Acid Levels in Pediatric Sepsis Patients Admitted to the Hospital. H. Adam Malik, Medan	1259 - 1266
	Authors: Munawwar, Dwiputri AL, Aman AK, Country: Indonesia	
256	Comparative Analysis of the Students' Participation in Sports Management Practices Among the three Categories of Tertiary Institutions in Kogi State, Nigeria	1267 - 1270
	Authors: Dr. Bamidele Benson Babatunde, Country: Nigeria	
257	A Rare Case Report of Sturge Weber Syndrome	1271 - 1273
	Authors: Dr. Billa Vikas, Dr. T. Prabhu, Dr. V. Sakthivel, Country: India	
258	A Rare Case Report of Colloidion Baby	1274 - 1274
	Authors: Hruday Raj .D, Chaithanya Kishor Reddy, Country: India	
259	Herbal Formulations: A Periodontal Perspective in AIDS Patients	1275 - 1278
	Authors: Dr. Anitha Subbappa, Country: India	
260	Neonatal Patent Vitellointestinal Duct with Omphalocele: Case Report	1279 - 1280
	Authors: Nandan M P, Darshan A M, Country: India	
261	The Analysis of Problem-Solving Ability in Model-Eliciting Activities Problem Solving Skill (MEAs-PSS) Learning Model	1281 - 1288
	Authors: Ahmad Zaki, Usman Mulbar, Arsad Bahri, Country: Indonesia	
262	A Rare Case Report of Topical Steroid Induced Iatrogenic Cushing's Syndrome	1289 - 1290
	Authors: Dr. Kurakula Rani, Dr. B. Ayeesha, Dr. R. Raghuramulu Naik, Country: India	
263	Blood Pressure Behavior in Healthy Youngs after Mixed Cycle Ergometer (Upper and Lower-Limbs) or Bike Cycle Ergometer Sessions: An Experimental Study	1291 - 1295
	Authors: Raphael Martins Cunha, Iranse Oliveira-Silva, Jose Wilhan Cardoso Santos, Rafael dos Santos Cardozo, Fernanda Grazielle da Silva Azevedo Nora, Country: Brazil	
264	Knowledge, Attitude and Practice of II Mbbs Students towards E-Pharmacy	1296 - 1299
	Authors: Dr. Mrinalini .A, Dr. Vasundara Devi B, Dr. Ashalatha M, Country: India	
265	Translating Idioms from English to Arabic among IUG Students: Difficulties Encountered and	1300 - 1306

	Suggested Solutions	
	Authors: Mohammed Hamouda, Country: Palestinian Territories	
266	Active Liquid Based Thermal Management of PV Modules	1307 - 1340
	Authors: Khalifa Alshaiba, Ahmad Alkaabi, Country: United Arab Emirates	

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Qualification: PhD (Nursing), M.Sc. (Nursing) Affiliation: Professor, Krishna Institute of Medical Sciences Deemed University, Krishna Institute Of Nursing Sciences, Karad, Satara, Maharashtra, India Email ID: mahadeoshinde28[at]gmail.com

Dr. Junaidi Junaidi

Qualification: PhD. (Economy and Business), M.Si, SE Affiliation: Lecturer (teaching staff) in Faculty of Economy and Business, University of Jambi, Jambi City, Indonesia Email ID: junaidi[at]unja.ac.id

Dr. Amir Azizi

Qualification: PhD. (Manufacturing and Industrial Engineering) Affiliation: Assistant professor, Department of Industrial Engineering, Science and Research Branch, Islamic Azad University, Tehran, Iran Email ID: azizi[at]srbiau.ac.ir

Dr. Asha S. Ambhaikar

Qualification: PhD (Computer Science and Engineering) Affiliation: Professor (CSE) and Dean (Student Welfare), Kalinga University, Naya Raipur, Chhattisgarh, India Email ID: drambhaikar[at]gmail.com

