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Coping with a New School Principal: Contested Perspectives on "Parachuted" VS. "Home-Grown" School Principals

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Abstract

This study examined the perspectives of elementary school teachers regarding new school principals. Some of the principals were promoted within the school system – often considered as "home-grown principals" – while others were "parachuted" or "dropped" into their management position, often considered as "outsider principals." The Results of this research show that most teachers are concerned about new principals, yet they hope for a better era. Substantially, teachers usually compare between old managers and new managers. Thus, the acceptance of a new principal is interrelated with the teachers' perception of the former manager. There are also differences between the acceptance of an "outsider" principal and the acceptance of a "home-grown" principal. The teachers' expectations from the new principal, however, are interwoven with their urge to prove themselves to the new principal.

Keywords: "home-grown" vs. "outsider" principals, new principal, organizational change, teachers' perceptions.

Introduction

School Administration and A School Principal's Entry

In the mid-1970s, the Israel Education Ministry's perception of school administration was quietly revolutionized. Till then, the Ministry generally believed that new principals continue the work of their predecessors who were good, appreciated teachers (Reichel 2015). Notwithstanding, in the late 1970s, when programs for principals' training were launched by universities and colleges, the Israel Education Ministry has started to realize that a school principal should have additional qualifications which are different than teachers' skills (Dror and Tillinger, 1997). The new training programs presupposed that exposing the management candidates to management and organizational contents along with practical experimentation in education management might improve their qualifications, particularly in an era in which managers must deal with numerous changes and challenges (Crow, 2006). Accordingly, the school principals' responsibilities were expanded together with their powers. School principals are currently required to deal with various tasks beyond the educational and pedagogical fields, including building and sustaining collaborative community relationship as the community engagement grows (Grinstein and Gvaton, 2011).

It is commonly believed that school administration is secretly desired by numerous teachers who work for the State's education system (Schechter, 2022) although the school principal's role is highly intricate and has vastly different administrative and leadership aspects. While the administrative tasks include maintenance, regulation and daily functioning of the school, the principals' leadership focuses on values, morality, inspiration and inspire people towards a

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common goal (Inbar, 2000).

The school principal's role in building the school is crucial for the institution's overall success and the need for great educational leaders seems significant. When schools cope with sequential managerial changes, the school principal's replacement process can be stressful for the teaching staff, thus a successful nomination is crucial for the school's accomplishment (Whitlock-Pope, 2010). Yet the experience of a new school principals is a personally challenging experience because it requires emotional coping with intense feelings like stress, anxiety, insomnia and frustration due to the difficulties in balancing the multiple requirements of this job (Katz et al., 2009; Schechter, 2022; Emanuel-Noy et al., 2018) as well as a wide array of mixed, contradictory feelings (Oplatka and Levy, 2008). Gaps between the school principals' expectation and the subordinated teacher's expectations might be a stumbling block for the principals' functioning, particularly if they did not use a learning curve to diagnose and bridge these gaps (Bosch-Sijtsema, 2007).

Since every school depends on its teachers, cooperation with the teaching staff and building a good relationship with it are essential for leading the school to success. Nurturing the teachers by the school principal might stimulate a fulfillment of the school's goals in the pedagogical, organizational and social fields (Avney Rosha, 2008). Building confidence with the pedagogical team is necessary and even crucial for the school principal's success. Hence, the schoolmaster must be attentive to the professional staff's needs and be familiar with their aspirations. Furthermore, s/he should be an administrative and pedagogical authority while stimulating the teachers to trust her/him and ask for her/his advice. The staff typically compares between former and new principals according to the extent of their success and accessibility (Oplatka, 2015).

"Parachuted" vs. "Home-Grown" School Principal

In regard to the promotion of teachers to managerial positions, it is important to distinguish between school principals who grew within the school organization and those who are external managers. The scholarship indicates that home-grown principals better know the school's organizational culture, and numerous researches hypothesize that such principals will better succeed than "parachuted" or "dropped in" headmasters. Presumably, home-grown principals know how to manage their organization because they are familiar with the organization's past and they personally experienced the organization's best of times and worst of times. They better know the weaknesses and strengths and are also familiar with the organization's decision-making processes (Pecker, 2005).

