

# SECI2143 PROBABILITY AND STATISTICAL DATA ANALYSIS

# PROJECT 1: A STUDY ON MUSIC BEHAVIOR TO THE STUDENTS' ACADEMIC PERFORMANCES

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## 1.0 Background of the study

### 1.1 Introduction

The term "music" refers to a collection of synchronized sounds or sounds. Making music is the process of arranging sounds and tones in a coherent piece, which typically involves merging them. People who compose music use their imagination to arrange sounds to achieve a certain effect, such as a Beethoven symphony or a Duke Ellington jazz song. Music is made up of noises, vibrations, and quiet moments, and it doesn't have to be pleasant or beautiful all of the time. It can be used to portray a wide range of emotions, events, and settings. Teenagers, on the other hand, used music to aid them in focusing on their studies, and this action has become a requirement in our daily lives due to its distinctiveness and ability to simplify many of our routines.

We can see how all teenagers and adults, including students, around the world appreciate various types of music in their daily lives. Most teenagers, for example, have at least one song on their phones, laptops, or iPods. We conducted a survey to acquire data from our sample of Malaysian students in order to see and comprehend the effect of music behavior on kids' academic achievement. This study will collect data from each Malaysian student in order to observe and draw conclusions on how music influences academic performance and why students believe that music is the best way to relieve stress or maintain focus while doing anything in their everyday lives. We can also learn the number of kids who have been exposed to different types of music at different ages from the inquiry, and this data can be used to continue future research on the same topic.

We will present the facts in this report using various sorts of graphs based on the findings that we acquired from a survey about their most liked types of music, as well as statistics on how students in Malaysia used music.

# 1.2 Purpose of Study

- 1. To study the familiarity of students with the music in their lives
- 2. To interpret the data gathered using various types of graphs and do conclusions based on the findings
- 3. To find the relationship between the usage of music with its behavior as time spent and the purpose of the kinds of music' in students' lives
- 4. To explain the interaction of the students to the music and how music affects their academic performances

### 1.3 Method of Data Analysis

To begin, we created a Google Form with all of the questions we required in order to continue with our research, which is a study of the impact of music on students' academic performance. To obtain responses, we next publish the form on social media platforms like WhatsApp, Telegram, and even Instagram. This report is accompanied by a copy of the questionnaire.

# 2.0 Data Collection

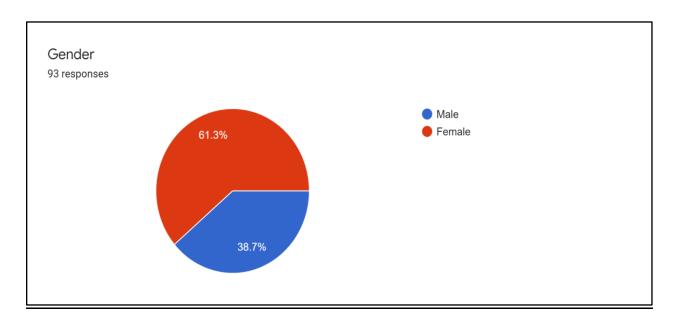
Population: Malaysian University students

Sample: UTM students

Variables	Type Of Variable	Level of Measurement	Representation
Gender	Qualitative	Nominal	Pie Chart
Age	Quantitative	Ratio	Dot Plot
Faculty	Qualitative	Nominal	Pie Chart
CGPA	Quantitative	Ratio	Histogram
Types of music preferred	Qualitative	Nominal	Bar Chart
Duration on hearing the music per Week	Quantitative	Ratio	Histogram
Actions that need to have music	Qualitative	Nominal	Bar Chart
Preferred time of studying	Quantitative	Ratio	Histogram
Way of enjoying the music	Qualitative	Ordinal	Bar Chart
Preference of using headphone	Qualitative	Ordinal	Pie Chart
Preferred music volume	Qualitative	Ordinal	Bar Chart
Does music affects the emotions (related to academic)	Qualitative	Ordinal	Pie Chart
Preferred emotions that required music	Qualitative	Nominal	Bar Chart
Does music help to focus while studying?	Qualitative	Ordinal	Pie Chart

# 3.0 Data Analysis

# 3.1 Gender



Gender	Value	Percentage
Male	36	38.7%
Female	57	61.3%
TOTAL	93	100%

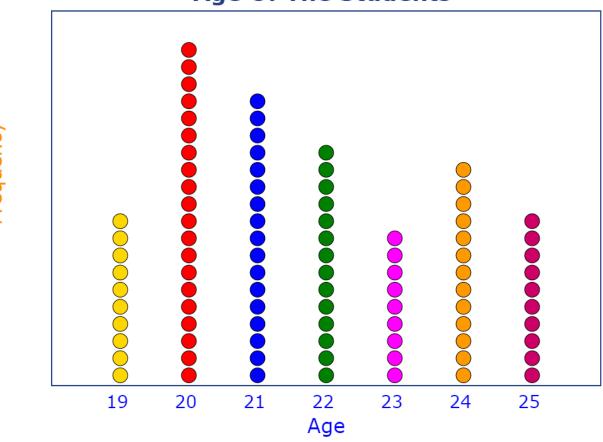
# **Explanation:**

In this survey, there are a total of 93 responses, from that, we can know that there are 36 male students (38.7%) and a total of 57 female students (61.3%) that took the survey.

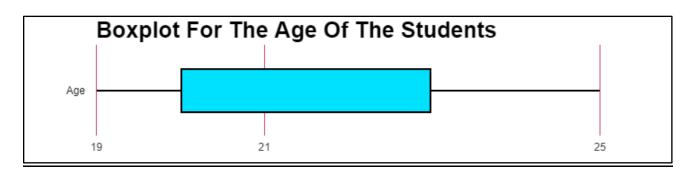
3.2 Age

# **Dot plot Graph For The Age Of The Students**

# **Age Of The Students**



# **Boxplot For The Age Of The Students**



# **Data Analysis For Age**

Based on the boxplot, we can know the value of 1st quartile, 3rd quartile, median, maximum and minimum data. All the data mentioned have been tabulated.

