Citizens' Attitudes Toward Baraga and L'Anse Schools Sharing Resources and Consolidation in Two Community Attitude Surveys: A Five-Year Comparison

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CITIZENS' ATTITUDES TOWARD BARAGA AND L'ANSE SCHOOLS
SHARING RESOURCES AND CONSOLIDATION
IN TWO COMMUNITY ATTITUDE SURVEYS:
A FIVE-YEAR COMPARISON

by
Anni C. Gregor

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
June 1995
The focus of this study was to determine the relationship between respondents' data to six replicated education questions embedded in two community attitude surveys conducted in 1988 and 1993 in Baraga County, Michigan. The six questions were proposed to determine respondents' attitudes toward Baraga and L'Anse schools' sharing of educational curriculum, extracurricular activities, school calendars, staff, transportation, and consolidation of the two school districts. Demographic data in the two studies were cited to compare respondents' personal history and other demographic data between 1988 and 1993.

In the two studies, a total of 845 randomly selected subjects responded to six questions regarding two school districts' sharing of resources and consolidation. Analysis of the data of the 1988 and 1993 survey studies revealed no differences by respondents to the six education questions under investigation.

Demographic differences between the two surveys were noted in a disproportionate number of 1993 subjects who are employed full time, who are attending college, and those who have lived more than 10 years in Baraga County.
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Anni C. Gregor
# TABLE OF CONTENTS

ACKNOWLEDGMENTS .......................................................................... ii
LIST OF TABLES .......................................................................................... vi

CHAPTER

I. INTRODUCTION .......................................................................... 1
   Context of the Study .......................................................... 1
   Purpose of Study .............................................................. 4
   Research Questions ........................................................... 6
   Rationale and Limitations of Study .................................. 7
   Summary ............................................................................... 8

II. REVIEW OF RELATED LITERATURE ....................................... 10
   Historical Contexts .............................................................. 11
   Social and Political Contexts ............................................ 13
   Community Administered Surveys .................................. 15
   Summary ............................................................................... 18

III. RESEARCH DESIGN AND METHODOLOGY ......................... 19
   Subjects ................................................................................ 20
   Instrumentation ................................................................... 21
   Procedures ........................................................................... 22
   Analysis of Data .................................................................. 23
   Summary ............................................................................... 25

IV. ANALYSIS OF DATA .................................................................. 26
   Demographic Data of Subjects ........................................ 28
   Other Demographic Data .................................................. 31
Table of Contents--Continued

CHAPTER

1988 and 1993 Survey Data From Subjects' Responses to Six Education Questions ......................... 36

Question 1: Share Educational Curriculum .......... 37

Question 2: Share Extracurricular Activities .......... 37

Question 3: Share School Calendars ...................... 39

Question 4: Share Staff ............................................ 39

Question 5: Sharing Transportation ......................... 42

Question 6: Consolidation of Baraga and L'Anse Schools .............................................................. 42

Summary ............................................................................... 42

V. SUMMARY .................................................................................. 48

Discussion of Survey Respondents' Demographic Data Findings ................................................................. 50

Discussion of Findings of Question 1: Baraga and L'Anse Schools' Sharing of Educational Curriculum ........................................................................................................... 54

Discussion of Findings of Question 2: Baraga and L'Anse Schools' Sharing of Extracurricular Activities ........................................................................................................... 55

Discussion of Findings of Question 3: Baraga and L'Anse Schools' Sharing of School Calendars .......... 56

Discussion of Findings of Question 4: Baraga and L'Anse Schools' Sharing of Staff ......................... 56

Discussion of Findings of Question 5: Baraga and L'Anse Schools' Sharing of Transportation ........ 57

Discussion of Findings for Question 6: Consolidation of Baraga and L'Anse Schools .............................................................. 57

Conclusions .......................................................................... 58
Table of Contents--Continued

Recommendations for Further Study ................................. 60

APPENDICES .............................................................................................................. 63

A. Questionnaire Items as They Relate to Research Questions ........................................ 64
B. Survey Steering Committee Members, 1988 Survey ...................................................... 66
C. Survey Steering Committee Members, 1993 Survey ...................................................... 68
D. Letter of Transmittal to Survey Subjects, 1988 Survey .................................................... 70
E. Letter of Transmittal to Survey Subjects, 1993 Survey .................................................... 72
F. Protocol Clearance From the Human Subjects Institutional Review Board .................... 74
G. Survey Sample for Female Household Respondents ...................................................... 76
H. Survey Sample for Male Household Respondents ......................................................... 78
I. Questionnaire Items as They Relate to Demographic Questions ....................................... 80

BIBLIOGRAPHY ........................................................................................................... 82
LIST OF TABLES

1. Surveys Hand-Delivered and Returned by Year ..................... 28
2. Subjects' Gender, Race, and Mean Age by Year .................. 29
3. Subjects' Ethnic Background by Year ................................. 32
4. Subjects' Educational Background by Year ............................ 33
5. Number of Years in County .................................................. 35
6. Frequency and Percentage by Year of Respondents' Support/Not Support Sharing of Educational Curriculum ................................................................. 38
7. Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/Not Support Sharing Educational Curriculum ................................................................. 38
8. Frequency and Percentage by Year to Support/Not Support Sharing of Extracurricular Activities ............................. 40
9. Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/No Support Sharing Extracurricular Activities ................................................................. 40
10. Frequency and Percentage by Year to Support/Not Support Sharing of School Calendars .............................................. 41
11. Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/Not Support Sharing School Calendars ................................................................. 41
12. Frequency and Percentage by Year to Support/Not Support Sharing of School Staff ...................................................... 43
13. Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/Not Support Sharing of School Staff ................................................................. 43
14. Frequency and Percentage by Year to Support/Not Support Sharing of Transportation ............................................. 44
15. Kolmogorov-Smirnov Two Sample Test by Year: Respondents' Support/Not Support Sharing Transportation ................................................................. 44
List of Tables--Continued

16. Frequency and Percentage by Year to Support/Not Support Consolidation of Baraga and L'Anse School Districts ................................................................. 45

17. Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/Not Support Consolidating Baraga and L'Anse Schools ................................................................. 45
CHAPTER I

INTRODUCTION

The practice of citizenship, whereby human beings actively engage in responsible, meaningful participation of issues in their communities, is democracy at work, and the essence of a community attitude survey. Attitude surveys, also referred to in the literature as needs assessments, can foster the possibility for people to be active participants in voicing their underlying beliefs, values, and assumptions about issues affecting their communities (Summers, 1987). The survey process not only enables diverse citizen input on issues that are directly and indirectly related to them, but citizen attitudes may also help correct possible distorted views that can be espoused by a minority of people in a given community (Ryan, 1987).

Context of the Study

Community needs assessments have roots in the New England town meeting where early in the forming of America, citizens were active participants in the workings of their community. The community attitude survey, when conducted by and for the people of a community, can similarly capture the spirit of participatory democracy. Miller and Hustedde (1987) cited Alexis De Tocqueville's description of democracy in 19th-century America in a similar way:

These Americans are the most peculiar people in the world. You'll not believe it when I tell you how they behave. In a
local community in their country a citizen may conceive of some need which is not being met. What does he do? He goes across the street and discusses it with his neighbor. Then what happens? A committee comes into existence and then the committee begins functioning on behalf of that need. And you won't believe this but it is true. All of this is done without reference to any bureaucrat. All of this is done by the private citizens on their own initiative. (p. 91)

Today's greater complexity and size of many communities has reduced the use of the town meeting as a viable tool to address citizens' needs. Furthermore, usually only a fraction of residents in a given community have the time, skill, or interest to be active participants in community organizations (Milbrath, 1981). As a result, community leaders establish priorities, plan, organize, and implement projects with input from only a small minority of interested people. While work is accomplished in this fashion, community leaders can misread or misinterpret public sentiment and implement plans that lack citizen support (Milbrath, 1981). Even critics of community attitude surveys acknowledge that they are useful for measuring the degree to which any segment of a population recognizes a problem (Rosenfeld, 1974). Community attitude surveys, with broad citizen participation, can accurately measure citizens' opinions on a wide variety of community issues, providing an integral, empirical component for community social planning.

In a time of mass information and technological advances, informed leadership is the most important factor in community growth and survival (Luther & Wall, 1989). Knowledgeable leaders who are deeply committed to being ongoing learners, will increasingly make the difference in a community's effective functioning (Drucker, 1994). Community attitude surveys play an important role in that they not only
keep leaders informed on many issues, but the collected data may also aid leaders in their decision-making processes. Attitudes are ever present and deeply ingrained in the culture of a community. Citizens act on the basis of their attitudes and opinions and produce consequences that have far-reaching effect on their lives. Community attitude surveys create a forum for citizen expression on issues that affect their lives, families, and communities.

The survey process is most effective when it strives for optimum citizen involvement in the entire project (Johnson, Meiller, Miller, & Summers, 1987). The element of inclusion is critical because it enhances the learning experience of everyone, and invites the respondents to take part in the forming and interpretations of the findings. The survey process also creates a climate of awareness and personal identification with issues that propel future action on pertinent issues that were found in the survey results. Needs assessment approaches help stimulate local responsibility and involvement by engaging citizens in this process. General population surveys allow for contact with many people, ask their opinions about local relevant situations, and stimulate them to think about these problems, creating a possible forum for collaboration among citizens (Rothman & Gant, 1987).

In addition to providing important community data, the survey process creates opportunities to identify potential individuals who may later assume leadership positions (Miller & Hustedde, 1987; Rothman & Gant, 1987). This type of an atmosphere can potentially allow for a "relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Burns, 1978,
The conceptual framework for this study is based on the following premises:

1. In a democratic society, surveying citizens’ attitudes allows for reciprocal communication by encouraging individual involvement in pursuit of common purposes (J. W. Gardner, 1990).

2. Attitudes play an important role in influencing one’s decisions and ultimately one’s behavior (Schaeffer & Tait, 1981).

3. Informed leaders can lead more effectively when they periodically have access to citizens’ attitudes.

Purpose of Study

The purpose of this study was to determine the relationship between respondents’ data to six replicated education questions embedded in two community attitude surveys conducted in Baraga County, Michigan, in 1988 and 1993. The impetus for the first attitude survey in 1988 was prompted by community dissension regarding possible construction of a maximum security prison near one of the villages in the county, the possible building of a large pulp mill near the shores of Lake Superior, and heightened citizen interest involving consolidation of two school districts in the county (Survey Steering Committee, 1989).

The uncertainty of impending change and citizens demanding that their voices be heard by decision makers stimulated extensive community discussion, setting the course for a public forum that supported the idea of a county-wide community attitude survey. A steering committee, representing a cross section of the community, was created in

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January of 1988 (see Appendices B and C). Its purpose was to conduct a valid and reliable survey, yielding data that could assist community leaders with making decisions that reflected the wishes of residents in the county. The Survey Steering Committee, at the urging of citizens and community leaders, expanded the project by including other issues such as an aging population, employment opportunities, expansion of tourism, health care concerns, public education opportunities, church related activities, public services, and environmental concerns (Survey Steering Committee, 1989).