Seemingly, the manager must grow within the organization, in order to know all aspects of the organization and, consequently, experience a shorter adjustment to the managerial position. A home-grown manager already has social contacts and s/he is surrounded by her/his people who make it easier for her/him to begin her/his duties. S/he's already anchored with stability, permanence, confidence and security. Such principal is fully aware of the existent procedures and s/he will probably preserve them to avoid any damage the achievements, status and powers of the school's middle ranks and teachers. In contrast, however, is widely presumed that a "home-grown" school principal is highly disadvantaged. Apparently, "home-growing" might damage initiations and innovations and it might stimulate managerial conflicts with his peers who consider themselves as more appropriate candidates for school management (Shalom, 1996). Further, "home-grown" school principals are often surprised by the intensity of their mission and the heavy responsibilities of the manager (Pecker, 2005).

Hereby, a "parachuted" school principal who encounters an unfamiliar organization might find her/his duties even more difficult than the challenge faced by a "home-grown" school principal

because the "parachuted" principal is not familiar with the organizational culture of her/his new environment and, consequently, might experience crucial misunderstandings which might stimulate a management crisis (Earley and Erez, 1997). Yet an external manager, who gained experience in another organization, might bring her/his own experiences and perspectives which eventually might be highly beneficial for the organization, particularly if it is a stagnant organization (Pecker, 2005). Thus, it is important and worthy to refresh the organization and its management by appointing a manager who experienced a different organization. Such principal might present new initiations and, consequently, stimulate a prosperity of the organization. Such prosperity apparently cannot be generated by a "home-grown" school principal.

A "parachuted" principal, in contrast, does not have social connections yet, thus s/he might have to prove her/himself and justify her/his emplacement to the managerial position. Significantly, a person who tries to prove her/himself to the organization's employees might take higher risks and be less sensitive to their needs, and these phenomena might stimulate alienation within the organization. Her/his lack of knowledge about the organization might result in offending the workers, thus concomitant delegation and close supervision of the organization's activities are essential (Shalom, 1996). A new manager from outside, who is not emotionally involved in the organization, might initiate far-reaching changes which not necessarily benefit the organization and its nature. Thus, it might be useful to think how sensible it is to demand a significant change to be made by a new manager who doesn't know well the organization and its employees (Pecker, 2005).

New school principals admitted that after the initial "honeymoon" period, at the beginning of the new year, was over, they were extremely shocked. This feeling was particularly difficult for managers who were promoted to managerial position within their school system (Daresh and Male, 2000). According to Clark (2009), the school's accomplishments and the qualities of the school principal are interrelated. Hence, according to Collins (2001), a "home-grown" principal has a better chance to lead the organization from a good level to excellence while a "parachuted" headmaster might find this situation more difficult.

Research that focused on experiences of "home-grown" and "parachuted" school principals (Whitlock-Pope, 2010) aimed to indicate successful strategies deployed by the managers in coping their first years' challenges. Surprisingly, no significant differences were found between the experiences of these two sorts of principals, the way they perceive their duties and their first management years. Both "home-grown" and "parachuted" managers shared beliefs about the importance of learning their duties, fulfilling the organizational needs through their personal powerfulness, adapting to the expectations to their daily work, processing the first-year experiences, and re-evaluating their duties.

Organizational Change and Teachers' Attitudes Towards It

Zorn et al. (2000) regard a change as any conversion or transformation of organizational structures and processes (see Zorn, Page and Cheney, 2000). An organizational change is often contrasted to periods of consistency and stability, at best, and periods of degenerate stagnation, at worst. In the current global sphere, dynamics is essential for organizations, thus they are required to change. Yet a change is an intricate, difficult process, thus organizational systems, in particular, and people, in general, avoid changes as much as possible. Nevertheless, a change is often unavoidable (Nir, 2017).

Organizational change is a continuous process which aspires to adjust the organizational system, and the organizational processes, to external and internal changes in the organization's environment. The organization's success depends on its employees thus a process of change

requires focusing on group and individual behaviors within the organization while deploying a model that stimulates a dynamic relationship between them and consequent success of the organization (Levy, 2008). Notwithstanding it is important to note that resisting changes is completely natural due to the constant conflict between the need and urge to change, on one hand, and the need and urge to provide continuity and stability (Fox, 1998). Thus, any change has its own supporters and opponents. A change can succeed only if it is made by immense power while the supportive powers overcome the resistant powers (Fox, 1998; Kotter, 2003).