Mean	21.76
Median	21
1st Quartile	20
3rd Quartile	23
Maximum Data	25
Minimum Data	19

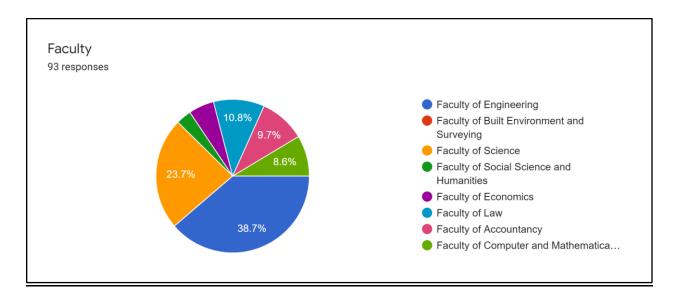
Age	Value Percentage	
19	10	10.8%
20	20	21.5%
21	17	18.3%
22	14	15.1%
23	9 9.7%	
24	13	14.0%
25 10		10.8%
TOTAL	93	100%

## **Explanation:**

The data indicates that there are 10 respondents(10.8%) who are 19 years old, 20 respondents(21.5%) who are 20 years old, 17 respondents (18.3%) who are 21 years old, 14 respondents(15.1%) who are 22 years old, 9 respondents (9.7%) who are 23 years old, 13 respondents (14.0%) who are 24 years old and 10 respondents (10.3%) who are 25 years old. Thus we can conclude that most of the respondents are 20 years old students while the least of the respondents are 23 years old students.

From another perspective, we can also know the value of the median, first quartile, and third quartile from the boxplot constructed based on the data collected. Based on the boxplot, the value of mean is 21.76, the value of median is 21, the value of the first quartile is 20 and the value of the third quartile is 23. Other than that, we can conclude that the skewness of the data for the age of the students is potentially symmetrical since the skewness value is 0.27998 and it is near the value of 0, which means that its mean, median, and mode fall at the same point.

# 3.3 Faculty



Faculty	Value	Percentage
Faculty Of Engineering	36	38.70 %
Faculty Of Built Environment And Surveying	0	0.00 %
Faculty Of Science	22	23.70 %
Faculty Of Social Science And Humanities	3	3.20 %
Faculty Of Economics	5	5.40 %
Faculty Of Law	10	10.80 %
Faculty Of Accountancy	9	9.70 %
Faculty Of Computer and Mathematics	8	8.60 %
TOTAL	93	100%

# **Explanation:**

From the result, there are 36 respondents (38.70%) who are from the Faculty Of Engineering, 0 respondents (0.00%) from the Faculty Of Built Environment And Surveying, 22 respondents (23.70%) from the Faculty Of Science, 3 respondents (3.20%) from Faculty Of Social Science And Humanities, 5 respondents (5.40%) from Faculty Of Economics, 10 respondents (10.80%) from Faculty Of Law, 9 respondents (9.70%) from Faculty Of Accountancy and 8 respondents (8.60%) from Faculty Of Computer and Mathematics.

# 3.4 CGPA Of The Students

Class Interval	Frequency	Cumulative Frequency	х	x^2	fx
0.00 - 1.79	1	1	0.90	0.81	0.90
1.80 - 1.99	0	1	1.90	3.61	0.00
2.00 - 2.19	0	1	2.10	4.41	0.00
2.20 - 2.39	1	2	2.30	5.29	2.30
2.40 - 2.59	0	2	2.50	6.25	0.00
2.60 - 2.79	1	3	2.70	7.29	2.70
2.80 - 2.99	5	8	2.90	8.41	14.50
3.00 - 3.19	0	8	3.10	9.61	0.00
3.20 - 3.39	10	18	3.30	10.89	33.00
3.40 - 3.59	17	35	3.50	12.25	59.50
3.60 - 3.79	25	60	3.70	13.89	92.50
3.80 - 4.00	33	93	3.90	15.21	128.70
				Total	334.10

# **Data Analysis for CGPA of the students**

Median	3.687
Mean	3.592
Sample Variance	11.61
Sample Standard Deviation	3.41

# Median

$$median = L + \frac{\frac{N}{2} - cf_p}{f_{med}}(W)$$

$$median = (3.60) + \frac{\frac{93}{2} - 35}{25}(0.19)$$

$$median = 3.60 + 0.0874$$

$$median = 3.6874$$

# <u>Mean</u>

$$mean\,, \acute{x} = \frac{\sum fx}{n}$$

$$mean\,, \acute{x} = \frac{334.10}{93}$$

$$mean, \dot{x} = 3.592$$

# Sample Variance

$$variance = \frac{\sum_{i=1}^{12}(x_i - \tilde{x})}{n-1}$$

$$\sum_{i=1}^{12} (x_i - x)^2 = \underline{(0.90 - 3.592)^2 + (1.90 - 3.592)^2 + (2.10 - 3.592)^2}$$

$$+ (2.30 - 3.592)^2 + (2.50 - 3.592)^2 + (2.70 - 3.592)^2$$

$$+ (2.90 - 3.592)^2 + (3.10 - 3.592)^2 + (3.30 - 3.592)^2$$

$$+ (3.50 - 3.592)^2 + (3.70 - 3.592)^2 + (3.90 - 3.592)^2$$

$$= 1068.17544$$

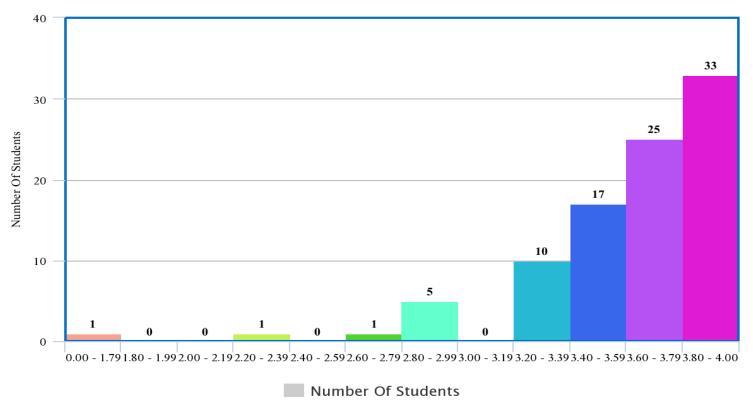
$$= 1068.17544 / (93-1)$$

$$= 11.61$$

Sample Standard Deviation = 
$$\sqrt{11.6106}$$
 = 3.41

### <u>Histogram</u>

### CGPA Of The Students



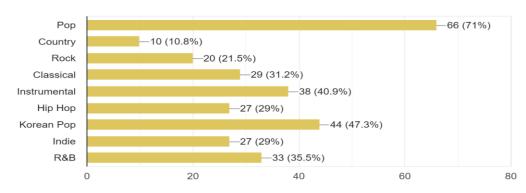
Highcharts.com

# **Explanation**

Based on the data collected through questionnaire, there is only 1 student who got CGPA (0.00 - 1.79), CGPA (2.20 - 2.39), and CGPA (2.60 - 2.79)while 0 student for CGPA (1.80 - 1.99), CGPA (2.00 - 2.19), CGPA (2.40 - 2.59), and CGPA (3.00 - 3.19). Other than that, there are 5 students who have a CGPA (2.80 - 2.99), 10 students have a CGPA (3.20 - 3.39), 17 students have a CGPA (2.80 - 3.39) and 33 students have a CGPA (3.80 - 4.00).

