

UNIVERSITY DISPOSITIONAL TRAJECTORIES: A STUDY OF GRADUATE STUDENTS FROM UFRB AND UFGD

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ABSTRACT: This article aims to identify capitals, capital reconversions and capital/habitus homologies as elements of reproduction of professional inequalities between generations, located in distinct regional contexts, namely, (UFRB) Universidade Federal do Recôncavo da Bahia and (UFGD) Universidade Federal de Grande Dourados. We sought to identify differences and homologies of capitals and levels of stratification/segmentation between the groups. It was possible to conclude that, while on the one hand the cultural and economic capitals of parents and grandparents are elements that enhance distinction, with regard to jobs, we saw ongoing transformations for social classes that broke the barrier of inequality of access.

KEYWORDS: Bourdieusian Sociology. Education. Labor Market. Stratification.

Introduction

Our central proposition is to understand the positions occupied by graduates from two peripheral universities in Brazil and whether they experienced the positive effects of public and economic policies in their fields of study and the job market. We also analyze the diploma effect in relation to the social origin and trajectory of these graduates. Furthermore, through the analysis of student trajectories, we seek to understand the extent to which social reproduction or social reconversion implications occurred in the academic and professional trajectories of the students

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analyzed, in order to gain a deeper understanding of how stratification and social inequality processes are dimensioned within these groups.

To this end, we sought to analyze the trajectories of graduates from the nine humanities courses at the Center for Humanities and Letters (CAHL-UFRB). These courses were regrouped into two categories according to their prestige: Cinema, Visual Arts, Museology, Social Communication, and Advertising and Public Relations were classified as ‘high prestige’; while Social Sciences, Social Work, Public Management, and History were classified as ‘low prestige’. Subsequently, we included graduates from the Production Engineering course at UFGD, in Mato Grosso do Sul, in the analysis.

In this sense, we will divide the article into several heuristic and epistemic topics in order to offer the reader a didactic and explanatory path through the various theoretical-analytical stages. Therefore, the first topic sought to understand how dispositional theory connects to our research object. Next, we proceeded with some methodological explanations about the research process and, finally, we detailed the stratification and segmentation process that was analyzed in both universities through the application of the MCA (Multiple Correspondence Analysis) technique.

Dispositional theory and the agents studied

This article seeks to reflect, through a dialogue of individual and collective behaviors, on dispositional practices and the shaping of *habitus*, linked to the social origin and educational trajectory of the agents studied. These practices, in turn, will direct them to occupy distinct positions within the labor market, through an unequal distribution of material and symbolic resources. These resources, in turn, materialize in the form of capital (cultural, economic, social, and symbolic) and hierarchize, stratify, and segment the social space analyzed, making the exercise of power disputes and logics efficient. (Bourdieu, 2008)

Our analysis seeks to observe the symbolic schemes that are subjectively internalized across generations and transformed into the daily practices of agents, insofar as these mental dispositions, which materialize through taste, influence choices regarding professional activity in various sectors after graduation. Thus, acting, interpreting, classifying, and evaluating the world stems from pre-reflexive movements that materialize in the formation of strata, empowering some agents and disempowering others. (Bourdieu, 2008)

Therefore, drawing on and inspired by Pierre Bourdieu, we will seek to convey the sociogenetic mechanisms that are historically and socially constructed in diverse ways, focusing primarily on the variations in Brazilian regional agentic abilities. In other words, beyond demonstrating regional agentic variability, we will

also seek to show the diversity of positions occupied within the same social space (university training courses) as a function of socio-structural constraints. In this sense, we may attempt to capture unconscious actions materialized and represented through the mechanism of the social reproduction of inequalities on a macro-social scale.

It is also worth mentioning that, in addition to the mechanisms of reproduction, we observe the dynamics of *hysteresis* and self-objectification movements, through the principle of social reconversion or upward mobility. In other words, we also observe, in a practical way, elements that show that the subjective universe of agents is not always in ontological complicity or logical conformity (Durkheim, 1996) when some groups move upwards in the field, deconstructing the old dispositions transmitted generationally by their parents (Bourdieu, 2008).

Therefore, it is worth mentioning in this sense the existence of a certain spontaneity and creativity that stems from social actions when:

Not only can *habitus* It can be transformed practically (always within defined boundaries) by the effect of a social trajectory leading to living conditions distinct from the initial ones, and can also be controlled through the awakening of consciousness and socio-analysis (Bourdieu, 1990, p. 116).

Beyond considering our present reflection on the aforementioned literature, it is important to mention that there are Brazilian theoretical currents and works in the field of education through which we can engage in analytical dialogue. Specifically, Nogueira (2021) analyzes the link between the possession of cultural wealth or cultural capital as drivers of academic success. Therefore, the author concludes that “established cultural practices are now less profitable and less transmissible than in the past;” and “parent’s economic investments have increasingly proven to be a driving force behind their children’s academic success” (Nogueira, 2021, p. 1). This idea, in turn, corroborates some of our findings in the analyses of humanities courses at the center studied.