Resistance to change within the school organization is a common phenomenon, and it is perceived by the scholarship as an intricate issue that requires the school principal's attentive recognition of the source of dissidence. Teachers are commonly perceived as conservatives who typically resist change and renewal of the school. An effective change requires a school principal's supportive attitude towards the teachers as well as a considerable and supportive style of leadership. Notably, the school principal should listen to her/his teachers and reward them appropriately (Oplatka, 2015).

Dealing with changes and the constant need to implement them in various systems are part of our lives in a modern society. This situation typifies the modern education system as well. The education system significantly changes yet the scholarship emphasizes the lack of teachers' perspective about the implemented changes. Another research, focusing on teachers' perspective about significant changes, however, indicates that changes can be successfully implemented if it involves cooperation between the members of the pedagogical teams that stimulates professional solidarity. In contrast, teachers' burnout might inhibit the implementation of changes (Maskit, 2012). Another research suggests that school principals play an important role in implementing organizational change among teachers and making it successful. In order to promote positive attitudes towards changes among the pedagogical teams, school principals should prepare the teachers to the change and train them in coping with it (Tanriogen and Kursunoglyla, 2009). The more pedagogical teams perceive school as learning organization, the more positive are their standpoints towards the required change (Avidov-Ungar and Eshet-Alkakay, 2011).

It is impossible to separate between change and the emotion it involves. Teachers, during their career, meet endless changes, part of them are self-evident and part of them are enforced upon them, part of them are cognitively perceived as rational while others have significant emotional influence, including farewell to beloved leader who was promoted, retirement or death which provoke anxiety, insecurity and a sense of abandonment and, of course, frequent management turnover which might stimulate high levels of uncertainty (Hargreaves, 2010).

Purpose and Objectives

This research was guided by the following research questions:

How a new school principal is accepted by the teaching staff?

What are the differences between the teachers' acceptance of a "parachuted" school principal and their acceptance of a "home-grown" headmaster?

Methodology

This study has examined the feelings of teachers about the entry of a new school principal and its influence on the school culture while distinguishing between the teachers' acceptance of a "parachuted" school principal and their acceptance of a "home-grown" headmaster. The most efficient method for this purpose is the qualitative method that centers on different interpretations and explanations of people's behavior and feelings while reflecting the researcher's subjective point of view. Moreover, the main role of the qualitative researcher is to enable people to tell their story and make it meaningful. Thus, the qualitative researcher should be attentive to the

interviewees' words while assuming that they reflect opinions, standpoints and feelings (Shkedi, 2011).

This study addressed a limited number of interviewees, however, and it merely focuses on the influence of the new school principal on teachers' perceptions shortly after s/he entered the management position.

The Research Tools

This study is based on a semi-structured questionnaire which aims to explore experiences of the pedagogical staffs and subjectively interpret their impressions (Paul-Binyamin and Alpert, 2016). The purpose of the interviews is to collect as much information as possible from the interviewees through a carefully planned conversation. In other words, the interviewer is the researcher who raises question and carefully listens to the interviewee's answers while documenting the interview.

Notwithstanding, the semi-structured interview is a sort of open, wide-angled conversation. Although it begins with focusing on an issue that intrigues the researcher, it is followed by developmental dialog in which the reviewee can manifest her/his own perspective and personal interpretation. Such interview is not structured as a series of Q&A yet its framework is limited by the research question (Josselson, 2015).

The Participants

In this study, We focused on teachers from 12 elementary schools in central Israel, including 9 staff members who work for schools mastered by "home-grown" principals, and 9 staff members work for schools in which the principal was "parachuted." I found the interviewees after locating appropriate schools for this study. We were assisted by teachers we know, who work for the Israeli education system, as well as teachers who introduced me to my friends and colleagues, and we were also assisted by the social media.

After locating schools which are suitable for the purpose of this research, we introduced ourselves to the management and the school's educational staff, and we asked teachers to participate in this study. 18 members of the teaching staff, aged 25-57-year-old, with diverse seniorities in the education system, participated in this research. All the interviewees experienced an entry of a new school principal within the past two years.