# 3.5 Types of music preferred

What kind of music you would prefer? (Please choose 3) 93 responses

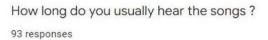


Music Genres	Frequency	Percentage
Рор	66	71.0%
Country	10	10.8%
Rock	20	21.5%
Classical	29	31.2%
Instrumental	38	40.9%
Нір Нор	27	29.0%
Korean Pop	44	47.35&
Indie	27	29.0%
R&B	33	35.5%

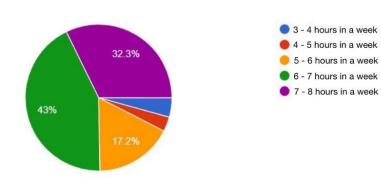
### **Explanation:**

This survey resulted in 66 respondents (71.0%) listen to Pop genre music, 10 respondents (10.8%) listen to Country music, 20 respondents (21.5%) listen to Rock music, 29 respondents (31.2%) listen to Classical music, 38 respondents (40.9%) listen to Instrumental music, 27 respondents (29.0%) listen to Hip Hop genre music, 44 respondents (47.35%) listen to Korean Pop genre, 27 respondents (29.0%) listen to Indie music and 33 respondents (35.5%) listen to R&B genre music. We can conclude that most of the respondents like to listen to Pop genre music (71.0%), while the least music genre that the respondents prefer was Country music (10.8%).

# 3.6 Duration on hearing the music per Week



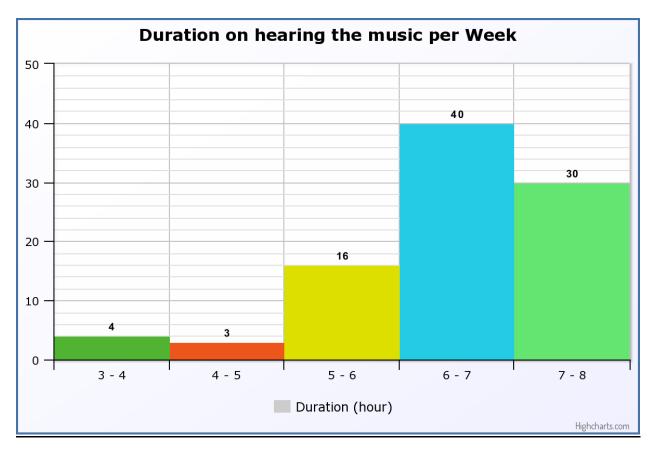




Class Interval	Class Frequency, f	Class Cumulative Frequency , cf	Class Midpoint, x	x^2	F (x)
3 - 4	4	4	3.5	12.25	49.00
4 - 5	3	7	4.5	20.25	60.75
5 - 6	16	23	5.5	30.25	484.00
6 - 7	40	63	6.5	42.25	1690.00
7 - 8	30	93	7.5	56.25	1687.50
Total				3971.25	

Median	6.588
Mean	42.700
Sample Variance	17.419
Sample Standard Deviation	4.174

# **Histogram**



# **Calculations**

# **Median**

$$median = L + \frac{\frac{N}{2} - cf_p}{f_{med}} (W)$$

median = 
$$6.0 + \frac{43 - 23}{40}$$
 (1)

median = 
$$6.0 + 0.5875$$

# Mean

mean, 
$$\bar{X} = \frac{\sum fx}{n}$$
  
mean,  $\bar{X} = \frac{3971 \cdot 25}{93}$   
mean,  $\bar{X} = 42 \cdot 70$ 

# **Mode**

$$mode = \Gamma + \left(\frac{xt^1 - t^0 - t^2}{t' - t^0}\right) \times \mu$$

$$mode = 6.0 + \left(\frac{40 - 16}{80 - 16 - 30}\right) \times 1$$

### **Sample Variance**

Variance = 
$$\frac{\sum_{i=1}^{12} (x_i - \bar{x})}{n-1}$$
  
=  $(12 \cdot 25 - 42 \cdot 70)^2 + (20 \cdot 25 - 42 \cdot 70)^2 + (30 \cdot 25 - 42 \cdot 70)^2 + (42 \cdot 25 - 42 \cdot 70)^2 + (56 \cdot 25 - 42 \cdot 70)^2$   
=  $\frac{1602 \cdot 56}{92}$   
=  $17 \cdot 419$ 

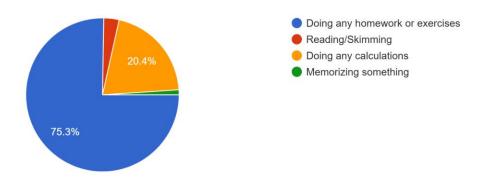
Sample Standard Deviation = 
$$\sqrt{17.419}$$
  
=  $4.174$ 

### **Explanation:**

From the data, we find that 4.3% of the students have a duration of hearing the music of 3 to 4 hours per week, 3.2% of the students have a duration of hearing the music of 4 to 5 hours per week, 17.2% of the students have a duration on hearing the music of 5 to 6 hours per week, 43% of the students have a duration on hearing the music of 6 to 7 hours per week, 32.3% of the students have a duration on hearing the music of 7 to 8 hours per week. Our data for the duration of hearing music per week is represented by a histogram. Here we calculate much statistical data such as mean, mode, and median to make an analysis of the data. We also determine the sample variance and sample standard deviation.