Dr. Tarek Ali Mohamed Hassan

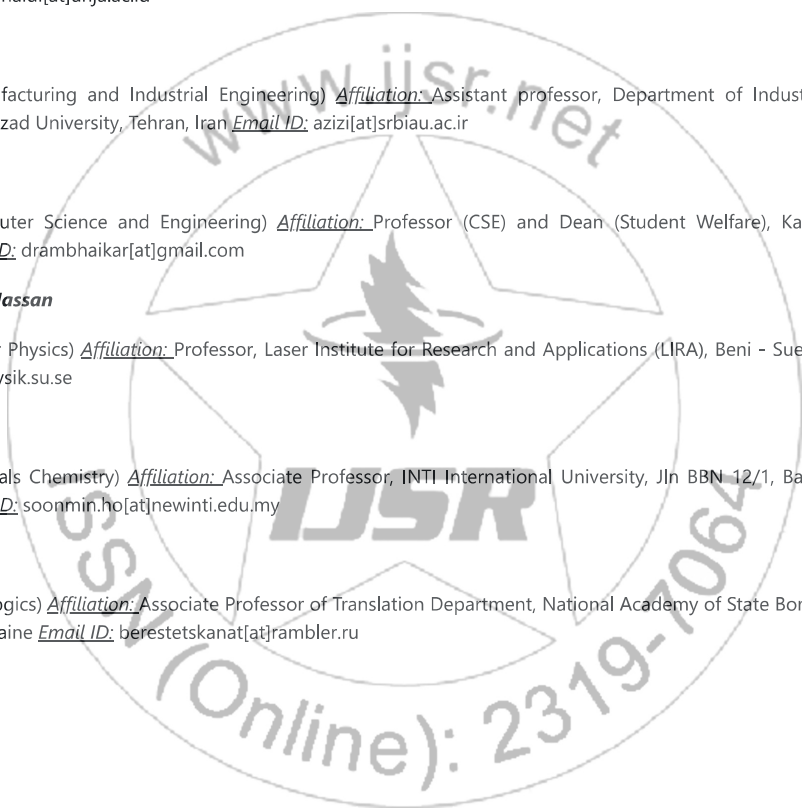
Qualification: Ph. D. (Laser Physics) Affiliation: Professor, Laser Institute for Research and Applications (LIRA), Beni - Suef University, Beni - Suef, Egypt Email ID: tarek.hassan[at]fysik.su.se

Dr. Ho Soon Min

Qualification: PhD (Materials Chemistry) Affiliation: Associate Professor, INTI International University, Jln BBN 12/1, Bandar Baru Nilai, 71800 Negeri Sembilan, Malaysia Email ID: soonmin.ho[at]newinti.edu.my

Dr. Berestetska Natalia

Qualification: PhD (Pedagogics) Affiliation: Associate Professor of Translation Department, National Academy of State Border Guard Service named after Bohdan Khmelnytskyi, Ukraine Email ID: berestetskanat[at]rambler.ru



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Mr. Jasman Bin Esmon, Masters Degree of Technical & Vocational Education, Degree of Electrical Engineering, Malaysia Community College, Bahau, Negeri Sembilan, Malaysia

Mr. Koteswara Rao M, M.Tech (Chemical Engineering), BKIT Bhalki, Karnataka, India

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Adolphe AHONNON

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Managing Students' Disruptive Behaviors in High Schools in the *Oueme* Department by Trainee Teachers in Their Second Year of Staps at Injeps

Adolphe AHONNON¹, Jules - Marie GANDAGBE², Blaise Alihonou OUSSOU³,
Armelle Zélie Imelda KIKI⁴, Alassane Boukary BIGA⁵

¹Doctor of Educational Sciences, Assistant Professor of CAMES Universities, University of Abomey - Calavi (Benin), National Institute of Youth, Physical Education and Sport, Social Psychology Research Unit and Animation (UR - PSA). Email: *adolphe.ahonnon[at]gmail.com*

²Doctor of English Didactics, Lecturer at CAMES Universities, University of Abomey - Calavi (Benin), National Institute for Youth, Physical Education and Sport, Psychology Research Unit Social and Animation (UR - PSA).

³Doctor in Sociology of Education, Religions, Lecturer, Spaces and Development Analysis and Research Laboratory (LARRED), University of Abomey - Calavi (Benin).

