

A BLUEPRINT FOR EUROPEAN UNION ECONOMIC INTEGRATION THROUGH SOCIAL ECONOMY INNOVATION

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***Abstract:** Romania, a member of the European Union (EU) since 2007, has been riding the high-hopes-low-expectations EU integration carousel for over a decade and a half. Its resilient, dwindling and aging population has seen its share of shattered dreams, stemmed from the 40-year failed communist social experiment, and continuing into the ill-fated socio-economic reforms of the 90s. While joining the EU marketplace seemed initially the right answer to all the economic worries, the difficulty in implementing and adapting to the new socio-economic structures, and laws, created new headwinds for the already fragile Romanian business space. With an overstretched public sector marred by corruption, with private sector battered by the headwinds of countless fiscal reforms, and a frail voluntary sector, the country is still trying to find its economic footing, and a master plan for socio-economic development is needed more than ever. We posit that a profit-making, commercial structures, such as the social enterprise, which has its primary goal to achieve certain social objectives, has the potential to make a strong business, societal, and environmental impact. Our qualitative, interventionist research methodology aims to bring more arguments in favor of adding social entrepreneurship skills such as creative bricolage, as well as soft skills like critical thinking and empathy to the business toolkit competencies, in order to improve the business paradigm. Our attempts to measure the social enterprise model impact on rural economies are intended to work towards creating a blueprint for sustainable, long term economic growth, and ease the integration within the EU business model.*

Keywords: Social entrepreneurship, social innovation, multiple capitals, European Union, economic integration

JEL Classification: O35, Q1

1. Introduction – a tale of three sectors

In our society there has long been a perceived separation, largely based on ownership, between the public, private, and voluntary sectors. With the public and private sectors still disputing the ‘first’ title, the voluntary sector gets to be called,

seemingly unfairly, the “third” sector. Yet, it is the ‘third’ sector that comes to the rescue in dire circumstances, in a Cinderellaesque fashion, when corporations fail to clean up after themselves, or when governments fail to act. Yet, the three above-mentioned sectors share common goals, and values. They often act in partnership during challenging times, such as not-so-distant economic downturns, recent wars, or the latest health crisis, the COVID-19 pandemic, which have shown the strength of the three sectors coming together to resolve global problems.

While the public, and private sectors are rather well defined, ‘third sector organizations’ (TSOs) include a wide range of organizations that belong to the voluntary sector. They are *value-driven organizations*, such as voluntary and community organizations, social enterprises, cooperatives, associations, and other non-profits (National Audit Office, 2022), and they are increasingly contributing to their communities’ socio-economic development. For this reason, TSOs are most similar to ‘not-for-profit organizations’, yet a more suitable name may be ‘not-for-personal-profit’. They do indeed need to make profits in order to be financially sustainable, hence they are combining their resources in new ways in order to mix social, economic and/or environmental goals and pursue them through entrepreneurial means. (Defourny and Nyssens, 2006).

Alongside co-operatives, and trading charities, the social enterprise comes at the intersection of so called ‘for profit’ and ‘not for profit’ worlds, as a business with social purpose, that seeks to maximize its profits, with the goal of also maximizing benefits to society and the environment, while most (up to 100%) of the profits go towards funding and developing social programs. With over a decade expertise in social enterprise interventionist research, the author is humbly trying to join the growing group of concerned voices that argue that the social enterprise is a more suitable business model for times of economic distress, as it has lately emerged as a beacon of economic sustainability. In trying to prove our hypothesis, we are showcasing several examples from rural Romania, and in doing so, we aim to determine businesses’ abilities to grow sustainably, and be viable in performing their functions on a larger scale.

Social entrepreneurship nowadays continues to shift the business paradigm through a socially innovative business model. It is looking for a robust resolve of existing socio-economic problems across the world by fostering grassroots, bottom-up approaches to development. Since it shares business entrepreneurship and for-profit management credo, it is able to infuse the conventional business strategy with socially-conscious principles, for a greater impact (Velez, 2023).

During COVID-19 pandemic the governments have once again intervened (as many times before) to support companies that seemingly lost money because of the

shutdowns. Through government intervention, many companies have largely recovered, with top 5 oil and gas companies posting their largest profits ever. Unlike others, most of these profits went towards stock buybacks and dividends (Milman, 2023), while another 70 million people were pushed back into extreme poverty. This created a hidden, but huge collapse in human capital for the young, in one the most vulnerable moments of their lives, for the generation will make up to 90 percent of the prime-age workforce by 2050 (World Bank Group, 2023).

In opposition to the shareholder value ‘tyranny’, the recent rise of social entrepreneurs within corporations, with the business sector borrowing ideas from the voluntary sector, shows that ‘for-profit’ world is ripe for change, externally and from within, with the concept of ‘corporate social responsibility’ being one of the latest additions to the corporate menu. Despite a plethora of great examples of TSOs being successful as full-fledged businesses, ideas that TSOs are not reporting well, or ‘well-enough’, still persist – which is something worth investigating. We will be looking at the social enterprise model through multiple lenses, financial viability being one of them, but also considering the availability of several other sources of ‘wealth’: the natural capital, social capital and human capital (Oström, 2005), intrinsic to social enterprise.

The role of the social enterprise, as a for-profit-yet-not-for-personal-profit vehicle of economic stability and sustainability, cannot be underestimated. Maximizing profits, as well as social, and environmental benefits, represents a win-win for the global economy, especially for rural areas where most of vulnerable population still live. Rural areas have a lot of human, social, and natural capital, but little financial capital, so there’s worth looking at the blend of capitals working towards the success of the social enterprise. Aside from that, one needs to look through the legislative lens as well, pondering whether the existing Romanian laws create a supporting framework for already fragile social economy.