### 3.7 Actions that need to have music

When is the specific actions that you would prefer hearing the music?
93 responses

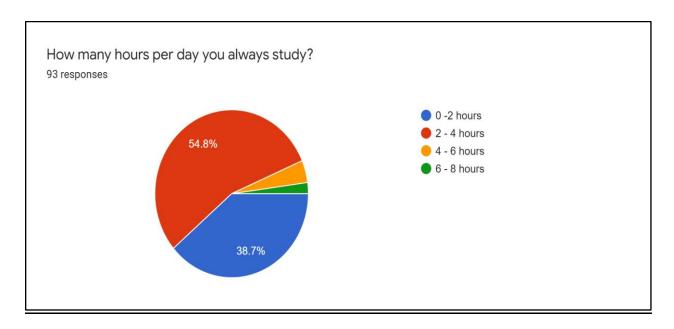


Actions	Value	Percentage
Doing homework	70	75.3%
Reading / Skimming	3	3.2%
Doing any calculations	19	20.4%
Memorizing something	1	1.1%
TOTAL	93	100%

# **Explanation:**

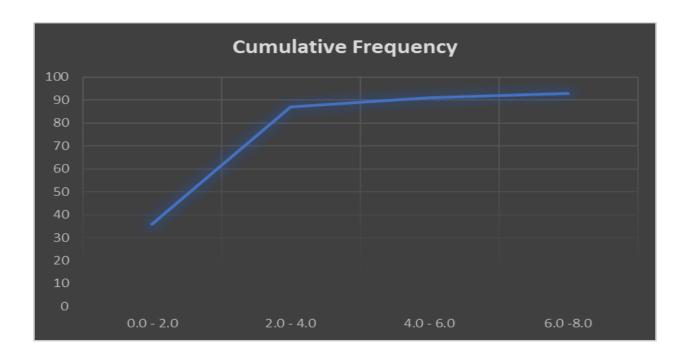
Based on the survey we conducted, there were 70 respondents (75.3%) preferred to listen to music while doing homework, 3 respondents (3.2%) preferred to listen to music while reading or skimming, 19 respondents (20.4%) preferred to listen to music while doing any calculations and 1 respondents (1.1%) preferred to listen to music while memorizing. We can conclude that most of the respondents would rather listen to music while doing homework instead of reading or skimming, doing any calculations, and memorizing.

# **3.8 Hours**



Class Interval	Frequency, f	Cumulative Frequency, cf	Midpoint,	x^2	Fx	Fx <sup>2</sup>
0 - 2	36	36	1	1	36	36
2 - 4	51	87	3	9	153	459
4 - 6	4	91	5	25	20	100
6 - 8	2	93	7	49	14	98
		223	693			

Mean	2.3978
Median	2.4117
Mode	2.4838
Sample Variance	1.9274
Standard Deviation	1.3883



# **Calculation Of The Data**

```
Median Class = 93/2
= 46.5
= 47
= 2 - 4

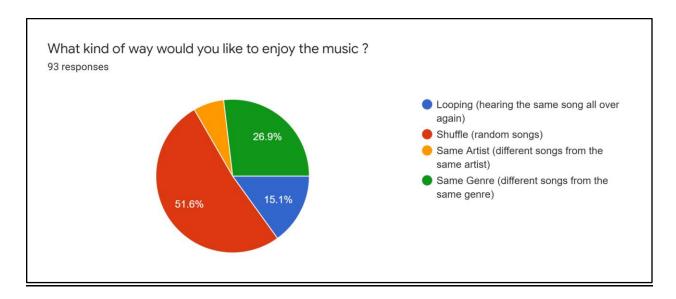
Median = (2) + ((93/2 - 36)/51)(2)
= 2 + 0.4117
= 2.4117
```

```
Sample Variance = [1/(93-1)]*[223 - (693/93)^2]
= (0.01086)(177.4734)
= 1.927361
Standard Deviation = \sqrt{1.927361}
= 1.38829
```

# **Explanation**

Based on the data that has been collected for preferred hours that the students always study, we can know that 36 students prefer to study 0 to 2 hours, 51 students prefer to study 2 to 4 hours, 4 students prefer to study 4 to 6 hours and 2 students prefer to study 6 to 8 hours. A total of 93 respondents responded to our questionnaire. From these data, we also did some calculations and find the value of the mode, mean, and median of the data. The value of mode is 2.4838, the value of median is 2.4117, and the value of mean is 2.3978. From these values, we conclude that the skewness of our data is potentially symmetrical since all of the values for mean, median, and mode fall at the same point. We used a cumulative frequency graph to represent the data that has been collected. We also calculated the value of variance and the standard deviation for the data that we already gathered the value of variance is 1.93 and the value of standard deviation is 1.39. Based on the value of standard deviation, we know that the data is spread out and not clustered on around the mean.

## 3.9 Way of enjoying the music

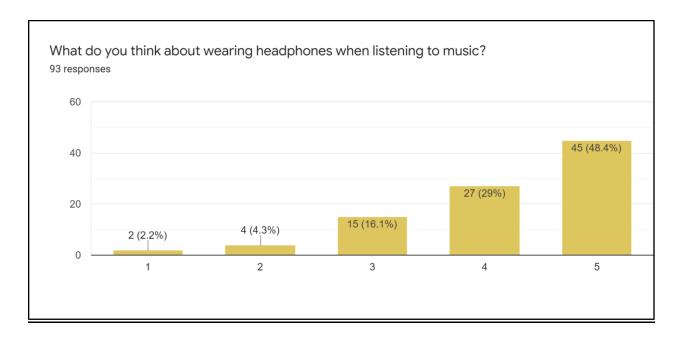


Ways of enjoying the music	Value	Percentage
Looping	14	15.1%
Shuffle	48	51.6%
Same Artist	6	6.4%
Same Genre	25	26.9%
TOTAL	93	100%

### **Explanation:**

The survey depicts that 14 respondents (15.1%) chose to loop, which means hearing the same song repeatedly as their way of enjoying the music and 48 respondents (51.6%) chose shuffle, which random song to enjoy the music. 6 respondents (6.4%) chose the same artist which means different songs from a singer while 25 respondents (26.9%) chose the same genre, which means different songs from the same genre as their way of enjoying the music. Thus, we can conclude that the majority of the respondents chose shuffle as their way of enjoying the music while the least preferred the same artist to enjoy the music.

