Effect of Dog Interactions on High School Students' Mood and Anxiety

Word Count: 4900

INTRODUCTION

Many programs within the United States in society today report involving animals in their services. Animal-assisted therapy (AAT) is a clinical method that promotes natural healing bonds through the bond between humans and animals for therapeutic and preventative reasons (Gagnon, 2004). Trained service animals often have specific purposes and work to aid individuals and promote both physical and mental healing (Goddard, 2015). The rationale behind this practice is that animals instinctively excite an interest and connections with humans, which is then emulated in the person's well-being (Gagnon, 2004). The general target populations for these services include individuals who experience increased levels of stress and anxiety. Animal assisted therapy can help counter these stressors through beneficial interventions that promote the alleviation of distress (Gagnon, 2004).

Stress and anxiety among high school students prevails as an unresolved issue. Human-animal interactions are common in society since household pets are common among many families (Picard, 2015). This study was intended to determine if animal-assisted therapy with dogs can help provide students in high schools with a reliable method to cope with their stress. This study provides further insight into the question, "Can animal-assisted therapy through household human-canine interactions help reduce stress on high school students?"

LITERATURE REVIEW

Anxiety, mood, and stress are all significant for regular human functions. Mood can impact decision-making, cognitive processes, memory, and learning (Picard, 2015), and stress can alter effects of mental wellness (Walsh, 2009). An individual's mood can also affect the people around them in both a positive and negative manner. Many families have pets, in particular dogs. Owning an animal or a pet has been found to produce beneficial health effects

and research illustrates dogs can positively affect people (O'Haire 2015). Reduced anxiety and a positive disposition all are results of the potential positive influences of dog ownership (O'Haire 2015). Similarly, staying in the same environment as a dog can result in the reduction of anxiety and an improved mood; having a dog around an individual may produce improvements in health, emotional wellness, and social skills (O'Haire 2015).

Mood may strongly influence an individual's quality of life. The scientific field has had many studies that have integrated mood as one of the dependent variables. Professor D.A. Marcus in the Department of Anesthesiology and Critical Care Medicine found that human-dog interactions result in a positive improvement within the lasting moods of participants from therapy dog visits (2012). A large random sample of chronic patients were anonymously selected in this study. The patient population was mixed in order to include individuals that either sat in the waiting area for outpatients before their medical appointments, or spent most of their waiting time in the medical clinic interactions with a therapy dog. The participants who communicated with a therapy dog experienced positive changes in their feelings; these changes include a better perception of cheerfulness, calmness, and pleasantness (Marcus, 2012). Marcus in his 2013 study of the "Impact of Animal-assisted Therapy for Outpatients with Fibromyalgia" expands on his previous research and reports that a considerable amount of improvements were reported for pain, mood, and other depths of distress among patients with Fibromyalgia, a chronic disorder characterized by widespread musculoskeletal pain, fatigue, and tenderness in localized areas after a therapy dog visit (Marcus, 2013). A separate study conducted by Assistant Dean of Special Projects at East Carolina University Beth Velde noticed that children presented increased levels of spirit and playfulness during the presence of a therapy dog (Velde, 2003). Therefore, mood affects more than just human emotions; it can also alter the perception of others. Velde

discovered patterns within interactions between first-graders while a dog remained in the classroom; the children increased their sharing abilities and demonstrated a greater sensitivity to the moods of others (Velde, 2003). These first-graders were demonstrating their insight into a more complex definition of empathy.

Moreover, anxiety can also alter a person's daily functioning. In a 2010 study conducted by Sandra B.Barker, a professor in the Department of Small Animal Clinical Sciences at Virginia-Maryland College of Veterinary Medicine, anxiety was measured in relation to stress levels of an individual. Barker's research determined that dog owners expressed reduced accounts of anxiety and stress through interaction with their own house-dog compared to when the dog owner had to interact with a foreign dog (Barker 2010). In a similar study, anxiety reduction was measured after intervention with a professional therapy dog for patients with different mental disorders (Marcus, 2012). Marcus detailed that spending a short amount of time (10-15 minutes) with a therapy dog reduced anxiety among adult patients waiting for a magnetic resonance imaging (Marcus, 2013). Per Sophie Hall, PhD Researcher in Human-Animal Interactions, anxiety also decreased among autistic children with different spectrums of autistic disorders with interactions with a family integrated assistance dog (Hall, 2016). Hall's study discovered that the behavioral and emotional disabilities within elementary-aged students may have resulted from previous struggles with anxiety (Hall, 2016). The main improvement of human-dog interactions with the therapy dog for these students, such as reading aloud to the therapy dog, resulted in the alleviation of anxiety during reading.

Although various researches have narrowed their field on anxiety and mood as the primary variables within their experiments on patients and children, my study focused on how dogs can affect the mood and anxiety of high school students. Until now, a limited amount of

research on this particular demographic because most studies on mood and anxiety narrow their study to the elderly, hospital patients or college students (Serpell, 2000). Pet ownership is correlated with lessened amounts of stress, where pets may operate as intermediaries during tense events (Barker, 2010). In one study involving students with ages ranging from 16-19 conducted by J. W. Somerville, a Professor at the University of Maine, research discovered that the immediate aftereffect of holding a canine or feline included the reduction of the mean diastolic blood pressure of females significantly decreased from M=132.7 to M=115.4 and males from M=134.2 to M=120.5 (Somerville, 2008). The Somerville Study did not detect a significant difference in the effect of dogs per gender, but the males finished with a higher blood pressure than females. However, the Somerville Study only faintly supported previous findings that targeted the relationship between blood pressure and animal contact. There is a possibility that a difference between simple interactions with a dog and ownership of a canine in stress and anxiety reduction does exist. While multiple studies have used various ages, a large portion of prior research on the effect of dogs on mankind concentrated on either on children (5 years old - 10 years old) or the elderly (65 years old and up) (Serpell, 2000). This is the case because as Marguerite O'Haire, the professor of Developmental Psychology at Purdue University concludes in her 2015 study, young children and the elderly seem to benefit a lot with animal interactions (O'Haire, 2015).

Many studies have targeted the assets of dog interactions with young children and elderly age groups. Animal-assisted therapy with children in hospitals or that have psychological disorders, like Autism, helps reduce distress levels and hopelessness within children (Calcaterra, 2015), while at the same time promotes positive emotions and a higher self-esteem (Urbanski, 2012). With the elderly, dog interaction helps reduce high blood pressure and an increased heart

rate during baseline; it also generates a faster recovery following stress, as discovered by researcher Beth P. Velde (2003). Many researchers assume these two age groups need the assistance of animal-therapy the most since individuals in this age category are known to be vulnerable to suffering as the result of increased levels of stress. A lot of research is conducted with the help of trained therapy animals to help find new ways to reduce stress on these individuals. Most findings conclude the benefits of AAT on these two age groupings, either through the recognition of lower blood pressures or heart rates (Calcaterra, 2015). **A**lthough more research in this field can provide a deeper insight on the therapy process, it limits the ages the therapy can reach. Less researched, yet still as significant lies the stress placed on teenagers as high school students and freshmen in college. Even though the levels of stress between a pediatric patient and a high school student may vary, the stresses on either individual is no less important compared to the other (Lin, 2013). Psychologically, pediatric patients may develop fears concerning their body image, loss of ability, loss of freedom, and may experience hopelessness (Urbanski, 2012). Similarly, students in high school feel increased levels of anxiety due to body images, a loss of self-image, and can also develop feelings of depression (Lin, 2013). In a cross-sectional study conducted by Hau Jett Lin on high school students, about 47.6% of the research participants had reported to have psychological distress with mostly academically related stressors (Lin, 2013). Poor coping methods were discovered among most afflicted respondents. Lin's study stresses the harm that can negatively impact teenagers in their future mental and physical health since many of these students later report issues with their relationships and personal images (Lin, 2013). Adolescents' stress is often neglected, but helping students cope positively can reflect on improvements within their psychological health.

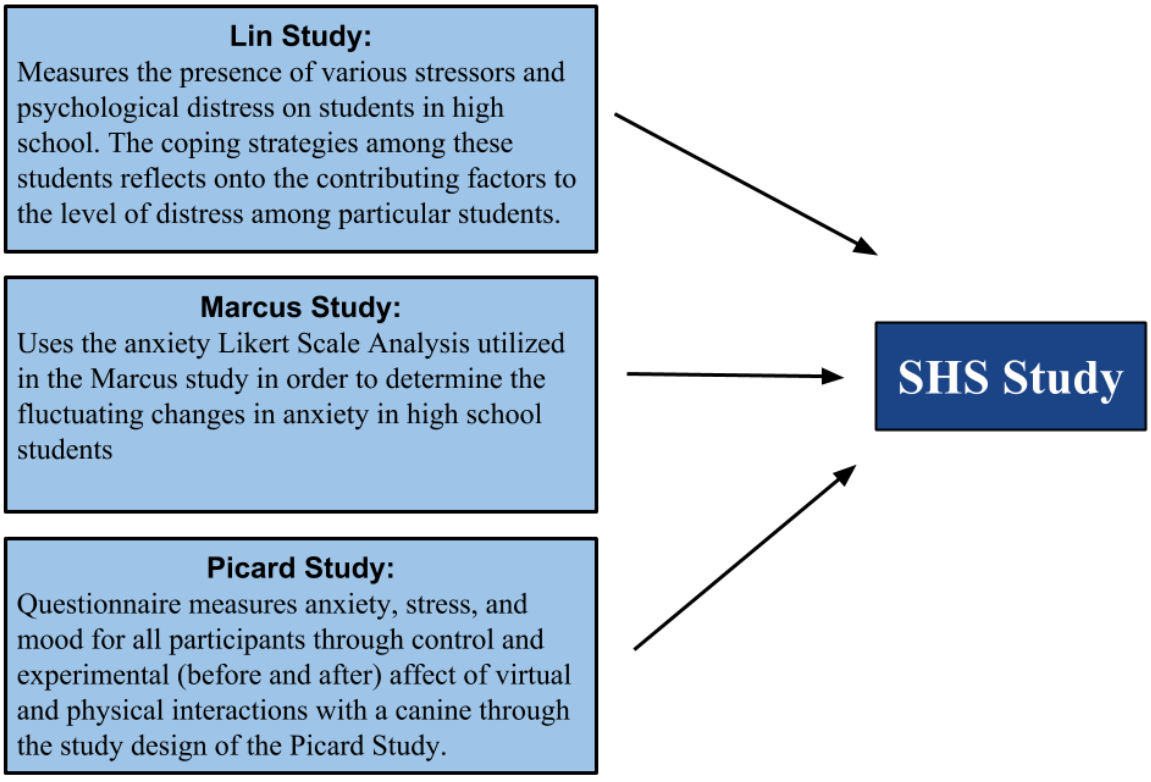
Considering that depressive symptoms, stress, and anxiety can be related, finding a positive coping mechanism for high school students for these daily occurrences is important. One method that can promote positive results includes human-animal interaction, specifically interaction with dogs. Since there has been little research involving high school student-canine interactions, analyzing these interactions is one way of studying the influence of dogs on people. Much of the current research on human-canine interactions examine the role of dogs within the psychological and medical context for mostly the elderly and children, even though some research has focused on adult interactions with dogs (Walsh, 2009). Moreover, most of these studies targets populations of individuals experiencing different disabilities and disorders such as autism spectrum disorders, and behavioral and emotional disabilities (O'Haire, 2015; Urbanski, 2012; Gagnon, 2004). In addition, most research on human-canine interactions implemented the use certified therapy dogs for their experimental groups, instead of a common house-trained canine. (O'Haire, 2015; Urbanski, 2012; Gagnon, 2004). From the limitations presented within current studies, the function of this study was to expand on current research, while presenting the restrictions within the present body of work.

Physical interaction with a dog is hypothesized to generate a strong positive effect on high school students' mood and anxiety levels, similar to the results concluded in studies researching the benefits of human-dog interactions with stresses placed on children. If true, student-dog interactions can provide students with a working strategy for stress reduction during high periods of stress. Discovering whether dogs have may have a positive effect on our mood, mentality, and well-being can help us with cope with the daily stresses of life.

METHODS

Study Goals

This study will be referred to as the SHS study. The study intends to determine if interactions with dog can help improve anxiety and reduce stress on high school students. This study was aligned with previous studies that researched in a similar topic; these papers will be referred to the foundational studies. The foundational studies will be referred to by the first author of the study listed: Lin, Marcus, and Picard.



Setting

The SHS study was conducted on the campus of a common high school in a suburban neighborhood in Los Angeles, California. The target population of this study were students attending the high school selected for this study. This high school was selected because it is an independent public school consisting of over 4,200 students in grades 9-12. The high school reports a large percentage of diversity among its students both ethnically and economically. According to US News and World Report, 72% of the high school's student body is "of color," with 52% of the student body coming from an economically disadvantaged household, determined by student eligibility for CA's Reduced-price meal program. The school's demographics are as follows: 28% White, 39% Latino, 27% Asian, 4% African American, 0.1% Pacific Islander, 0.2% American Indian, and 2% two or more races. Based on these statistics, the high school selected for this study represents the typical high school in Los Angeles and the students represented at this school fits the purpose of this study.

Measures

The SHS Study conducted on the campus of the selected suburban high school in Los Angeles aligned with the same measurement tools and methodology of a similar study by Psychology professor Mariah J. Picard. Picard used her measurements to determine the results of dog interactions on the mood and anxiety of college students', and the SHS study focuses primarily on the effects of dogs on high school students. This study includes five different surveys.