2. Literature review

TSOs have been generally asked to be more accountable, which is to render their actions measurable, and their performance commensurable, therefore consistent and comparable. (Power, 1994). Aside from that, there’s a well-known adagio how a non-profit ‘has to be managed like a for-profit’, which unjustly sets the for-profit, and the voluntary sectors, against each other. Shedding light on the origins of such dichotomy, McCullogh and Ridley-Duff (2019) start with the Aristotelian definitions of ‘economics’, of two seemingly antithetical systems, for-profit vs. non-profit, in

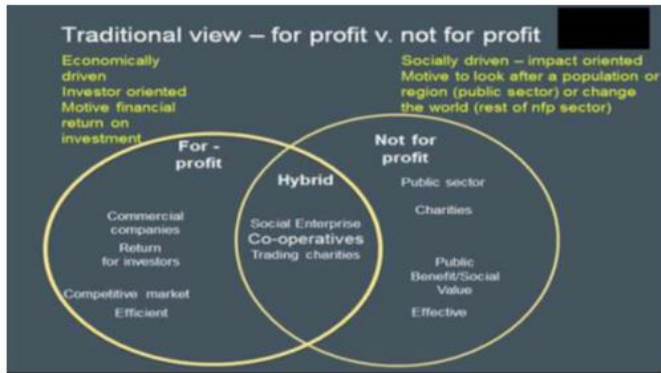


Figure 1: Representations of For-Profit v. Not-for-Profit
Source: McCulloch, Ridley-Duff, 2019

order to expose some misconceptions about a dual accounting paradigm, namely ‘for’ vs. ‘non’ profit accounting. The intersection of profit-oriented businesses, with the mission-oriented organizations, aptly named ‘hybrid’, is the space where co-operatives, trading charities, and social

enterprises live.

Current accounting archetypes fail to support the diversified (and diversifying) world of social organizations, meant to fulfill the growing needs of new categories of populace, and their various inherent purposes. In their research, McCulloch and Ridley-Duff showcase two seemingly diverging paradigms, based on distinct outputs, the pursuit of profit (the for-profit mantra) and the pursuit of social objectives (in the not-for-profit world), currently feuding in the social sphere (Nicholls, 2010). Yet, adding social and environmental sustainability reports to existing financial reports, they argue, would make for a better integrated reporting, in which financial can be on equal footing with social and environmental. This also includes existing accounting approaches, such as ‘triple bottom line’ and the theory of ‘multiple capitals’.

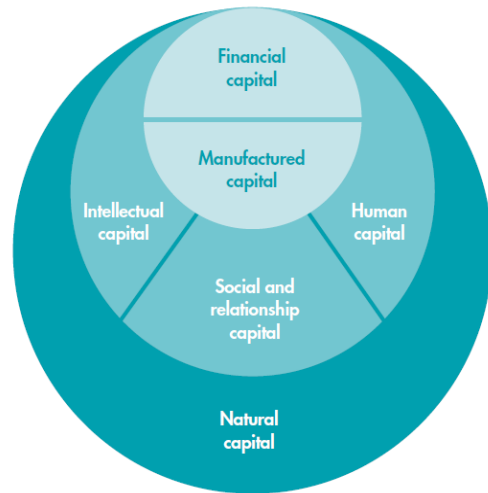


Figure 2: IIRC Representation of Six Capitals
Source: IIRC, 2013

The International Integrated Reporting Council (IIRC) distinguishes between six types of capital: human capital, social and relationship capital, financial capital, manufactured capital, intellectual capital, and finally, natural capital, as shown in figure 2 (IIRC, 2013).

Aristotle’s view of economics was not only as a way of increasing financial capital, but favored a more judicious allocation of wealth which would further lead to an increase in various other forms of capital, such as the creation of social capital, and

the (re)generation of social wealth, alongside the natural, human, and intellectual wealth (Ridley-Duff, Wren and McCulloch, 2019). Oström observed that social capital is increased, rather than decreased, through use (Oström, 2005). A similar argument can be applied to human capital, as the more we use our skills, we become better at what we do.

Following the theory of multiple capitals, measuring the social enterprises solely in terms of financial performance only shows a fraction of the picture. The big picture has to take into account the value of each of multiple capitals, and how they add to measure the full extent of the social enterprise impact.

3. Methodology and framework

The social enterprise has, equally, a financial, a social, and an environmental effect on the community, so framing its impact needs to keep track of all of these components. The mere suggestion that third sector organizations may be less concerned with making profit, or even profit-averse, cannot be farther from truth. Social enterprises need financial capital to pursue their social and environmental goals, and accomplish their mission.

Based on researchers' involvement in rural social enterprises in Romania, the interventionist research (IVR) methodology, with its both theoretical and practical perspectives, plus its capacity to influence social change (Baard and Dumay, 2020), has been the logical choice. While IVR produces theoretically interesting contributions, whether a new concept, or a more traditional input to existing research (Lukka and Wouters, 2022), our interest was piqued by one important trait of the IVR research methodology, which is the pragmatic impact in the community where the research is conducted. This being the *raison d'être* of our research, which consists in the practical application of our work, and making significant change in any system we work with. Since 2018 we have immersed ourselves in small communities of Romania, studying the impact ramifications of social enterprises in rural areas, and the ensuing community response.

Our research hypothesis aims to prove that socially-innovative organizations utilizing ALL forms of capital, rather than solely focusing on growing the financial capital, have a better chance to thrive long term, in complex and volatile markets, thus creating a more robust and sustainable business outcome, capable of integrating new concepts, with stronger ties with socially innovative economies from Western Europe, UK, and USA.

Using IVR, in a blend of knowledge and action, the author has performed ethnographic research, having spent several years directly involved in a community

powered by a social enterprise, using the etic and emic perspectives, and studying the impact on such organization in impoverished areas of the country. During this time, after observations and semi-structured interviews, we have performed interventions in management accounting, also those targeting social enterprise management operations.

