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OF THE IMPACT OF TEACHER TENURE IN THE PUBLIC
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AN ANALYSIS OF THE PERCEPTIONS OF TEACHERS, ADMINISTRATORS,
AND BOARD OF EDUCATION MEMBERS OF THE IMPACT
OF TEACHER TENURE IN THE PUBLIC SCHOOLS
OF THE STATE OF MICHIGAN

By

William F. Schaefer III

A DISSERTATION

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ABSTRACT

AN ANALYSIS OF THE PERCEPTIONS OF TEACHERS, ADMINISTRATORS AND BOARD OF EDUCATION MEMBERS OF THE IMPACT OF TEACHER TENURE IN THE PUBLIC SCHOOLS OF THE STATE OF MICHIGAN

By

William F. Schaefer III

Purpose of the Study

The basic purpose of the study was to determine if there existed significant differences between the perceptions of teachers, administrators and local board of education members regarding the impact and effectiveness of the Teacher Tenure Act in the Michigan public schools. Variables used to analyze the perceptions of teachers, administrators and local board of education members regarding the impact of tenure were: position (teacher, administrator, or board of education member); size of the school district (large or small); socio-economic status (SES) of the school district and locale (rural/urban) of the school district.

Methodology

The design of this study, which was descriptive and comparative in nature, sought to analyze the perceptions of teachers, administrators and local board of education members regarding the impact and effectiveness of the Michigan Teacher Tenure Act in the Michigan public schools.

A questionnaire entitled Survey of Teachers, Administrators and Members of Local Boards of Education Regarding Tenure (STAMBERT) was sent to 60 randomly selected Michigan public school superintendents, 120 randomly selected Michigan public school teachers, and 60 randomly

local board of education members. The questionnaire requested the respondents to indicate their opinions and perceptions of tenure and the Michigan Teacher Tenure Act. Recommendations regarding changes needed in the Michigan Teacher Tenure Act were solicited at the bottom of the questionnaire.

Major Findings

The following conclusions appear to be justified on the basis of the findings of this study:

Hypothesis 1:

Position was a significant variable in determining whether or not the perceptions of teachers, administrators and board of education members differed significantly as to their opinions on whether mandatory tenure has helped improve the teaching profession in the State of Michigan.

Hypothesis 2:

Position was a significant variable in determining whether or not the perceptions of teachers, administrators and board of education members differed significantly in their view that the Michigan Teacher Tenure Act provides local boards of education and administrators with a systematic, expedient procedure for eliminating incompetent tenured teachers. Position was also a significant factor in the groups' perceptions of whether or not the Michigan Teacher Tenure Act protected competent tenured teachers from arbitrary dismissal.

Hypothesis 3:

The variable of position was not influential in determining whether or not the perceptions of teachers, administrators and board of education members differed significantly regarding the functioning of the Michigan Tenure Commission as being an effective review agency for tenure appeals.

Hypothesis 4:

Size of the Michigan school district was not a significant variable in determining whether or not teachers, administrators and board of education members held congruent perceptions of the impact of teacher tenure in the Michigan public schools.

Hypothesis 5:

The socioeconomic status of the Michigan school district was not a significant variable in determining whether or not teachers, administrators and board of education members held congruent perceptions of the impact of teacher tenure in the Michigan public schools.

Hypothesis 6:

Locale of the Michigan school district was not a significant variable in determining whether or not teachers, administrators and board of education members held congruent perceptions of the impact of teacher tenure in the Michigan public schools.

Implications and Recommendations

The following implications and recommendations were derived from the findings of the study.

1. The Michigan Teacher Tenure Act should be continued with immediate attention given to revisions designed to simplify, clarify and make the act more in line with its original purpose.
2. All teachers, administrators and local board of education members should be required to attend periodic workshops designed to explain the procedures and changes in the Michigan Teacher Tenure Act.
3. The awarding of tenure should not be permanent but should be subject to periodic review and renewal based on a teacher's demonstrated teaching ability. This study indicated rather strong support for eliminating "lifetime tenure" and replacing it with a form of "continuing tenure" subject to periodic review and renewal based on a teacher's demonstrated teaching ability. Sixty-four percent of the teachers, seventy-four percent of the board of education members and seventy-three percent of the administrators who responded agreed or strongly agreed that the awarding of tenure should not be permanent but should be subject to periodic review and renewal based on the teacher's demonstrated teaching ability.
4. The Michigan Teacher Tenure Act should require the Teacher Tenure Commission to appoint hearing officers responsible directly to the Teacher Tenure Commission who would attend tenure hearings at the local level.

5. Teachers facing dismissal should be afforded the option of appealing their dismissal through the Michigan Tenure Commission or through the Michigan Circuit Court System but not both. The various current levels of appeal appear to serve only to make tenure dismissals prolonged and expensive to both parties involved.
6. A full time position of executive director for the Teacher Tenure Commission should be created and filled. This individual should report directly to the State Superintendent of Public Instruction.
7. The Teacher Tenure Commission should be expanded from the present five member commission to seven members. It appears to be in order to recommend that the two new members appointed to the Tenure Commission be attorneys. The governor should appoint one attorney recommended by the teachers' association with the other being recommended by the Michigan Association of School Boards.

Suggestions for Further Study

1. Replicate this study in three years or following revision of the Michigan Teacher Tenure Act to determine what changes may have occurred in the perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure.
2. Replicate and expand the present study relating to the impact of teacher tenure to include a study of the relationship between the Michigan Teacher Tenure Act and Public Act 379 and their combined impact on the Michigan public schools.
3. Develop an in-depth study, based upon the present Michigan Teacher Tenure Act, Tenure Commission decisions and court rulings that would serve as a position paper for recommendation to the State Board of Education and State Legislative Education Committee of needed changes in the Michigan Teacher Tenure Act.
4. Duplicate this study using variables other than position, size of school district, socioeconomic status of the school district, and

locale of the school district as the variables. Perhaps factors such as age, or experience in education or as a school board member could be used to measure the various groups' or different groups' perception of teacher tenure. This study should also be replicated at the university or college level where the subject of tenure appears to be equally relevant.

DEDICATION

This manuscript is dedicated to my mother, the United States Air Force and the American Educational System who helped me to understand the importance of self-reliance and how to be your own best friend -- and to my wife, Pat and son, Derek who understood.

Also to Superintendent Donald McAlrey, the Eau Claire Elementary Staff, and the Eau Claire Michigan Board of Education who helped make the completion of this dissertation and degree possible.

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CHAPTER I

INTRODUCTION

In 1937 the Michigan legislature provided the state's school districts the opportunity to vote, on a local district basis, tenure for its teachers. At the same time, the legislature established the Tenure Commission as a board of review for cases involving teacher tenure. By law the Tenure Commission members were appointed by the governor and consisted of two classroom teachers, one board of education member, one superintendent, and one member not affiliated with the schools. The original Tenure Commission members were initially appointed for terms of one or two years, with each term beginning on the first day of September. Immediately preceding the expiration of their respective terms the governor appointed succeeding members of the Tenure Commission for terms of five years. In the event of a vacancy on the Tenure Commission, the governor immediately appointed a successor to complete the unexpired term.¹

In the twenty-seven year span from 1937 to 1964, only fifty-nine districts out of one thousand districts provided tenure for their teachers. During this period twenty-one cases were brought before the Tenure Commission for its review and decision.

¹The Michigan Teachers Tenure Act, Act No. 4 of the Public Acts of the Extra Session of 1937, as amended, including the amendments of 1967. Article VII, (729 & 730 - 38 - 131 & 132) p. 5.

Because of limited local initiative and involvement, the Michigan Education Association started a petition drive in 1963 for a proposed constitutional amendment which would provide tenure to teachers throughout the state. By 1964 the petition drive had collected 325,000 signatures to present to the governor for his action. At that time, legislators deemed an act mandating teacher tenure in the public schools might better be provided by statute so that future modification could be implemented by the legislature. In 1964 the Michigan Teacher Tenure Act was introduced, passed the legislature and was put into operation on August 28, 1964. The passage of this Tenure Act left the Tenure Commission intact as the board of review for cases involving tenured teachers and tenure appeals. Prior to the passage of mandatory legislation, relatively little was known about teacher tenure by legislators and the general public.

Statement of the Problem

The year 1964 marked the beginning of a new era for teachers, administrators and local boards of education. The new tenure law gave teachers job security resulting in an extraordinary change in their status and outlook. Michigan's statewide tenure provision gave teachers permanent status in a school district after they had served a probationary period of two years and were approved for tenure by the school board. No teacher on tenure could be dismissed arbitrarily. School boards were required by law to follow definite procedures before dismissing teaching personnel.

The advent of statewide tenure also brought the beginning of formal observation and evaluation of teachers for the purpose of

retention or orderly dismissal. Since 1964 hundreds of cases involving possible dismissal of tenured teachers have been started at the local level, only a small percentage of which reach the Tenure Commission. Thus, the Tenure Commission has heard and rendered decisions in only a small, but annually increasing, number of cases.

This is a study of the perceptions of teachers, administrators, and board of education members regarding the impact of teacher tenure in the State of Michigan.

Purpose of the Study

If we define situations
as real, they are real
in their consequences.

--W. I. Thomas

To paraphrase Thomas, "if men perceive situations as real, they are real in their consequences." With some people perception is a questionable topic, however, educators use the technique quite freely in their conversations. The way we perceive things is another way of expressing our internalization of what our senses are exposed to in an environment. Combs correlates:

"The perceptual view of human behavior holds that the behavior of an individual is a function of his perceiving. This is to say, how any person responds or behaves at a given moment is a direct expression of the way things seem to him at that moment."²

In education for a long time there has been the question of whether teachers, school administrators and the local boards of

² Arthur W. Combs, Perceiving, Behaving, Becoming Washington, D.C.: Association for Supervision and Curriculum, 1962, p. 57.

education that are charged with the legal responsibility of operating the public schools share the same or similar perceptions. This study examines the perceptions of teachers, administrators, and board of education members in one area, the area of teacher tenure. More specifically this investigation sought to examine differences in perceptions that existed among teachers, administrators, and local board of education members pertaining to the impact and effectiveness of the Michigan Teacher Tenure Act. The researcher gathered data pertaining to costs, time involvement, and effects of the tenure act on school systems.

Need for the Study

The 1964 mandatory tenure legislation had an immediate effect on the school systems of Michigan, which until that time had come under the provisions of the optional Tenure Act from 1937. From 1937 through 1964, seventeen cases were submitted to the Tenure Commission for final resolution. Twelve of the judgments in these cases were rendered in favor of the teacher. These twelve cases were so decided because of either inadequate preparation by the boards of education or failure of the boards to adhere to the laws governing teacher tenure.³ The fact that mishandled cases resulted in judgments favoring the teachers in slightly over two-thirds of the cases, revealed that many practicing school administrators, teachers, and board of

³Richard Escott, "A Study of Teachers Tenure in Michigan" (Unpublished Thesis, Michigan State University, 1970), p. 3.

education members in the Michigan public schools had never been made fully aware of the ramifications of the Michigan Teacher Tenure Act.

It may be that concerns recently expressed among local board members and administrators in Michigan were a reflection of a growing nationwide trend and growing public demand for accountability for educational institutions. In previous state-wide conventions, including the 1974 convention, the Delegate Assembly of the Michigan Association of School Boards voted to support measures calling for repeal or revision of the present Michigan Teacher Tenure Act. The Michigan Chamber of Commerce has also been an outspoken advocate for revision of our public school system. One of the State Chamber's sixteen proposals for educational reform was the repeal of the Michigan Teacher Tenure Act. Other organizations representing those responsible for administration and/or support of public schools joined the Michigan State Chamber of Commerce and the Michigan Association of School Boards in recommending either repeal or substantial revision of the Michigan Teacher Tenure Act. These included the Michigan Association of School Administrators and Michigan Congress of Parents and Teachers. On the other hand, teachers' unions steadfastly refused to consider modifications of the Michigan Tenure Act.⁴

In September, 1972, a National Gallup Poll disclosed increasing public disapproval of teacher tenure over the previous two years. In 1970, 53% of the parents of public school children interviewed expressed

⁴James Barrett, "Tenure: A Different Perspective," Michigan School Board Journal, XIX, No. 5 (January 1973), p. 12.

disapproval of tenure while in the 1972 poll this percentage had increased to 64%.⁵

It seemed inevitable that many more teachers would be asked to resign or face dismissal proceedings if the public clamor for accountability continued to increase. The last step for a board of education in discharging a teacher remained with the Tenure Commission. Recent cases revealed that school boards and school administrators were still not fulfilling the legal requirements of the Michigan Tenure Act.⁶ For this reason, it was important that boards and practicing school administrators become familiar with the workings of the Michigan Teacher Tenure Commission and fully knowledgeable about the Michigan Teacher Tenure Law. This could be done by a thorough review of the Michigan Teacher Tenure Act and previous key Tenure Commission decisions in an effort to determine legal interpretations of the Act. Study and review of this nature could enable public school administrators and boards of education to be better prepared and more knowledgeable in the area of tenure. It appeared that in an era of accountability, master contracts, and powerful unionized teacher associations, administrators and boards of education would do well to understand the tenure procedures.

⁵George H. Gallup, "Gallup Poll of Public Attitude Toward Education," Phi Delta Kappan (September 1972), pp. 38-50.

⁶Allen v Hart Public Schools, Case Number 119, 10/72; Nelson v Willow Run Public Schools, Case Number 127, 3/73; Henderson v Memphis Community School District, Case Number 121, 12/72; Charles Bode v Roseville School District, Case Number 141, 6/73; William Farmer v Holton Public Schools, Case Number 147, 7/73; and Margie Clawson v Clawson City School District, Case Number 150, 7/73.

Assumptions of the Study

The need for this study was based upon the following assumptions:

1. That public school administrators and boards of education would continue to seek dismissal of selected tenure teachers for various reasons.
2. That a study of this nature would have relevance for public school administrators and board of education members who need to recognize the legal ramifications in prosecuting tenure cases.
3. That a thirty-eight year old Tenure Act with little revision might be in need of empirical examination and possible updating.

Statement of the Hypotheses

The study was designed to probe the perceptions of teachers, administrators and boards of education regarding the impact and effectiveness of the Michigan Teacher Tenure Act on the public schools in the State of Michigan.

Mandatory tenure was adopted under the rationale that it was desired by teachers, administrators and boards of education to:

- (1) improve the quality of teaching, (2) give competent teachers a greater feeling of security, (3) provide boards with established systematic procedural guidelines for separating incompetent tenured teachers from the school system, and (4) provide due process for teachers.⁷

⁷Donald Griese, "Tenure Provisions For Teachers Will Give Better Schools," Michigan Education Journal, 41 (September 1963), p. 3.

A decade of experience has not conclusively demonstrated that mandatory tenure has met all the purposes for which it was enacted. The attempt to answer the general research question relating to the effectiveness of the act provided the basis for this study. The general research question tested the following six minor hypotheses:

Hypothesis 1:

The perceptions of teachers, administrators and board of education members will not differ significantly as to their opinions on whether mandatory tenure has helped improve the teaching profession in the State of Michigan.

Hypothesis 2:

The perceptions of teachers, administrators and local board of education members will not differ significantly in their views that the Michigan Teacher Tenure Act provides local board of education members and administrators with a systematic, expedient procedure for eliminating incompetent tenured teachers and protecting competent tenured teachers from arbitrary dismissal.

Hypothesis 3:

The perceptions of teachers, administrators and local board of education members will not differ significantly regarding the functioning of the Michigan Tenure Commission as being an effective review agency for tenure appeals.

Hypothesis 4:

The perceptions of teachers, administrators and local board of education members regarding the impact of teacher tenure will not differ significantly according to the size of the Michigan school district.

Hypothesis 5:

The perceptions of teachers, administrators and local board of education members regarding the impact of teacher tenure will not differ significantly according to the socio-economic status of the Michigan school district.

Hypothesis 6:

The perceptions of teachers, administrators and local board of education members regarding the impact of teacher tenure will not differ significantly according to the rural or urban characteristics of the Michigan school district.

Design of the Study

The study was descriptive and comparative in nature, with the six specific hypotheses stated above forming the basis for the questionnaire and observations. Anonymity of respondents was provided where needed or desired.

The Michigan State Department of Education School Management Services Division records showed that as of January 31, 1974 there were 531 K-12 public school districts and 69 non K-12 public school districts in the State of Michigan. This information further revealed that there were 531 K-12 public school boards of education, 69 non K-12 public school boards of education, and 93,852 teaching positions listed in the public schools of Michigan.⁸

⁸ Interview with representative of Michigan State Department of Education School Management Service Division on April 15, 1974.

For the purpose of uniformity only the teachers, administrators and board of education members from the 531 K-12 public schools were included in the study. No teachers, administrators or board of education members employed in the 69 non K-12 public school districts were included.

Information concerning school districts' respective size was obtained from the State Department of Education. Names and addresses of teachers and administrators were also obtained from the file of the Michigan Department of Education Teacher Certification Division. School boards names and addresses were obtained from the files of the Michigan Association of School Boards.

A questionnaire was sent to 60 randomly selected Michigan public school superintendents, 120 randomly selected Michigan public school teachers and 60 randomly selected Michigan local school board members requesting their opinions and perceptions of tenure and the Michigan Teacher Tenure Law.

A stratified random sample was used. The 531 K-12 Michigan Public School Districts were first stratified into either large school districts (K-12 enrollment over 10,000 students) or small school districts (K-12 enrollment under 10,000 students). From this stratification process 30 superintendents, 60 teachers and 30 local boards of education from large school districts were selected for surveying. A like number for each group from small school districts were selected for surveying.

The random selection of administrators, teachers and local boards of education was made using a table of random numbers.⁹

⁹Statement No. 4914, Table of 105,000 Random Decimal Digits, May 1949. This table was prepared by the Interstate Commerce Commission Bureau of Transport Economic and Statistics.

A questionnaire entitled Survey of Teachers, Administrators and Members of Local Boards of Education Regarding Tenure (STAMBERT) was then mailed to the selected 60 public school superintendents, 120 public school teachers and 60 local boards of education. The questionnaire requested the superintendents, teachers and local boards of education to indicate their opinions and perceptions on the impact of teacher tenure and the Michigan Teacher Tenure Act. The five members of the Tenure Commission were observed during Tenure Commission activities and hearings.

Procedure for the Study

1. Construct the questionnaire that was sent to 60 randomly selected Michigan public school superintendents, 120 randomly selected Michigan public school teachers, and 60 randomly selected Michigan local public school boards.
2. Field test questionnaire.
3. Select sample.
4. Mail questionnaire to sample.
5. Arrange for personal observations and interviews where necessary.
6. Follow-up letters where necessary.
7. Analysis of data.
8. Written report of results.

Definition of Terms

In order to clarify some terms used in the study, the following are defined:

Attitudes: Reflect a disposition to an activity, not a verbalization. They are organizations of incipient activities, of actions

not necessarily completed, and represent, therefore, the underlying disposition or motivational urge. Attitudes are socially formed and are based on cultural experience and training. Attitudes are selective. They provide for discrimination between alternative courses of action and introduce consistency of response in social situations. Attitudes are orientations toward others and toward objects.¹⁰

Perception: "an awareness of the environment gained through direct or intuitive cognition. Behavior is valued as a function of perception."¹¹ The way we perceive things is another way of expressing our internalization of what our senses are exposed to in our environment.

Key School Personnel: For the purpose of this study key school personnel were considered to be Michigan public school administrators, public school teachers in K-12 school districts and local school board of education elected members.

Tenure: Permanent appointment of instructional personnel to the professional staff.¹² Persons having such appointments can only be dismissed by following a predetermined procedure for dismissal. Within this procedure a local hearing with specific charges is necessary. The right to appeal to an outside party is provided in the Michigan Teacher Tenure Act. Those procedures include written notice filed and

¹⁰George Stern, "Measurement of Non-Cognitive Variables in Research on Teaching." Handbook of Research on Teaching (Washington, D.C.: National Education Association, 1963), p. 404.

¹¹Combs, Op. Cit., p. 57.

¹²Edward W. Smith, Stnailey W. Drause, and Mark M. Atkinson, The Educator's Encyclopedia, (Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1961), p. 871.

given to the teacher, reasons for dismissal, a hearing by the local board of education, and the right of appeal to the Tenure Commission within the prescribed 30 day time limit.

Tenure Commission: A board of review first appointed by Governor Frank Murphy in 1937. This Commission was established to speed up decisions by aggrieved teachers, since court actions are usually more costly and time-consuming. By law this board appointed by the governor must consist of two classroom teachers, one board of education member, one school superintendent, and one member not affiliated with the schools.¹³

Local Board of Education: These boards were created by the legislature, bound by the laws of the legislature and the rules and regulations of the Michigan State Board of Education. Boards of education have control within statutory provisions of local school systems.

Open Hearing: A hearing conducted by the local board of education at the request of the teacher. All proceedings are available and open to public observation.

Closed Hearing: A hearing conducted by the local board of education only at the request of the teacher. All proceedings are closed to the public and all transcripts are confidential.

Hearing de novo: A hearing conducted at the Michigan State Tenure Commission level. All past testimony gathered at the local level is not used and a totally new hearing takes place at the State Tenure Commission level.

¹³Michigan Teacher Tenure Act, Op. Cit., p. 5.

Small School District: A small school district was considered to be a school district whose total K-12 enrollment for 1973 was less than 10,000 students.

Large School District: A large school district was considered to be a school district whose total K-12 enrollment for 1973 was 10,000 students or more.

Impact: The word impact was used by the researcher to mean effect, influence or result.

Lower-Middle Class School Districts: For the purpose of this study the researcher used the term lower-middle class to refer to all school districts that would be characterized as lower-middle class or lower in socioeconomic status.

Upper-Middle Class School Districts: For the purpose of this study the researcher used the term upper-middle class to refer to all school districts that would be characterized as upper-middle class or above in socioeconomic status.

Overview of the Thesis

The thesis was organized as follows:

Chapter I presented the rationale for the study, statement of the problem, purpose of the study, needs and assumptions of the study, hypothesis to be investigated, design of the study, terms pertinent to the study, and an overview of the thesis.

Chapter II of this study reviews the available literature on the history of tenure. The Michigan Teacher Tenure Act as well as the rulings of the Michigan Tenure Commission in selected cases were included.

A copy of the Michigan Teacher Tenure Act was reproduced in its entirety and included as Appendix A. Selected relative articles dealing with the subject of teacher tenure in the State of Michigan were also included.