Demographic Survey. Participants answered seven questions concerning their demographic information. Questions within this survey consisted of determining gender, age,

grade, gate and time of entry into the suburban high school campus, whether they own a pet dog and the amount of times they have contact has with a dog.

Pet Attitude Scale (PAS). This portion of the study used a seven-point Likert scale varying from 1 (*strongly disagree)* to 7 (*strongly agree)* for eighteen different statements on their attitude towards pets. Respondents rated statements such as "I like house pets" and "You should treat your house pets with as much respect as you would a human member of your family" (Picard, 32-34, 2015).

Positive and negative Affect Schedule-Expanded Form (PANAS-X). This measure included 60 phrases and words that portray different emotions and feelings on a Likert Scale from 1 *(very slightly or not at all)* to 5 *(extremely)*. Participants indicated how much they felt a certain emotion or feeling. Some of these phrases and words included cheerful, disgusted, and at ease.

State-Trait Anxiety Inventory (STAI). Six statements are measured on a Likert Scale varying from 1 *(not at all)* to 4 *(very much)*. Respondents expressed their feeling in that moment, including statements such as "I feel calm" or "I feel upset" (Picard, 36, 2015).

Perceived Stress Reactivity Scale (PSRS). This measure includes twenty-three different statements that calculated different measures of stress. A PSRS statement example includes "when I have to speak in front of other people..," to which participants would respond describing their own reaction on a scale from 1 to 5 such as "I get very nervous" to "I stay calm" (Picard, 37, 2015)

Procedure

A stratified random sample was adopted for this study. Participants were randomly selected from one of the entrance seven gates into the suburban high school. A stratum was

composed to determine how many participants were required from each gate in order to compose a random sample of all students attending the high school. This design ensured that all members of the high school had similar chances to be selected. The school was subdivided based on entrance gates. We studied the entry of students to the school. This classification is exclusive as each student entered through only one gate. These entrance points helped generate a proxy for student's geographical residencies. The population was separated in 7 separate strata. From these gates, the study had a total of 130 respondents; 100 of whom were selected to represent the SHS study.

Afterwards, random assignment separated the participants into either the control group or the experimental group. Participants selected the time they wanted to complete the survey, but they did not know which group they were going to be placed into. Two school weekdays were dedicated towards collecting all of the data from participants in the SHS study. When participants arrived for their scheduled time slot, they had already completed the demographic, PAS, PANAS-X, STAI, and PSRS surveys prior to the experiment. Google chrome books were used to provide subjects with access to the survey online. The data was directly downloaded from the chrome book onto Microsoft Excel. Data was gathered directly in a natural setting for the target population of the students in the suburban high school. The survey was structured with a non-disguised method; the participants were conscious of the data collection process. The subjects remained anonymous and all responses remained private.

Before conducting the SHS study, limitations restricting the actual use of a therapy dog arose. As a high school student, it was not possible to gain access to a fully trained therapy dog for the study. However, to continue the study, a calm and playful Golden Retriever was chosen who acted similar to professional therapy dogs.

Experimental Group. Participants in the experimental group (n=50) had the chance to play and physically interact with a real dog for five to seven minutes. Prior to introducing the dog to the participant, an opening dialogue was read to the participants in order to ensure them interaction with the dog was permissible. The chosen canine for the experiment was a 1 year old Golden Retriever. This dog was mostly calm, but would become hyper on occasion and showed constant enthusiasm to meet participants. Participants could speak, play, pet, and sit with the dog.

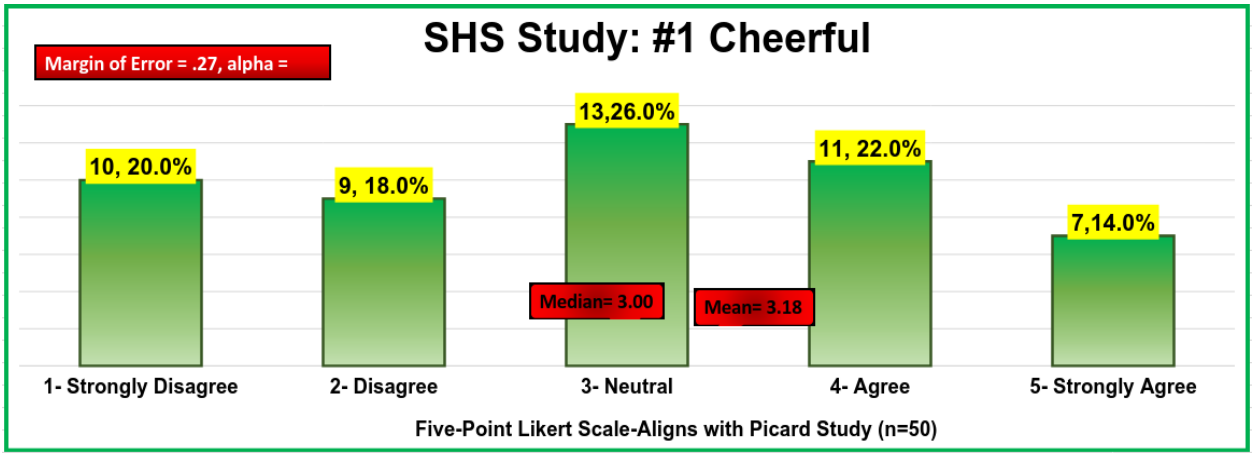
Control Group. The control group consisted of fifty participants (n=50) who watched a short two-minute video of a German Shepherd puppy playing with her mother from YouTube. Before showing the video, an identical opening dialogue to the experimental group was spoken to the participants in the control group. The dialogue was adjusted to reflect the different activity the control group was about to experience.

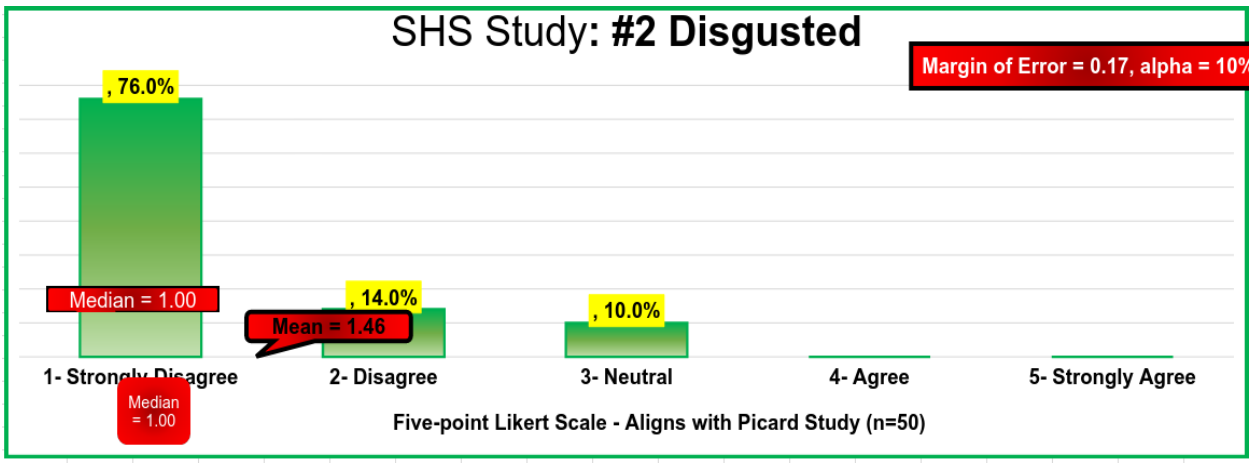
After completing the canine-related activity, similar to the Picard Study, all participants were required to complete the STAI and PANAS-X survey again in order to determine if any changes in mood and anxiety occurred in comparison to the pretest surveys. Each session lasted approximately fifteen to twenty minutes.

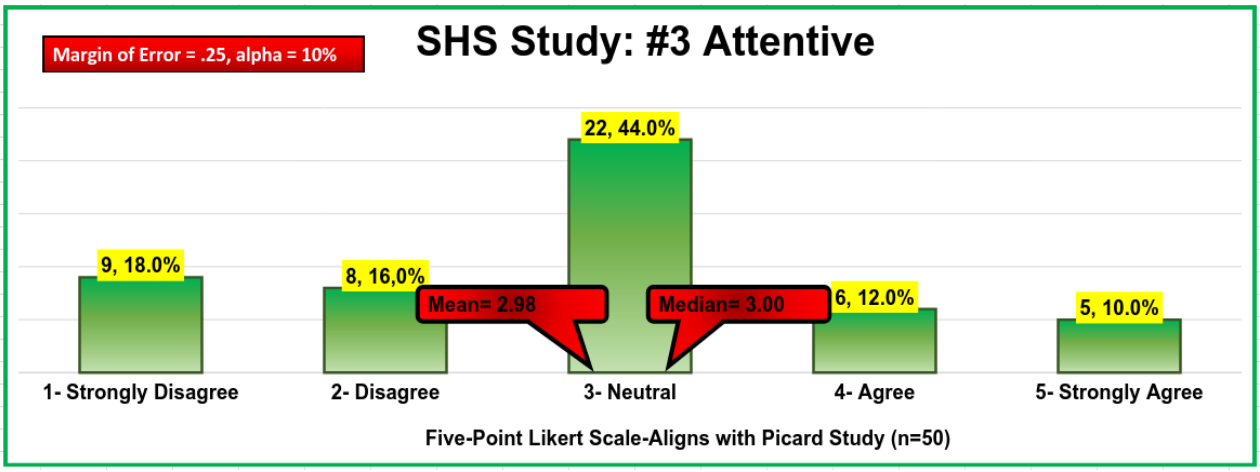
FINDINGS

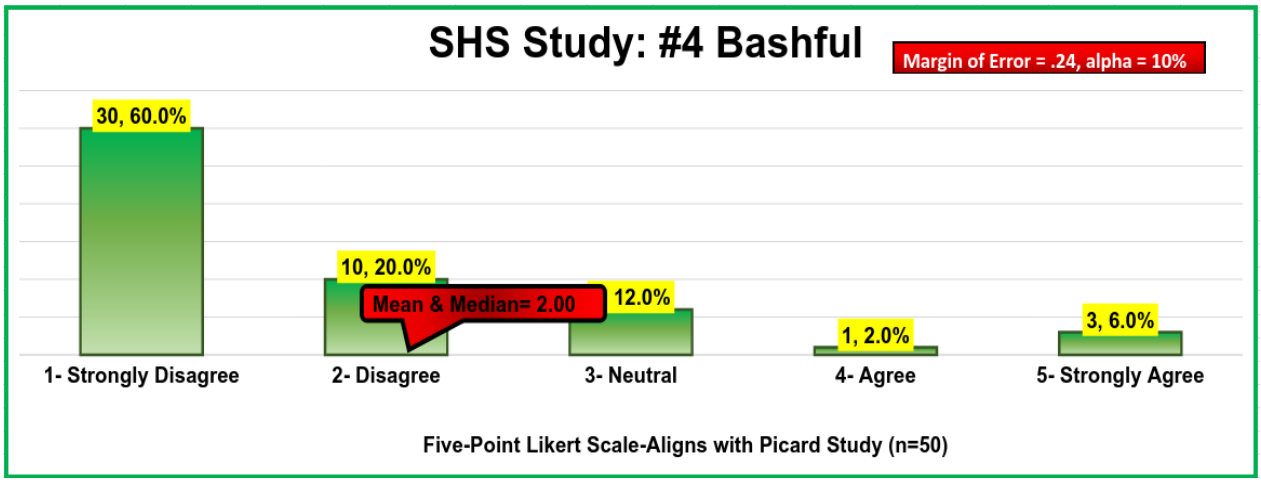
Data was analyzed to study if direct and indirect interaction with a dog would result in the reduction of stress and anxiety among high school students. First, the control (dog video) group and experimental group (dog interaction) were examined to ensure participants vary in their attitudes towards pets and animals. Then, results with relation to anxiety and mood were studied as a group and in reference with time (before and after communication with video or dog).

The following graphs represent an example of PSRS questions and how each word was analyzed separately before being gathered into a single grouping based on its placement in the negative, positive, or anxiety category. After the experiment, the participants showed strong signs of attentiveness and cheerfulness, both which would fall into the category of positive mood scores. 76% of participants strongly disagreed that they were disgusted after the experiment and 60 % strongly disagreed that they felt bashful. These two words were categorized into the negative mood score.









Pet Attitude Analysis

Analyses were administered to examine if pet attitude scores varied for the control and experimental group of participants. Total mean scores in the SHS Study and Picard Study were reported through total scores. There was not a statistically significant difference in the Picard study for pet attitude scores between conditions (Experimental Group *M*=108.42; Control M=105.7), t(30.734) = 0.749, *p*=0.46 (Picard, 13, 2015). The difference between means for the experimental and control group in the Picard study was 2.72. The SHS study concluded with a non-statistically significant difference in pet attitude scores between conditions (Experimental

Group *M*= 155.1, Control M=153.6). t(33.270)= 0.621, *p*= 0.52. The mean scores between the SHS study was 1.5. The difference between mean scores for the SHS study (1.5) was less than the difference between the Picard study (2.72). Thus, participants in the SHS study for the control and experimental group overall had similar attitudes for pets.