Seeing that our methods and processes work well and produce impactful results for the community, and towards advancing sustainable business models in vulnerable economies, we are attempting to emulate certain aspects from already established TSOs, seeing how this brings more economic stability, and long-term business clarity. An expanded concept of accountability favored by O'Dwyer and Unerman (2008), and Freeman (2010), eliminates the limitations of measurement-only variations of financial capital, which, outside the financial value of the organization, fail to consider its actual wealth. We argue for a more balanced perspective on judiciousness of resource allocations, therefore considering the impact on our society by organizations that blend financial, social and environmental goals, such as social enterprises, and other innovative, value-creating, business models.

4. Results and discussions

The Barometer of Romanian Social Economy was published in May 2021, and includes almost two decades of research. This independent study financed through EU funds paints an unflattering picture of the Romanian social economy, with some occasional bright spots. The report starts by admitting the challenge in articulating the social economy principles in Romania, due to vague legislation, with unclear definitions which makes the statistical calculation difficult; on top of that, excessive taxation stymies a business sector in its infancy. The picture below shows

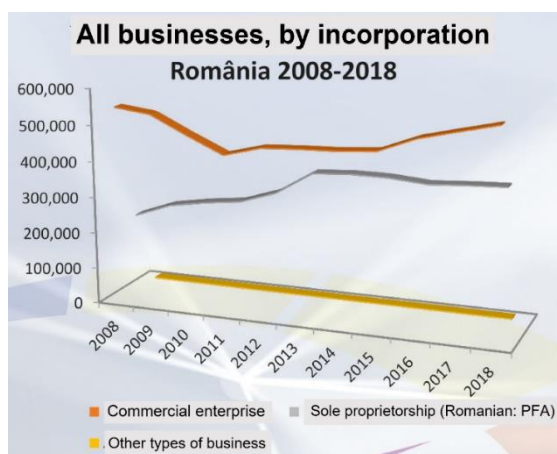


Figure 3: All businesses in Romania, 2008 -2018
Source: Institutul Roman de Statistica

commercial businesses, and sole proprietorships (Romanian translation: “persoana fizica autorizata”) being the overwhelming majority, while social enterprises, cooperatives, and trading charities being almost non-existent. The report finds that this share is generally small in the new EU member states - which are facing an accelerated decline of the cooperative sector, with the exception of Hungary, Bulgaria and Poland. It is

also found that this share is very high in countries with a strong social economy. The tragic story of co-operatives in Romania started in the 1950s when the communist regime took ownership of almost all the land in the country, and forced everyone in rural areas to work within a co-operative (in a painful, at times bloody, process of cooperativization). People virtually worked their own land, with their own machinery, yet none if it belonged to them, but being taken away by the government. Thus, co-operatives were equivalent with forced labor camps, and the knee jerk reaction in 1989, after the fall of the communist regime, was to disband them almost immediately. In doing so, the country lost valuable material, intellectual, natural, and human capital. The loss in financial capital was incommensurable. Nowadays, a co-operative, as an alliance of small farmers, seems the logical alternative to ever-expanding big agribusiness, yet over three decades later, the trauma inflicted by forced cooperativization still persists, hence the strong disdain towards working the land in common, or sharing the crops.

Partly due to abovementioned circumstances, Romania, with 0.4%, is, along with Croatia and Slovakia, in last place in the European Union from the point of view of the share of enterprises with other legal forms - partnerships, associations, cooperatives and in total active enterprises. While zooming into third sector organizations, one interesting fact is that European Union funding created a flurry of new social enterprises. The conditions for funding were limitative, in the sense that money was only granted for 'new' start-ups, and not for the development of existing social enterprises. This was detrimental to Romanian social economy, and unfairly tilted the balance towards new organizations, many possibly lacking experience, and being created for the apparent sole purpose of obtaining EU funds. This is shown in Figure 4, below (Fundatia „Alături de Voi” România (ADV), 2022).

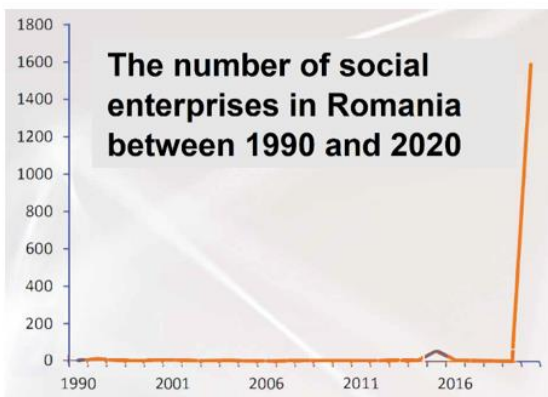


Figure 4: Romanian social enterprises, 1990 - 2020
Source: Fundația „Alături de Voi” România

The graph on the left is showing two fascinating trends: first, an uptick in creation of new social enterprises in 2015, which is the year when the Romanian Government has passed the Social Economy Laws. Then, a sharp decline in interest, which was piqued again by recent EU funding in social enterprise sector. Unfortunately, as mentioned above, the financing was conditioned by the creation of a new organization, which skewed the graph,

and the perception of EU grants in Romania. The ensuing financing frenzy was short

lived, as the grants had strings attached, and became insufficient for starting a social enterprise, even less to jumpstart the already weak Romanian social economy.

We are presenting four case studies of for-profit organizations, which devote a large share of their profits (up to 100%) towards social programs. In our quest for a socially innovative, financially viable, business model, which blend social, environmental, and business skills, researchers are trying to define a sustainable business vehicle that may gradually replace traditional financially-laden, exclusively profit-driven enterprises, for a stronger global economy, which starts at local level.