## 3.9.1 Preference of using headphone

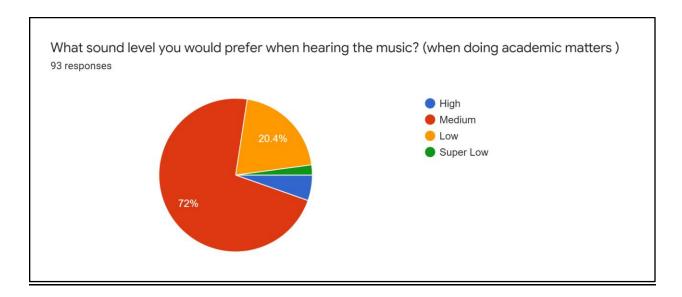


Preferable	Value	Percentage
5 (most preferable)	45	48.4%
4	27	29.0%
3	15	16.1%
2	4	4.3%
1 (least preferable)	2	2.2%
TOTAL	93	100%

### **Explanation:**

From the survey we have conducted, there are 45 respondents (48.4%) chose 5 which mean most preferable to wear a headphone while listening to music, 27 respondents (29.0%) chose 4 which mean more preferable to wear headphones while listening to music, 15 respondents (16.1%) chose 3 which mean they will partially choose to wear headphones to listen to music, 4 respondents (4.3%) chose 2 which mean less preferred to use headphones and 2 respondents (2.2%) chose 1 which mean least preferred to wear headphones while listening to music. With that being said, the majority of the respondents chose 5 most preferred to wear headphones when listening to music.

### 3.9.2 Preferred music volume

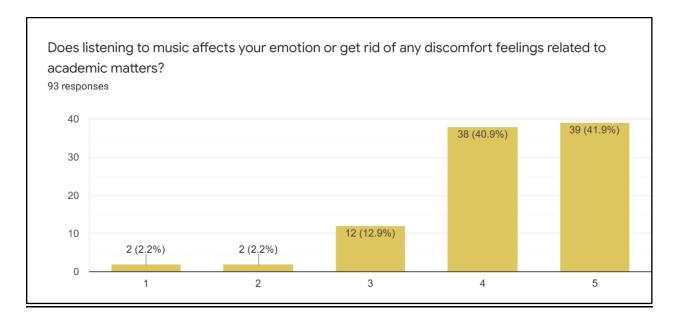


Volume Level	Value	Percentage
High	5	5.4%
Medium	67	72.0%
Low	19	20.4%
Super Low	2	2.2%
TOTAL	93	100%

# **Explanation:**

This survey resulted in 5 respondents (5.4%) chose High as their preferred volume when listening to music, 67 respondents (72.0%) chose Medium for their music volume, 19 respondents (20.4%) chose Low as their preferred volume and 2 respondents (2.2%) chose Super Low as their preferred volume to listen to music. From this data, we can conclude that most of the respondents prefer Medium volume while listening to music rather than Super Low.

### 3.9.3 Does music affects the emotions (related to academic)

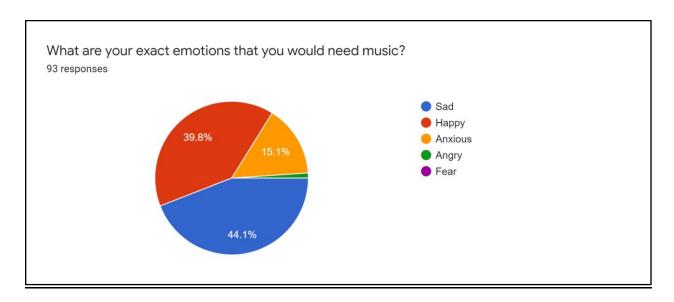


Preferable	Value	Percentage
5 (strongly agree)	39	41.9%
4	38	40.9%
3	12	12.9%
2	2	2.2%
1 (strongly disagree)	2	2.2%
TOTAL	93	100%

### **Explanation:**

From the data we achieved, majority of the responses with 39 respondents (41.9%) strongly agree that music can affects the people's emotions or get rid of any discomfort feelings related to academic matters followed with 38 respondents (40.9%) agree, 12 respondents (12.9%) partially agree, 2 respondents (2.2%) disagree and 2 respondents (2.2%) strongly disagree. This shows that our bad emotions and discomforts regarding academic matters can be healed with music.

## 3.9.4 Preferred emotions that required music

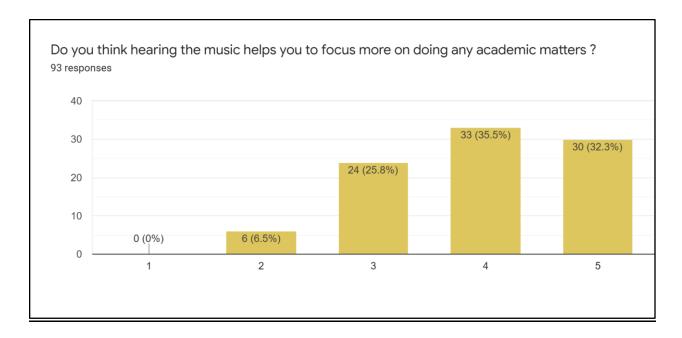


Emotion	Value	Percentage
Sad	41	44.1%
Нарру	37	39.8%
Anxious	14	15.1%
Angry	1	1.0%
Fear	0	0.0%
TOTAL	93	100%

### **Explanation:**

The survey indicates that 41 respondents (44.1%) needed music when they felt sad, 37 respondents (39.8%) needed music when they felt happy, 14 respondents (15.1%) needed music when they felt anxious, 14 respondents (1.0%) needed music when they felt angry and no one (0.0%) chose fear. We can summarize the results by saying that most of the respondents needed music when they were sad and none of the respondents would listen to music when they felt frightened.

# 3.9.5 Does music help to focus while studying



Preferable	Value	Percentage
5 (strongly agree)	30	32.3%
4	33	35.5%
3	24	25.8%
2	6	6.5%
1 (strongly disagree)	0	0.0%
TOTAL	93	100%

# **Explanation:**

From the data collected, 33 respondents (35.5%) agreed that music helps them to focus more on doing any academic matters, followed by 30 respondents (32.3%) strongly agreed, 24 respondents (25.8%) partially agreed, 6 respondents (6.5%) disagree and none of them strongly disagreed.