Table 1. The demographic and professional details of the interviewees (pseudonyms)

	Name of the teacher	Working for "parachuted" (P) or "home-grown" (HG) school principal	Sex	Job tenure	Teaching subject
1	Roy	P	Female	5	Mathematics
2	Gal	HG	Female	6	Literature
3	Leah	HG	Female	5	Physical education
4	Gally	P	Female	2	Remedial instruction
5	Yafit	HG	Female	6	History
6	Sapir	HG	Female	6	Mathematics
7	Gil	HG	Male	5	English
8	Ella	HG	Female	4	Mathematics
9	Keren	P	Female	12	Integration, remedial instruction

10	Natalie	HG	Female	7	Hebrew
11	Meital	P	Female	6	Hebrew
12	Limor	P	Female	14	Mathematics
13	Tal	P	Female	20	Hebrew
14	Eilat	P	Female	2	Mathematics
15	Ohad	P	Male	4	Physical education
16	Nirit	P	Female	5	Physical education
17	Suaed	HG	Female	26	Mathematics
18	Sharon	HG	Female	6	Literature and Bible

The Research Procedure

The research comprised in-person and online semi-structured interviews conducted on a date preferred by the interviewees. Each interview lasted about 30 minutes. The interviews were recorded and transcribed. Before we conducted the interviews, we had searched after schools which meet the criteria of this research, and we introduced ourselves to the educational staff and the school's management. Then, we asked to interview staff members. I applied to schools that I personally know, and we were also assisted by social media. After the interviews were transcribed, we categorized the results, formulated them and initiated a discussion (see Tzabar-Ben Yehoshua, 2016).

Ethics

As part of this research's transparency, we introduced the interviewees to the topic of this research and its purpose. In order to maintain the subjects' confidentiality, we emphasized that their person details will remain confidential. In the Results section, the interviewees' real names were substituted by pseudonyms. Following their agreement, we asked the participants to sign an "informed consent" forms (see Dushnik and Tzabar-Ben Yehoshua, 2016). During the interviews, some of the interviewees shared their personal stories for the first time. As an interviewers who are committed to ethical norms, we accepted their stories without any interference, thus assuring the interviewees that their stories are fully discrete (Josselson, 2015).

The research was approved by Achva Academic College Committee.

Results

This study aims to inquire (a) the feelings of teachers in elementary schools about their new school principal who was "home-grown" or, rather, "parachuted" to this position after working for other schools, whether these teachers experience difficulties with the school principals' turnover or consider it successful; (b) to examine the teachers perceptions of this appointment and their interrelations with the status of the new manager as "home-grown" or "parachuted" school principal; and (c) to uncover the influence of the entry of a new school manager on the school's culture.

This section presents the Results of the research while indicating three main categories and consequent subcategories demonstrated by the interviewees. The Results are presented in comparative tables that expose vastly different attitudes of teachers regarding "home-grown" school principal vs. managers who were "parachuted" into this position. All interviewees' names, specified in the Results, are pseudonyms.

The Results reveal that the interviewees' answers can be categorized into three main categories:

(1) fear of the teachers' personal and professional future; (2) teachers' expectation for better times at school; and (3) former management experience as powerful factor which impacts the new school principal's success.

Table 2. Teachers' fear of the future

Coping with a "parachuted" school principal	Coping with a "home-grown" school principal
<p>Ohad: "Yes, there was some pressure because no one knew her." Galli: "I felt uncertain. The interaction with the former school principal was quite good but I didn't know how the new school principal will accept me and what is it going be like." Meital: "Everybody was stressed, fearing and wondering, what would happen if the new headmistress turns out to be a boss from hell." Eilat: "I was petrified because I didn't know her at all [...] I was afraid that I wouldn't have a boss with a listening ear. Listening is extremely important to me as a human being." Tal: "Truly, we were a bit stressed at that time. Suddenly, there was no good vibe between us!"</p>	<p>Gil: "We didn't know that she's was chosen for this position thus we were pretty stressed." Natalie: "There was pressure. People were stressed. You don't want someone who suddenly shows up and terrorize school or being nasty or disapproving or inconsiderate or unpleasant. It's stressful." Sapir: "One of my friends was appointed as vice principal and she talked to me every day about the staff members' stress."</p>

7 out of 18 interviewees were feared about their future at school.

Table 3. Teachers looking forward to better times

Coping with a "parachuted" school principal	Coping with a "home-grown" school principal
<p>Ohad: "I was really happy. I waited and truly expected the arrival of a new school principal who will give me some more space, and there she came." Galli: "They accepted the new headmistress very nicely. They waited for were, the expected her arrival." Nirit: "I had great expectations for a good, pleasant person and since the moment I met her, she proved that she's that kind of person." Eilat: "I expected a school principal who is available, supportive and advising the teachers."</p>	<p>Natalie: "Now, when I realize who won this job, I have greater expectations. I was counting on her, I trusted her work, and I think that so far, she lives up for expectations." Suaed: "I had great expectations about her work. I wished she'll be fine and stay well." Sharon: "As I already know the new school principal, I expected her to trust me and give me some more. Honestly, I was disappointed."</p>

9 out of 18 interviewees expected better times, or, at least, times which are good as before, due to the entry of a new school principal. Notably, 6 of these optimistic teachers coped with a "parachuted" principal while the 3 other teachers coped with a "home-grown" school principal.

