

**PERCEPTIONS OF SOCIAL
PROBLEMS AND
ASPIRATIONS OF SWEDISH
IRON RANGE YOUTH**

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IRON RANGE YOUTH**

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HIGHLIGHTS OF FINDINGS

1. 327 students from Malmberget and Kiruna responded to the survey.
2. 89.0% of the students' fathers and 85.4% of the students' mothers are employed outside of the home.
3. When asked if their community was better off economically today than two years ago, 23.2% of the respondents feel their community is better off, 13.4% consider their economy worse off, and 63.4% feel it is the same today as it was two years ago.
4. Alcohol and drug abuse is clearly the most important community social problem identified by the students.
5. Approximately one third of the students intend on leaving the Swedish Iron Range area while another third plan on staying in the region.
6. 37.5% of the students plan to attend college and 56.5% plan on attending some form of vo-tech training school.
7. 8.0% of the students feel the Iron Range economy will negatively affect their chance of getting an education for their desired career.
8. Most students had the personal goal of either financial security or employment, marriage, and happiness.
9. "Having a happy family is more important than earning a lot of money." was the most agreed with statement (87.4%).
10. "Supporting the family financially is primarily the father's job." was the most disagreed with statement (78.5%).

INTRODUCTION:

The purpose of this research is to explore the perceptions of Swedish Iron Range Youth regarding: 1) the social impacts of economic conditions, 2) personal plans and aspirations, and 3) social problems confronting their community. Before elaborating on this purpose, a brief background about recent development on the Swedish Iron Range is necessary.

Iron ore was located in Norrbotten, the most northern region of Sweden, in 1644. It was not until the end of the 19th century that a combination of technological and financial backing made it possible for large scale mining. This combination of technology and financial backing made possible the development of iron ore rail shipment to the Swedish port of Lulea (1899) and Narvik, Norway (1902).

From the Iron mining industry in Norrbotten, the Swedish Iron Range was established (Brunnstrom, 1981). The communities of Kiruna and Gällivare/Malmberget (see map) grew first as boom towns, but by 1920 they were modern towns with health and education services for their residents. The history of Kiruna and Gällivare/Malmberget may be charted by considering the fluctuations in the demand for iron ore. In comparison, there were periods when the work week was only two days (1930s); whereas there was a great demand for workers after World War II. In 1957, the company running mining operations in Norrbotten, LKAB, sold all its shares to the Swedish State. The interests of LKAB have, to a larger extent, been the interests of local authorities until 1975 when LKAB did not support development of economic diversification for the region (Liljenas, 1986).

The town of Gallivare/Malmberget has experienced a population out migration since 1960, with the population decline in Kiruna beginning in 1975 as shown in Figure One (Liljenas, p.35, 1986). Between the years 1977 and 1983, the number of iron mining employees of LKAB declined by 55% (Liljenas, p.34, 1986).

METHODS:

Survey data were gathered at two Swedish Iron Range schools in May of 1989, one year after an identical student survey was done on Minnesota's Iron Range (Laudergan, 1988). The Minnesota questionnaire, translated into Swedish, was distributed to students in gymnasieskolan (high schools) classes in Gallivare/Malmberget¹ and Kiruna and completed during class time. There was no random sampling, this was a purposive sample where the researchers identified classes and selected classes from the theoretical and vocational study tracks. This procedure permitted distribution in classrooms and coverage of the two tracks, as well as the subject area specialties within the tracks.

Questions about the respondent's family situation, aspirations, and community social problems constituted the first two thirds of the questionnaire, with the last third consisting of responses to statements about family, education, and the economy. The twenty-five statements were responded to on a scale of strongly agree, agree, no opinion, disagree, and strongly disagree. Thirteen of the statements were taken from the Rundquist-Sletto Minnesota Survey of Opinions developed in the first half of the 1930s (Miller, pp. 151-172, 1964). The remaining statements were modifications of items in the Minnesota Survey of

¹Because the school serving Gallivare/Malmberget is located in Malmberget, the total community will be referred to as Malmberget.

Opinions or were new but influenced by those items.

A total of 529 questionnaires were distributed and 328 useable questionnaires were returned representing an overall response rate of 62 percent. The two Swedish schools have a total student population of 2,050 with Gallivare/Malmberget's high school population at 900 students (43.9 percent) and Kiruna's at 1,150 students (56.1 percent). Kiruna had the largest proportion of the 328 questionnaires returned (59.3 percent) and Gallivare/Malmberget's students accounted for 40.7 percent. Relative to school size, both schools are represented in proportion to their size.

The Swedish translation of the questionnaire was pretested in a gymnasieskolan classroom in Umeå, Sweden, to assure that the question format was understandable to Swedish students. After the data gathering, all open-ended questions were translated back to English and then categorized for data entry. Considerable caution was exercised to prevent any biasing due to language differences.

BACKGROUND CHARACTERISTICS OF THE RESPONDENTS

A total of 328 surveys were completed from the two schools, Malmberget and Kiruna. Slightly less than half, 147 (45.0%), of the surveys were completed by males, while 181 (55.0%) were completed by females. The respondents ranged in age from 16 to 19, with 51.4% being in the 16 to 17 year old range and 48.6% being in the 18 to 19 year old range. One hundred ninety four (59.3%) of the respondents were from Kiruna; the remaining 133 (40.7%) were from Malmberget.

To get an indication of family unit, the respondents were asked household composition.

As shown in Table One, a total of 15.7% (51 families) consist of either one or two members, 77.2% (251 families) three to five members, and 7.0% (23 families) six to nine members. The average number of family members is 4. The percentage of families with no fathers in the household is 11.3% (37 families) and with no mothers 22.3% (77 families) as shown in Table Two. When asked if respondents have sisters, 56.0% stated they have no sister, 31.5% have one sister, and 12.5% have two to four sisters. When asked if respondents have brothers, 55.4% have no brothers, 35.2% have one brother, and 9.5% have two to six brothers. Concerning other relatives, 96.0% have no relatives living with them, and 4.0% have one to five relatives living with them. Household members other than kin were reported by 9.5% of the respondents with household composition by school shown in Table 3.

The number of years of education attained by respondents' father was asked, 16.5% reported that their father has no education, 7.9% of the fathers have high school/lower secondary, 4.5% have high school, 30.6% have vocational/technical, .8% have some university, 2.9% have attended a teacher's college, and 10.7% have a university education (Table 4).