4.1. Radinesti-Gorj Cultural Scientific Society

This social enterprise is investing in cultural and educational programs for the young, vulnerable, rural population, in developing musical education for children aged 6 – 18. It has provided free musical classes for 45 children, out of which 15 gifted children were selected to participate in an folk orchestra, participating in musical events all over the country. The Cultural Scientific Society hosts annual festivals, and musical events for the community. It has revived old rural traditions, starting with the local annual fair, and has created and published a local cultural magazine, and a plethora of documents regarding the cultural heritage of the land. It helped rebuilt the local school through public-private partnerships, and printed the local monography, in a bid to transform a rural area into a thriving cultural touristic destination.

4.2. “Cartea Calatoare” Foundation

The foundation's mission is to facilitate direct access to information, education and employment for visually impaired people in Romania. It created first courses for blind students and teachers, with more than 200 people trained. It also created the first electronic library with accessible books for the visually impaired, and a monthly publication addressed to blind people of Romania. For over two decades, it has been making movies and documentaries accessible for the blind, internet connectivity for all special schools and high schools for the visually impaired, and equipped 10 branches of the Association of the Blind from Romania with computers. The foundation has organized the first Film Festival for the Blind. In a country where physical impairments trigger social isolation, the foundation has been working tirelessly to create education opportunities, and employment, for a vulnerable segment of population.

4.3. “New Horizons” Foundation

Founded in 2000, New Horizons uses the transformative power of experiential education for children to grow nurtured to become better, stronger, wiser, to fulfill their potential and use it for the development of their communities, and the world. In the summer of 2021 alone, the organization has worked with 2008 children, helped by 277 teachers, in 175 locations, with the help of 74 volunteers. Currently, the organization offers 12 online, self-paced courses in various vocational programs. It also offered online classes for teachers, with 434 participants from 74 schools. The alternative learning classes were followed by 1909 children, with 539 educators, in a total of 23 programs. It developed IMPACT Clubs, where children learn about environmental protection, entrepreneurship, education, civic engagement – helping them build confidence, independence, resilience and compassion. In 2021 there were a total of 696 children in 32 clubs, while 630 children participated in community fairs, selling their own artefacts, raising 7000 EUR for future vocational programs.

4.4. “Floare la Ureche” Farms

The farming social enterprise known as ‘Floare la Ureche’, which researchers are currently building, while still funded through external grants as of this moment, has become an engine for positive change, shaping the lives of people in a small community of 20.000 inhabitants. First, by providing jobs in agriculture, which provides 4.2% of Romanian GDP (Statista, n.d.), then by funding vocational programs for the young, and finally by building a community center dubbed as cultural center, with a small library, for the local populace.

IVR has the capability to produce research with theoretical, practical, and societal relevance, which allows for multidimensional aspects of types of capital. “Floare la Ureche” Farms is a Romanian social enterprise focused on a more holistic, stakeholders’ impact reporting, considering metrics such as the number of people in vocational programs, the square meters (sqm) of community space built, the number of families impacted by social enterprise work, or the number of beds available in guestrooms, for teachers, doctors, or anyone in need of temporary accommodations. The graphs below show not only the obvious financial capital investment, but the investment in the other types of capital: manufactured, social and relationship, human, intellectual, as well as natural capital, the organization being part of a larger bio-cluster, with emphasis on preserving biodiversity, and natural resources.

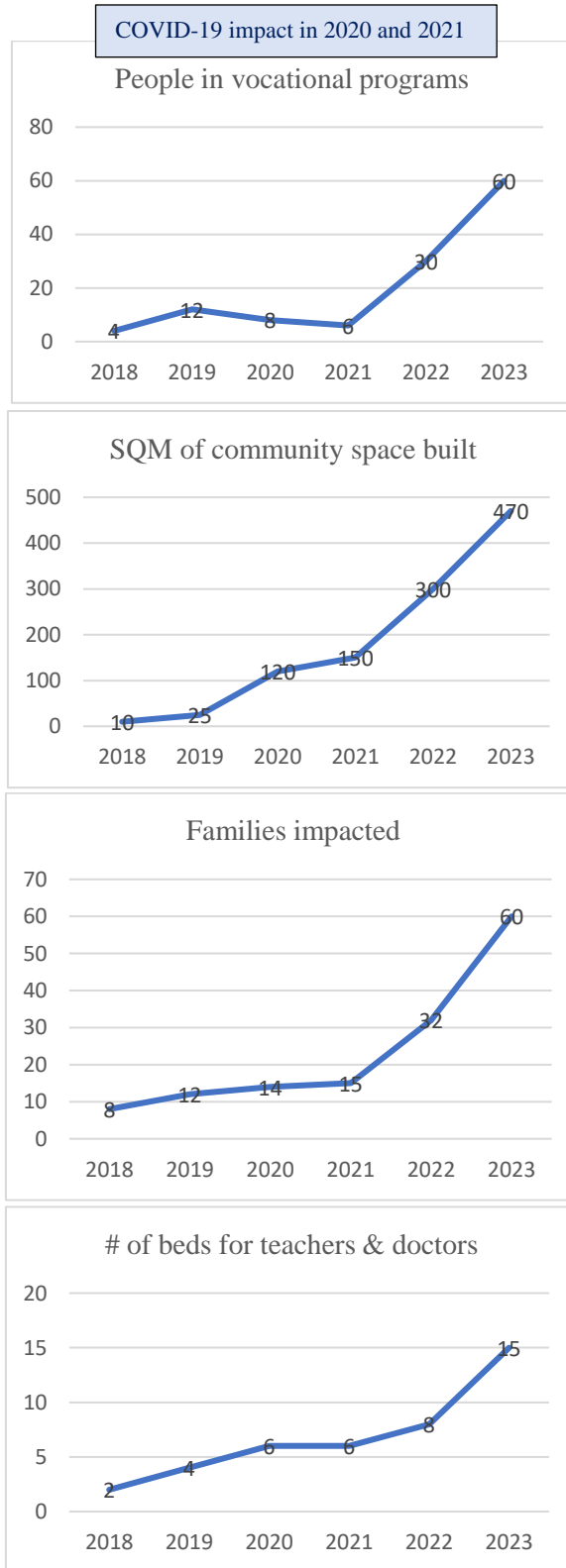


Figure 5: Expanded, holistic reporting in Romania towards the impact of multiple capitals
Source: Author, 2023