Chapter III presents the research methodology and further description of the research design.

Chapter IV presents the data obtained and data analysis.

Chapter V includes a summary of the data.

CHAPTER II

REVIEW OF THE HISTORY AND RELATED LITERATURE

The review of the related literature will present a theoretical and philosophical background for the study and, consequently, a conceptual framework for examination of the data. The history of teacher tenure will be traced with a number of the major studies in the area of teacher tenure discussed in some detail. Recent articles dealing with tenure in the State of Michigan lend insight into the Michigan Teacher Tenure Act. A summary of the major findings from a combined 1972 Michigan Association of School Boards (MASB) and the Michigan Association of School Administrators (MASA) study of problems relating to the Michigan Teacher Tenure Act will be presented. Views of representatives of the Michigan Education Association (MEA) and the Michigan Federation of Teachers (MFT) in the area of teacher tenure are presented. The views of the teacher's organizations, (MFT and MEA) the school board's organization (MASB) and the school administrator's organization (MASB) were included to point out the various feelings and positions maintained by these organizations in the area of teacher. A small section dealing with perception and perceptual psychology will be included.

Tenure Background and Literature

The fundamental theses of perceptual psychology maintains that the overt behavior of an individual is the result of his perceptions

of himself, his environment and others at the moment of action. Combs in an attempt to specifically define perceptual psychology asserts:

The perceptual view of human behavior holds that the behavior of an individual is the function of his ways of perceiving. That is to say how any person behaves at a given moment is a direct expression of the way things seem to him at that moment. People do not behave according to the facts as they seem to an outsider. How each of us behaves at any moment is a result of how things seem to us. What a person does, what a person learns is, thus, a product of what is going on in his unique and personal field of awareness. People behave in terms of the personal meanings existing for them at the moment of action.¹⁴

In his classic demonstrations of perception, Ames concluded that (1) what is perceived is not what exists, but what one believes exists, and (2) what is perceived is what we have learned to perceive as a result of past opportunities and experiences.¹⁵

The importance of Ames' findings has been, subsequently, reaffirmed by many social psychologists. For example, research by Proshansky, Lewin, Bruner and Goodman, McClelland and Atkinson, and Pepitone is based on the general assumption that overt forms of behavior are steered by individual perceptions of the environment.¹⁶

While behavior within a physical context is based upon personal perceptions of physical objects, it can be assumed that interpersonal behavior results from person perceptions. Of critical

¹⁴Combs, Op. Cit., p. 67.

¹⁵Hadley Cantrill, The Morning Notes of Adelbert Ames (New Brunswick: Rutgers University Press, 1960).

¹⁶Albert Pepitone, "The Determination of Distortion in Social Perceptions," in Basic Studies in Social Psychology, ed. by Harold Proskansky and Bernard Siedenberg (New York: Holt, Rinehart and Winston, 1965), p. 71.

importance to this study is the focus of interpersonal perceptions.

"Indeed, when we speak of person perception or knowledge of persons we refer mostly to the observations we make about intentions, attitudes, emotions, ideas, abilities, -- events that are, so to speak, inside the person."¹⁷ Consequently, attitudes and inner traits not only provide for the first and most significant points of interpersonal perception, but the most enduring as well. Interpersonal behavior, then, is founded in perceptions of attitudes and knowledge of self. It is upon this suggestion the present study is based.

The first Civil Service Act was passed by the Congress of the United States on January 16, 1883. The passage of this first Civil Service Act was designed to curb the excessive turnover of government employees. In 1884, following the passage of the Civil Service Act in 1882 the National Education Association raised the question of establishing an act similar to the Civil Service Act for school employees. Following some discussion and political negotiating, the National Education Association in 1884 recommended the establishment of tenure principles similar to the Civil Service Act. Thus, the Teacher Tenure Act that was recommended by the National Education Association in 1884, like the Civil Service Act of the previous year, was seen as a way of providing some stability in teaching positions.¹⁸

Even though the first concerns for teacher tenure and the teaching profession were voiced as far back as 91 years ago, the literature on tenure for educational employees was still rather scarce. A

¹⁷ Renato Tagreiri and Luigi Petrullo, ed., Person Perception and Interpersonal Behavior (Stanford, Calif.: Stanford University Press, 1958), p. X.

¹⁸ Kenneth Grinstead, A Study of the Michigan Teacher Tenure Act, (Ann Arbor, Michigan: Campus Publishers, Undated), p. 1.

major study by Cecil Winfield Scott done in 1934, stated that there were inadequate studies in the area of tenure. Scott indicated that the best study up to 1934 (in his opinion) had been done by Holmstedt.¹⁹

Holmstedt had sought to do a comparison of the State of New Jersey which was under teacher tenure with the State of Connecticut, a non-tenure state.²⁰ Holmstedt's major conclusions as summarized by Scott seemed to be: (1) that tenure may have had some influence in causing inadequate tenure teachers to be dismissed at an earlier date, (2) tenure apparently had had little influence in stabilizing teacher mobility, and (3) that "the protection is the chief benefit enjoyed by teachers in the tenured State of New Jersey."²¹

A book by Clark Byse and Louis Joughin published in 1959 dealt with the subject of tenure in institutions of higher learning and in detail with the relationship between tenure and the law.²² In 1963, the American Federation of Teachers did a major review of the various tenure laws that states were using. That study and a recent booklet by Kenneth Grinstead appear to be two of the major works dealing with the topic of tenure.²³

¹⁹Cecil Winfield Scott, Indefinite Teacher Tenure (New York: Columbia University, 1934), pp. 1-5.

²⁰Raleigh W. Holmstedt, "A Study of the Effects of the Teacher Tenure Law in New Jersey," Contributions to Education No. 56. (New York: Bureau of Publications, Teacher's College, Columbia University, 1932).

²¹Scott, Op. Cit., p. 5.

²²Clark Byse and Louis Joughin, Tenure in American Higher Education (Ithaca, New York: Cornell University Press, 1959).

²³Grinstead, Op. Cit., p. 1.

Robert T. Blackman recently completed a book entitled, Tenure: Aspects of Job Security on the Changing Campus.²⁴ This book tends to deal with the role and influence of tenure at the college and university level. Articles on the subject of teacher tenure are beginning to appear more regularly in professional publications. However the articles dealing with the subject of teacher tenure are still relatively insignificant in number and frequency when compared to the number of articles on teacher accountability, curriculum improvements, legal implications for education and financial problems.

Massachusetts became the first of the states to enact legislation relating to teacher tenure or as it was referred to "tenure for teachers." This law that was passed by the legislature in 1886 was written in such a manner as to allow Massachusetts' schools to employ teachers under contracts for more than one year. In 1889, the Boston School Committee considered adopting a tenure policy that would provide for a one-year probationary period, four years of annual contracts (renewable each year) and permanent tenure thereafter. In addition to a multi-year contract the legislation provided that removal of a tenured teacher could be only for a just cause and following a proper hearing. The literature and research tended to reveal that as more states adopted tenure legislation the reasons cited to support this adoption became rather consistent. Briefly they were: (1) better talent and more stability would be brought to the teaching profession, (2) annual contracts had not eliminated weak and undesirable teachers, and (3) other

²⁴ Robert T. Blackman, Tenure: Aspects of Job Security on the Changing Campus, (Atlanta, Georgia, Research Monograph No. 19, July 1972).

civil employees' job security was based on a more definite longevity. However, a report issued as late as 1924 showed that instability was still a problem in the teaching profession ranging from a 4% yearly turnover in Florida to a 47% turnover in the State of Wyoming. Major reasons cited by the 1924 report for the turnover in the teaching profession were:

1. Discharge for political reasons
2. Discharge for non-residences (not living in school district where employed)
3. Discharge in order to make places for friends and relations of board members
4. Discharge in order to break down resistance to school policies
5. Discharge in order to hire lower salaried, inexperienced teachers.²⁵

Thus, the research tended to indicate that by 1924, despite the advent of teacher tenure, continuing contracts and other supposed safeguards gained by the various teacher organizations little success had been achieved in curbing the instability or doing away with the patronage type employment practices found in the profession. These remained in 1924, major goals for the teacher associations to pursue.

Major Studies Prior to 1964

Scott's Study:

A major study was conducted by Scott in 1934 in the area of teacher tenure. Scott's study concluded that the history of tenure

²⁵Richard L. Hogancamp, "The Historical Significance of the Michigan Tenure Decisions Since 1964." Unpublished Ed.D. Dissertation (Wayne State University, 1971), p. 9.

laws and legislation had a close relationship to the Civil Service Act and was influenced to a great extent by European countries. Scott seemed to feel that as the Civil Service Act and the European influence spread in this country, so would the awarding of tenure to teachers.

Scott states:

"Teachers in European countries are, generally speaking, regarded as civil servants, and have legal protection in their positions; but only twelve American states and the District of Columbia had, by 1934, accorded teachers in this country such legal protection."²⁶

Scott felt that much of the credit for the enactment of the tenure laws in the United States belonged to the National Education Association. He also recognized significant contributions of the American Federation of Teachers.²⁷ Scott concluded from his research that the tenure laws which existed in the states in 1934 were poorly worded, and basically inadequate.

Provisions most frequently omitted in the tenure laws were:

1. Statewide application
2. Transfer regulations
3. A requirement of written resignation and time notice
4. A warning to unsatisfactory teachers and the opportunity for improvement
5. A written board decision after a hearing with a fixed time limit
6. Provisions for appeal to higher authorities²⁸

²⁶Scott, Op. Cit., p. 9.

²⁷Ibid., p. 25.

²⁸Ibid., pp. 71 and 72.

However, the general public in 1934 was really not aware of the limitations of the tenure laws. What they saw and feared was the beginning of a widespread tenure movement that would make it impossible to discharge any teacher once they had gained tenure. Scott's research does not support the fear that it was impossible to discharge tenured teachers. Regarding 137 cases appealed from 1926-1931, fifty-two decisions favored teachers and eighty-five favored the board of education.²⁹ It appears that it may have been difficult but not impossible to remove undesirable teachers.

Scott made the following recommendations for improving the tenure laws:

1. Stringent entrance requirements are important
2. Tenure laws need good wording, should apply to all those involved in classroom instruction and should provide immediate tenure on a short trial period for inexperienced teachers when the law takes affect.
3. The probationary period should be for a maximum length.
4. Discipline procedures should include: A statement of charges in writing through the superintendent; hearings on request or as a matter of course in the order of a trial -- in orderly fashion with witnesses and counsel for both parties. Details for hearings should be provided in board rules and policies. The notice should be delivered in person or by registered mail.
5. At least a 30-day notice of intention to resign should be provided for in the tenure law. It should be in writing and "the type of action required of the board of resignation to be effective."³⁰

²⁹ Ibid., pp. 71-72.

³⁰ Ibid., pp. 145-154.

Two Studies by National Teacher Organizations

In 1963, the American Federation of Teachers did a major review of the various tenure laws that states were using. The tenure laws of Alaska, Hawaii, Illinois and Massachusetts were carefully studied and reproduced for possible adoption by various other states. The American Federation of Teachers review found that in 1963 twenty-one states had some form of tenure for teachers. Twenty states were listed as having continuing contracts or some other form of protection for their teachers. Continuing contracts took many forms. However, the research seemed to indicate that most continuing contracts provided that a teacher who had satisfactorily completed a prescribed number of teaching years could only be dismissed if the board of education strictly adhered to the rights afforded that teacher under the continuing contract agreement. The right of appeal of a discharge to a body higher than the local board of education was probably the major characteristic that distinguished the twenty-one states which had some form of tenure in 1963 from the rest of the states. The right of appeal to a higher body in the discharge of a teacher was one of the most cherished safeguards provided by tenure and was actively sought by both teacher associations.³¹

The states with the largest populations were usually the states that were most willing to grant tenure to teachers. Some states tried tenure and continuing contracts on a trial basis. North Carolina, one of the non-tenure states, repealed continuing contract status for its

³¹George S. Reuter, Current Studies of Teacher Tenure (Chicago: Federation of Teachers, AFL-CIO, 1963).

teachers as late as 1955. South Carolina, taking its key from the actions of North Carolina, did likewise the same year.³²

The right of appealing a dismissal to a higher body was granted in thirteen of the twenty-one tenure states. The remaining eight states provided no opportunity for appeal of a local board's decision. Three states made provisions for some form of tenure commission to hear appeals. Oregon (in each district), Michigan (a State Tenure Commission established in 1937 by the Teacher Tenure Act) and New York (for school districts in towns of 4,500 population and over). The lack of a right of appeal was cited by many researchers, Scott among them, as one of the major defects in the tenure laws.

The National Education Association in 1957 completed a short review of tenure. The National Education Association at that time was interested in studying the application of the teacher tenure laws to probationary teachers. The areas included in the study were tenure rights, how tenure procedures were conducted in various states and the results of appeals of decisions of the local school boards.³³

A summary statement expressing the National Education Association's position on tenure in 1957 included the following points:

1. Tenure builds morale and security.
2. Tenure gives freedom from petty reprisal.
3. Tenure releases a teacher's full energy for the job at hand.
4. Tenure provides for orderly dismissal of teachers.

³²Ibid., pp. 39 and 41.

³³Trends in Teacher Tenure Through Legislative and Court Decisions, (Washington, D.C.: National Education Association, 1957), pp. 1-48.

5. Tenure does not create a protection for the incompetent teacher.
6. Tenure increases a teacher's freedom to participate in public affairs.
7. Tenure blunts punitive movements due to vacillating public opinions and resentments towards special groups of people.³⁴

It was interesting to note that the arguments advanced by the National Education Association in 1957 for tenure were very similar to the arguments advanced in 1963-64 by the Michigan Education Association when they were lobbying for a mandatory teacher tenure act for the State of Michigan.

Byse and Joughin's Studies

Clark Byse and Louis Joughin, in their book Tenure in American Higher Education, explain in great detail the topic of tenure and the law.³⁵ Robert Carr, who wrote the preface for the book, pointed out that one of the most valuable features of Byse and Joughin's work was the way the authors had systematically evaluated the area of academic freedom and its relationship to academic tenure. According to Carr there was a very close relationship between the court's rulings in the area of academic freedom and academic tenure. He goes further to note that the record revealed that a majority of federal and state judges have seemed to share with much of the public serious misconceptions of the meaning and purpose of academic freedom and tenure.³⁶

³⁴ Ibid., p. 43.

³⁵ Byse and Joughin, Op. Cit., pp. 71-130.

³⁶ Ibid., pp. 10-11.

Byse and Joughin concluded that in 1959 the facts appear to support a growing public and legal system misunderstanding and mistrust of a strong tenure system. The fact remained that in the present state of the law there were many areas in which legal guarantees of procedural regularities were lacking. They go on to recommend that this defect be remedied by the courts or by the legislature through the development and enactment of statutes requiring compliance with the due process requirements.³⁷

In 1967, Louis Joughins edited a study for the American Association of University Professors entitled, Academic Freedom and Tenure.³⁸

This study of academic freedom and tenure indicated that professors must receive effective protection of their economic security through a tenure system which should provide the following safeguards:

1. A probationary period of stated length, the maximum conforming to a national standard.
2. A commitment by an institution of higher education to make a decision in advance of the end of the probationary period whether a permanent relationship will be entered into; collaterally, national standards of notice for such decisions.
3. Appointment to a tenure post if a person is continued beyond the limit of the probationary period.
4. Termination of a tenure appointment only because of age under an established retirement system, financial exigency, or adequate cause.³⁹

³⁷ Ibid., pp. 120-121.

³⁸ Louis Joughin, Academic Freedom and Tenure, (Washington, D.C.: American Association of University Professors, 1967), p. 1.

³⁹ Ibid., pp. 5-6.

American Association of School Administrators Study

Paul Salmon, executive secretary for the American Association of School Administrators, in the preface for a study on teacher tenure made several comments regarding the future of teacher tenure. Salmon's comments reflected the fact that attitudes toward tenure are changing. Salmon sees a trend across the nation to abolish or at least modify tenure laws. Salmon goes on to say "Many argue that the conditions necessitating the establishment of tenure laws no longer exist. Still others say that tenure laws in many states have become a shelter for incompetent teachers and administrators, poor evaluation procedures or both."⁴⁰

The study in which Salmon is writing then goes further to predict that "the concept of 'tenure' with all its clumsy and confusing burden of misinterpretation, with all of its flagrant misuse to protect the guilty and the ineffective along with the teachers needing protection, with all of its frightful maladministration which satisfies nobody -- tenure as we know it will probably disappear before long. The forces opposed to teacher tenure as a statutory basis for teacher employment are doubtless too strong to be denied."⁴¹

But further research tends to reveal that what tenure laws intended -- and have failed -- to do will almost surely be preserved in other forms of administrative procedures. Clear and detailed administrative procedures will probably be:

⁴⁰ Teacher Tenure Ain't The Problem, (Arlington, Virginia: American Association of School Administrators, 1973), p. 5.

⁴¹ Ibid., p. 28.

- Set forth in written personnel policies
- Validated by sound administrative and evaluative practices
- Ratified in negotiated agreements
- Fully consistent with just constitutional requirements

These administrative procedures will then continue to afford the needed protection for the teachers and the administrators and the public's interest.

Michigan Teacher Tenure Act Background

The Michigan Legislature in 1937 enacted legislation which made possible a local option with regard to tenure. In 1963, prior to the passage of Act 4 of the Public Acts of Michigan (1964), fifty-nine school districts had adopted tenure provisions. Twenty-five percent of all the public school teachers in the state received some form of local option tenure approved by the districts' voters.

The Michigan Education Association started a petition drive in 1963 for a proposed constitutional amendment which would provide tenure to teachers throughout the state. By 1964 the petition drive had collected 325,000 signatures to present to the governor for his action. At that time, legislators deemed an act mandating teacher tenure might better be provided by statute so that modification could be implemented by the legislature.

The legislature received the tenure proposal at the beginning of the 1964 session. When the proposal for teacher tenure in Michigan's public schools was brought to a vote, it passed the Senate by a 20 - 11 vote, with the House approving it by a 61 - 41 margin. On August 28, 1964, teacher tenure became a reality and governed relations between boards of education and teachers in all the public schools of the state.

As stated in its introduction, the Michigan Teacher Tenure Act was designed to provide continuing tenure of office of certificated teachers in public educational institutions; to provide for probationary periods; to regulate discharges or demotions; to provide for resignations and leaves of absence; to create a state tenure commission and to prescribe the powers and duties thereof; and to prescribe penalties for violation of the provisions of the act.⁴²

Major provisions set forth in the Michigan Teacher Tenure Act established that all teachers during the first two years of employment shall be deemed to be in a period of probation and at least sixty days before the close of each school year the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his work has been satisfactory and the teacher was to be re-employed. The act further provided that discharges or demotions of a teacher on continuing tenure may be made only for reasonable and just cause, and only after such charges, notice, hearing and determination thereof, as are provided in the act.

The Michigan Teacher Tenure Act also left intact the State Tenure Commission, composed of five members; two of whom were to be classroom instructors, one a member of a board of education of a graded or city school district, and one a person not affiliated with the public schools. The advent of statewide tenure brought the beginning of formal observations and evaluation of teachers for the purpose of retention or orderly dismissal. Since 1964, hundreds of cases involving possible

⁴²Michigan Teacher Tenure Act, Op. Cit., p. 1.

dismissal of tenured teachers have been started at the local level. The Tenure Commission has rendered decisions in only a small, but annually increasing, number of these cases. The decisions rendered in cases that have been previously heard are one of the major bases for future decisions. The research revealed that in the first 171 cases decided by the Michigan Tenure Commission, seventy-one cases were decided in favor of the teacher and one hundred decisions favored the local board of education.

Literature Related to Michigan's Teacher Tenure Act

The book, The Michigan Teacher and Tenure by Kenneth Grinstead, deals fully with the actual tenure law.⁴³ Grinstead indicated that he wrote this book for all segments of the public school audience. He expresses the view that sooner or later all public school people, be they teacher, administrator or school board members, were confronted with the need for a better understanding of the provisions set forth by the Michigan Teacher Tenure Act. Grinstead cites the ever increasing number of tenure appeals originated at the local level plus the increasing case load of the Michigan Teacher Tenure Commission as supporting evidence for this need for all school people to be better informed in the area of tenure.⁴⁴

Grinstead then proceeded to discuss the various rights afforded a teacher under tenure. He indicated that in his view there are certain procedural safeguards set forth in the provisions of the Michigan

⁴³Grinstead, Op. Cit., p. 5.

⁴⁴Ibid., p. 5.

Teacher Tenure Act that must be strictly adhered to when a tenured teacher is dismissed. Grinstead cites the following procedures that must be followed:

1. A tenured teacher may be dismissed only after written charges have been filed and furnished the teacher.
2. The teacher must be given notice of data and opportunity for a hearing.
3. The board must render a decision within fifteen days after the conclusion of the hearing.
4. The teacher has the right to appeal the decision of the board of education to the tenure commission providing the appeal is made within thirty days after the board of education's decision.
5. The Tenure Commission is required to hold a hearing within sixty days after the date of appeal.
6. A tenured teacher whose contract has been terminated by a board of education and who has appeal to the tenure commission which has upheld the board's action may appeal to the court if he believes there has been a breach in the legal process.⁴⁵

In discussing the role of the school administrator in teacher dismissals, Grinstead indicated that the administrator must be able to document the written charges he has filed against a classroom teacher. The administrator should be able to describe situations which reflected upon the teacher's deficiencies as well as indicate what reasonable effort had been made to help correct these deficiencies. It was the role of the administrator to prepare and file the charges with the board of education for its consideration and to present definite and irrefutable evidence at the hearing to substantiate the charges. The administrator was under the highest professional obligation to present honest, complete and accurate information. To this end, files should be maintained and

⁴⁵Ibid., p. 23.

entry made into the file of appropriate information. Documentation must be an ongoing part of any administrator's program and is doubly necessary under the provisions of the Michigan Teacher Tenure Act.⁴⁶

A short section of Grinstead's book discussed the rights of school administrators under the Michigan Teacher Tenure Act. Grinstead indicates that the Michigan Teacher Tenure Act provided an opportunity for a local board of education to establish tenure policies for its school administrators. Basically, that opportunity was based upon the satisfactory completion of an administrative probationary period. The board could grant administrative tenure merely by dropping the phrase, "this was a non-tenure position," from the new contract. Boards of education in Michigan have stipulated in most administrative contracts whether they desire an administrator to have tenure in his administrative position. In the State of Michigan if the board of education does not stipulate that an administrator does not have tenure in his position, then it has been deemed that the local school board has in effect granted tenure to the administrator in his administrative position.⁴⁷

Two recent articles dealing with teacher tenure lend some insight into the tenure question. The fourth annual National Gallup Poll of the public's attitude regarding the public schools indicated that public disapproval of teacher tenure over the past two years had significantly increased. In 1970, 53 percent of the parents of public school children interviewed indicated disapproval of tenure for teachers, while in 1972 this percentage had increased to 64 percent. According to the 1972 Gallup

⁴⁶Ibid., p. 23.