Fathers' occupation is divided into nine different categories (Table 5). The highest percentage of workers, (29.3%), are classified as carpenter/craft worker positions, 28.3% are machine operator\laborer positions, 11.0% are director\manager positions, 9.2% have social worker\teacher positions, 7.4% are retired\disabled\unemployed, 5.7% have computer\engineer positions, 3.5% have forestry\agriculture positions, and 2.1% have professional positions. Most fathers (89.0%) are employed outside the home as shown in Table 6. For

those respondent's families whose father is not employed (Table 7), 97% of the fathers are unemployed and 3% are disabled or retired. Of those respondents whose father is employed outside the home (Table 8), 20% are employed full-time, 26.7% are employed part-time, and 53.3% have more than one job equaling full-time or more.

When asked how many years of education respondents' mothers had completed, 5.0% reported their mothers had less than a high school education, 13.5% had a high school education, 37.5% had gone through some vocational\technical schooling, 5.0% had some university education, 15.0% had gone through teacher's college\nurses training, and 4.0% were university graduates (Table 9). Mothers' occupation is broken down into fifteen different work categories as shown in Table 10. The highest percentage of mothers' employed (22.6%) is in health service, 12.5% are employed in sales, 10.8% are employed in cleaning service areas, 10.1% are secretaries, 8.0% are teachers, 8.0% are employed in the food service area, 6.3% are employed as technical workers\production worker, 5.2% are employed in child care work, 4.2% are employed as administrators\ managers, 3.8% are classified as homemakers, 2.4% work in the social service area, 2.4% are classified as students, 2.1% are in other professional areas, 1.0% are agricultural workers, and .3% work as beauticians.

Mothers' employment status outside the home is relatively high with 85.4% of the mothers employed outside the home as reported in Table 11. For the 46 respondents whose mothers are not employed outside the home, 67.4% are classified as homemakers and 32.6% are unemployed (Table 12). Of the respondents whose mothers are employed outside the home, 46.8% are employed full-time, 10.6% are employed part-time, 19.1% have more than

one job equaling full-time or more, and 10.6% were not applicable (Table 13).

The total annual household income before taxes of respondents' families is reported in Table 14. Over half (61.4%) made over \$40,000, 16.6% made \$20,000 to \$40,000, and 19.2% made \$20,000 and under. With the closing of area mines over the past few years and seasonal high levels of employment, the question of how well the respondent's families are doing now compared to two years ago was asked (Table 15). A larger proportion (31.6%) feel they are better off financially than feel they are worse off financially (15.6%) and 52.8% feel they are the same today as they were two years ago.

Respondents who participated in the survey attended two secondary schools. Table 16 reports the residential location by school with 52.5% living in Kiruna, 18.1% living in Gallivare, 21.6% living in MalMBERGET, and 7.8% living in other towns. The number of years each respondent has lived in his or her community can influence a person's awareness of community conditions and problems. Table 17 shows that 9.8% of respondents have lived in their community up to five years, 5.7% from six to ten years, 10.4% from eleven to fourteen years, and 74.1% from sixteen to nineteen years.

The Swedish Iron Range economy has been largely dominated by production. With the recent economic problems in this industry, respondents were asked how well their community is doing economically compared to two years ago. Table 18 shows 23.2% of the respondents feel their community is better off, 13.4% consider their economy worse off, and 63.4% feel that it is the same today as it was two years ago.

Social problems confront every community but may be aggravated in troubled economic times. Respondents were asked to list the four most important social problems they thought

were confronting their community. These social problems identified by students are reported in Tables 19 - 22. The first listed most important social problem that received the highest percentage at 27.7%, is alcohol and drugs. The next most important social problem (25.7%) cited was unemployment. Some of the other most important social problems were housing (21.3%), crime (10.1%), youth problems (7.5%), and other economic and poor services (4.1%).

The second listed most important problem confronting the respondents' community is housing at 63.0%, followed by unemployment at 45.6%. Students need to find housing where their school is located if their families live too great a distance from the school, which explains the concern about housing.

The third listed most important social problem confronting the respondents community is alcohol and drug abuse again, this time at 32.7%. The remaining third most important social problem concerns are housing (12.3%), crime (11.7%), poor services (11.1%), unemployment (10.5%), youth problems (9.3%), other economic problems (9.3%), and family problems, poor communication, and refugees (3.1%).

The fourth listed most important social problem confronting the respondents' community is unemployment at 21.0%. The remaining fourth most important social problem concerns are alcohol and drug abuse (17.0%), youth problems (17.0%), crime (15.0%), housing (14.0%), other economic factors (6.0%), poor services (6.0%), and family problems, poor communication, and refugees (6.0%). It is clear from student identification of social problems that alcohol and drug abuse is a major community problem on Sweden's Iron Range.

Typically, families will remain in the same area from generation to generation. Respondents were asked how many generations of their family have lived on the Iron Range. Table 23 shows 5.7% first generation, 70.6% had one to three family generations, 20.9% had four to six family generations, .9% had seven family generations, .5% had nine family generations, .9% had ten family generations, and .5% had twenty family generations who had lived on the Iron Range.

STUDENT RESPONDENT PLANS AND ASPIRATIONS

Students were asked to identify the age at which they would most likely marry. Table 24 reports that .3% plan to marry by the age of 19, 72.2% between the ages of 20 and 29, 13.5% plan to marry between the ages of 30 and 34, 3.8% plan to marry at the age of 35 or over, and 10.1% had no plans to marry. The number of children the students anticipate having when married is shown on Table 25: 67.7% plan on having one or two children, 25.8% plan on having three or four children, 2.0% plan on having five or six children, and 4.4% of the students do no plan on having any children.

It is evident throughout many of the rural and small city locations in Sweden that when children grow up and graduate from high school, they often leave their home community. This out migration is accelerated if there are limited job opportunities. The respondents were asked their intentions about living on the Swedish Iron Range area after completing their education. A third (31.0%) do not intend to stay in the area in which they grew up; another third (34.1%) had intentions of staying in the area; and a similar percentage (35.0%) are undecided on whether or not to stay in the area (Table 26).

Education plays such a major role in whether or not a person finds a job and is economically successful that none of the students planned to drop out of high school. Recognizing that some form of degree or license will help in finding employment, 37.5% plan on attending college after high school and 56.5% plan on attending some form of vo-tech training school. Only 6.0% plan on going into the work force after high school (Table 27). Management, engineering, and teaching professions are the most preferred future occupations identified by the students (Table 28).

Parents can often be very influential in guiding their children's goals. Most students (76.8%) have talked with their parents about their career aspirations, while a smaller portion (23.2%) have not spoken to their parents about their future careers (Table 29). What did parents tell their children if they talked about future careers? Eighty-four percent of the parents told their children to "go for it," 2.4% said to "work hard," and 1.6% encouraged their children to attend college (Table 30).