5. Conclusion

We have analyzed the dichotomy ‘for’ vs. ‘not for’ slash ‘non’ profit, and highlighted some perceptions, even negative connotations associated with third sector organizations’ ability to make profit, which are unfounded in the light of their financial capital needs. The idea that social enterprises are not reporting ‘well-enough’, seems rather unfounded, in a world where corporations are more and more committed to *triple bottom line (TBL) reporting* (of profit, people, and the planet), while non-profits are fully disclosing their finances. As a blend of multiple capitals, TSOs report on utilization of each capital, hence their impact on environment, economy and people.

In Romania, the supporters of social economy are enthusiastically swimming against the tide. Seeing the advantages of growing the human, intellectual, natural, capitals alongside the financial capital, they are (mostly fruitlessly) searching for social investors, businesspeople with best intentions, who have neither proper information about social investing, nor a friendly taxation framework in order to support them. Among the many impediments towards growing a robust social economy in Romania, are a lack of legislative framework, with proper definition of social entrepreneurship. There is still a knee jerk reaction to co-operatives in rural areas, as for businesspeople, they see meager financial incentives, with the burden of excessive taxation added, as there seems to be no place for social investors in Romanian laws. Overall, scarce information on social economy, and lack of incentives for social innovation are stifling the social sector. On top of that, EU financial incentives are poorly defined, counterintuitive, and very constraining. Despite lots of talk, Romanian social sector is still ailing, and unless there is a coordinated effort, top-down and bottom up, with real involvement of government, business and voluntary sectors, the social economy, with its inherent innovation, will suffer dearly. As we have proved the hypothesis that a *socially-innovative organizations utilizing ALL forms of capital has a substantial impact on its environment, and a better chance to thrive long term* than organizations focusing solely on growing their financial capital, sadly, the current state of affairs is tilted towards chrematistics, at any cost.

The realm of social enterprises is a profitable one, where the goal of profit-making is subsumed to social, and environmental causes, and ultimately to the betterment of our world. In order to quell anxieties about our ever-increasingly unpredictable world, where private corporations have consistently played an outsized role, our argument is merely about more balance between private and voluntary sectors, yet

with government (or EU) interventions. This, in turn, would increase the prominence of the social enterprises and other third sector organizations, as profit-making organizations in their own rights, with deep knowledge in their communities, and a set of solid business principles, to share across the financial world.

In changing the quality of relationships between people (and *within* people), and between people and their places of work, and between people and nature, wealth in this wider sense came from shifting discussions of quantity to quality. *Our research is calling for a better business model, alongside a better definition of wealth, and a wiser resource allocation.* A social enterprise, with its blend of social, economic and/or environmental goals, is perfectly suited for this kind of balanced resource allocation, and growing – equitably – several forms of capital, instead of solely focusing on the financial one. Newest entrants to EU economic space particularly should take note.

Social economy allows for sustainable growth, at a different pace from business world, yet at a growth rate that is still under further scrutiny, possibly to be analyzed in future studies, when more data is available from third sector in Romania.

Many businesses, pursuing short-time financial goals, have seen their innovation evaporating, and, amid countless stock buybacks, they have lost track of their longer term goals. On the same token, governments, focused on cost cutting measures and political survival, have lost track of their very reason of being – which is, among others, governance, infrastructure, market engagement, citizen engagement, human capital growth, and public financial management. The Romanian government needs to invest in growing the six capitals equally. Social enterprises, with their capacity for bricolage (viewed here through 2009 Alex Nicholls’ lens as the use of available resources, practices, cultural artefacts or institutions in new combinations to achieve change), use their limited resources and infuse them with innovation and social transformation, with a scrappy mentality, thus building economic resilience and sustainability within the third sector. Cooperation and cross pollination between the three sectors will create progressively a stronger business paradigm, devoted to long-term economic growth.

The scalability of a social enterprise is only limited by its business model. What is lost in growth speed is gained in sustainability, and resilience. First thing before considering scalability is to eliminate the artificially drawn line in the sand, between ‘non’ and ‘for’ profits. Instead, focus needs to be on the business values that allow impactful innovation, entrepreneurship endeavors, and ‘creative destruction’ within organizations, proven, once again, in Western Europe, UK, USA, as well as in rural Romania. This socially innovative business model needs to be further explored,

grown, and applied with local adjustments, over and over, again, for a better, and more sustainable business future, while tested thoroughly for scalability.

In a constructive criticism of the current state of affairs, we're merely attempting to improve capitalism, albeit slightly. In their quest of improving the business status quo, researchers need to ask themselves: what if the real stalwarts of the capitalism are not the overarching, multinational corporations, but smaller, scrappy, innovative social enterprises, trading charities, cooperatives, and the like? Non-profits and for profits may seem vastly different at surface; yet they are powered by the same engine. As always, asking the right question points in the right direction, whether is the interventionist researcher, a volunteer, a government employee, or a decision-maker in a business organization. Given the outsized human capital share of a nimble social enterprise, we are calling for a larger role of such organizations in the business world. Proper blend of right skills, and the judicious use of capitals create a recipe for social, environmental, financial, and human advancement.