Almeida, Perosa, Lamana, and Maia (2024) analyze the changes that occurred in the student body at USP after the implementation of quotas, also using the multiple correspondence analysis technique. They conclude that this university has become more Black, but also more feminine. In other words, even considering its significant differences in terms of prestige, there is a profile that is similar to the profile of the post-Reuni universities studied in this article.

Regarding methodology, other works such as those by Klüger (2018) confirm the importance of using the multiple correspondence analysis technique in this article; the author traces the historical movement of the use of the multiple correspondence analysis technique, outlining its precursors, such as the school of

Pierre Bourdieu in France and the research heirs of the same author who work with the technique in Brazil. She analyzes the *savoir-faire* of the methodological technique and highlights its importance in trajectory studies that analyze the concept of “field” or social space.

With regard to the sociology of education, Klüger (2018) cites two important articles, such as Graziela Seroni Perosa and Cristiane Kerches da Silva Leite (2015) entitled “The space of educational inequalities in the municipality of São Paulo” and “Outline of a sociology of the academic field: higher education in Brazil” (2008) by the author Ana Paula Hey, which are also methodological inspirations for the present article.

Methodological procedures

As a central theoretical and methodological approach, the distinction made by Bourdieu (2008) was adopted, who conducts a prosopography supported by Multiple Correspondence Analysis (MCA) in order to analyze processes of social differentiation. According to Stone (2011), prosopography is the investigation of the common characteristics of a group of agents in history, through a collective study of their life trajectories. These data, in turn, can be tabulated and categorized, making it possible to apply the statistical technique of multiple correspondence analysis (MCA). MCA is a multivariate technique for categorical data aimed at highlighting relationships between individuals and between them and the characteristics studied, when dealing with non-trivial or barely perceptible associations, given a complex set of individuals and/or variables. After dimensionality reduction, homologous groups or those that have an association with each other are identified (Greenacre; Blasius, 2006).-

Therefore, MCA (Multiple Classification Analysis) normalizes variables by comparing them to each other in terms of their contribution to social distinction or stratification among individuals. The group of variables that contribute most to distinction/stratification constitutes dimension 1 (x-axis on the Cartesian plane), in which the variable that contributes most to distinguishing individuals assumes higher values on one of the axes of the Cartesian plane. In this sense, the origin (i.e., the center of the graph) is represented by the variables that least distinguish individuals. Similarly, another set of variables cooperate to construct dimension 2 (y-axis on the Cartesian plane) with a smaller contribution to distinction compared to dimension 1, this being the second set that most legitimizes distinction/stratification.

It is precisely through the division into dimensions, with the *eigenvalue*. (percentage of the total sample projected onto the axis) being fractioned, which makes it possible to hierarchize the categorical variables by dimension and by degree of distinction, demonstrating the Euclidean space of the two axes. Thus, it is possible

to reduce the dimensionality of the data and make the distinction/stratification of individuals more visual.

To carry out this research, we started by tabulating the data in Excel, separately for the two universities, and then performed the Multiple Correspondence Analysis (MCA) method using the *FactoMineR* package of the R statistical software (Husson et al. 2008). The choice to run the data separately was intended to demonstrate that, for different areas of knowledge and different Brazilian regions in which the universities are located, some capitals are related to each other and others are configured from particular realities of their respective areas and are related to their regional socioeconomic contexts.

Therefore, the data collected in this study at UFRB (Federal University of Recôncavo da Bahia) aims to evaluate the influence of social, cultural, and economic variables, including the origin of the parents and grandparents of students in Humanities courses, on the professional choices of these graduates. For UFRB, the database consisted of 386 individuals interviewed through a survey directed at students (who were in their final year of study at the time of data collection) in the Humanities Center in 2016, 2017, and 2018, in the following courses: Visual Arts, Social Sciences, Cinema, Social Communication, Public Management, History, Museology, Advertising and Public Relations, and Social Work. Data were collected both in the classroom and in the common areas of the Center, as well as via a Google Docs form. After the data collection period, the students became graduates and were contacted and asked about their first job position.

The variables selected were: parents' social class, father's education level, mother's education level, grandfather's education level, grandmother's education level, father's income, mother's income, father's job, mother's job, sports, number of books usually read, leisure activities, political affiliation, musical preference, race, gender, and current professional sector after graduation.

To make adjustments to the models, the professions (variable "Current Profession") were grouped by the researchers into three categories within each course, with category 01 containing the professions considered to be of "highest success", category 02 of "intermediate" success, and category 03 of "lowest" professional success (unemployment). Following the stratification studies, we will name each of the aforementioned categories as strata.

The most successful stratum was initially identified based on the subjective perceptions of what it meant to be "successful" among the interviewees. In other words, through qualitative interviews, we compiled a list of successful positions indicated by the interviewees. Subsequently, we classified within this stratum sectors with greater financial stability in the job market or properties that relate to the socioeconomic status of success of the interviewees. In a second phase, we consulted professors from the respective courses to determine which stratum we would place the sectors in which the respondents said they were positioned.

