

APPENDIX

DEO-MOHAN

Achievement Motivation (n-Ach) Scale

Introduction

The study of motivation gained importance since early fifties with the efforts of McClelland and his associates at Wesleyan University, USA. The term motivation refers to any organismic state that mobilizes activity which is in some sense selective or directive. With respect to the environment (Newcomb, 1964) Achievement motivation which is the acquired tendency and is one of the most important social needs, has been defined by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in competition with others with some standard of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment. These are the criteria set by McClelland and his associates (1953). In fact this is one of the most important manifest and social needs and personality variable enlisted by Murray (1938).

Need to develop the scale

The need to develop the scale was felt mainly for three reasons. Firstly, a projective test generally used for measuring achievement motivation is time consuming in administration and the scoring procedure is somewhat complicated. Quite often, a researcher or a teacher requires a quick scoring tool which can be easily administered and used for research or for studying pupils. Achievement motivation is a variable which is used in many studies in education either as a main or secondary variable or a moderator variable. The purpose in preparing this scale is to provide the researcher with such a tool which will be found to be handy and convenient for administration and scoring. Secondly, many scales and questionnaires that are available measure achievement motivation in particular field, academic motivation at the high/higher secondary, college on university level. A standard verbal measure which sufficiently measures the achievement motivation in general is desired. The

test of achievement motivation, the verbal scale will be found to be a very useful and valuable instrument.

Search for items

To prepare the present scale, an effort was made to study factors suitable for measuring the achievement motivation. Apart from the standard of excellence, unique accomplishment and long-term involvement, indicating achievement imagery suggested by McClelland and Atkinson, the following factors were classified as cues of achievement imagery. All these factors were accepted for providing the bases to prepare the items in the scale of achievement motivation.

1. Academic factors

(i) Academic motivation, (ii) Need Achievement, (iii) Academic challenge, (iv) Achievement Anxiety, (v) Importance of grades or marks (vi) Meaningfulness of daily school/college tasks, (vii) Relevance of school/college to students future goals (viii) Attitude towards education (ix) Work methods, (x) Attitude towards teachers (xi) Warmth of interpersonal relations (xii) College concern for the individual, and (xiii) Implementation of educational objectives.

2. Factors of general field of interest : competition in curricular and co-curricular activities

(i) Sports and athletics (curricular and professional), (ii) Fine arts and dramatics, (iii) Dancing, (iv) Music, (v) Painting (curricular as well as professional fields in aesthetics), (vi) Debates and orations etc, (vii) Boating, (viii) Mountaineering/hill climbing or hiking, (ix) Cross-country races, (x) Sports (adventurous tasks involving risk), (xi) Domestic crafts for girls like cooking, embroidery etc, (xii) Reading and writing and (xiii) Experimentation or any act of creation.

3. Social interests

(i) Organizing and participating in social activities (ii) Arranging exhibitions, social functions etc.

To sum up items for the scale were based on (i) Academic factors, (ii) Factors of general interest, and (iii) Factors of social interest.

Criteria for the choice of items in the scale

1. The selected item should evolve the achievement imagery in the respondents.

2. It should be related to their achievement experiences based on situations known to them,
3. The item should be comprehensible to the respondents.
4. The language of the item should be such that the respondent can immediately identify with the situation expressed in the item.

First draft

With the above criteria, the preliminary draft was prepared which consisted of 115 items. This draft with separate verbal instructions was a 5-point self-rating questionnaire having both positive and negative items. However, no special effort was made to have equal number of positive and negative items. The items in the scale were arranged and distributed factor-wise in the following order :

Factor	No. of items
1. Academic motivation	9
2. Need for achievement	11
3. Academic challenge	5
4. Achievement Anxiety	4
5. Importance of grades/marks	5
6. Meaningfulness of task	6
7. Relevance of school/college to future goals	5
8. Attitude towards education	6
9. Work methods	10
10. Attitude towards teachers	6
11. Warmth of interpersonal relations	4
12. Individual concern	6
13. General and social interests	9
14. Mountaineering	3
15. Boating	3
16. Dramatics	5
17. Music	3
18. Sports	12
19. Miscellaneous	3

Total 115.	