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*MANAGEMENT, MARKETING, ECONOMIC INFORMATICS
AND CYBERNETICS*

**PRINCIPAL'S LEADERSHIP AND THE TEACHERS' STRESS AND
SATISFACTION IN BEDOUIN SCHOOLS IN ISRAEL**

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Abstract: *Stress among teachers at work stems from the working conditions, especially the satisfaction that mediates stress and burnout at teachers' work. Hence, this research investigates the teachers' stress and satisfaction in Bedouin schools in Israel. Data were collected in this research by combining a quantitative and qualitative mixed method. A quantitative research questionnaire was conducted for 303 teachers in schools in Bedouin, Israel, in addition to an interview with four teachers based on the teacher's stress and satisfaction at work. Research outcomes show that the mean score for teacher satisfaction level was 3.24 (64.8%). The highest mean score among the sub-scales was for the principal's relationship with his teachers ($M = 3.62$, 72.4%), which is moderate. In contrast, the principal's professional relationship with his teachers had a lower mean score (3.11, 62.2%), the mean score of teacher stress was (3.16, 63.2%), and the mean score of the job satisfaction sub-scale was the highest (3.27, 65.4%), $s.d=0.90$. We discuss the implications of these findings, which have significant implications when the teachers are the primary, and the school principals are the secondary influences within the classrooms.*

Keywords: *Bedouin; Teachers stress; teachers' satisfaction; School principal*

JEL Classification; M12.

Introduction

Stress's effect on teachers' work in schools is considered one of the most critical issues today. Recognizing the importance of this topic, many studies sought to identify the factors affecting teachers' stress and job satisfaction.

Understanding the meaning of teachers' stress and satisfaction guided this research. The reasons for this are that the teachers are the cornerstone of the school's success,

and their job satisfaction is also related to the stress at work and the principal's professional and personal relationship with his teachers. Another reason the school principal's leadership in the Bedouin sector is also the key to the school's success by properly managing the resources available to the school to improve student learning. In addition, the results of schools in the Bedouin sector are the lowest in Israel and need proper teaching and learning (Weisblai, 2017). In schools in Israel and around the world, it has been reported that the behaviors of school principals, as well as leadership styles, have a positive effect on teacher satisfaction, school performance, teacher motivation, student achievement, and also on reducing stress (e.g., Aburkayek, 2022; Grissom et al., 2021; Alasad, 2017; Smyth & Dermody) 2011: Corrigan et al.; 2002: Okorji et al.; 2016: Louis et al. In contrast, when the school principals and staff teachers are under stress, the school's teaching quality and achievement will be negatively influenced, and teachers' satisfaction will be shallow (Aburkayek, 2022). It will also negatively impact student teaching in general (Moody & Barrett, 2009). This study focuses on the principal's leadership and the teachers' stress and satisfaction in Bedouin schools in Israel.

1. School principal in the Bedouin sector

Andrews and Soder (1987) defined the school principal as an instructional leader seeking continuous improvement of educational programs involved in the employees' development, aiming to improve classroom environments that will enhance student learning. The principal should be an excellent example for all teachers and students at the school. He is responsible for producing a healthy school life and performance that contributes to and supports. There are seven leading roles in implementing and building character in the school: having a clear vision, a more collaborative approach, being proactive and responsive to what is happening outside the school, being consistent in enforcing rules and activities, giving many social rewards, creating a variety of activities that can develop social skills, and devotion to students (Asmendri, 2014). Currently, few studies have investigated the subject of the school principal's leadership in the Bedouin sector of Israel. According to Aburkayek (2022), the political appointments to school principals in the Bedouin sector may reflect their lack of management training, leading to poor performance and affecting the satisfaction of the teachers and staff at the school. The process of appointing school principals is tainted by clan competition for school management and political interference (Abu-Saad, 2006; Arar, 2018). Therefore, school principals use policies and procedures that are inconsistent with the policies of the school management (Alasad, 2017). Hence, the school principal's leadership affects both

stress and teacher satisfaction. As a result, stress and satisfaction among teachers are also a result of the school principal's leadership, which has clear implications for the teachers' performance, affecting the students.

2. Teachers' stress

It can be explained in general that the occupational pressure perceived by the teachers can be one of the following factors: gender, age of the teacher, teaching experience, school climate, teacher's personality, school principals' behaviors, teacher's relationship with the school's principal, parents' involvement in students' achievements, and disciplining students in classrooms. In addition, teachers perceive classroom teaching as a stressful profession. These factors can contribute to the level and symptoms of stress among teachers and directly impact job satisfaction. Kyriacou (1987), who researched teachers' stress in their work, defined stress as the experience of unpleasant feelings such as tension and irritableness arising from daily work, anxiety, anger, and depression, which will lead to a greater risk of exhaustion (Madigan & Kim 2021, p. 11). While High teaching pressure from teachers affects school results, absenteeism, school climate, and burnout (Embse et al., 2019). All of the above is consistent with studies indicating concern about teacher satisfaction and the professional and personal relationship with the principal. Satisfaction is the mediator between stress and teachers and school principals. The principal's relationship with teachers highly influences job satisfaction (Wang et al., 2018). According to Lambersky (2016), the behaviors of school principals also affect the teaching staff's feelings, such as teacher satisfaction, psychological pressure, respect, and organizational commitment. In addition, the research literature has emphasized the importance of teacher satisfaction alongside the teacher's work stress, and they are seen as directly influencing the organization.

