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Dimensions of Employability of Hungarian Language Graduates in the Field of Social Work in a Multicultural Society

Eniko BALLA [1]

[1] PhD Candidate, Doctoral School of Sociology, University of Oradea, Romania; https://orcid.org/0009-0001-4905-1621; szucseniko@yahoo.com

Abstract: *This study presents the situation of social work graduates who were trained in a minority language and work in multicultural environments. Professional integration and perceptions of the ability to use the knowledge acquired during university studies were investigated by administering a questionnaire to 111 graduates trained in the North-West region of Romania.*
The results show that graduates' motivation plays an important role in their professional activity. Although most of them can use their mother tongue at work, language competence is important, but not the most important factor in professional integration.

Keywords: *minority education, social workers, language skills, labor market.*

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Introduction

Education is key to personal and professional success, and the system provides training from early years education through to higher education. Various factors influence how graduates are integrated into the labor market. Cultural and linguistic factors impact this process, particularly in the context of minority education. The role of minority education is to integrate national minorities into majority society while preserving their ethnic, cultural, linguistic, and religious identity.

This study focuses on social work graduates from Partium Christian University (PCU) in the north-west region of Romania. They graduated in Hungarian-language higher education system offered by a private university. The above-mentioned university's role is to provide the Hungarian community of this region with quality education, preserving those Christian values established when the institution was founded thirty-four years ago.

I believe that this particularity brings relevance to our study, because these graduates were trained in a higher education institution in Hungarian language, but they are integrated into a multicultural and multilingual labor market.

The objective of the study was to analyze the integration of graduates trained in a minority language in a multicultural professional environment, to identify the positive aspects and to point out the aspects that need more attention in order to achieve an effective integration that meets the needs of the community. The hypotheses underlying the research are:

H1. The higher the level of linguistic integration, the higher the chance to be employed in the field of studies.

H2. The personal and professional connections developed during studies have a positive effect on the professional career.

H3. The institutional support influences the graduates' sense of job satisfaction.

H4. The personal motivation is a significant predictor of the employability in the field of social work

H5. The more that a university education contributes to the consolidation of an individual's ethnic or cultural identity, the more likely they are to become actively involved in the life of their community.

In the following section I provide the relevant theoretical framework related to minority education, presenting the research methodology followed by the main results according to the research questions. The article ends with the discussion of the results and conclusions.

Literature review

The European Charter for Regional or Minority Languages (ECRML) was signed in 1992, and aims to promote the regional and minority languages in Europe. The document was signed by the states, including Romania. According to the ECRML regional or minority languages are defined as languages "traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State`s population" (Council of Europe, 1992).

The same document contains the objectives and measures taken into account by the States, such as measures related to education, judicial authorities, public services, media, cultural activities, economic and social life and transfrontier exchanges. In the case of education, it is specified that education should be organized at "all appropriate stages of education" if "the number of users of a regional or minority language justifies it." (Council of Europe, 2010)

In Romania, the Law on Higher Education (Parliament of Romania (2023). Law No. 199/2023, 2023, Chapter IV, Article 24) provides information regarding the organization of mother tongue education for national minorities in all forms of training, whether short studies, or undergraduate, master`s, doctoral or postgraduate studies. The aim of minority training is to help people from national minorities to integrate into majority society while preserving their ethnic, cultural, linguistic and religious identity.

In this context, the concepts of multiculturalism and multilingualism, which influence both training and the labor market, become relevant. Giddens (2006) defined multiculturalism as the coexistence of different cultures within a single society, and it means not only the acceptance or tolerance of cultural diversity but a commitment to social harmony and conflict prevention.

In the literature, Canada and Australia often appear as examples of multiculturalism, where specific characteristics of the concept can be observed, such as cultural, religious, and linguistic diversity, created naturally but also artificially through specific policies (Clyne, 2011; Feischmidt, 1997; Pietsch, 2024). These studies argue that society needs to be tolerant of diversity, and at the same time, that an institutional framework needs to be provided that allows minorities the opportunity to preserve their cultural heritage and maintain equal opportunities in society (Feischmidt, 1997).