This questionnaire is of the self-rating type and can be administered in a group with 5 points to rate viz Always, Frequently, Sometimes, Rarely and Never. It has no time-limit. The scoring

device was simple stencil type having a numerical weightage from 4 to 0 for positive in the above order of rating scale and the reverse of it for the negative items.

Item analysis

For item analysis and item-discrimination values, Johnson's U. L. I. method (*vide* Guilford 1954) was applied, taking 27% upper-lower achievers out of a group of 46 boys and girls. A slightly modified version of the same technique was applied to obtain items-indices on the basis of highest limits of the scale. Accordingly the sum total of the two highest weights of the scale 4 and 3 was taken and analysis was done with the same formula. Values obtained by both these methods were subjected to correlation to see the consistency of the two methods. The correlation coefficient obtained was .92 which was highly significant.

Selection of the items

Out-of-the 115 items, those which yielded negative or zero values were rejected outright. Rest of the items were selected on the basis of the high correspondence between item indices obtained through the two above-methods and secondly on the basis of content, so that each factor should be represented in the scale, at least by 2 or 3 items. Finally 50 items were chosen after careful scrutiny having the distribution as follows :

Factor	No. of items
1. Academic motivation	4
2. Need for achievement	4
3. Academic challenge	4
4. Achievement Anxiety	1
5. Importance of grades/marks	2
6. Meaningfulness of task	4
7. Relevance of school/ college to future goals	2
8. Attitude towards education	4
9. Work methods	5
10. Attitude towards teachers	3
11. Interpersonal relations	4
12. Individual concern	2
13. General interests	4
14. Dramatics	2
15. Sports etc.	5
Total	50

Final form of the scale

After the item-analysis some changes were made in the scale. Firstly, the questions were changed to statements form to avoid the feeling of irritation and monotony to the respondents. Secondly Hindi version of the scale was also prepared for the convenience of the respondents. Scoring system remained the same. In the final scale, out of 50 items, 13 are negative and 37 are positive items.

Reliability of the scale

Test-retest method was applied to obtain the reliability coefficient of the scale. Taking different sets of sample; the administration of the scale was repeated on several occasions. The results are given below.

Sample	N	Interval	r	significance level.
Mixed group	51	4 weeks	.69	.01
Males	33	5-6 ,,	.67	.01
Females	50	5-6 ,,	.78	.01

These coefficients of reliability are sufficiently high and the scale can be considered as reliable for use. Earlier, Entwistle (1968) for 24 items inventory obtained test-retest reliability coefficient of .83 with an interval of 2½ months. Lynn (1969) found that his achievement motivation questionnaire correlated to the extent of .34 with the factor of Cattell's 16 PF, as .16 with superage and .21 with surgency. Bending (1964) established the reliability coefficient of .63 for men and .62 for women for his factor-analytic scale of need-achievement. Costello (1967) obtained a split-half reliability coefficient of .82 for scale I and .73 for scale II. Smith (1973) computed a split-half reliability coefficient of .56 for his 10-items quick measure of achievement motivation. Taking into consideration these results, the present scale reliability coefficients by test-retest method for the total group as well as for the separate male and female groups are very satisfactory and the scale can be taken as quite reliable for use.

Validity of the Scale

As far as the validity of the scale is concerned, in the first instance the item validity established by the high-low discrimination method was accepted as the validity of the whole measure. Besides, this scale was also used for validating the projective test of Achievement Motivation. The coefficient of correlation between the scale and the projective test was observed to be .54 which speaks for the validity of the scale also, the validity being of the concurrent nature.

In many the scale scores were also correlated with the scores obtained by administering the Aberdeen Academic Motivation Inventory of Entwistle (1968) yielding a coefficient of correlation as .75 for a mixed sample of 93 ; this correlation is high enough to establish the validity of the scale. Regarding the r of .54 between the scale and the projective test, McClelland (1958) explains that self-descriptive and projective measures are usually not correlating high with each other. Even Carney (1966) observed that questionnaire measures correlated poorly with McClelland's projective measures. These explanations support the results of present scale of achievement motivation to be sufficiently valid for use for measuring achievement motivation.