⁴Doctoral student in Sciences and Techniques of Physical and Sports Activities, University of Abomey - Calavi (Benin), National Institute of Youth, Physical Education and Sport, Social Psychology and Animation Research Unit (UR - PSA)

⁵Doctor of Educational Sciences, University of Abomey - Calavi (Benin), Lecturer at CAMES Universities, National Institute of Youth, Physical Education and Sport, Social Psychology Research Unit and Animation (UR - PSA).

Abstract: *In Benin, beginning secondary school teachers encounter real difficulties in dealing with students' indiscipline in the classroom. Faced with this observation, it appeared the implementation of the preventive management method of student disruptive behavior in high schools in Ouémé Department in Benin, kept by undergraduate students who are studying at the National Institute of Youth, Physical Education and Sport of University of Abomey - Calavi in Benin. The objective of this subject is to analyze how trainee teachers deal with students' disruptive behavior during Physical Education and Sport classes in various schools in the Ouémé Department. To that end, a quantitative research based on the use of a written questionnaire was carried out. Eighty - six (86) subjects chosen using the formula of Schwartz (1995) received the questionnaire and were observed in their teaching environment. The results obtained indicate that the trainee teachers pursuing a Bachelor's degree lack experience in managing student disruptive behaviors (DB). In this perspective, the study encourages teacher training institutions to improve and revise their training curricula to prepare teachers so they can better manage students' DB strategically.*

Keywords: Physical Education, undergraduate students, Disruptive Behaviors, lack experiences

1. Introduction and Problem Statement

Managing discipline in a classroom is an essential pillar of the teaching profession. Without the ability to manage students' disruptive behavior (DB), it becomes very difficult for them to benefit from a successful learning.

This is what Flavier *et al* (2002) suggests in their statement: "the question of order in classroom is a primary concern of teachers, even before students are engaged in learning tasks". This particular concern which beginning teachers typically are faced with has very much complex characteristics.

These teachers sometimes find it difficult to deal with certain distressing situations that occurred during their class periods. The existence of such situations indicated the use of corporal punishment a few years ago to curb disruptive behaviors. However, the implementation of article 130 of the 2015 Children's Code prohibiting corporal punishment as a disciplinary measure in schools has further increased disruptive behaviors of students in high schools instead of improving performances in the education sector.

A broadcast communiqué in October 15, 2020 from the Ministry of Secondary Education, Technical and Vocational Training of Benin has emphasized the nationwide discontinuation of corporal punishment in schools. In this communiqué, Mr. Cakpo Mahougnon, the then Minister of Secondary Education, Technical and Vocational Training of Benin stated that:

"I have noted a recrudescence of corporal punishment in our public and private high schools despite my circular dated November 22, 2018, a situation which comes as a violation of their internal rules. Therefore, I once again urge the heads of public and private schools to strictly comply with those internal rules and ban the use of any form of corporal punishment on learners. In any case, any public - school head who would still perpetuate such acts on students in violation of their internal rules will simply be relieved from his duties and will be referred to the Joint Administrative Commission on charge of serious misconduct. As for the private institutions where the afore mentioned prescriptions are not followed, their license will be simply revoked and the accused will be brought before the competent courts."

Unfortunately, the communiqué has been conducive to all excesses and whims by students in public and private high schools since they were no longer exposed to corporal punishment. Many actors in the educational system have voiced their concern about this situation and Amoussou (January 21, 2021), in an edition of the *LaNouvelle Tribune*, stated that “*there is a circular of the Minister of Secondary Education, Technical and Vocational Training dated November 22, 2018 that prohibits corporal punishment in schools in Benin. Since its issuance students have indulged in whims and excesses with the awareness that they have become untouchable.*” This sustains the idea that the ban on corporal punishment has adversely impacted the education sector in Benin.

In fact, it seems to have exacerbated the phenomenon, making it more difficult for trainee teachers to cope with. For trainee teachers, managing and tackling disruptive behaviors involved several factors such as the ability to make the right choice in a situation of emergency, the emotional control to deal calmly with problems, the quality of pre - class preparation, the ability to anticipate or simply perceive disruptive behavior, the influence that disruptive students have on the classroom climate or the well - being of the teacher and other students, to name just a few.