### CONCLUSION

Based on the survey we conducted, 93 students from University Technology Malaysia participated in the survey, aged between 19-25 years old and most of them are 20 years old students. We found out that the majority of the students listen to music when they are doing their homework and assignments to avoid boredom. On top of that, most of them agree that they need music when they feel sad. With that being said, the analysis also resulted in the majority of the students strongly agreeing that music affects their emotions. Out of various genres of music in this world, the respondents tend to listen to pop genres followed by Korean pop music. From the analysis, we can say that the estimated hours they listen to music are between 6 to 7 hours per week while the duration they study is between 2-4 hours per day. Lastly, we can summarize that almost all of the respondents agree that music can help them focus more while doing academic matters supported by the CGPA data which resulted in the majority of the respondents getting 3.8 to 4.0 CGPA.

Other than that, we also can do various different ways of analyzing the data that has been collected throughout this project. For example, we did create a boxplot, dot plot, histogram, calculation of mean, calculation of median, calculation of mode, calculation of variance, and calculation of standard deviation for both grouped data and non-grouped data.

Based on the use of technology in approaching the respondents to get the data, we would say that it is very easy since we just need to create a Google Form and distribute it to the respondents. Based on our observation, the modernization of the world makes human work much easier and it is indeed really helpful to do research on any relevant topics. For example, researchers back then need to distribute the question one by one to the person physically and the process of getting the result will be much more complicated since they need to count it without the bits of help of technology, we can say that their data will be much easier to have any error since the process of completing any research done by a human. Nowadays, we have a computer that can easily summarize the data without any errors. Hence, the accuracy of today's study or any research will be much more reliable to come out with any conclusion.

### QUESTIONNAIRE

- 1. Gender
  - o Male
  - o Female
- 2. Age
- 3. Faculty
  - Faculty of Engineering
  - o Faculty of Built Environment and Surveying
  - o Faculty of Science
  - o Faculty of Social Science and Humanities
  - o Faculty of Economics
  - o Faculty of Law
  - Faculty of Accountancy
  - o Faculty of Computer and Mathematical Sciences

### 4. CGPA

- 0 3.80 4.0
- 0 3.60 3.79
- 0 3.40 3.59
- 0 3.20 3.39
- 0 3.00 3.19
- 0 2.80 2.99
- 0 2.60 2.79
- 0 2.40 2.59
- o 2.20 2.39
- 0 2.00 2.19
- 0 1.70 1.19
- o 1.70 and below

5.	What	kind of music you would prefer? (Please choose 3)
	0	Pop
	0	Country
	0	Rock
	0	Classical
	0	Instrumental
	0	Нір Нор
	0	Korean Pop
	0	Indie
	0	R&B
6.	How lo	ong do you usually hear the songs in a week?
•	0	3 - 4 hours in a week
	0	4 - 5 hours in a week
	0	6 - 7 hours in a week
	0	8 - 9 hours in a week
7.	When	is the specific actions that you would prefer hearing the music?
	0	Doing any homework or exercises
	0	Reading/Skimming
	0	Doing any calculations
	0	Memorizing something
8.	How n	nany hours per day do you always study?
	0	0 -2 hours
	0	2 - 4 hours
	0	4 - 6 hours
	0	6 - 8 hours
9.	What	kind of way would you like to enjoy the music?
	0	Looping (hearing the same song all over again)

Shuffle (random songs)

Same Artist (different songs from the same artist)Same Genre (different songs from the same genre)

10. What	do you think about wearing headphones when listening to music?
0	1 (Least preferable)
0	2
0	3
0	4
0	5 (Most preferable)
11. What	sound level you would prefer when hearing the music? (when doing academic
matte	rs)
0	High
0	Medium
0	Low
0	Super Low
12. Does	listening to music affects your emotion or get rid of any discomfort feelings related
to aca	demic matters?
0	1 (Strongly Disagree)
0	2
0	3
0	4
0	5 (Strongly Agree)
13. What	are your exact emotions that you would need music?
0	Sad
0	Нарру
0	Anxious
0	Angry
0	Fear
14. Do yo	u think hearing the music helps you to focus more on doing any academic matters?
0	1 (Strongly Disagree)
0	2
0	3
0	4
0	5 (Strongly Agree)