To fulfill the task of developing a scientifically valid study, members of the steering committee consulted with experts in the field of community needs assessment/attitude surveys from Michigan State University, and enlisted technical help from nearby Northern Michigan University’s Economic Initiative Center. Furthermore, the steering committee solicited and obtained funds for the project from public, private, and nonprofit sectors of the community.

Since the project’s inception, steering committee members envisioned doing a second survey study 5 years later to update leaders and the community in general, about comparing results and getting input on new community concerns. Survey literature suggests doing studies on 3- to 5-year intervals for evaluation purposes, for identifying new projects and modifying old ones as changing conditions dictate (Denney et al., 1977; Reinhard, Murphy, Johnson & Meiller, 1985).

This study specifically compared respondents' attitudes in the 1988 and 1993 surveys toward six education questions cited on the survey instrument (see Appendix A). The six community questions
concern the sharing of resources by two school districts in areas of
(1) educational curriculum, (2) extracurricular activities, (3) school calendars, (4) staff, (5) transportation, and (6) consolidation of the two school districts in the county.

Research Questions

This replication study compares the relationship between respondents' data to six education questions in two attitude surveys conducted 5 years apart in Baraga County, Michigan. Respondents' demographic data related to the six broad research questions are also examined. The 1988 survey data indicated respondents favoring the idea of Baraga and L'Anse schools sharing of resources and consolidation (Survey Steering Committee, 1989).

Six broad questions form the basis of this study, to determine differences in the relationship between subjects' responses to six identical questions embedded in the 1988 and 1993 Baraga County Community Attitude Survey.

1. Will there be differences in respondents' attitudes between 1993 and 1988 survey data regarding Baraga and L'Anse schools sharing their curriculum?

2. Will there be differences in respondents' attitudes in 1993 and 1988 survey data regarding Baraga and L'Anse schools sharing extracurricular activities?

3. Will there be differences in respondents' attitudes in 1993 and 1988 survey data regarding Baraga and L'Anse schools sharing of school calendars?
4. Will there be differences in respondents' attitudes in 1993 and 1988 survey data regarding Baraga and L'Anse schools sharing of school staff?

5. Will there be differences in respondents' attitudes between 1993 and 1988 survey data regarding Baraga and L'Anse schools sharing of transportation?

6. Will there be differences in respondents' attitudes between 1993 and 1988 survey data regarding Baraga and L'Anse schools consolidating and becoming one district?

Rationale and Limitations of Study

The purpose of the two community attitude studies, in which the replicated education questions are embedded, was to collect reliable, valid, factual information that would expand the knowledge base of citizens regarding attitudes on community issues in Baraga County. It was the community's and the two school district's desire to have these questions addressed in 1988 and then replicated in the 1993 survey questionnaire. In 1988 both school boards appeared interested in addressing the issue of school reorganization with survey data possibly aiding and influencing school leaders' future action regarding the research findings. In the interim 5 years Baraga County developed a strategic planning process which included the formation of an education committee that actively supported the goals of area citizens regarding sharing resources between the Baraga and L'Anse schools (Strategic Action Plan of the Citizens of Baraga County, 1991).
This study adhered to principles of descriptive research by describing the accumulative results of the project's data base (Isaac & Michael, 1981). The intention of the study is not necessarily to make predictions or get at meanings and implications. Rather, the purpose of the investigation was to collect factual information describing past and existing attitudes and to compare those attitudes over time in order to assist community members and leaders in their decision-making processes.

Secondly, the study's model for creating an attitude survey can be replicated by other rural communities. Moreover, the content of the survey instrument is indigenous to a specific rural community and should not be used except as a reference. Community attitude surveys are most effective when the questions and issues addressed in the instrument are relevant and important to that specific community (Denney et al., 1977). It is critical that many local citizens are active participants throughout the entire project, creating the potential for ownership of the results and the ensuing action that will be necessary to implement change for the community.

Summary

The importance of democratic principles contained in the process of developing and implementing community attitude surveys is addressed in Chapter I. Discussion relating to the critical aspects of informed leaders and the development of leadership and community was similarly linked to community needs assessments. The purpose of this study was to determine the relationship between respondents' data to six replicated questions pertaining to Baraga and L'Anse schools sharing
of educational curriculum, extracurricular activities, school calendars, staff, transportation, and consolidation of the two school districts.

Chapter II outlines previous research related to the field of needs assessment, supporting the value of community attitude surveys. The research design and methodology used in this study, including subjects, instrumentation, procedures, and analysis is presented in Chapter III. Chapter IV contains analysis of the six broad research questions and related demographics of respondents. A summary of the study, with discussions of findings, conclusions, and recommendations for future research is presented in Chapter V.
CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study was to determine the relationship between respondents' data to six replicated education questions embedded in two community attitude surveys conducted in 1988 and 1993 in Baraga County, Michigan. The six questions were proposed to determine subjects' attitudes toward Baraga and L'Anse area schools' sharing of educational curriculum, extracurricular activities, school calendars, staff, transportation, and consolidation of two school districts in the county. Subjects' demographic data from the two surveys, related to the six broad research questions, are also analyzed.

Citizen opinion surveys represent one of the most frequently used methods for conducting a needs assessment analysis (Johnson et al., 1987). Through their voice, citizens play an important role in the social and political processes of their community, potentially influencing future decisions by community leaders (Baumel, Hobbs, & Powers, 1964; Denney et al., 1977). This chapter presents a review of the literature including historical contexts of citizen attitude surveys, political and social influences related to needs assessment work, and specific literature that assists communities with the process of conducting reliable, valid attitude surveys.
Historical Contexts

Survey research has a long-standing history reaching back thousands of years, to the ancient Egyptians who took population counts and surveys of crop production to determine taxation (Borg & Gall, 1989), to the more recent 20th-century public opinion polls that measure attitudes and opinions (Babbie, 1986, Gustafson, 1987). Survey research is a branch of social scientific research, measuring the accurate assessment of the characteristics of a whole population of people (Kerlinger, 1986). Much of survey research methodology was developed through the contributions of 20th-century sociologists who linked data collection to statistical procedures and analysis (Borg & Gall, 1989). Webster’s Dictionary (1988) defines the word survey "to examine the whole extent of something" (p. 996), while Leedy (1974) examined the Latin derivative of "sur" and "vey" meaning "the act of looking over and beyond" (p. 79).

Community needs assessment surveys have been in use as early as 1917 when community score cards took the place of today’s survey questionnaire (Wileden, 1970). Citizens responded to questions on a score card that was devised by experts outside the community. Later, score cards were modified and used in a number of states to promote competitive changes among participating communities (Peck, Kimball, & Johnson, 1983). Community check sheets were also widely used between 1940 and 1960 with respondents ranking the most serious among dozens of potential problems on check sheets.

In the 1930s sociologists and other social scientists gradually
improved earlier survey methods in response to communities' greater demand for this type of research. Much of this interest came in response to social concern over disparities in the level of living in rural communities and counties in the United States (Johnson et al., 1987). Modern survey techniques such as proper sampling techniques, refinements in questionnaire, improvements in response rates, data compilation, and analysis increasingly relied on the expertise of professionals in the field to conduct needs assessment surveys. Community residents were excluded from virtually all aspects of the survey process, serving solely as respondents to the survey questionnaire. This bias remains true to this day. Some social scientists believe that research quality is sacrificed when lay people become active participants throughout the survey process (Johnson, et al., 1987; Whyte, 1991).

The dilemma for a scientifically accurate and reliable survey, coupled by the desire for citizen participation has been noted by researchers (Dillman, 1987; Walton & Gaffney, 1991; Whyte, 1991). Solely relying on outside experts to conduct a survey may produce a reliable and accurate document; however, the results most likely are destined for the library shelf. On the other hand, if the survey is unscientific and put together hastily by an action-oriented citizen group, the results can be questioned and rendered unreliable.

Dillman (1987) went further by citing involvement principles that make a difference in the probability of future use of survey data. He stressed (a) the importance of including questions that residents want to ask, (b) using sampling techniques which allow everyone an equal chance at being able to respond to the survey, (c) extensive publicity,
(d) delivery and pickup of the questionnaire door to door by neighbors and friends to encourage a higher response rate and more honest answers, and (e) citizen participation with summarizing the results. These practices may be considered as contamination and bias by some researchers, whereas a community leader may view them as needed involvement and commitment to achieve the intent of a given community.

Moreover, scientific accuracy and citizen participation need not be separated, rather the two can work together hand in hand to achieve the desired results that enhance community well-being and improvement (Dillman, 1987).

Social and Political Contexts

In 1946, the United States Congress passed the Administrative Procedures Act, which produced greater interest in citizen participation and needs assessment in the United States. This act influenced the processes of government decision making via mandating active citizen participation in administrative policy making and program evaluation (Summers, 1987). It paved the way for greater citizen participation in communities across this country.

After World War II social scientists became more interested in studying attitudes, change, and social structure. These research studies provided added scientific instruments to gauge public opinion and organize effective citizen action groups (Summers, 1987).

Traditionally, citizens' opinions toward education have been conducted outside the community attitude survey arena by such national polling organizations as the yearly Gallup Poll. This opinion poll selects
approximately 1,552 U.S. adult residents (18 years and older) from a modified probability sample. These polls use the personal interview model and are conducted in all areas of the nation and in all types of communities (Gallup, 1987). Respondents are asked to express their attitudes toward education, ranging from such issues as grading school on various success characteristics, to goals of education, acquired immune deficiency syndrome, and schooling, among other topics. In addition, Phi Delta Kappa has published a 20-year compilation, with poll questions arranged topically rather than chronologically, making it easier to look up poll results on specific topics and comparing them over the 20-year time span (Elam, 1988).

On the state level, citizen opinion surveys are conducted with funding from the department of education. Usually a district applies for a grant that outlines specific reasons for the need of a study. When the grant is approved, consultants are sent to a district to assist local education leaders in conducting the survey project (Michigan Department of Education, 1984). Other studies are more focused toward a district's specific concern, such as school reorganization (Heikkinen, Gaviglio, & Calwell, 1989).

In Michigan, collecting data about citizens' attitudes toward education on a state-wide basis also involves institutions of higher education. For example, recent survey data were collected on a number of issues, including education, by the Institute for Public Policy and Social Research at Michigan State University (cited in Michigan State University Extension, 1992). In this report, data such as Michigan high school completion rates were collected via 993 telephone interviews.
These data were compared to 1980 statistics and recorded with other education statistics (Michigan State University Extension, 1992).

The Administrative Procedure Act, in part, gave direction and impetus for federal government funding to support rural communities with problem identification based on needs assessment studies. The growing practice of citizen surveys by sociologists in a number of states of this country in the 1970s was in part due to Title V funding of the rural Development Act of 1972 (Kimball, Thullen, Kirk, & Doozan, 1977a; Ryan, 1987; Safman, 1980). This act provided funding to state universities to assist rural counties and towns with conducting valid and reliable needs assessments.

For example, at Iowa State University, the Department of Sociology and Anthropology with joint support from the Cooperative Extension Service and the College of Agriculture, has operated, over the past 15 years, a center called Community Development: Data, Information, and Analysis Laboratory. This program provides technical assistance, training, and personnel to communities who are interested in conducting attitude surveys (Ryan, 1987). Initial contacts occur due to impending change which community residents and policy makers are struggling to resolve. A needs assessment then becomes a method of helping community leaders in which direction to proceed with greater confidence (Johnson et al., 1987).