3. Teacher satisfaction

Satisfaction is a pleasurable state of affection resulting from appreciating one's work (Locke, 1969). Evans (1997, p. 327) refers to two components of teacher satisfaction at work: comfort at work and fulfillment at work. The first refers to the extent of the individual's feelings of comfort at work. That is, the conditions and circumstances of the individual for himself but not for work. In contrast, the latter refers to the individual's extent of satisfaction with personal achievements related to aspects of his work. The literature pointed out some factors that contribute to teachers' dissatisfaction with work, such as a heavy workload, factors related to the content of the work, and the context at work (Gu, 2016; Tien, 2018). As a result, there can be a greater risk of attrition than the satisfaction that protects teachers (Madigan & Kim

2021, p. 11). According to the Herzberg's dual-factor theory (1959) is one of the most common theories of job satisfaction. The significant idea of this theory is the difference between motivation and hygiene factors when both affect job satisfaction. Hygiene factors are less critical for satisfaction because they lead to negative motivation at work, such as comfort, work environment, work procedures, and salary. Hence, motivation leads to job satisfaction due to individual identification and emotional satisfaction at work. Motivation factors included responsibility, the possibility of growth and advancement, and recognition. Supporting the idea that motivational factors contribute to and improve employee satisfaction at work and contribute to practical work in the organization. According to Alrawah et al. (2020, p. 6), the results of their research supported Herzberg's two-factor theory approach. Among the employees, the hygiene factors for job dissatisfaction were identified: heavy workload, promotion, salary, recognition, and policies of the organization, while the motivational factors for job satisfaction were identified: professional development and relationships with leaders and co-workers. In addition, Alfayad and Arif (2017, p. 5) indicated a positive relationship between employee voice and job satisfaction.

4. Methodology and results

Objective of the study

This study aims to investigate the principal's leadership and the teachers' stress and satisfaction in Bedouin schools in Israel.

Methodology

The outcomes of this study were collected from 303 school teachers in primary schools, junior high schools, and high schools in the Bedouin south of Israel. The research included questionnaires based on the teacher's satisfaction, measuring the teacher's stress and satisfaction level through five sub-scales: teacher stress, the principal's professional relationship with his teachers, the principal's personal relationship with his teachers, job satisfaction, and teacher satisfaction. The "teacher satisfaction questionnaire" was adopted by Alsahli (2017). Additionally, the researcher added items to the teacher satisfaction questionnaire to adapt it to the study population. In addition, an interview was conducted with four teachers to gather information about their personal opinions through open-ended questions with four items on various topics related to their levels of stress and satisfaction at work. Each interview lasted about 35 minutes and was conducted with four teachers from different settlements. The names of the participants remain anonymous, following research ethics. The researcher used numbers and letters instead of their real names;

the interviews took place in April 2023; and the interviews were recorded and transcribed by the researcher.

Results

The research examines the principal's leadership and the teachers' stress and satisfaction in Bedouin schools in Israel. The research showed important results about the principal's relationship with his teachers and its effect on teachers' stress and satisfaction in the Bedouin education system in Israel.

5. Background Variables

Three hundred and three (303) teachers responded to the teachers' satisfaction questionnaires; 50.2% were female, and the majority (47.2%) worked in junior high schools. Regarding the educational level, the respondents had 45.2% of a bachelor's degree, 49.8% of a master's degree, and 5% of a PhD degree. As Table 3 shows, about 59% of the respondents were from the south of Israel, while the rest were from the north of Israel. As for the age of the teachers, 23.8% were less than 30 years old, 22.1% were between 31 and 40 years old, 33% were between 41 and 50 years old, and the rest were more than 50 years old. Regarding the years of experience, about 38% of the respondents had less than ten years of experience, and 34.7% of them had more than 20 years of experience in education.

According to Table 1 below, the characteristics of the participants are shown in the following table:

Table 1: Characteristics of the participants

Names	Gender	School Type	Teachers Experience	Interview Duration
1A	female	Junior High school	22	31.30
1B	Male	Junior high school	12	34
1C	Male	High school	20	32.20
1D	female	Primary school	14	33

According to Table 2 below, the teacher satisfaction scale was measured using four subscales, as shown in Table 2; the mean score for teacher satisfaction level was 3.24 (64.8%), s.d. = 0.53. The highest mean score among the sub-scales was for the principal's personal relationship with his teachers (3.62, 72.4%), which is moderate. In contrast, the principal's professional relationship with his teachers had a lower mean score (3.11, 62.2%), the mean score of teacher stress was (3.16, 63.2%), and the mean score of the job satisfaction sub-scale was the highest (3.27, 65.4%), s.d. = 0.90.

Table 2: mean scores and standard deviations of the teacher satisfaction scale

Scale	Mean score	Percentage	Level	Std. Deviation
Teacher stress	3.16	63.2	Moderate	.83
Principals professional relationship with his teachers	3.11	62.2	Moderate	.78
Principals personal relationship with his teachers	3.62	72.4	Moderate	.78
Job satisfaction	3.27	65.4	Moderate	.90
Teacher satisfaction	3.24	64.8	Moderate	.70

Figure 1: mean scores and standard deviations of the teacher satisfaction scale can be indicated in figure 1.

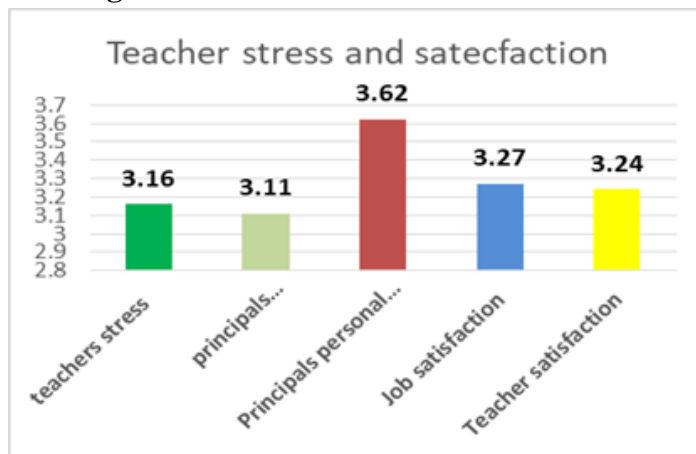


Figure 1: Teachers stress and satisfaction

6. Interviews Analysis

The main challenge currently facing the Bedouin education system in Israel is to provide quality education to all students. This study indicates that teachers in the nomadic education system are an important primary resource that directly influences student achievement.