Perceived Stress Analysis

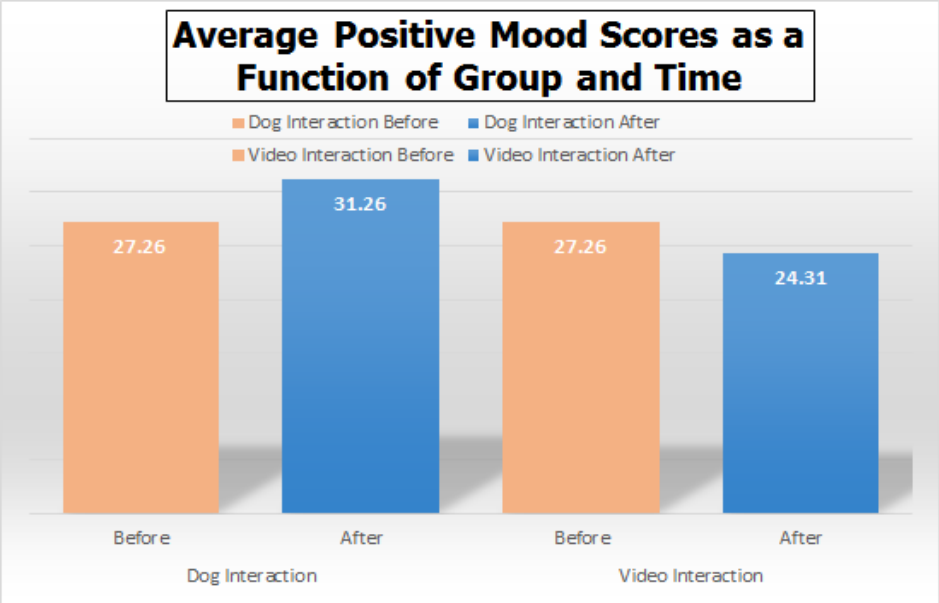
Numerical examinations were administered to examine if pet attitude scores varied for the control and experimental group of participants. Total mean scores in the SHS Study and Picard Study were reported through total scores. There was not a statistically significant difference in the Picard study for pet attitude scores between conditions (Experimental Group *M*=72.42; Control M=66.88), t(29.8) = 1.404, *p*=0.171 (Picard, 13, 2015). The difference between means for the experimental and control group in the Picard study was 5.54. The SHS study concluded with a non-statistically significant difference in pet attitude scores between conditions (Experimental Group *M*= 78.67, Control M=73.35), t(30.7)= 1.302, *p*= 0.183. The mean scores between the SHS study was 5.32. The difference between mean scores for the SHS study (5.32) was less than the difference between the Picard study (5.54). Thus, participants in the SHS study for the control and experimental group overall had similar attitudes for pets.

Positive Mood Analysis

To observe if changes in the participants' moods after visual video interaction with dogs or direct interaction with dogs, a two condition (control and experimental) X two time (Time 1 and Time 2) on positive affect was implemented. In the Picard study, participants in the dog-interaction group (Before *M*=27.26, After *M*=31.26) reported a higher positive affect than the video-interaction group (Before M= 27.26, After M= 24.31) (Picard, 14, 2015). As Figure 1 demonstrates for the Picard study, responses from the dog-interaction group demonstrated a

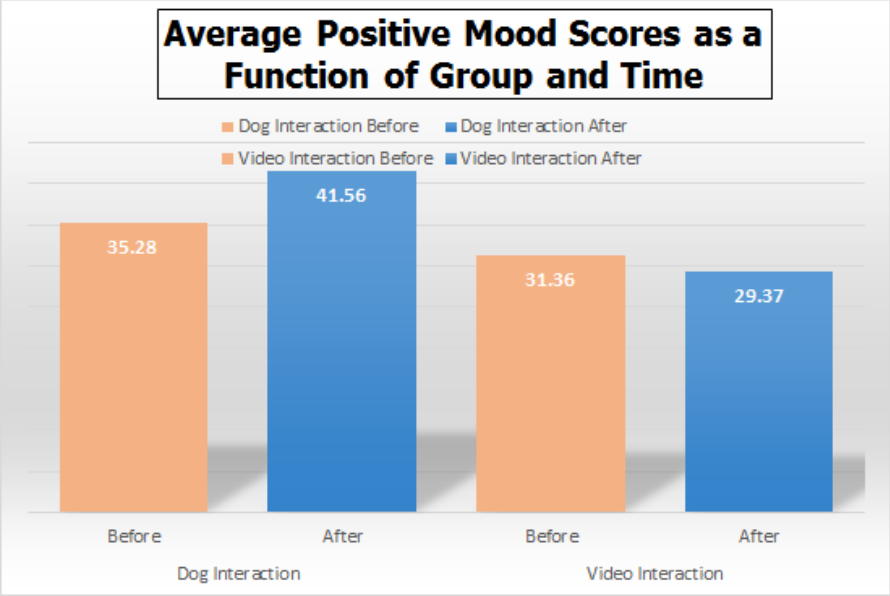
telling increase in the positive effect soon after their physical interaction with the dog. However, participants in the video-interaction group did not show much improvements in positive affect.

Figure 1: Picard Study



In the SHS study, respondents from the dog-interaction group (Before *M*=35.28, After *M*=41.56) resulted with more increases in positive affect than the video-interaction group (Before M= 31.36, After M= 29.37), similar to the findings of the Picard study. Figure 2 illustrates the SHS study, depicting how respondents from the dog-interaction group experienced a telling increase in positive affect soon after interacting with the dog. Similar to the Picard study, participants in the video-interaction group did not show much of an improvement in their positive affect.

Figure 2: SHS Study



A general assumption from previous research that high school students will show more improvement in their positive mood in the experimental, or physical dog interaction group, compared to the video-interaction group was implemented before the experiment. The Picard Study supported this conclusion because those in the physical dog interaction group showed a telling increase in positive affect over time, as illustrated in Figure 1. Like the participants in the Picard study, the SHS study showed similar results (Figure 2), showing the significant increase in positive mood for the participants in the physical dog interaction group. The participants in both studies who visually interacted with a dog showed a lack of improvement in a positive effect. Therefore, it seems that the treatment did have an influence on the positive mood of the chosen students.

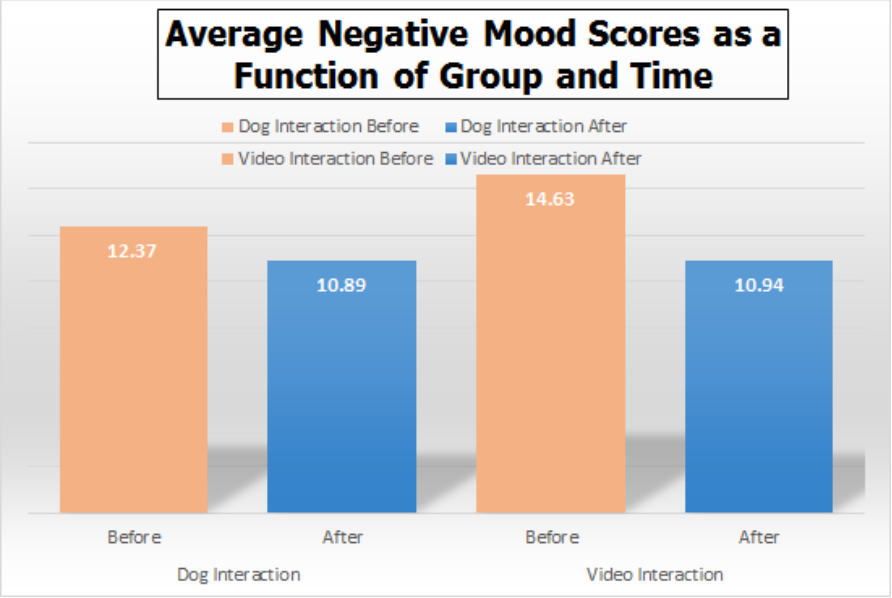
This phenomenon, as discussed in the Marcus study, chronic patients that interacted with a therapy dog expressed positive changes in their feelings, which includes increased levels of peace and cheerfulness. Evidently, it seems that a similar set of benefits occurred for the positive mood of high school students, after their interactions with a non-therapy dog. My study shows

that interactions with household pets can create an increase in positive moods during periods of stress among high school student.

Negative Mood Analysis

To observe if changes in the participants' moods after visual video interaction with dogs or direct interaction with dogs, a two condition (control and experimental) X two time (Time 1 and Time 2) on negative affect was implemented. In the Picard study, participants in the dog-interaction group (Before M=12.37, After M=10.89) did not have a reduced negative affect than the video-interaction group (Before M= 14.63, After M= 10.94) (Picard, 15, 2015). Participants reported having a lower negative affect at Time 2 (M=10.91) than at Time 1 (M=13.40) (Picard, 15, 2-15). As Figure 3 demonstrates for the Picard study, all participants reported a telling decrease in negative affect after being exposed to dogs, whether through dog interaction or a video of a dog.

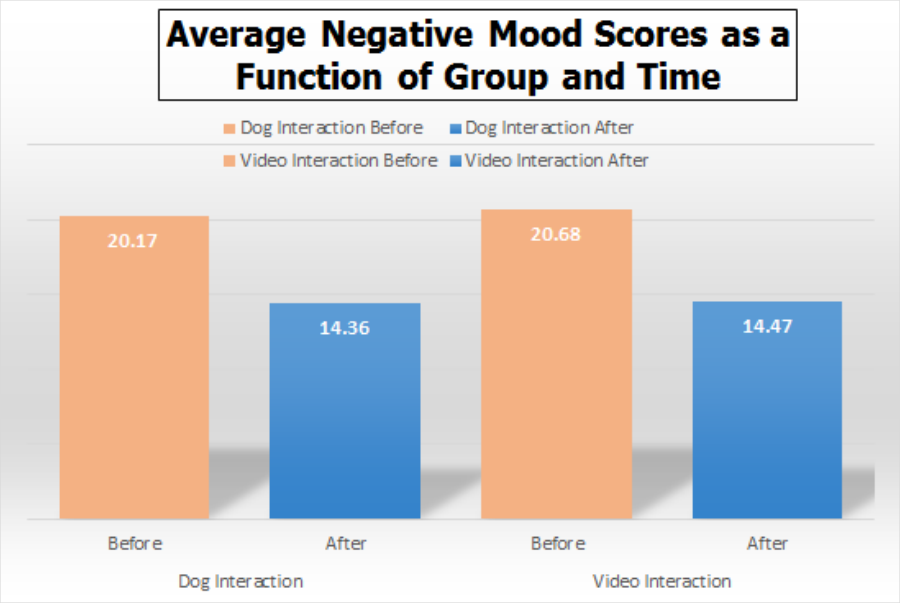
Figure 3: Picard Study



In the SHS study, participants in the dog-interaction group (Before M=20.17, After M=14.36) reported similar mean negative effects than the video-interaction group (Before M=

20.68, After M= 14.47). The SHS differs from the Picard study in this, but the overall conclusion between the two studies remains the same since the mean negative affects decrease in all situations. Figure 4 illustrates the SHS study, demonstrating how participants in the dog condition reported having a reduced negative affect at Time 2 than Time 1.

Figure 4: SHS Study

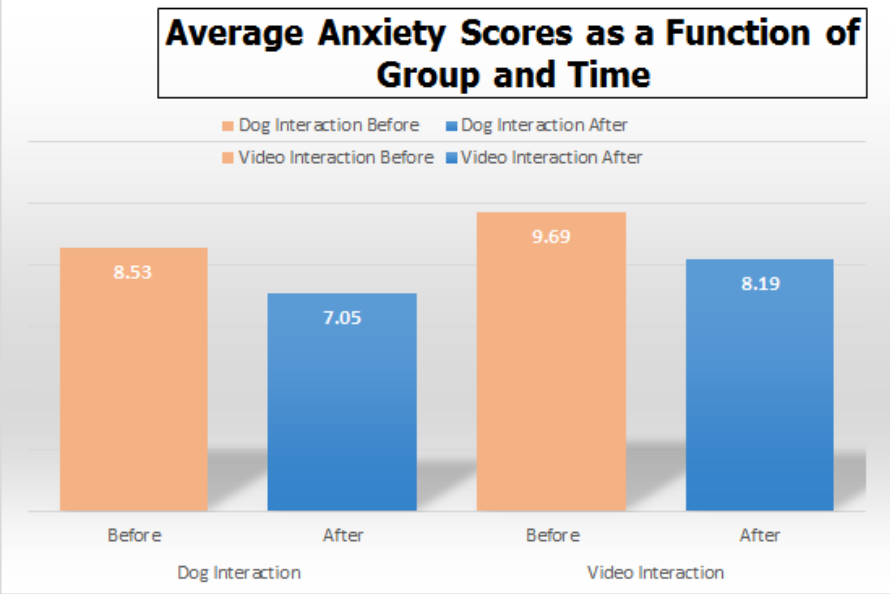


It was believed that the video-interaction group would demonstrate a smaller advancement in the high school students and those who experienced physical interactions with the canine would demonstrate an improvement in their negative affect scores after playing with the canine since dog interactions had a larger impact on the positive mood compared to the video interaction group. In the Picard study, no effect was discovered (Figure 3). Specifically, both the visual and physical dog interaction group had a decrease in their negative mood from Time 1 to Time 2. Like the Picard Study, the SHS study adapted similar results (Figure 4). This implies that both physical and visual interactions cannot decrease negative mood scores significantly. However, the interactions do not increase negative mood scores, meaning that interactions with the dog still benefit humans since it does not worsen their moods.