The intermediate stratum generally expresses the occupations with the lowest prestige, subjectively listed by university students and also by some professors. It is important to mention that the occupations mentioned in this second stratum are unstable, low-paying, commonly referred to as “odd jobs”. The third stratum is associated with the exodus of graduates from their professional field. In this sense, after graduating, this individual will find themselves unemployed.

It is important to note that we made different methodological choices in the analyses of the two universities. At UFRB, we prioritized qualitative/subjective analysis when choosing the three distinct strata, based on the subjective contributions of qualitative interviews with professors and on the assertions, appreciations, and worldviews of students/graduates (Bourdieu, 2008). In this sense, the research is based on the cognitive and subjective assertions of the agents, in order to subsequently make the necessary divisions and classifications for the analysis. In the case of UFGD, we started from a different classification system. The statistical software R was used so that it could, through ellipses, calculate, classify, and divide the groups based on mathematical criteria.

Our goal in starting from different classification principles was to demonstrate that it is possible to use a statistical analysis of ACM based on distinct classification principles. Sometimes based on subjective principles, sometimes on strictly mathematical principles. It is important to emphasize that although different methodological strategies were used to collect or group the data, that is, although the methodological path was constructed from different rational assumptions, the result obtained was the same.

In the case of UFGD, data was collected from a single course, Production Engineering, with 42 graduate respondents. In this sense, 38 categorical variables and their respective subcategories (active categorical variables) were collected. Among these, the following stand out for the analysis in this article: gender, income, type of school attended, parents' education and professions, extension activities, research participation, exchange programs, whether or not they were a trainee, sectors of activity, company size, and university admission through the quota system. Simultaneously, cluster analysis was run using the R software. Unlike the classification method we applied to UFRB, the variables of the students' past social trajectory and the construction of their academic and symbolic capital were analyzed and correlated with the future income of graduates¹, from the moment the algorithm performs an automatic cluster categorization. The salary ranges analyzed in the income categorical variable were: f0 (below 1000); f1 (between 1,001 and 2,000); f2 (between 2,001 and 4,000); f3 (4,001 to 6,000) and f4 (above 6,000). Ellipses

¹ This differentiation occurred because there is a distinction in terms of employability and income with respect to engineering courses compared to humanities courses. These particularities and occupational differentiations (for humanities courses) could not be categorized in terms of income, but were categorized through other forms of economic capital.

were also used to visualize some highlighted capitals that are common to both samples, namely, the capitals of the parents were important categories of distinctive/stratification markers.

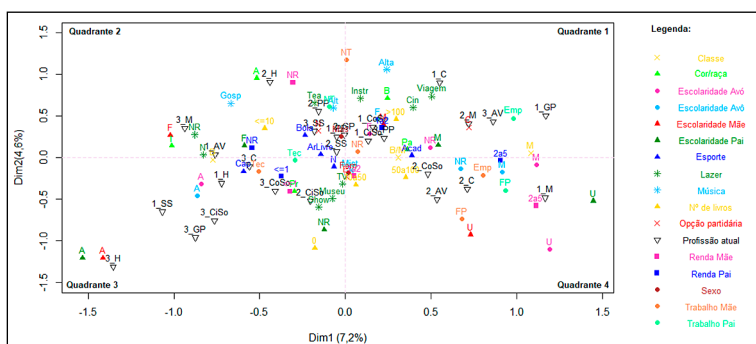
It is worth mentioning that the objective of the article was not to make a comparison between the two universities, but rather to expose the specificities of their respective areas of study and regional backgrounds, demonstrating the relationship between the cultural, economic, and symbolic profile data of these students/graduates and the positions they occupy in the job market in different regions of the country.

Multiple correspondence analysis in humanities courses at UFRB

Figure 1 presents the intersection between the two dimensions analyzed, considering active and supplementary variables. This figure shows the association between the categories of each variable present in the analysis, with the closer the classes, the greater the presence of association.

Categories that are in the center tend not to be associated with any other and relate to variables or individuals that do not have much distinction. For a more detailed view, we refer to the quadrant evaluations in figures 2 to 5. In general, we observe that, in quadrants 01 and 04, the positive side of Dimension 1, there is a greater concentration of categories of better socioeconomic and cultural conditions and categories of more successful professions, although some more modest categories are also found in these quadrants:

Figure 1: UFRB Multiple Correspondence Analysis²



Source: Prepared by the authors using R software.

² Figure legend: Class, Color/Race, Grandmother's Education, Grandfather's Education, Mother's Education, Father's Education, Sport, Leisure, Music, Number of Books, Political Party Preference, Current Occupation, Mother's Income, Father's Income, Sex, Mother's Work, Father's Work. This legend applies to Figures 1 through 5.