Community Administered Surveys

Community administered attitude surveys were influenced by the thinking of Lewin (1946) who added the word action research to
describe a survey model that places emphasis on usable knowledge. Action research takes into consideration the entire developmental cycle where conceptualization, fact finding, planning, implementation, and evaluation are involved to solve problems and generate new knowledge with the people of a community. The overriding message in action research is that people will more likely change if they participate in exploring the reasons for change (N. Gardner, 1974). Another principle that underlies action research is that involvement of citizens throughout the survey process creates ownership and will more likely enhance the problem-solving capabilities of the community (Chein, Cook, & Harding, 1949).

As needs assessment surveys became more prevalent and successful and more communities wanted to participate, procedural manuals that outlined the process of doing a community attitude survey were published (Baumel et al., 1964; Denney et al., 1977; Reeder & Gilpin, 1957; Reinhard et al., 1985). These manuals outline in detail how a group of community citizens takes on the role of action researchers to complete a needs survey. Publication of these technical and procedural manuals often occurs in conjunction with the Cooperative Extension Service, linked to land grant universities in this country.

The authors of the procedural manuals cited above list three action phases of community administered surveys: presurvey, survey, and postsurvey activities.

During the presurvey phase, attention is focused on the organizational aspects of the survey. Usually a steering committee that represents citizens from numerous sectors of the community is formed to
oversee the entire project. This committee usually determines when and how to seek public input on matters such as content of the survey. One of the most frequent reasons for survey data not being used is that citizens have not been consulted for input with survey content (Dillman, 1987). Publicity and development of a timetable also need to be discussed during the presurvey phase. The emphasis from the outset of the project is to seek optimum citizen input and endorsement prior to conducting the survey.

The second phase represents the research component of the survey. Usually an expert in the field of survey design and analysis is consulted to assist the steering committee with this more technical component. The manuals cited earlier offer guidelines for the design of the questionnaire, the population to be included in the study, selection of a probability sample, distribution of surveys, and tabulation.

Postsurvey aspects include publication of results and disseminating the findings to the appropriate organizations for further study and action. Denney et al. (1977) suggested the use of volunteers in survey distribution in order to engage as many citizens as possible in the action research process.

In the Upper Peninsula of Michigan, several community attitude surveys have been conducted that emphasized community involvement throughout the survey process (Brokaw, 1981; Survey Focus Group, 1990; Survey Steering Committee, 1989, 1994). Replication research regarding community attitude surveys in rural settings appears not readily available in literature review data bases. Some longitudinal research relating to community satisfaction and social
integration in rapidly expanding rural communities in western regions of the United States has been done by Brown, Geertsen, and Krannich (1989). Similarly, a replication study by Krannich, Greider, and Little (1985) studied the relationship between fear of crime and community growth. Replication studies of rural community attitude surveys which link controversial school questions relating to sharing of resources and school consolidation were not available in the literature searches.

Summary

This chapter has outlined relevant literature related to the development and application of citizen survey processes in the United States. The greater popularity of the community attitude survey in the past 20 years can be, in part, attributed to technical and procedural manuals that assist communities with conducting a valid and reliable survey. Furthermore, the greater emphasis on community participation during the entire survey process has created greater potential for survey data use and leadership development. The research design and methodology used in this study including populations, instrumentation, and procedures is presented in Chapter III.

Presented in Chapter IV is the data analysis including an in depth demographic profile of the study's population and statistical analysis of the data collected for the specific research questions. In Chapter V the reader is directed to a summary of the study, discussions of findings, conclusions, and recommendations for future research.
CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to determine the relationship between subjects' data to six replicated education questions embedded in two community attitude surveys conducted in 1988 and 1993 in Baraga County, Michigan. In addition, respondents' related demographic data to the research questions were analyzed between 1988 and 1993 surveys with tables listing frequencies and percentages.

The Kolmogorov-Smirnov nonparametric test was utilized to determine if the two populations under examination in this study are distributed in the same manner. The use of this test requires data on at least an ordinal scale, and the assumption is made that the data are continuously distributed (Roscoe, 1969). A second assumption of this test is that the relative cumulative frequency distributions of the two samples are established in such a manner that the intervals of the two samples are directly comparable (Allen, 1978; Roscoe, 1969). Thirdly, this test is appropriate for the study because it does not necessitate samples to be of equal size (Roscoe, 1969). Subjects drawn from a pool of 3,150 households were 800 for each survey project; moreover, completed surveys by respondents were unequal in number totaling 436 usable questionnaires in 1988 and 409 completed surveys in 1993.

The method of data collection was via hand delivered questionnaires to subjects randomly selected from a pool of Baraga County
households. The survey instrument was developed with community input and technical assistance from Northern Data Research Institute, Northern Michigan University. Subjects’ data were entered in the computer database (Software Package for Social Sciences [SPSS]) via codes assigned to each response to questions on the survey instrument.

Subjects

In both studies the subjects were adults, 18 years of age and older, randomly selected from a pool of households (3,150) in Baraga County, Michigan, which includes the villages of Baraga and L’Anse. The pool of subjects was drawn via the Rural Emergency Numbering System which included seasonal and full-time households outside the village of L’Anse and the village of Baraga. Village households were taken from recent lists of all residents’ names supplied by the village offices of Baraga and L’Anse. In order to reach half male and half female respondents, each survey had specific instructions for a male or female to complete the survey instrument (see Appendices G and H). A total of 800 subjects were drawn with the hopes of obtaining 359 completed surveys for a statistical sample (Denney et al., 1977).

Due to the large number of rural, seasonal homes, both studies had a high proportion of questionnaires marked undeliverable. In the 1988 study, 218 surveys were marked undeliverable, another 15 were returned empty, and 131 were not returned by the household. Similarly, in the 1993 study 231 surveys were marked undeliverable, 11 were returned empty, and 228 were not returned by the household. When
factoring out the undeliverable survey numbers, return rates were 74.9% in 1988 and 71.9% in 1993, respectively.

Instrumentation

The 1988 survey questionnaire was constructed by the Survey Steering Committee with technical assistance from Northern Data Research Institute, Northern Michigan University. Committee members solicited questions for the instrument at two town forums and extensive mailings to area agencies, businesses, local government, and public institutions seeking input for the questionnaire. In addition, committee members asked their respective boards for potential questions to be placed in the survey instrument. The task of turning all the gathered material into a survey instrument that was computer compatible and unbiased was assisted by outside survey experts from Northern Michigan University's Economic Initiative Center. Committee members wanted to include an optimum of citizen questions on the instrument ensuring that no interest group was slighted in representation on the survey. Survey questions were repeatedly examined by committee members to ensure that the original intent of the question was not lost. What emerged was a Likert-type scale, 14-page instrument, listing 15 areas of citizen interest.

The instrument was field tested by 10 volunteers to spot ambiguous or redundant items (Isaac & Michael, 1981). Also, readability and approximate time for completing the questionnaire were noted.

The following six education questions form the basis for this investigation: Question 18, Section VI: "How important or beneficial do
you think it would be for L'Anse and Baraga Public Schools to share the following: (a) educational curriculum, (b) extracurricular activities, (c) school calendars, (d) staff, (e) transportation?" and Question 19: "What do you think about the idea to consolidate the Baraga and L'Anse school districts?" (See Appendix A.)

The six education questions asked respondents to rank their responses on a Likert-type scale from 1 to 4 to reflect their level of importance with each statement with 4 being very important, 3 being fair idea, 2 being good idea, and 1 being not important. The majority of questions on the remainder of the survey questionnaire asked respondents to rank their responses from poor, fair, good, excellent; to strongly disagree, disagree, agree, strongly agree; and to not important, slightly important, important, very important. In addition, some open-ended and unstructured questions were also included in the instrument.

The 15 subject areas on the questionnaire are: (1) county questions, (2) public services, (3) health care questions, (4) community concerns, (5) general perceptions of county, (6) public education questions, (7) adult education, (8) prison questions (1988) and prison/law enforcement (1993), (9) environmental questions: land and resource use, (10), recreation, (11) tourism questions, (12) church related activities, (13) arts and cultural opportunities, (14) retail and consumer services questions, and (15) participant background questions.

Procedures

Survey distribution was door to door by community volunteers who dropped off the questionnaire and then returned in 10 days to pick
up the sealed, completed instrument. Each volunteer received 3 hours of training with a history of the survey project, dates of survey distribution and pickup, and role modeling of possible encounters with survey subjects to help facilitate their understanding and effectiveness of their role as a survey volunteer. Specific dates for questionnaire distribution were October 7-17, 1988, for the first community attitude survey, and October 8-18, 1993, for the second attitude survey distribution. Approximately 85 trained volunteers delivered the questionnaires in their own geographic area of the county. This technique is found to increase survey response and encourage greater community participation (Denney, et al., 1977). In addition, all volunteers displayed a special button visibly on clothing, helping identify the project. All names of volunteers were published in the local newspaper upon completion of the project ("Baraga County Attitude Survey Volunteers," 1993). In addition, 1993 volunteer names were published in a Sentinel Supplement ("Another Look at Ourselves," 1994).

The Human Subjects Institutional Review Board of Western Michigan University approved the research project under the exempt category in April 1994 (see Appendix F).

Analysis of Data

The survey instrument was coded via a numerical symbol representing responses to survey questions linking data of the researcher to the computer (Fink & Kosecoff, 1985). The data from the survey then was entered into the computer via the codes assigned to each response.
to a question.

A code book was prepared before any data were collected to ensure accuracy and completeness of the survey codes. Next, the survey forms were coded and the column numbers placed on them before data were collected. Code book and survey forms were checked thoroughly to assure a perfect match. The code book, in addition to being a check on the questionnaire, is also part of the official record of the survey (Fink & Kosecoff, 1985).

To insure that data were clean, a trial run was performed on the computer, comparing the sample size with the number of frequencies of responses to each question.

Each education question under investigation in this study for both 1988 and 1993 survey data will show tables listing frequency counts and percentage. No-answer frequencies and percentages will also be listed. Similarly, demographic data related to the six research questions of this study were analyzed, showing frequencies and percentages for each question and value area.

The Kolmogorov-Smirnov two-sample, nonparametric test is appropriate for this study because three assumptions are met. First, the use of this test requires data on at least an ordinal scale, and the assumption is made that the data are continuously distributed. Secondly, the relative cumulative frequency distributions of the two samples are established in such a manner that the intervals of the two samples are directly comparable (Allen, 1978; Roscoe, 1969). Thirdly, this test is appropriate because it is not necessary that samples be of equal size (Roscoe, 1969).
Summary

Within Chapter III the research design and methodology were presented including subjects, instrumentation, procedures, and analysis of data for the study under investigation. Chapter IV presents the data analysis of the six broad research questions including detailed demographic data related to the main research questions. The Kolmogorov-Smirnov two-sample test was utilized to determine if there are differences in distribution of the two survey populations. Chapter V presents a summary of the study, discussions of the findings of the six broad research questions, conclusions, and recommendations for future research.
CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine the relationship between respondents' data to six replicated education questions embedded in two community attitude surveys, conducted in 1988 and 1993, in Baraga County, Michigan. This chapter contains a brief overview of the methodology, including research questions, sample population, and procedures. Also included is the analysis of data which includes the respondents' demographic data related to the six research questions.