⁴⁷Michigan Teacher Tenure Act, Op. Cit., Article III, p. 2.

Poll, professional educators were closely split on the tenure issue with 42 percent disapproving, 53 percent approving and 5 percent with no opinion.⁴⁸

During the fall of 1972, in order to determine specifically which provisions or sections of the Michigan Teacher Tenure Act presented problems and were most in need of revision, the Michigan Association of School Boards (MASB), and Michigan Association of School Administrators (MASA) conducted a combined mail questionnaire survey of 600 public school districts in the State of Michigan.⁴⁹

The following was a "Summary of the Major Findings" from the 1972 MASB/MASA Survey on problems and proposed revisions relating to the Michigan Teacher Tenure Act:

- I. Total legal expenses incurred by local boards of education (during 1969-1972) for teacher tenure hearings amounted to \$119,807 for the 58 cases reported.
- II. Total manhours expended in tenure hearings by local boards members and administrators amounted to 5,670 for 70 cases reported. (Board members = 1,937 manhours; administrators = 3,733 manhours)
- III. Total amount of teachers' salaries paid while in litigation (tenure hearings) amounted to \$53, 324 for 11 cases, or an average of \$4,848.00 per case reporting (not including additional costs for the hiring of substitute teachers).
- IV. Generally, superintendents from the local districts completing the questionnaire (343 out of 600, or a 57% return) responded as follows:

⁴⁸Gallup, Op. Cit., pp. 38-50.

⁴⁹David M. Ruhula, "Concern with the Michigan Teacher Tenure Act: A Survey and Reassessment of Problems and Proposed Revisions," Michigan School Board Journal, Vol. XIX, No. 11, (January, 1973), pp. 8-9.

- A. Over three-fourths (78%) favored increasing the probationary tenure period beyond the required two years (or optional three years) now provided for in the Michigan Teacher Tenure Act.

(The largest group of respondents (or 111 responses) favored extending the probationary tenure period to three years, while the second largest group (55) wanted to see it extended to five years.)

- B. An overwhelming majority (90%) favored an automatic requirement for a complete tenure status review of all teachers every so often (i.e., every five years).
- C. Ninety-four percent of the respondents favored a more explicit definition of the "reasonable and just cause" clause in the Teacher Tenure Act. These respondents indicated that they would support a revision to the Act to insert the following definition:

"Reasonable and just cause" shall include but not be limited to criminal syndicalism, physical or mental condition unfitting one to teach, conviction of felony or any crime involving moral turpitude, immoral or unprofessional conduct, dishonesty, incompetency, evident unfitness for service, and persistent violation of state or local laws or regulations prescribed for government of public schools.

- D. Eighty-five percent indicated that they would support a proposed revision to the present Tenure Act to more clearly determine the financial obligation of the parties involved, i.e., the following:

"If a teacher is ordered dismissed at any hearing level (under the provisions of this act), the teacher and controlling board should be required to divide the hearing costs equally, except that each would pay its own attorney fees and witness costs."

- E. An overwhelming majority (91%) indicated that they favored revising the Tenure Act to prohibit a teacher from being able to appeal a dismissal through both contract grievance procedures (P.A. 379) and the Tenure Commission. (This has often been referred to as "double-remedy" and it is now available to teachers in districts where grievance procedures are bargained into the master contracts by the teachers' unions or associations).

- F. A majority (57%) indicated that they believed the Tenure Act has lost its effectiveness. Only 39%, however, favored abolishing the Tenure Act; while 61% of those responding indicated that they preferred to see the Act revised.
- G. Among the many areas suggested for revision in the Teacher Tenure Act, the following were selected by a large majority of the respondents, as the highest priority: (the top five priorities)
1. increasing the teacher probationary period
 2. review of tenure status of teachers every 5 years
 3. more explicit definition of "reasonable and just cause" clause in the Tenure Act (as grounds for dismissal)
 4. prohibit "double-remedy" available to teachers where also provided by bargained contract (eliminate costly duplication of appeal through both contract grievance procedures and Tenure Commission)
 5. hearing costs, attorney fees, witness costs' who pays for hearing costs of teacher?
- H. Seventy-four percent of those responding favored a provision that would require each local board to adopt a set of "written evaluation guidelines" to be uniformly applied when evaluating teachers within the district.
- I. Seventy-six percent favored the establishment of standards of expected student progress in each area of study and of techniques for assessment of that progress.
- J. Ninety-four percent favored assessment of certified employees' competence as it relates to established standards.
- K. Ninety-four percent favored assessment of other duties normally required to be performed by certificated employees, i.e., "maintaining proper control," "pre-serving the learning environment," etc.⁵⁰

⁵⁰Ibid., pp. 9 and 25.

Roger Tilles, past legal advisor to the Michigan Teacher Tenure Commission, has written that:

"the broad purpose of teacher tenure was to protect worthy teachers from enforced capitalization to political beliefs and to guarantee a job to them after a period of satisfactory service regardless of the preferences, political or otherwise educationally nonrelated, of those who were responsible for the administration of school affairs. Essentially, tenure was the application of civil service to the teaching profession."⁵¹

Tilles goes on to state that:

"Because the courts have uniformly held that due process, in itself, was a somewhat elusive concept, the legislature voted to solidify the process for Michigan teachers by enacting the Teachers' Tenure Act. The concreteness and stability of the Tenure Act as a whole was designed to offer two types of protection to the employee: protection from unjust dismissal by the employer, and an orderly method of dismissal insuring due process for all."⁵²

It would seem that tenure becomes a purely political issue when some legislators exhorted their wage-earning constituents into a belief that tenure was a sanctuary for incompetents and social misfits. These same legislators were telling their constituents that teacher tenure along with collective bargaining, teacher strikes, etc., must be removed from the educational system. They proposed to do this by legislative action and the threat of stiff penalties for violators.

Tilles, however, challenged the assumptions made by those legislators. He pointed out that the operation of the Michigan Teacher Tenure Commission had shown that the opposite circumstances had evolved. A close analysis of the cases pertaining to the Teacher Tenure Act showed

⁵¹Roger Tilles, "Tenure--1972," Michigan School Board Journal, Vol. XIX, No. 11, January 1973, p. 10.

⁵²Ibid., p. 10.

that from 1967 to 1971, 61 cases were decided by the Commission. Of these, 23 cases were decided for the teachers and 38 cases for the school district. In 1972 alone, 22 cases were decided by the Commission; 5 decisions were rendered for the school district; the others were for the purpose of clarifying provisions in the Tenure Act.⁵³

Tilles goes further to state that much misconception about the Teacher Tenure Act has arisen because of a lack of information and clear understanding by teachers, administrators and boards of education as to what the Act was designed to do. In order to dispel some of that misinformation, the Tenure Commission hears cases and renders decisions designed to better clarify the Tenure Act.

In a number of decisions over the past year, the Teacher Tenure Commission defined what was expected of parties to tenure action. Tilles indicated that the Tenure Commission had great concern that the local and state Tenure Commission hearings be carried out in strict compliance with the Teacher Tenure Act. Decisions cited by Tilles included his interpretation of what the Tenure Commission was attempting to clarify by its decision. Among these decisions were:

A. Procedural Safeguards--Tenure Commission Rulings:

1. A decision that when boards' actions were necessary, an act of an administrator would not satisfy that procedural requirement. Evaluations of administrators were not sufficient, in themselves, to serve as an official notification of charges by the board. They may be used by the board to help them in their decision regarding the future employment of the teacher, but did not satisfy the requirement of notification of board action.⁵⁴

⁵³Ibid., p. 10.

⁵⁴Allen vs. Hart Public Schools, Case Number 119, 10/72.

2. Decisions which reaffirm the principle that the Teacher Tenure Commission will not hear a petition for a teacher that was filed with it even one day after the statutory 30 day period has elapsed.⁵⁵
3. Decisions which clarified the right of the school board to rescind previous action it had taken and initiate new proceedings against a teacher so long as the new proceedings took place within the statutory period prescribed. Thus a board which had erroneously fired a teacher before a hearing in accordance with the Teacher Tenure Act could only proceed after a revision of the termination. Similarly, a board which terminates a teacher prior to a hearing, without any corrective action, will not be sustained by the Commission.⁵⁶
4. A decision which pertains to the strict adherence to the procedural requirements of the Tenure Act even as far as the requirement that the board furnish the teacher a transcript of the local hearing within ten days after the hearings. A teacher was ordered reinstated with lost wages because the school board did not deliver a transcript of the record of the appellant within the prescribed ten day period following the hearing.⁵⁷
5. A decision in which a school district did not abide by the procedural rules of the Tenure Act in that an answer to a petition to the Commission was not filed within the time limit. In this particular case, the Commission felt that there was sufficient evidence to sustain the board's act. However, the procedural requirements had not been followed and therefore the the lower decision was overturned.⁵⁸

B. Part-Time Teachers--Tenure Commission Rulings:

There has been a conflict among school people as to what the words "school year" means. For child accounting purposes, statutory minimum days purposes, and local calendar purposes, "school year" has meant different things to different schools. This difference was highly apparent when the Tenure Commission

⁵⁵Fee vs. Armada Area Schools, Case Number 113, 7/72; Pacquin vs. Mona Shores Schools, Case Number 112, 7/72 and Remonte vs. Warren Woods Public Schools, Case Number 110, 4/72.

⁵⁶Hubbard vs. Athens Area Schools, Case Number 106, 4/72.

⁵⁷Nelson vs. Willow Run Public Schools, Case Number 127, 3/73.

⁵⁸Henderson vs. Memphis Community School District, Case Number 121, 12/72.

heard the case of Judith Hughes, who claimed that she had achieved tenure at Bullock Creek by virtue of the fact that she had taught part-time for a period of two years. The Commission concluded that since she was not a "substitute" or "occasional teacher" and had been granted the regular teaching contract, she had achieved full tenure rights. The Commission explained that a controlling board may define the work day for its staff. If it wishes to discontinue part-time employment in the district, the board could call on that teacher to teach full-time, as any other tenured teacher. If the teacher turned it down, the board no longer had any tenure obligation to the teacher.⁵⁹

C. First Amendment Rights for Teachers--Tenure Commission Rulings

1. The now famous case of Tinker vs. Des Moines Independent Community School District, 393 US 503 (1969) had generally been understood as a student's right case guaranteeing free speech. It must be noted, however, that the United States Supreme Court in that case stated: ". . . it can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the school house gate."

Recently the Tenure Commission used the reasoning of the United States Supreme Court in reinstating a teacher who had been dismissed for his refusal to stand for the pledge of allegiance at a teachers' meeting. No substantial disruption or interference in the performance of his duties as a teacher was found. Therefore, the first amendment rights to freedom of speech could not be curtailed by the district.⁶⁰

D. Non-Tenured Teachers--Tenure Commission Rulings

Tenure Statutes generally afford little if any protection to the non-tenured teacher. Since the authority to grant tenure falls within the broad discretion of the school board, a refusal to grant tenure is ordinarily not reviewable by the courts. Recent Supreme Court decisions on non-tenured teachers have confused the situation somewhat. The court found in the recent Roth and Sinderman decisions that a non-tenured teacher was entitled to a termination hearing only if: (1) the term of the contract has not been completed, (2) implied tenure is clear, (3) immorality or dishonesty is the reason given for dismissal, or (4) if the dismissal implies a "stigma"

⁵⁹Judith Hughes vs. Bullock Creek School District, Case Number 120, 11/72.

⁶⁰Church vs. Cheboygan Area School District, Cases Number 103 and 107, 3/72 and 4/72.

on the teacher's future. It seems that this area will be well litigated in the near future for clarification.⁶¹

In the more recent case of James E. Cole, et al vs. Sault Ste. Marie Public Schools, Case Number 152, (August, 1973) the Commission ruled that it does not have jurisdiction in the matter of probationary teachers. Tenure Commission Cases Numbered 154 to 163 and 167 to 170 upheld that ruling. The most recent of the rulings was the cases of Hinds v. Sault Ste. Marie Public Schools (September, 1974) and Shaw v. Portage Public Schools (September, 1974). It must be noted that for purposes of appeal to the Tenure Commission, a teacher was considered tenured if the teacher had not been denied tenure by the 59th day before the end of the school year.

E. Suspension Without Pay--Tenure Commission Rulings

The literature reveals no court ruling which holds that a board, in cases where the teacher's presence would have a negative educational effect on the student, does not have the right to exclude the teacher from the classroom. In recent cases, however, the Tenure Commission has emphatically reiterated that when such a suspension takes place, without pay, it constitutes a demotion under the Tenure Act (a reduction in salary). The Commission, therefore, has ruled in Case Number 126, Irving Smith vs. Ecorse Public Schools that somewhere in the process, a hearing must be offered.⁶²

Concerns About Teacher Tenure

It may be that concerns recently expressed among local board members and administrators in Michigan were a reflection of a growing nationwide trend. In September, 1972, a National Gallup Poll disclosed increasing public disapproval of teacher tenure over the previous two years. In 1970, 53% of the parents of public school children interviewed

⁶¹Judge's rulings upheld Teacher Tenure Commission rulings that the Tenure Commission lacked jurisdiction in cases involving non-tenure teachers except when certain factors were involved.

⁶²Tilles, Op. Cit., p. 26.

expressed disapproval of tenure while in the 1972 poll this percentage had increased to 64%.⁶³

Kenneth Hansen, Nevada Superintendent of Public Instruction, writes about the "tenure mentality" which seems to accompany the general public's present views of tenure. According to Hansen, when the tenure concept is written into law we see the emergence of a tenure mentality in which assumptions only partially true become unassailable dogma:

"Tenure protects a lot of poor teachers," says the public;

"I've got tenure so you can't touch me," says the teacher;

"You can't get rid of a tenured teacher, no matter how incompetent," says the administrator.⁶⁴

In previous state-wide conventions, the Delegates Assembly of the Michigan Association of School Boards voted to support measures calling for repeal of modification of the present Michigan Teacher Tenure Act.

The Michigan Chamber of Commerce was an outspoken advocate for revision of the public school system. One of the State Chamber's sixteen proposals for educational reform was the repeal of the Michigan Teacher Tenure Act.⁶⁵ Other organizations representing those responsible for administration and support of public schools joined the Michigan State Chamber of Commerce in recommending either repeal or substantial revision of the Michigan Teacher Tenure Act. Those included the Michigan Association of School Boards, Michigan Association of School Administrators and the Michigan Congress of Parents and Teachers. On the other hand, unions steadfastly refused to consider modification of the Michigan Teacher Tenure Act.

⁶⁴Kenneth Hansen, "Teacher Tenure: Recommendations for Change," The School Administrator, (June, 1973), p. 2.

⁶⁵Barrett, Op. Cit., p. 12.

Arthur H. Rice, Jr., associate executive secretary for the Michigan Education Association (MEA), has stated that "the Michigan tenure system, by honoring procedural due process rights and providing protection against unwarranted attacks on teaching professionals helped to make better education possible."⁶⁶ Rice further states that "tenure for teachers was important to provide better education for our students. By requiring that dismissal be for good reasons and that procedures be followed which guarantee 'due process'; teachers were able to carry on a professional practice free of arbitrary and unreasonable pressures."⁶⁷

Henry B. Linne, former president of the Michigan Federation of Teachers (MFT), indicated that the MFT had an "official" position on only two points relative to teacher tenure: (1) that probationary teachers should have assurances of fair play; and (2) that the MFT was opposed to the repeal of the Michigan Teacher Tenure Act.⁶⁸ Linne stated that under the tenure act in Michigan, a certified (qualified) teacher who has satisfactorily passed the probationary period has a right to hold a public school teaching position until resignation or retirement or until dismissed for reasonable and just causes after due notice and a fair hearing.⁶⁹

⁶⁶Arthur H. Rice, Jr., "Tenure Strengthens Quality Teaching," Michigan School Board Journal, Vol. XIX, No. 5 (January, 1973), p. 25.

⁶⁷Ibid., p. 16.

⁶⁸Henry B. Linne, "Teacher Tenure: From the MFT's Perspective," Michigan School Board Journal, Vol. XIX, No. 5 (January, 1973), p. 17.

⁶⁹Ibid., p. 17.

"In a number of cases the tenure commission in the nine years had ignored procedural rights, had taken local districts' reasons and evidence at face value, and had failed to apply the "reasonable and just" criterion fairly. This kind of conclusion results in appeals to circuit courts (which rarely, if ever, overturn decisions in favor of the local board), the Court of Appeals and ultimately the Supreme Court. The cost and time delay when these kind of appeals were taken delayed justice for the teacher involved, and justice delayed is justice denied."⁷⁰

Linne further states that he felt most of these cases could have been avoided: (1) if personnel practices at the local level were fair and just, (2) if adequate and effective supervision occurred, (3) if administrators were more expert in the science and art of observation and constructive personnel guidance, (4) if teachers believed they were getting a fair shake from administrators, and (5) if teachers believed that boards in local hearings were fair and impartial and not "under the gun" to support their administrators' decisions.⁷¹

Mark H. Cousens, an attorney who has represented many teachers before the Michigan Tenure Commission states, "the Michigan Teacher Tenure Act was designed to correct abuses. It is therefore to be strictly construed. In the many cases decided under the Act since its enactment, the courts have held almost uniformly that the Act must be followed to the letter."

Cousens goes further to state, "it has thus been held that the basic purpose of the Act is to protect teachers from arbitrary and unreasonable dismissal. Further, that discharge of a tenure teacher can be accomplished only by a strict compliance with the procedural safeguards

⁷⁰Ibid., p. 18.

⁷¹Ibid., p. 18.

provided under the Act. Therefore, teachers need the protection of the Teacher Tenure Act to feel a certain degree of comfort knowing that there is an administrative body whose designated function is to prevent their arbitrary dismissal by a board of education acting capriciously."⁷²

Summary of the History and Related Literature

The purpose of this review of the history and related literature pertaining to teacher tenure was to present a theoretical and philosophical background for the study and, consequently, a conceptual framework for examination of the data.

A review of the literature revealed that articles on the subject of teacher tenure were appearing more frequently in professional publications. However, the literature covering the subject of teacher tenure had not reached the proportions of that written in the areas of teacher accountability, curriculum innovations and improvements, or the area of financial reform.

Scott's 1934 study indicated that as more states adopted tenure, the reasons cited for the adoption became rather consistent: (1) better talent would be attracted to the teaching profession, (2) annual contracts had not eliminated weak and undesirable teachers, and (3) other civil employees' job security was based on a more definite longevity.⁷³ The literature further reveals that on August 28, 1964, teacher tenure became a reality and governed relationships between Michigan boards of education

⁷²Mark H. Cousens, "The Tenure Act Must Be Strictly Construed!" The Michigan Teacher (January, 1974), p. 3.

⁷³Scott, Op. Cit., p. 10.

and teachers in all the public schools of the state. The Michigan Teacher Tenure Act was designated to set forth continuing tenure of office of certificated teachers in public educational facilities; to provide for probationary periods; to regulate discharges or demotions; to provide for resignations and leaves of absence; to create a state tenure commission and to prescribe the powers and duties thereof; and to prescribe penalties for violations of this act.

From its beginning, on August 28, 1964, mandatory statewide tenure marked the beginning of a new era for teachers, administrators and local boards of education. Grinstead pointed out that sooner or later all public school employees be they teachers, administrators, or school board members are confronted with the need for a better understanding of the Michigan Teacher Tenure Act.⁷⁴ The literature shows that the impact of the Tenure Act has been a point of much discussion and debate among interested groups of concerned citizens and educators alike. A 1970 poll in Instructor magazine reported that 62% of the teachers surveyed in a nationwide poll indicated they felt that tenure protected and shielded incompetents. In the next three chapters, this researcher has made an attempt to analyze the perceptions of three different groups of people (teachers, administrators and boards of education members) on the impact of teacher tenure in the public schools of the State of Michigan.

⁷⁴Grinstead, Op. Cit., p. 5.

CHAPTER III

DESIGN AND PROCEDURES

Introduction

This chapter describes the research design and delineates the procedures used in collecting, compiling and analyzing the data. Included in this chapter is a description of the population studied, a definition of the sample selected and a discussion of the instrument employed. The instrument's administration and statistical treatment are explained.

The questionnaire employed was designed by the researcher with the assistance and advisement of education research consultants and members of the graduate committee. The instrument is unique to this study; therefore, no opportunity for validation existed.

Selection of the Population and Sample

Population

The Michigan State Department of Education Service Division records showed that as of January 31, 1974, there were 531 K-12 public school districts in Michigan, with 93,852 teaching positions.⁷⁵ Members of the 531 boards of education, the 531 superintendents of schools and the teachers occupying these 93,852 teaching positions comprise the population under study.

⁷⁵ Interview with representative of Michigan State Department of Education School Management Service Division on April 15, 1974.

Sample

Van Dalen states that "a sample is a smaller number of elements representative of a given population selected from that population".⁷⁶

Sampling is a process or procedure whereby a small number of observational units, people or test scores, are selected for study with the aim of generalizing the findings to the larger population.

"in nearly all types of educational research, we use and study samples rather than populations. Sampling can be achieved in a variety of ways. If at all feasible, the researcher should employ a random sample. In a random sample, every object in the population has a specified probability of being selected. A random sample does not necessarily represent the characteristics of the total population, but when the choice of subjects is left to chance the possibility of bias entering the selection of the sample is reduced. By chance, of course, one could select a sample that did not accurately represent the total population. The more heterogeneous the units are and the smaller the sample, the greater the chance of drawing a "poor" sample."⁷⁷

For the purpose of this study a stratified random sample was used. The 531 Michigan Public School Districts were first stratified into either large school districts (33 K-12 districts with enrollment over 10,000 students) or small school districts (498 K-12 districts with enrollment under 10,000 students). From this stratification process 30 superintendents, 60 teachers and 30 local boards of education from large school districts were selected for surveying. A like number of superintendents, teachers and local boards of education from small school districts were also selected for surveying.