Economics can often influence future life chances. Economic factors are seen to have an influence on some Swedish Iron Range youth: 64.0% feel the economy in their area has had no effect on their chance of getting the education they need for the kind of job they want in the future, 28.0% feel the economy will have had some negative effect on getting the education needed for their career, and 8.0% feel the economic situation will have a negative effect on getting the education needed for the kind of job they want in the future (Table 31).

Of the students believing the economy has affected their chance for getting the education needed for the kind of job they want in the future, 6.2% feel the economy has put extra

financial hardship upon them, 6.8% feel they must leave the Swedish Iron Range for better employment opportunities, 43.5% feel the economy has forced them to attend a technical college rather than a four year university, and 13.6% do not know how the economy will affect them (Table 32).

Entrepreneurship, the dream of owning a business, was identified as a goal by 33.4% of the survey respondents. As seen in Table 33, these students are seriously thinking of starting a new business, either alone or with someone else. Nonretail business (38.1%) is favored over retail businesses (26.8%), with the following choices identified: sporting goods, military school, construction, accounting firm, auto shop, car dealership, music store, resort, modeling/travel, racing, agricultural business, music band, bookstore, bar/nightclub, clinic, or some other unspecified business. The other 35.1% were undecided on what type of business to start (Table 34).

Students were asked to comment on their personal goals and what they would like their life to be like ten years from now. Responses were categorized as summarized in Table 35. The top personal goal at 23.3% was financial security. Not far behind at 21.6% was employment, marriage, and happiness. At 14.8% was world travel, education, and career, which was followed by successful, healthy, and happy at 10.3%. The remaining six categories range from 9.3% to 3.8%. These six categories include having a specific job, taking life as it comes, being employed, environment conservation and peace, and going to college.

OPINION AND RATINGS OF IRON RANGE STUDENTS

The percentage of attitudes expressed by the categories "agree," "no opinion," and "disagree" are shown in Table 36. For convenience, the opinions "strongly agree" and "strongly disagree" are combined with "agree" and "disagree" respectively. The Swedish Iron Range survey found strongest agreement with the statement, "Having a happy family is more important than earning a lot of money." (87.4%). The second highest ranked statement is "Any person with ability and willingness to work hard has a good chance of being successful." (82.4%). Third most agreed upon is "Parents usually treat children fairly and sensibly." (79.0%). The fourth, fifth, sixth, and seventh most agreed upon statements are, respectively: "A person should strike in order to secure greater returns for labor." (77.2%); "Savings spent on education after high school are wisely invested." (71.1%); "Poverty is chiefly the result of injustice in the distribution of wealth." (69.3%); and "Most jobs require more education than is necessary to do the jobs well." (69.3%). "Most people can earn a comfortable living on the Iron Range in the 1980s." (68.5%) ranks eighth, and "A high school education is worth all the time and effort it requires." (62.2%) ranks ninth. "It is important to be well established before getting married." (60.5%); "The government ought to guarantee a living for those who cannot find work." (56.4%); and "Alcoholism is a serious problem affecting families on the Iron Range." (55.1%) are ranked tenth, eleventh, and twelfth respectively.

Six statements are disagreed with in the study by the student respondents. The statement with the strongest disagreement is "Supporting the family financially is primarily the father's job." (78.5%). The next three most disagreed with statements are: "Most people can be trusted." (71.4%). "Success depends more on luck than on real ability." (53.5%) and

"Mothers should not work outside the home if they have very young children." There were three statements in which no opinion appeared to be the greatest response. The strongest no opinion is "Little progress can be made in the solution of social problems without sweeping economic changes." (48.3%); the second strongest no opinion is "Nuclear war is not likely to happen in my lifetime." (45.3%); and the third strongest no opinion is "The economic system is working well." (36.2%).

CONCLUSION:

The results of the survey of students from two Swedish Iron Range schools have been descriptively reported in the preceding pages. Two other locations, one in Minnesota (Duluth) and one in Sweden (Umeå), have also been surveyed using the questionnaire that was used both on the Minnesota Iron Range and the Swedish Iron Range. The survey findings for each of these locations will be presented using the descriptive format used in this report.

It is the longer range purpose to use the results of each of the four surveys for the purpose of comparative analysis. The Minnesota Iron Range and the Swedish Iron Range survey findings have been reported elsewhere (Laudergan, 1990A and Laudergan 1990B). The two urban regional service centers, Duluth, Minnesota, USA and Umeå, Sweden will be considered in the next comparative analysis.

Sweden has had the assurance of economic security from their government, whereas this assurance has not been part of the U.S. economic expectation. Collective versus individualistic orientation, world awareness, environmental concern, and life goals are areas where there appear to be some U.S. and Swedish differences according to the data from the