In light of the aforementioned points, it must be emphasized that managing all these factors is beyond the ability of many beginning teachers of Physical Education and Sports (PE). In this regard, several authors state that it appears that “*beginning teachers of physical education and sports often have insufficient skills to effectively manage all the complexities of educational situations in this discipline*” (Desbiens *et al.*, 2009, citing Fernandez - Balboa, 1991). Desbiens (*ibid.*) explains, among other things, that “*their ability to observe the relevant elements of situations, to process them and to interpret them is limited.*” But how do trainee students in their second year of Bachelor’s at the Science and Technology of Physical and Sports Activities (STAPS) department deal with that situation? Along with its own conclusion this work will present all the findings derived from the in - field observations. According to our findings, it appears that the trainee students encounter some difficulties in managing their learners’ disruptive behaviors, which led us to state the following research question: How do trainee teachers manage student disruptive behavior during their training?

To answer this research question, the following hypotheses are formulated:

- The lack of experience of trainee teachers explains their difficulties in managing disruptive situations.
- This research aims at analyzing the management method of student disruptive behaviors applied during lessons in physical education and sports by the trainee teachers in their second year of STAPS in the different high schools in the Ouémé department. It specifically aims to:
 - Determine the preventive management of student disruptive behavior applied in high schools in the Ouémé department by second year trainees.
 - Identify measures taken by trainees in the event of persistent disruptive behavior.

2. Methodology

2.1 Study population

All teachers beginning their teaching career certainly have problems related to student misbehavior management. The participants in this study are students in the second year of their pedagogical training in Physical and Sports Education at the INJEPS in Porto Novo. They all agreed to participate in this research project voluntarily. The age range of the students is between 17 and 25 years and more and they all have one - year experience in teaching Physical and Sports Education as trainees. This population was chosen because these students are in the early stages of their teaching experience in secondary school. In addition, the curricula of the INJEPS are designed to teach pre - service teachers the necessary knowledge, skills and abilities to help them make a smooth transition from student teacher to teacher.

2.2 Sample size and technique

Sampling is understood as the selection of a set of units that are part of the study population. This proportion of the population is called a sample. Sampling has its own technique and method depending on whether the research is quantitative or qualitative

To determine our sample size, the Schwartz formula was used:

$$N = Z^2 pq / d^2$$

N: sample size;

d²: the error (0.05) ²;

Z: standard deviation (1.96) corresponding to the risk of error;

p: target population of the selected class is 137 subjects;

q = 1 - p with p as proportion.

The number of people selected from the target population is 130. Therefore, applying the Schwartz formula gives us the following sample:

$$N = (1.96)^2 \times (130 \div 137) \times (1 - p) / (0.05)^2$$

$$N = 3, 84 \times 0, 94 (0, 06) / 0, 0025$$

$$N = 86$$

2.3 Sampling method and technique

The method used in the research is probability sampling. Probability sampling involves the selection of a sample from a population based on the principle of randomization (selection by chance) or chance. In this research the technique used is probability proportional to size sampling.

2.4 Data collection tools

In this research, three data collection tools were used: *on - site* observation, documentary research and a written questionnaire. Documentary research was one of the research methods we used to collect documentary materials. In this regard, different libraries, notably that of the INJEPS and the Center for Educational Activities of Benin (CAEB) have been extensively exploited. We also collected data on the web. In addition to the documentary compilation, we used another tool called *in situ* observation. This tool

allowed us to observe the trainee teachers in teaching situation in order to verify how they manage the misbehavior of their learners.

A questionnaire was also used and helped us obtain more information on the research topic. The questions were inspired by the articles of Desbiens *et al* (2008, 2009 and 2011), who used the Disciplinary Incidents Observation System (DIOS) developed by Brunelle *et al* (Brunelle, Gagnon, Goyette, Martel, Marzouk and Spallanzani, 1993). For each question, apart from the definition, the subjects have between three and eleven suggested answers to note their opinions. We selected the emotions for the questionnaire according to Parrott's (2001) inventory of primary emotions. We also added "helplessness" and "loss of control" to these primary emotions. The questionnaire consists of an open and closed - ended question followed by multiple choice questions.