⁷⁶ Deobold B. Van Dalen, Understanding Educational Research (rev. ed. New York: McGraw-Hill, 1966) p. 299.

⁷⁷ Ibid, p. 299.

The random selection of administrators, teachers and local boards of education was made using a table of random numbers.⁷⁸

A questionnaire entitled Survey of Teachers, Administrators and Members of Local Boards of Education Regarding Tenure (STAMBERT) was then mailed to the selected 60 public school superintendents, 120 public school teachers and 60 secretaries of local boards of education. The questionnaire requested these educators and school boards to indicate their opinions and perceptions of the impact of teacher tenure and the Michigan Teacher Tenure Act. Recommendations regarding the Michigan Teacher Tenure Act and tenure procedures were requested at the bottom of the questionnaire. A section dealing with recommendations made by respondents will be included in Chapter V.

Statement of Testable Hypotheses

To determine the various opinions and perceptions of teachers, administrators and local boards of education on the impact of teacher tenure, the Michigan Teacher Tenure Act and the Michigan Tenure Commission in the State of Michigan, the following hypotheses were investigated:

Hypotheses 1:

The perceptions of teachers, administrators and local boards of education members will not differ significantly as to their opinions on whether mandatory tenure has helped improve the teaching profession in the State of Michigan.

⁷⁸Op. Cit., Statement No. 4914.

Hypotheses 2:

The perceptions of teachers, administrators and local board of education members will not differ significantly in their views that the Michigan Teacher Tenure Act provides local board of education members and administrators with a systematic, expedient procedure for eliminating incompetent tenure teachers and protecting competent tenure teachers from arbitrary dismissal.

Hypotheses 3:

The perceptions of teachers, administrators and local board of education members will not differ significantly regarding the functioning of the Michigan Tenure Commission as being an effective review agency for tenure appeals.

Hypotheses 4:

The perceptions of teachers, administrators and local boards of education regarding the impact of teacher tenure will not differ significantly according to the size of the Michigan school district.

Hypotheses 5:

The perceptions of teachers, administrators and local boards of education regarding the impact of teacher tenure will not differ significantly according to the socioeconomic status of the Michigan school district.

Hypotheses 6:

The perceptions of teachers, administrators and local boards of education regarding the impact of teacher tenure will not differ significantly according to the rural or urban characteristics of the Michigan school district.

Instrumentation

Upon reviewing the literature pertinent to teacher tenure, it was ascertained that no existing instrument could be utilized for this study. This dilemma required the researcher to develop a survey instrument for teachers, administrators and members of local boards of education regarding tenure.

The Michigan State University Research Bureau provided technical assistance and advice for the instrument's construction, while the literature contributed some guidance. Borg comments:

In many cases the research worker wishes to measure attitudes for which no scale is available. Satisfactory attitude scales can be developed by the researcher if he follows closely the procedures outlined in textbooks on psychological testing: the Likert technique is usually the easiest method of developing scales needed in research projects.⁷⁹

Initially teachers, administrators, local board of education members, the Michigan Tenure Commission and recent literature were consulted to determine areas of current tenure interest and concern. Articles by various interest groups such as the Michigan Education Association and Michigan School Board Association and conversations with educators at Michigan State University proved especially helpful. Areas relating to teacher tenure deemed important for investigation were:

1. Whether mandatory tenure had helped improve the teaching profession in the State of Michigan.

⁷⁹Walter Borg, Educational Research: An Introduction (New York: David McKay Company, Inc., 1963), p. 110.

2. Whether the Michigan Teacher Tenure Act provided local boards of education and administrators with a systematic, expedient procedure for eliminating incompetent tenure teachers.
3. Whether the Michigan Tenure Commission functioned as an effective review agency for tenure appeals.
4. Whether the Michigan Teacher Tenure Act was necessary to protect competent teachers from arbitrary dismissal.
5. Whether tenure was necessary to insure teachers due process.
6. Effects on the school district personnel (teachers, administrators, and local boards of education) during and after the processing of a tenure case.
7. Whether the Michigan Teacher Tenure Act should be continued as presently written.
8. Recommendations regarding the Michigan Teacher Tenure Act and tenure proceedings.
9. Whether further clarification of the Michigan Teacher Tenure Act was necessary.

After refining the areas of tenure interest into a relatively composite list, an extensive screening process was employed to define and eliminate unnecessary areas (Table 3-1).

Thirteen recommendations by Edwards were then used in transposing interest areas into attitude statements designed to measure the perceptions of teachers, administrators and local board of education members.

TABLE 3.1

Teachers, Administrators and Local Boards of
Education Attitudes Toward Tenure Areas

a.

-
1. The mandatory Michigan Teacher Tenure Act has helped improve the teaching profession in the state.
 2. The Michigan Teacher Tenure Act provides local boards of education with a systematic procedure for eliminating incompetent tenure teachers.
 3. All teachers, administrators and local board of education members should be required to attend workshops explaining the procedure of the Michigan Teacher Tenure Act.
 4. The Michigan Teacher Tenure Act provides local boards of education with an expedient procedure for eliminating incompetent tenure teachers.
 5. The Michigan Tenure Commission functions as an effective review agency for tenure appeals.
 6. Tenure provides teachers with a life-time contract.
 7. The Michigan Teacher Tenure Act has improved the general public's confidence in the educational process.
 8. The procedures of the Michigan Teacher Tenure Act are understood by administrators.
 9. The procedures of the Michigan Teacher Tenure Act are understood by teachers.
 10. The procedures of the Michigan Teacher Tenure Act are understood by local boards of education.
 11. Tenure is necessary to protect tenure teachers from arbitrary dismissal.
 12. The Michigan Teacher Tenure Act should be continued as presently written.
 13. The Michigan Teacher Tenure Act protects competent tenure teachers from arbitrary dismissal.

TABLE 3.1 (continued)

14. The Michigan Teacher Tenure Act has improved the educational process in the Michigan public schools.
 15. Mandatory teacher tenure laws should be abolished.
 16. The Michigan Tenure Commission is necessary to act as a reviewing agency for local boards of education tenure decisions.
 17. The Michigan Teacher Tenure Act has improved the working relationship among teachers, administrators and local boards of education in Michigan public schools.
 18. The quality of teaching in the public schools of Michigan has been improved by mandatory teacher tenure.
 19. The Michigan Teacher Tenure Act is necessary to insure due process for tenure teachers.
 20. The awarding of tenure should not be permanent but should be subject to periodic review and renewal based on the teacher's demonstrated teaching ability.
- a. response categories and instructions developed for subsequent questionnaires omitted.

1. Avoid statements that are factual or capable of being interpreted factually.
2. Avoid statements that are irrelevant to the psychological objects under consideration.
3. Avoid statements that are likely to be endorsed by almost everyone or almost no one.
4. Select statements that are believed to cover the entire range of the affective scale of interest.
5. Keep the language of the statements simple, clear and direct.
6. Statements should be short, rarely exceeding 20-25 words.
7. Each statement should contain only one complete thought.
8. Statements containing universals such as "all, always, none" and "never" often introduce ambiguity and should be avoided.
9. Words such as "only, just, merely" and others of a similar nature should be used with care and moderation in writing statements.
10. Whenever possible, statements should be in the form of simple sentences rather than in the form of compound or complex statements.
11. Avoid the use of words that may not be understood.
12. Avoid the use of double negatives.
13. Avoid statements that may be interpreted in more than one way.⁸⁰

The survey statements, at this point, were submitted to several committee members for evaluation and advice. Adjustments relative to length, readability and balance were made accordingly.

The survey form was then administered to several groups of teachers and administrators outside the selected sample. Although the results of the pre-tests did not indicate changing or omitting any items,

⁸⁰ Allen L. Edwards, Techniques of Attitude Scale Construction (New York, Appleton-Century-Crofts, Inc., 1957), pp. 13-14.

several constructive comments were incorporated as a result of the pre-test.

For response categorizing and eventual questionnaire evaluation, the Likert Scale was judged most advantageous. In indicating the nature of his method, Likert states:

"First, the method does away with the use of voters or judges and the errors arising therefrom; second, it is less laborious to construct an attitude scale by this method; and third, the method yields the same reliability with fewer items."⁸¹

The survey instrument indicated that only one response symbol should be circled for each statement, with SA denoting strongly agree; A, agree; D, disagree; and SD, strongly disagree.

Since this study was concerned with an analysis of potential differences in the perceptions of teachers, administrators and local boards of education on the impact of teacher tenure in the public schools, the same instrument was administered to all three groups in the sample. Each respondent was, however, asked to indicate to the best of their knowledge the size, the socioeconomic characteristics and the type of locale most representative of their school district. They were also asked to indicate their position within the school district. An assumption made in using school personnel from varying size school districts and from school districts with varying socioeconomic characteristics and locales was that perceptions of teachers, administrators and local boards of education will not vary according to the above mentioned characteristics.

⁸¹Rensis Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, (XL, June, 1932) p. 42.

Administration of the Surveys

The Survey of Teachers, Administrators and Members of Local Boards of Education Regarding Tenure (STAMBERT) Instrument was administered during the last week of September, 1974. The survey was mailed to 60 superintendents, 120 teachers and 60 school board members, each of whom had been randomly selected.

An introductory cover letter explaining the purpose of the research survey instrument was included. An addressed stamped envelope for returning the research survey instrument was also included. Responses were accepted up to October 31.

Research Method and Data Analysis Technique

The research method applied in this study was descriptive and comparative. It described the perceptions and attitudes of teachers, administrators and local boards of education members regarding the impact of teacher tenure in the public schools of the State of Michigan. Best stated, "descriptive research involves describing and interpreting what exists from collected data."⁸²

Completed questionnaires were initially placed in one of three categories according to the position in the school district indicated by the respondent: (1) Administrator; (2) Teacher; (3) Local Board of Education Member. These categories were used for the investigation of hypotheses one, two and three. For the investigation of hypotheses four, five and six, the above three categories were further subdivided according to the respondents indicated size of their K-12 school district, the

⁸² John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1959), p. 102.

indicated socioeconomic characteristic of their K-12 school district and the indicated locale of their K-12 school district.

A raw score ranging from 4 for Strongly Agree to 1 for Strongly Disagree was entered, based on the respondent's reply, for each item the questionnaire. The data was then punched on IBM data processing cards. These cards were processed by the Michigan State University CDC6500 Computer using the Percentage Frequency Count and the Analysis of Variance (ANOVA) data analysis techniques.

All computer programing was developed by the Office of Research Consultation of the College of Education at Michigan State University and was operationalized on the University's CDC6500 Computer. Findings, recommendations and conclusions were drawn from the information obtained. Interpretations of data were related to the study's purpose.

Summary

In the present chapter the research setting has been briefly described. The population was defined with an explanation of the sample selected. An explanation of the STAMBERT (Survey of Teachers, Administrators and Members of Boards of Education Regarding Tenure) instrument, its scale construction and its administration was included. Finally, the type of research study and the data analysis techniques were explained. The data will be organized, presented and analyzed in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

This chapter contains the results of the statistical analysis of the data and will be presented in the following manner:

1. Restatement of the hypotheses of the study and appropriate analysis of variance techniques
2. Quantitative description of the data
3. Summarization of the findings of the study.

Purpose of Study

A review of the literature on perceptual psychology and perception indicates that human behavior is consequently viewed as a function of perception. Perception and its importance are not isolated or confined to only certain facets of a school system. In education for a long time there has been the question of whether teachers, school administrators and local boards of education who are charged with the legal responsibility for operating the public schools share the same or similar perceptions. The perceptions of teachers, administrators and board of education members in one area, the area of teacher tenure, were examined in this study.

The basic purpose of the study was to determine if significant differences exist between the perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure in the public schools of the State of Michigan. Variables used to

analyze the perceptions of teachers, administrators and board of education members regarding the impact of tenure were the respondents position within the school district (administrator, teacher, board of education member); size of the K-12 school district; socioeconomic status of the K-12 school district (SES); and, the rural or urban nature of the K-12 school district.

Statement of Hypotheses

Hypothesis 1:

The perceptions of teachers, administrators, and board of education members will not differ significantly as to their opinions on whether mandatory tenure has helped improve the teaching profession in the State of Michigan.

The combined difference between the means for hypothesis 1 was significant at the .05 level (See Table 4.1). Hypothesis 1 was therefore rejected. The perceptions of teachers, administrators and board of education members did differ significantly in their opinions on whether mandatory tenure has helped improve the teaching profession in the State of Michigan.

The Survey of Teachers, Administrators and Members of Local Boards of Education Regarding Tenure (STAMBERT) instrument contained six questions related to mandatory tenure improving the teaching profession (Questions 1, 7, 12, 14, 17, and 18). Of the six questions relating to mandatory tenure improving the teaching profession computed for this hypothesis, three proved to be statistically significant at the .05 level when scores were combined on questions 1, 7, 12, 14, 17, and 18, and position served as the independent variable. (See Table 4.1)

Table 4.1 Results of Analysis of the Variance (ANOVA) Between Perceptions of Teachers, Administrators and Board of Education Members Regarding Teacher Tenure Improving the Teaching Profession

CATEGORY STATISTICS			
GROUP	N	MEAN	SD
Teachers	72	14.375	3.164
Administrators	56	10.679	2.997
Board Members	41	10.488	3.325

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	P	.05
Position	2	295.21			
R: Position	166	9.923	29.75	.0001	

Significant at .05 level

Significant relationships occurred between the perceptions of teachers, administrators and board of education members on individual questions 14, 17, and 18. (See Tables 4.5, 4.6, and 4.7)

Table 4.2 Mandatory Michigan Teacher Tenure Act Improved Teaching Profession

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	8.00	22.00	34.00	8.00	72.00
	Expt. Freq.	11.93	20.45	30.67	8.95	
	X ² Fr. Cell	1.29	.12	.36	.10	
A	Obser. Freq.	8.00	15.00	26.00	7.00	56.00
	Expt. Freq.	9.28	15.91	23.86	6.96	
	X ² Fr. Cell	.18	.05	.19	.00	
B	Obser. Freq.	12.00	11.00	12.00	6.00	41.00
	Expt. Freq.	6.79	11.64	17.47	5.09	
	X ² Fr. Cell	3.99	.04	1.71	.16	

N = 169.00

X² Fr. Table 8.192; d.f. = 6; (p .05)

X² Significant Value 12.59

Table 4.3 Michigan Teacher Tenure Act Improved Public's Confidence in Educational Process

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	5.00	28.00	38.00	1.00	72.00
	Expt. Freq.	5.16	30.25	34.08	1.70	
	X ² Fr. Cell	.16	.17	.45	.29	
A	Obser. Freq.	7.00	27.00	21.00	1.00	56.00
	Expt. Freq.	4.65	23.53	26.51	1.33	
	X ² Fr. Cell	1.20	.51	1.14	.08	
B	Obser. Freq.	2.00	16.00	21.00	2.00	41.00
	Expt. Freq.	3.40	17.22	19.41	.97	
	X ² Fr. Cell	.57	.09	.13	1.09	

N = 169.00

X² Fr. Table 5.887; d.f. = 6 (p .05)

X² Significant Value 12.59

Table 4.4 Michigan Teacher Tenure Act Should Be Continued As Written

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	4.00	5.00	47.00	16.00	72.00
	Expt. Freq.	5.96	9.37	41.75	14.91	
	X ² Fr. Cell	.65	2.04	.66	.08	
A	Obser. Freq.	4.00	9.00	32.00	11.00	56.00
	Expt. Freq.	4.64	7.29	32.47	11.60	
	X ² Fr. Cell	.09	.40	.01	.03	
B	Obser. Freq.	6.00	8.00	19.00	8.00	41.00
	Expt. Freq.	3.40	5.34	23.78	8.49	
	X ² Fr. Cell	2.00	1.33	.96	.03	

N = 169.00

X² Fr. Table 8.265; d.f. = 6; (p .05)

X² Significant Value 12.59

Table 4.5 Michigan Teacher Tenure Act Had Improved Educational Process

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	24.00	35.00	9.00	4.00	72.00
	Expt. Freq.	15.34	29.82	16.19	10.65	
	X ² Fr. Cell	4.89	.10	3.19	4.15	
A	Obser. Freq.	9.00	25.00	15.00	7.00	56.00
	Expt. Freq.	11.93	23.20	12.59	8.28	
	X ² Fr. Cell	.72	.14	.46	.20	
B	Obser. Freq.	3.00	10.00	14.00	14.00	41.00
	Expt. Freq.	8.73	16.98	9.22	6.07	
	X ² Fr. Cell	3.76	2.87	2.48	10.38	

N = 169.00

X² Fr. Table 34.152; d.f. = 6; (p .05)

X² Significant Value 12.59

Table 4.6 Michigan Teacher Tenure Act Has Improved Working Relationship Among Teachers, Administrators and Boards of Education

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	11.00	27.00	32.00	2.00	72.00
	Expt. Freq.	21.73	31.10	17.89	1.28	
	X ² Fr. Cell	5.30	.54	11.12	.41	
A	Obser. Freq.	21.00	31.00	4.00	.00	56.00
	Expt. Freq.	16.90	24.19	13.92	.99	
	X ² Fr. Cell	.99	1.92	7.07	.99	
B	Obser. Freq.	19.00	15.00	6.00	1.00	41.00
	Expt. Freq.	12.37	17.71	10.19	.73	
	X ² Fr. Cell	3.55	.41	1.72	.10	

N = 169.00

X² Fr. Table 34.128; d.f. = 6 (p .05)

X² Significant Value 12.59

Table 4.7 Michigan Teacher Tenure Act Has Improved Quality of Teaching

Variable	Position	SD	D	A	SD	Total
T	Obser. Freq.	2.00	9.00	47.00	14.00	72.00
	Expt. Freq.	9.80	18.32	23.93	8.95	
	X ² Fr. Cell	6.21	4.74	4.17	2.85	
A	Obser. Freq.	11.00	17.00	24.00	4.00	56.00
	Expt. Freq.	7.62	14.25	27.17	6.96	
	X ² Fr. Cell	1.50	.53	.37	1.26	
B	Obser. Freq.	10.00	17.00	11.00	3.00	41.00
	Expt. Freq.	5.58	10.43	19.89	5.09	
	X ² Fr. Cell	3.50	4.14	3.98	.86	

N = 169.00

X² Fr. Table 34.100; d.f. = 6; (p .05)

X² Significant Value 12.59

Hypothesis 2:

The perceptions of teachers, administrators and board of education members will not differ significantly in their view that the Michigan Teacher Tenure Act provided local boards of education and administrators with a systematic, expedient procedure for eliminating incompetent tenured teachers and protecting competent tenured teachers from arbitrary dismissal.

The combined difference between the means was significant at the .05 level (See Table 4.8). The hypothesis was rejected. The perceptions of teachers, administrators and board of education members did indeed differ significantly in their perceptions as to the Michigan Teacher Tenure Act providing boards of education and administrators with a systematic and expedient procedure for eliminating incompetent tenured teachers and protecting competent tenured teachers from arbitrary dismissal.

The STAMBERT instrument contained six questions designed to measure hypothesis 2. Questions 2, 4, 6, 11, 13, and 19 were designed

to measure the three group's perceptions of how effectively the Michigan Teacher Tenure Act provided an expedient procedure for eliminating incompetent tenured teachers and protecting competent tenured teachers. Of the six questions computed for this hypothesis four proved to be statistically significant. The interaction between position proved to be significant at the .05 level when combined scores on questions 2, 4, 6, 11, 13, and 19 and position served as the dependent variables (See Table 4.8).

Table 4.8 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members Regarding Michigan Teacher Tenure Act Providing Expedient Procedure for Eliminating Incompetent Tenured Teachers and Protecting Competent Tenured Teachers

CATEGORY STATISTICS			
GROUP	N	MEAN	SD
Teachers	72	16.014	2.412
Administrators	56	14.107	2.386
Board Members	41	13.439	3.009

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	P	.05
Position	2	104.306	15.90	.0001	
R: Position	166	6.56			

Significant at .05 level

Significant relations occurred between the perceptions of teachers, administrators and board of education members on questions 6, 11, 13, and 19 (See Tables 4.11, 4.12, 4.13, and 4.14).