Data gathered from the subjects' responses to the six replicated education questions under investigation in this study are presented and analyzed next.

The six questions under investigation were to determine the relationship between subjects' 1988 and 1993 survey data regarding Baraga and L'Anse schools' sharing of educational curriculum, extracurricular activities, school calendars, staff, transportation, and consolidation of Baraga and L'Anse School Districts. Subjects' demographic data related to the six research questions were analyzed and compared from the two survey projects.

In both community attitude survey questionnaires the subjects were adults, 18 years of age and older, randomly selected from a pool of households (3,150) in Baraga County, which includes the villages of Baraga and L'Anse. The rural pool of subjects was drawn via the Rural
Emergency Numbering System which included seasonal and full-time households outside the villages of Baraga and L'Anse. Households in the two towns were randomly selected from residents' updated utility lists supplied by village clerks from Baraga and L'Anse.

The Baraga County Community Attitude Survey instruments for 1988 and 1993 were utilized for the collection of data in this study. The subjects were asked to respond to a Likert-type scale from 1 to 4 to reflect their level of importance with each statement, with 4 being very important, 3 being good idea, 2 being fair idea, and 1 being not important. The 1988 respondents' data of the education questions proposed were compared to the level of importance to the 1993 respondents' data, to determine differences in each of the questions under investigation.

The survey questionnaires for 1988 and 1993 were hand delivered by trained community volunteers in manila envelopes to each household, randomly selected from a list of 3,150 households in the county. The sealed survey questionnaire was picked up 10 days later by the same community volunteer. Due to a large number of rural, seasonal households, both studies had a high proportion of questionnaires marked undeliverable. Both studies were conducted in the second week of October, lowering the chances for reaching primarily summer cottage residents.

In the 1988 study, of 800 households drawn, 436 surveys were returned, 218 surveys were marked undeliverable, another 15 were returned empty, and 131 were not returned by the household. With factoring out the undeliverable survey numbers, return rate for 1988
was 74.9%. Likewise, in the 1993 study, 800 households were drawn, with 409 completed surveys, 231 surveys were marked undeliverable, 11 were returned empty, and 228 were not returned by the household. When factoring out the undeliverable survey numbers, a 71.9% return rate was achieved in 1993 (see Table 1).

Table 1
Surveys Hand-Delivered and Returned by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Surveys delivered</th>
<th>Surveys returned</th>
<th>Surveys undeliverable</th>
<th>% returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>800</td>
<td>436</td>
<td>218</td>
<td>74.9</td>
</tr>
<tr>
<td>1993</td>
<td>800</td>
<td>409</td>
<td>231</td>
<td>71.9</td>
</tr>
<tr>
<td>Total</td>
<td>1,600</td>
<td>845</td>
<td>449</td>
<td>73.4</td>
</tr>
</tbody>
</table>

Demographic Data of Subjects

The 1988 and 1993 studies supplied demographic data related to the personal history of the subjects (see Appendix I). Respondents provided their gender, race, ethnic background, age, and marital status. These responses are presented in frequencies and percentages for 1988 and 1993, comparing personal history data of the two studies under investigation.

In both studies the number of female respondents was greater than the number of male respondents (see Table 2).

In 1993 the percentage change widened to 55.5% for females, up from 50.0% in 1988. Similarly, the number of male responses were
Table 2
Subjects' Gender, Race, and Mean Age by Year

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1993 study (N = 409)</th>
<th>1988 study (N = 436)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>227</td>
<td>55.5</td>
</tr>
<tr>
<td>Male</td>
<td>174</td>
<td>42.5</td>
</tr>
<tr>
<td>No answer</td>
<td>8</td>
<td>2.0</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Native American</td>
<td>16</td>
<td>3.9</td>
</tr>
<tr>
<td>White</td>
<td>380</td>
<td>92.9</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>No answer</td>
<td>10</td>
<td>2.4</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjects</td>
<td>389</td>
<td>95.1</td>
</tr>
<tr>
<td>No answer</td>
<td>20</td>
<td>4.9</td>
</tr>
<tr>
<td>Mean age</td>
<td>52.1</td>
<td></td>
</tr>
</tbody>
</table>

fewer to 42.5% in 1993 down from 46.6% in 1988. Both studies attempted to achieve a balanced gender response rate by including
specific instructions on the first page of the questionnaire instructing a female or a male to respond to the questionnaire (see Appendices G and H).

An overwhelming proportion of county residents are white; percentages were 92.9 and 90.8 in 1993 and 1988, respectively (see Table 2). These percentages are slightly higher than the 1990 census which lists the white population to be 87.6% (Michigan State University Extension, 1992). Native American response rates were 3.9% in 1993 and 4.8% in 1988. This response rate is consistent with the approximate adult Indian household population in the county. The other race represented in the county is Asian which received identical 0.2% rates in both studies.

The mean age of all adult respondents for both studies represents a community with a large elderly population base. Mean age of 52.1 years in 1993 was slightly higher than the reported mean age of 50.3 in 1988 (see Table 2). These data are consistent with 1990 census information which cites an increasingly elderly population (Michigan State University Extension, 1992).

Ethnic background of respondents shows predominantly central and northern European ethnicity in both studies (see Table 3). In 1993, Finnish descendants dominated with 111 subjects, and Finnish nationality, combined with other ethnic groups, numbered 29 respondents, representing approximately a total of 34% of subjects in the county. Similarly, in 1988, 132 respondents cited Finnish as their primary ethnicity, with an additional 28 subjects combining Finnish with other ethnic groups, representing approximately 37% of the sampled population. The
remainder of ethnic background represented by the subjects in both studies were Danish, Dutch, English, French, German, Hungarian, Irish, Italian, Lithuanian, Norwegian, Polish, Russian, Scotch, and Swedish.

Marital status in all categories did not noticeably change between the two studies. Single people percentages remained constant with 7.7% in 1993 and 7.6% in 1988. Similarly, married people represented 66.3% of respondents in 1993 and slightly less in 1988, with 64.9% of survey subjects. Only one respondent cited being separated (0.2%) in 1993, while six adults (1.4%) stated so in 1988. There were 14.2% of the subjects who cited being widowed in 1993, while 12.6% stated so in 1988. Those divorced accounted for 8.7% of respondents in 1993 and 6.0% in 1988.

Other Demographic Data

The subjects in this study provided demographic data related to ages of people in household, number of children in household who are attending high school, number of children holding part-time jobs, highest level of formal education in six categories; also employment status, work in county, live in county, years of living in county, type of residence, what township, what village, and household income level (see Appendix I).

The last question on the instrument asked subjects if they "Would like to see the results of this survey published?" Steering committee members and the community at large included this question to see if there was respondent support for publishing the results of the survey.
Table 3
Subjects' Ethnic Background by Year

<table>
<thead>
<tr>
<th>Ethnic category</th>
<th>1993 (N = 409)</th>
<th>1988 (N = 436)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Finnish</td>
<td>111</td>
<td>27.1</td>
</tr>
<tr>
<td>Finnish and other ethnic groups</td>
<td>29</td>
<td>7.1</td>
</tr>
<tr>
<td>Swedish</td>
<td>13</td>
<td>3.2</td>
</tr>
<tr>
<td>Swedish and other ethnic groups</td>
<td>13</td>
<td>3.2</td>
</tr>
<tr>
<td>French</td>
<td>19</td>
<td>4.6</td>
</tr>
<tr>
<td>French and other ethnic groups</td>
<td>25</td>
<td>6.1</td>
</tr>
<tr>
<td>German</td>
<td>25</td>
<td>6.1</td>
</tr>
<tr>
<td>German and other ethnic groups</td>
<td>18</td>
<td>4.4</td>
</tr>
<tr>
<td>Norwegian</td>
<td>13</td>
<td>3.2</td>
</tr>
<tr>
<td>Irish and other ethnic groups</td>
<td>17</td>
<td>4.2</td>
</tr>
<tr>
<td>Italian and other ethnic groups</td>
<td>10</td>
<td>2.4</td>
</tr>
<tr>
<td>All other ethnic groups</td>
<td>51</td>
<td>12.5</td>
</tr>
<tr>
<td>No answer</td>
<td>65</td>
<td>15.9</td>
</tr>
</tbody>
</table>

Subjects' household ages in 1993 and 1988 were nearly identical in the four age categories cited on the questionnaire. Similarly, number
of children attending high school was virtually unchanged with 1.6 children in 1993 attending high school contrasted to 1.4 children in 1988. Children with part-time jobs were 1.0 and 1.4 in 1993 and 1988, respectively.

Subjects could chose from six categories under formal education. In 1993, 10.8% earned less than a high school diploma, compared to 15.1% who did so in 1988, a change of approximately 4.3%. Completed high school percentages of respondents were 43.8% and 45.6% for 1993 and 1988, respectively (see Table 4).

Table 4
Subjects' Educational Background by Year

<table>
<thead>
<tr>
<th>Formal education</th>
<th>1993 (N = 409)</th>
<th>1988 (N = 436)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Less than high school</td>
<td>44</td>
<td>10.8</td>
</tr>
<tr>
<td>Completed high school</td>
<td>179</td>
<td>43.8</td>
</tr>
<tr>
<td>Some college/post high school training</td>
<td>101</td>
<td>24.7</td>
</tr>
<tr>
<td>Completed college bachelor's degree</td>
<td>31</td>
<td>7.6</td>
</tr>
<tr>
<td>College beyond bachelor's degree</td>
<td>13</td>
<td>3.2</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>30</td>
<td>7.3</td>
</tr>
<tr>
<td>No answer</td>
<td>11</td>
<td>2.6</td>
</tr>
</tbody>
</table>

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Percentages for some college/post high school training were 24.7% and 19.5% for 1993 and 1988, respectively. This is consistent with 1990 census data citing a 5.9% jump in persons reporting some college (Michigan State University Extension, 1992). Respondents who completed college with a bachelor's degree in 1993 were 7.6% of the population surveyed, contrasted to 3.9% of subjects in the 1988 survey. College beyond bachelor's degree percentages were virtually unchanged with 3.2% and 3.0% of subjects for 1993 and 1988, respectively. Respondents who possessed a graduate or professional degree increased in 1993 to 7.3% compared to 5.7% of survey subjects in 1988. This change may be indicative of an influx of more professional people living in the community.

Other demographic data included respondents' employment status. Full-time employment increased by 9.6% in the 5-year elapsed time period to 42.4% in 1993, up from 32.8% in 1988. This appears to be indicative of the higher employment rate in the county and across the state of Michigan. Part-time employment dropped to 8.7% in 1993 down from 11.2% in 1988. Seasonal workers currently employed remained about the same in both survey data. Unemployed not seeking work dropped in 1993 to 1.9%, down from 3.7%. Those managing the home were slightly less, 7.7% in 1993 compared to 9.2% in 1988. Students, as well as those disabled and unemployed, remained the same.