Table 4. Contested perspectives on school principals: the influence of the principal's former management experience on her/his acceptance by the teachers

Coping with a "parachuted" school principal	Coping with a "home-grown" school principal
<p>ad: "Look, I didn't get too close to the former principal. She wasn't much into sports and I came over and asked to do numerous things she didn't go with. Then a new headmistress arrived and she absolutely loved my ideas. Since the very first moment... It was such fun! I longed for an easy-going, supportive school principal."</p> <p>Meital: "although I didn't have an exceptional relationship with the former headmistress, I agreed with her about certain issues while disagreeing with her about other stuff. And I do not work at this school for a long time. However, the former principal knew me and when a new principal is appointed, I suddenly feel like a newcomer who has to prove herself over and over again."</p> <p>Nirit: "The former principle was not humane. She was very difficult to work with. She never understood anybody, she was always furious, so you tell yourself, 'Come on, I have a sick child at home, what do you expect me to do?!' The new principal, however, is more pleasant, empathetic and approving."</p> <p>Keren: "The former headmistress had good relationships with everyone and everybody liked her thus the management exchange was stressful. At the beginning, many comparisons were made and we were disappointed but it was inevitable."</p> <p>Tal: "I had a very, very good relationship with the former headmistress. We really had our</p>	<p>Gal: "There's a significant dissonance in here. The former principal spent 18 years at school. She was well-known, nonhumane, tough, and if something wasn't properly done at the right time and place then it's better for you to not show up at school. Everybody stood still and was afraid of her. If you were late, she could send you back home. Yet she really liked teachers who demonstrated professionalism. Her (new) deputy was always the school's heartfulness, taking care for everybody and everything. The school was like an army base but now, when she's off duty, the school's discipline is loosened."</p> <p>Yafit: "Although the former headmistress managed school really well, she wasn't nice and everybody felt and experienced it, one way or another. The point is that everybody also knew the deputy well so we knew that it's going to get better and nicer and, let's face it, it's going be much more pleasant for all of us."</p> <p>Natalie: "I really liked the former school principal and I felt that she really liked me too. Indeed, we didn't have an afternoon friendship like the one I have with the present schoolmistress but she appreciated me and she knew who I am. Suddenly, I didn't know what's going to happen next."</p> <p>Sapir: "The former headmistress was most beloved. She was consensual. She was</p>

<p>friendship... And management turnover is stressful, what can I say. I and the headmistress work really closely, and what would happen if suddenly we won't have a good vibe?"</p> <p>Limor: "The departure of the former school principal was completely surprising yet no one was really upset about it. For most of the teachers, she was extremely difficult to work with. You can count on one hand the teachers who didn't feel this way. Then, when a new headmistress entered, it was a real joy."</p>	<p>inclusive, supportive, caring. She always sent private messages and talked about what's going on. She was really the most humane person you can imagine. Suddenly, she's not there. It was really traumatic because her presence was most calming and pleasant. Then her deputy, who was definitely not consensual, entered this position although she's much less humane, inclusive and caring."</p>
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16 out of 18 interviewees overtly compared between the former and the new school principal. 9 of the comparing teachers worked for a "parachuted" principal, however, while 7 teachers worked for a "home-grown" principal. Teachers' comparison between the former school principal and the manager who replaced her/him crucially affects the staff's acceptance of a new school principal. The interviews indicate differences between the acceptance of a "home-grown" and a "parachuted" school principal. The differences can be categorized into two divisions: (1) the employee's need to prove oneself, to be recognized and trusted as a professional teacher; and (2) previous acquaintance with the teachers that impacts the entry of the new principal, for better or worse.