In quadrant 1, the area where we find the most successful professional strata associated with the most prestigious courses (Film, Social Communication), we observe that these are associated with sociocultural markers or cultural capital associated with the higher social classes. (“More than 100 books”; “Entrepreneur” for father’s work; “Middle” class for parents; “White” race/color for graduates; “Traveling on weekends”; music associated with the “Upper Class,” and who have a “Center” political affiliation). However, we observe that these markers are also linked to the most prestigious occupations in courses that we had classified as less prestigious (Social Sciences, Public Management). We also find the intermediate category of occupied positions in the museology course. At the same time, the quadrant includes the least successful occupational stratum (unemployment) for the most prestigious courses of Advertising and Public Relations and Visual Arts.

We observe, therefore, that even students with the greatest capital who completed courses in Advertising and Public Relations and Visual Arts (courses we consider prestigious in the center) are unable to occupy the positions they deem most successful in their fields of work, and consequently find themselves unemployed. In other words, we observe that the mechanism of social reproduction, with regard to cultural capital, does not apply to these careers.

Ethnographically, we observed in the classroom that the Advertising and Public Relations and Visual Arts courses have students with a profile that includes higher levels of cultural capital compared to courses we consider to have low prestige. Therefore, a possible market closure for these areas in Bahia could be cited as a reason for unemployment.

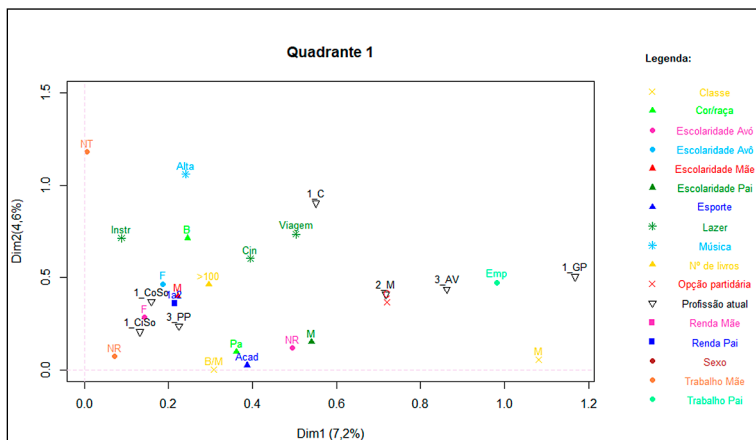
The museology course occupies an intermediate position, as many students either find themselves in subordinate jobs or seek positions in other areas. This may be linked to the lack of job opportunities in this profession, and we also see some students lacking cultural capital (a type of asset highly sought after by the profession) who are unable to adapt to the job positions and proposals required within the field.

In the case of Film and Social Communication courses, we can observe elements of social reproduction, insofar as graduates with the greatest symbolic capital are able to achieve the positions they aspire to and consider successful. It is worth noting that we usually find that these students possess greater cultural and social capital in the classroom. The Film course, unlike the Social Communication course, faces a significant market barrier in Brazil, yet in the Recôncavo region it has produced students who excel in the field and in the national film market, as some of their works have received awards. The Communication course has had significant results in job placement in Bahia, as evidenced by the ethnographic trajectory of most graduates.

In the case of the Social Sciences and Public Management courses, we observed the existence of social reproduction, insofar as students associated with higher classes

and higher capital are able to position themselves in jobs that they consider successful in their fields. Ethnographically, we observed that students with higher cultural capital are able to pass public service exams, and students in the Public Management course who possess social capital are able to occupy more prominent positions in the region.

Figure 2: UFRB Multiple Correspondence Analysis



Source: Prepared by the authors using R software.

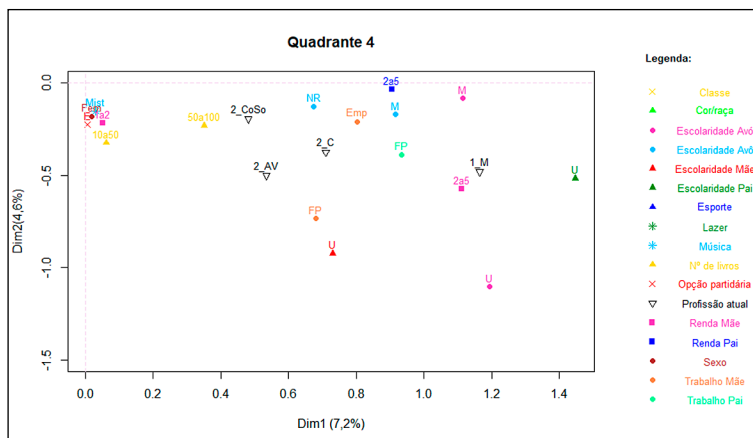
In quadrant 04 below, regarding education, we can highlight the presence of the category “Incomplete/Complete University Education” for the father, mother, and grandmother. There are also prestigious work categories for the parents in this quadrant: “Public Employee” for both father and mother, and “Businesswoman” for the mother, as well as the highest income category for the parents that remained in the analysis: “from 2,000 to 5,000 reais”. Among the professions, we find the most successful stratum for the Museology course. and the intermediate strata for Social Communication, Visual Arts and Cinema, not presenting any category of lower professional success. (Unemployment).