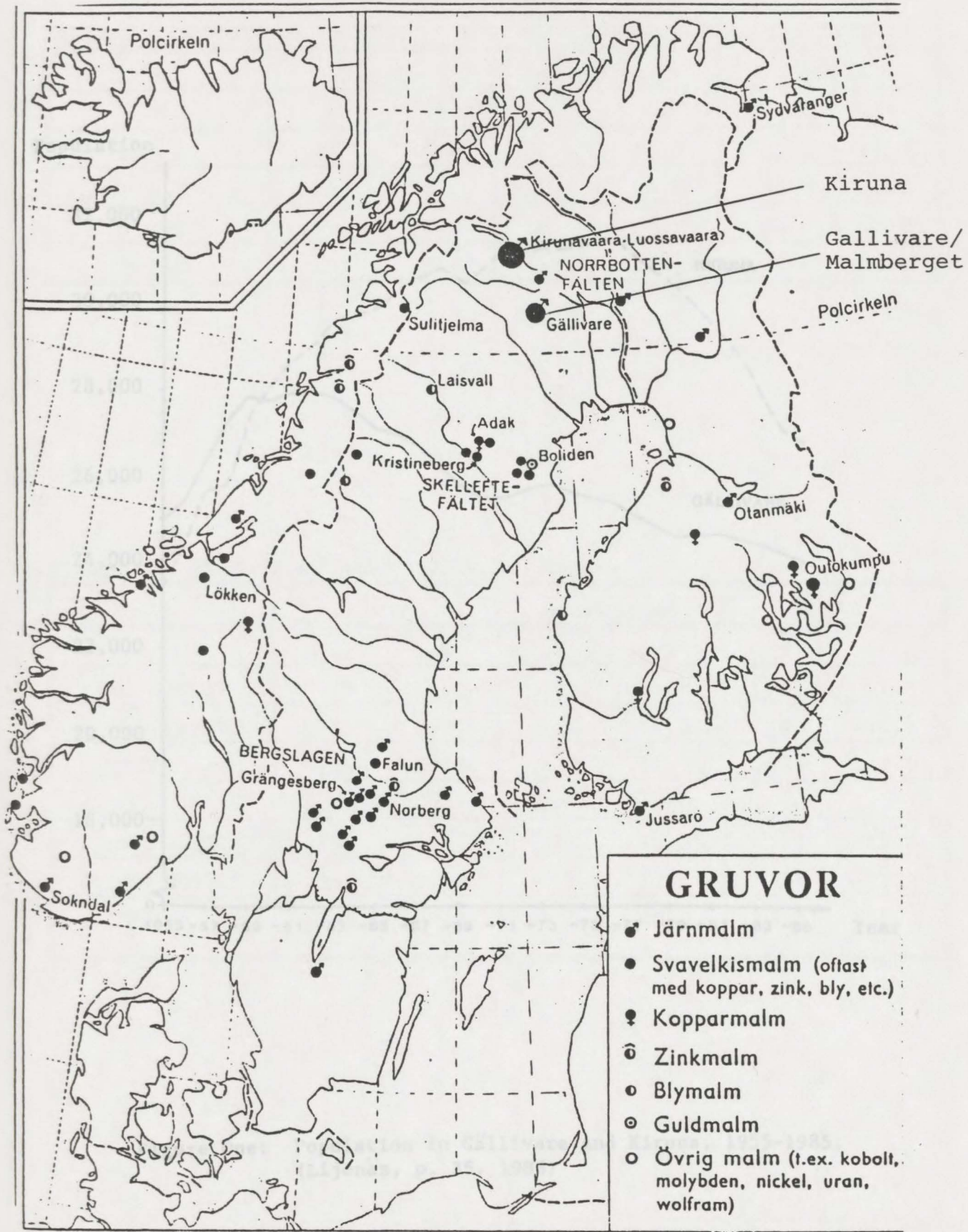
two iron ranges. Are the same differences found for the two urban centers? What are the differences between the urban center and the iron mining areas of the two countries? These and other questions will be examined in future analysis of these survey data.

One other objective of these studies is giving university undergraduate students the opportunity to work with social research. Students were involved with the original questionnaire construction, with data coding, and with computer analysis. Students have assisted in table construction and report preparation. The majority of the students who have participated in working with the student surveys have been majors in sociology, criminology, and urban and regional studies at the University of Minnesota, Duluth. These students have studied research methods for the equivalent of a full academic year and their involvement with the survey has given them an opportunity to apply some of their social research skills and acquire new skills.

More research is needed. How often that seems to be the conclusion reached in a research study. A new round of data gathering from the four locations is not anticipated, but some of the changes in Sweden following the change in Swedish government could have a major impact on the attitudes and aspirations of Swedish youth. Similarly, the U.S. is experiencing major economic change and many governmental services are being curtailed. To the extent that the surveys represent a cross sectional data base from similar regions in two countries, they appear to be unique, with no counterpart in the research literature. Perhaps these studies will provide a basis for future investigations of U.S. and Swedish youth?

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Polcirkeln

Sydvåfanger

Kiruna

Gällivare/
Malmberget

Kirunaåvaara-Luossavaara
NORRBOTTEN-
FALTEN

Polcirkeln

Sulitjelma

Gällivare

Laisvall

Adak

Kristineberg

Boliden

SKELLEFTE-
FALTET

Otanmäki

Oulokumpu

Lökken

BERGSLAGEN

Falun

Grängesberg

Norberg

Jussaro

Sokndal

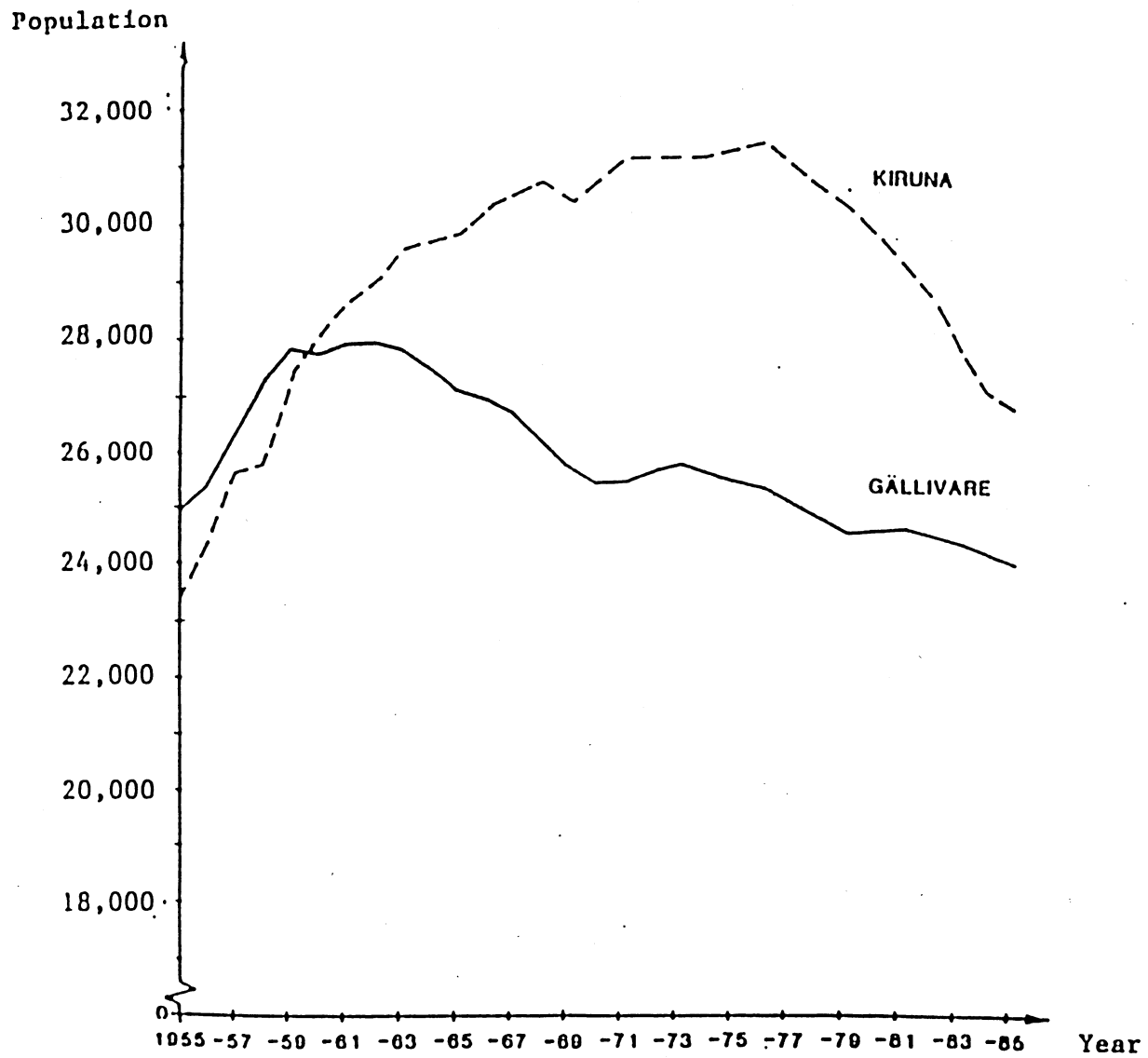


Figure One: Population in Gällivare and Kiruna, 1955-1985.
(Lijenäs, p. 35, 1986)