Table 4.9 Michigan Teacher Tenure Act Provides Systematic
Procedure For Eliminating Incompetent Tenured Teachers

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	2.00	13.00	43.00	14.00	72.00
	Expt. Freq.	2.56	13.63	42.18	13.63	
	X ² Fr. Cell	.12	.03	.02	.01	
A	Obser. Freq.	1.00	10.00	34.00	11.00	56.00
	Expt. Freq.	1.99	10.60	32.80	10.60	
	X ² Fr. Cell	.49	.03	.04	.01	
B	Obser Freq.	3.00	9.00	22.00	7.00	41.00
	Expt. Freq.	1.46	7.76	21.02	7.76	
	X ² Fr. Cell	1.64	.20	.17	.08	

N = 169.00

X² Fr. Table 2.840; d.f. = 6; (p .05)

X² Significant Value 12.59

Table 4.10 Michigan Teacher Tenure Act Provides An Expedient
Procedure For Eliminating Incompetent Tenured Teachers

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	4.00	23.00	43.00	2.00	72.00
	Expt. Freq.	5.11	25.99	38.77	2.13	
	X ² Fr. Cell	.24	.34	.46	.01	
A	Obser. Freq.	5.00	18.00	31.00	2.00	56.00
	Expt. Freq.	3.98	20.21	20.15	1.66	
	X ² Fr. Cell	.26	.24	.02	.07	
B	Obser. Freq.	3.00	20.00	17.00	1.00	41.00
	Expt. Freq.	2.91	14.80	22.08	1.21	
	X ² Fr. Cell	.00	1.83	1.17	.04	

N = 169.00

X² Fr. Table 4.692; d.f. = 6; (p .05)

X² Significant Value 12.59

Table 4.11 Tenure Provides Teachers With a Lifetime Contract

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	11.00	44.00	16.00	1.00	72.00
	Expt. Freq.	25.14	38.77	7.67	.43	
	X ² Fr. Cell	7.95	.71	9.05	.77	
A	Obser. Freq.	29.00	25.00	2.00	0.00	56.00
	Expt. Freq.	19.55	30.15	5.96	.33	
	X ² Fr. Cell	4.57	.88	2.64	.33	
B	Obser. Freq.	19.00	22.00	0.00	0.00	41.00
	Expt. Freq.	14.31	22.08	4.37	.24	
	X ² Fr. Cell	1.53	.00	4.37	.24	

N = 169.00

X² Fr. Table 33.039; d.f. = 6; (p .05)X² Significant Value 12.59

Table 4.12 Tenure Is Necessary To Protect Tenured Teachers From Arbitrary Dismissal

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	7.00	32.00	29.00	4.00	72.00
	Expt. Freq.	22.58	30.67	16.19	2.56	
	X ² Fr. Cell	10.75	.06	10.14	.82	
A	Obser. Freq.	23.00	25.00	6.00	2.00	56.00
	Expt. Freq.	17.56	23.56	12.59	1.99	
	X ² Fr. Cell	1.68	.05	3.45	.00	
B	Obser. Freq.	23.00	15.00	3.00	0.00	41.00
	Expt. Freq.	12.86	17.47	9.22	1.46	
	X ² Fr. Cell	8.00	.35	4.20	1.46	

N = 169.00

X² Fr. Table 40.948; d.f. = 6; (p .05)X² Significant Value 12.59

Table 4.13 Michigan Teacher Tenure Act Protects Competent
Tenured Teachers From Arbitrary Dismissal

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	6.00	34.00	30.00	2.00	72.00
	Expt. Freq.	17.04	32.80	20.45	1.70	
	X ² Fr. Cell	7.15	.04	4.46	.05	
A	Obser. Freq.	16.00	29.00	11.00	0.00	56.00
	Expt. Freq.	13.25	25.51	15.91	1.33	
	X ² Fr. Cell	.57	.48	1.51	1.33	
B	Obser. Freq.	18.00	14.00	7.00	2.00	41.00
	Expt. Freq.	9.70	18.68	11.64	.97	
	X ² Fr. Cell	7.09	1.17	1.85	1.09	

N = 169.00

X² Fr. Table 26.802; d.f. = 6; (p .05)

X² Significant Value 12.59

Table 4.14 Michigan's Teacher Tenure Act Is Necessary To
Insure Due Process For Tenured Teachers

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	8.00	9.00	25.00	30.00	72.00
	Expt. Freq.	3.83	6.82	26.84	34.51	
	X ² Fr. Cell	4.53	.70	.13	.59	
A	Obser. Freq.	0.00	3.00	27.00	26.00	56.00
	Expt. Freq.	2.98	5.30	20.88	26.84	
	X ² Fr. Cell	2.98	1.00	1.80	.03	
B	Obser. Freq.	1.00	4.00	11.00	25.00	41.00
	Expt. Freq.	2.18	3.88	15.28	19.65	
	X ² Fr. Cell	.64	.00	1.20	1.46	

N = 169.00

X² Fr. Table 15.047; d.f. = 6; (p .05)

X² Significant Value 12.59

Hypothesis 3:

The perceptions of teachers, administrators and board of education members will not differ significantly regarding the functioning of the Michigan Tenure Commission as being an effective review agency for tenure appeals.

The combined difference between the means was not significant at the .05 level and the hypothesis was accepted. (See Table 4.15)

The perceptions of teachers, administrators and board of education members did not differ significantly regarding the Michigan Tenure Commission being an effective review agency for tenure appeals.

The STAMBERT instrument contained three questions designed to measure the groups perceptions for hypothesis 3. Questions 5, 15, and 16 were designed to measure the perceptions of teachers, administrators and board of education members regarding whether the Michigan Tenure Commission appeared to function as an effective review agency for tenure appeals. Of the three questions computed for this hypothesis, two did prove to be significant. The interaction between the positions (teachers, administrators and board of education members) did not prove to be sufficient at the .05 level when the combined scores on questions 5, 15, and 16 and these positions served as the dependent variable (See Table 4.15).

Significant relationships occurred between the perceptions of teachers, administrators and board of education members on questions 15 and 16. (See Tables 4.17 and 4.18)

Table 4.15 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members Regarding Michigan Tenure Commission Being An Effective Review Agency

CATEGORY STATISTICS				
GROUP	N	MEAN	SD	
Teachers	72	7.458	1.020	
Administrators	56	7.500	1.293	
Board Members	41	7.829	.892	

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	P	.05
Position	2	1.959	1.645	.1962	
R: Position	166	1.191			

Not Significant at .05 level

Table 4.16 Michigan Tenure Commission Functions as an Effective Review Agency For Tenure Appeals

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	17.00	33.00	18.00	4.00	72.00
	Expt. Freq.	13.53	31.53	20.88	5.96	
	X ² Fr. Cell	.83	.07	.40	.65	
A	Obser. Freq.	12.00	24.00	16.00	4.00	56.00
	Expt. Freq.	10.60	24.52	16.24	4.64	
	X ² Fr. Cell	.18	.01	.00	.09	
B	Obser. Freq.	3.00	17.00	15.00	6.00	41.00
	Expt. Freq.	7.76	17.95	11.89	3.40	
	X ² Fr. Cell	2.92	.05	.81	2.00	

N = 169.00

X² Fr. Table 8.014; d.f. = 6; (p .05)

X² Significant Value 12.59

Table 4.17 Mandatory Tenure Laws Should be Abolished

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	3.00	7.00	52.00	10.00	72.00
	Expt. Freq.	4.69	16.19	45.16	5.96	
	X ² Fr. Cell	.61	5.22	1.04	2.73	
A	Obser. Freq.	4.00	16.00	34.00	2.00	56.00
	Expt. Freq.	3.64	12.59	35.12	4.64	
	X ² Fr. Cell	.03	.92	.04	1.50	
B	Obser. Freq.	4.00	15.00	20.00	2.00	41.00
	Expt. Freq.	2.67	9.22	25.72	3.40	
	X ² Fr. Cell	.66	3.63	1.27	.57	

N = 169.00

X² Fr. Table 18.218; d.f. = 6; (p .05)X² Significant Value 12.59Table 4.18 Michigan Tenure Commission Is Necessary to Act
As a Review Agency for Tenure Appeals

Variable	Position	SD	D	A	SA	Total
T	Obser. Freq.	5.00	22.00	42.00	3.00	72.00
	Expt. Freq.	15.76	29.82	24.71	1.70	
	X ² Fr. Cell	7.35	2.05	12.10	.99	
A	Obser. Freq.	18.00	32.00	5.00	1.00	56.00
	Expt. Freq.	12.26	23.20	19.22	1.33	
	X ² Fr. Cell	2.69	3.34	10.52	.08	
B	Obser. Freq.	14.00	16.00	11.00	0.00	41.00
	Expt. Freq.	8.98	16.98	14.07	.97	
	X ² Fr. Cell	2.81	.06	.67	.97	

N = 169.00

X² Fr. Table 43.622; d.f. = 6; (p .05)X² Significant Value 12.59

Hypothesis 4:

The perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure will not differ significantly according to the size of the Michigan school district.

For the purpose of analyzing hypothesis 4 all responses to the STAMBERT instrument were divided into large and small K-12 school districts. The large group was comprised of all respondents (teachers, administrators and board of education members) who indicated their K-12 school district enrollment was over 10,000 students. The responses of all teachers, administrators and board of education members comprising small and large districts were then analyzed to determine the validity of hypothesis 4.

The overall analysis of the 15 STAMBERT questions was again made by combining responses into the three basic areas the instrument was designed to measure. The analysis of hypotheses 4, 5, and 6 will be presented in the following manner:

Variable: Size. Combined responses from questions 1, 7, 12, 14, 17, and 18 were used to determine the relationship between size (small and large school districts) and that group's perceptions of the impact of teacher tenure. Combined responses from questions 2, 4, 6, 11, 13, and 19 were used to measure whether the Michigan Tenure Act provided expedient procedures for eliminating incompetent tenured teachers and protecting competent tenured teachers. Combined responses from questions 5, 15, and 16 were used to determine the relationship between size and the small and large school district respondents perceptions of the functioning of the Michigan Tenure Commission as an effective review agency for tenure appeals. Significant differences in individual chi squares were indicated and displayed.

Table 4.19 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members from Large and Small School Districts Regarding Teacher Tenure Improving the Teaching Profession

CATEGORY STATISTICS			
GROUP	N	MEAN	SD
Small	95	12.126	3.636
Large	74	12.311	3.690

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	P	.05
Position	1	1.416	.1057	.7455	
R: Position	167	13.391			

Not significant at .05 level

Of the six questionnaire responses which were computed for this analysis, one proved to be statistically significant. (See Table 4.23)

Table 4.20 Michigan Teacher Tenure Process Has Improved Educational Process

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	18.00	45.00	20.00	12.00	95.00
	Expt. Freq.	20.24	39.35	21.36	14.05	
	X ² Fr. Cell	.25	.81	.09	.30	
Lg.	Obser. Freq.	18.00	25.00	18.00	13.00	74.00
	Expt. Freq.	15.76	30.65	16.64	10.95	
	X ² Fr. Cell	.32	1.04	.11	.39	

N = 169.00

X² Fr. Table 3.301; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.21 Michigan Teacher Tenure Act Should Be Continued
As Written

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	11.00	15.00	53.00	16.00	95.00
	Expt. Freq.	7.87	12.37	55.09	19.67	
	X ² Fr. Cell	1.25	.56	.08	.69	
Lg.	Obser. Freq.	3.00	7.00	45.00	19.00	74.00
	Expt. Freq.	6.13	9.63	42.91	15.33	
	X ² Fr. Cell	1.60	.72	.10	.88	

N = 169.00

X² Fr. Table 5.872; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.22 Michigan Teacher Tenure Act Improved Public
Confidence in Educational Process

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	6.00	36.00	52.00	1.00	96.00
	Expt. Freq.	7.87	39.91	44.97	2.25	
	X ² Fr. Cell	.44	.38	1.10	.69	
Lg.	Obser. Freq.	8.00	35.00	28.00	3.00	74.00
	Expt. Freq.	6.13	31.09	35.03	1.75	
	X ² Fr. Cell	.57	.49	1.41	.89	

N = 169.00

X² Fr. Table 5.983; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.23 Mandatory Michigan Teacher Tenure Act Has
Improved Teaching Profession

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	14.00	35.00	40.00	6.00	95.00
	Expt. Freq.	15.74	26.98	40.47	11.80	
	X ² Fr. Cell	.19	2.38	.01	2.85	
Lg.	Obser. Freq.	14.00	13.00	32.00	15.00	74.00
	Expt. Freq.	12.26	21.02	31.53	9.20	
	X ² Fr. Cell	.25	3.06	.01	3.66	

N = 169.00

X² Fr. Table 12.412; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.24 Michigan Teacher Tenure Act Had Improved Working Relationship Among Teachers, Administrators and Boards of Education

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	28.00	42.00	24.00	1.00	95.00
	Expt. Freq.	28.67	41.04	23.61	1.69	
	X ² Fr. Cell	.02	.02	.01	.28	
Lg.	Obser. Freq.	23.00	31.00	18.00	2.00	74.00
	Expt. Freq.	22.23	31.96	18.39	1.31	
	X ² Fr. Cell	.02	.03	.01	.36	

N = 169.00

X² Fr. Table .740; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.25 Michigan Teacher Tenure Act Has Improved Quality of Teaching

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	12.00	31.00	40.00	12.00	95.00
	Expt. Freq.	12.93	24.17	46.09	11.80	
	X ² Fr. Cell	.07	1.93	.81	.00	
Lg.	Obser. Freq.	11.00	12.00	42.00	9.00	74.00
	Expt. Freq.	10.07	18.83	35.91	9.20	
	X ² Fr. Cell	.09	2.48	1.03	.00	

N = 169.00

X² Fr. Table 6.406; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.26 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members From Large and Small School Districts Regarding Tenure Act Providing Expedient Procedures For Eliminating Incompetent Tenured Teachers and Protects Competent Tenured Teachers

CATEGORY STATISTICS			
GROUP	N	MEAN	SD
Small	95	14.474	2.669
Large	74	15.122	2.890

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	p	.05
Position	1	17.464	2.279	.1331	
R: Position	167	7.662			

Not significant at .05 level

Of the six chi squares which were computed for this analysis, one proved to be statistically significant. (See Table 4.27)

Table 4.27 Michigan Teacher Tenure Act Provides Systematic Procedures For Eliminating Incompetent Tenured Teachers

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	1.00	14.00	63.00	17.00	95.00
	Expt. Freq.	3.37	17.99	55.65	17.99	
	χ^2 Fr. Cell	1.67	.88	.97	.05	
Lg.	Obser. Freq.	5.00	18.00	36.00	15.00	74.00
	Expt. Freq.	2.63	14.01	43.35	14.01	
	χ^2 Fr. Cell	2.14	1.14	1.25	.07	

N = 169.00

χ^2 Fr. Table 8.172; d.f. = 3; (p .05)

χ^2 Significant Value 7.815

Table 4.28 Michigan Teacher Tenure Act Provides An Expedient Procedure For Eliminating Incompetent Tenured Teachers

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	5.00	36.00	50.00	4.00	95.00
	Expt. Freq.	6.75	34.29	51.15	2.81	
	X ² Fr. Cell	.45	.09	.03	.50	
Lg.	Obser. Freq.	7.00	25.00	41.00	1.00	74.00
	Expt. Freq.	5.25	26.71	39.85	2.19	
	X ² Fr. Cell	.58	.11	.03	.65	

N = 169.00

X² Fr. Table 2.435; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.29 Tenure Provides Teachers With a Lifetime Contract

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	31.00	52.00	11.00	1.00	95.00
	Expt. Freq.	33.17	51.15	10.12	.56	
	X ² Fr. Cell	.14	.01	.08	.34	
Lg.	Obser. Freq.	28.00	39.00	7.00	0.00	74.00
	Expt. Freq.	25.83	25.83	7.88	.44	
	X ² Fr. Cell	.18	.02	.10	.44	

N = 169.00

X² Fr. Table d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.30 Tenure Is Necessary To Protect Tenured Teachers From Arbitrary Dismissal

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	32.00	39.00	22.00	2.00	95.00
	Expt. Freq.	29.79	40.47	21.36	3.77	
	X ² Fr. Cell	.16	.05	.02	.56	
Lg.	Obser. Freq.	21.00	33.00	16.00	4.00	74.00
	Expt. Freq.	23.21	31.53	16.64	2.63	
	X ² Fr. Cell	.21	.07	.02	.72	

N = 169.00

X² Fr. Table 1.816; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.31 Michigan Teacher Tenure Act Protects Competent
Tenured Teachers From Arbitrary Dismissal

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	23.00	46.00	24.00	2.00	95.00
	Expt. Freq.	22.49	43.28	26.98	2.25	
	X ² Fr. Cell	.01	.17	.33	.03	
Lg.	Obser. Freq.	17.00	31.00	24.00	2.00	74.00
	Expt. Freq.	17.51	33.72	21.02	1.75	
	X ² Fr. Cell	.02	.22	.42	.04	

N = 169.00

X² Fr. Table 1.232; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.32 Michigan's Teacher Tenure Act Is Necessary to
Insure Due Process For Tenured Teachers

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	5.00	7.00	31.00	52.00	95.00
	Expt. Freq.	5.06	8.99	35.41	45.53	
	X ² Fr. Cell	.00	.44	.55	.92	
Lg.	Obser. Freq.	4.00	9.00	32.00	29.00	74.00
	Expt. Freq.	3.94	7.01	27.59	35.47	
	X ² Fr. Cell	.00	.57	.71	1.18	

N = 169.00

X² Fr. Table 4.366; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.33 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members From Large and Small School Districts Regarding Michigan Tenure Commission Being An Effective Review Agency

CATEGORY STATISTICS			
GROUP	N	MEAN	SD
Small	95	7.558	1.108
Large	74	7.568	1.086

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	p	.05
Position	1	.0039			
			.0032	.9548	
R: Position	167	1.207			

Not Significant at .05 level

Of the three chi squares which were computed for this analysis, none proved to be statistically significant.

Table 4.34 Michigan Tenure Commission Functions as Effective Review Agency For Tenure Appeals

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	15.00	45.00	27.00	8.00	95.00
	Expt. Freq.	17.99	41.60	27.54	7.87	
	X ² Fr. Cell	.50	.28	.01	.00	
Lg.	Obser. Freq.	17.00	29.00	22.00	6.00	74.00
	Expt. Freq.	14.01	32.40	21.46	6.13	
	X ² Fr. Cell	.64	.36	.01	.00	

N = 169.00

X² Fr. Table 1.799; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.35 Mandatory Tenure Laws Should Be Abolished

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	6.00	21.00	61.00	7.00	95.00
	Expt. Freq.	6.18	21.36	59.59	7.87	
	X ² Fr. Cell	.01	.01	.03	.10	
Lg.	Obser. Freq.	5.00	17.00	45.00	7.00	74.00
	Expt. Freq.	4.82	16.64	46.41	6.13	
	X ² Fr. Cell	.01	.01	.04	.12	

N = 169.00

X² Fr. Table .323; d.f. = 3; (p .05)X² Significant Value 7.815Table 4.36 Michigan Tenure Commission Is Necessary To Act
As A Review Agency

Variable	Size	SD	D	A	SA	Total
Sm.	Obser. Freq.	18.00	38.00	36.00	3.00	95.00
	Expt. Freq.	20.80	39.35	32.60	2.25	
	X ² Fr. Cell	.38	.05	.35	.25	
Lg.	Obser. Freq.	19.00	32.00	22.00	1.00	74.00
	Expt. Freq.	16.20	30.65	25.40	1.75	
	X ² Fr. Cell	.48	.06	.45	.32	

N = 169.00

X² Fr. Table 2.347; d.f. = 3; (p .05)X² Significant Value 7.815

The differences in means between the perceptions of teachers, administrators and board of education members from large school districts and those from small school districts were not significant at the .05 level and therefore hypothesis 4 is accepted. The perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure did not differ significantly according to the size of the Michigan school district.

Hypothesis 5:

The perceptions of teachers, administrators, and board of education members regarding the impact of teacher tenure will not differ significantly according to the socioeconomic characteristic of the Michigan school district.

Hypothesis 5 was analyzed by dividing the STAMBERT instrument responses into two socioeconomic (SES) groups. Due to a lack of current information available at the State level regarding the socioeconomic status (SES) of the various school districts in the state (socioeconomic status data on various schools districts is no longer collected on an annual basis and other state data did not coincide with respective school district boundaries) this information was sought from the respondents to the STAMBERT. Responses from teachers, administrators and board of education members within the same school district were in agreement on the socioeconomic status in all but four cases. In the four cases where there were differences of opinion regarding the socioeconomic status of the school district that districts respondents were all included in the socioeconomic group indicated by the majority of the respondents from the district. Of the 169 teachers, administrators and school board members who responded, 84 indicated their school districts were most representative of lower-middle class socioeconomic status districts. Eight-five teachers, administrators and school board members indicated their school districts were most representative of an upper-middle class school district.

The overall analysis of the 15 chi squares was made by combining responses into the three basic areas that the STAMBERT measured. The procedure is explained on the next page.

Variable: SES. Combined responses from questions 1, 7, 12, 14, 17, and 18 were used to determine the relationship between socioeconomic status (upper-middle class and lower-middle class school districts) and perceptions of the impact of teacher tenure. Combined responses from questions 2, 4, 6, 11, 13, and 19 were used to measure the workings of the Michigan Tenure Act as providing an expedient procedure for eliminating incompetent tenured teachers and protecting competent tenured teachers. Combined responses from questions 5, 15, and 16 were used to determine the relationship between socioeconomic status and the group's perceptions of the functions of the Michigan Tenure Commission as an effective review agency for tenure appeals. Significant differences in individual chi squares were indicated and displayed.