Anxiety Analysis

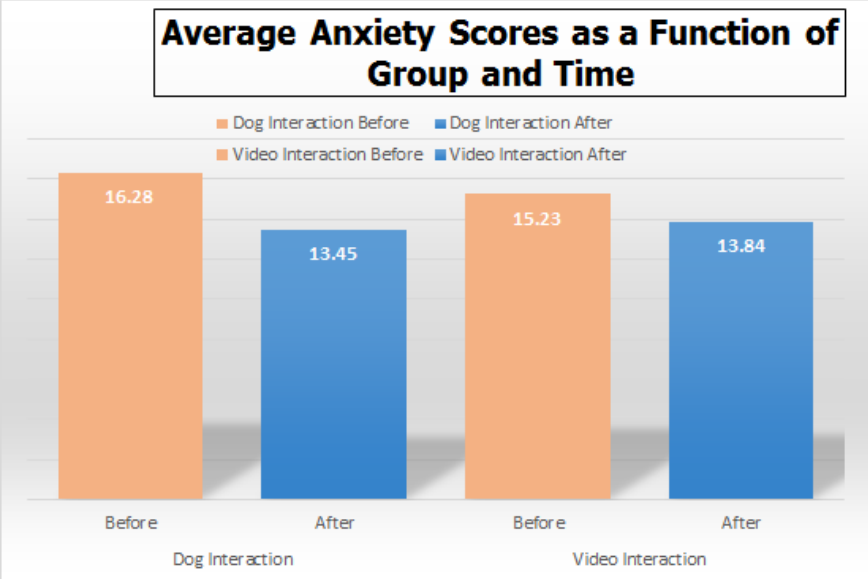
Finally, to observe if changes in the participants' anxiety levels after visual video interaction with dogs or direct interaction with dogs, a two condition (control and experimental) X two time (Time 1 and Time 2) on anxiety was implemented. In the Picard study, participants in the dog-interaction group (Before M= 8.53, After 7.05) did not report having a significantly lower anxiety than the video-interaction group (Before M= 9.69, After M=8.19) (Picard, 17, 2015). Thus, participants in the Picard study in the control and experimental groups did not encounter a large decrease in anxiety after their different interactions.

Figure 5: Picard Study



In the SHS study, participants in the dog-interaction group (Before M= 16.28, After 13.45) did not show signs of significantly reduced anxiety than the video-interaction group (Before M= 15.23, After M=13.84). Participants reported having lower anxiety at Time 2 than at Time 1. Thus, participants in the SHS study in the control and experimental groups did not encounter a large decrease in anxiety after their different interaction, like the Picard study.

Figure 6: SHS Study



In both the Picard study and the SHS study, it seemed that all participants showed less signs of anxiety at Time 2 compared to Time 1. It is possible that less anxiety was generated due to the time participants were given to settle into the experiment and understand their role within the study. From previous research, it was believed that the dog-interaction group would show more improvements in their levels of anxiety after their time with the dog again. However, the result illustrated little to no change in anxiety levels within the high school participants. This response in the study supports the findings of the Barker study, in which he discovered that individuals undergo less stress and anxiety with a familiar animal rather when interacting with an unknown dog (Barker, 2016). Like the negative affect, neither interaction causes more harm than benefits since anxiety levels do not increase from the experiment.

SUMMARY

The function of the SHS study was to examine if interaction with a dog can help high school students improve their moods by creating a reduction in a negative mood and anxiety while increasing a positive mood. Past research primarily filtered into the elderly or children

since their ages tend to benefit most from human-animal interactions (Barker, 2010). Due to a lack of focus on the benefits of dog interactions with high school students, my study focused on this demographic.

Based on results of the SHS study in relation to the Picard study, direct interaction with dogs does appear to proceed as an effective method that can increase a student's positive mood. In my study, the positive mood score increased from M=35.28 to M=41.56 after physically interacting with the dog. This shows that positive feelings within participants increased because of the interaction. Negative moods in the sampled high school students did result in a decreased amount of anxiety within participants, but these changes cannot be exclusively related to the control or experimental condition. Therefore, dog interactions can potentially help reduce negative moods through both physical and visual dog interactions. To better understand the context of what helps reduce negative moods and increase positive moods, further research with a sample size should be adopted. In addition, more representative future research may help expand the current documented field by conducting a study during high periods of stress, such as during finals, Advanced Placement (AP) Testing, and college application seasons. Future research can be beneficial in measuring psychological aspects as well to better health, such as through the measurement of blood pressure before and after the study is conducted.

Overall, the study of dog interactions on high school students from a suburban high school in Los Angeles helped discover the benefits of human-canine relationships. The ability to interact with a dog remains a reasonably low-cost method of intervention that may lead to beneficial results for those who simply visit dogs and dog owners. If high schools adopt systems that allow students the opportunity to interact with a canine during high periods of stress, such as

during finals week or during Advanced Placement (AP) testing, students can be shown a working way to reduce stress on high school students.

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Appendix #1
Inventory of Survey Questions

Study: SHS Study of Picard Study
Design: Stratified Random Sample
Sample Size: n=100

1. I really like seeing pets enjoy their food. (Scale: 1-7)
2. A pet would mean more to me than any of my friends. (Scale: 1-7)
3. I would like a pet in my home. (Scale: 1-7)
4. Having pets is a waste of money. (Scale: 1-7)
5. House pets add happiness to my life (or would if I had one). (Scale: 1-7)
6. I feel that pets should always be kept outside. (Scale: 1-7)
7. I spend time every day playing with my pet (or if I had one). (Scale: 1-7)
8. I have occasionally communicated with my pet and understood what it was trying to express. (Scales: 1-7)
9. The world would be a better place if people would stop spending so much time caring for their pets and started caring more for other human beings instead (Scale: 1-7)
10. I like to feed animals out of my hand. (Scale: 1-7)
11. I love pets. (Scales: 1-7)
12. Animals belong in the wild or in zoos, but not in the home. (Scale: 1-7)
13. If you keep pets in the house you can expect a lot of damage to the furniture. (Scale: 1-7)
14. I like house pets. (Scale: 1-7)
15. Pets are fun but it's not worth the trouble of owning one. (Scale: 1-7)
16. I frequently talk to my pet (or if I had one). (Scale: 1-7)
17. I hate animals. (Scale: 1-7)
18. You should treat your house pets with as much respect as you would a human member of your family. (Scale: 1-7)
19. Cheerful (Scale: 1-5)
20. Disgusted (Scale: 1-5)
21. Attentive (Scale: 1-5)
22.Bashful (Scale: 1-5)
23. Sluggish (Scale: 1-5)
24. Daring (Scale: 1-5)
25. Surprised (Scale: 1-5)
26. Strong (Scale: 1-5)
27. Scornful (Scale: 1-5)
28. Relaxed
29. Irritable
30. Delighted
31. Inspired
32. Fearless
33. Disgusted with self
34. Sad
35. Calm
36. Afraid
37. Tired
38. Amazed
39. Shaky
40. Happy
41. Timid
42. Alone
43. Alert
44. Upset
45. Angry
46. Bold
47. Blue
48. Shy

49. Active
50. Guilty
51. Joyful
52. Nervous
53. Lonely
54. Sleepy
55. Excited
56. Hostile
57. Proud
58. Jittery
59. Lively
60. Ashamed
61. At ease
62. Scared
63. Drowsy
64. Angry at Self
65. Enthusiastic
66. Downhearted
67. Sheepish
68. Distressed
69. Blameworthy
70. Determined
71. Frightened
72. Astonished
73. Interested
74. Loathing
75. Confident
76. Energetic
77. Concentrating
78. Dissatisfied with Self
79. I feel calm
80. I am tense
81. I feel upset
82. I am relaxed
83. I feel content
84. I am worried
85. When tasks and duties build up to the extend that they are hard to manage…
86. When I want to relax after a hard day at work…
87. When I have conflicts with others that may not be immediately resolved...
88.I feel content
89.I am worried
90. When tasks and duties build up to the extend that they are hard to manage…
91. When I want to relax after a hard day at work…
92. When I have conflicts with others that may not be immediately resolved...
93. When I make a mistake...
94. When I'm wrongly criticized by others...
95. When I argue with other people…
96.When I have little time for a job to be done...
97.When I make a mistake…
98. When I am 4 what to do or say in a social situation…
99. When I have spare time after working hard…
100. When I am criticized by others...
101. When something does not go the way I expected..
102. When I do not attain a goal..
103. When others criticize me…
104. When I fail at something…
105. When there are too many demands on me at the same time...
106. When others say something incorrect about me...
107. When I fail at a task…
108. When I argue with others...
109. When I am under stress...

110. When tasks and duties accumulate to the extent that they are hard to cope with...
111. When I have to speak in front of other people…
112. When I have may tasks and duties to fulfill…

Appendix #2

Data as Presented in Excel

(Data file available upon request).

Study: SHS Study of Picard Study
Design: Stratified Random Sample
Sample Size: n=100

Timestamp	What gate did you enter from this morning?	What time did you get to school?	What is your biological gender?	What year are you at Granada Hills Charter High School?	Do you have a pet dog?	If yes, are you currently living with the dog?	About how often do you have contact with a dog?	I really like seeing pets enjoy their food. [Mark the appropriate answer.]	A pet would mean more to me than any of my friends. [Mark the appropriate answer.]	I would like a pet in my home. [Mark the appropriate answer.]
1/18/2017 11:00:28	Zelzah Parking Lot	7:25:00 AM	Male	Senior	No	No	A few times a year	7	5	6
1/18/2017 11:54:25	Zelzah Parking Lot	7:10:00 AM	Male	Freshman	Yes	Yes	A few times a week	7	5	6
1/20/2017 8:37:50	Zelzah Parking Lot	8:20:00 AM	Female	Senior	No		Never	6	7	6
1/21/2017 11:53:30	Zelzah Parking Lot	7:45:00 AM	Female	Sophomore	No	No	A few times a week	6	5	7
1/21/2017 12:33:35	Zelzah Parking Lot	8:00:00 AM	Male	Senior	Yes	Yes	Every day	7	4	7
1/22/2017 18:39:37	Zelzah Parking Lot	6:50:00 AM	Male	Junior	Yes	Yes	Every day	6	6	7
1/23/2017 9:16:55	Zelzah Parking Lot	7:40:00 AM	Male	Junior	No	No	About once a week	7	5	6
1/23/2017 16:13:06	Zelzah Parking Lot	8:10:00 AM	Female	Senior	No		A few times a week	7	3	7
1/25/2017 10:12:57	Zelzah Parking Lot	8:00:00 AM	Female	Senior	Yes	Yes	Every day	5	7	7
1/25/2017 12:09:25	Zelzah Parking Lot	8:00:00 AM	Female	Sophomore	No		Never	6	3	5
1/25/2017 16:17:45	Zelzah Parking Lot	7:50:00 AM	Male	Sophomore	Yes	Yes	Every day	7	5	7
1/25/2017 20:49:13	Zelzah Parking Lot	7:00:00 AM	Female	Sophomore	Yes	Yes	Every day	7	6	6
1/27/2017 11:54:33	Zelzah Parking Lot	7:45:00 AM	Male	Freshman	No	No	A few times a year	6	7	7
1/30/2017 9:46:46	Zelzah Parking Lot	8:00:00 AM	Female	Freshman	No		A few times a year	6	4	7
1/30/2017 11:17:35	Zelzah Parking Lot	7:30:00 AM	Female	Freshman	Yes	Yes	Every day	7	5	7
1/30/2017 14:11:07	Zelzah Parking Lot	8:00:00 AM	Male	Senior	No	No	Never	7	4	6
1/30/2017 22:10:03	Zelzah Parking Lot	8:10:00 AM	Female	Senior	No	No	A few times a year	6	4	6
1/27/2017 15:02:16	Zelzah Parking Lot	7:24:00 AM	Male	Senior	No	No	A few times a year	4	1	2
1/27/2017 15:03:24	Zelzah Parking Lot	7:24:00 AM	Male	Senior	No	No	A few times a year	4	1	2
1/27/2017 15:05:31	Zelzah Parking Lot	8:20:00 AM	Male	Senior	No	No	Never	6	3	6
1/27/2017 15:10:42	Zelzah Parking Lot	7:45:00 AM	Male	Senior	No	No	A few times a year	5	4	7
1/27/2017 15:12:45	Zelzah Parking Lot	6:50:00 AM	Male	Senior	No	Not Applicable	About once a month	7	5	7
1/28/2017 13:41:30	J Gate	8:10:00 AM	Female	Freshman	Yes	Yes	Every day	7	4	7
1/30/2017 22:23:40	J Gate	8:00:00 AM	Female	Sophomore	No		A few times a year	7	5	7
1/27/2017 15:01:47	J Gate	7:10:00 AM	Male	Junior	No	No	About once a month	6	3	6
1/19/2017 12:13:12	Hiwatha Lot	8:20:00 AM	Female	Senior	No		About once a week	7	7	7
1/20/2017 14:05:54	Hiwatha Lot	7:10:00 AM	Female	Senior	Yes	Yes	A few times a week	6	5	7
1/23/2017 11:24:43	Hiwatha Lot	8:05:00 AM	Male	Senior	Yes	Yes	Every day	7	2	7
1/23/2017 12:08:37	Hiwatha Lot	8:00:00 AM	Female	Senior	Yes	Yes	Every day	5	6	7
1/31/2017 9:55:39	Hiwatha Lot	7:12:00 AM	Female	Senior	Yes	Yes	Every day	6	5	5
1/27/2017 15:00:04	Hiwatha Lot	7:10:00 AM	Female	Senior	Yes	Yes	Every day	4	4	5
1/27/2017 15:21:13	Hiwatha Lot	7:10:00 AM	Male	Senior	No	Not Applicable	About once a week	5	2	1
1/23/2017 13:44:48	Flag Pole	7:40:00 AM	Female	Senior	Yes	Yes	Every day	6	6	7
1/23/2017 19:46:50	Flag Pole	8:00:00 AM	Female	Senior	Yes	Yes	Every day	4	4	7
1/24/2017 14:43:54	Flag Pole	8:35:00 AM	Female	Senior	No		A few times a year	6	4	7
1/25/2017 8:36:22	Flag Pole	8:00:00 AM	Male	Senior	Yes	Yes	Every day	7	5	7
1/25/2017 10:01:59	Flag Pole	7:50:00 AM	Female	Freshman	Yes	Yes	Every day	7	7	7
1/25/2017 10:06:03	Flag Pole	8:12:00 AM	Male	Freshman	Yes	Yes	Every day	6	4	7
1/25/2017 10:12:04	Flag Pole	8:12:00 AM	Female	Freshman	Yes	Yes	Every day	7	6	7
1/25/2017 12:26:12	Flag Pole	7:55:00 AM	Female	Freshman	Yes	Yes	Every day	7	4	7
1/25/2017 13:13:46	Flag Pole	7:45:00 AM	Male	Senior	No	No	A few times a year	7	2	7
1/25/2017 14:41:39	Flag Pole	7:40:00 AM	Female	Junior	Yes	Yes	Every day	4	5	7
1/25/2017 14:50:01	Flag Pole	8:15:00 AM	Female	Senior	Yes	Yes	Every day	7	7	7
1/25/2017 15:01:09	Flag Pole	8:00:00 AM	Female	Senior	Yes	Yes	Every day	1	3	7
1/26/2017 12:32:45	Flag Pole	8:01:00 AM	Female	Senior	No	No	About once a month	4	3	6