Table 1. NUMBER OF PEOPLE IN THE RESPONDENT'S FAMILY BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
1 - 2	29	15.0	22	16.7	51	15.7
3 - 5	147	76.2	104	78.8	251	77.2
6 - 9	17	8.8	6	4.6	23	7.0
TOTAL	193	59.4	132	40.6	325	100.0

TABLE 2. PARENTS OF RESPONDENT BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
NO FATHER	19	10.0	18	13.5	37	11.3
ONE FATHER	175	90.0	115	86.5	290	88.7
TOTAL	194	59.3	133	40.7	327	100.0

NO MOTHER	38	19.6	35	26.3	73	22.3
ONE MOTHER	156	80.4	98	73.7	254	77.7
TOTAL	194	59.3	133	40.7	327	100.0

TABLE 3. RESPONDENT HOUSEHOLD COMPOSITION BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
NO SISTER	100	51.6	83	62.4	183	56.0
ONE SISTER	65	33.5	38	28.6	103	31.5
TWO TO FOUR SISTERS	29	14.9	12	9.0	41	12.5
TOTAL	194	59.3	133	40.7	327	100.0
NO BROTHER	107	55.2	74	55.6	181	55.4
ONE BROTHER	66	34.0	49	36.8	115	35.2
TWO TO SIX BROTHERS	21	10.8	10	7.5	31	9.5
TOTAL	194	59.3	133	40.7	327	100.1
NO RELATIVE	185	95.4	129	97.0	314	96.0
ONE TO FIVE RELATIVES	9	4.6	4	3.0	13	4.0
TOTAL	194	59.3	133	40.7	327	100.0
NONE	171	88.1	125	94.0	296	90.5
ONE OR TWO OTHERS	23	11.9	8	6.0	31	9.5
TOTAL	194	59.3	133	40.7	327	100.0

TABLE 4. YEARS OF EDUCATION OF RESPONDENT'S FATHER BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
NONE	19	12.8	21	22.6	40	16.5
HIGH SCHOOL LOWER SECONDARY	12	8.1	7	7.5	19	7.9
HIGH SCHOOL	3	2.0	8	8.6	11	4.5
VOCATIONAL/ TECHNICAL	49	32.9	25	26.9	74	30.6
SOME UNIVERSITY	2	1.3			2	.8
TEACHER'S COLLEGE	2	1.3	5	5.4	7	2.9
UNIVERSITY	15	10.1	11	11.8	26	10.7
DON'T KNOW / NO IDEA	47	31.5	16	17.2	63	26.0
TOTAL	149	61.6	93	38.4	242	100.0

TABLE 5. OCCUPATION OF THE RESPONDENT'S FATHER BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
COMPUTER ENGINEER	10	6.0	6	5.2	16	5.7
SOCIAL WORKER TEACHER	12	7.1	14	12.2	26	9.2
MACHINE OPERATOR/ LABORER	52	31.0	28	24.3	80	28.3
CARPENTER, CRAFT WORKER	48	28.6	35	30.4	83	29.3
RETIRED, DISABLED, UNEMPLOYED	12	7.1	9	7.8	21	7.4
SALESPERSON	5	3.0	5	4.3	10	3.5
DIRECTOR, MANAGER	18	10.7	13	11.3	31	11.0
PROFESSIONAL	4	2.4	2	1.7	6	2.1
FORESTRY/ AGRICULTURE	7	4.2	3	2.6	10	3.5
TOTAL	168	59.4	115	40.6	283	100.0

TABLE 6. RESPONDENT'S FATHER EMPLOYED OUTSIDE THE HOME BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
YES	162	88.0	114	90.5	276	89.0
NO	22	12.0	12	9.5	34	11.0
TOTAL	184	59.4	126	40.6	310	100.0

TABLE 7. FATHER'S JOB STATUS IF NOT EMPLOYED OUTSIDE BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
UNEMPLOYED	154	97.5	109	96.5	263	97.0
DISABLED RETIRED	4	2.5	4	3.5	8	3.0
TOTAL	158	58.3	113	41.7	271	100.0

TABLE 8. FATHER'S TYPE OF EMPLOYMENT OUTSIDE THE HOME BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
FULL-TIME	2	20.0	1	20.0	3	20.0
PART-TIME	2	20.0	2	40.0	4	26.7
MULTIPLE JOBS	6	60.0	2	40.0	8	53.3
TOTAL	10	66.7	5	33.3	15	100.0

TABLE 9. YEARS OF EDUCATION OF RESPONDENT'S MOTHER BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
HIGH SCHOOL LOWER SECONDARY	5	4.1	5	6.4	10	5.0
HIGH SCHOOL	18	14.8	9	11.5	27	13.5
VOCATIONAL/ TECHNICAL	44	36.1	31	39.7	75	37.5
SOME UNIVERSITY	2	1.6	8	10.3	10	5.0
TEACHERS COLLEGE/NURSES TRAINING	19	15.6	11	14.1	30	15.0
UNIVERSITY	5	4.1	3	3.8	8	4.0
DON'T KNOW/ NO IDEA	29	23.8	11	14.1	40	20.0
TOTAL	122	61.0	78	39.0	200	100.0