The second largest proportion of respondents after full-time employed are retired people. In this category percentages are similar for both years with 30.4% and 30.7% in 1993 and 1988, respectively.
Subjects who work in Baraga County in 1993 increased slightly to 44.1% compared to 41.1% in 1988. Similarly, those who live year-round in Baraga County increased to 89.6% in 1993, up from 87.2% in 1988. An overwhelming majority of respondents have lived in Baraga County for 10 years or more in both studies, though these percentages increased in 1993 to 85.6%, up from 77.8% in 1988 (see Table 5).

Table 5

<table>
<thead>
<tr>
<th>Number of years lived in county</th>
<th>1993 (N = 409)</th>
<th>1988 (N = 436)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>7 1.7</td>
<td>17 3.9</td>
</tr>
<tr>
<td>1-3 years</td>
<td>13 3.2</td>
<td>22 5.0</td>
</tr>
<tr>
<td>4-10 years</td>
<td>26 6.4</td>
<td>36 8.3</td>
</tr>
<tr>
<td>10 years +</td>
<td>350 85.6</td>
<td>339 77.8</td>
</tr>
<tr>
<td>No answer</td>
<td>13 3.2</td>
<td>22 5.0</td>
</tr>
</tbody>
</table>

Respondents who own a home remained constant; 74.9% did so in 1993 compared to 74.3% in 1988. Those subjects intending to buy a home and those renting remained constant.

Approximately, 40% of respondents' live in either the village of Baraga or the village of L’Anse. Subjects' yearly income decreased in the $10,000 and under categories, and increased in the last three categories in the ranges over $38,000.
For the last question, which asked respondents if they would like to see the results published, similar percentages responded favorably in the two studies; 84.3% did so in 1993 compared to 87.2% in 1988.

1988 and 1993 Survey Data From Subjects' Responses to Six Education Questions

The six research questions in the 1988 survey questionnaire Section VI, Public Education, were replicated in 1993 to compare subjects' responses to shared resources between two school districts and the consolidation of two school districts. Six broad research questions form the basis of this study to determine the relationship between subjects' responses to six identical questions asked in the 1988 and 1993 Baraga County Community Attitude Survey.

1. Will there be differences in respondents' attitudes between 1993 and 1988 survey data regarding Baraga and L'Anse schools sharing educational curriculum?

2. Will there be differences in respondents' attitudes between 1993 and 1988 survey data regarding Baraga and L'Anse schools sharing extracurricular activities?

3. Will there be differences in respondents' attitudes between 1993 and 1988 survey data regarding Baraga and L'Anse schools sharing of school calendars?

4. Will there be differences in respondents' attitudes between 1993 and 1988 survey data regarding Baraga and L'Anse schools sharing staff?

5. Will there be differences in respondents' attitudes between
1993 and 1988 survey data regarding Baraga and L'Anse schools sharing transportation?

6. Will there be a difference in respondents' attitudes between 1993 and 1988 survey data regarding Baraga and L'Anse schools consolidating and becoming one district?

Data from the subjects' responses to the six research questions of the 1993 and 1988 Baraga County Community Surveys were analyzed. Data were analyzed with the SPSS data analysis system, utilizing the Kolmogorov-Smirnov (K-S) two-sample test, computing the observed cumulative distributions for both groups and the maximum positive, negative, and absolute differences.

**Question 1: Share Educational Curriculum**

The first question of this study was to determine the relationship of subjects' responses to sharing of curriculum between the Baraga and L'Anse School Districts in the 1988 and 1993 Community Attitude Survey (see Table 6). When comparing the data using the K-S two-sample test, subjects responded very similarly to the idea of sharing curriculum between the two school districts in the county. The K-S two-sample test revealed no difference between perceptions of respondents from the two survey questionnaires regarding sharing of curriculum (see Table 7).

**Question 2: Share Extracurricular Activities**

The second question of this study was to determine the relationship of subjects' responses to sharing extracurricular activities between
Table 6
Frequency and Percentage by Year of Respondents' Support/Not Support Sharing of Educational Curriculum

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Not important</th>
<th>Fair idea</th>
<th>Good idea</th>
<th>Very important</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>1988</td>
<td>436</td>
<td>39</td>
<td>8.9</td>
<td>63</td>
<td>14.4</td>
<td>159</td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>44</td>
<td>10.8</td>
<td>60</td>
<td>14.7</td>
<td>137</td>
</tr>
</tbody>
</table>

Table 7
Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/Not Support Sharing Educational Curriculum

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>f</th>
<th>Absolute</th>
<th>Positive</th>
<th>Negative</th>
<th>K-S</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>436</td>
<td>371</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>348</td>
<td>.02392</td>
<td>.01098</td>
<td>-.02392</td>
<td>.321</td>
<td>1.000</td>
</tr>
</tbody>
</table>
the Baraga and L'Anse School Districts in the 1988 and 1993 survey questionnaires (see Table 8). Comparing frequencies and percentages in the four value areas 1-4 from not important to very important, subjects responded very similarly in 1988 and 1993. The K-S two-sample test revealed no differences between perceptions of subjects from 1988 and 1993 survey questionnaires for two school districts' sharing of extracurricular activities (see Table 9).

**Question 3: Share School Calendars**

The third question of this study was to determine the relationship of subjects' responses to sharing of school calendars by the two school districts on the 1988 and 1993 Baraga County Attitude Surveys (see Table 10). When examining the four values 1-4 from not important to very important, subjects revealed very similar responses in 1988 and 1993. The K-S two-sample test showed no differences to the sharing of school calendars by two school districts in the subjects' responses on both surveys (see Table 11).

**Question 4: Share Staff**

The fourth question of this study was to determine the relationship of subjects' responses to the sharing of staff between two school districts in the 1988 and 1993 survey questionnaires (see Table 12). When comparing frequencies and percentages of respondents' answers to 1988 and 1993 survey questionnaires, all four value areas seemed similar. The K-S two-sample test revealed no differences in perceptions
### Table 8

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Not important</th>
<th></th>
<th></th>
<th>Fair idea</th>
<th></th>
<th></th>
<th>Good idea</th>
<th></th>
<th></th>
<th>Very important</th>
<th></th>
<th></th>
<th>No answer</th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
<td></td>
<td>f</td>
<td>%</td>
<td></td>
<td>f</td>
<td>%</td>
<td></td>
<td>f</td>
<td>%</td>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>1988</td>
<td>436</td>
<td>48</td>
<td>11.0</td>
<td></td>
<td>72</td>
<td>16.5</td>
<td></td>
<td>155</td>
<td>35.6</td>
<td></td>
<td>97</td>
<td>22.2</td>
<td></td>
<td>64</td>
<td>14.7</td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>50</td>
<td>12.2</td>
<td></td>
<td>66</td>
<td>16.1</td>
<td></td>
<td>132</td>
<td>32.3</td>
<td></td>
<td>101</td>
<td>24.7</td>
<td></td>
<td>60</td>
<td>14.7</td>
</tr>
</tbody>
</table>

### Table 9

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>f</th>
<th>Absolute</th>
<th>Positive</th>
<th>Negative</th>
<th>K-S</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>436</td>
<td>372</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>349</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.02865</td>
<td>.02865</td>
<td>-.01423</td>
<td>.384</td>
<td>.998</td>
</tr>
</tbody>
</table>
### Table 10

**Frequency and Percentage by Year to Support/Not Support Sharing of School Calendars**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
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<td></td>
</tr>
<tr>
<td>1988</td>
<td>436</td>
<td>44</td>
<td>10.1</td>
<td>60</td>
<td>13.8</td>
<td>159</td>
<td>36.5</td>
<td>99</td>
<td>22.7</td>
<td>74</td>
<td>17.0</td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>48</td>
<td>11.7</td>
<td>61</td>
<td>14.9</td>
<td>133</td>
<td>32.5</td>
<td>99</td>
<td>24.2</td>
<td>68</td>
<td>16.6</td>
</tr>
</tbody>
</table>

### Table 11

**Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/Not Support Sharing School Calendars**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>f</th>
<th>Absolute</th>
<th>Positive</th>
<th>Negative</th>
<th>K-S</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>436</td>
<td>362</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>341</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| .03236 | .01684 | -.03236 | .429 | .993 |
of subjects from 1988 to 1993 survey data regarding the sharing of school calendars between the two school districts (see Table 13).

**Question 5: Sharing Transportation**

Question 5 of this study was to determine the relationship of subjects' responses to sharing of transportation between the Baraga and L'Anse School Districts in the 1988 and 1993 attitude surveys. Frequencies and percentages to this question for 1988 and 1993 by respondents are cited in Table 14. The K-S two-sample test showed no differences of subjects' responses to sharing of transportation between the 1988 and 1993 survey data (see Table 15).

**Question 6: Consolidation of Baraga and L'Anse Schools**

The sixth question of this study was to determine the relationship of subjects' responses on 1988 and 1993 surveys to the idea of consolidating the Baraga and L'Anse School Districts. Comparing frequencies and percentages in the four value areas 1-4 from not important to very important, subjects responded very similarly on 1988 and 1993 survey questionnaires (see Table 16). The K-S two-sample test showed no differences between perceptions of subjects from 1988 and 1993 survey data for the consolidation of two school districts (see Table 17).

**Summary**

In this study the six questions regarding two school districts' sharing of resources and consolidation are compared from 1988 and 1993 survey data and analyzed. Data from subjects in this investigation

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Table 12

Frequency and Percentage by Year to Support/Not Support Sharing of School Staff

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>436</td>
<td>49</td>
<td>11.2</td>
<td>71</td>
<td>16.3</td>
<td>152</td>
<td>34.9</td>
<td>91</td>
<td>20.9</td>
<td>73</td>
<td>16.7</td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>48</td>
<td>11.7</td>
<td>74</td>
<td>18.1</td>
<td>130</td>
<td>31.8</td>
<td>92</td>
<td>22.5</td>
<td>65</td>
<td>15.9</td>
</tr>
</tbody>
</table>

Table 13

Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/Not Support Sharing of School Staff

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>f</th>
<th>Absolute</th>
<th>Positive</th>
<th>Negative</th>
<th>K-S</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>436</td>
<td>363</td>
<td>.02407</td>
<td>.01675</td>
<td>-.02407</td>
<td>.320</td>
<td>1.000</td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>344</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 14
Frequency and Percentage by Year to Support/Not Support Sharing of Transportation

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>436</td>
<td>54</td>
<td>12.4</td>
<td>60</td>
<td>13.8</td>
<td>155</td>
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<td>15.6</td>
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<tr>
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<td>11.2</td>
<td>64</td>
<td>15.6</td>
<td>136</td>
<td>33.3</td>
<td>100</td>
<td>24.4</td>
<td>63</td>
<td>15.4</td>
</tr>
</tbody>
</table>

Table 15
Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/Not Support Sharing Transportation

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>f</th>
<th>Absolute</th>
<th>Positive</th>
<th>Negative</th>
<th>K-S</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>436</td>
<td>368</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>346</td>
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<td>.02000</td>
<td>-.00814</td>
<td>.267</td>
<td>1.000</td>
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</tbody>
</table>
Table 16
Frequency and Percentage by Year to Support/Not Support Consolidation of Baraga and L'Anse School Districts

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Not important</th>
<th>Fair idea</th>
<th>Good idea</th>
<th>Very important</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>1988</td>
<td>436</td>
<td>100 22.9</td>
<td>49 11.2</td>
<td>116 26.6</td>
<td>130 29.8</td>
<td>41 9.4</td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>82 20.0</td>
<td>56 13.7</td>
<td>100 24.4</td>
<td>138 33.7</td>
<td>33 8.1</td>
</tr>
</tbody>
</table>

Table 17
Kolmogorov-Smirnov Two-Sample Test by Year: Respondents' Support/Not Support Consolidating Baraga and L'Anse Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Absolute</th>
<th>Positive</th>
<th>Negative</th>
<th>K-S</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>436</td>
<td>395</td>
<td>.03791</td>
<td>.00000</td>
<td>.526</td>
<td>.945</td>
</tr>
<tr>
<td>1993</td>
<td>409</td>
<td>376</td>
<td>.03791</td>
<td>.00000</td>
<td>.526</td>
<td>.945</td>
</tr>
</tbody>
</table>
provide a demographic profile of both 1988 and 1993 survey populations, their commonalities, and their differences.