Closely related to multiculturalism is the concept of multilingualism, which refers to the use of more than one language by an individual within a community. Language is not just a channel of communication; it has an

important role in integration and multiculturalism, as it is a symbol of identity, an expression of culture, and a medium for cognitive development (Clyne, 2011, 53). This language is used in the family, which contributes to the formation of personal identity, but in public places and institutions, the language of the majority population is used, i.e., the official language of the country.

According to a study by the European Institute in Romania (Carp et al., 2007), there are 24 official languages in Europe, and in most cases the official language is the language of the national majority. Differences are noted in countries that have decided that the official language should be exogenous (this is the case in countries that were colonized and after gaining independence kept the official language of the former colonial power as their official language). The authors note that 12 of the official languages have the same status in several European countries, including Romanian as an official language in Romania and the Republic of Moldova. As for minority or regional languages, Hungarian is mentioned. There is a large Hungarian community in Romania, which is also present in Slovenia and Slovakia, making Hungarian one of the languages spoken by millions of people.

In sociological terms, the minority describes demographical data and politics (Horváth, 2006). According to the 2021 census, the Hungarian community represented 6.1% of Romania's total population. There are regions and counties where the Hungarian minority community is larger than in other parts of the country. These regions include Transylvania (Harghita, Covasna, and Mureş counties), as well as areas near the Hungarian border, such as Bihor county, where the Hungarian community represented over twenty percent of the total population in 2021 (National Institute of Statistics, 2021).

Therefore, the education of Hungarian minorities in Romania is ensured at all levels of education, from primary to tertiary education. Regarding the tertiary education, their training is provided in state and private universities, which complement the educational offer of state universities. In Romania, there are three private universities offering Hungarian-language education, and Partium Christian University is one of them.

In a recent study, the authors (Gál & Pásztor, 2024) analyzed the role of this university and highlighted its cultural and local community relations, as well as its identity-affirming role. This role expresses a person's connection with the society, and provides answers to the question "who and what we are" (Pásztor, 2017). Gál & Pásztor (2024) also consider that the university also has an economic multiplier effect, reflected in indirect economic benefits for the region, through its operations and the presence of students. In addition,

they mention the contribution to innovation and business and infrastructure development, which strengthens the region. The results of the study highlighted the importance of increasing the visibility of the University`s activities; continuous development with the community (economic, social, and cultural links) and expanding professional networks and non-academic partnerships (Gál & Pásztor, 2024).

Methodology

The study is based on the results of quantitative research among social work graduates, conducted during May 2025. The questionnaire contains nine general and twenty-five specific questions, where the respondents were given the opportunity to express their agreement or disagreement with the statements, using five-point Likert scale, where 1 – means not at all, and 5 – means very much.

Data were collected from 111 social work graduates of PCU from Oradea (North-west region of Romania), who completed their studies between 1996 and 2024. The University was the first higher education institution in Romania to offer Hungarian language education since 1990, as the successor of the Sulyok István Reformed College (Gál & Pásztor, 2024).

Eighty-six percent of the respondents were female, and fourteen percent were male. Most of the respondents (eighty-four percent) live in Romanian counties, and the rest in other European countries. The majority (more than ninety percent) were hired when the research was conducted, and seventy-two percent are working in the field of social work, according to their university degree.

Results

The questionnaire was divided into four dimensions analyzing the attitudes and opinions of the graduates related to the following: utility of using language skills in their daily work, professional adaptation and education system, motivation, institutional, and cultural context, and the role of university education in community development.

The results show that the institutional environment in which the graduates trained in a minority language (Hungarian language) are working is predominantly Hungarian (fifty-five percent), predominantly Romanian (fifteen percent), and mixed (twenty percent). The rest of the respondents are employed in other institutional environments. The majority of the graduates can use their mother tongue at work. The mean value of the responses is 4.11 and the standard deviation is 1.17 which indicates the diversity of opinions.