1/26/2017 14:13:55	Flag Pole	7:40:00 AM	Female	Junior	No		About once a month	6	3	7
1/27/2017 8:58:34	Flag Pole	8:00:00 AM	Male	Junior	No	No	A few times a year	7	4	6
1/27/2017 11:02:06	Flag Pole	7:50:00 AM	Male	Sophomore	No		A few times a year	7	2	5
1/29/2017 22:13:44	Flag Pole	8:10:00 AM	Female	Freshman	No		A few times a week	7	5	7
1/30/2017 10:57:17	Flag Pole	8:00:00 AM	Male	Junior	Yes	Yes	Every day	5	6	7
1/31/2017 10:27:24	Flag Pole	8:04:00 AM	Male	Freshman	No	No	About once a month	7	5	7
1/27/2017 15:01:18	Flag Pole	7:20:00 AM	Female	Senior	Yes	Yes	Every day	7	7	7
1/27/2017 15:06:12	Flag Pole	7:23:00 AM	Male	Senior	Yes	Yes	Every day	5	3	7
1/27/2017 15:08:54	Flag Pole	7:25:00 AM	Female	Senior	Yes	Yes	Every day	7	7	7
1/27/2017 15:08:59	Flag Pole	6:49:00 AM	Male	Senior	Yes	Yes	Every day	7	7	7
1/27/2017 15:17:47	Flag Pole	7:11:00 AM	Male	Senior	Yes	Yes	Every day	7	7	7
1/27/2017 15:20:27	Flag Pole	7:15:00 AM	Female	Senior	Yes	Yes	Every day	6	7	7
1/27/2017 15:20:38	Flag Pole	7:10:00 AM	Female	Senior	No	Not Applicable	A few times a year	5	1	1
1/27/2017 15:26:18	Flag Pole	8:00:00 AM	Male	Junior	Yes	Yes	Every day	7	4	7
1/27/2017 15:44:07	Flag Pole	7:20:00 AM	Male	Junior	Yes	Yes	Every day	4	1	5
1/24/2017 14:43:54	Flag Pole	8:35:00 AM	Female	Senior	No		A few times a year	6	4	7
1/26/2017 16:15:33	Surface Road West	7:50:00 AM	Female	Freshman	Yes	Yes	Every day	7	6	7
1/26/2017 16:26:16	Surface Road West	7:40:00 AM	Female	Freshman	No		About once a month	7	7	7
1/26/2017 17:51:25	Surface Road West	7:45:00 AM	Female	Freshman	No		A few times a week	7	6	7
1/26/2017 18:25:31	Surface Road West	7:30:00 AM	Female	Senior	No	No	A few times a year	5	6	6
1/27/2017 12:07:48	Surface Road West	8:10:00 AM	Female	Senior	Yes	Yes	Every day	7	7	7
1/30/2017 8:52:25	Surface Road West	8:05:00 AM	Female	Junior	No	No	A few times a year	6	5	7
1/30/2017 19:58:20	Surface Road West	8:03:00 AM	Female	Senior	Yes	Yes	Every day	6	7	7
1/31/2017 11:57:53	Surface Road West	7:10:00 AM	Male	Sophomore	No	No	About once a week	6	3	7
1/27/2017 15:00:15	Surface Road West	8:10:00 AM	Male	Freshman	Yes	Yes	Every day	5	6	7
1/27/2017 15:06:12	Surface Road West	7:20:00 AM	Male	Senior	Yes	Yes	Every day	7	7	7
1/24/2017 8:42:28	Surface Road West	7:10:00 AM	Female	Senior	Yes	Yes	Every day	7	7	7
1/24/2017 18:09:21	Surface Road West	8:14:00 AM	Female	Freshman	No	Not Applicable	Never	6	6	5
1/20/2017 10:18:38	Surface Road East	8:00:00 AM	Male	Senior	No	No	Never	7	6	7
1/27/2017 20:57:15	Surface Road East	8:05:00 AM	Male	Freshman	No		About once a week	7	3	7
1/27/2017 15:01:33	Surface Road East	8:00:00 AM	Female	Senior	Yes	Yes	Every day	6	5	7
1/18/2017 11:54:25	Surface Road East	7:10:00 AM	Male	Freshman	Yes	Yes	A few times a week	7	5	6
1/20/2017 8:37:50	Surface Road East	8:20:00 AM	Female	Senior	No		About once a week	7	7	7
1/18/2017 13:37:26	Kingsbury	7:30:00 AM	Female	Freshman	No	Not Applicable	A few times a year	6	4	7
1/18/2017 14:07:09	Kingsbury	7:45:00 AM	Male	Freshman	No	Not Applicable	About once a month	4	2	3
1/18/2017 16:01:03	Kingsbury	7:30:00 AM	Male	Freshman	Yes	Yes	Every day	7	5	7
1/20/2017 10:51:03	Kingsbury	8:03:00 AM	Female	Freshman	No	Not Applicable	A few times a week	6	6	7
1/22/2017 12:13:18	Kingsbury	7:50:00 AM	Male	Freshman	No	Not Applicable	A few times a week	6	6	7
1/20/2017 10:52:07	Kingsbury	8:05:00 AM	Female	Sophomore	Yes	Yes	Every day	6	6	7
1/20/2017 10:53:03	Kingsbury	8:10:00 AM	Male	Junior	No	Not Applicable	Never	7	6	7
1/20/2017 10:53:07	Kingsbury	7:15:00 AM	Female	Senior	No	Not Applicable	A few times a year	4	5	7
1/20/2017 10:53:20	Kingsbury	7:05:00 AM	Female	Sophomore	No	Not Applicable	A few times a year	6	4	7
1/23/2017 10:53:47	Kingsbury	9:22:00 AM	Female	Senior	Yes	Yes	Every day	6	5	7
1/23/2017 11:54:19	Kingsbury	8:00:00 AM	Female	Junior	Yes	Yes	Every day	6	4	6
1/23/2017 11:54:37	Kingsbury	7:40:00 AM	Male	Sophomore	No	Not Applicable	Never	4	4	2
1/23/2017 11:54:41	Kingsbury	7:20:00 AM	Male	Junior	Yes	Yes	Every day	6	4	7
1/23/2017 11:58:43	Kingsbury	7:05:00 AM	Female	Senior	No	Not Applicable	A few times a year	6	4	7
1/27/2017 15:01:35	Kingsbury	9:22:00 AM	Female	Senior	Yes	Yes	Every day	6	5	7
1/27/2017 15:15:24	Kingsbury	8:00:00 AM	Female	Sophomore	Yes	Yes	Every day	6	4	6
1/27/2017 15:16:52	Kingsbury	7:40:00 AM	Male	Junior	No	Not Applicable	Never	4	4	2
1/27/2017 15:17:44	Kingsbury	7:20:00 AM	Male	Junior	Yes	Yes	Every day	6	4	7
1/27/2017 15:29:44	Kingsbury	8:12:00 AM	Male	Senior	No	Not Applicable	A few times a year	7	1	4
1/27/2017 15:16:52	Kingsbury	7:40:00 AM	Male	Junior	No	Not Applicable	Never	7	5	6
1/27/2017 15:17:44	Kingsbury	7:20:00 AM	Male	Sophomore	Yes	Yes	Every day	4	1	5
1/27/2017 15:29:44	Kingsbury	8:12:00 AM	Male	Senior	No	Not Applicable	A few times a year	7	1	4

Having pets is a waste of money. [Mark the appropriate answer.]	House pets add happiness to my life (or would if I had one). [Mark the appropriate answer.]	I feel that pets should always be kept outside. [Mark the appropriate answer.]	I spend time every day playing with my pet (or if I had one). [Mark the appropriate answer.]	I have occasionally communicated with my pet and understood what it was trying to express. [Mark the appropriate answer.]	The world would be a better place if people would stop spending so much time caring for their pets and started caring more for other human beings instead. [Mark the appropriate answer.]	I like to feed animals out of my hand. [Mark the appropriate answer.]	I love pets. [Mark the appropriate answer.]	Animals belong in the wild or in zoos, but not in the home. [Mark the appropriate answer.]	If you keep pets in the house you can expect a lot of damage to the furniture. [Mark the appropriate answer.]	I like house pets. [Mark the appropriate answer.]
4	6	5	7	5	4	5	6	4	5	7
5	4	4	5	4	4	4	4	4	5	5
2	7	2	6	6	2	6	7	1	2	7
2	6	3	6	6	4	5	7	3	5	6
1	7	3	5	5	4	6	7	2	5	7
3	7	2	7	6	2	5	7	1	3	7
3	6	2	6	6	3	4	6	2	2	6
1	7	1	7	5	2	5	7	1	1	7
1	7	2	7	7	1	5	7	2	6	7
3	2	4	4	3	5	4	6	3	4	3
4	7	3	7	6	4	6	7	1	3	7
2	6	2	6	5	4	7	7	2	5	7
1	6	3	6	4	3	6	7	1	3	6
2	5	2	6	6	4	5	7	4	3	5
1	6	2	5	4	3	1	7	1	5	7
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1	6	2	2	7	1	1	7	2	2	7
5	5	1	7	4	7	7	7	4	7	7

Pets are fun but it's not worth the trouble of owning one. [Mark the appropriate answer.]	I frequently talk to my pet (or if I had one). [Mark the appropriate answer.]	I hate animals. [Mark the appropriate answer.]	You should treat your house pets with as much respect as you would a human member of your family. [Mark the appropriate answer.]	Cheerful [Mark the appropriate answer.]	Disgusted [Mark the appropriate answer.]	Attentive [Mark the appropriate answer.]	Bashful [Mark the appropriate answer.]	Sluggish [Mark the appropriate answer.]	Daring [Mark the appropriate answer.]	Surprised [Mark the appropriate answer.]
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1	5	1	7	5	1	5	1	2	3	2
2	6	1	7	2	1	2	1	2	3	1
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4	5	1	7	2	1	2	1	2	4	1

Strong [Mark the appropriate answer.]	Scornful [Mark the appropriate answer.]	Relaxed [Mark the appropriate answer.]	Irritable [Mark the appropriate answer.]	Delighted [Mark the appropriate answer.]	Inspired [Mark the appropriate answer.]	Fearless [Mark the appropriate answer.]	Disgusted with self [Mark the appropriate answer.]	Sad [Mark the appropriate answer.]	Calm [Mark the appropriate answer.]	Afraid [Mark the appropriate answer.]	Tired [Mark the appropriate answer.]
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Amazed [Mark the appropriate answer.]	Shaky [Mark the appropriate answer.]	Happy [Mark the appropriate answer.]	Timid [Mark the appropriate answer.]	Alone [Mark the appropriate answer.]	Alert [Mark the appropriate answer.]	Upset [Mark the appropriate answer.]	Angry [Mark the appropriate answer.]	Bold [Mark the appropriate answer.]	Blue [Mark the appropriate answer.]	Shy [Mark the appropriate answer.]	Active [Mark the appropriate answer.]
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1	1	3	1	1	4	3	3	4	2	1	4