2.5 Data analysis and processing

All questionnaires were manually processed. The data obtained was used to create tables and graphs using Excel 2016.

3. Results

3.1 Socio - Demographic characteristics

Figure 1 shows the gender distribution of the students we met.

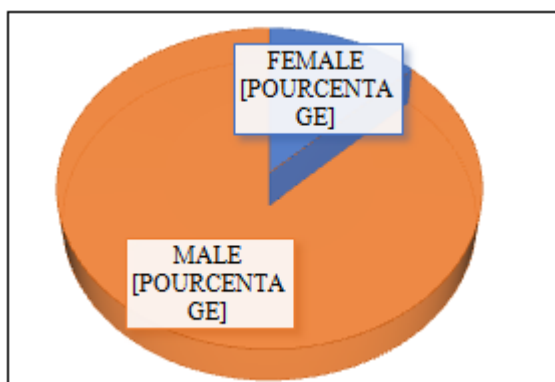


Figure 1: Distribution by gender

Out of a total of 86 subjects, 11 (13 %) are female and 75 (87%) are male.

Table 1: Statistical characteristic of Age

	Female	Male	Total
Age 17 - 18	1	5	6
Age 19 - 21	8	23	31
Age 22 - 25	2	35	37
Age 25 +	-	12	12
Average	2, 75	18, 75	21, 5

This table shows that the average age of women aged between 17 and 25 is 2.75 years old and the average age of men aged between 16 and 25+ is 18.75 years old, which gives an average age of 21.5 years old for the whole sample.

3.2 Definition of disruptive behavior in PE classes

The information provided by the participants in the questionnaire regarding the definition of disruptive behavior is grouped as follows: it is behavior that deviates from the established framework, that goes beyond the established limits and that does not respect social rules at school. It leads to a degradation of the quality of learning, disturbs the teacher, the other students and disrupts the lesson.

3.2.1 Presence or absence of disruptive behavior in PE classes

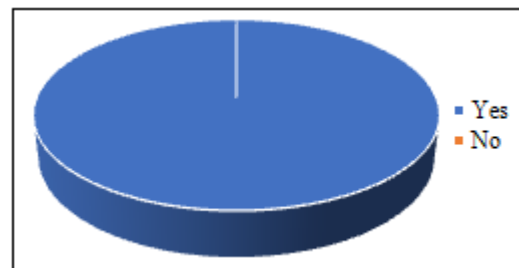


Figure 2: Presence or absence of disruptive behavior in PE classes

From this graph, it is clear that 100% of the subjects mentioned that disruptive behaviors occur in their classes.

3.2.2 Disruptive behavior in PE classes

Table 2: Mentions of disruptive behaviors occurring in class

Disruptive behavior	Number of mentions
Nattering	55
Late	44
Distracted	36
Squabbling	24
Deforming the Rules Intentionally	22
Criticizing	18
Leaving the Classroom and Ridiculing	17
Dangerous behavior	12
Fooling around	9
Being rude	4

This table presents a list of undisciplined behaviors cited by beginning teachers. This list is based on the different disruptive behaviors listed by Desbiens (2009). Participants gave answers that can be differently interpreted (e. g., disregarding the peers' and teacher's instructions). The 11 undisciplined behaviors selected from those defined by Desbiens were mentioned by the participants.

3.2.3 Frequency of disruptive behavior occurrence

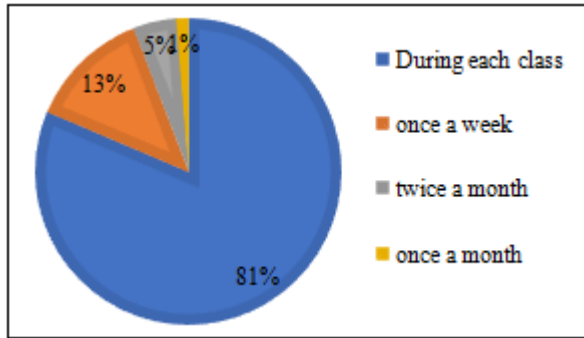


Figure 3: frequency of disruptive behaviors occurrence from the participants' perspective.