H1: The higher the level of linguistic integration, the higher the chance to be employed in the field of studies.

It was analyzed whether there was a significant difference in the opinion of the graduates between the evaluation of the university studies and the professional experience in the case of those who are working in the field of social work. Based on the ANOVA analysis (Table 1 and Table 2), the employability in the field of the university degree shows significant differences in two cases.

Table 1. Results between the encountered problems due to language proficiency and opportunity to develop language skills

Descriptive

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
problems due to language proficiency	Yes	80	2.71	1.19	0.13	2.45	2.98	1	5
	No	31	2.16	1.19	0.21	1.73	2.6	1	5
	Total	111	2.56	1.21	0.11	2.33	2.79	1	5
opportunity to develop language skills	Yes	80	1.98	1.12	0.13	1.72	2.23	1	5
	No	31	2.52	1.23	0.22	2.06	2.97	1	5
	Total	111	2.13	1.18	0.11	1.9	2.35	1	5

There are significant differences between those who are working in the field of social work and the problems encountered at work due to the level of Romanian language proficiency ($F=4.79$, $p=0.031$), and those who had the possibility to develop the Romanian language skills during their education process ($F=4.89$, $p=0.029$).

Table 2 Results between the encountered problems due to language proficiency and opportunity to develop language skills (Fisher test)

ANOVA

Working in the field of social work		Sum of Squares	df	Mean Square	F	Sig.
encountered problems due to language proficiency in the professional activities	Between Groups	6.79	1	6.79	4.79	0.031
	Within Groups	154.58	109	1.42		
	Total	161.37	110			
opportunity to develop language skills during the studies	Between Groups	6.54	1	6.54	4.89	0.029
	Within Groups	145.69	109	1.34		
	Total	152.23	110			

I analyzed the institutional and cultural context based on the work environment language. The results show significant differences regarding the adaptation to the cultural and linguistic background of the workplace and the utilization of the Hungarian language (mother tongue) in case of those who are working in predominantly Hungarian, Romanian and mixed environments.

Table 3 Results of the correlation between institutional and cultural context based on the linguistic environments of the workplace.

Descriptive

	environmental background	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
current work is in line with the personal values	Pred. RO	17	3.76	1.03	0.25	3.23	4.3	2	5
	both	23	3.87	1.01	0.21	3.43	4.31	1	5
	Pred. HU	61	4.03	0.71	0.09	3.85	4.21	3	5
	Total	101	3.95	0.84	0.08	3.78	4.12	1	5
adaptation to the cultural/linguistic context of the workplace	Pred. RO	17	3.88	0.78	0.19	3.48	4.28	3	5
	both	23	3.61	1.03	0.22	3.16	4.06	1	5
	Pred. HU	61	4.18	0.67	0.09	4.01	4.35	3	5
	Total	101	4	0.81	0.08	3.84	4.16	1	5
appreciation in the workplace community	Pred. RO	17	3.76	0.83	0.2	3.34	4.19	3	5
	both	23	3.7	0.82	0.17	3.34	4.05	2	5
	Pred. HU	61	3.8	0.77	0.1	3.61	4	2	5
	Total	101	3.77	0.79	0.08	3.62	3.93	2	5
working environment respect ethnic /cultural background	Pred. RO	17	3.18	1.01	0.25	2.65	3.7	1	5
	both	23	3.39	1.27	0.26	2.84	3.94	1	5
	Pred. HU	61	3.43	1.13	0.14	3.14	3.72	1	5
	Total	101	3.38	1.14	0.11	3.15	3.6	1	5
use of mother tongue at work	Pred. RO	17	2.76	1.03	0.25	2.23	3.3	1	4
	both	23	3.96	1.11	0.23	3.48	4.44	1	5
	Pred. HU	61	4.72	0.49	0.06	4.6	4.85	3	5
	Total	101	4.22	1.05	0.1	4.01	4.43	1	5
impact if language of communication at work is not the same as the mother tongue	Pred. RO	17	2	1.06	0.26	1.45	2.55	1	4
	both	23	1.87	0.97	0.2	1.45	2.29	1	4
	Pred. HU	61	1.67	0.85	0.11	1.45	1.89	1	4
	Total	101	1.77	0.92	0.09	1.59	1.95	1	4