Guilty [Mark the appropriate answer.]	Joyful [Mark the appropriate answer.]	Nervous [Mark the appropriate answer.]	Lonely [Mark the appropriate answer.]	Sleepy [Mark the appropriate answer.]	Excited [Mark the appropriate answer.]	Hostile [Mark the appropriate answer.]	Proud [Mark the appropriate answer.]	Jittery [Mark the appropriate answer.]	Lively [Mark the appropriate answer.]	Ashamed [Mark the appropriate answer.]	At ease [Mark the appropriate answer.]
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1	2	4	1	3	2	1	1	1	2	1	2
1	3	1	1	2	2	5	5	1	2	1	3

Scared [Mark the appropriate answer.]	Drowsy [Mark the appropriate answer.]	Angry at Self [Mark the appropriate answer.]	Enthusiastic [Mark the appropriate answer.]	Downhearted [Mark the appropriate answer.]	Sheepish [Mark the appropriate answer.]	Distressed [Mark the appropriate answer.]	Blameworthy [Mark the appropriate answer.]	Determined [Mark the appropriate answer.]	Frightened [Mark the appropriate answer.]	Astonished [Mark the appropriate answer.]	Interested [Mark the appropriate answer.]
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1	2	1	3	1	1	1	1	5	1	1	3
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1	2	1	2	2	2	2	1	5	1	1	2

Loathing [Mark the appropriate answer.]	Confident [Mark the appropriate answer.]	Energetic [Mark the appropriate answer.]	Concentrating [Mark the appropriate answer.]	Dissatisfied with Self [Mark the appropriate answer.]	I feel calm	I am tense	I feel upset	I am relaxed	I feel content	I am worried	When tasks and duties build up to the extend that they are hard to manage... [Mark the appropriate answer.]
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1	3	2	4	1	2	3	1	2	1	1	2
1	5	3	3	1	4	1	2	4	4	4	4

When I want to relax after a hard day at work... [Mark the appropriate answer.]	When I have conflicts with others that may not be immediately resolved... [Mark the appropriate answer.]	When I make a mistake... [Mark the appropriate answer.]	When I'm wrongly criticized by others... [Mark the appropriate answer.]	When I argue with other people... [Mark the appropriate answer.]	When I have little time for a job to be done... [Mark the appropriate answer.]	When I make a mistake... [Mark the appropriate answer.]2	When I am 4 what to do or say in a social situation... [Mark the appropriate answer.]	When I have spare time after working hard... [Mark the appropriate answer.]	When I am criticized by others... [Mark the appropriate answer.]	When something does not go the way I expected... [Mark the appropriate answer.]	When I do not attain a goal... [Mark the appropriate answer.]
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4	3	4	5	3	5	4	4	4	3	2	4
2	1	1	2	4	4	2	1	2	5	1	1

When others criticize me... [Mark the appropriate answer.]	When I fail at something... [Mark the appropriate answer.]	When there are too many demands on me at the same time... [Mark the appropriate answer.]	When others say something incorrect about me... [Mark the appropriate answer.]	When I fail at a task... [Mark the appropriate answer.]	When I argue with others... [Mark the appropriate answer.]	When I am under stress... [Mark the appropriate answer.]	When tasks and duties accumulate to the extent that they are hard to cope with... [Mark the appropriate answer.]	When I have to speak in front of other people... [Mark the appropriate answer.]	When I have may tasks and duties to fulfill... [Mark the appropriate answer.]
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3	4	3	3	3	4	4	4	2	3
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1	4	2	1	4	2	1	5	1	2

Appendix #3
Statistical Analyses in Excel

(Data file available upon request).

PAS #1	
Mean	6.06
Standard Error	0.1601275
Median	6
Mode	6
Standard Deviation	1.13227241
Sample Variance	1.28204082
Kurtosis	7.27981374
Skewness	-2.2306543
Range	6
Minimum	1
Maximum	7
Sum	303
Count	50
Confidence Level(90.0%)	0.2684619

PAS #2	
Mean	4.66
Standard Error	0.218734766
Median	5
Mode	4
Standard Deviation	1.546688365
Sample Variance	2.392244898
Kurtosis	-0.326144988
Skewness	-0.261248019
Range	6
Minimum	1
Maximum	7
Sum	233
Count	50
Confidence Level(90.0%)	0.366719968

PAS #3	
Mean	6.34
Standard Error	0.160636489
Median	7
Mode	7
Standard Deviatio	1.135871508
Sample Variance	1.290204082
Kurtosis	7.270973901
Skewness	-2.545056641
Range	5
Minimum	2
Maximum	7
Sum	317
Count	50
Confidence Level(9	0.269315249

PAS#4	
Mean	2.1
Standard Error	0.204540301
Median	2
Mode	1
Standard Deviation	1.446318338
Sample Variance	2.091836735
Kurtosis	2.508850608
Skewness	1.673719847
Range	6
Minimum	1
Maximum	7
Sum	105
Count	50
Confidence Level(90.0%)	0.342922224

PAS #15	
Mean	2.52
Standard Error	0.17435596
Median	2
Mode	2
Standard Deviation	1.2328828
Sample Variance	1.52
Kurtosis	0.01457662
Skewness	0.66681106
Range	5
Minimum	1
Maximum	6
Sum	126
Count	50
Confidence Level(90.0%)	0.29231664

PAS #16	
Mean	5.38
Standard Error	0.17587101
Median	6
Mode	6
Standard Deviation	1.24359584
Sample Variance	1.546530612
Kurtosis	2.631252917
Skewness	-1.305766142
Range	6
Minimum	1
Maximum	7
Sum	269
Count	50
Confidence Level(90.0%)	0.294856699

PAS #17	
Mean	1.42
Standard Error	0.154100418
Median	1
Mode	1
Standard Deviatio	1.089654504
Sample Variance	1.187346939
Kurtosis	14.35376025
Skewness	3.516068075
Range	6
Minimum	1
Maximum	7
Sum	71
Count	50
Confidence Level(9	0.258357193

PAS #18	
Mean	6.3
Standard Error	0.118666055
Median	7
Mode	7
Standard Deviation	0.839095723
Sample Variance	0.704081633
Kurtosis	-0.39875853
Skewness	-0.842003742
Range	3
Minimum	4
Maximum	7
Sum	315
Count	50
Confidence Level(90.0%)	0.198949681

PANAX # 10	
Mean	3.44
Standard Error	0.15690892
Median	3.5
Mode	4
Standard Deviation	1.10951359
Sample Variance	1.23102041
Kurtosis	-1.0019048
Skewness	-0.1226731
Range	4
Minimum	1
Maximum	5
Sum	172
Count	50
Confidence Level(90.0%)	0.26306578

PANAX #11	
Mean	2.02
Standard Error	0.155156274
Median	2
Mode	1
Standard Deviation	1.097120535
Sample Variance	1.203673469
Kurtosis	-0.219588175
Skewness	0.828411631
Range	4
Minimum	1
Maximum	5
Sum	101
Count	50
Confidence Level(90.0%)	0.26012739

PANAX #12	
Mean	3.06
Standard Error	0.179363956
Median	3
Mode	3
Standard Deviatio	1.268294693
Sample Variance	1.608571429
Kurtosis	-1.007698048
Skewness	0.008352757
Range	4
Minimum	1
Maximum	5
Sum	153
Count	50
Confidence Level(	0.3007128

PANAX #13	
Mean	2.94
Standard Error	0.190402367
Median	3
Mode	4
Standard Deviation	1.346348046
Sample Variance	1.812653061
Kurtosis	-1.252035037
Skewness	-0.095833313
Range	4
Minimum	1
Maximum	5
Sum	147
Count	50
Confidence Level(90.0%)	0.319219258

PANAX #24	
Mean	1.72
Standard Error	0.14857143
Median	1
Mode	1
Standard Deviation	1.05055865
Sample Variance	1.10367347
Kurtosis	0.68940169
Skewness	1.25637579
Range	4
Minimum	1
Maximum	5
Sum	86
Count	50
Confidence Level(90.0%)	0.24908756

PANAX #25	
Mean	2.54
Standard Error	0.174285714
Median	2.5
Mode	3
Standard Deviation	1.232386104
Sample Variance	1.51877551
Kurtosis	-0.937928396
Skewness	0.279019032
Range	4
Minimum	1
Maximum	5
Sum	127
Count	50
Confidence Level(90.0%)	0.29219887

PANAX #26	
Mean	1.64
Standard Error	0.105984211
Median	1.5
Mode	1
Standard Deviatio	0.749421546
Sample Variance	0.561632653
Kurtosis	0.656711115
Skewness	1.01289362
Range	3
Minimum	1
Maximum	4
Sum	82
Count	50
Confidence Level(	0.177687924

PANAX #27	
Mean	1.44
Standard Error	0.095447389
Median	1
Mode	1
Standard Deviation	0.674914961
Sample Variance	0.455510204
Kurtosis	3.196327374
Skewness	1.678825604
Range	3
Minimum	1
Maximum	4
Sum	72
Count	50
Confidence Level(90.0%)	0.160022405

PANAX #37	
Mean	2.72
Standard Error	0.18303563
Median	3
Mode	3
Standard Deviation	1.29425733
Sample Variance	1.67510204
Kurtosis	-0.8888756
Skewness	0.2553829
Range	4
Minimum	1
Maximum	5
Sum	136
Count	50
Confidence Level(90.0%)	0.30686854

PANAX #38	
Mean	1.52
Standard Error	0.122023751
Median	1
Mode	1
Standard Deviation	0.862838221
Sample Variance	0.744489796
Kurtosis	4.231630779
Skewness	1.921443321
Range	4
Minimum	1
Maximum	5
Sum	76
Count	50
Confidence Level(90.0%)	0.204579029

PANAX #39	
Mean	2.64
Standard Error	0.201545052
Median	2
Mode	1
Standard Deviatio	1.425138733
Sample Variance	2.031020408
Kurtosis	-1.323786489
Skewness	0.277727235
Range	4
Minimum	1
Maximum	5
Sum	132
Count	50
Confidence Level(	0.337900538

PANAX #40	
Mean	1.64
Standard Error	0.123750902
Median	1
Mode	1
Standard Deviation	0.875051019
Sample Variance	0.765714286
Kurtosis	0.389590038
Skewness	1.169289117
Range	3
Minimum	1
Maximum	4
Sum	82
Count	50
Confidence Level(90.0%)	0.207474685

PANAX #51	
Mean	1.54
Standard Error	0.13158376
Median	1
Mode	1
Standard Deviation	0.93043769
Sample Variance	0.86571429
Kurtosis	2.57557144
Skewness	1.69980787
Range	4
Minimum	1
Maximum	5
Sum	77
Count	50
Confidence Level(90.0%)	0.22060687

PANAX #52	
Mean	2.98
Standard Error	0.184036376
Median	3
Mode	3
Standard Deviation	1.301333696
Sample Variance	1.693469388
Kurtosis	-0.98759322
Skewness	-0.077372094
Range	4
Minimum	1
Maximum	5
Sum	149
Count	50
Confidence Level(90.0%)	0.308546351

PANAX #53	
Mean	1.46
Standard Error	0.115033269
Median	1
Mode	1
Standard Deviatio	0.813408048
Sample Variance	0.661632653
Kurtosis	2.502300887
Skewness	1.793089294
Range	3
Minimum	1
Maximum	4
Sum	73
Count	50
Confidence Level(	0.19285913

PANAX #54	
Mean	1.68
Standard Error	0.115846485
Median	1
Mode	1
Standard Deviation	0.819158354
Sample Variance	0.671020408
Kurtosis	-0.171499972
Skewness	0.897381221
Range	3
Minimum	1
Maximum	4
Sum	84
Count	50
Confidence Level(90.0%)	0.194222528

STAI #4	
Mean	2.88
Standard Error	0.12335448
Median	3
Mode	3
Standard Deviation	0.87224786
Sample Variance	0.76081633
Kurtosis	-0.5732924
Skewness	-0.3361277
Range	3
Minimum	1
Maximum	4
Sum	144
Count	50
Confidence Level(90.0%)	0.20681006

STAI #5	
Mean	2.66
Standard Error	0.123255169
Median	3
Mode	3
Standard Deviation	0.87154566
Sample Variance	0.759591837
Kurtosis	-0.518135228
Skewness	-0.227042018
Range	3
Minimum	1
Maximum	4
Sum	133
Count	50
Confidence Level(90.0%)	0.206643564

STAI #6	
Mean	1.8
Standard Error	0.130930734
Median	2
Mode	1
Standard Deviatio	0.9258201
Sample Variance	0.857142857
Kurtosis	-0.156028369
Skewness	0.900102875
Range	3
Minimum	1
Maximum	4
Sum	90
Count	50
Confidence Level(9	0.219512039

PSRS #1	
Mean	3.7
Standard Error	0.149147236
Median	4
Mode	4
Standard Deviation	1.054630219
Sample Variance	1.112244898
Kurtosis	0.201736368
Skewness	-0.77204329
Range	4
Minimum	1
Maximum	5
Sum	185
Count	50
Confidence Level(90.0%)	0.250052931

PSRS #11	
Mean	3.22
Standard Error	0.17211766
Median	3
Mode	3
Standard Deviation	1.21705566
Sample Variance	1.48122449
Kurtosis	-0.9181546
Skewness	-0.0876787
Range	4
Minimum	1
Maximum	5
Sum	161
Count	50
Confidence Level(90.0%)	0.28856402