Eight hundred adult subjects (18 years and older) were randomly selected for each survey project from a pool of 3,150 households in Baraga County, Michigan. Trained volunteers hand delivered the questionnaires to selected respondents within their own geographic areas, returning within 10 days to pick up the sealed, completed survey instrument. Subjects were asked to respond to a Likert-type scale to reflect their level of importance with each statement on the survey instrument. When factoring out the high number of undeliverable questionnaires for both 1988 and 1993 surveys, return rates of 72% and 75% were achieved in 1993 and 1988, respectively.

Demographic similarities were noted in a proportionate number of 1988 and 1993 respondents' race, mean age, and ethnic background. Similarly, marital status in all categories did not noticeably change between the 1993 and 1988 studies. Demographic differences between the two surveys were noted in a disproportionate number of 1993 respondents who are female and those employed full time. Percentage of female subjects increased in 1993 by 5.5%, while male respondents in that year decreased by 4.1%. In the 5-year time period an increase of 9.6% was noted regarding subjects who are employed full time with a shift from 32.8% in 1988 to 42.4% in 1993 reflecting present higher county employment rates. Respondents who have some college/post high school training increased from 19.5% in 1988 to 24.7% in 1993. Similarly, subjects who have lived 10 or more years in the county increased by 7.8% to 85.6% in 1993 compared to 77.8% in 1988.
These patterns appear to point to an increasingly more stable, rural community.

The six education questions under investigation were proposed to determine the relationship between respondents' 1988 and 1993 survey data regarding Baraga and L'Anse schools' sharing of educational curriculum, extracurricular activities, school calendars, staff, transportation, and consolidation of Baraga and L'Anse School Districts. The Kolmogorov-Smirnov nonparametric two-sample test was utilized to determine differences in the two populations under investigation. No significant differences were noted in the six questions under examination in this study.

Chapter V presents a summary of the study, followed by discussion of the findings, conclusions, and recommendations for further study.
CHAPTER V

SUMMARY

The purpose of this study was to determine the relationship between respondents' data to six replicated questions pertaining to Baraga and L'Anse schools' sharing of resources and consolidation in two community attitude surveys conducted in 1988 and 1993. Respondents' demographic data related to the six research questions were also compared between the two studies under examination in this report.

This chapter presents a summary of the study, discussion of the findings of the broad research questions, and related demographic data. Conclusions and recommendations for further study related to this report are presented next.

The six questions under investigation were to determine the relationship between respondents' 1988 and 1993 survey data regarding Baraga and L'Anse schools' sharing of curriculum; to determine the relationship between subjects' 1988 and 1993 responses pertaining to Baraga and L'Anse schools' sharing in extracurricular activities; to determine the relationship between 1988 and 1993 data from respondents regarding Baraga and L'Anse schools' sharing of school calendars; to determine the relationship between respondents' 1988 and 1993 survey data pertaining to the two school districts' sharing of staff; and similarly, to determine the relationship between subjects' responses in 1988 and 1993 to Baraga and L'Anse schools' sharing of transportation.
The last question was to determine the relationship between respondents' 1988 and 1993 survey data regarding the idea of consolidating the Baraga and L'Anse School Districts.

The Kolmogorov-Smirnov nonparametric two-sample test was utilized to determine whether the two populations in this study are distributed in the same manner. This test is appropriate for the study under investigation because it adheres to the test's three assumptions. First, two independent samples of 800 subjects for each study were randomly selected from a pool of 3,150 households in Baraga County. Respondents were drawn from the same parent population, 5 years apart, and compared to the six broad research questions under examination. Second, the relative cumulative frequency distributions of the two independent samples are established in such a manner that the intervals of the two samples are directly comparable. Third, it is not necessary that the two samples drawn are of equal size (Allen, 1978; Roscoe, 1969). In the two studies investigated in this report, survey completion frequencies of sample populations numbered 409 for 1993 and 436 in 1988.

The 1988 survey instrument was constructed by the survey steering committee with technical assistance from Northern Data Research Institute, Northern Michigan University. Committee members sought out input for the questionnaire at two town forums and through extensive mailings to area agencies, businesses, public institutions, and local government officials. In addition, steering committee members received input from the questionnaire via survey questions from their respective boards. This method was repeated for the 1993 survey instrument,
which resulted in an approximate 90% replicated questionnaire.

Survey distribution was door to door by 85 trained community volunteers who dropped off the survey instrument and then returned in 10 days to pick up the sealed completed questionnaire. Survey instruments for 1988 and 1993 contained letters of transmittal to respondents (see Appendices D and E) and instructions for subjects to complete the questionnaire (see Appendices G and H).

Discussion of Survey Respondents' Demographic Data Findings

Respondents' demographic data for 1988 and 1993 studies point to some differences as well as many similarities in the area of personal history. Subjects' gender, race, ethnic background, mean age, and marital status were compared in both studies.

Both 1988 and 1993 data revealed that more females than males responded to the survey questions. In 1993 there was an increase in female responses (55.9%) compared to 50.0% in 1988. The number of male respondents dropped to 42.5% in 1993, down from 46.6% in 1988. In both studies a conscious attempt was made to achieve an equal gender response by including instructions on the first page of the survey questionnaire. Four hundred surveys were printed that asked an adult male to respond; if there was not an adult male, an adult female was asked to respond indicating this by a check mark in a designated space. Similarly, another 400 surveys were printed asking an adult female to respond; if there was not an adult female in the home, a check mark indicated that an adult male had filled out the survey (see
Appendices G and H). This method of instruction occurred in both survey questionnaires.

The higher female household responses in 1993 may be reflective of an increase in single parent families, primarily female, in the county. It is estimated that 21.1% of all children live in a single parent household (Michigan State University Extension, 1992).

An overwhelming proportion of survey respondents for both studies report their race to be white. In 1993 subjects' data reflect percentages of 92.9% white, while 1988 cites 90.8% of survey respondents' being white. These figures are slightly higher than 1990 census data which lists the white population in Baraga County at 87.6% (Michigan State University Extension, 1992). American Indian response rates were 3.9% in 1993 and 4.8% in 1988. This response rate is congruent with the approximate adult Indian household population in the county. The other race represented in the two surveys is Asian, which received identical 0.2% rates in both 1993 and 1988 studies.

Ethnic background information of survey respondents revealed predominantly northern and central European nationalities represented in the projects. In both studies, Finnish ethnic background dominates with approximately 34% of respondents in 1993 and 37% of subjects stating so in 1988. Other ethnic groups represented in the survey data were Danish, Dutch, English, French, German, Hungarian, Irish, Italian, Lithuanian, Norwegian, Polish, Russian, Scotch, and Swedish. These findings are consistent with Upper Peninsula ethnic group data (Brokaw, 1981; Survey Focus Group, 1990).
In both studies the mean age of respondents represents a community with a large elderly population. The mean age of 52.1 years in 1993 is higher than the reported mean age of subjects in 1988 (50.3%). These findings are consistent with 1990 census data which reflects an increasingly elderly population (Michigan State University Extension, 1992).

In the five categories of single, married, separated, widowed, and divorced, no remarkable change occurred between subjects' 1993 and 1988 survey data. Single residents' percentages remained constant with 7.7% in 1993 and 7.6% in 1988. Married subjects represented 66.3% in 1993, and slightly less in 1988 at 64.9%. These findings are not congruent with 1990 census data that reports married people representing 55.5% of the population (Michigan State University Extension, 1992). One of the limitations of surveys is that they reach only willing and accessible subjects, creating a potential problem for discrepancies in this area (Isaac & Michael, 1981). In 1993 only one respondent indicated that they were separated (0.2%), while in 1988 6 adults (1.4%) stated that they were separated. Subjects' percentages for being widowed increased slightly to 14.2% in 1993, up from 12.6% in 1988. These trends are consistent with census figures. Similarly the divorce rate increased in 1993 to 8.7%, up from 6.0% in 1988 (Michigan State University Extension, 1992).

Subjects' responses showed very little change in percentages in household ages in the two studies and number of children attending high school. Youth who held part-time jobs in the household decreased in 1993 to 1.0, down from 1.4 in 1988.
Most of the six formal education categories remained similar in the two studies. Exceptions were in the area of some college/post high school training showed an increase of 5.1% among respondents in the two studies. Also, subjects who completed a four year college program increased by 3.7% between 1988 and 1993. These findings are consistent with 1990 census data which shows an increase in county residents taking college courses and a higher college completion rate (Michigan State University Extension, 1992).

Respondents reported full-time employment increases of nearly 9.6% between 1993 and 1988 studies; percentages were 42.4% in 1993, up from 32.8% in 1988. This increase reflects higher employment rates in Baraga County in 1993 due to some economic growth. Those who held part-time work decreased by 2.5% to 8.7% in 1993, down from 11.2% in 1988. Seasonal workers, unemployed not seeking work, managing the home, disabled residents, and students showed slight percentage changes in 1993 and 1988 data. Retired residents showed similar percentages in the two studies with 30.4% indicating so in 1993, while 30.7% did so in 1988.

Respondents who work in Baraga County increased by exactly 3% reflecting some economic growth in the county. Similarly, those who live year-round in Baraga County increased slightly by 2.4% in the two studies. In both studies subjects indicated an overwhelming percentage of them have lived in Baraga County more than 10 years, with percentages of 85.6% in 1993 and 77.8% in 1988, an increase of 7.8%. Subjects who own a home remained constant with 74.9% in 1993 compared to 74.3% in 1988. Those respondents who intended to buy a
home and those renting remained constant. There were no noticeable changes in percentages in the two studies of village of Baraga and L'Anse populations, which remained constant at 40% of the county's total population.

Income for subjects in both studies remained somewhat similar except in the below $10,000 category, which decreased by 8.3%. Similarly, income by respondents in the ranges of $38,000 to $44,999 increased by 5.3%, while an increase of 6.6% was cited by subjects in the $45,000 and up level of income in both studies.

