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## **The impact of television viewing on social behavior from the standpoint of basic ninth-grade students in Hebron**

**Prepared by: Hana M.E Abdeen**  
**Supervisor: Dr. Tayseer Abd- Alah**

### **Abstract**

The purpose of this study was to investigate the impact of television viewing from the perspective of ninth grade students basic in Hebron on social behavior were conducted during the first quarter of the academic year (2009 \ 2010) and population of the study of all students in ninth grade in public schools only, and selected them stratified random sample of (260) students. The study was conducted using a questionnaire consisted of (47) paragraph, and three dimensions of a social, educational and economic, have been confirmed validity and reliability in appropriate ways.

The results of the study that the degree of the impact of television viewing on social behavior of the students had a medium degree, and the existence of differences in the appreciation attributable to sex, the differences in favor of males, as well as differences in appreciation of qualified scientific mother and the differences in favor of the parent non-educated and the absence of differences in the appreciation attributable to the place of residence or qualification of the father or the number of viewing hours or the type of program.

The study also showed that more programs follow-up by the student was the entertainment, followed by educational programs, and then dubbed the religious and social. The channels watched by the student in order of preference, and cartoon channels belonging to religious channels and channels belonging to specific channels and movies, and songs belonging to sports channels and news channels and channels owned and documentary channels and specific food.

The study showed that 20.8% of respondents watching TV than one hour less per day, and 37.3% of respondents, the average daily viewing them one to two hours a day, and 21.9%, the average daily viewing of their hours to less than three hours a day , and 20.0% rate was seen daily with more than three hours.

In the light of the findings of the study, it was a set of recommendations, including: the need for coordination between the Ministry of Education and institutions Palestinian media in the framework of joint planning; to produce educational programs are compatible with the contents of courses of study and religion, customs and traditions and work to increase awareness among students in the selection of positive programs, and distance from the negative programs that develop negative behavior, and work to spread awareness among students of different categories to distinguish between programs, and follow-up and good programs that develop thought and culture.

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( Noble & Freiberg,1985 )

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( Dmoinik, 1990, p 511 )

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.( Gerbner,1990)

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( Defleur &Rokeach,1982 )

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.( Potter , 1988 )

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Potter , )

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.( Potter , 1988 )

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(Carveth & Alexander 1985)

2.2

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(2008 )

1.1.2.2

- 15

50

18

%40

%84

%40

%10

%28

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"

( 2008)

2.1.2.2

400

65 - 15



" ( 2007 ) .3.1.2.2

"

2006 1994  
407

" ( 2007 ) .4.1.2.2

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15

"

( 95)

" (2006) .5.1.2.2  
" ( 11 9 )

11-9

30

(11-9)

(11-9)

%90.1

%83.5

273

225

%82.4

" ( 2006 )

.6.1.2.2

"

400

:

%6.8

%43.2

%41.5

%43.9

. %58.2 %56.1

" ( 2005 )

.7.1.2.2

"

400 :

%40 :

18 -12

%39

%76			
%62.9	MBC	%66	
		. %40.9	%43
		" ( 2005 )	.8.1.2.2
			"
		(200 )	
( %59 )			
	%37.5		
			( %3.5)
( 73.1 )	:		
( %52.8 )	( %55.4 )		( 63.7 )
(%27.5 )	(%45.6 )		(%47.2 )
	( %32.3 )		( %26.9 )
( %76.8 )	(%80.5 )	:	
	.( %37.8 )		(%42.75 )
	" (2004 )		.9.1.2.2
			"
( 600 )			
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" ( 2004 ) .10.1.2.2  
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" ( 2003 ) .11.1.2.2  
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" ( 2003 ) .12.1.2.2  
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30 -18

2001  
( 55-45 ) 153

( ) " ( 2003 ) .13.1.2.2  
" ( 302 )

" ( 2002 ) .14.1.2.2  
"

400 ( 18-15 )  
( )  
%79  
%80)  
%72

" ( 2001 ) .15.1.2.2  
"

400

( 20-18)

( 2.4 )

( 2.27 )

(2)

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( 2.7 )

( 2.4 )

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" ( 2001 )

.16.1.2.2

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( 950 )

475 13-7

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" ( 2001 )

.17.1.2.2

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( 15-7 )

504

2001

2001

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" (2000) .18.1.2.2  
"

..  
200

(2000) .19.1.2.2  
%94  
( 17-6 ) %92.8  
%66.1 %85.3 %90.8  
%13.9 %8.8  
( 17-6 )  
3 %38.5 %49.3  
5 %12.2 4