TABLE 10. OCCUPATION OF RESPONDENTS MOTHER

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
ADMINISTRATOR/ MANAGER	5	2.8	7	6.4	12	4.2
HEALTH SERVICE	39	21.9	26	23.9	65	22.6
BEAUTICIAN			1	100.0	1	.3
HOMEMAKER	9	5.1	2	1.8	11	3.8
CLEANING SERVICE	20	11.2	11	10.1	31	10.8
SECRETARY	22	12.4	7	6.4	29	10.1
SOCIAL SERVICE	2	1.1	5	4.6	7	2.4
TEACHER	11	6.2	12	11.0	23	8.0
FOOD SERVICE	15	8.4	8	7.3	23	8.0
SALES/CLERK	17	9.6	19	17.4	36	12.5
AGRICULTURAL WORKER	3	1.7			3	1.0
STUDENT	5	2.8	2	1.8	7	2.4
TECHNICAL WORKER/ PRODUCTION WORKER	14	7.9	4	3.7	18	6.3
CHILDCARE WORK	12	6.7	3	2.8	15	5.2
OTHER PROFESSIONAL	4	2.2	2	1.8	6	2.1
TOTAL	178	62.0	109	38.0	287	100.0

TABLE 11. RESPONDENT'S MOTHER EMPLOYED OUTSIDE THE HOME BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
YES	157	83.5	113	88.3	270	85.4
NO	31	16.5	15	11.7	46	14.6
TOTAL	188	59.5	128	40.5	316	100.0

TABLE 12. MOTHER'S JOB STATUS IF NOT EMPLOYED OUTSIDE BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
HOMEMAKER	106	68.8	74	65.5	180	67.4
UNEMPLOYED	48	31.2	39	34.5	87	32.6
TOTAL	154	57.7	113	42.3	267	100.0

TABLE 13. MOTHER'S TYPE OF EMPLOYMENT OUTSIDE THE HOME BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
FULL-TIME	17	51.5	5	35.7	22	46.8
PART-TIME	5	15.2			5	10.6
MULTIPLE JOB	5	15.2	4	12.8	9	19.1
NOT APPLICABLE	1	3.0	4	28.6	5	10.6
TOTAL	33	70.2	14	29.8	47	100.0

TABLE 14. TOTAL ANNUAL HOUSEHOLD INCOME OF RESPONDENT BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
UP TO \$20000	15	18.7	15	19.7	30	19.2
\$20000 TO \$40000	15	18.7	11	14.4	26	16.6
OVER \$40000	50	62.5	50	65.7	100	64.1
TOTAL	80	51.2	76	48.7	156	100.0

TABLE 15. PRESENT HOUSEHOLD FINANCIAL CONDITION BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
BETTER OFF FINANCIALLY	51	27.6	46	37.7	97	31.6
WORSE OFF FINANCIALLY	28	15.1	20	16.4	48	15.6
SAME	106	57.3	56	45.9	162	52.8
TOTAL	185	60.3	122	39.7	307	100.0

TABLE 16. TOWN OF RESPONDENT LIVE IN BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
KIRUNA	146	89.6	2	1.7	148	52.5
GALLIVARE	2	1.2	49	41.2	51	18.1
MALMBERGET			61	51.3	61	21.6
OTHER	15	9.2	7	5.9	22	7.8
TOTAL	163	57.8	119	42.2	282	100.0

TABLE 17. YEARS LIVING IN THE COMMUNITY BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
UP TO 5 YEARS	20	10.4	11	8.9	31	9.8
6 TO 10 YEARS	8	4.1	10	8.1	18	5.7
11 TO 16 YEARS	18	9.3	15	12.2	33	10.4
16 TO 19 YEARS	147	76.2	87	70.7	234	74.1
TOTAL	193	61.1	123	38.9	316	100.0

TABLE 18. PRESENT COMMUNITY CONDITION BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
BETTER OFF	53	29.3	18	14.4	71	23.2
WORSE OFF	22	12.2	19	15.2	41	13.4
SAME	106	58.6	88	70.4	194	63.4
TOTAL	181	59.2	125	40.8	306	100.0

TABLE 19. THE MOST IMPORTANT SOCIAL PROBLEM BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
UNEMPLOYMENT	53	35.8	16	13.3	69	25.7
ALCOHOL AND DRUGS	25	16.9	48	40.0	73	27.2
YOUTH PROBLEM	7	4.7	13	10.8	20	7.5
OTHER ECONOMIC	4	2.7	7	5.8	11	4.1
POOR SERVICES	6	4.1	5	4.2	11	4.1
CRIME	4	2.7	23	19.2	27	10.1
HOUSING	49	33.1	8	6.7	57	21.3
TOTAL	148	55.2	120	44.8	268	100.0

TABLE 20. THE SECOND IMPORTANT SOCIAL PROBLEM

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
UNEMPLOYMENT	29	46.0	13	44.8	42	45.6
HOUSING	34	53.9	16	55.1	50	63.0
TOTAL	63	68.4	29	31.5	92	100.0

TABLE 21. THE THIRD IMPORTANT SOCIAL PROBLEM BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
UNEMPLOYMENT	8	10.0	9	11.0	17	10.5
ALCOHOL & DRUGS	22	27.5	31	37.8	53	32.7
YOUTH PROBS.	8	10.0	7	8.5	15	9.3
OTHER ECONOMIC	13	16.3	2	2.4	15	9.3
POOR SERVICES	13	16.3	5	6.1	18	11.1
FAMILY PROBS, POOR COMMUNICATION & REFUGEES	5	6.3			5	3.1
CRIME	3	3.8	16	19.5	19	11.7
HOUSING	8	10.0	12	14.6	20	12.3
TOTAL	80	49.4	82	50.6	162	100.0

TABLE 22. THE FOURTH IMPORTANT SOCIAL PROBLEM BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
UNEMPLOYMENT	8	17.0	13	24.5	21	21.0
ALCOHOL & DRUGS	5	10.6	12	22.6	17	17.0
YOUTH PROBLEMS	11	23.4	6	11.3	17	17.0
OTHER ECONOMIC	2	4.3	4	7.5	6	6.0
POOR SERVICES	5	10.6	1	1.9	6	6.0
FAMILY PROBS., POOR COMMUNICATION, REFUGEES	4	8.5			4	4.0
CRIME	7	14.9	8	15.1	15	15.0
HOUSING	5	10.6	9	17.0	14	14.0
TOTAL	47	47.0	53	53.0	100	100.0

TABLE 23. RESPONDENT'S GENERATIONS LIVED ON THE AREA BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
0 GENER.	6	4.8	6	7.1	12	5.7
1 TO 3 GENER.	96	76.2	53	62.4	149	70.6
4 TO 6 GENER.	21	16.7	23	27.1	44	20.9
7 GENER.	1	.8	1	1.2	2	.9
9 GENER.			1	1.2	1	.5
10 GENER.	1	.8	1	1.2	2	.9
20 GENER.	1	.8			1	.5
TOTAL	126	59.7	85	40.3	211	100.0