The graph shows that 81% of the subjects acknowledged that disruptive behavior occurred during each of their classes, 13% mentioned a frequency of once a week and 5% mentioned a frequency of twice a month. Only one subject mentioned a frequency of once a month.

3.2.4 Preventive management of disruptive behavior

Table 3: Instructions to learners before start of class

Measures implemented beforehand	number of teachers implementing such measures
Using strict regulations and framework	40
Giving precise instructions	21
Showing consistency in punishment	18
Demanding silence	06
Isolating disruptive student	06
Using humor	01

Table 3 shows the measures implemented beforehand by our participants in the preventive management of student disruptive behavior.

In preventive management, 40 subjects mentioned that they use strict rules and regulations; 21 others mentioned that they give precise instructions to learners. Among the latter, 18 subjects also mentioned that they use consistency in punishment. Moreover, 6 subjects mentioned that they demand silence, isolate or punish a disruptive student. One last subject mentioned that they use humor.

3.2.5 Emotions felt when confronted with disruptive behaviors

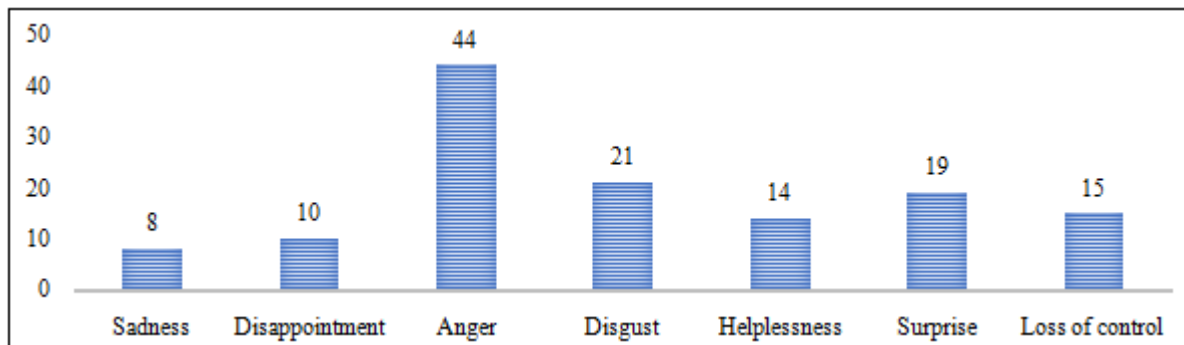


Figure 4: Emotions felt

Figure 4 presents the emotions felt by the trainees when faced with student disruptive behavior.

The 7 emotions that were proposed were listed by the subjects, which means that we have a relative reliability. It shall be noted that the participants have several answers to choose from.

3.3 Participants' responses to long - term and persistent disruptive behaviors

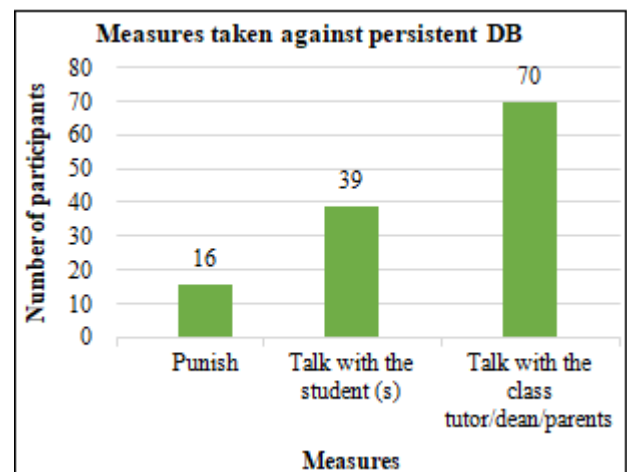


Figure 5: Measures taken against persistent DB

Participants' responses to persistent, long - term disruptive behaviors were categorized into three types: punishment (sanctions); discussion with student (s); discussion with class teacher, senior teachers, and/or parents.