We observed that students in museology courses whose parents possess high levels of educational and professional (economic) capital are able to secure positions they consider successful in their fields. In other words, the deciding factor in choosing a museology course may be the professional and educational status of parents and grandparents (social reproduction), rather than the weight of cultural capital, which is associated with quadrant 1 and not quadrant 4. This fact is similar to Nogueira’s (2021) idea that parental economic investments have been a driving force in their children’s academic success.

With regard to highly prestigious courses such as Social Communication, Visual Arts, and Cinema, graduates in this quadrant occupy the intermediate stratum

(subordinate occupations), meaning that they are either in unstable and low-prestige positions or occupying positions in other areas. We therefore analyze that for these courses, cultural capital plays an important role in directing the occupation of positions designated by them as prominent, since the professional and educational status of parents and grandparents, by itself, is not enough to provide upward mobility to their career paths.

Figure 3: UFRB Multiple Correspondence Analysis



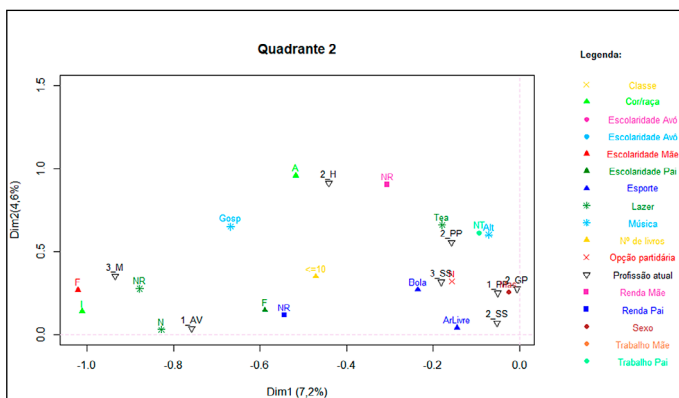
Source: Prepared by the authors using R software.

In quadrant 2 below, are located the parents of students who have lower levels of education, such as primary school, who read few books annually, whose parents are unemployed, and, regarding racial characteristics, we find the group of indigenous students who state they have no political affiliation. The professional strata associated with these students are the sectors with the lowest success (unemployment) rates for the Museology and Social Work courses.³

We then observed that a process of social reproduction occurs for graduates from families with low economic and educational capital, specifically in the case of Museology and Social Work courses, whose graduates are unemployed. Graduates who manage to obtain subordinate jobs (intermediate stratum) are those from History, Advertising and Public Relations, and Public Management courses.

³ This quadrant includes graduates from other courses and strata, however the statistical association is very weak.

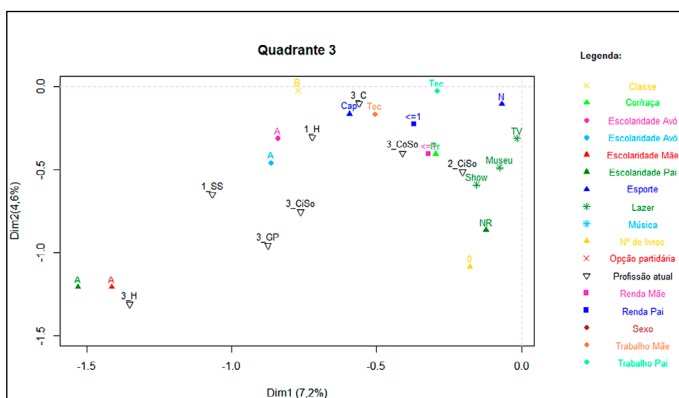
Figure 4: UFRB Multiple Correspondence Analysis



Source: Prepared by the authors using R software.

In quadrant 3 below, the concentration of less favored categories, or those related to low family capital (illiteracy of parents and grandparents, low income, technical occupations as parents' professions, low annual reading rate), is even more evident. This capital relates to graduates of History, Public Management, Social Sciences, Social Communication, and Cinema courses, who are allocated to the least successful stratum (unemployment). However, we also find the most successful occupations for History graduates and observe that these graduates are associated with low social origins, and their success is linked to public service exams and teaching positions in basic education systems, as well as to Social Work graduates (public service exams and private institutions). We also find in this quadrant the intermediate strata of Social Sciences graduates (subordinate jobs).