The values recorded show that the mean value of utilization of the Hungarian language in a predominantly Hungarian environment is 4.72; for those working in a mixed environment is 3.96. Also, in the case of those whose working environment is predominantly Romanian, the mean value is lower (2.76). No significant differences in appreciation levels were identified, regardless of the working environment.

The values also show that when the language of communication at work is not the same as the mother tongue, it affects their work, the mean value is 2.00 for those working in a predominantly Romanian environment, and 1.87 for those working in mixed environment.

Table 4 Results of the correlation between institutional and cultural context based on the linguistic environments of the workplace (Fisher Test)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
current work is in line with the personal values	Between Groups	1.15	2	0.58	0.81	0.448
	Within Groups	69.6	98	0.71		
	Total	70.8	100			
adaptation to the cultural/linguistic context of the workplace	Between Groups	5.74	2	2.87	4.67	0.012
	Within Groups	60.3	98	0.61		
	Total	66	100			
appreciation in the workplace community	Between Groups	0.19	2	0.1	0.15	0.857
	Within Groups	61.6	98	0.63		
	Total	61.8	100			
working environment respect ethnic /cultural background	Between Groups	0.84	2	0.42	0.32	0.728
	Within Groups	129	98	1.31		
	Total	130	100			
use of mother tongue at work	Between Groups	52.9	2	26.47	44.5	0
	Within Groups	58.3	98	0.59		
	Total	111	100			
impact if language of communication at work is not the same as the mother tongue	Between Groups	1.71	2	0.86	1.02	0.364
	Within Groups	82.1	98	0.84		
	Total	83.8	100			

H1. In conclusion I can say that hypothesis 1, according to which the higher the level of linguistic integration, the higher the chance to be employed in the field of studies, is partially confirmed. The importance of linguistic integration is demonstrated, but there are other important factors that impact employability in the field of study, which also have an impact on this aspect.

In the following table (Table 5), I included the results of the correlation between the social and professional networks, mentoring and personal support from teachers, and volunteer or community building activities during the studies.

Table 5 Results of the correlation between social capital, mentoring and personal help, and volunteer activities or community building activities

		The social and professional networks formed during your studies support the career	The opportunity to participate in volunteer activities or community building activities during the studies
The opportunity to participate in volunteer activities or community building activities during the studies	r	0.304**	
	p	0.001	
The benefit from mentoring and personal support from the teachers during the studies	r	0.327***	0.372***
	p	0.000	0.000

All of the results show a positive correlation; the most statistically significant is between the participation in volunteer activities and the mentoring and personal help received from the university staff during the studies ($r=0.372$, $p=0.000$).

H2 I can conclude that the results suggest that the hypothesis stating that the personal and professional connections developed during studies have a positive effect on the professional career is confirmed. Those who considered that they had the opportunity to participate in volunteer or community building activities during their studies, also benefited from mentoring and personal support from teachers and also considered that the social capital developed was helping them in their professional activities.

To analyze the sense of appreciation at the workplace using different items, such as the contribution of university studies to communicate more confidently with persons from different ethnical backgrounds; the role of

practical experience gathered during university studies in professional activities; the utility of the knowledge gathered during studies in daily activities; the role of university studies in preparing for the challenges and demands of social work; the support in career development from the social and professional networks formed during studies and the opportunity to develop practical skills during undergraduate studies, I conducted the correlation analysis included in the table below.