PSRS #12	
Mean	3.24
Standard Error	0.157946
Median	3
Mode	4
Standard Deviation	1.116846873
Sample Variance	1.247346939
Kurtosis	-0.749150466
Skewness	-0.224283958
Range	4
Minimum	1
Maximum	5
Sum	162
Count	50
Confidence Level(90.0%)	0.264804507

PSRS #13	
Mean	2.84
Standard Error	0.169897929
Median	3
Mode	4
Standard Deviatio	1.201359774
Sample Variance	1.443265306
Kurtosis	-1.34740327
Skewness	-0.047198591
Range	4
Minimum	1
Maximum	5
Sum	142
Count	50
Confidence Level(9	0.284842524

PSRS #14	
Mean	2.92
Standard Error	0.18481099
Median	3
Mode	4
Standard Deviation	1.306811043
Sample Variance	1.707755102
Kurtosis	-1.165279851
Skewness	-0.132322612
Range	4
Minimum	1
Maximum	5
Sum	146
Count	50
Confidence Level(90.0%)	0.30984503

PAS #5	
Mean	6.24
Standard Error	0.179704974
Median	7
Mode	7
Standard Deviation	1.270706055
Sample Variance	1.614693878
Kurtosis	6.952186136
Skewness	-2.462346101
Range	6
Minimum	1
Maximum	7
Sum	312
Count	50
Confidence Level(90.0%)	0.301284534

PAS #6	
Mean	2.48
Standard Error	0.181242875
Median	2
Mode	2
Standard Deviation	1.281580657
Sample Variance	1.64244898
Kurtosis	-0.861295876
Skewness	0.470421195
Range	4
Minimum	1
Maximum	5
Sum	124
Count	50
Confidence Level(90.0%)	0.303862903

PAS #7	
Mean	5.9
Standard Error	0.167209999
Median	6
Mode	6
Standard Deviation	1.18235324
Sample Variance	1.397959184
Kurtosis	4.728899963
Skewness	-1.728582924
Range	6
Minimum	1
Maximum	7
Sum	295
Count	50
Confidence Level(90.0%)	0.280336073

PANAX #1	
Mean	3.18
Standard Error	0.165837393
Median	3
Mode	4
Standard Deviation	1.172647449
Sample Variance	1.375102041
Kurtosis	-0.909888021
Skewness	-0.20667489
Range	4
Minimum	1
Maximum	5
Sum	159
Count	50
Confidence Level(90.0%)	0.278034829

PANAX #2	
Mean	1.46
Standard Error	0.103844468
Median	1
Mode	1
Standard Deviation	0.734291273
Sample Variance	0.539183673
Kurtosis	0.112706612
Skewness	1.27113563
Range	2
Minimum	1
Maximum	3
Sum	73
Count	50
Confidence Level(90.0%)	0.174100535

PANAX #3	
Mean	2.98
Standard Error	0.147052677
Median	3
Mode	3
Standard Deviation	1.039819451
Sample Variance	1.08122449
Kurtosis	-0.460176661
Skewness	0.381559983
Range	4
Minimum	1
Maximum	5
Sum	149
Count	50
Confidence Level(90.0%)	0.246541297

PANAX #14	
Mean	2.52
Standard Error	0.159693584
Median	3
Mode	3
Standard Deviation	1.129204163
Sample Variance	1.275102041
Kurtosis	-1.042870891
Skewness	0.081215913
Range	4
Minimum	1
Maximum	5
Sum	126
Count	50
Confidence Level(90.0%)	0.267734421

PANAX #15	
Mean	1.62
Standard Error	0.1366957
Median	1
Mode	1
Standard Deviation	0.966584561
Sample Variance	0.934285714
Kurtosis	2.558498252
Skewness	1.693324103
Range	4
Minimum	1
Maximum	5
Sum	81
Count	50
Confidence Level(90.0%)	0.229177297

PANAX #16	
Mean	1.58
Standard Error	0.128062485
Median	1
Mode	1
Standard Deviation	0.905538514
Sample Variance	0.82
Kurtosis	0.411911319
Skewness	1.297804047
Range	3
Minimum	1
Maximum	4
Sum	79
Count	50
Confidence Level(90.0%)	0.214703273

PANAX #28	
Mean	2.28
Standard Error	0.156596453
Median	2
Mode	1
Standard Deviation	1.107304136
Sample Variance	1.226122449
Kurtosis	-0.825191403
Skewness	0.351286829
Range	4
Minimum	1
Maximum	5
Sum	114
Count	50
Confidence Level(90.0%)	0.262541922

PANAX #29	
Mean	1.58
Standard Error	0.118114438
Median	1
Mode	1
Standard Deviation	0.835195199
Sample Variance	0.69755102
Kurtosis	1.203038249
Skewness	1.378254763
Range	3
Minimum	1
Maximum	4
Sum	79
Count	50
Confidence Level(90.0%)	0.198024866

PANAX #30	
Mean	2.08
Standard Error	0.163731986
Median	2
Mode	1
Standard Deviation	1.157759977
Sample Variance	1.340408163
Kurtosis	-0.030726574
Skewness	0.907002637
Range	4
Minimum	1
Maximum	5
Sum	104
Count	50
Confidence Level(90.0%)	0.274505007

PANAX #41	
Mean	2.68
Standard Error	0.174823526
Median	3
Mode	3
Standard Deviation	1.236189009
Sample Variance	1.528163265
Kurtosis	-0.736189041
Skewness	0.309725512
Range	4
Minimum	1
Maximum	5
Sum	134
Count	50
Confidence Level(90.0%)	0.293100539

PANAX #42	
Mean	1.42
Standard Error	0.110988141
Median	1
Mode	1
Standard Deviation	0.784804668
Sample Variance	0.615918367
Kurtosis	8.074246034
Skewness	2.518639655
Range	4
Minimum	1
Maximum	5
Sum	71
Count	50
Confidence Level(90.0%)	0.186077266

PANAX #43	
Mean	2.92
Standard Error	0.148020958
Median	3
Mode	3
Standard Deviation	1.046666233
Sample Variance	1.095510204
Kurtosis	-0.17462102
Skewness	-0.168550195
Range	4
Minimum	1
Maximum	5
Sum	146
Count	50
Confidence Level(90.0%)	0.24816467

PANAX #55	
Mean	2.86
Standard Error	0.156518239
Median	3
Mode	2
Standard Deviation	1.106751083
Sample Variance	1.224897959
Kurtosis	-0.833180033
Skewness	0.099507431
Range	4
Minimum	1
Maximum	5
Sum	143
Count	50
Confidence Level(90.0%)	0.262410794

PANAX #56	
Mean	1.48
Standard Error	0.111538407
Median	1
Mode	1
Standard Deviation	0.788695642
Sample Variance	0.622040816
Kurtosis	1.267586489
Skewness	1.498370812
Range	3
Minimum	1
Maximum	4
Sum	74
Count	50
Confidence Level(90.0%)	0.186999816

PANAX #57	
Mean	3.06
Standard Error	0.165146812
Median	3
Mode	3
Standard Deviation	1.167764304
Sample Variance	1.363673469
Kurtosis	-0.733161605
Skewness	-0.040561317
Range	4
Minimum	1
Maximum	5
Sum	153
Count	50
Confidence Level(90.0%)	0.276877034

PSRS #2	
Mean	3.64
Standard Error	0.150536456
Median	4
Mode	4
Standard Deviation	1.064453486
Sample Variance	1.133061224
Kurtosis	-1.119826184
Skewness	-0.276826176
Range	3
Minimum	2
Maximum	5
Sum	182
Count	50
Confidence Level(90.0%)	0.252382029

PSRS #3	
Mean	3.16
Standard Error	0.16
Median	3
Mode	2
Standard Deviation	1.13137085
Sample Variance	1.28
Kurtosis	-1.314452913
Skewness	0.112881165
Range	4
Minimum	1
Maximum	5
Sum	158
Count	50
Confidence Level(90.0%)	0.268248143

PSRS #4	
Mean	3.24
Standard Error	0.170377732
Median	3.5
Mode	2
Standard Deviation	1.204752494
Sample Variance	1.451428571
Kurtosis	-1.298506852
Skewness	-0.047384516
Range	4
Minimum	1
Maximum	5
Sum	162
Count	50
Confidence Level(90.0%)	0.285646938

PSRS #15	
Mean	3.32
Standard Error	0.135345363
Median	4
Mode	4
Standard Deviation	0.957036241
Sample Variance	0.915918367
Kurtosis	-1.038477418
Skewness	-0.842106998
Range	3
Minimum	1
Maximum	4
Sum	166
Count	50
Confidence Level(90.0%)	0.22691339

PSRS #16	
Mean	3.28
Standard Error	0.173887132
Median	4
Mode	4
Standard Deviation	1.229567702
Sample Variance	1.511836735
Kurtosis	-0.885195748
Skewness	-0.426847592
Range	4
Minimum	1
Maximum	5
Sum	164
Count	50
Confidence Level(90.0%)	0.291530626

PSRS #17	
Mean	2.56
Standard Error	0.171809101
Median	2
Mode	4
Standard Deviation	1.214873807
Sample Variance	1.475918367
Kurtosis	-1.587125235
Skewness	-0.003300718
Range	3
Minimum	1
Maximum	4
Sum	128
Count	50
Confidence Level(90.0%)	0.288046702

PAS #8	
Mean	5.38
Standard Error	0.187115592
Median	5
Mode	5
Standard Deviation	1.323107042
Sample Variance	1.750612245
Kurtosis	0.943805543
Skewness	-0.748307506
Range	6
Minimum	1
Maximum	7
Sum	269
Count	50
Confidence Level(90.0%)	0.313708813

PAS #9	
Mean	3.32
Standard Error	0.220278117
Median	3
Mode	4
Standard Deviation	1.557601505
Sample Variance	2.426122449
Kurtosis	0.005323254
Skewness	0.485127892
Range	6
Minimum	1
Maximum	7
Sum	166
Count	50
Confidence Level(90.0%)	0.369307474

PAS #10	
Mean	5.12
Standard Error	0.238430241
Median	5
Mode	7
Standard Deviation	1.685956399
Sample Variance	2.84244898
Kurtosis	-0.09314926
Skewness	-0.755131567
Range	6
Minimum	1
Maximum	7
Sum	256
Count	50
Confidence Level(90.0%)	0.399740433

PANAX #4	
Mean	2
Standard Error	0.145686272
Median	2
Mode	1
Standard Deviation	1.030157507
Sample Variance	1.06122449
Kurtosis	-0.161356698
Skewness	0.700042315
Range	4
Minimum	1
Maximum	5
Sum	100
Count	50
Confidence Level(90.0%)	0.244250449

PANAX #5	
Mean	2.54
Standard Error	0.169537185
Median	2
Mode	2
Standard Deviation	1.198808933
Sample Variance	1.437142857
Kurtosis	-0.797326779
Skewness	0.38308401
Range	4
Minimum	1
Maximum	5
Sum	127
Count	50
Confidence Level(90.0%)	0.284237719

PANAX #6	
Mean	2.38
Standard Error	0.178176707
Median	2
Mode	1
Standard Deviation	1.259899575
Sample Variance	1.587346939
Kurtosis	-0.600871919
Skewness	0.569620963
Range	4
Minimum	1
Maximum	5
Sum	119
Count	50
Confidence Level(90.0%)	0.298722316

PANAX #17	
Mean	3.58
Standard Error	0.164354023
Median	4
Mode	4
Standard Deviation	1.162158442
Sample Variance	1.350612245
Kurtosis	-0.750266834
Skewness	-0.405075197
Range	4
Minimum	1
Maximum	5
Sum	179
Count	50
Confidence Level(90.0%)	0.275547884

PANAX #18	
Mean	1.58
Standard Error	0.114606692
Median	1
Mode	1
Standard Deviation	0.810391692
Sample Variance	0.656734694
Kurtosis	1.546243092
Skewness	1.408061594
Range	3
Minimum	1
Maximum	4
Sum	79
Count	50
Confidence Level(90.0%)	0.192143952

PANAX #19	
Mean	3.72
Standard Error	0.161725391
Median	4
Mode	4
Standard Deviation	1.143571205
Sample Variance	1.307755102
Kurtosis	-0.818565878
Skewness	-0.527019342
Range	4
Minimum	1
Maximum	5
Sum	186
Count	50
Confidence Level(90.0%)	0.271140848

PANAX #31	
Mean	2.74
Standard Error	0.173346415
Median	3
Mode	2
Standard Deviation	1.225744255
Sample Variance	1.50244898
Kurtosis	-0.95665368
Skewness	0.176641457
Range	4
Minimum	1
Maximum	5
Sum	137
Count	50
Confidence Level(90.0%)	0.290624087

PANAX #32	
Mean	1.44
Standard Error	0.103647755
Median	1
Mode	1
Standard Deviation	0.732900305
Sample Variance	0.537142857
Kurtosis	2.323455545
Skewness	1.673929864
Range	3
Minimum	1
Maximum	4
Sum	72
Count	50
Confidence Level(90.0%)	0.173770736

PANAX #33	
Mean	3.16
Standard Error	0.200733349
Median	4
Mode	4
Standard Deviation	1.419399126
Sample Variance	2.014693878
Kurtosis	-1.382962926
Skewness	-0.205105395
Range	4
Minimum	1
Maximum	5
Sum	158
Count	50
Confidence Level(90.0%)	0.336539676