Administration of the scale

The scale can be administered individually as well as in a group of about 25-30 subjects. With the use of microphone and a few assistants to help, even a much larger group can be given the scale at a time. The subjects should be seated comfortably, at some distance from each other and all within such distance that every subject can clearly hear the testee's voice. The tester should make sure that each subject has a pen for marking responses. First the answer sheets should be distributed, one to each subject and the subject should be asked to write down their particulars *i.e.* name, age, gender and college/school name and address, phone number, residence particulars etc. After ensuring that this is properly done by all the subjects, the tester should distribute the scale booklets giving one to each subject.

The Directions printed in the test booklet should be read loudly and properly explained verbally. If any one has any queries, doubts or questions, these should be properly clarified and explained. The subjects should be told that there is no time-limit but they are expected to work fast and give their honest, frank and first response to each item. Every item is to be answered by every subject. After the subjects finish marking their responses, the test booklets should be collected alongwith the answersheets. That completes the procedure of administration.

Scoring

Two stencil keys are to be used for scoring, one for positive items and one for negative items. A positive item carries the weights of 4, 3, 2, 1 and 0 respectively for the categories of Always,

to be scored... Separate keys for positive and negative items are provided. The total score is the summation of all the positive and negative items scores. The minimum score obtained can be 0 (zero) and the maximum can be 200, other scores ranging in between.

This is a quick-scoring self-administered scale which is also quick in administration and very easy for use in administration as well as scoring.

Norms and interpretation of the obtained scores

The scores can theoretically range from 0 to 200. Ordinarily, an obtained score will be in between. For the interpretation of the score, Norms are presented in three forms ; Frequency distribution with mean and standard deviation, Percentile Norms and T-scores. Norms can be applied according to the need and purpose of the investigation.

Frequency distributions for males and females

Scores	Males	Females
	<i>f</i>	<i>f</i>
180-194	17	16
165-179	78	56
150-164	90	94
135-149	80	51
120-134	50	26
105-119	32	14
90-104	10	4
75-89	1	1
60-74	1	1
45-59	3	1
	<i>N</i> = 362	<i>N</i> = 264
M	147.22	151.83
SD	24.02	21.55

The age-range for the subjects included in the above distribution is from 13 to 20 years but it may be used for other age groups also.

Age-wise means and SD's for male group

Age-wise group	13	14	15	16	17	18	19	20
N	45	86	82	66	41	28	15	8
M	153.73	149.22	148.80	145.17	150.83	137.86	140.40	124.37
SD	26.81	21.73	20.92	20.44	23.68	29.78	25.32	23.30

Age-wise means and SD's for female group

Age-wise group	13	14	15	16	17	18	19	20
N	40	59	48	39	40	26	6	6
M	153.00	150.37	153.06	155.25	151.87	145.54	136.17	147.66
SD	24.37	24.51	18.86	17.16	16.77	24.86	29.21	17.87

Frequency distribution for the total group

Scores	f
181-195	26
166-180	124
151-165	192
136-150	143
121-135	78
106-120	47
91-105	16
76-90	3
61-75	2
46-60	4

N=635

M=148.95

SD=22.85.

Age-wise Means and SD's for total group

Age-wise group	13	14	15	16	17	18	19	20
N	85	145	130	105	81	54	21	14
M	153.39	149.69	150.38	148.91	151.34	141.55	139.19	134.36
SD	25.54	22.83	20.22	19.82	20.44	27.54	25.81	23.63

Percentiles

Percentile	Score
98	188
95	180
90	176
80	168
70	162
60	157
50 (Md.)	152
40	146
30	140
20	131
10	118
5	108
2	94

T-Scores.