%18.3    %68.0    ( 17-6 )  
 .    %13.7  
 "    ( 1999 )    .20.1.2.2  
 "    "    -    -  
 640  
 %49    %64  
 %73  
 "    "    ( 1999 )    .21.1.2.2  
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 ( 27-16 )    (    )    (    )  
 (600)    ( -35 )    (300)



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( )

" ( 1416 )

.22.1.2.2

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(180)

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.23.1.2.2

"

260

( 38-18 )

" ( 1997 ) .24.1.2.2

"

220

%25.37 :

60

16

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.25.1.2.2

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100

100

200

( 15-18 )

16

350

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" ( 1993 )

.26.1.2.2

80

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" ( 1990 ) .27.1.2.2  
"

145

%15.2

( %17.6 )

" " (1984) .28.1.2.2

18-8

( 30 ) ( 150 ) ( 300 )

( )

( 1975 ) .29.1.2.2

(60) ( 50 150 ) 200

%50

%50

**2.2.2**

Effects of Watching بعنوان ( Bin Hj Hassan,2009) 1.2.2.2

Concerning Aggression among Middle Violence Movies on the Attitudes  
"Schools in KualaLumpur, Malaysia old) at International Schoolboys(13-17years

Relationship between the use of local " (Metchn,2001) 2.2.2.2

mass media and adolescents”

( 150)

18-12

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( Lawrans&etal 2000)

3.2.2.2

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( 6-3)

( 12)

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Impact of Watching International "

( Archita ,2000 )

4.2.2.2

Television Program's on Adolescents India

( 18 - 15 )

(161

Educational and Prosaically "

( Sandra ,1999 )

5.2.2.2

"Programming on Saturday Morning Television

CBS ABC NBS FOX

29

1996 \1995

: .  
Adolescents , Perception of the Primary " ( Potter,1999) 6.2.2.2  
"Values of Television Programming

:  
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Media Impaction Fright " ( Sparts & Gray,1995 ) 7.2.2.2  
"Reactions and Belief in UFOs Role of Mental Imagine

( 63 )

: (Mcdonald,1993) 8.2.2.2

( 450 )

Student Motives For Watching Soap " (Babrow 1987) 9.2.2.2  
"Operas, Journal Of Broadcasting & Electronic Media

( 301 )

Midwestern

:	16	:
- %12.7	- %12.9	- %16.8
.%6	- %8.8	-%10.7
- %6		

" ( Potter & Ware ,1987 ) 10.2.2.2

"

( )  
%79

Perceived " ( Weaver & Wakshlag, 1986 ) 11.2.2.2  
Vulnerably To Crime Criminal Victimization Experience & Television Viewing

- - ) : ( ( 108 )

( Potter,1986 ) 12.2.2.2

( 92 )  
(13.7) ( 21.5 )  
15-12

( )

. Soap Opera Viewing Patterns of College " ( Perse 1986) 13.2.2.2  
"Students And Cultivation ,  
( 458 )

:

Soap Opera " ( Carveth & Alexanderk, 1985 ) 14.2.2.2  
"Viewing Motivation & Cultivation Process



( 265 )

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( )

The Perception of Social Values In " ( Tierney , 1978 ) 15.2.2.2  
Favorite Television Series"

:

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-4

:

-1

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**1.3**

**2.3**

**3.3**

**3.4**

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**6.3**

**7.3**

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**1.3**

( 2004 )

**2.3**

. ( 13281)

)

((2010 \ 2009)

(1.3)

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.( 1997 )

: 1.3

%22	2970	1294	1676	
%38	5054	2591	2463	
%40	5257	2591	2666	
%100	13281	6476	6805	

-: 3.3

( 265 )

%2

260

5

( 2.3 )

:

:2.3

59	26	33	
101	52	49	
105	52	53	
265	130	135	

4 . 3

% 7.3 . (3.3)  
 . 15 %92.7 14  
 . (3.3)

7.3	19	14
92.7	241	15
<b>%100</b>	<b>260</b>	

% 57.3 (4.3)  
 . %42.7

(4.3)

57.3	149	
42.7	111	
<b>%100</b>	<b>260</b>	

%21.2 ( 5.3)  
 .%78.8

(5.3)

21.2	55	
78.8	205	
<b>%100</b>	<b>260</b>	

(6.3)

%39.2

%15.8

%4.2

%40.8

(6.3)

4.2	11	
15.8	41	
39.2	102	
40.8	106	
<b>%100</b>	<b>260</b>	

(7.3)