Table 4.37 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members From Upper-Middle Class and Lower-Middle Class School Districts Regarding Teacher Tenure Improving the Teaching Profession

<u>CATEGORY STATISTICS</u>			
GROUPS	N	MEAN	SD
Low Mid. SES	84	12.500	3.541
Up. Mid. SES	85	11.918	3.752

<u>ANOVA TABLE</u>					
SOURCE	D.F.	M.S.	F.	p	.05
Position	1	14.328			
			1.076	.301	
R: Position	167	13.314			

Not significant at .05 level

Of the six questionnaire responses which were computed for this analysis, one proved to be statistically significant. (See Table 4.38)

Table 4.38 Mandatory Michigan Teacher Tenure Act Has Improved Teacher Profession

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	12.00	26.00	37.00	9.00	84.00
	Expt. Freq.	13.92	23.86	35.79	10.44	
	X ² Fr. Cell	.26	.19	.04	.20	
Up. Mid. Class	Obser. Freq.	16.00	22.00	35.00	12.00	85.00
	Expt. Freq.	14.08	24.14	35.21	10.56	
	X ² Fr. Cell	.26	.19	.04	.20	

N = 169.00

X² Fr. Table 1.383; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.39 Michigan Teacher Tenure Act Improved Public Confidence in Educational Process

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	2.00	39.00	43.00	0.00	84.00
	Expt. Freq.	6.96	35.29	39.75	1.99	
	X ² Fr. Cell	3.53	.39	.26	1.99	
Up. Mid. Class	Obser. Freq.	12.00	32.00	37.00	4.00	85.00
	Expt. Freq.	7.04	35.71	40.24	2.01	
	X ² Fr. Cell	3.49	.39	.26	1.96	

N = 169.00

X² Fr. Table 12.278; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.40 Michigan Teacher Tenure Act Has Improved Quality of Teaching

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	10.00	20.00	40.00	14.00	84.00
	Expt. Freq.	11.43	21.37	40.76	10.44	
	X ² Fr. Cell	.18	.09	.01	1.22	
Up. Mid. Class	Obser. Freq.	13.00	23.00	42.00	7.00	85.00
	Expt. Freq.	11.57	21.63	41.24	10.56	
	X ² Fr. Cell	.18	.09	.01	1.20	

N = 169.00

X² Fr. Table 2.977; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.41 Michigan Teacher Tenure Act Has Improved Working Relationships Among Teachers, Administrators and Boards of Education

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	23.00	37.00	23.00	1.00	84.00
	Expt. Freq.	25.35	36.28	20.88	1.49	
	X ² Fr. Cell	.22	.01	.22	.16	
Up. Mid. Class	Obser. Freq.	28.00	36.00	19.00	2.00	85.00
	Expt. Freq.	25.65	36.72	21.12	1.51	
	X ² Fr. Cell	.22	.01	.21	.16	

N = 169.00

X² Fr. Table 1.212; d.f. = 3; (p .05)

X² Significant 7.815

Table 4.42 Michigan Teacher Tenure Process Has Improved Educational Process

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	16.00	42.00	16.00	10.00	84.00
	Expt. Freq.	17.89	34.79	18.89	12.43	
	X ² Fr. Cell	.20	1.49	.44	.47	
Up. Mid. Class	Obser. Freq.	20.00	28.00	22.00	15.00	85.00
	Expt. Freq.	18.11	35.21	19.11	12.57	
	X ² Fr. Cell	.20	1.48	.44	.47	

N = 169.00

X² Fr. Table 5.186; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.43 Michigan Teacher Tenure Act Should Be Continued As Written

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	6.00	13.00	48.00	17.00	84.00
	Expt. Freq.	6.96	10.93	48.71	17.40	
	X ² Fr. Cell	.13	.39	.01	.01	
Up. Mid. Class	Obser. Freq.	8.00	9.00	50.00	18.00	85.00
	Expt. Freq.	7.04	11.07	49.29	17.60	
	X ² Fr. Cell	.13	.39	.01	.01	

N = 169.00

X² Fr. Table 1.076; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.44 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members From Lower-Middle Class and Upper-Middle Class School Districts Regarding the Tenure Act Providing Expedient Procedures for Eliminating Incompetent Tenured Teachers and Protects Competent Tenured Teachers

CATEGORY STATISTICS			
GROUPS	N	MEAN	SD
Low Mid. SES	84	14.774	2.768
Up. Mid. SES	85	14.741	2.804

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	p	.05
Position	1	.0450			
			.0058	.939	
R: Position	167	7.7670			
Not Significant at .05 level					

Of the six questionnaire responses which were computed for this analysis, one proved to be statistically significant. (See Table 4.45)

Table 4.45 Michigan Teacher Tenure Act Provides Systematic Procedures for Eliminating Incompetent Tenured Teachers

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	0.00	12.00	56.00	16.00	84.00
	Expt. Freq.	2.98	15.91	49.21	15.91	
	X ² Fr. Cell	2.98	.96	.94	.00	
Up. Mid. Class	Obser. Freq.	6.00	20.00	43.00	16.00	85.00
	Expt. Freq.	3.02	16.09	49.79	16.09	
	X ² Fr. Cell	2.95	.95	.93	.00	

N = 169.00

X² Fr. Table 9.701; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.46 Michigan Teacher Tenure Act Provides An Expedient Procedure For Eliminating Incompetent Tenured Teachers

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	3.00	30.00	49.00	2.00	84.00
	Expt. Freq.	5.96	30.32	45.23	2.49	
	X ² Fr. Cell	1.47	.00	.31	.09	
Up. Mid. Class	Obser. Freq.	9.00	31.00	42.00	3.00	85.00
	Expt. Freq.	6.04	30.68	45.77	2.51	
	X ² Fr. Cell	1.46	.00	.31	.09	

N = 169.00

X² Fr. Table 3.749; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.47 Tenure Provides Teachers With A Lifetime Contract

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	24.00	51.00	9.00	0.00	84.00
	Expt. Freq.	29.33	45.23	8.95	.50	
	X ² Fr. Cell	.97	.74	.00	.50	
Up. Mid. Class	Obser. Freq.	35.00	40.00	9.00	1.00	85.00
	Expt. Freq.	29.67	45.77	9.05	.50	
	X ² Fr. Cell	.96	.73	.00	.49	

N = 169.00

X² Fr. Table 4.375; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.48 Tenure Is Necessary To Protect Tenured Teachers From Arbitrary Dismissal

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	23.00	39.00	20.00	2.00	84.00
	Expt. Freq.	26.34	35.79	18.89	2.98	
	X ² Fr. Cell	.42	.29	.07	.32	
Up. Mid. Class	Obser. Freq.	30.00	33.00	18.00	4.00	85.00
	Expt. Freq.	26.66	36.21	19.11	3.02	
	X ² Fr. Cell	.42	.29	.06	.32	

N = 169.00

X² Fr. Table 2.191; d.f. = 2; (p .05)

X² Significant Value 7.815

Table 4.49 Michigan Teacher Tenure Act Protects Competent
Tenured Teachers From Arbitrary Dismissal

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	18.00	35.00	29.00	2.00	84.00
	Expt. Freq.	14.88	38.27	23.86	1.99	
	X ² Fr. Cell	.18	.28	1.11	.00	
Up. Mid. Class	Obser. Freq.	22.00	42.00	19.00	2.00	85.00
	Expt. Freq.	20.12	38.73	24.14	2.01	
	X ² Fr. Cell	.18	.28	1.10	.00	

N = 169.00

X² Fr. Table 3.114; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.50 Michigan Teacher Tenure Act Is Necessary To
Insure Due Process For Tenured Teachers

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	6.00	9.00	25.00	44.00	84.00
	Expt. Freq.	4.47	7.95	31.31	40.26	
	X ² Fr. Cell	.52	.14	1.27	.35	
Up. Mid. Class	Obser. Freq.	3.00	7.00	38.00	37.00	85.00
	Expt. Freq.	4.53	8.05	31.69	40.74	
	X ² Fr. Cell	.51	.14	1.26	.34	

N = 169.00

X² Fr. Table 4.532; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.51 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members From Upper-Middle Class and Lower-Middle Class School Districts Regarding Michigan Tenure Commission Being An Effective Review Agency For Tenure Appeals

CATEGORY STATISTICS			
GROUP	N	MEAN	SD
Low Mid. SES	84	7.690	1.029
Up. Mid. SES	85	7.435	1.149

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	p	.05
Position	1	2.7511			
			2.3105	.1304	
R: Position	167	1.1909			

Not significant at .05 level

Of the three questionnaire responses which were computed for this analysis, one proved to be statistically significant. (See Table 4.52)

Table 4.52 Michigan Tenure Commission Functions As Effective Review Agency For Tenure Appeals

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	16.00	42.00	22.00	4.00	84.00
	Expt. Freq.	15.91	36.78	24.36	6.46	
	X ² Fr. Cell	.00	.74	.23	1.26	
Up. Mid. Class	Obser. Freq.	16.00	32.00	27.00	10.00	85.00
	Expt. Freq.	16.09	37.22	24.64	7.04	
	X ² Fr. Ce-1	.00	.73	.23	1.24	

N = 169.00

X² Fr. Table 4.427; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.53 Mandatory Tenure Laws Should Be Abolished

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	2.00	15.00	60.00	7.00	84.00
	Expt. Freq.	5.47	18.89	52.69	6.96	
	X ² Fr. Cell	2.20	.80	1.02	.00	
Up. Mid. Class	Obser. Freq.	9.00	23.00	46.00	7.00	85.00
	Expt. Freq.	5.53	19.11	53.31	7.04	
	X ² Fr. Cell	2.17	.79	1.00	.00	

N = 169.00

X² Fr. Table 7.982; d.f. = 3; (p .05)X² Significant Value 7.815Table 4.54 Michigan Teacher Tenure Commission Is Necessary
To Act As A Review Agency For Tenure Appeals

Variable	SES	SD	D	A	SA	Total
Low Mid. Class	Obser. Freq.	15.00	35.00	34.00	0.00	84.00
	Expt. Freq.	18.39	34.79	28.83	1.99	
	X ² Fr. Cell	.63	.00	.93	1.99	
Up. Mid. Class	Obser. Freq.	22.00	35.00	24.00	4.00	85.00
	Expt. Freq.	18.61	35.21	29.17	2.01	
	X ² Fr. Cell	.62	.00	.92	1.96	

N = 169.00

X² Fr. Table 7.043; d.f. = 3; (p .05)X² Significant Value 7.815

The differences in means between the perceptions of teachers, administrators and board of education members from upper-middle class socioeconomic school districts did not differ significantly at the .05 level from those of lower-middle class socioeconomic school districts. Hypothesis five was accepted. The perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure did not differ significantly according to the socioeconomic characteristic of the Michigan school district.

Hypothesis 6:

The perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure will not differ significantly according to the rural or urban characteristics of the Michigan school district.

Hypothesis 6 was analyzed by dividing the STAMBERT instrument responses into two locale groups. Respondents were asked to indicate the type of locale, (rural or urban) which best characterized their K-12 school districts. Of the 169 respondents, 106 teachers, administrators and school board members indicated their school districts were rural in nature. In only one response was there a disagreement on the locale (rural or urban) of the school district and again this district was assigned the locale indicated by the majority of the districts respondents.

The overall analysis of the 15 chi squares was made by combining responses into the three basic areas that the STAMBERT measured and will be presented in that manner.

Variable: Locale. Combined responses from questions 1, 7, 12, 14, 17, and 18 were used to determine the relationship between rural and urban school districts and the different groups perceptions of the impact of teacher tenure. Combined responses from questions 2, 4, 6, 11, 13, and 19 were used to measure whether the Michigan Tenure Act provided an expedient procedure for eliminating incompetent tenured teachers and protecting competent tenured teachers. Combined responses from questions 5, 15, and 16 were used to determine the relationships between locale and group perception of the functioning of the Michigan Tenure Commission as an effective review agency for tenure appeals. Significant differences in individual chi squares were indicated and displayed.

Table 4.55 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members from Rural and Urban School Districts Regarding Teacher Tenure Improving the Teaching Profession

CATEGORY STATISTICS			
GROUP	N	MEAN	SD
Urban	106	12.472	3.683
Rural	63	11.762	3.577

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	p	.05
Position	1	19.908	1.499	.2226	
R: Position	167	13.281			

Not significant at .05 level

Of the six questionnaire responses which were computed for this analysis none (0) proved to be statistically significant.

Table 4.56 Mandatory Michigan Teacher Tenure Act Has Improved Teacher Profession

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	22.00	25.00	44.00	15.00	106.00
	Expt. Freq.	17.56	30.11	45.16	13.17	
	X ² Fr. Cell	1.12	.87	.03	.25	
Rural	Obser. Freq.	6.00	23.00	28.00	6.00	63.00
	Expt. Freq.	10.44	17.89	26.84	7.83	
	X ² Fr. Cell	1.89	1.46	.05	.43	

N = 169.00

X² Fr. Table 6.092; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.57 Michigan Teacher Tenure Act Improved Public Confidence in Educational Process

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	11.00	50.00	44.00	1.00	106.00
	Expt. Freq.	8.78	44.53	50.18	2.51	
	X ² Fr. Cell	.56	.67	.76	.91	
Rural	Obser. Freq.	3.00	21.00	36.00	3.00	63.00
	Expt. Freq.	5.22	26.47	29.82	1.49	
	X ² Fr. Cell	.94	1.13	1.28	1.53	

N = 169.00

X² Fr. Table 7.779; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.58 Michigan Teacher Tenure Act Should Be Continued As Written

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	10.00	13.00	62.00	21.00	106.00
	Expt. Freq.	8.78	13.80	61.47	21.95	
	X ² Fr. Cell	.17	.05	.00	.04	
Rural	Obser. Freq.	4.00	9.00	36.00	14.00	63.00
	Expt. Freq.	5.22	8.20	36.53	13.05	
	X ² Fr. Cell	.28	.08	.01	.07	

N = 169.00

X² Fr. Table .701; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.59 Michigan Teacher Tenure Process Has Improved Educational Process

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	27.00	40.00	26.00	13.00	106.00
	Expt. Freq.	22.58	43.91	23.83	15.68	
	X ² Fr. Cell	.87	.35	.20	.46	
Rural	Obser. Freq.	9.00	30.00	12.00	12.00	63.00
	Expt. Freq.	13.42	26.09	14.17	9.32	
	X ² Fr. Cell	1.46	.58	.33	.77	

N = 169.00

X² Fr. Table 5.010; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.60 Michigan Teacher Tenure Act Has Improved Working Relationships Among Teachers, Administrators and Boards of Education

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	28.00	45.00	30.00	3.00	106.00
	Expt. Freq.	31.99	45.79	26.34	1.88	
	X ² Fr. Cell	.50	.01	.51	.66	
Rural	Obser. Freq.	23.00	28.00	12.00	0.00	63.00
	Expt. Freq.	19.01	27.21	15.66	1.12	
	X ² Fr. Cell	.84	.02	.85	1.12	

N = 169.00

X² Fr. Table 4.515; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.61 Michigan Teacher Tenure Act Has Improved Quality of Teaching

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	14.00	24.00	54.00	14.00	106.00
	Expt. Freq.	14.43	26.97	51.43	13.17	
	X ² Fr. Cell					
Rural	Obser. Freq.	9.00	19.00	28.00	7.00	63.00
	Expt. Freq.	8.57	16.03	30.57	7.83	
	X ² Fr. Cell	.02	.55	.22	.09	

N = 169.00

X² Fr. Table 1.395; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.62 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members From Rural and Urban School Districts Regarding The Tenure Act Providing Expedient Procedures For Eliminating Incompetent Tenured Teachers and Protects Competent Tenured Teachers

CATEGORY STATISTICS			
GROUP	N	MEAN	SD
Urban	106	14.887	2.870
Rural	63	14.540	2.626

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	p	.05
Position	1	4.761			
			.6152	.4340	
R: Position	167	7.738			

Not significant at .05 level

Of the six questionnaire responses which were computed for this analysis none (0) proved to be statistically significant.

Table 4.63 Michigan Teacher Tenure Act Provides Systematic Procedures For Eliminating Incompetent Tenured Teachers

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	3.00	22.00	60.00	21.00	106.00
	Expt. Freq.	3.76	20.07	62.07	20.07	
	X ² Fr. Cell	.15	.19	.07	.04	
Rural	Obser. Freq.	3.00	10.00	39.00	11.00	63.00
	Expt. Freq.	2.24	11.93	36.91	11.93	
	X ² Fr. Cell	.26	.31	.12	.07	

N = 169.00

X² Fr. Table 1.218; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.64 Michigan Teacher Tenure Act Provides An Expedient Procedure For Eliminating Incompetent Tenured Teachers

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	7.00	41.00	56.00	2.00	106.00
	Expt. Freq.	7.53	38.26	57.08	3.14	
	X ² Fr. Cell	.04	.20	.02	.41	
Rural	Obser. Freq.	5.00	20.00	35.00	3.00	63.00
	Expt. Freq.	4.47	22.74	33.92	1.86	
	X ² Fr. Cell	.06	.33	.03	.69	

N = 169.00

X² Fr. Table 1.784; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.65 Michigan Tenure Commission Functions As Effective Review Agency For Tenure Appeals

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	37.00	56.00	12.00	1.00	106.00
	Expt. Freq.	37.01	57.08	11.29	.63	
	X ² Fr. Cell	.00	.02	.84	.22	
Rural	Obser. Freq.	22.00	35.00	6.00	0.00	63.00
	Expt. Freq.	21.99	33.92	6.71	.37	
	X ² Fr. Cell	.00	.03	.08	.37	

N = 169.00

X² Fr. Table .769; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.66 Tenure Is Necessary To Protect Tenured Teachers From Arbitrary Dismissal

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	34.00	43.00	24.00	5.00	106.00
	Expt. Freq.	33.24	45.16	23.83	3.76	
	X ² Fr. Cell	.02	.10	.00	.41	
Rural	Obser. Freq.	19.00	29.00	14.00	1.00	63.00
	Expt. Freq.	19.76	28.84	14.17	2.24	
	X ² Fr. Cell	.03	.17	.00	.68	

N = 169.00

X² Fr. Table 1.417; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.67 Michigan Teacher Tenure Act Protects Competent
Tenured Teachers From Arbitrary Dismissal

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	22.00	50.00	30.00	4.00	106.00
	Expt. Freq.	25.09	48.30	30.11	2.51	
	X ² Fr. Cell	.38	.06	.00	.89	
Rural	Obser. Freq.	18.00	27.00	18.00	.00	63.00
	Expt. Freq.	14.91	28.70	17.89	1.49	
	X ² Fr. Cell	.64	.10	.00	1.49	

N = 169.00

X² Fr. Table 3.560; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.68 Michigan Teacher Tenure Act Is Necessary To
Insure Due Process For Tenured Teachers

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	7.00	11.00	44.00	44.00	106.00
	Expt. Freq.	5.64	10.04	39.51	50.80	
	X ² Fr. Cell	.33	.09	.51	.91	
Rural	Obser. Freq.	2.00	5.00	19.00	37.00	63.00
	Expt. Freq.	3.36	5.96	23.49	30.20	
	X ² Fr. Cell	.55	.16	.86	1.53	

N = 169.00

X² Fr. Table 4.932; d.f. = 3' (p .05)

X² Significant Value 7.815

Table 4.69 Results of ANOVA Between Perceptions of Teachers, Administrators and Board of Education Members From Rural and Urban School Districts Regarding Michigan Tenure Commission Being An Effective Review Agency For Tenure Appeals

CATEGORY STATISTICS			
GROUP	N	MEAN	SD
Urban	106	7.500	.928
Rural	63	7.667	1.331

ANOVA TABLE					
SOURCES	D.F.	M.S.	F.	p	.05
Position	1	1.098			
			.9142	.3404	
R: Position	167	1.201			

Not significant at .05 level

Of the six questionnaire responses which were computed for this analysis none (0) proved to be statistically significant.

Table 4.70 Michigan Tenure Commission Functions As Effective Review Agency For Tenure Appeals

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	22.00	39.00	34.00	11.00	106.00
	Expt. Freq.	20.07	46.41	30.73	8.78	
	X ² Fr. Cell	.19	1.18	.35	.56	
Rural	Obser. Freq.	10.00	35.00	15.00	3.00	63.00
	Expt. Freq.	11.93	27.59	18.27	5.22	
	X ² Fr. Cell	.31	1.99	.58	.99	

N = 169.00

X² Fr. Table 6.110; d.f. = 3; (p .05)

X² Significant Value 7.815

Table 4.71 Mandatory Tenure Laws Should Be Abolished

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	5.00	25.00	66.00	10.00	106.00
	Expt. Freq.	6.90	23.83	66.49	8.78	
	X ² Fr. Cell	.52	.06	.00	.17	
Rural	Obser. Freq.	6.00	13.00	40.00	4.00	63.00
	Expt. Freq.	4.10	14.17	39.51	5.22	
	X ² Fr. Cell	.88	.10	.01	.28	

N = 169.00

X² Fr. Table 2.019; d.f. = 3; (p .05)X² Significant Value 7.815Table 4.72 Michigan Teacher Tenure Commission Is Necessary
To Act As A Review Agency For Tenure Appeals

Variable	Locale	SD	D	A	SA	Total
Urban	Obser. Freq.	20.00	46.00	36.00	4.00	106.00
	Expt. Freq.	23.21	43.91	36.38	2.51	
	X ² Fr. Cell	.44	.10	.00	.89	
Rural	Obser. Freq.	17.00	24.00	22.00	0.00	63.00
	Expt. Freq.	13.79	26.09	21.62	1.49	
	X ² Fr. Cell	.75	.17	.01	1.49	

N = 169.00

X² Fr. Table 3.845; d.f. = 3; (p .05)X² Significant Value 7.815

The differences in means between the perceptions of teachers, administrators and board of education members from rural school districts did not differ significantly at the .05 level from the perceptions of teachers, administrators and board of education members in urban school districts. Hypothesis six was therefore accepted as stated. The perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure did not differ significantly according to the locale of the Michigan school district.

Additional Findings of Study

The STAMBERT instrument contained five questions that were not directly related to the hypotheses. These five questions were designed to gather additional information concerning teacher tenure in the Michigan public schools.

Question number three dealt with all teachers, administrators, and local board of education members being required to attend workshops explaining the procedures of the Michigan Teacher Tenure Act. Of the 169 respondents (72 teachers, 56 administrators, and 41 local board of education members) 45% strongly disagreed or disagreed with the requirement. However, 55% of the respondents agreed or strongly agreed that all teachers, administrators and local board of education members should be required to attend such workshops.

Questions 8, 9, and 10 inquired whether the procedures of the Michigan Teacher Tenure Act were understood by administrators, teachers and local boards of education. The local boards of education rated the lowest score as far as understanding the procedures of the Michigan Teacher Tenure Act. Of the 169 respondents, 68% either strongly disagreed or disagreed with the statement that boards of education understood the workings of the Michigan Teacher Tenure Act. Sixty-two percent of the respondents felt the procedures of the Act were not clearly understood by administrators. Only 50% of the 169 respondents felt the procedures of the Act were not understood by teachers.

Question 20 asked whether the awarding of tenure should not be permanent but should be subject to periodic review and renewal based on the teacher's demonstrated teaching ability. This question drew

rather strong, across the board, support from respondents. Sixty-four percent of the teachers, seventy-three percent of the administrators and seventy-four percent of the board of education members who responded agreed or strongly agreed that the awarding of tenure should not be permanent but should be subject to period review and renewal based on the teacher's demonstrated teaching abilities. Many of the respondents added comments relative to their ideas that the awarding of tenure should be based on periodic reviews and demonstrated classroom competencies. Selected comments will appear in Chapter V.

Summary

The purpose of the study was to determine if significant differences existed between the perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure in the public schools of the State of Michigan. Variables used by the STAMBERT instrument to analyze the perceptions of teachers, administrators and board of education members regarding the impact of tenure were positions of the respondents within the school district: size of the school district; SES of the school district; and the locale (rural/urban) of the school district. An analysis of the results of the STAMBERT instrument designed to test the six hypotheses related to the impact of teacher tenure may be summarized as follows:

1. The results of the ANOVA between the perceptions of teachers, administrators and board of education members did differ significantly in their opinions on whether mandatory tenure has helped improve the teaching profession in the State of Michigan.

2. The results of the ANOVA between the perceptions of teachers, administrators and board of education members did differ significantly in their perceptions as to the Michigan Teacher Tenure Act providing boards of education and administrators with a systematic and expedient procedure for eliminating incompetent tenured teachers and protecting competent tenured teachers from arbitrary dismissal.
3. The results of the ANOVA between the perceptions of teachers, administrators and board of education members did not differ significantly regarding the Michigan Tenure Commission being an effective review agency for tenure appeals.
4. The results of the ANOVA between the perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure did not differ significantly according to the size of the Michigan school district.
5. The results of the ANOVA between the perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure did not differ significantly according to the socioeconomic characteristic of the Michigan school district.
6. The results of the ANOVA between the perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure did not differ significantly according to the locale of the Michigan school district.

Of the six stated hypotheses, hypotheses 1 and 2 were rejected.

Hypotheses 3, 4, 5, and 6 were accepted as stated.

The STAMBERT instrument further revealed that 55% of the respondents agreed that all teachers, administrators and board of education members should be required to attend workshops explaining the procedures of the Michigan Teacher Tenure Act. Seventy-one percent of the responding groups agreed or strongly agreed that the awarding of tenure should not be permanent but should be subject to periodic review and renewal based on the teacher's demonstrated teaching abilities.