Score	T-Scores
188	71
173	61
158	53
143	46
128	41
113	36
98	31
83	27
68	26
53	23

REFERENCES

- Bendig, A. W. "Factor Analytic Scales of Need Achiever." *J. Gen. Psychol.*, 70, 59-67, 1964.
- Carney, R. E. "The effect of Situation Variables on the Measure of Achievement Motivation." *Educ. Psychol. Meas.*, 26, 6: 1966.
- Costello, C. G. "Two Scales to Measure Achievement Motive." *J. Psychol.*, 66, 231-235, 1967.

SCORES ON Achievement Motivation Test
of Rural and Urban Children.
(Developed by Pratiksha Deo and Asha Mohan)

S.no	Total Scores	S.no	Total Scores
RURAL → Females			
		20.	149
1.	147	21.	123
2.	136	22.	150
3.	138	23.	141
4.	129	24.	118
5.	150	25.	59
6.	164	26.	178
7.	101	27.	187
8.	141	28.	130
9.	160	29.	166
10.	87	30.	136
11.	147	31.	143
12.	169	32.	135
13.	150	33.	83
14.	60	34.	133
15.	129	35.	145
16.	67	36.	94
17.	174	37.	114
18.	104	38.	56
19.	154		



S.no	Total Scores	S.no	Total Scores
Rural Males			
		65	127
39	87	66	161
40	169	67	118
41	142	68	122
42	143	69	171
43	128	70	117
44	111	71	86
45	132	72	110
46	145	73	157
47	113	74	113
48	169	75	116
49	158	76	118
50	160	77	123
51	133	78	102
52	132	79	134
53	167	80	116
54	126	81	105
55	158	82	174
56	140	83	117
57	147	84	150
58	177	85	146
59	147	86	187
60	121	87	115
61	162	88	136
62	159	89	82
63	112	90	90
64	116	91	179

S.no	Total Scores	S.no	Total Scores
92	157	117	160
93	117	118	122
94	141	119	154
95	134	120	121
96	144	121	76
97	122	122	138
98	127	123	150
99	138	124	94
100	125	125	157
		126	140
	URBAN FEMALE	127	157
101	134	128	131
102	132	129	171
103	181	130	146
104	138	131	138
105	123	132	104
106	158	133	158
107	138	134	132
108	135	135	128
109	162	136	162
110	127	137	119
111	164	138	157
112	142	139	166
113	164	140	165
114	115	141	139
115	102	142	142
116	90	143	141

Sl. no	Total Score	Sl. no	Total Score
144	160	171	144
145	167	172	127
146	144	173	122
147	169	174	162
148	136	175	155
149	145	176	103
150	137	177	96
	URBAN-MALES	178	139
151	133	179	168
152	166	180	124
153	150	181	150
154	149	182	179
155	129	183	167
156	155	184	144
157	140	185	133
158	133	186	125
159	128	187	162
160	147	188	167
161	91	189	136
162	153	190	112
163	108	191	151
164	139	192	164
165	135	193	142
166	114	194	155
167	140	195	159
168	84	196	161
169	131	197	124
170	127	198	144
		199	167
		200	154