%43.1

%16.2

%5.0

%35.8

(7.3)

5.0	13	
16.2	42	
43.1	112	
35.8	93	
<b>%100</b>	<b>260</b>	

% 17.7

(8.3)

%25.0

1000

2000

%57.3

من 2000-1000 شيكل

(8.3)

17.7	46	أقل من 1000 شيكل
25.0	65	2000-1000 شيكل
57.3	149	2000 فأكثر
<b>%100</b>	<b>260</b>	

(9.3)

%27.7

4

%2.3

6

%70.0

6-4



(9.3)

2.3	6	4
27.7	72	من 4-6
70.0	182	6
<b>%100</b>	<b>260</b>	

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( 47 )

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**6.3**

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.( 2010\ 2009)

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.SSPS

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: **10.3**

(Statistical Package for Social Science, SPSS)

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independent t-test ( ) ( 2 1 )  
( One Way- Anova ) (4,3 5,6)



1 . 4

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1.04726	3.2769		1
1.18070	2.6231		2
1.19880	2.6615		3
1.33761	2.9000		4

1.20707	3.2115		5
1.22742	2.3962		6
1.26390	2.1423		7
1.05407	3.8885		8
1.21403	2.3577		9
1.25856	3.4462		10
1.33920	2.8192		11
1.27606	2.3577		12
1.19941	3.4038		13
1.11157	3.6385		14
1.20350	3.4154		15
1.13200	3.5654		16
1.40841	3.5692		17
1.10524	3.8077		18
1.11113	3.6115		19
1.37070	2.4615		20
1.59537	2.8269		21
1.16408	4.0885		22
1.17717	3.4808		23
1.25548	3.2462		24
1.25664	3.3038		25
1.26695	3.6423		26
1.04086	3.3000		27
1.27864	3.6462		28
1.43690	2.5308		29
1.26390	2.1423		30
1.34035	2.1192		31
<b>0.5685</b>	<b>3.0929</b>		
1.37145	3.8500		32
1.37789	2.6423		33

1.06718	3.9115		34
1.11939	3.8423		35
1.24304	2.7962		36
1.31299	2.6808		37
1.49114	2.5654		38
1.38255	2.2231		39
1.35244	3.1423		40
1.34035	2.1192		41
<b>0.6416</b>	<b>2.9773</b>		
1.14668	3.1692		42
1.31254	2.2962		43
1.25933	2.9308		44
1.21403	2.3577		45
1.16071	3.2846		46
1.50230	2.8423		47
<b>0.4094</b>	<b>2.8134</b>		
<b>0.5725</b>	<b>3.0326</b>		

(0.57)

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( 2006 )



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( 1984 )		
(1975 )		
		( 1986 )
		.
( 3.6 ) ) ( 0.46)		( 3.42)
"	"	.(
( 2000 )		( 4.08)
"		"
"		( 3.91) وحصلت فقرة "
( 2001 )		( 3.88)
( 2001 )		.
(1984 )		
	( 1999)	
		.

:

(2.4)

99.6	259	
0.4	1	
<b>%100</b>	<b>260</b>	

(2.4)

(%0.4)

(%99.6)

(%99.6)

(%94)

(2000)

:

(3.4)

(%21.5)

(%14.5)

(%19)

(%13)

(%13.5)

(%12.8)

(%1)

(%4.7)



:

(4.4)

20.8	54	
37.3	97	
21.9	57	
20.0	52	
<b>%100</b>	<b>260</b>	

(4.4)

( %20.8 )

( %37.3

(%21.9)

( %20.0)

:

(5.4)

18.1	47	
29.6	77	
10.8	28	
17.7	46	
23.8	62	
<b>%100</b>	<b>260</b>	

(%29.6 )

(5.4)

( %23.8 ) .

( %18.1 )

( %10.8 )

( %17.7

:

(6.4)

31.9	83	
18.5	48	
11.5	30	
8.8	23	
29.2	76	
<b>%100</b>	<b>260</b>	

%31.9 (6.4)

%18.5 ( )

%29.2

%11.5

%8.8

%39

( 2005 )

%90.8

:

(7.4)

1.5	4	
8.1	21	
63.5	165	
26.9	70	( )
<b>%100</b>	<b>260</b>	

%1.5

(7.4)

%8.1

%26.9

%63.5

.( )

/ / :

\

(8.4)

		\
20.8	54	
71.2	185	
4.2	11	
3.8	10	
<b>%100</b>	<b>260</b>	

\ (8.3)  
 % 71.2 %20.8  
 %3.8 %4.2

:

(9.4)

62.7	163	
37.3	97	
<b>%100</b>	<b>260</b>	

(9.3)

%62.7

%.%37.3



/ :

(10.4)

40.4	105	
36.9	96	
2.3	6	
20.4	53	
<b>%100</b>	<b>260</b>	

(10.4)

(%36.9 )

( %40.4 )

( %2.3 )

( %20.4 )

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:

( 4.6)

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:

(0.05 ≥ α)

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" "

( 11.4)

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" " :(11.4)

	"t"				
0.001	3.495	0.37057	3.0955	149	
		0.35619	2.9367	111	

.(**0.05 ≥ α**) (0.001)  
( 2003 )

(**0.05 ≥ α**)

" "

( 12.4 )

" " :(12.4)

	"t"				
0.833	0.210	0.33341	3.0371	55	
		0.38268	3.0252	205	

.(0.05 ≥ α) (0.833)

( 2001 )

:

**(0.05 ≥ α)**

(13.4)

0.32482	3.3926	11	
0.38841	3.4162	41	
0.39782	3.4848	102	
0.41152	3.4687	106	

(13.4)

(one way Anova)

.(14.4)

(14.4)

	" "				
0.139	1.847	0.253	3	0.760	
		0.137	256	35.123	
			259	35.884	

(0.139)

(0.1.847)

(0.05 ≥ α)

$(0.05 \geq \alpha)$

:

(15.4)

0.28225	3.2520	13	
0.39004	2.9843	42	
0.35954	3.0688	112	
0.37695	2.9666	93	

(15.4)

(one way ANOVA)

.(16.4)

(16.4)

	" "				
0.026	3.130	0.423	3	1.270	
		0.135	256	34.614	
			259	35.884	

(0.026)

(3.130)

( $0.05 \geq \alpha$ )

(17.4)

(17.4)

0.156	0.2677		
0.410	0.1833		
0.079	0.2854		
0.156	0.2677-		
0.657	0.0845-		
0.995	0.0177		
0.410	0.1833-		
0.657	0.0845		
0.272	0.1022		
0.079	0.2854-		
0.995	0.0177-		
0.272	0.1022-		



$$(0.05 \geq \alpha)$$

:

(18.4)

0.36356	3.0414	54	
0.38292	3.0149	97	
0.36202	3.0586	57	
0.37969	3.0037	52	

(18.4)

one way )

.(19.4)

(ANOVA

(19.4)

	" "				
0.852	0.263	0.037	3	0.110	
		0.140	256	35.773	
			259	35.884	

(0.852)

(0.263)

(0.05  $\geq$   $\alpha$ )

(0.05  $\geq$   $\alpha$ )

(20.4)

0.34949	2.9903	83	
0.35921	3.1525	48	
0.39541	2.9631	30	
0.36247	3.0629	23	
0.38853	3.0048	76	

(20.4)

one way )

.(21.4)

(ANOVA

(21.4)

	" "				
0.105	1.936	0.264	4	1.057	
		0.137	255	34.826	
			259	35.884	

(0.105)

(1.936)

( $0.05 \geq \alpha$ )

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(Pearson Correlation)		4.6
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	:( 2.6 )	6.6
	(3.6)	7.6
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	( 2 )	9.6
	( 3 )	10.6
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(Pearson Correlation)

(1.6)

	<b>R</b>		
0.000	0.262		1
0.000	0.319		2
0.047	0.121		3
0.000	0.356		4
0.001	0.210		5
0.425	0.049		6
0.000	0.466		7
0.000	0.323		8
0.675	0.026		9
0.301	0.063		10
0.000	0.399		11
0.000	0.285		12
0.000	0.283		13
0.156	0.087		14
0.000	0.408		15
0.000	0.498		16
0.000	0.345		17
0.000	0.418		18
0.017	0.146		19
0.000	0.434		20
0.000	0.439		21
0.000	0.506		22

0.000	0.428		23
0.000	0.313		24
0.000	0.314		25
0.000	0.417		26
0.002	0.184		27
0.000	0.370		28
0.000	0.345		29
0.000	0.278		30
0.000	0.379		31
0.000	0.429		32
0.000	0.353		33
0.000	0.454		34
0.614	0.031		35
0.004	0.177		36
0.000	0.266		37
0.000	0.527		38
0.000	0.521		39
0.000	0.401		40
0.000	0.479		41
0.001	0.197		42
0.000	0.498		43
0.038	0.127		44
0.000	0.450		45
0.000	0.329		46
0.000	0.345		47