Table 6 Results of correlation in relation to appreciation at the workplace in the graduates` opinion

Correlations

		How appreciated you feel at your workplace?
The contribution of the university studies to communicate more confident with the persons from different ethnical backgrounds	r	0.155
	p	0.105
The role of the practical experience gathered during the university studies in the professional activities	r	0.126
	p	0.189
The utility of the knowledge gathered during the studies in the daily activities	r	0.323***
	p	0.000
The role of university studies in preparing for the challenges and demands of social work	r	0.159
	p	0.095
The support in career of the social and professional networks formed during your studies	r	0.205*
	p	0.031
The opportunity to develop your practical skills during your undergraduate studies	r	0.187*
	p	0.049

According to the results, there is a significant positive correlation between the sense of appreciation at the workplace and the utility of the knowledge gathered during studies in daily activities ((r=0.323, p=0.000), which is the strongest coefficient. Also, the same variable shows a positive but lower association with the support of social and professional networks formed during studies in career development (r=0.205, p=0.031) and the opportunity to develop practical skills during university studies (r=0.187, p=0.049). Those who feel appreciated consider the knowledge acquired in their university training to be useful, believe that professional connections can be useful in career development, and report that they had the opportunity to develop practical skills. The sense of appreciation did not show a significant association with the other variables mentioned.

H3 Taking this into account, the hypothesis that institutional support influences graduates' sense of job satisfaction is partially confirmed.

For further analysis, I created a regression model showing the utility of the knowledge gathered during the studies in daily activities.

Table 7 Regression model for the usefulness of knowledge acquired during university studies in the performance of workplace tasks

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Str. Error	Beta		
(Constant)	0.5644	0.5301		-1.065	0.290
Working at the moment	0.3170	0.2521	0.0925	1.257	0.212
The existence of a job in a field of the university qualifications	0.2026	0.1747	0.0888	1.160	0.249
The university studies contribute to more confident communication with people from different ethnic backgrounds	0.2339	0.0858	0.2466	2.726	0.008
The importance of Romanian language knowledge to get a job	-0.1039	0.0606	-0.1299	-1.715	0.090
Encountered difficulties at work because of the level of Romanian language skills	0.1248	0.0651	0.1470	1.916	0.058
The help of the practical experiences gained during your university studies in the professional work	0.1040	0.0898	0.1219	1.158	0.250
The opportunity to develop Romanian language skills during the studies	0.0415	0.0694	0.0475	0.598	0.551
The professional training of teachers contribute to the deepening of social work theory and practice	0.3581	0.1188	0.2696	3.015	0.003
The role of university studies for the challenges and demands of social work activity	0.0686	0.1072	0.0664	0.639	0.524
The support of social and professional networks formed during the studies in the career	0.1677	0.0809	0.1956	2.073	0.041
The opportunity to develop practical skills during the studies	-0.0221	0.1104	-0.0230	-0.200	0.842
The university studies and professional practice complement each other	0.0715	0.1182	0.0729	0.605	0.546

According to the results, the strongest relationship exists between the usefulness of knowledge acquired during university studies in the performance of workplace tasks and professional training of teachers contributes to the deepening of social work theory and practice. This is a positive and significant relationship. Those who considered that the professional training of teachers

contributed to the deepening of social work theory and practice rated the usefulness of knowledge acquired during their university studies in the performance of their work tasks as important. Other important values were obtained for the following variables: the contribution of studies to more confident communication with people from different ethnical backgrounds and the social and professional networks formed during studies, which were also considered important. The other predictors are not statistically significant.

To analyze whether there is a connection between university studies and professional practice complemented each other and the opportunity to develop practical skills during studies, the contribution of practical experiences in professional work, and the role of the university in preparing for the challenges and demands of social work activity, I conducted the analysis shown below.