1. यदि मैं कुछ दिन कक्षा में न जाऊ तो मुझे बहुत खुशी होगी ।
2. मैं कक्षा में होने वाली गतिविधियों पर पूरा ध्यान देता हूँ ।
3. यदि मैं कक्षा में देर से पहुँचू तो मुझे बहुत दुःख होता है ।
4. मैं ज्ञान प्राप्त करने के लिए ज्यादा से ज्यादा पढ़ना पसंद करता हूँ ।
5. मैं थोड़ी सी पाठ्य पुस्तकों के बदले एक निजी पुस्तकालय रखना पसंद करता हूँ ।
6. मैं स्वयं अपने लिए लक्ष्य निर्धारित करता हूँ, फिर उसे पाने के लिए कठिन प्रयास करता हूँ ।
7. मैं अपने तोपे हुए किसी एक ही क्षेत्र में आगे बढ़कर प्रथम स्थान प्राप्त करना चाहता हूँ ।
8. मैं नई-नई बातें खोजकर तथा उनका प्रयोग करके लोगों को आश्चर्य चकित करना पसंद करता हूँ ।
9. मैं अपने काम में सफलता प्राप्त करने के लिए धरटों मेहनत करता हूँ ।
10. जिन समस्याओं को लोग हल न कर पाए उन्हें पूरा करने की मेरी प्रवृत्ति है ।
11. मैं सभी शैक्षिक स्पर्धाओं में सर्वश्रेष्ठ स्थान प्राप्त करना चाहता हूँ ।
12. मैं किसी भी कार्य को अधूरा छोड़कर दूसरा नया कार्य करने के लिए तैयार रहता हूँ ।
13. यदि परीक्षा प्रश्न-पत्र में एक या दो प्रश्न पाठ्यक्रम के बाहर से आ जाते हैं तो मैं परेशान हो जाता हूँ ।
14. मैं अगले सप्ताह होने वाली परीक्षाओं की तैयारी करने के बदले पार्टी में जाना पसंद करूँगा ।
15. जब मुझे कम अंक प्राप्त होते हैं तो मुझे निराशा होती है, तथा अगली बार अच्छे अंक प्राप्त करने के लिए कड़ी मेहनत करने का निश्चय करता हूँ ।
16. मैं सोचता हूँ कि मेरे पाठ रूचिकर तथा अर्थपूर्ण हैं ।
17. पढ़ते समय मेरा मन किताब से हट कर इधर-उधर भटकने लगता है तब मैं कुछ भी सोचने लगता हूँ ।
18. मैं सोचता हूँ कि कक्षा में उपस्थित रहने के बजाय कैंटीन में जाकर गपशप करना अच्छा है ।
19. जब कक्षा में शिक्षक पढ़ा रहे होते हैं तब मैं कहानी, उपन्यास और कॉमि पढ़ना अथवा कार्टून बनाना पसंद करता हूँ ।

20. मुझे स्कूल जाना अच्छा नहीं लगता और मैं उसे जल्दी छोड़ देना चाहता हूँ ।
21. यदि मुझे विद्यालय में कुछ अतिरिक्त कालखण्ड के लिए रुकना पड़े तो यह बात मुझे बहुत परेशान करती है ।
22. मैं विद्यालय में पढ़ना चाहता हूँ क्योंकि वहाँ जीवन को आनंदपूर्वक बिताने के बहुत अधिक मौके हैं ।
23. मैं सोचता हूँ कि पढ़ाई के साथ-साथ खेलकूद तथा अन्य गतिविधियाँ चल सकती हैं ।
24. मैं मानता हूँ कि मेरी वर्तमान पढ़ाई भावी जीवन को सफल बनाने में सहायक होगा ।
25. यदि मुझे अपने हस्तन्द के क्षेत्रों में भाग लेने का मौका न मिले तो मैं बहुत अधिक निराश हो जाता हूँ ।
26. मेकक्षा में नियमित रूप से नोट्स बनाता हूँ तथा गृहकार्य भी पूर्ण करता हूँ।
27. मैं साल भर पढ़ाई करते हुए सावधानी से ऐसी योजना बनाता हूँ कि मुझे सभी विषयों की परीक्षाओं में अच्छे अंक प्राप्त हों ।
28. मैं पहले काम करने और फिर खेलने में विश्वास रखता हूँ ।
29. अगले दिन कक्षा में होने वाली पढ़ाई के लिए मैं घर पर अच्छी तैयारी करता हूँ ।
30. मैं पुस्तक में बिन ग्राफ चार्ट्स इत्यादि के उत्तर जाने बिना आगे बढ़ने के स्थान पर प्रश्न करना पसंद करता हूँ ।
31. मैं सोचता हूँ कि मेरे शिक्षक अपने कार्य में योग्य हैं ।
32. मुझे कक्षा में परेशानियाँ खड़ी करके शिक्षक को तंग करना अच्छा लगता है ।
33. मैं बहुत अधिक प्रयत्न करता हूँ कि मेरे शिक्षक मेरे कार्य से प्रसन्न हों न कि चापलूसी करने से ।
34. मेरे मित्र मुझे मंदबुद्धि वाला और कमजोर समझते हैं ।
35. यह सच है कि मेरे शिक्षक मुझे लगनशील तथा मेहनती छात्र समझते हैं ।
36. यदि अभिभावक, शिक्षक एवं मित्र मेरी आलोचना करते हैं तो मुझे दुःख होता है और मैं अपनी कमजोरियों को सुधारने की कोशिश करता हूँ ।
37. मेरे अभिभावक मुझे सलाह देते हैं कि जीवन को आराम से बितारें तथा पढ़ाई और भविष्य के लिए बहुतअधिक चिंता करने की जरूरत नहीं है ।
38. बहुतअधिक आलोचना के बाद भी मैं अपने कार्य को आगे बढ़ाना चाहता हूँ ।