TABLE 24. AGE RESPONDENT'S PLAN TO GET MARRIED BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
UNDER 20	1	.6			1	.3
20 - 29	117	70.9	91	74.0	208	72.2
30 - 34	25	15.2	14	11.4	39	13.5
35 OR OVER	6	3.6	5	4.1	11	3.8
NO PLANS	16	9.7	13	10.6	29	10.1
TOTAL	165	57.3	123	42.7	288	100.0

TABLE 25. NUMBER OF CHILDREN PREFERRED BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
1 - 2	99	68.3	69	67.0	168	67.7
3 - 4	38	26.2	26	25.2	64	25.8
5 - 6	4	2.8	1	1.0	5	2.0
NO CHILDREN	4	2.8	7	6.8	11	4.4
TOTAL	145	58.5	103	41.5	248	100.0

TABLE 26. INTENTION OF LIVING IN AREA BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
YES	65	34.0	35	26.5	100	31.0
NO	53	27.7	57	43.2	110	34.1
UNDECIDED	73	38.2	40	30.3	113	35.0
TOTAL	191	59.1	132	40.9	323	100.0

TABLE 27. EDUCATION PLANS BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
WORK	13	7.4	5	4.0	18	6.0
FOLK H.S. OR VOTECH TRAIN.	91	52.0	78	62.9	169	56.5
COLLEGE	71	40.6	41	33.1	112	37.5
TOTAL	175	58.5	124	41.5	299	100.0

TABLE 28. FUTURE OCCUPATION PREFERRED BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
COMM / ADMIN	13	7.5	12	11.1	25	8.9
MANAGEMENT	28	16.2	15	13.9	43	15.3
LAW ENFORCEMENT	5	2.9	3	2.8	8	2.8
TEACHER/CHILD CARE	31	17.9	2	1.9	33	11.7
CONSTRUCTION/TRUCK DRIVER	17	9.8	3	2.8	20	7.1
MECHANIC	8	4.6	9	8.3	17	6.0
MILITARY	1	.6	1	.9	2	.7
HEALTH PROFESSIONAL	2	1.2	8	7.4	10	3.6
ENGINEER	18	10.4	19	17.6	37	13.2
UNDECIDED	22	12.7	9	8.3	31	11.0
AGRICULTURAL	2	1.2	1	.9	3	1.1
PROFESSIONAL	9	5.2	14	13.0	23	8.2
PILOT	4	2.3	10	9.3	14	5.0
TOUR GUIDE	13	7.5	2	1.9	15	5.3
TOTAL	173	61.6	108	38.4	281	100.0

TABLE 29. TALK WITH PARENTS ABOUT CAREER BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
YES	143	76.5	102	77.3	245	76.8
NO	44	23.5	30	22.7	74	23.2
TOTAL	187	58.6	132	41.4	319	100.0

TABLE 30. PARENTS' ENCOURAGEMENT BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
GO FOR IT	10	6.9	12	12.5	22	9.2
DO WHAT YOU WANT	49	34.0	34	35.4	83	34.6
COLLEGE	60	41.7	34	35.4	91	37.9
WORK HARD	4	6.9	12	12.5	22	9.2
OTHER	21	14.6	17	17.7	38	15.8
TOTAL	144	60.0	96	40.0	240	100.0

TABLE 31. ECONOMICS EFFECT ON EDUCATION CHANCE BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
NO EFFECT	118	70.2	67	55.4	185	64.0
SOME EFFECT	37	22.0	44	36.4	81	28.0
MUCH EFFECT	13	7.7	10	8.3	23	8.0
TOTAL	168	58.1	121	41.9	289	100.0

TABLE 32. ECONOMIC CONDITION BY SCHOOL

	Kiruna		MalMBERGET		TOTAL	
	f	%	f	%	f	%
SCHOOL AVAIL.	43	40.6	34	47.9	77	43.5
MONEY HARDSHIP	4	3.8	7	9.9	11	6.2
LEAVE AREA	8	7.5	4	5.6	12	6.8
JOB OPPORTUNITY	13	12.3	8	11.3	21	11.9
DON'T KNOW	17	16.0	7	9.9	24	13.6
OTHER	14	13.2	8	11.3	22	12.4
NO EFFECT	7	6.6	3	4.2	10	5.6
TOTAL	106	59.9	71	40.1	177	100.0

TABLE 33. THINKING OF STARTING BUSINESS BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
YES	68	36.4	37	29.1	105	33.4
NO	119	63.6	90	70.9	209	66.6
TOTAL	187	59.6	127	40.4	314	100.0

TABLE 34. TYPE OF BUSINESS INTEREST BY STUDENTS BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
RETAIL	16	26.2	10	27.8	26	26.8
NON-RETAIL	22	36.1	15	41.7	37	38.1
UNDECIDED	23	37.7	11	30.6	34	35.1
TOTAL	61	62.9	36	37.1	97	100.0

TABLE 35. PERSONAL GOALS BY SCHOOL

	Kiruna		Malmberget		TOTAL	
	f	%	f	%	f	%
MAKING LOTS OF MONEY	6	3.3	6	5.4	12	4.1
EMPLOYED	10	5.6	3	2.7	13	4.5
FINANCIAL SECURITY	45	25.0	17	15.3	62	23.3
EMPLOYED, MARRIED, HAPPY	40	22.2	23	20.7	63	21.6
COLLEGE, EMPLOYED	6	3.3	5	4.5	11	3.8
SPECIFIC JOB	16	8.9	11	9.9	27	9.3
SUCCESSFUL, HEALTHY & HAPPY	14	7.8	16	14.4	30	10.3
WORLD TRAVEL, EDUCATION, CAREER	26	14.4	17	15.3	43	14.8
ENVIRONMENT, PEACE	4	2.2	9	8.1	13	4.5
"IT WILL GO AS IT GOES"	13	7.2	4	3.6	17	5.8
TOTAL	180	61.9	111	38.1	291	100.0



Vi - en grupp forskare från ett universitet i Minnesota, USA, och universitetet i Umeå - vill med hjälp av det här frågeformuläret få veta lite om dig och om hur Du ser på livet i Din hemort och vad Du har för framtidsplaner.

Ungdomar som bor i gruvdistriktet i Minnesota har besvarat ett frågeformulär med samma frågor. Vi kommer att jämföra resultaten från Minnesota och från Malmfälten i Norrbotten.

Du kan självklart välja att inte delta i vår undersökning men vi blir mycket glada om Du besvarar våra frågor.

Ditt namn ska inte skrivas på frågeformuläret. Resultatet av undersökningen ska redovisas på ett sådant sätt att det inte går att urskilja Dina eller någon annan deltagares individuella svar.