Figure 5: UFRB Multiple Correspondence Analysis

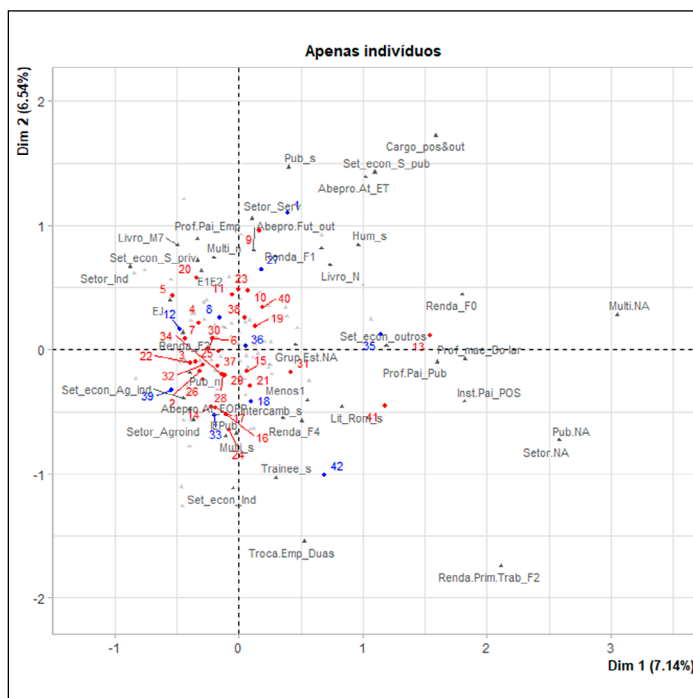


Source: Prepared by the authors using R software.

Multiple correspondence analysis in the production engineering course at UFGD.

Below, we present the multiple correspondence analysis of graduates from UFGD (Federal University of Grande Dourados), in which the 40 active categorical variables that contributed most to the analysis were selected:

Figure 6: UFGD Multiple Correspondence Analysis



Source: Prepared by the authors using R software.

The figure shows that individuals are identified by numbers to preserve their identities, with red representing men and blue representing women. We observe that individuals with higher cultural capital (high reading levels from an interdisciplinary perspective) and a higher rate of convertibility into economic capital (income bracket f4) are concentrated in the lower right quadrant; among them, the most distinct are individuals 41 and 42⁴, who, after completing trainee programs at an American food

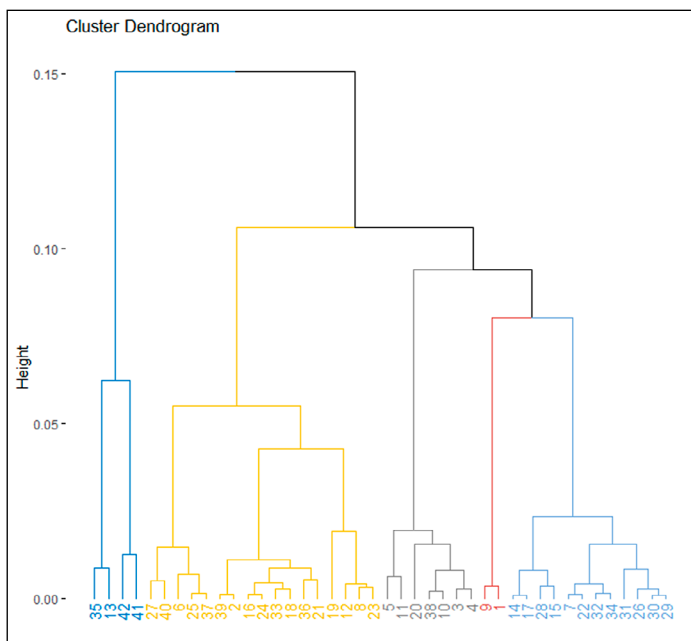
⁴ In the UFGD study, we showed the individuals in the figure, while in the UFRB study, we showed the categories that represented the individuals in the figure. We made this distinction for didactic purposes to show ACM scholars that the technique can be used either by indicating the individuals or by indicating the categories that represent the individuals. This distinction does not interfere with the results obtained.

company and a Swedish truck manufacturer, respectively, have changed jobs several times, always working for large companies in the greater São Paulo region, and currently work for companies in the financial sector. It is observed that they consistently receive more advantageous offers from a financial and career perspective, indicating that passing a national trainee program is an important symbolic capital with high convertibility into economic capital. Among the variables in the figure, the one that stood out most importantly for entering the Trainee process was the fact that they had participated in an exchange program called Science Without Borders.

In the lower left quadrant are located individuals who have an intermediate income (Income_f3), therefore, they are climbing to higher hierarchical positions within large local multinational companies, some of whom have gone through internal trainee programs and have a median volume of cultural capital in reading, between 1 and 3 books per year (Book_E1-3).

In the upper left quadrant, some individuals worked in the service sector of local companies or in family businesses, and finally, in the upper right quadrant we find graduates in transition, pursuing a master's degree or in the process of transitioning to another field. Following the previous figure, we performed a cluster analysis to analyze the groupings. We can observe it in the following figure:

Figure 7: Cluster Analysis of UFGD Students

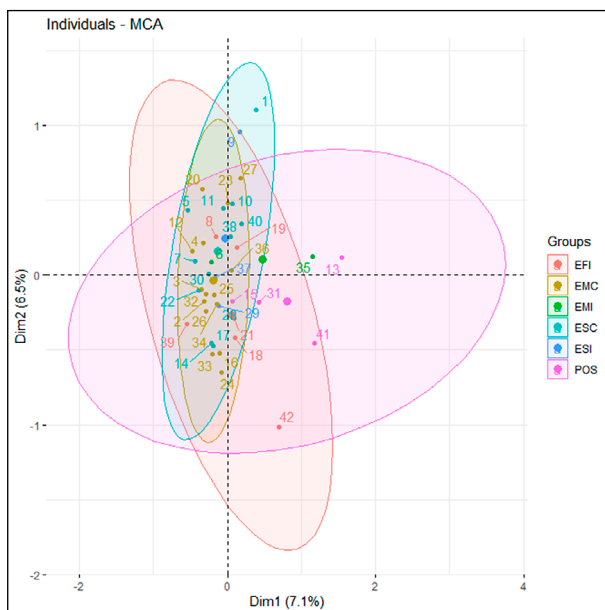


Source: Prepared by the authors using R software.