PANAX #44	
Mean	1.48
Standard Error	0.122023751
Median	1
Mode	1
Standard Deviation	0.862838221
Sample Variance	0.744489796
Kurtosis	2.613499466
Skewness	1.85123185
Range	3
Minimum	1
Maximum	4
Sum	74
Count	50
Confidence Level(90.0%)	0.204579029

PANAX #45	
Mean	2.48
Standard Error	0.164726118
Median	2
Mode	2
Standard Deviation	1.164789549
Sample Variance	1.356734694
Kurtosis	-0.217951554
Skewness	0.574932262
Range	4
Minimum	1
Maximum	5
Sum	124
Count	50
Confidence Level(90.0%)	0.27617172

PANAX #46	
Mean	1.56
Standard Error	0.121755861
Median	1
Mode	1
Standard Deviation	0.860943953
Sample Variance	0.74122449
Kurtosis	3.916747471
Skewness	1.805594213
Range	4
Minimum	1
Maximum	5
Sum	78
Count	50
Confidence Level(90.0%)	0.204129898

PANAX #58	
Mean	2.56
Standard Error	0.178794147
Median	2
Mode	2
Standard Deviation	1.264265537
Sample Variance	1.598367347
Kurtosis	-0.70111871
Skewness	0.459111798
Range	4
Minimum	1
Maximum	5
Sum	128
Count	50
Confidence Level(90.0%)	0.299757486

PANAX #59	
Mean	2.9
Standard Error	0.176704527
Median	3
Mode	3
Standard Deviation	1.249489692
Sample Variance	1.56122449
Kurtosis	-0.940342094
Skewness	-0.065386171
Range	4
Minimum	1
Maximum	5
Sum	145
Count	50
Confidence Level(90.0%)	0.296254132

PANAX #60	
Mean	1.92
Standard Error	0.153436818
Median	2
Mode	1
Standard Deviation	1.084962145
Sample Variance	1.177142857
Kurtosis	0.04179009
Skewness	0.963237554
Range	4
Minimum	1
Maximum	5
Sum	96
Count	50
Confidence Level(90.0%)	0.257244634

PSRS #5	
Mean	3.18
Standard Error	0.17771796
Median	4
Mode	4
Standard Deviation	1.25665575
Sample Variance	1.579183673
Kurtosis	-1.280296779
Skewness	-0.161507574
Range	4
Minimum	1
Maximum	5
Sum	159
Count	50
Confidence Level(90.0%)	0.297953205

PSRS #6	
Mean	2.82
Standard Error	0.168280621
Median	2.5
Mode	2
Standard Deviation	1.189923681
Sample Variance	1.415918367
Kurtosis	-1.199903862
Skewness	0.135724565
Range	4
Minimum	1
Maximum	5
Sum	141
Count	50
Confidence Level(90.0%)	0.282131025

PSRS #7	
Mean	3.28
Standard Error	0.193865091
Median	4
Mode	4
Standard Deviation	1.370833204
Sample Variance	1.879183673
Kurtosis	-1.26607348
Skewness	-0.284251332
Range	4
Minimum	1
Maximum	5
Sum	164
Count	50
Confidence Level(90.0%)	0.325024691

PSRS #18	
Mean	2.86
Standard Error	0.169054996
Median	3
Mode	4
Standard Deviation	1.195399344
Sample Variance	1.428979592
Kurtosis	-1.289409898
Skewness	-0.316779094
Range	4
Minimum	1
Maximum	5
Sum	143
Count	50
Confidence Level(90.0%)	0.283429305

PSRS #19	
Mean	3.1
Standard Error	0.137766439
Median	3
Mode	4
Standard Deviation	0.974155835
Sample Variance	0.948979592
Kurtosis	-1.353547206
Skewness	-0.206961654
Range	4
Minimum	1
Maximum	5
Sum	155
Count	50
Confidence Level(90.0%)	0.230972447

PSRS #20	
Mean	2.8
Standard Error	0.171428571
Median	2
Mode	2
Standard Deviation	1.212183053
Sample Variance	1.469387755
Kurtosis	-1.018420016
Skewness	0.401021207
Range	4
Minimum	1
Maximum	5
Sum	140
Count	50
Confidence Level(90.0%)	0.287408724

PAS #11	
Mean	6.54
Standard Error	0.14903773
Median	7
Mode	7
Standard Deviation	1.053855894
Sample Variance	1.110612245
Kurtosis	7.33860418
Skewness	-2.670579996
Range	5
Minimum	2
Maximum	7
Sum	327
Count	50
Confidence Level(90.0%)	0.249869339

PAS #12	
Mean	2.22
Standard Error	0.187986105
Median	2
Mode	1
Standard Deviation	1.329262493
Sample Variance	1.766938776
Kurtosis	1.681395814
Skewness	1.152427034
Range	6
Minimum	1
Maximum	7
Sum	111
Count	50
Confidence Level(90.0%)	0.315168271

PAS #13	
Mean	4.24
Standard Error	0.212967373
Median	5
Mode	5
Standard Deviation	1.505906737
Sample Variance	2.267755102
Kurtosis	-0.517562611
Skewness	-0.577041367
Range	6
Minimum	1
Maximum	7
Sum	212
Count	50
Confidence Level(90.0%)	0.35705064

PANAX #7	
Mean	1.94
Standard Error	0.149584458
Median	2
Mode	1
Standard Deviation	1.057721849
Sample Variance	1.11877551
Kurtosis	-0.242106882
Skewness	0.770294561
Range	4
Minimum	1
Maximum	5
Sum	97
Count	50
Confidence Level(90.0%)	0.250785957

PANAX #8	
Mean	3.06
Standard Error	0.179363956
Median	3
Mode	4
Standard Deviation	1.268294693
Sample Variance	1.608571429
Kurtosis	-1.024814964
Skewness	-0.429291719
Range	4
Minimum	1
Maximum	5
Sum	153
Count	50
Confidence Level(90.0%)	0.3007128

PANAX #9	
Mean	1.64
Standard Error	0.105984211
Median	1
Mode	1
Standard Deviation	0.749421546
Sample Variance	0.561632653
Kurtosis	-0.852708534
Skewness	0.709849813
Range	2
Minimum	1
Maximum	3
Sum	82
Count	50
Confidence Level(90.0%)	0.177687924

PANAX #20	
Mean	2.16
Standard Error	0.169897929
Median	2
Mode	1
Standard Deviation	1.201359774
Sample Variance	1.443265306
Kurtosis	-0.714844531
Skewness	0.562145813
Range	4
Minimum	1
Maximum	5
Sum	108
Count	50
Confidence Level(90.0%)	0.284842524

PANAX #21	
Mean	1.56
Standard Error	0.128285396
Median	1
Mode	1
Standard Deviation	0.907114735
Sample Variance	0.822857143
Kurtosis	1.284422097
Skewness	1.523177141
Range	3
Minimum	1
Maximum	4
Sum	78
Count	50
Confidence Level(90.0%)	0.215076995

PANAX #22	
Mean	3.46
Standard Error	0.176612108
Median	4
Mode	4
Standard Deviation	1.248836193
Sample Variance	1.559591837
Kurtosis	-1.020465693
Skewness	-0.363751388
Range	4
Minimum	1
Maximum	5
Sum	173
Count	50
Confidence Level(90.0%)	0.296099188

PANAX #34	
Mean	1.82
Standard Error	0.147606758
Median	1.5
Mode	1
Standard Deviation	1.043737398
Sample Variance	1.089387755
Kurtosis	0.95930976
Skewness	1.27354176
Range	4
Minimum	1
Maximum	5
Sum	91
Count	50
Confidence Level(90.0%)	0.247470242

PANAX #35	
Mean	1.58
Standard Error	0.131211
Median	1
Mode	1
Standard Deviation	0.927801879
Sample Variance	0.860816327
Kurtosis	3.015533354
Skewness	1.752793029
Range	4
Minimum	1
Maximum	5
Sum	79
Count	50
Confidence Level(90.0%)	0.219981919

PANAX #36	
Mean	3.72
Standard Error	0.164229804
Median	4
Mode	4
Standard Deviation	1.161280082
Sample Variance	1.348571429
Kurtosis	-0.855838037
Skewness	-0.561916443
Range	4
Minimum	1
Maximum	5
Sum	186
Count	50
Confidence Level(90.0%)	0.275339625

PANAX #47	
Mean	2.6
Standard Error	0.173793215
Median	3
Mode	3
Standard Deviation	1.22890361
Sample Variance	1.510204082
Kurtosis	-0.764589777
Skewness	0.274909956
Range	4
Minimum	1
Maximum	5
Sum	130
Count	50
Confidence Level(90.0%)	0.29137317

PANAX #48	
Mean	1.58
Standard Error	0.124834584
Median	1
Mode	1
Standard Deviation	0.882713812
Sample Variance	0.779183673
Kurtosis	1.48196921
Skewness	1.508663577
Range	3
Minimum	1
Maximum	4
Sum	79
Count	50
Confidence Level(90.0%)	0.209291534

PANAX #49	
Mean	1.56
Standard Error	0.121755861
Median	1
Mode	1
Standard Deviation	0.860943953
Sample Variance	0.74122449
Kurtosis	3.916747471
Skewness	1.805594213
Range	4
Minimum	1
Maximum	5
Sum	78
Count	50
Confidence Level(90.0%)	0.204129898

STAI #1	
Mean	2.96
Standard Error	0.117664344
Median	3
Mode	3
Standard Deviation	0.832012559
Sample Variance	0.692244898
Kurtosis	-1.024406836
Skewness	-0.144923089
Range	3
Minimum	1
Maximum	4
Sum	148
Count	50
Confidence Level(90.0%)	0.197270262

STAI #2	
Mean	1.76
Standard Error	0.123089481
Median	2
Mode	1
Standard Deviation	0.870374069
Sample Variance	0.75755102
Kurtosis	-0.084621252
Skewness	0.883983771
Range	3
Minimum	1
Maximum	4
Sum	88
Count	50
Confidence Level(90.0%)	0.20636578

STAI#3	
Mean	1.48
Standard Error	0.095788884
Median	1
Mode	1
Standard Deviation	0.677329691
Sample Variance	0.45877551
Kurtosis	0.024880146
Skewness	1.101378621
Range	2
Minimum	1
Maximum	3
Sum	74
Count	50
Confidence Level(90.0%)	0.160594938

PSRS #8	
Mean	3.12
Standard Error	0.1581526
Median	3
Mode	4
Standard Deviation	1.118307759
Sample Variance	1.250612245
Kurtosis	-1.265348795
Skewness	-0.063038178
Range	4
Minimum	1
Maximum	5
Sum	156
Count	50
Confidence Level(90.0%)	0.265150883

PSRS # 9	
Mean	3.08
Standard Error	0.153436818
Median	3
Mode	4
Standard Deviation	1.084962145
Sample Variance	1.177142857
Kurtosis	-0.485599842
Skewness	-0.563752835
Range	4
Minimum	1
Maximum	5
Sum	154
Count	50
Confidence Level(90.0%)	0.257244634

PSRS #10	
Mean	4.34
Standard Error	0.116443908
Median	5
Mode	5
Standard Deviation	0.823382769
Sample Variance	0.677959184
Kurtosis	-0.127054181
Skewness	-0.946339063
Range	3
Minimum	2
Maximum	5
Sum	217
Count	50
Confidence Level(90.0%)	0.195224138

PSRS #21	
Mean	3.5
Standard Error	0.154523626
Median	4
Mode	4
Standard Deviation	1.092647039
Sample Variance	1.193877551
Kurtosis	-0.115839243
Skewness	-0.831118949
Range	4
Minimum	1
Maximum	5
Sum	175
Count	50
Confidence Level(90.0%)	0.259066723

PSRS #22	
Mean	2.4
Standard Error	0.173793215
Median	2
Mode	1
Standard Deviation	1.22890361
Sample Variance	1.510204082
Kurtosis	-1.565638453
Skewness	0.206182467
Range	3
Minimum	1
Maximum	4
Sum	120
Count	50
Confidence Level(90.0%)	0.29137317

PSRS #23	
Mean	3.1
Standard Error	0.174379366
Median	3
Mode	4
Standard Deviation	1.233048322
Sample Variance	1.520408163
Kurtosis	-0.982632563
Skewness	-0.197306615
Range	4
Minimum	1
Maximum	5
Sum	155
Count	50
Confidence Level(90.0%)	0.292355882

PAS #14	
Mean	6.2
Standard Error	0.178428514
Median	7
Mode	7
Standard Deviation	1.261680124
Sample Variance	1.591836735
Kurtosis	5.784679382
Skewness	-2.235521324
Range	6
Minimum	1
Maximum	7
Sum	310
Count	50
Confidence Level(90.0%)	0.299144485

PANAX #23	
Mean	1.8
Standard Error	0.137023758
Median	1.5
Mode	1
Standard Deviation	0.968904283
Sample Variance	0.93877551
Kurtosis	-0.091642199
Skewness	0.981610849
Range	3
Minimum	1
Maximum	4
Sum	90
Count	50
Confidence Level(90.0%)	0.229727303

PANAX #50	
Mean	1.84
Standard Error	0.16
Median	1
Mode	1
Standard Deviation	1.13137085
Sample Variance	1.28
Kurtosis	0.90221251
Skewness	1.296371827
Range	4
Minimum	1
Maximum	5
Sum	92
Count	50
Confidence Level(90.0%)	0.268248143