Markera Dina svarsalternativ med ett x eller genom att själv skriva de svar som efterfrågas.

Om Du vill kommentera några frågor kan Du göra det på ett löst blad. Ange då noga vilken fråga Du avser.

Tack för Din medverkan!

Kerstin Hägg
Kerstin Hägg

J Clark Laundergan
J Clark Laundergan

1. Är du flicka eller pojke?

- flicka
- pojke

2. Hur gammal är du?

.....år

3. Vad heter din skola?

.....

4. Vilken linje och årskurs går du nu?

.....

5. Hur många personer, dig själv inräknad, ingår i ditt hushåll?

.....personer

6. Ange vilken relation de andra medlemmarna i familjen har till dig genom att markera med kryss. Ange också antal.

		Antal
<input type="checkbox"/> Mamma	<input type="checkbox"/> Syster
<input type="checkbox"/> Pappa	<input type="checkbox"/> Bror
	<input type="checkbox"/> Släktingar
	<input type="checkbox"/> Andra

Kommentar:

7. Vilken utbildning har din pappa utöver folkskola/grundskola?

.....

8. Vilket yrke har din pappa?

.....

9. Arbetar din pappa utanför hemmet?

- Ja
- Nej

Om ja, arbetar han heltid
 deltid

Om nej, han är hemmaman studerande
 arbetslös pensionär
 sjuk eller handikappad

10. Vilken utbildning har din mamma utöver folkskola/grundskola?

.....

11. Vilket yrke har din mamma?

.....

12. Arbetar din mamma utanför hemmet?

Ja
 Nej

Om ja, hon arbetar heltid
 deltid

Om nej, hon är hemmafru studerande
 arbetslös pensionär
 sjuk eller handikappad

13. Vad är (eller tror du är) den totala årsinkomsten för ert hushåll före skatt?

.....kronor

14. Om du jämför med för två år sedan, hur tycker du att ert hushåll har det nu ekonomiskt?

bättre
 sämre
 likadant

15. Var bor du?

.....

16. Hur länge har du bott i det samhället?

.....år

17. Om du jämför med hur det var för två år sedan hur tycker du att den ekonomiska situationen är idag på din bostadsort?

- bättre
- sämre
- likadan

18. Vilka är de fyra största sociala problemen på den ort du bor? Rangordna dina svar!

- 1
- 2
- 3
- 4

19. Hur många generationer har din familj bott i Malmfälten?

.....generationer

20. Vid vilken ålder tror du att du kommer att gifta dig?

- under 20
- 20-24
- 25-29
- 30-34
- 35 eller äldre
- aldrig

21. Hur många barn vill du ha?

.....barn

22. Vill du försöka bo kvar i Malmfälten när du avslutat din utbildning?

- Ja
- Nej
- Vet ej

23. Vilka är dina framtidsplaner?

- Gymnasieutbildning
- Fortsatt yrkesutbildning
- Högskoleutbildning
- Annat

Om annat - vad?

.....

24. Vilket yrke skulle du helst vilja ha?

.....

25. Har du talat med dina föräldrar om dina yrkesplaner?

- Ja
- Nej

26. Om ja, vad hade dina föräldrar för synpunkter och vad uppmuntrar dom dig att göra?

.....
.....

27. Har den ekonomiska situationen i Malmfälten påverkat dina möjligheter att få den utbildning och det arbete du vill ha för att förverkliga dina framtidsplaner?

- Ingen effekt
- Viss effekt
- Stor effekt

Var snäll och förklara!

.....
.....

28. Har du några planer på att starta eget ensam eller tillsammans med någon annan?

- Ja
- Nej

29. Om Ja på fråga 28, vilka planer har du?

.....
.....
.....

Ta ställning till följande påståenden genom att kryssa för det svarsalternativ som passar dig bäst.

- 1 innebär att du verkligen delar den åsikt som uttrycks.
5 att du verkligen inte håller med.

Du får bara välja ett alternativ för varje påstående.

	Ja, absolut	Kanske	Vet ej	Kanske inte	Nej, absolut inte
1. Det är viktigt att vara ordentligt etablerad i ett arbete innan man gifter sig	1	2	3	4	5
2. Fattigdom beror mest på att rikedomar fördelas orättvist	1	2	3	4	5
3. Ju mera utbildning en person har desto mera kan hon/han få ut av livet	1	2	3	4	5
4. Föräldrar förväntar sig alltför mycket av sina barn	1	2	3	4	5
5. Framtiden verkar osäker	1	2	3	4	5
6. Alkoholmissbruk är ett allvarligt problem som påverkar många familjer i Malmfälten	1	2	3	4	5
7. Mammor borde inte arbeta utanför hemmet när de har små barn	1	2	3	4	5

	Ja, absolut	Kanske	Vet ej	Kanske inte	Nej, absolut inte
8. Det ekonomiska systemet fungerar bra	1	2	3	4	5
9. Föreställningar om familjelycka är ofta överdrivna	1	2	3	4	5
10. Framgång beror mera på tur än verklig förmåga	1	2	3	4	5
11. Regeringen borde garantera den som inte kan få jobb en hyfsad inkomst	1	2	3	4	5
12. Att satsa pengar på en utbildning efter gymnasieskolan är en klok investering	1	2	3	4	5
13. Man kan lita på nästan alla människor	1	2	3	4	5
14. Det är rätt att strejka för att få bättre ersättning för det jobb man gör	1	2	3	4	5
15. De flesta kan tjäna tillräckligt för att leva bra här i Malmfälten	1	2	3	4	5
16. Föräldrar behandlar för det mesta sina barn rättvist och hyggligt	1	2	3	4	5

	Ja, absolut	Kanske	Vet ej	Kanske inte	Nej, absolut inte
17. För de flesta anställningar krävs mera utbildning än man behöver för att sköta jobbet	1	2	3	4	5
18. Att leva i en lycklig familj är viktigare än att tjäna en massa pengar	1	2	3	4	5
19. Det går inte att lösa sociala problem på ett bra sätt utan genomgripande sociala förändringar	1	2	3	4	5
20. Man kan planera sin framtid så att allt går bra på lång sikt	1	2	3	4	5
21. En gymnasieutbildning är värd all den tid och ansträngning som den kräver	1	2	3	4	5
22. Det är i första hand mannens uppgift att försörja familjen	1	2	3	4	5
23. Alla som har förmåga och vilja att arbeta hårt har stora möjligheter att bli framgångsrika	1	2	3	4	5
24. Familjebanden blir starkare när det är dåliga tider	1	2	3	4	5
25. Kärnvapenkrig kommer nog inte att bryta ut under min livstid	1	2	3	4	5