Table 5. The teachers' need to prove themselves and to be appreciated

Coping with a "parachuted" school principal	Coping with a "home-grown" school principal
<p>Nirit: "Although some teacher wished the former school principal leave her job, they did establish some relationships with her. She knew how valuable they are. Now we're back to square one."</p> <p>Tal: "Then a kind of competition began. Everybody wanted to introduce themselves to her, to prove themselves. It was funny but, honestly, it was a positive contribution to the system."</p>	<p>Ella: "I don't feel that I need to prove myself. She already knows who I am, and how valuable I am, and it's really nice and comfortable."</p> <p>Gal: "As if all this matter of proving myself over and over again. Today I'm very happy that she's the school principal because she credits me and supports me and, of course, she ultimately directs me."</p> <p>Sapir: "The connection is really good. She raised me at school and once she became the school principal, she immediately promoted me. Suddenly, it was possible... And we appreciate each other."</p>

8 out of 18 interviewees talked about the need to prove themselves and to be appreciated by the

new school principal. In this respect, the teachers whose principal was "parachuted" are different than teachers whose principal is "home-grown."

Significantly, teachers who work for a "dropped in" principal had to prove themselves over and over again, in order to be trusted by a principal who didn't know them before. In contrast, two teachers who work for a "home-grown" principal stated that they were relieved because they already proved themselves to the schoolmistress who is already aware of their abilities.

Table 6. The teachers' familiarity and familiarity with the new school principal and its impact on the teachers' relationship with her/him

Coping with a "parachuted" school principal	Coping with a "home-grown" school principal
Ohad: "Indeed, everybody felt that it took them a while to know each other and it was tough at the beginning. Yet it worked out very quickly."	Ella: "We already knew the new school principal as she was a 'home-grown' deputy principal... She still didn't step into the former principal's shoes but perhaps our early acquaintance helps."
Nirit: "It took us some time to know her but the atmosphere was good."	Gal: "We were afraid that a 'parachuted' headmaster wouldn't know and appreciate us, and we didn't know if she's humane or not. It was really scary. Finally, we were relieved when we realized that we already know her."
Eilat: "I was very much afraid because I don't know her... She doesn't know us, and we are not familiar with her, so it took some time and it still does."	Leah: "I thought to myself, why should I need it? I was telling myself all the time, 'she doesn't know me.'"
Limor: "She was really well-accepted. The teachers really wished to know her well and to realize her way. I felt the whole teachers' lounge was festive. It yearned for this change. As time went by, however, she proved everybody that she was really better."	Suaed: "The atmosphere was really good. Everybody knows her and like her so she was welcomed with open arms."
	Sharon: "The atmosphere was really strange as if everybody said "Great! We're so lucky she's someone we already know!" Yet everybody was afraid because she's very tough and might be unpleasant."

The teachers' expressions regarding this topic indicate, on one hand, the impact of the staff's previous acquaintance with on the school principal on her/his entry into the role. On the other hand, this study indicates the impact of the new school principal's familiarity with the students and the school system on her/his entry into the senior position. 13 out of 18 interviewees have emphasized their previous acquaintance with the school headmaster.

Discussion and Conclusions

Entry into a management position at school is aspired by many teachers. It is a powerful position no one disputes its importance. Nevertheless, school management is a difficult and intricate

mission. When a new school principal enters her/his position, s/he must establish her/his status among the teachers and other staff members. The school principal's entry into her/his role requires a deep understanding of often unknown school culture (Oplatka, 2015). Many school principals admit that their entry into a management position is often accompanied by the teachers' and their own sense of euphoria. Notwithstanding, they note that a bit later, this euphoria suddenly terminates due to negative response of the staff to the school principal's actions (Earley and Weindling, 2007).

This study examined the feelings of teaching staffs at elementary school regarding an entry of a new school principal into her/his position. Notably, some of these school principals are "home-grown" while others previously worked in other school and they were "parachuted" into this position. This study focused on expressions of teachers who admitted their difficulties or success in dealing with manager turnover. This study explored different teachers' perceptions of a new school principal entry and possible differences between teachers' attitudes towards an entry of a "home-grown" principal and an entry of a "parachuted" headmaster. Likewise, this study inquired the impact of an entry of a new school principal on the school culture.