All four participants stated that they experience stress and challenges in their work. They said that difficult work with teenage students, disciplinary behaviors that affect other students, and the fact that the class size and school are large and it is pedagogically difficult to follow everyone in terms of their levels add stress at work.

The teachers told that the decisions are made individually, and he does not share decisions with the teachers. And the teachers believe that they are part of the reality of changes, and participation in decision-making strengthens belonging to the school. School teachers state that there is a need for improvements, particularly in school leadership in terms of pedagogical direction and team leadership. There is a need for attention on his part, pedagogically. The school principal focuses more on daily routines, such as solving and dealing with daily problems. It is necessary to work with students' levels pedagogically in all classes.

Most of the teachers told about principals' relationships with teachers; there is no personal relationship between the principal and the teachers. Socially, he is not close to teachers. He works only with the management team, and they believe that the principals' personal relationships with teachers reduce stress and increase teacher satisfaction.

All four participants stated that they loved their students and their work and were satisfied with belonging to their students and facing the existing challenges. They said that they feel satisfied at work, especially with the salary.

7. Discussion

This study investigates the principal's leadership and the teachers' stress and satisfaction in Bedouin schools in Israel. This study showed that the participating teachers had moderate to high-stress levels and satisfaction. According to Table 2, the mean score for teacher satisfaction level was 3.24. While the highest mean score among the sub-scales was for the principal's personal relationship with his teachers (3.62), the principal's professional relationship with his teachers was moderate. This indicates that the teachers want more of a personal relationship than a professional one. In other words, the personal moderate predicts professionalism at work.

The school teachers' interview findings reveal that they face stress in their teaching. During the interview, the teachers said they face challenges related to the class size, the number of students, disciplinary behaviors and laziness among students, reducing educational gaps, and teenagers. All of the above indicates that teaching in the teachers' classrooms is stressful, which adds to their fatigue at work. According to the literature, teacher stress and burnout may have a negative effect on students (Herman et al., 2020; Ramberg et al., 2020). It can be varied that there are several reasons associated with this stress in schools in the Bedouin sector, which may be due to the lowest socio-economic cluster in the Bedouin sector and a lack of parental involvement in school life (Tirosh & Eyal, 2018; Aburkayek, 2022, p. 6). Consequently, teachers working in schools suffer from the lack of parental involvement with them and the low social and economic status of parents and

students. This will increase fatigue and emotional exhaustion among teachers. In other words, each school's specific characteristics clearly impact stress levels among teachers. Therefore, successful leadership can counteract stress and protect teacher satisfaction. Our results are consistent with previous studies showing that teacher stress and complaints due to an unfavorable climate are essential for school performance and student well-being (Ramberg et al., 2020, p. 825).

Teachers also talked about the relationship between the principal professional relationship and the need for more participation in decision-making. Teachers in the Bedouin sector indicated that it affects them and predicts stress and job satisfaction. School principal behaviors that encourage sharing leadership, flexibility, participation, and individual support have been revealed to increase satisfaction (Cansoy, 2019, p. 44). According to Table 2, the principal's relationship with his teachers indicates that the teachers have no personal relationship with the principals. This result is consistent with interviews with teachers in the Bedouin sector, who told me there is no personal relationship. They also said a manager's relationship is only expressed with his management team. Personal relationships are defined as trust, respect, cooperation, attention, helping with personal issues, and showing emotionality towards teachers with personal conflicts when they affect the teachers' work during the day. This can be explained as being related to tradition. According to the literature, the political appointments and clan competition for school management among school principals in the Bedouin sector may reflect their lack of teacher satisfaction (Aburkayek, 2022; Abu-Saad, 2006; Arar, 2018). As a result, it can be expected that school principals in the Bedouin sector use policies and procedures inconsistent with school management policies (Alassad, 2017). According to the results in Table 2, the mean score of the job satisfaction sub-scale was the highest. This indicates that teachers in the Bedouin sector are satisfied with their job and have a greater sense of belonging and commitment towards their students than with the atmosphere in the school, which is the relationship between the principal and the teachers. This finding is in line with the interviews with the teachers in the Bedouin sector, who told me that they love the job they perform and have a sense of belonging with their students regardless of school politics. According to Ramberg et al. (2020, p. 825), teachers showed more caring relationships with their students than school satisfaction. In contrast, the interviews with the Bedouin sector teachers indicated that they feel satisfied with their salary at work, especially with the recent increase in teachers' salaries. In addition, they said they were satisfied with the promotions in their positions at school. The finding can be explained by Herzberg's dual-factor theory (1959), which states that motivation factors include

salary, recognition, and responsibility. Improve teachers' job satisfaction and contribute to effective work in schools.

Conclusion

The present study showed some significant results for the Bedouin education system in Israel. Based on the results presented above, it is recommended that the principals of schools in the Bedouin sector improve their personal relationships with the teachers. Listening and talking with them after work about their difficulties creates training and strengthens their relationship. It is recommended that school administrators expand the division of duties and responsibilities among most school teachers. Moreover, I suggest that administrators demonstrate behaviors based on trust in teachers and their participation in decision-making and a vision that defines goals and is common to all when it comes to promoting educational activity on the part of teachers because teachers are an important resource and play a central role in the education of students, which has a social impact as well as on student achievements. Also, it is recommended that policymakers adopt programs and professional development for teachers, together with school administrators, with tools and skills to deal with pressures in teaching in particular and work in general. Because today's teaching is stressful, teachers must work with students at different levels, in different classes, and with different behaviors, which directly affects their stress and satisfaction with student learning.

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