Chapter V will contain conclusions, recommendations and implications.

CHAPTER V
SUMMARY, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the study, a discussion of the findings, conclusions, implications, and recommendations generated from the analysis of the data. Suggestions for further research conclude the study.

Summary

Purpose of the Study

The literature on perceptual psychology and perception indicated that human behavior is consequently viewed as a function of perceptions. Perception and its importance are not isolated or confined to only certain facets of a school system. In education for a long time there has been the question of whether teachers, school administrators and local boards of education who are charged with the legal responsibility for operating the school district share the same or similar perceptions. The perceptions of teachers, administrators and board of education members in one area, the area of teacher tenure, was examined in this study.

The basic purpose of the study was to determine if there existed significant differences between the perceptions of teachers, administrators and local boards of education members regarding the impact and effectiveness of the Teacher Tenure Act in the Michigan Public Schools. Variables used to analyze the perceptions of teachers,

administrators and local boards of education members regarding the impact of tenure were: position of the respondent, size of the school district, socioeconomic status of the school district, and locale (rural/urban) of the school district.

Review of the Literature

A survey of the books, publications and articles on tenure revealed that the subject of teacher tenure was beginning to appear frequently in professional and nonprofessional publications. However, the literature covering the subject of teacher tenure in general and the Michigan Teacher Tenure Act in particular had not reached the proportions of that written in the areas of teacher accountability, curriculum innovations and improvements, or the areas of financial problems.

The literature revealed that as more states adopted tenure the reasons cited for the adoption became rather consistent:

- (1) better talent would be attracted to the teaching profession,
- (2) annual contracts had not eliminated weak and undesirable teachers,
- and (3) other civil employees' job security was based on a more definite longevity.

On August 28, 1964, teacher tenure became a reality and governed relationships between Michigan boards of education and teachers in all the public schools of the state. The Michigan Teacher Tenure Act was designed to set forth continuing tenure of office of certified teachers in public educational facilities, to provide for probationary periods, to regulate discharge or demotions, to provide for resignations and leaves of absence, to create a state tenure commission, to

prescribe the powers and duties thereof, and to prescribe penalties for violations of this Act.

From its beginning, mandatory statewide tenure marked the beginning of a new era for teachers, administrators and local boards of education. The literature revealed that sooner or later all public school teachers, administrators or board members were confronted with the need for a better understanding of the workings and purpose of the 1964 Michigan Tenure Act.

Design of the Study

The design of the study, which was descriptive and comparative in nature, sought to analyze the perceptions of teachers, administrators and local board of education members regarding the impact and effectiveness of the Michigan Teacher Tenure Act in the Michigan public schools.

A questionnaire entitled Survey of Teachers, Administrators and Members of Local Boards of Education (STAMBERT) was sent to 60 randomly selected Michigan public school superintendents, 120 randomly selected Michigan public school teachers and 60 randomly selected Michigan local school board members. The questionnaire requested the respondents' opinions and perception of tenure and the Michigan Teacher Tenure Act. Recommendations regarding the Michigan Teacher Tenure Act and tenure procedures were solicited at the bottom of the questionnaire.

The survey instrument was administered during the last week of September, 1974. Respondents were asked to indicate the size of their school district (large or small), their school districts socioeconomic status (lower middle or upper middle class) and their school districts locale (rural or urban).

A raw score ranging from 4 for Strongly Agree to 1 for Strongly Disagree was entered for each of the twenty items in the questionnaire. The data was punched on IBM data processing cards and processed by the Michigan State University CDC6500 Computer. Analyses and interpretations of the data appeared in Chapter IV.

Findings of the Study

A summary of the findings of the study follows:

Hypothesis 1:

The perceptions of teachers, administrators and board of education members will not differ significantly as to their opinions on whether mandatory tenure had helped improve the teaching profession in the State of Michigan.

Hypothesis 1 was rejected.

The results of the data analysis indicated that the perceptions of teachers, administrators and board of education members did differ significantly at the .05 level in their opinions on whether mandatory tenure had helped improve the teaching profession in the State of Michigan ($P = .0001$). Significant differences in relationships occurred on questions relating to whether the Michigan Teacher Tenure Act had improved the educational process, had improved the working relationship among teachers, administrators and boards of education, and had improved the quality of teaching in the state.

Hypothesis 2:

The perceptions of teachers, administrators and board of education members will not differ significantly in their view that the Michigan Teacher Tenure Act provides local boards of education and administrators with a systematic, expedient procedure for eliminating incompetent tenured teachers and protecting competent tenured teachers from arbitrary dismissal.

Hypothesis 2 was rejected.

The data indicated that the perceptions of teachers, administrators and board of education members did differ significantly at the .05 level in their perceptions as to the Michigan Teacher Tenure Act providing boards of education and administrators with a systematic, expedient procedure for eliminating incompetent tenured teachers and protecting competent tenure teachers from arbitrary dismissal ($P = .0001$). Significant differences in perceptions occurred on questions relating to whether the Michigan Teacher Tenure Act provided teachers with a lifetime contract, whether tenure was necessary to protect tenured teachers from arbitrary dismissal, and whether tenure was necessary to ensure due process for tenured teachers.

Hypothesis 3:

The perceptions of teachers, administrators and board of education members will not differ significantly regarding the functioning of the Michigan Tenure Commission as being an effective review agency for tenure appeals.

Hypothesis 3 was not rejected.

The perceptions of teachers, administrators and board of education members did not differ significantly at the .05 level regarding the Michigan Tenure Commission being an effective review agency for tenure appeals ($P = .1962$). The differences in responses to two individual questions did prove to be significant. Significant differences in relationships occurred on questions relating to whether mandatory tenure laws should be abolished and whether the Michigan Tenure Commission was necessary to act as a review agency for tenure appeals.

Hypothesis 4:

The perceptions of teachers, administrators and board of education members regarding the impact of tenure will not differ significantly according to the size of the Michigan school district.

Hypothesis 4 was not rejected.

The perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure did not differ significantly at the .05 level according to the size of the Michigan school district. This hypothesis was tested by determining the relationship between size (small and large school districts) and that group's perceptions of teacher tenure improving the teaching profession ($P = .7455$), that group's perceptions of the Michigan Teacher Tenure Act providing an expedient procedure for eliminating incompetent tenured teachers ($P = .1331$) and that group's perceptions of the Michigan Tenure Commission being an effective review agency for tenure appeals ($P = .9548$).

Hypothesis 5:

The perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure will not differ significantly according to the socioeconomic status of the Michigan school district.

Hypothesis 5 was not rejected.

The perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure did not differ significantly at the .05 level according to the socioeconomic status of the Michigan school district (lower middle and upper middle class school districts) and these groups' perceptions of teacher tenure improving the teaching profession ($P = .3011$). These groups' perceptions of the

Michigan Teacher Tenure Act providing an expedient procedure for eliminating incompetent tenured teachers ($P = .9392$) and these groups' perceptions of the Michigan Tenure Commission being an effective review agency for tenure appeals ($P = .1304$) were also analyzed.

Hypothesis 6:

The perceptions of teachers, administrators and boards of education members regarding the impact of teacher tenure will not differ significantly according to the rural or urban characteristics of the Michigan school district.

Hypothesis 6 was not rejected.

The perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure did not differ significantly at the .05 level according to the locale of the Michigan school district. This hypothesis was also tested by determining the relationship between locale (rural and urban school districts) and that group's perceptions of teacher tenure improving the teaching profession ($P = .2226$), that group's perceptions of the Michigan Teacher Tenure Act providing an expedient procedure for eliminating incompetent tenured teachers ($P = .4340$), and that group's perceptions of the Michigan Tenure Commission being an effective review agency for tenure appeals ($P = .3404$).

Further Findings

Further evidence collected by the STAMBERT survey instrument and from solicited recommendations regarding tenure indicated that the procedures of the Michigan Teacher Tenure Act were not clearly understood by teachers, administrators or local boards of education. Over two-thirds of the respondents indicated that they felt that local boards of education

were poorly versed in the procedures of the Michigan Teacher Tenure Act. Over 55% of the respondents indicated that all teachers, administrators and board of education members should be required to attend periodic workshops explaining the procedures of the Michigan Teacher Tenure Act.

The survey also drew rather strong support for a continuing type of tenure that would be awarded on a non-permanent basis and subject to periodic review and renewal based on the teachers' demonstrated teaching abilities. More than 70% of the respondents indicated they preferred a teacher tenure plan based on a continuing type of tenure, subject to periodic review and renewal.

Conclusions

The following conclusions appear to be justified on the basis of the findings in this study:

Position was a significant variable in determining whether or not the perceptions of teachers, administrators and board of education members differed significantly as to their opinions on whether mandatory tenure has helped improve the teaching profession in the State of Michigan.

Position was a significant variable in determining whether or not the perceptions of teachers, administrators and board of education members differed significantly in their view that the Michigan Teacher Tenure Act provides local boards of education and administrators with a systematic, expedient procedure for eliminating incompetent tenured teachers. Position was also a significant factor in the three group's

perceptions of whether or not the Michigan Teacher Tenure Act protected competent tenured teachers from arbitrary dismissal.

The variable of position was not influential in determining whether or not the perceptions of teachers, administrators and board of education members differed significantly regarding the functioning of the Michigan Tenure Commission as being an effective review agency for tenure appeals.

Size of the Michigan school district was not a significant variable in determining whether or not teachers, administrators and board of education members held congruent perceptions of the impact of teacher tenure in the Michigan public schools.

Locale of the Michigan school district was not a significant variable in determining whether or not teachers, administrators and board of education members held congruent perceptions of the impact of teacher tenure in the Michigan public schools.

Implications and Recommendations

While the study had certain limitations, the findings have significant implications for several groups of individuals and organizations in Michigan. The groups would include local boards of education, the Michigan Association of School Boards (MASB), teachers, the Michigan Education Association (MEA), the Michigan Federation of Teachers (MFT), school district administrators, the Michigan Department of Education, and the Teacher Tenure Commission and last, but certainly not least, the Michigan legislature.

The following implications and recommendations were derived from the findings of the study.

1. The Michigan Teacher Tenure Act should be continued with immediate attention given to revisions designed to simplify, clarify and make the act more in line with its original purpose. The perceptions of teachers, administrators and board of education members derived from this study did differ significantly regarding the impact of teacher tenure. Teachers, as a whole, tended to characterize the impact in positive terms; boards of education in negative terms. Administrators also tended to view the impact that the Michigan Teacher Tenure Act has had in the public schools in negative terms. However, all three groups were in agreement that the present Michigan Teacher Tenure Act was badly in need of revision, clarification and simplification.

Supporting the above recommendations were the following respondents' comments:

Respondents' Comments:

Board of education member: "I believe everyone is entitled to due process, but tenure and the tenure act is a monster out of control. Administrators devote too much time to documentation and related matters before a teacher is fired. Then as a rule the teacher is reinstated with back pay by the Tenure Commission."

Teacher: "I think the tenure act should be revised in many ways: (1) it needs simplification in order to be understood by all, (2) tenure should be subject to periodic review, and (3) definite guidelines should be established to aid in determining teachers competencies and incompetencies."

Administrator: "Allow MASA and MASB along with MEA and MAFT to form a joint panel to make improvements and recommendations for immediate changes in tenure laws."

Board of education member: "The tenure act should be revised to spell out more clearly the basis for dismissal and retention."

Teacher: "It would appear that some teachers would be removed for reasons other than lack of ability and/or poor performance if tenure laws were abolished. Modification of the Teacher Tenure Act would, however, improve the teaching profession."

Administrator: "There are several sections of the tenure law that are not clearly written and are difficult to interpret. These should be cleared up."

School board member: "Tenure should be continued but a committee consisting of representatives from MASB, MASA and teachers associations under the leadership of the State Department of Education should review the language of the law for revision."

Teacher: "Yes, we need a teacher tenure act but the present Michigan Teacher Tenure Act should be reviewed by Tenure Commission. Provisions should be made for discharging incompetent tenured teachers."

Teacher: "The present tenure act makes it very difficult to terminate a poor tenure teacher. A good teacher has no need of tenure protection. Present tenure act is outdated."

2. All teachers, administrators and local board of education members should be required to attend periodic workshops designed to explain the procedures and changes in the Michigan Teacher Tenure Act. The research indicated that all three groups tended to feel that the procedures, as outlined in the Michigan Teacher Tenure Act, were poorly understood. There appeared to be little opportunity at the undergraduate or graduate level in Michigan colleges or universities for prospective teachers or prospective school administrators to study and better understand the Michigan Teacher Tenure Act. Part of this recommendation might be more effectively achieved if Michigan undergraduate and graduate schools in education would offer future teachers and administrators exposure to the procedures set forth in the Michigan Teacher Tenure Act. For the required workshops, the MASB, MASA, MEA, and MFT should jointly organize required

one day day workshops throughout the state. School systems would then schedule their teachers, administrators and board members, insuring that all attend at least one workshop session every five years.

Supporting the above recommendations were the following respondents' comments:

Respondents' Comments:

Teacher: "The local school district should have more information on tenure. Superintendent of public instruction should appoint a committee of administrators, school board members and teachers to review tenure policies and make information available."

Board of education member: "Most local boards of education have no idea of the workings of the Michigan Teacher Tenure Act. They are at the mercy of their administrators. Workshops would be very helpful to all."

Administrator: "Too many cases are lost by local boards and administrators because they are not well versed in requirements set forth in Act."

Teacher: "I do not feel that I really know the Act well enough to make recommendations."

Board of education member: "Today most board of education members are enlightened people striving to fill the role for which they were elected. However, they receive little training or preparation after elected in such matters at the Michigan Teacher Tenure Act."

Administrator: "Tenure is generally misunderstood by teachers, administrators and boards of education alike."

Teacher: "The main problem with tenure lies with administrators who do not know what the law is all about. Daily, I see teachers who need help in such areas as discipline and contract obligations. If administrators were well versed in tenure proceedings and records were kept from the start, there would be no problem dismissing incompetent teachers."

Administrator: "Help! Need more explanation of workings."

3. The awarding of tenure should not be permanent but should be subject to periodic review and renewal based on a teacher's demonstrated teaching ability. This study indicated rather

strong support for eliminating "lifetime tenure" and replacing it with a form of "continuing tenure" subject to periodic review and renewal based on a teacher's demonstrated teaching ability. Sixty-four percent of the teachers, seventy-three percent of the administrators and seventy-four percent of the board of education members who responded agreed or strongly agreed that the awarding of tenure should not be permanent but should be subject to periodic review and renewal based on the teacher's demonstrated teaching abilities. The MASB, MASA, MEA, MFT, and the Michigan Department of Education Teacher Certification Division should form a joint panel to recommend to the legislators a new teacher tenure/teacher certification plan. The plan should provide for renewal of teacher tenure and teacher certification every three years. To implement this type of plan effectively, the above mentioned organizations should be required to provide assistance to local school districts. This assistance would help local school districts to derive methods of evaluating their personnel on a regular basis and also instruction in procedural changes relating to teacher certification and tenure.

Supporting the above recommendations were the following respondents' comments:

Respondents' Comments:

Board of education member: "Revise tenure act to include periodic renewal or eliminate."

Administrator: "(1) Increase probationary period to five years, (2) require periodic review every five years, (3) tie certification to tenure review as part of recertification requirement."

Teacher: "Every teacher should be subject to periodic review to keep tenure. No job should be 'lifetime' in status when it is only human in nature to change for better or worse."

Administrator: "Tenure should be granted on proven ability, not on a period of time."

Administrator: "I have no argument with tenure as such. However, I do feel that every teacher should be subject to periodic review and denial if justified. Periodic review should be made on teacher's classroom performance."

Teacher: "I feel that teachers should have a strong voice in determining who is admitted to the profession and should have a part in periodic tenure evaluations. Can you imagine a doctor who would want to be evaluated by anyone outside his profession? Periodic reviews of tenure should take place, but both administrators and teachers alike should take part in periodic review of tenured teachers."

Board of education member: "Revise tenure act to include periodic review. Our board believes MEA and local teachers' unions provide all the protection that is needed from arbitrary dismissal which is the main reason tenure was adopted in the first place."

Teacher: "Extend probationary period and require periodic review. Require due process hearing for all probationary teachers not renewed after two years."

Administrator: "There must be some plan devised that ties teacher certification and teacher tenure into some demonstrated teaching competencies."

4. The Michigan Teacher Tenure Act should require the teacher Tenure Commission to appoint hearing officers responsible directly to the Tenure Commission who would attend tenure hearings at the local level. This study seemed to reaffirm a growing feeling among boards of education, administrators and even some teachers that the present Michigan Teacher Tenure Act does not provide local boards of education and administrators with a systematic, expedient procedure for eliminating incompetent tenured teachers. In fact, the study revealed much the opposite has been the result of the present Michigan Teacher Tenure Act. By requiring the Tenure

Commission to appoint hearing officers responsible directly to the Tenure Commission who would attend hearings at the local level, this problem could be resolved. These hearings officers would conduct tenure hearings at the local level and would rule on evidence and procedure. The superintendent and local boards of education would present their charges and supporting evidence. Then the charged teacher and his/her counsel or the local union would present their rebuttals to the charges and evidence at the local hearing. The proceedings would be recorded, available for future use. The hearings officers would render their decision on the case to both parties. Either party should have the right to request the decision reviewed by the Tenure Commission. This procedure would give the Michigan Tenure Commission an immediate transcript of the local hearings, and the opinions of those who represented the Tenure Commission interest. This procedure would do much to assist in expediting the Commission in arriving at a fair and equitable decision.

Supporting the above recommendations were the following respondents' comments:

Respondents' Comments:

Board of education member: "The cost aspect of dismissal of a tenured teacher both in administrative man hours and dollars tends to make boards shy away from seeking dismissal for incompetent tenured teachers."

Administrator: "Too many cases are being lost at the local level by boards due to technical errors. Local boards and administrators need technical and legal help from the Tenure Commission."

Board of education member: "Use professional hearing officers to reach decision; the present method is far too costly in time and money."

Teacher: "The best service that could be done as far as the tenure act goes is to expedite the time factors in hearing tenure appeals."

Board of education member: "Assistance should be provided at local level. Tenure cases should not be dismissed on minor legal technicalities."

5. Teachers facing dismissal should be afforded the option of appealing their dismissal through the Michigan Tenure Commission or through the Circuit Court System but not both. The various current levels of appeal appears to serve only to make tenure dismissals prolonged and expensive to both parties involved.

Supporting the above recommendations were the following respondents' comments:

Respondents' Comments:

Administrator: "eliminate double recourse that now exists through Tenure Commission and Circuit Courts."

Board of education member: "Somebody must clarify position and functions of Tenure Commission and its relationship to grievance and court procedures."

Teacher: "Because the courts have uniformly held that due process in itself is a somewhat elusive concept with no fixed contest related to time, place and circumstance, the legislature in 1964 voted to solidify that process for Michigan teachers by enacting the Teacher Tenure Act."

Board of education member: "From my many years of administrative experience, it appears that tenure and Public Act 379 offer double jeopardy to local boards of education and double protection for tenured teachers."

Teacher: "The history of liberty has largely been the history of observance of all procedural safeguards necessary."

Board of education member: "Need a more workable legal document which reduces procedural costs and guarantees a more equitable protection of teachers and boards of education alike."

6. A full time position of executive director for the Teacher Tenure Commission should be created and filled. This individual should report directly to the State Superintendent of Public Instruction. Much of the data gathered in the study revealed that the respondents felt that at present the Michigan Tenure Commission was not fulfilling its intended purpose of "speeding up decisions by aggrieved teachers." Many of the problems appear to lie in the fact that all Tenure Commission members serve on a part time appointment basis with no full time executive representation within the Department of Education. The executive director should be provided with a staff commensurate with the work requirements of the Tenure Commission. By having a full time executive director with department level authority, many of the problems inherent with tenure could be better represented at the legislative and State Board of Education level. Also, it would appear that much of the back log of cases, clerical work, scheduling, etc., created by the increasing number of tenure appeals might better be handled under the direction supervision of a full time executive director.
7. The Teacher Tenure Commission should be expanded from the present five member commission to seven members. This study revealed a growing need for Tenure Commission Members who have been trained in the workings of the Michigan Teacher Tenure Act. Very few administrators, teachers or

even lawyers have had much training in the legal workings of the Michigan Teacher Tenure Act. Only one of the present Tenure Commission members is a lawyer by profession, and it appears to be in order to recommend that the two new members appointed to the Tenure Commission be attorneys. The governor should appoint one attorney recommended by the teachers' association with the other being recommended by the MASB. Both appointments should be made on a full time basis and should carry with the appointments specific areas of responsibility. These attorneys should have the responsibility to write opinions of the minority and majority members, or the unanimous opinions of the Tenure Commission when necessary. These attorneys should also be responsible for insuring that both teachers and school boards act legally when presenting a case before the Tenure Commission. Still another valuable responsibility of the two new full time Commission members should be to handle cases before local boards of education. This recommendation was made because there appears to be only a few attorneys trained with the workings of the Michigan Teacher Tenure Act and tenure law. Such services provided by these two Commission members would greatly reduce the costs to local boards (because they would not have to hire an outside attorney) and teachers (who would be represented by an attorney recommended by the teachers' association).

Suggestions for Further Study

1. Replicate this study in three years or following revision of the Michigan Teacher Tenure Act to determine what changes may have occurred in the perceptions of teachers, administrators and board of education members regarding the impact of teacher tenure.
2. Replicate and expand the present study relating to the impact of teacher tenure to include a study of the relationship between the Michigan Teacher Tenure Act and Public Act 379 and their combined impact on the Michigan public schools. Since Public Act 379 and the Michigan Teacher Tenure Act are separate acts dealing with entirely separate provisions, no attempt was made in this study to explore the interrelationships. The purpose of the study was to study the Michigan Teacher Tenure Act.
3. Develop an in-depth study, based upon the present Michigan Teacher Tenure Act, Tenure Commission decisions and court rulings that would serve as a position paper for recommendation to the State Board of Education and State Legislative Education Committee of needed changes in the Michigan Teacher Tenure Act.
4. Replicate this study using variables other than position, size of school district, socioeconomic status of the school district, and locale of the school district as the variables. Perhaps factors such as age, or experience in education or as a school board member could be used to

measure the various groups' or different groups' perception of teacher tenure. This study should also be replicated at the university or college level where the subject of tenure appears to be equally relevant.