Observed that, from left to right, individuals 13, 35, 41, and 42 have similar capital levels, especially regarding their parents' capital. The distinguishing aspect between individuals is consolidated by the fact that 41 and 42 participated in exchange programs and trainee selection processes. It is important to emphasize that this survey was conducted in 2018, and currently, we can verify that individuals 13 and 35 worked in local companies but changed sectors, since the first pursued another course and created a company with parental support, and the second currently works in an IT company.

Case 42 is particularly noteworthy because her parents lacked the same level of cultural capital as her own career path. When asked who encouraged her to study outside her city and seek other opportunities, she stated that her aunt was the first to attend university in the small town where she lives, and that her aunt was a teacher at the school she attended. Therefore, she received encouragement to study at a federal university outside her city. Individual 41, on the other hand, responded that it was her father who encouraged her, teaching her about the transformative power of education since childhood. Her father is the principal of a public school that 41 attended as a child. One of the most influential factors in her distinction was the education level of her parents, as we can see in the two ellipses below:

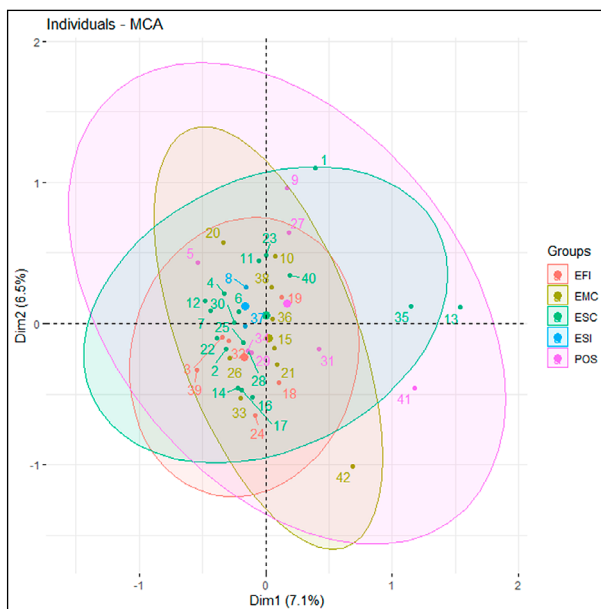
Figure 8: Father's education level⁵



Source: Prepared by the authors using R software.

⁵ Figure legend: EFI – Incomplete Elementary Education, EMC – Complete Secondary Education, EMI – Incomplete Secondary Education, ESC – Complete Higher Education, ESI – Incomplete Higher

Figure 9: Mother's education level⁶



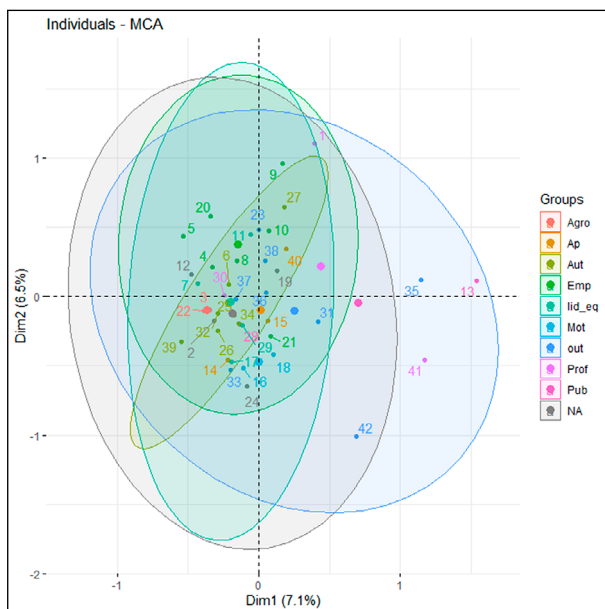
Source: Developed by the authors using R software.

It can be observed in the previous ellipses that the parents who completed postgraduate studies, completed higher education, and partially completed higher education correspond to the individuals who participated in external trainee programs and became entrepreneurs in family businesses, pursued postgraduate studies and became university professors, or passed public service exams. Another determining factor is related to the profession of the graduates' parents, as we can see below:

Education, POS – Postgraduate Studies.

⁶ Figure legend: EFI – Incomplete Elementary Education, EMC – Complete Secondary Education, EMI – Incomplete Secondary Education, ESC – Complete Higher Education, ESI – Incomplete Higher Education, POS – Postgraduate Studies.