( 5 )  
:( 2.6 )

	1.40841	3.5692		17
	1.04726	3.2769		1
	1.33761	2.9000		4
	1.50230	2.8423		47
	1.59537	2.8269		21
	1.33920	2.8192		11
	1.37789	2.6423		33
	1.18070	2.6231		2
	1.49114	2.5654		38
	1.43690	2.5308		29
	1.37070	2.4615		20
	1.22742	2.3962		6
	1.27606	2.3577		12
	1.21403	2.3577		45
	1.28732	2.3269		9
	1.31254	2.2962		43
	1.38255	2.2231		39
	1.26390	2.1423		30
	1.33783	2.1308		7
	1.34035	2.1192		41
	1.29262	1.9308		31
	0.6176	2.5399		

( 6 )  
:( 3.6 )

	1.16408	4.0885		22
	1.06718	3.9115		34
	1.05407	3.8885		8
	1.37145	3.8500		32
	1.11939	3.8423		35
	1.10524	3.8077		18
	1.27864	3.6462		28
	1.26695	3.6423		26
	1.11157	3.6385		14
	1.11113	3.6115		19
	1.13200	3.5654		16
	1.17717	3.4808		23
	1.25856	3.4462		10
	1.20350	3.4154		15
	1.19941	3.4038		13
	1.25664	3.3038		25
	1.04086	3.3000		27
	1.16071	3.2846		46
	1.25548	3.2462		24
	1.20707	3.2115		5
	1.14668	3.1692		42
	1.35244	3.1423		40
	1.25933	2.9308		44
	1.24304	2.7962		36
	1.31299	2.6808		37

	1.19880	2.6615		3
	0.4668	3.4217		

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(4.6)

%35	95			1
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			*	
%0.36	1		*	3
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			*	
%2.9	8		*	4
			*	
%1.1	3		*	5
			*	
			*	
%2.5	7		*	6
			*	
			*	
%2.2	6		*	7
			*	
			*	
%2.5	7		*	8
			*	
			*	
			*	
%2.9	8		*	9
			*	
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			*	
			*	

%0.73	2	*	10
%1.8	5	* * *	11
%1.1	3	* *	12
%1.1	3	* * *	13
%0.36	1	*	14
%1.1	3	* * *	15
%1.1	3	* *	16
%2.9	8	* * *	17
%3.3	9	* * * *	18
%1.5	4	*	19
%0.36	1	* * *	20
%0.73	2	* * *	21
0.0255	7	* *	22

		*		
%0.36	1	*		23
	1	*		24
%0.36	1	*		25
%0.36	1	*		26
%0.73	2	*		27
%0.73	2	*		28
%1.1	3	*		29
%1.1	3	*		30
%1.1	3	*		31
%0.36	1	*		32
%0.73	2	*		33
%0.36	1	*		34
%0.36	1	*		35
%0.73	2	*		36



%0.73	2	*		37
%0.36	1	*		38
%0.36	1	*		39
%4	11	*		40
%1.8	5	*		41
%0.73	2	*		42
%0.36	1	*		43
%0.36	1	*		44
%1.1	3	*		45
%0.36	1	*		46
%0.36	1	*		47
%0.36	1	*		48
%0.36	1	*		49
%0.73	2	*		50
%0.36	1	*		51
%0.36	1	*		52

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%0.36	1		*		55
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%0.36	1		*		57
%1.1	3		*		58
%0.36	1		*		59
%0.36	1		*		60
%0.36	1		*		61
%0.36	1		*		62
%0.73	2		*		63
%0.36	1		*		64

76		1.3
76		2.3
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78		6.3
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85		1.4
90	\	2.4
91		3.4
91		4.4
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93		6.4
94		7.4
94	\	8.4
95		9.4
96		10.4
98	" " :(13.4)	11.4
99	" "	12.4

100		13.4
100		14.4
101		15.4
102		16.4
103		17.4
104		18.4
105		19.4
106		20.4
106		21.4

123		1.
129		2.
135		3.
136	(Pearson Correlation)	4.
138	:( )	5.
139	:( )	6.
141	0	7.
	( 1 )	8.
	( 2 )	9.
	( 3 )	10.
	( 4 )	.11

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74	:	.44
75		.45
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81		.51

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82		.54
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90		.59
91		.60
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94		.64
95		.65
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97		.67
97		.68
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99		.70
101		.71
104		.72
105		.73
108	:	.74
109		.75
111		.76
119		.77



122		.78
		.79
146		.80
148		.81
149		.82