# Response

# (include the excel that have all the data)

W. C.	-	1040	-										
Bentir Dia	let.		IBM IBI-10		For largy year exady from the sompline service 1. Strain in a social	Other a the species extens that you would probe through the most. How Date may howward or execute:	many nous per day you during study 2. 4 hours	Shall and at key small you like to expy fice mase? Shalls (shallon arms)	And in tim pass arms scauch produces who special prairies.	What sound then you would grader often examing the mast? (when during academic markers ).	us listemay in muse which's your continue and the sit of any document of leadings which is accounter maller		ne you think bearing the mode helps you to become our complany academic medicit
Ferale	-		100-10 100-10		1-Stationess	Discay distalent	7-1ms	Same Arial (Allicent surp from the same arial)	)	Reizn Reizn		NI)	
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Da	-		6-19		I Starsmanns	Dispay toward or earther	2 4 tas	9/A (admarg)	į.	No	i	ker	į.
Finale	N		10-11		3-Phospiesk	Districtions serves	1-itus	Sare Serie (effect step i me te sare pro)	1	Refun		has	i i
Herald	2		100-41		1-9locitives	Tang ary temporal or services	1-tim	(admit (practicity) rates and injury rates (but)	i	Rám		Asse	i
Fernie	8		00-00		) Alternation and	Dirpoy trianst or earlier	7 4 bas	Same Carrier (of Breast Samp From the same parties	1	(ax	i i	Atte	1
like:	N		10-19		E-Phosina wak	Dispay lonsest or nerces	1-1105	Stalle (ardin sing)	i	Relan	i	¥	i
000	2	Hastly of Recountercy	98-18	Pop Rest, Rolling	1-Housest	Tanglary formand or moreous	2-tim	Shiffs (miden songs)	j.	10	1	kee	į.
Dis	×	Finally of Economis	10-10	Corti; Istureté, ide	3 Alternations and	Drigary stollars	7-4 mm	State (admissip)	2	Lin	5	M	(
firms	- 5	Tanih of Expressing	10 13	Classical, Indiamental, Ainton Pay, RMD	2-Horsteam	Ding ary toresent or excess	1-1105	Same A to juliform surp him be save a but	1	in	1	ter	1
Forsit	2	Heality of Computer and Wathernatical Sciences	16-15	Industria kip kip Alman Pip	1-Phosnami	Tenganycolodius	1-tim	looping (harring the same extend all see alpin)	1	liden	1	Acry	I .
Ré	N	Facility of Engineering	100-10	For Rod, Rolling Inde, 785	3-Shanmand	Digay brent a exce	7.4tus	Services (Cheetsup for besine pers)	1	Rdur	4	tor	1
Rate	2		100 119	Pa lia la Kose Pa	(-Stors in a week	Dring any tomoration corces	2-tius	Staffe (ardon sorp.)	1	in	1	for	I .
Date	7		10-17	The second secon	1-9 mis na seni	Tengary transmit or namens	2-4 turs	Statis (malan sangs)	ŧ.	latin	4	至	1
Rás	77		16-19		5-10 tours may work	Dispay lossed or earlies	1-litest	Same Gare (office) sorp from the same partie	1	Lox	1	ter	
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200	24		98-119	THE RESERVE OF THE PARTY OF THE	4 - 5 houses a week	Targary toward or woman	0 2 tons	Stuffe (mitter sings)	1	lox .	8	kay	5
Fende	7		20-139		5-filtert na seek	Drig ary kneeds a earline	4.6mm	Logiq (haring terane soly alone spin)	,	59	1	by	3
list:	2		10-41		5-Plastis eet 5-Dlastis eet	Keding General	1-Has 02tos	Bulb (advisor)	3	Redum Natura	1	8	1
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lone	9		100.110		I-Slovaina well	Diagray knowskip remost	0-Eluis	Rolls (min sep)	1	Rider	i i	ler	1
Farnis	2		10-19		I Staronauch	Dispay travet in extra:	7 4 test	Buth ladyrangi	1	latin	1	<u>u</u>	1
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Homb	3	Fasily of Computer and Wathersalized Sciences		120017	3-Olosina vek	Dampary toward or coross	Han	Staffe (miden sorgs)	i i	Dán	á	has	<b>Y</b>
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Finale	- 1	Tanih of Rome	10 10		E-Vicus na seek	Redigitating	1-105	See Gene (of evel comp i on the save gone)	1	Los	5	has	(
lite	21	Fasility of Econos	40-355	Pop County Konson Pop HARA	3-Ohosisa eek	Dang any formant or invoces	0.2 tous	Staffe (milital stage)		los	1	Se	1
Fernie	74		80-10		A Stansmarch	Dispay knoot or earlies	0 7 turn	Same Carre (offeet samp transfer same pare)	1	Los	1	Aste	
Naio	8		100-119		8-9 tous it a week	Ding ary tensors to exercise	1-005	Sulle (arden segs)	5	Neiun	4	le	1
- Female	2		10.10		1-9 tous in a week	Timpary towards or names	1-tim	(solid-)mand-pressure solid grant short)	ì	llation	4	Rosy	i,
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Rate	2		100-40	A Transaction of the Control of the	E-Plais ha well	Dong any formand or exercises	1-005	Balle (ander sogs)	1	Los	4	¥	1
Female	21		80-40		1-9 housing week	Ding any tomorat or earcters	0-2 turs	Shifts (mitri sing)	1	litén	4	key	1
Fernie	7		100-10		5- Olton mased	Display formation services	7-4 tun	Same Altri differencia por limitera en estal.	3	Motor	1	설	1
Fernan	3		16 15		8-9 hors it s week	Ding ary tomoral or nonces	0-7/005	Extrate (person persons and opposite adout)	4	Redun	,	2	<u> </u>
Forces	2 71		W-40		1-Situs na sed 3-Situs na sed	Temp ary tensional or nanous	2-kinn 07ton	Shaffa (material state)	5	lider	4	×	
No.	3		M-19	Committee Committee	1-Stockered	Display toward of earths.		Staffe (arden sings)		lida		ter	1
Consider Cons	2	Facility of Computer and Mathematical Sciences. Facility of Sciences and Humanitan			1-7 house sent	Ling ary foreset or corces Tensory foreset or service	2-1 tars 0.2 tars	Buffe (ander sings) Sense Carne (offerent sings from the same spirin)	1	Redum Natura	1	les St	
Fetale	N N		10-11		1-Stannawa	- SS (0.000) (1.000) (1.000)	7.4 tur		1	Materi Natur		ter	
Ferner	- 2		100-10 100-119	The state of the s	E-Thoritated	Ding ary formand or enterine. Common formand or entropies	Mas	Some General (Affect compation the some perce) South Annals of some	3	los	1	2	
Familia	3	Facility of Complete and Witherston Science			5 Wastrand	District straights	2 (100	Seas Const (offent copy from the constraint)	,	lain	1	e e	į.
Ferale	7		10-(0		6-/buch sed	Dispay toward o sercies	17tos	Refe (article and )	i	letin	į	ũ	į.