Table 8 Correlation between university studies, practical skills, and preparation for work demand

		The university studies and professional practice complement each other
	p	0,000
	r^2	0,649
The opportunity to develop practical skills during your undergraduate studies	r^2	0,542***
	p	0,000
The help of the practical experiences gained during the studies helped in professional work	r^2	0,194**
	p	0,005
The role of university studies preparing for the challenges and demands of social work activity	r^2	0,155*
	p	0,030

The data included in Table 8 show that there are significant relationships between the analyzed aspects. The strongest relationship is between university studies complementing professional practice and the opportunity to develop practical skills during studies ($r = 0.542$, $p = 0.000$).

The following two tables contain the results of the analysis of motivation and personal values, considering those who are working in the field of social work and those who are not. Table 9 presents the mean values of the analysis and Table 10 presents the significance levels and the Fisher test results.

Table 9 The motivation and personal values by field of work

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
The influence of personal motivation in the professional success	Yes	80	4.19	0.64	0.07	4.05	4.33	3	5
	No	31	3.61	1.12	0.2	3.2	4.02	1	5
	Total	111	4.03	0.84	0.08	3.87	4.18	1	5
current work is in line with the personal values	Yes	80	4.1	0.69	0.08	3.95	4.25	3	5
	No	31	3.32	1.19	0.21	2.88	3.76	1	5
	Total	111	3.88	0.92	0.09	3.71	4.06	1	5

In both cases, the average is higher for those working in social work. Those who work in the field are more likely to believe that personal motivation influences professional success ($F = 11.56$, $p = 0.001$) than those who do not work in the field of study.

Thus, those who work in the field according to their studies feel to a greater extent that their current work is in line with their personal values ($F=18.4$, $p=0.000$), than those who do not work in the field.

Table 10 The motivation and personal values by field of work (Fisher test)

		Sum of Squares	df	Mean Square	F	Sig.
The influence of personal motivation in the professional success	Between Groups	7.38	1	7.38	11.56	0.001
	Within Groups	69.54	109	0.64		
	Total	76.92	110			
current work is in line with the personal values	Between Groups	13.5	1	13.5	18.4	0
	Within Groups	79.97	109	0.73		
	Total	93.48	110			

Table 10 presents the corresponding coefficients in a regression model with the influence of personal motivation on career success as the dependent variable. The regression model is statistically significant ($p < 0.001$) with $R^2 = 0.380$, explaining 38% of the variance.

Further analysis of motivation and institutional context is included in the regression model illustrated in Table 11.

Table 11 The regression model with the influence of personal motivation on professional success as the dependent variable

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	**Str. Error**	**Beta**		
(Constant)	1.5869	0.3993		3.974	<.001
The current work is in line with the personal values	0.3579	0.0980	0.3945	3.652	<.001
Adaptation to the cultural and linguistic context of the workplace	0.2080	0.0971	0.2105	2.142	0.035
Appreciation in the work community	0.0847	0.1019	0.0852	0.831	0.408
working environment respect ethnic /cultural background	0.0590	0.0581	0.0822	1.015	0.312
use of mother tongue at work	-0.0694	0.0568	-0.0972	-1.223	0.224

According to the results, those who are motivated were able to adapt to the cultural and linguistic context of the workplace, and at the same time feel appreciated at work. The influence of personal motivation on career success indicates a moderately positive relationship with adaptation to the cultural and linguistic context of the workplace (β=2.142, p=0.035). In the second case, a weakly positive but significant relationship is observed between motivation and feelings of appreciation at work. As for the other variables included in the analysis, they also have an influence on personal motivation and professional success, but these relationships are weak and not significant.

H4: Based on the results, I can conclude that the hypothesis stating that personal motivation is a significant predictor of employability in the field of social work is confirmed.

In the last table, I presented the correlation between the contribution of university education to the strengthening of ethnic/cultural identity and community involvement.