39. मैं जीवन के बारे में सोचता हूँ कि यह एक बौद्धिक चुनौती है ।
40. मुझे समूह टीम, कक्षा एक समिति की गतिविधियों को आयोजित करने में रुचि है ।
41. मैं यह कोशिश करता हूँ कि मेरी पसंद के क्षेत्र के बड़े लोगों से मेरा संबंध बने ।
42. मैं अपने खाली समय में कुछ साहसिक कार्य करना पसंद करता हूँ ।
43. मेरी इच्छा है कि मैं किसी परीक्षक का आपरेशन होते देखूँ
44. मैं नाटक में भाग लेना पसंद करता हूँ ।
45. मैं सोचता हूँ कि छात्रों के लिए गायन और नृत्य अच्छे शौक हैं ।
46. मेरी यह तीव्र इच्छा है कि मैं किसी भी खेल में विजयी होऊँ ।
47. मैंने अपनी शाला की खेलकूद टीम में शामिल होने का प्रयास किया है ताकि अन्य राज्यों एवं देशों में अपनी टीम भाग ले सकें ।
48. मेरा विश्वास है कि खेलों से नेतृत्व और अनुशासन का विकास होता है ।
49. उँधी छलांग लगाना एवं पर्वतारोहण एक स्वागत योग्य को मैं चुनौती के रूप में स्वीकार करता हूँ।
50. मैं छुट्टी के दिन घर पर खाली बैठने के बजाय साईकिल चलाना, तैरना या नौकाविहार पर जाना पसंद करता/करती हूँ ।

व्यक्तिगत बायोडेटा

01/12

1. छात्र का नाम - - कुं समसीदा बेगम - - - -
2. शाला का नाम पूर्व मा० शा० चन्दनियों - - - -
3. कक्षा - - आठवीं 8 - - - -
4. पिता जी का व्यवसाय - - लकड़ी का काम बटुई - - - -
5. मासिक आय - - - - - - - -
6. पिताजी की शिक्षा - - - - 5 वी - - - -
7. माँ यदि कोई काम करती है - - - - - - - -
8. माँ का शिक्षा स्तर - - - - - - - -
9. भाई बहिन की संख्या - - - - 3 - - - -
भाई - दो - - - - - - - -
बहिन - एक - - - - - - - -
10. छात्र को यदि घर का कोई काम करना पड़ता है - - घर के काम में हाथ बटुते हैं - - - -

ANSWER / RESPONSE SHEET

10135 / 123

DEO-MOHAN : ACHIEVEMENT MOTIVATION (n-ach) SCALE [DMAMS]

fill in the following particulars :-

Name: समसीदा बेगम

Age: 12

Sex: F

School/College: पूर्व माध्यमिक शां चन्द्रापीठ

Class: 8

Roll No.: 13

Residence:

Date: 13-12-9

Always हमेशा	Fre- quently बारम्बार	Some times कभी कभी	Rarely दुर्लभ	Never कभी ही	Item No.	Always हमेशा	Fre- quently बारम्बार	Some times कभी कभी	Rarely दुर्लभ
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27	<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28	<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29	<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	33	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35	<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4	37	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	38	<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4	39	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	41	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4	42	<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4	43	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4	44	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	45	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4	46	<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	47	<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	50	<input checked="" type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Positive Score — 104

Total Negative Score — 41

Total Score —