lende	21		100 40		3-Olosiusek	(languary forecast or corces	2-flus	looping (beautiful same social see apar)	ì	Return	i	leg	į.
Fernis	7		10-10		§ Whos reach	Display sacisfies	7 4 tors	Stuffe (order sings)	1	Rán	i i	SE	1
Finale	76		100-40		6-7 hort mayout	Doguy brend a excess	0.7ton	Balle (ardin sing)	1	Nedan	i i	ter	í.
Femile	2		100 175		f-7hashawel	Timp ary forces to corress	0.0 kg	Same Server (deferred scops from the scame purce)	j	listan		Set	1
Fernie	21	Facility of Engineering	(0-17)	Pg. Cascal Rp Rg	f Honorasco	Dispay lowest or service	7 4 turn	Same Carrier (of the extraory) from the same purposi	3	lkón	1	Set.	2
Fende	75	Facility of Economics	10-19	Ap lis to Kree Ap	E-Phosnami	Dispayatolisis	0.2106	Same Alici (different sorge four the same article	į.	Redun	1	Asse	2
Dis	3	Hasally of Engineering	W-79	Pip Rox Roser Pip Inoc HEI	1-Hazira ed	lingary coolins	04ton	Shaffe (andum sangs)		Reion	4	int	l.
Dia	25		10-11		Il Statinardi	Digay treatments	7.4 tus	Shafe jerdin angij	5	lletin	5	Roy	1
Faruit	75		160-179	Constitution (Constitution)	5-filtors in a week	Ding ary tomand or morcos:	0.7106	lane A is iddition surp for the sare at al	1	Redun	3	설	1
Unio	2		16		1-9 locina sed	kodiq/kinniq	0 žinni	Shaffe (miden songs)		lkim	1	M	i.
Fereir	71		10-179	The state of the s	Il Shannaeck	Digay transfer secur	7 4 turs	Dobb (Herrich Here social per edic)	3	Ma	1	Alle	1
Máb	0		10-29	100000000000000000000000000000000000000	5-10 hos it seek	Dong ary formand or marcos	0-2 tons	Balle (adming)		Refun		발	
Foreit	3		100-42		1-Houseauch 1-Houseauch	Timp any tensors or secrets	D 2 tons	Staffe (Anthro sarp)		laduri 100		82	<u> </u>
100	20		25-18 16-19	Control of the Contro	5-Stochased 8-Stochased	Drig ary toward or earther	) i tus	Suffe (ardyn ang) Suffe (ardyn ang)		LIX No.		Mil S	
Rate Female	25	Facility of Computer and Walternation Sciences Facility of Computer and Walternation Sciences		Rip Cleaned Instrumental Konson Pay Rip Country Cleaned Information Konson Pay		Diseasy tensent or excess There are tensent or excess	0-Etus 0-Etus	Sulfa (ander surp.) Sans Sans (ottom/surp. from the sans years)	1	Redun Dalum		in i	
No.	2	Facility Compared Witherston Science			1-Start o a seal	Display stations section	7-4mm	See Core Offeet stop I to the sale parts		Réa	1	¥	
Nac Nac	2		10.19		1-Hostorel	Dinglary temporal or nerces	0.000	Sufe (adming)	3	lián	i	ler	
Farnes	2		100-40		5-10 housing week	Tangary toward or exercise	2 4 ms	Shaffa (andon sangs)	1	los	4	32	i
Fende	77	Facility of Science	100-10	Politick tole 168	E-Start in a work	Dispay canaling	0.7 ton	Same Gare different propriate same parej	1	Non	3	tor	Ĭ
firmit	5	fasholar	100 ZEE	Koron Pap	1-filtos kirwel	Emplay tonoret or cuross	1-ties	Locard (scale sale social secupio)	1	Reim	4	<u>Se</u>	f:
liss	8		100-177		5- Mitopoin a wook	Respons forward or exercise	) žius	(and all pressibility mass soul report shou)	1	los	4	NO.	ş
Ná	71		160-179		3-Obstrace	Drigary canalins	7-4 turt	Same General (allered samp from the same partici	1	N/	1	Agr	
Fernic	5		10 10		9-10 to 5 it seek	Ding any formant or derices	04166	Same Serre (otherst surp than the same yord)	1	Refun	A	紐	1
800	2	Facility of Computer and Withernatical Sciences			5 filtos na kod	[object sections	2.4100	Statle (orden stags)	1	lider	4	Asse	1
Fernie	7	- CONTROL - CONT	100-40	Observation of the second	5-Ohntoawa	Dring ary funescal or esercises	Uton Uton	Bulli (admarg)		Los	1	8	
l'end	2	170,000	W 40	2000 BUILDING	5-10 los ir s web	District of contract of contra	1-196 1-196	Shift (order step)		los No.	1	545	2
100	D 04		(R-19)		5 1970/5 0 2 400 6 1 January 1 2 400	Distray toward or excess	7.43005 9.13005	Sale Carris (officer) support to the carrie party	1	Redun Redun		NI)	
Female Female	25		180-40 130-130		6-7 tourn a week 8-7 tourn a week	Dinglary formant or merces:	7-Hus 1-Hus	Suffe (ander sing) Same Serve (informer sings from the same grow)	1	Redun Redun		har Jose	
Pensis	2)		(6-19		6 7 tournaxes	Lingary toward or extrem	2-1005 2-1005	Staffe (entire stags raw to sero (enti)		Hg Hg		706 St	
No.	51		(6-13 (6-13		6-7toros sais	Doll st. pussag o encore Tool st. pussag o, encore	7-1ton	Mejadnagi Mejadnagi	,	ng Belan		e e	
Horseld Horseld	2		100-125 140-155		E-Tracinated	Long ary tomoret or decreas	1-tian	cobst (practicity raise and agree, sites)   some (nation and)	,	lg la		75	
Fernie	, a		W-13		1 /hasnaxii	Dispay break or earlier	7.400	Same Care (offend steps from the same partie)	1	Ndo	1	ker	
lide .	71	TO STATE OF THE PARTY OF THE PA	16-19		6-7 tours in a week	Dogay Insuita secus	1-1105	Suffe technology contract company		lein	1	han	
1000	3	7.000	00-10		1-7 laura seek	India i mona a neces	2-Han	(2000 panoprasa monya sta) anni kami antik	1	Rtin	1	key	
Person	21		100-279	To Costy, Desiral Individual He Ho Kine		Copay treat a exce	0.7 max	Sufe (admarg)	i i	latin	1	×	1
Ferale	8		10-19		8-9 hours in a seed	District pulsages secure	02ton	Logiq fearing ferome supplies upon	1	Refun		lar	
Horse	2		00-13E		I-9 hours area	Lenguary formand or northest	0 čina	Samu Serve (tithrent surps from the same yarm)	i	lox	í	Set	¥ .
Fende	Я	Facility of Score Science and Humanifes			3 Observed	Digay breat a exce	0.7 tots	Sufe jardon angsj	5	No	4	Ante	
Forait	3		10 19	Ry, Clascol, Instrumental No. Hop, Nation Pay In	(8-10 tous in a well	Ding ary foresest or excess	04106	Same Serve (Allowed scraps in on the same general	i i	Refun	4	le	i
Formin	2		18-40	Pop Rolling Roman Play India (166)	1-Housina medi	Languary formant or motions	0.2 tus	Sens Gene (otherst sonys true the same garm)	1	liden	9	Any	¥.
Fende	71		100-10		4. Steining week	Ding ary tomoral or excise:	1-liters	Bulle (adming)	2	lkfur	1	to	1
Nate	3		100 219		6-7hosinseek	Dispayconides	(-6tos	Balle (ardon sing)	1	Refun	3	Se	
Famala	2	Festy of Engineering	M-19	Pop Book Classical Inchesional ISSA	4-Short massel	Tonguny terment or moreone	4 files	Staffa (mdm tings)	1	lox	4	kty	1