APPENDICES

APPENDIX A
MICHIGAN TEACHER TENURE ACT

APPENDIX A

Michigan Teachers' Tenure Act

[Act 4, of the Public Act of the Extra Session of 1937,
as Amended, Including The Amendment of 1967.]

An Act relative to continuing tenure of office of certificated teachers in public educational institutions; to provide for probationary periods; to regulate discharges or demotions; to provide for resignations and leaves of absence; to create a state tenure commission and to prescribe the powers and duties thereof; and to prescribe penalties for violation of the provisions of this act.

ARTICLE 1.
DEFINITIONS.

(711) # 38.71 Definitions: teacher.

Section 1. The term "teacher" as used in this act shall include all certificated persons employed for a full school year by any board of education or controlling board of any public educational institution.

(712) # 38.72 Same; certificated.

Section 2. The term "certificated" shall be as defined by the state board of education.

(713) # 38.73 Same; controlling board.

Section 3. The term "controlling board" shall include all boards having the care, management, or control over public school districts and public educational institutions.

(714) # 38.74 Same; demote.

Section 4. The word "demote" shall mean to reduce compensation or to transfer to a position carrying a lower salary.

(715) # 38.75 Same; school year.

Section 5. The "school year" shall be defined as the legal school year at the time and place where service was rendered.

respective terms the governor shall appoint succeeding members of the tenure commission for terms of five years. In the event of a vacancy on the tenure commission the governor shall immediately appoint a successor to complete the unexpired term.

(731) # 38.133 Same; geographical qualifications of members.

Section 3. Not more than one member of the tenure commission shall be appointed from any school district.

(732) # 38.134 Same; qualification of teacher member.

Section 4. Any teacher appointed to the tenure commission after September one, nineteen hundred thirty-eight, must be on continuing tenure.

(733) # 38.135 Same; teacher member's status with controlling board.

Section 5. Membership on the state tenure commission shall not adversely affect the status of the teacher's tenure with a controlling board.

(734) # 38.136 Same; meetings.

Section 6. The tenure commission shall meet twice a year at stated times in the city of Lansing, and at such other times and in such other places as shall be determined by the commission.

(735) # 38.137 Same; power to enforce act.

Section 7. The tenure commission is hereby vested with such powers as are necessary to carry out and enforce the provisions of this act.

(736) # 38.138 Same; compensation and expenses.

Section 8. The members of the state tenure commission shall receive \$35.00 per day while hearing cases and shall be reimbursed for necessary traveling and other expenses incurred in the performance of the duties of the commission. The expenses of the state tenure commission shall be paid out of appropriations made by the Legislature. (Editor's note: Act No. 120 of the Public Acts of 1971 increases the per diem reimbursement to \$45.00 per day per member, not to exceed 40 meeting days.)

(737) # 38.139 Same; duty to act as board of review.

Section 9. The tenure commission shall act as a board of review for all cases appealed from the decision of a controlling board. All records shall be kept in the office of the superintendent of public instruction.

(738) # 38.140 Same; first meeting, election of chairman and secretary, rules and regulations.

Section 10. Within thirty days after the effective date of this act, the tenure commission shall hold a meeting in the city of Lansing for the purpose of organization and the election of a chairman and secretary, both of whom shall be members of the commission. The tenure commission shall draw up rules and regulations and shall have the power to amend same and to provide for the conduct of its affairs in such manner as shall be consistent with the provisions of this act.

ARTICLE VIII. DISTRICTS.

(740) # 38.151 Applicable to all districts.

Section 1. This act shall apply to all school districts of the state.

ARTICLE IX. PENALTY.

(741) # 38.161 Penalty.

Section 1. Failure of any member of a controlling board to comply with any provisions of this act shall be deemed a violation of the law and shall subject said member to the same penalty as prescribed for a violation of the general school law.

ARTICLE X. INCONSISTENT ACTS.

Sec. 1 repealed 1947, Act 129.

(742) # 38.172 Waiver of rights by teachers.

Section 2. No teacher may waive any rights and privileges under this act in any contract or agreement made with a controlling board. In the event that any section or sections of a contract or agreement entered into between a teacher and a controlling board make continuance of employment of such teacher contingent upon certain conditions which may be interpreted as contrary to the reasonable and just causes for dismissals, provided by this act, such section or sections of a contract or agreement shall be invalid and of no effect in relation to determination of continuance of employment of such teacher. Article XI repealed 1945, Act 267.

ARTICLE II.
PROBATIONARY PERIOD.

(716) # 38.81 Probationary period; teachers that have served one system the required period on effective date of act; authority of controlling board.

Section 1. All teachers during the first two years of employment shall be deemed to be in a period of probation: Provided, That any teacher under contract at the time of this act becomes effective who has previously rendered two or more years of service in the same school district shall be granted continuing tenure immediately upon reappointment by the controlling board: Any such controlling board by unanimous vote of its members, however, may refuse to appoint a teacher who has rendered two or more years service in the school district under its control. In the event the vote against reappointment of such teacher is not unanimous the controlling board shall deem such teacher as on continuing tenure with full right to hearing and appeal as provided in article four and article six of this act: Provided further, That the controlling board, after this act becomes effective, may place on continuing tenure any teacher who has previously rendered two or more years of service.

(717) # 38.82 Same; number a teacher may be required to serve; extension of period.

Section 2. No teacher shall be required to serve more than one probationary period in any one school district or institution: Provided, That a third year of probation may be granted by the controlling board upon notice to the tenure commission.

(718) # 38.83 Same; notice to teacher, written statement.

Section 3. At least sixty days before the close of each school year the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his work has been satisfactory. Failure to submit a written statement shall be considered as conclusive evidence that the teacher's work is satisfactory. Any probationary teacher or teacher not on continuing contract shall be employed for the ensuing year unless notified in writing at least sixty days before the close of the school year that this services will be discontinued.

Section 4. Article 4, 5 and 6 shall not apply to any teacher deemed to be in a period of probation.

ARTICLE III.
CONTINUING TENURE.

(719) # 38.91 Continuing tenure; administrative capacity, provision in contract to govern.

Section 1. After the satisfactory completion of the probationary period, a teacher shall be employed continuously by the employment of such teacher on continuing contract in such capacity and subject to the provisions of this act. Continuing tenure shall not apply to an annual assignment of extra duty for extra pay.

(720) # 38.92 Same; employment by another controlling board, maximum length of probationary period, option of board.

Section 2. If a teacher on continuing tenure is employed by another controlling board, he shall not be subject to another probationary period of more than one year, beginning with the date of employment, and may at the option of the controlling board be placed immediately on continuing tenure. Any notice provided under section 3 of article 3 shall be given at least 60 days before the completion of the year of probation. If a teacher on continuing tenure becomes an employee of another controlling board as a result of school district annexation, consolidation or other form of school district reorganization, he shall be placed on continuing tenure within 30 days unless the controlling board, by a 2/3 vote on an individual basis, places the teacher on not more than 1 year probation.

ARTICLE IV.
DISCHARGE, DEMOTION OR RETIREMENT

(721) # 38.101 Discharge, demotion or retirement of teacher.

Section 1. Discharge or demotion of a teacher on continuing tenure may be made only for reasonable and just cause, and only after such charges, notice, hearing, and determination thereof, as are hereinafter provided: Provided, however, That the controlling board under which the probationary period has been completed, and shall not be dismissed or demoted except as specified in this act. If the controlling board shall provide in a contract of employment of any teacher employed other than as a classroom teacher, including but not limited to, a superintendent, assistant superintendent, principal, department head or director of curriculum, made with such teacher after the completion of the probationary period, that such teacher shall not be deemed to be granted continuing tenure in such capacity by virtue of such contract of employment, then such teacher shall not be granted tenure in such capacity, but shall be deemed to have been granted continuing tenure as an active classroom teacher in such school district. Upon the termination of any such contract of employment, if such controlling board shall not re-employ such teacher under contract in any such capacity,

such teacher shall be continuously employed by such controlling board as an active classroom teacher. Failure of any controlling board to re-employ any such teacher in any such capacity upon the termination of any such contract of employment shall not be deemed to be a demotion within the provisions of this act. The salary in the position to which such teacher is assigned shall be the same as if he had been continuously employed in the newly assigned position. Failure of any such controlling board to so provide in any such contract of employment of any teacher in a capacity other than a classroom teacher shall be deemed to constitute nothing in this act shall be construed as preventing any controlling board from establishing a reasonable policy for retirement to apply equally to all teachers who are eligible for retirement under Act No. 136 of the Public Acts of 1945 or having established a reasonable retirement age policy, from temporarily continuing on criteria equally applied to all teachers the contract on a year-to-year basis of any teacher whom the controlling board might wish to retain beyond the established retirement age for the benefit of the school system.

(722) # 38.102 Same; written charges, signatures; professional services.

Section 2. All charges against a teacher shall be made in writing, signed by the person making the same, and filed with the secretary, clerk or other designated officer of the controlling board. Charges concerning the character of professional services shall be filed at least sixty days before the close of the school year. The controlling board, if it decides to proceed upon such charges, shall furnish the teacher with a written statement of the charges including a statement of the teacher's rights under this article, and shall, at the option of the teacher, provide for a hearing to take place not less than thirty nor more than forty-five days after the filing of such charges.

(723) # 38.103 Same; suspension, compensation.

Section 3. On the filing of charges in accordance with this section, the controlling board may suspend the accused teacher from active performance of duty until a decision is rendered by the controlling board, but the teacher's salary shall continue during such suspension: Provided, That if the decision of the controlling board is appealed and the tenure commission reverses the decision of the controlling board the teacher shall be entitled to all salary lost as a result of such suspension.

(724) # 38.104 Same; hearing.

Section 4. The hearing shall be conducted in accordance with the following provisions.

a. The hearing shall be public or private at the option of the teacher affected.

b. No action shall be taken resulting in the demotion or dismissal of a teacher except by a majority vote of the members of the controlling board.

c. Both the teacher and the person filing charges may be represented by counsel.

d. Testimony at hearings shall be on oath or affirmation.

e. The controlling board shall employ a stenographer who shall make a full record of the proceedings of such hearing and who shall, within ten days after the conclusion thereof, furnish the controlling board and the teacher affected thereby with a copy of the transcript of such record, which shall be certified to be complete and correct.

f. Any hearing held for the dismissal or demotion of a teacher, as provided in this act, must be concluded by a decision in writing, within fifteen days after the termination of the hearing. A copy of such decision shall be furnished the teacher affected within five days after the decision is rendered.

g. The controlling board shall have the power to subpoena witnesses and documentary evidence, and shall do so on its own motion or at the request of the teacher against whom charges have been made. If any person shall refuse to appear and testify in answer to any subpoena issued by the controlling board, such controlling board may petition the circuit court of the county setting forth the facts which shall thereupon issue its subpoenas commanding such person to appear before the controlling board there to testify as to the matters being inquired into. Any failure to obey such order of the court may be punished by such court as contempt thereof.

(725) # 38.105 Necessary reduction in personnel, first vacancy.

Section 5. Any teacher on permanent tenure whose services are terminated because of a necessary reduction in personnel shall be appointed to the first vacancy in the school district for which he is certified and qualified.

ARTICLE V.
RESIGNATION AND LEAVE OF ABSENCE.

(726) # 38.111 Resignation and leave of absence; teacher's duties, notice.

Section 1. No teacher on continuing tenure shall discontinue his services with any controlling board except by mutual consent, without giving a written notice to said controlling board at least sixty days before September first of the ensuing school year. Any teacher discontinuing his services in any other manner than as provided in this section shall forfeit his rights to continuing tenure previously acquired under this act.

(727) # 38.112 Same; leave of absence; physical or mental disability.

Section 2. Any controlling board upon written request of a teacher may grant leave of absence for a period not to exceed one year, subject to renewal at the will of the board: Provided, That without request, leave of absence because of physical or mental disability may be granted by any controlling board for a period not to exceed one year: Provided further, That any teacher so placed on leave of absence shall have the right to a hearing on such unrequested leave of absence in accordance with the provisions for a hearing in article four, section four of this act: Provided, That no leave of absence shall serve to terminate continuing tenure previously acquired under this act.

ARTICLE VI.
RIGHT TO APPEAL.

(728) # 38.121 Appeal; hearing notice.

Section 1. A teacher who has achieved tenure status may appeal any decision of a controlling board under this act within 30 days from the date of such decision, to a state tenure commission. The state tenure commission shall provide for a hearing to be held within 60 days from the date of appeal. Notice and conduct of such hearing shall be the same as provided in article 4, section 4 of this act, and in such other rules and regulations as the tenure commission may adopt.

ARTICLE VII.
STATE TENURE COMMISSION.

(729) # 38.131 State tenure commission; creation, members, ex-officio secretary; legal advisor.

Section 1. There is hereby created a state tenure commission of 5 members: 2 of whom shall be classroom instructors, 1 a member of a board of education of a graded or city school district, 1 a person not a member of a board of education or a teacher, and 1 a superintendent of schools. The superintendent of public instruction shall be ex-officio secretary of the commission, and the attorney general shall assign to the commission an assistant who shall be legal advisor to the commission.

(730) # 38.132 Same; terms, vacancy.

Section 2. Within thirty days after the effective date of this act, the governor shall appoint the members of the tenure commission for the following terms: One for a term of two years and one for a term of one year. Each term shall begin on the first day of September. Immediately preceding the expiration of their

ARTICLE XII.

(743) # 38.191 Effective date.

Section 1. This act shall take effect and be in force from and after September first, nineteen hundred thirty-seven.

APPENDIX B

SURVEY OF TEACHERS, ADMINISTRATORS AND
MEMBERS OF LOCAL BOARDS OF EDUCATION
COVER LETTER

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • BRICKSON HALL

September 20, 1974

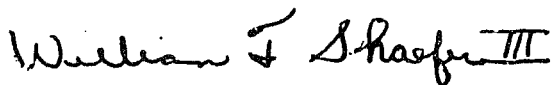
Dear Fellow Educator:

I am presently a doctoral student at Michigan State University in the Department of Administration and Higher Education. I am in the process of studying the impact of teacher tenure in the public schools of the State of Michigan. I would like to enlist your aid in this study. Your name was randomly selected for inclusion in the study and the information which you submit will be kept in strictest confidence. No individual will be identified by name or school system.

Would you please fill out the enclosed questionnaire and return it in the self-addressed, stamped envelope as soon as possible.

Thank you for taking the time from your busy schedule to aid in this study.

Sincerely,

A handwritten signature in cursive script that reads "William F. Schaefer III".

William F. Schaefer III

WFS/ps

APPENDIX C

SURVEY OF TEACHERS, ADMINISTRATORS AND MEMBERS
OF LOCAL BOARDS OF EDUCATION REGARDING
TENURE (STAMBERT)

APPENDIX C

SURVEY OF TEACHERS, ADMINISTRATORS AND MEMBERS OF
LOCAL BOARDS OF EDUCATION REGARDING TENURE

This survey will give you the opportunity to indicate how you perceive the impact of teacher tenure in the public schools of the State of Michigan. It Is Important That You Indicate Responses Which Reflect Your Perceptions Regarding The Impact of Teacher Tenure In The Michigan Public Schools. Be frank and honest in your responses, as there are no right or wrong answers.

Please Circle The Appropriate Answer

Position in school district:

- (1) Teacher 1
 (2) Administrator 2
 (3) Board of education member 3

Size of school district:

- (1) K-12 enrollment of under 10,000 students 1
 (2) K-12 enrollment of over 10,000 students 2

Socioeconomic characteristics of school district:

- (1) Lower Middle Class 1
 (2) Upper Middle Class 2

Locale of school district:

- (1) Urban 1
 (2) Rural 2

Read each of the following statements carefully. Then indicate whether you: strongly agree, agree, disagree, or strongly disagree with the statement.

If you:

Strongly Agree, Circle SA SA A D SD
 Agree, Circle A SA A D SD
 Disagree, Circle D SA A D SD
 Strongly Disagree, Circle SD. SA A D SD

1. The mandatory Michigan Teacher Tenure Act has helped improve the teaching profession in the state SA A D SD
2. The Michigan Teacher Tenure Act provides local boards of education with a systematic procedure for eliminating incompetent tenure teachers SA A D SD
3. All teachers, administrators and local board of education members should be required to attend workshops explaining the procedure of the Michigan Teacher Tenure Act SA A D SD
4. The Michigan Teacher Tenure Act provides local boards of education with an expedient procedure for eliminating incompetent tenure teachers SA A D SD
5. The Michigan Tenure Commission functions as an effective review agency for tenure appeals SA A D SD
6. Tenure provides teachers with a life-time contract SA A D SD
7. The Michigan Teacher Tenure Act has improved the general public's confidence in the educational process SA A D SD
8. The procedure of the Michigan Teacher Tenure Act is understood by administrators SA A D SD
9. The procedure of the Michigan Teacher Tenure Act is understood by teachers SA A D SD
10. The procedure of the Michigan Teacher Tenure Act is understood by local boards of education SA A D SD
11. Tenure is necessary to protect tenure teachers from arbitrary dismissal SA A D SD
12. The Michigan Teacher Tenure Act should be continued as presently written SA A D SD
13. The Michigan Teacher Tenure Act protects competent tenure teachers from arbitrary dismissal SA A D SD

- | | | | | |
|--|----|---|---|----|
| 14. The Michigan Teacher Tenure Act has improved the educational process in the Michigan public schools | SA | A | D | SD |
| 15. Mandatory teacher tenure laws should be abolished | SA | A | D | SD |
| 16. The Michigan Tenure Commission is necessary to act as a reviewing agency for local boards of education tenure decisions | SA | A | D | SD |
| 17. The Michigan Teacher Tenure Act has improved the working relationship among teachers, administrators, and local boards of education in Michigan public schools | SA | A | D | SD |
| 18. The quality of teaching the the public schools of Michigan has been improved by mandatory teacher tenure. | SA | A | D | SD |
| 19. The Michigan Teacher Tenure Act is necessary to insure due process for tenure teachers | SA | A | D | SD |
| 20. The awarding of tenure should not be permanent but should be subject to periodic review and renewal based on the teacher's demonstrated teaching ability | SA | A | D | SD |

What recommendations would you have regarding the Michigan Teacher Tenure Act and tenure procedures? (Reply on lines at the bottom on this page, please.) After all survey items are completed please place in self-addressed, stamped envelope, and return to researcher.

APPENDIX D

LETTER FROM DEPARTMENT OF EDUCATION
REGARDING TEACHERS' NAMES & ADDRESSES

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902



JOHN W. PORTER

Superintendent of
Public Instruction

July 30, 1974

STATE BOARD OF EDUCATION

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GOV. WILLIAM G. MILLIKEN

Ex-Officio

Mr. William F. Schaefer, III
Eau Claire Public Schools
Eau Claire, Michigan 49111

Dear Mr. Schaefer:

Your letter of July 24, 1974, to Robert J. Huyser has been referred to me for reply due to Mr. Huyser's illness.

This office does not maintain records of teachers' names and addresses. I would suggest two possible sources:

- 1) the "professional register" maintained by Teacher Certification Division (Dr. Ed Pfau) or
- 2) current membership lists of the MEA and MFT.

In a recent study I coordinated, the latter was used successfully.

In answer to your question regarding SES status, I suggest you refer to the MEAP publication Local District Results, 1971-72 a copy of which should be in your district offices. The Program has not used an SES measure for two years, and the report mentioned has the most recent data available.

If you need further information, please contact me directly.

Sincerely,

Thomas H. Fisher, Ed.D.
Research Consultant
Research, Evaluation and
Assessment Services

THF:jt

cc: Robert Huyser

APPENDIX D



APPENDIX E

LETTER REGARDING TENURE STUDY TO
MICHIGAN TEACHER TENURE COMMISSION

MICHIGAN STATE UNIVERSITY APPENDIX E
EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • BRICKSON HALL

October 14, 1974

Mrs. Janet Eifert
Secretary
Teacher Tenure Commission
Box 420
Lansing, Michigan 48902

Dear Mrs. Eifert:

I am taking the liberty of again contacting you for help with my doctoral research dissertation. As I mentioned to you before, my topic is "An Analysis of the Perceptions of Teachers, Administrators and Local Boards of Education on the Impact of Tenure in the Public Schools." I have attached a copy of my questionnaire for the Tenure Commission and your inspection.

As part of my research project it will be necessary for me to become familiar with the workings of the Michigan Tenure Commission and to talk with, if possible, several members of the Tenure Commission. Would you advise when I might attend the next Tenure Commission session and possible procedures for arranging a meeting with Tenure Commission members?

I am presently assigned to the Department of Administration and Higher Education at Michigan State University. I may be reached at the address or phone numbers listed below.

Thank you again very much for your time. Your prompt response to this letter would be greatly appreciated.

Sincerely,



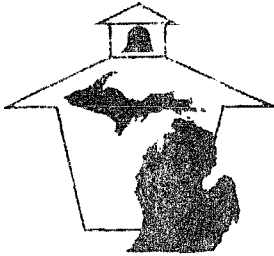
William F. Schaefer III
Michigan State University
920H Cherry Lane
East Lansing, Michigan

517-355-8225
517-353-6453 (c/o Dr. Dean)

WFS/ps

APPENDIX F

REPLY FROM EXECUTIVE DIRECTOR OF
MICHIGAN SCHOOL BOARD ASSOCIATION
REGARDING TENURE STUDY



Michigan Association of School Boards
421 West Kalamazoo Street
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(Area Code 517)

NORMAN P. WEINHEIMER, Executive Director
VARL O. WILKINSON, Deputy Executive Director
DAVID M. RUHALA, Assistant Executive Director
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State Legislative Chairman

MRS. HELEN FIELD
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Federal Legislative Chairman

CARL W. MORRIS
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Romulus 48174

October 16, 1974

Mr. William F. Schaefer, III
920 H. Cherry Lane
East Lansing, Michigan 48823

Dear Bill:

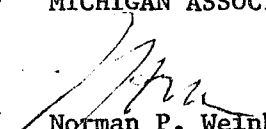
We'll be happy to help you wherever we can in getting addresses of local board members. All you have to do is stop in the office, or better still, call me before you plan to come over so that I am here so that we help you with getting the names that you want.

I'm kind of intrigued with your study. I don't want to meddle, but some of the questions that you have in the questionnaire appear to be "loaded" or prejudiced. I'd be happy to discuss the questionnaire unless you have already had it approved by your committee.

Best wishes for your continued success.

Sincerely yours,

MICHIGAN ASSOCIATION OF SCHOOL BOARDS


Norman P. Weinheimer
Executive Director

NPW/dh

APPENDIX F

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