The last question in the demographic section shows a small decrease of 2.9% in respondents who would like to see the survey results published. An overwhelming percentage of subjects (84.3% in 1993 and 87.2% in 1988) indicated that they would like the survey results published. The Steering Committee in conjunction with the L'Anse Sentinel, a local weekly newspaper, published the results of each survey's data in a newspaper supplement on April 12, 1989, and on May 11, 1994, respectively ("Another Look at Ourselves," 1994; "Looking at Ourselves," 1988).

Discussion of Findings of Question 1: Baraga and L'Anse Schools' Sharing of Educational Curriculum

The first question was to determine the relationship between subjects' responses to the idea of sharing educational curriculums between Baraga and L'Anse schools in 1988 and 1993 surveys. Data analysis determined no differences between the two studies under examination. Slight percentage changes were noted in the Likert-type
scales from 1-4 reflecting subjects' level of importance with each statement, with 4 being very important, 3 being good idea, 2 being fair idea, and 1 being not important.

On the scale of good idea, a decrease of 3% was noted in 1993 by respondents. On the other hand, subjects who thought the idea of sharing educational curriculums between the two school districts was very important increased 1% in 1993. Those subjects who did not respond to this question remained constant at exactly 14.9% for each of the studies.

Discussion of Findings of Question 2: Baraga and L'Anse Schools' Sharing of Extracurricular Activities

The second question of this study was to determine the relationship between subjects' responses in 1988 and 1993 survey questionnaires to the idea of Baraga and L'Anse schools' sharing of extracurricular activities. No differences were found in the 1988 and 1993 surveys' data by respondents to this question. Frequencies and percentages in the four value areas 1-4 indicated that subjects responded very similarly in the two studies. Very minor percentage changes were cited in the value area of not important, which showed an increase of 1.2% by respondents in 1993 who favored Baraga and L'Anse schools' sharing of extracurricular activities. Also those subjects who thought it a fair idea remained relatively unchanged in 1993 (16.1%) and 1988 (16.5%). Similarly, very small percentage changes occurred in the value areas of good idea with 3.3% fewer respondents indicating so in 1993. In contrast, more subjects (2.5%) cited it to be very important in 1993 that
the two school districts share extracurricular activities. Those subjects who did not respond to this question remained identical for both the 1988 and 1993 studies at 14.7%.

Discussion of Findings of Question 3: Baraga and L'Anse Schools' Sharing of School Calendars

The third question of this study was to determine the relationship between 1988 and 1993 subjects' responses to the idea of Baraga and L'Anse Schools sharing school calendars. Analysis of data in the two studies pertaining to the sharing of school calendars between two school districts revealed no differences.

Percentages in the four value areas remained similar. Some small changes were cited on the scale of good idea with 4.0% fewer indicating their agreement in 1993 to the idea of sharing school calendars between the two school districts. On the other hand, in the value area of very important, 1.5% more of respondents in 1993 indicated they would like the Baraga and L'Anse schools to share a common school calendar. Subjects who did not respond to this question decreased in 1993 by 0.4%.

Discussion of Findings of Question 4: Baraga and L'Anse Schools' Sharing of Staff

The fourth question of this study was to determine the relationship between respondents' 1988 and 1993 data pertaining to the idea of Baraga and L'Anse schools' sharing of staff in the two districts. Analysis of subjects' data for the two studies revealed no differences in the idea of two school districts' sharing of staff. The four value areas
remained similar between 1988 and 1993.

Some very small percentage changes occurred on the scale of good idea between the two studies; 3.1% fewer respondents indicated in 1993 that they thought it a good idea to share school staff between Baraga and L'Anse schools. On the other hand, 1.6% more subjects in 1993 cited it to be very important that the two school districts share their school staff with each other. Those who did not respond to this question were percentages of 16.7% in 1988 and 15.9% in 1993.

Discussion of Findings of Question 5: Baraga and L'Anse Schools' Sharing of Transportation

The fifth question of this study was to determine the relationship of subjects' 1988 and 1993 survey responses to the sharing of transportation between Baraga and L'Anse schools. Analysis of data revealed no differences in the 1988 and 1993 studies. Some very small percentage changes occurred in some of the value areas of Question 5.

On the Likert-type scale of good idea, 2.3% fewer respondents in 1993 indicated that they would like transportation to be shared between the two school districts. Those subjects who thought it very important that Baraga and L'Anse schools share in transportation of students increased by 1.7% in 1993. Those subjects not responding remained almost unchanged with only a 0.2% decrease in 1993.

Discussion of Findings for Question 6: Consolidation of Baraga and L'Anse Schools

The sixth question of this study was to determine the relationship between respondents' 1988 and 1993 survey data to the idea of
consolidating the Baraga and L'Anse School Districts. Analysis of differences between the two studies to the question of consolidation were not noted. Subjects responded very similarly in both studies. Some very small percentage changes were noted in all four value areas and also in the number of no-answer responses between the 1988 and 1993 studies.

Those subjects indicating favoring consolidation on the scale of not important decreased by 2.9% in 1993, while those who thought it to be a fair idea increased by 2.5% in 1993. Respondents who indicated consolidation to be a good idea decreased by 2.2% in 1993, and those who thought it very important increased by 3.9% to 33.7% in 1993, compared to 29.8% stating so in 1988. These findings indicate that a small shift in respondents' percentages occurred between the value areas of good idea and very important regarding consolidation of the Baraga and L'Anse School Districts. Survey data for 1988 and 1993 indicate that subjects in 1993 perceive consolidation more strongly than they did in 1988.

Conclusions

The purpose of this study was to determine the relationship between respondents' data to six replicated education questions from two community attitude surveys conducted in 1993 and 1988 in Baraga County, Michigan. The six questions were proposed to determine differences between 1993 and 1988 survey data regarding respondents' attitudes toward Baraga and L'Anse schools' sharing of educational curriculum, extracurricular activities, school calendars, staff,
transportation, and consolidation of two school districts. Demographic data were compared in the two survey studies to compare respondents' personal history and other demographic data between 1988 and 1993.

In the community attitude surveys, 845 subjects responded to the six controversial questions regarding two school districts' sharing of resources and consolidation. The findings of all questions support respondents continued interest in Baraga and L'Anse schools' sharing of resources and in two school districts restructuring and becoming one district. Similar recommendations were made in a Baraga County school district reorganization study by Heikkinen et al., (1989), which addressed in detail steps the school districts could take to become one. The findings of the 1988 and 1993 community attitude surveys were published as a supplement to a local weekly newspaper in the county ("Another Look at Ourselves," 1994; "Looking at Ourselves," 1989). In addition, the community school director, who served on the Community Attitude Survey Steering Committee for both studies, made presentations of survey findings related to education issues at school board meetings in each of the districts near the publication dates of each study.

The wealth of demographic findings of both studies indicates a community that is enjoying a higher full-time employment rate, with respondents earning slightly more money than they did in 1988. Post high school education and training appears to have increased between the two study years, and more subjects hold a four year college degree than did in 1988. The majority of other demographic data indicates a stable rural community that has remained relatively constant in the
5-year time frame under investigation. An overwhelming majority of subjects work and live in the county with those having lived in Baraga County more than 10 years showing percentages of 77.8% in 1988 and 85.6% in 1993. Similarly, those respondents who own homes accounted for 74.3% in 1988 and 74.9% in 1993. Subjects who live in either of two villages in the county remained constant at approximately 40%. Respondents with a Finnish ethnic background dominated at approximately one third of the subjects in both studies.

Longitudinal research regarding community attitude surveys in rural settings appears not readily available in literature review databases. Some longitudinal research relating to community satisfaction and social integration in rapidly expanding rural communities in western regions of the United States has been done by Brown et al., (1989). Similarly, a longitudinal study relating to fear of crime and community growth was conducted by Krannich, Berry, and Greider (1989). Longitudinal research in rural community attitude surveys which links controversial school questions relating to sharing of resources and consolidation was not available in the literature searches.

Recommendations for Further Study

Through studying the data of the subjects who responded to the questions examined in this study, new information has been gathered regarding subjects' demographic data, the sharing of resources by two school districts, and consolidation of Baraga and L'Anse area schools. In order to further understand the reasons for a community's interest in two school districts' coming together, four areas of study warrant
further investigation.

What factors have facilitated Baraga and L'Anse schools to stay separate and independent? For example, are there legal constraints, or Michigan Department of Education rules and guidelines that have contributed to the two schools' independent functioning? Do factors of school rivalry in sports competitions facilitate the two school districts remaining separate?

Further investigation examining subjects' ages in relationship to the six education questions under examination may alter the Likert-type four value scales revealing different preferences of the six questions under investigation in both studies. For example, do retired people respond differently from adults who have school age children to consolidation between Baraga and L'Anse schools?

In view of the limited research of longitudinal studies, a third study, if warranted by the community, could again replicate the identical questions examined in this report adding to the baseline data of the two earlier studies (Brown et al., 1989). Additional questions from community residents and leaders related to the six education questions in this study could be added to enlarge and enhance issues under investigation in this report.

Lastly, the findings of the two studies of this report pertaining to school reorganization are similar to those of a recent study completed by School Public Relations Consultant Services (1994) in an adjoining county. Similarly to Baraga County, action regarding reorganization was tabled for an indefinite period of time by one school district, resulting in no changes. A study examining the general population, contrasted to
school administrators and leaders, may reveal more salient issues of differences in the two populations (Ayres & Potter, 1989).

As long as Baraga and L'Anse schools remain two separate functioning entities, the question of reorganizing these two school districts will continue to be an issue of concern to community residents. This replication study builds on a community's preferences toward the sharing of resources and consolidation of two school districts.
Appendix A

Questionnaire Items as They Relate to Research Questions
VI. PUBLIC EDUCATION  Baraga County offers many opportunities in public education. Overall, how do you rate the following elements of public education in Baraga County?