Table 12 Correlation between independent variables and university education`s role in strengthening ethnic/cultural identity as dependent variable

	Correlation (r)	Significance (p)
Dependent variable: The role of university education contributed to strengthening of ethnic/cultural identity	-	-
Independent variable:		
The university education help play a more active role in community life	0.512***	0.000
Adaptation of university education to the community and the multicultural reality needs	0.604***	0.000
The perception of the professional or personal connection with the university community after graduation	0.239*	0.012
How emphasized was the importance of social responsibility during university training	0.299**	0.001
The opportunity to participate in volunteer community building activities during studies	0.182	0.056
The benefit from mentoring and personal support from the teachers during the studies	0.219*	0.021

*Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$*

The results show that graduates who positively valued the contribution of university education in strengthening ethnic/cultural identity also positively valued other factors. Thus, two strong and statistically significant correlations are observed. The first is between the extent to which university education contributed to the strengthening of ethnic/cultural identity and the extent to which university education helped them to play a more active role in the life of their community (r=0.512, p=0.000). The second strong correlation is between identity reinforcement and the ability to adapt university training to the needs of the local community and cultural reality (r=0.604, p=0.000).

At the same time, three weak but statistically significant relationships were found between the impact of university training in the consolidation of ethnic/cultural identity and the importance of social responsibility during studies (r=0.299, p=0.001) the maintenance of professional or personal connection with the university community after graduation (r=0.239, p=0.012) and the mentoring and personal support received from teachers during studies (r=0.219, p=0.021). For the other factors analyzed, the correlations are weak and not statistically significant.

The results show that the positive impact of university education in strengthening ethnic/cultural identity is closely correlated with other positive experiences during studies, especially with the involvement of graduates in the

life of their community and the adaptation of university education to the needs of the local community and cultural reality.

H5. Thus, the hypothesis that the more that the university education contributes to the consolidation of ethnic/cultural identity, the more likely it is that students will become more actively involved in the life of their communities was confirmed.

Discussion

As I presented in the first part of the study, minority education has an important role in the consolidation of ethnic/cultural identity, which is taken into consideration by all the member states and countries which ensure different levels of education in the mother tongue of the national minorities.

The university's role is not just to provide specialist knowledge for a certain field of activity, but to help students adopt tools they can use to contribute to their own development, beyond professional competence.

The results of the assumptions are as follows:

H1. The higher the level of linguistic integration, the higher the chance to be employed in the field of study is partially confirmed.

H2. The personal and professional connections developed during studies have a positive effect on the professional career is confirmed.

H3. The institutional support influences the graduates' sense of job satisfaction is partially confirmed.

H4. The personal motivation is a significant predictor of employability in the field of social work is confirmed.

H5. The more that a university education contributes to the consolidation of an individual's ethnic or cultural identity, the more likely they are to become actively involved in the life of their community is confirmed.

The results highlighted both positive aspects and areas for improvement. In the case of graduates who were educated in a minority language system and are working in a multicultural and multilingual environment, challenges exist. The perception of these challenges depends on the level of personal traits and ability to respond to multicultural challenges.

What do these graduates have? They have the opportunity to consolidate their ethnic/cultural identity, the possibility of better understanding the community needs, a more accessible information assimilation process, the opportunity to improve their communication skills with different ethnic groups and the possibility to work in a multicultural and multilingual environment. To maintain these advantages must make use of the opportunities encountered during the studies.

The objectives are the same for all the participants: to train highly qualified specialists who can serve the interests and needs of their community.

This study was conducted in accordance with ethical research principles. The introductory part of the questionnaire included a brief presentation of the research purpose and informed participants that their data would be processed and published for academic purposes. All questionnaires were administered anonymously to protect participant confidentiality. Participation was entirely voluntary, and respondents were free to choose not to complete the questionnaire if they did not agree with the stated conditions. By completing and submitting the questionnaire, participants provided their informed consent to participate in the study. Given the anonymous nature of the survey and the voluntary participation of graduates, formal ethics committee approval was not sought for this study.

Considering that the sample size is relatively low compared to the entire population, I cannot state with certainty that these are sufficient to generalize the conclusions but the results can be a starting point in the development or the rethinking of the strategies applied in the minority education.

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