We can note that 16 of the 86 participants report that they use sanctions to address persistent disruptive behavior. Seventy (70) of the 86 participants report that they discuss with the class teacher, senior teachers and/or parents when confronted with persistent disruptive behavior. In addition, 39 of them report that they discuss with the misbehaving student (s).

4. Discussion

This section will present our findings based on the objectives set, their reliability, and how they compared with those of other authors.

The findings previously presented according the research objectives will also be discussed in this part. In this regard, the analysis model used is the theory of preventive management developed by Sieber (2001) that helps us analyze and interpret how trainee teachers intervene when confronted with student misbehavior during PE class. This model assumes that preventive management is viewed as a direct prevention of the occurrence of indiscipline in the class group. Sieber (2001) suggests that preventive management consists of two segments. The first involves preemptive actions: 1) collective management with the whole class group, 2) personalized management of the presumed disruptive student, and 3) collaborative management with the student's parents. The second segment deals with preventive management incorporated to the teaching process whereby numerous social rules are set and must be upheld by each student.

The results of our survey show that 13% of the 86 students surveyed are female and 87% are male (Figure 1). This means that few girls are enrolled in a sports institute due to the lack of information about the training provided by the institution. Thus, the cross - checking of the information given by the subjects in the questionnaire as to the definition of undisciplined behavior is as follows: *“it is a behavior that deviates from the constructed framework, that exceeds the established limits and that does not respect the rules of life of the institution. It leads to a deterioration in the quality of learning, disturbs the teacher and other students, and disrupts the lesson”*. This definition is completely in line with the definitions proposed by the authors studied in the concept clarification. Therefore, we believe that the participants' responses on the topic of disruptive behavior will be relevant. In addition, all 86 subjects participating in the research mentioned that disruptive behaviors occurred in their classes (Figure 2).

From the analysis of the findings on misbehaviors occurring in PE classes (Table II), it appears that all 11 misbehaviors selected from those defined by Desbiens were named by the participants. This corroborates the findings in Desbiens' (2009, 2011) work where misbehaviors are classified into three categories. The DB that were dominantly mentioned were “nattering” (cited 55 times), “late” (cited 44 times), “distracted” (cited 36 times), “squabbling” (cited 24 times), and “deforming the rules intentionally” (cited 22 times). These different misbehaviors appear to be the regular infractions that can have an overall negative effect on the classroom atmosphere. The DB that were averagely

mentioned were “criticizing” (cited 18 times), “leaving the classroom and ridiculing” (cited 17 times), “dangerous behavior” (cited 12 times), “fooling around” (cited 9 times) and “being rude” (cited 4 times). We can therefore say of the latter that they are less frequent in our participants' courses.

Figure 3 presents the frequency of disruptive behavior occurrence during participants' courses. It shows that 70 (81%) of the 86 participants reported that disruptive behaviors occurred during each of their classes. Eleven (13%) subjects reported a frequency of once a week, 4 (5%) others mentioned a frequency of twice a month and one (1%) stated a frequency of once a month. This does not corroborate the findings of Desbiens (2008) according to which 0.8 DB occurs every minute in a PE class, which represents 61.3 DB per 75 - minute class. The reason for such low frequencies regarding how DB's occurrence is consciously perceived by our participants may be due to the fact that some of them (“nattering”, “squabbling”, “distracted”) are extremely common and beginning teachers accept them not as DB but as an integral part of the PE class.

Table 3 shows the preemptive measures initiated by our participants in the preventive management of students' disruptive behaviors. In preventive management, 40 participants mentioned that they set rules and a strict framework, 21 mentioned that they give precise instructions to learners. Among the latter, 18 participants also mentioned that they show consistency in punishment. This result corroborates the conclusions of Sieber's work (2001) regarding preventive management integrated with teaching which is consistent with the three points mentioned by the trainees. This management consists in establishing a set of social rules that each student must abide by. It appears in this study that more than half of the trainee teachers, i. e. 69 out of 86 teachers, set precise rules for their students. They develop and implement social rules for all the students according to different strategies that are more or less participatory. The presentation of these rules generally takes place at the beginning of the school year, at the start of their training, but they can be repeated from time to time, particularly on the return from long vacations. These exchanges between teachers and students may be more informal or may be part of more formalized arrangements such as the cooperation council. Still with regard to preventive management, six other participants mentioned that they demanded silence in the event of nattering, and isolated the misbehaving student so that he would not disrupt the teaching flow. One last participant mentioned that they use humor.