Our Results uncover many concerns among the teaching staff regarding the entry of a new school principal. These Results coincide with the scholarship which claims that every entry of a new manager into an organization provokes fears among the staff and consequent difficulties (Stein, 1990). The organization's members are often afraid of destabilization of the group due to organizational change such as entry of a new manager (Oplatka, 2015). Along with many worries, however, this move involves high expectations. Our Results indicate the most of the interviewees hope for better times at school due to the entry of a new principal. This hope coincides with scholarship which claims that the teachers have high, growing expectations from school principals (Soria, 2022). Other researches note that managers raise expectations among their employees, due to their powerful stance, and educational managers are no exception (Oplatka, 2015). The employees expect a school principal to be as ready as possible for her/his new position, in order to enable ultimate entry into the organization (Schmidt, Rosenberg and Eagle, 2021). Further, our Results indicate that the teachers' fears are not subjected to previous acquaintance with the new school principal; the teachers are afraid whether the school principal is "parachuted," provoking fears about times yet to come, or is a "home-grown" principal whose management approach is still unknown.

Another significant issue indicated by this study is the influence of the teachers' perception of the previous management on their attitudes towards the new management. In other words, teaching staffs which were satisfied with the former management are deeply concerned about the new management while teaching staffs which were unsatisfied with the previous management mostly expect better times for the school. Indeed, researches reveal that new school principals, who enter into their new position, are required to cope with heritage implemented by the former school principal (Stater et al., 2018). A comparison between school principals is unavoidable thus new headmasters are required to deal with many difficulties due to the heritage and management practices of their predecessors. Furthermore, the teaching staff's comparison between the previous and new managements stimulate the teachers to resist change due to the previous methods practiced in the organization (Lee, 2015). This situation is also evident in the Results of this study. Teaching staffs who liked the previous management are very much afraid of the new management and it is difficult for them to accept the new school principal.

In accordance with the theoretical scholarship (Pecker, 2005, Clark, 2009), the Results of this study indicate different degrees of teachers' acceptance of new school principals. The various

levels of acceptance interrelate with the principal's status as a "parachuted" or a "home-grown" manager. The teaching staffs are significantly required to prove themselves and be appreciated when they cope with a "parachuted" manager and yearn to be trusted by the new headmaster who hardly knows them. In contrast, teaching staffs who cope with a "home-grown" principal are happy that they do not have to prove themselves or work hard in order to win the manager's trust as they already know her/him. Indeed, researches show that a "home-grown" school principal, who already knows the members of the organization, enjoys social ties that ease her/his adjustment into the organization. Her/his existent relationships with the organization's members provide the employees a sense of certainty, stability and security (Clark, 2009). In contrast, the "parachuted" manager must prove her/himself as her/his lack of previous acquaintance with the organization and its employees might be harmful (Shalom, 1996). Notably, researches indicate that a leader who shapes the organization and is considerate of his employees, trust them and supports their growth also stimulates the organization's flourishing (Tzifroni, 2008).

Another difference, in regard to the acceptance of a new school principal, is between teaching staffs who are familiar or unfamiliar with the new manager who takes charge. Our Results suggest that previous acquaintance or its absence influence the acceptance of the new school principal. Yet our Results regarding this issue are inconclusive. On one hand, no previous acquaintance provokes fears and expand the period of adjustment. On the other hand, a previous acquaintance did not necessary ease the acceptance of the new headmaster as in certain cases, it stimulates difficulties. Notably, previous researches stress that despite numerous benefits of a previous acquaintance between the teaching staff and the new school principal (e.g., quick adjustment and security), such acquaintance can be also disadvantageous as previous struggles can be harmful for the organization and its employees (Shalom, 1996).

Our Results indicate that most of the teaching staffs which cope with a "parachuted" principal feel they managed to develop a good relationship with a new school principal who is considerate and shows interest in her/his employees. This finding coincides with the scholarship which maintains that a "parachuted" manager tries to get closer to the teachers in order to establish his position (Shalom, 1996). However, the scholarship reveals that "home-grown" school principals do not feel that they have to prove themselves to the organization's members (Pecker, 2005) perhaps because they assume that their previous close relationships with the organization's members is sufficient and might be beneficial enough.

Our Results expose explicit differences between the teachers' acceptance of a "home-grown" principal and their acceptance of a "parachuted" principal. Yet in both cases, a comparison between the former and new principals is unavoidable and significantly affects the entry of a new school principal. Teaching staffs which were very happy with the former management were more afraid than teaching staffs which were unsatisfied with the former school principal. In both cases, comparing and coping with the previous management are perceived as complicate issues.

Future research can focus on the acceptance of a new school principal over time while comparing between teachers' who cope with "home-grown" and "parachuted" headmasters. Additionally, future quantitative research can examine the differences between the acceptance of "home-grown" and "parachuted" school principals while addressing a larger number of interviewees.

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