<table>
<thead>
<tr>
<th>Element</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>1. Alcohol and Drug Education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>2. Art Classes Offered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3. College Preparedness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>4. Computer Programs Offered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5. English and Literature Courses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6. Math Instruction</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>7. Music Instruction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>8. Parental Participation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>9. Part-time Student Job Opportunities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>10. Foreign Languages</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>11. Science Programs Offered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>12. Sex Education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>13. Social Studies/History</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>14. Students Preparedness for Adult Life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>15. Vocational Preparation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Adult - Post High School opportunities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>17. How do you rate the educational services offered in your school district?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. How important or beneficial do you think it would be for L'Anse and Baraga Public Schools to share the following:</td>
<td>Not Important</td>
<td>Fair Idea</td>
<td>Good Idea</td>
<td>Very Important</td>
</tr>
<tr>
<td>-- Educational Curriculum</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>-- Extracurricular Activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>-- School Calendars</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>-- Staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>-- Transportation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. What do you think about the idea to consolidate the Baraga and L'Anse school districts?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. What do you think about a one mill tax proposal that would create an adult technical community college center in Baraga County?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix B

Survey Steering Committee Members, 1988 Survey
MEMBERS OF THE STEERING COMMITTEE:

Barry Drue  
L'Anse Sentinel

Bertha Rogers  
4-H Program Assistant

Faye Lozier  
Baraga County Memorial Hospital

Barbara Koski  
Extension Home Economist

Ron Howell  
Baraga Village Manager

Roy Kemppainen  
L'Anse Village Clerk

Carol Sidnam  
Baraga Shelter Home

Pat Baribeau  
Community Schools

Anni Gregor  
Chair Probate Court

James Krenek  
Vice-Chair County Extension Director

Darlene Klann  
Tourism Director

Jim Domplier  
4-H District Extension Leader

Connie Walt  
Data Research Institute NMU
Appendix C

Survey Steering Committee Members, 1993 Survey
MEMBERS OF THE STEERING COMMITTEE:

Rev. Craig Anderson
Baraga County Clergy Association
524-6464

Pat Beddoo
Community Schools Director
353-6663

Jim Dengler
4-11 District Extension Leader
524-6300

Aad C. Gregor
Probate Court Clinical Social Worker
Chair
524-7111

Faye Lesler
Baraga County Memorial Hospital
524-6166

Charlene Kaagan
Baraga County Shelter Home
524-5917

Roy Kemppainen
L'Anse Village Clerk
524-6116

Pete Kosh
Baraga Village Manager
353-6237

James Krenz
Baraga County Extension Director
Vice-Chair
524-6300

Loi Paquette
Tourism Director
524-7464

Bertha Rogers
4-11 Program Assistant
524-6300

Jim Schotte
Administrative Assistant to
Keweenaw Bay Tribal Chairman
353-6623

Paul Tesanovich
Community Planner
524-7000

Connie Walt
Northern Michigan University
Appendix D

Letter of Transmittal to Survey Subjects,
1988 Survey
COMMUNITY ATTITUDE SURVEY

Courthouse Annex
L'Anse, Michigan 49946
524-7811

MEMBERS OF THE
STEERING COMMITTEE:

Barry Drue
L'Anse Sentinel
Bertha Rogers
4-H Program Assistant
Faye Lozier
Baraga County Memorial Hospital
Barbara Koski
Extension Home Economist
Ron Howell
Baraga Village Manager
Roy Kemppainen
L'Anse Village Clerk
Carol Slndnam
Baraga Shelter Home
Pat Baribeau
Community Schools
Anni Gregor
Chair
Probate Court
James Krenek
Vice-Chair
County Extension Director
Darlene Klann
Tourism Director
Jim Dompier
4-H District Extension Leader
Connie Walt
Data Research Institute
NMU

October 6, 1988

Dear Baraga Area Survey Participant:

Your household is one of 800 county households randomly selected to participate in a Baraga County Attitude Survey. Community leaders will use results of this survey to ensure that local programs and services respond to the needs and concerns of the people of Baraga County.

We are asking that the survey be completed by one adult member of your family. [Efforts are made to insure that the surveys are filled out by an equal portion of male and female households. Your survey will indicate which gender.]

Please direct any questions you have about the survey to the volunteer who will drop off the survey and who will pick it up within 10 days.

Your responses will not be associated with your name, and hence, will be confidential.

Thank you very much for your cooperation in this important project.

Anni Gregor
Chair
Jim Krenek
Vice-Chair

This survey is being conducted by The Community Attitude Survey Steering Committee.

With Special Assistance By:

Northern Michigan University Economic Initiatives Center represented by Connie Walt and Mary Kay Riedl.

Baraga County Resource Council.

Michigan State University Cooperative Extension Service with special help from Bill Kimball.
Appendix E

Letter of Transmittal to Survey Subjects, 1993 Survey
MEMBERS OF THE
STEERING COMMITTEE:

Rev. Craig Anderson
Baraga County Clergy Association
524-6684

Pat Darbeaux
Community Schools Director
533-6633

Jim Dompier
4-H District Extension Leader
524-6300

Anni C. Gregor
Probate Court Clinical Social Worker
Chair
524-7811

Faye Lozier
Baraga County Memorial Hospital
524-6166

Charlene Kangas
Baraga County Shelter Home
524-5017

Roy Kempelesa
L'Anse Village Clerk
524-6116

Pete Koaki
Baraga Village Manager
533-6297

James Krenek
Baraga County Extension Director
Vice-Chair
524-6300

Lori Paquette
Tourism Director
524-7444

Bertha Rogers
4-H Program Assistant
524-6300

Jim Schutte
Administrative Assistant to
Keweenaw Bay Tribal Chairman
533-6323

Paul Tasanoich
Community Planner
524-7000

Connie Walt
Northern Michigan University

BARAGA COUNTY
COMMUNITY ATTITUDE SURVEY
Courthouse Annex
L'Anse, Michigan 49946
524-7811

October 8, 1993

Dear Community Attitude Survey Participant:

This is an update of the 1988 Baraga County Community Attitude Survey, and you have been randomly selected as one of eight hundred households to participate in the 1993 Survey.

We are asking that the survey be completed by one adult member of your family. (Efforts are made to insure that the surveys are filled out by an equal portion of male and female households. Your survey will indicate which gender).

Please direct any questions you have about the survey to the volunteer who will drop off the survey, and who will pick it up within 10 days.

All survey material is confidential.

Thank you very much for your cooperation in this important project.

Anni Gregor
Chair

James Krenek
Vice-Chair

This survey is being conducted by the Community Attitude Survey Steering Committee.

With Special Assistance By:

Northern Michigan University
Baraga County Resource Council
Michigan State University Extension
Appendix F

Protocol Clearance From the Human Subjects Institutional Review Board
Date: April 11, 1994

To: Anni Gregor

From: M. Michele Burnette, Chair

Re: HSIRB Project Number 94-03-26

This letter will serve as confirmation that your research project entitled "Attitudes toward education in small upper Michigan County: A five year comparative study" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: April 11, 1995

xc: Jenlink, EDLD
Appendix G

Survey Sample for Female Household Respondents
BARAGA COUNTY ATTITUDE SURVEY

Thank you for taking the time to fill out this questionnaire.

Important, please read: In order to get a representative sample of opinions from all Baraga County residents, half of the survey's distribution will be filled out by males and half by females. Your survey should be filled out by an adult female. If there is not an adult female filling out this survey, please check here indicating that an adult male will be filling out this survey.

Instructions: Please be sure this questionnaire is filled out by only one member of your household and that member is a resident of Baraga County (or Laird Township). Choices are listed alphabetically, please select the best response for each question. If you have no interest or knowledge of a particular topic, skip that question rather than attempting to answer. Please allow yourself approximately 45 minutes to complete the survey. Circle one answer for each category unless directed otherwise.

1. COUNTY QUESTIONS The quality of life for the citizens of Baraga county is a primary concern. How do you rate the following aspects of Baraga County's quality of life.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>1. Churches</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Community Events</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Entertainment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. General Appearance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5. Housing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>6. Jobs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>7. Libraries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>8. Local Government</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Medical Care</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Parks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Recreation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>12. Restaurants</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>13. Schools</td>
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<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>14. Shopping</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>15. Social Services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>16. Streets and Roads</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>17. Taxes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>18. Youth Opportunities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional comments regarding Baraga County in general and the quality of life:
Appendix H

Survey Sample for Male Household Respondents

78
BARAGA COUNTY ATTITUDE SURVEY

Thank you for taking the time to fill out this questionnaire.

**Important please read:** In order to get a representative sample of opinions from all Baraga County residents, half of the survey’s distribution will be filled out by males and half by females. Your survey should be filled out by an adult male. If there is not an adult male filling out this survey, please check here indicating that an adult female will be filling out this survey.

**Instructions:** Please be sure this questionnaire is filled out by only one member of your household and that member is a resident of Baraga County (or Laird Township). Choices are listed alphabetically, please select the best response for each question. If you have no interest or knowledge of a particular topic, skip that question rather than attempting to answer. Please allow yourself approximately 45 minutes to complete the survey. Circle one answer for each category unless directed otherwise.

1. COUNTY QUESTIONS The quality of life for the citizens of Baraga county is a primary concern. How do you rate the following aspects of Baraga County’s quality of life.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
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</tbody>
</table>

Additional comments regarding Baraga County in general and the quality of life:
Appendix I

Questionnaire Items as They Relate to Demographic Questions
XV. PARTICIPANT BACKGROUND Please answer the background questions about your household. This information is for statistical purposes and will not be identified with your name.

1. Are you: ___ adult female ___ adult male

2. Your race: ___ Asian ___ Black ___ Hispanic ___ Native American (Indian) ___ White ___ Other ________________________

3. Your ethnic background? ______________________________________________________________(i.e. Swedish, Finnish, Chippewa)

4. What is your present age? ______ years old

5. Are you currently: ___ Single, never married ___ Married ___ Separated ___ Widowed ___ Divorced

6. Including yourself, how many people currently live in your household? ___
   (For each age group write the number in the blank provided, if none, write 0).
   ___ Under 6 years of age
   ___ 6 to 12 years of age
   ___ 13 to 17 years of age
   ___ 18 years of age and over

7. How many children in your household are attending high school? _____
   7a) How many have part-time jobs? _____

8. What is the highest level of formal education that you have completed?
   ___ Less than high school ___ Completed high school
   ___ Some college/post high school training ___ Completed college (bachelor's degree)
   ___ College beyond bachelor's degree ___ Graduate or professional degree

9. Which of the following best describes your current situation?
   ___ Employed full-time (self-employed) ___ Employed part-time
   ___ Seasonal worker, currently employed ___ Unemployed seeking work
   ___ Unemployed not seeking work ___ Manage the home
   ___ Student ___ Retired
   ___ Disabled unemployed

10. If you checked employed, do you work in Baraga County? ___ Yes ___ No

11. Do you live year-round in Baraga County? ___ Yes ___ No

12. How many years have you lived in Baraga County, even if you lived only part of the year in the county?
   ___ Less than 1 year ___ 1 to 3 years
   ___ 4 to 10 years ___ More than 10 years

13. Which of the following applies to your household:
   ___ Own a home (house, mobile home)
   ___ Buying a home
   ___ Renting living quarters

14. NON-VILLAGE RESIDENTS ONLY: In which township do you reside in Baraga County?
   ___ Arvon ___ Baraga
   ___ Covington ___ Laird
   ___ L'Anse ___ Spurr

15. VILLAGE RESIDENTS ONLY: In which village do you reside? ___ L'Anse ___ Baraga

16. What was the approximate total income for your household in 1993?
   ___ Less than $4,999 ___ $5,000 to $9,999
   ___ $10,000 to $14,999 ___ $15,000 to $21,999
   ___ $22,000 to $29,999 ___ $30,000 to $37,999
   ___ $38,000 to $44,999 ___ Over $45,000

17. Would you like to see the results of this survey published? ___ Yes ___ No
BIBLIOGRAPHY


Survey Focus Group (Eds.). (1990). Clark Township community attitudinal survey. (Available from Northern Data Research Institute, 1500 Wilkinson Avenue, Marquette, MI, 49855-5367)

Survey Steering Committee (Eds.). (1989). Baraga County attitudinal survey. (Available from the Survey Steering Committee, Courthouse, L'Anse, MI, 49946)


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