Figure 4 provides information on the emotions felt by trainees when faced with student disruptive behavior. According to this figure, the emotion mostly felt by the trainees is “anger” (cited 44 times), followed by “disgust” (cited 21 times), “surprise” (cited 19 times), “loss of control” (cited 15 times), “helplessness” (cited 14 times), “disappointment” (cited 10 times) and finally “sadness” (cited 8 times). The feeling of anger predominates simply because the teacher realizes that the reliable disciplinary framework he or she has established didn't prevent the occurrence a DB.

Figure 5 presents the measures taken by trainees in the event of persistent DB. This figure shows that 16 of the 86 participants report that they address persistent disruptive behavior with sanctions. Seventy (70) of the 86 participants report that they discuss with the class teacher, dean, and/or parents in the event of persistent disruptive behavior by a student. In addition, 39 of them report that they discuss with the student (s) in question. It also appears that many beginning teachers (70 out of 86) seek help by sharing their experience with senior teachers or parents when faced with persistent student DB. This is consistent with the findings of Griffin (2003) according to which dialogue with others helps beginning teachers to “externalize their thinking skills and develop their perspectives”. In the same vein Forster (2014), follows up by stating that “restoring a working climate in difficult teaching situations is a process that takes time to accomplish, requires some form of commitment to ongoing training and self - effort.” On the other hand, it appears that few subjects (39/86) commit themselves to discuss with the disruptive student or students. One possible explanation may be that these teachers assume that talking to the disruptive student helps him behave better. This is in line with the interactive pedagogy of openness developed by Desbiens (2009) in which the teacher describes the behavior - expresses his feelings about it - develop an understanding - acknowledges the feelings - encourages. Moreover, only 16 of the 86 subjects report that they use sanctions to deal with persistent disruptive behavior. This underlines as inconsistent our hypothesis that beginning teachers resort to sanction to tackle persistent student disruptive behavior. We can therefore conclude that these trainee teachers sanction students based on the “clear, precise, explicit” disciplinary framework they have pre - established. This corroborates the conclusions of the work of Aliu (2014) which states that on the one hand, sanction should have meaning for the student and that it should be thought - provoking so that he “understands the meaning of the sanction and the importance of the rules, with the aim of educating him and making him responsible”.

5. Conclusion

This study aims at analyzing the management of students' disruptive behavior in high school by second year trainees. The findings show that the preventive management method favored by the second - year trainees at the INJEPS is setting well - defined rules for the students at the beginning of the year. The objective is that of reducing the occurrence of student disruptive behavior in PE classes. Furthermore, when student disruptive behaviors persist, the findings of this research show that these trainees discuss with experienced teachers and/or parents.

Based on our methodological approach, we had a number of students participate in our research. We used the probability sampling method. The technique used with this method is sampling with probability proportional to size. To collect data, we shared some questionnaires with students. We based our study on the theory of preventive management developed by Sieber (2001) and the results of some researchers in our literature review. Sieber's model (2001), assumes that preventive management is seen as a direct prevention of the occurrence of disruptive behavior in the

class group system. The trainee teachers in their second year of Bachelor's degree at the INJEPS set rules to be respected at the beginning of the year in order to prevent the occurrence of disruptive behaviors. These results allow us to understand that the preventive management integrated to teaching through the installation of a number of social rules that each student must respect is a good method to prevent disruptive behaviors.

These trainees also discuss with elders/tutors/parents when confronted with persistent student DBs, which confirms that they lack experience in managing student disruptive behavior.

This study as with most studies presents some limitations which include the teaching method, age, experience, or gender of the teacher as well as the level of the class he/she teaches. These aspects can be examined in another study.

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