Figure 10: Parents' profession⁷



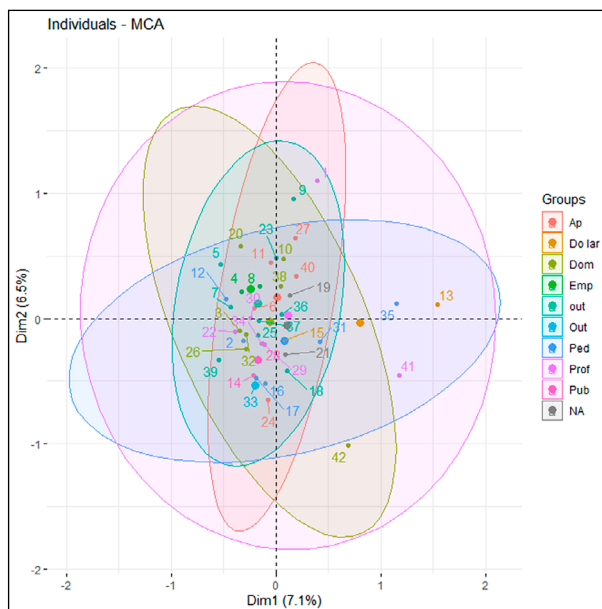
Source: Developed by the authors using R software.

As we can see in the ellipsis, the term “Emp” (entrepreneur) relates to most students who have become entrepreneurs. These students largely followed in their parents’ footsteps and businesses. The term “Aut,” self-employed, corresponds to more precarious and/or informal work activities, correlating more with graduates who have joined multinational companies in the region and are progressing internally, albeit more slowly than trainees and family business entrepreneurs.

Next, we can observe the ellipse related to the mothers’ professions:

⁷ Figure legend: Agro – agribusiness, Ap – retired, Aut – self-employed, Emp – entrepreneur, lid_eq – team leader, Mot – driver, Prof – (teacher, Pub – public servant, NA – did not answer.

Figure 11: Mothers' professions⁸



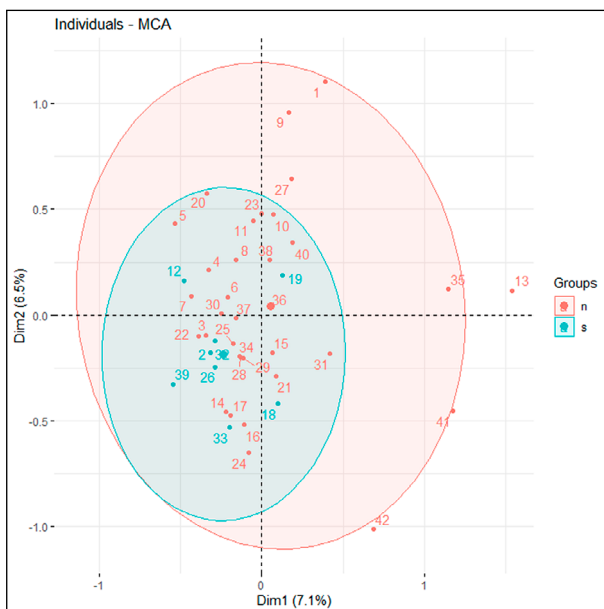
Source: Developed by the authors using R software.

As we can see in the preceding figures, the children of parents who were educators, teachers, civil servants, and entrepreneurs obtained the best jobs after graduation. To refine this analysis, quota students and non-quota students were stratified⁹ to ascertain their characteristics regarding academic performance. Below we can observe the ellipse of graduates who were quota students:

⁸ Figure legend: Ap – retired, Do lar – work at home, Dom, Emp – businessman, Ped – pedagogy, Prof – teacher, Pub – public employee, NA – did not answer.

⁹ We do not use the categories of quota and non-quota students at UFRB, as most students at the center accessed the university through some type of quota (at least 50% of the institution's students enter through quotas); the rest receive subsidies to remain in the aforementioned courses (65% of the institution's students came from basic education in the public school system in 2018). Therefore, we cannot visualize a strong distinction between them based on this category (quotas). (Data from the Higher Education Census, obtained from INEP).

Figure 12: Quota and non-quota graduates¹⁰



Source: Developed by the authors using R software.

According to Peixoto et al. (2016), the discussion about the challenge of the retention and success of quota students during and after graduation is multidimensional, more complex, and would require a more in-depth approach to the subject.

This in-depth analysis is explored in figure 12, where the categorical variable quotas was fixed to identify possible distinguishing elements among the graduates. A comparison of the Academic Performance Index (IDA) was made between quota students (2, 12, 18, 19, 26, 32, 32, 33 and 39) and non-quota trainees (14, 17, 28, 29, 41 and 42), with the exception of 26, who was a quota student and the only one among the quota students who had been a trainee.

In the quota group, the final average IDA score was 6.8, while the average for non-quota trainees was 6.4. Therefore, it is possible to observe that, on average, the academic performance of quota students was superior. It is also necessary to point out that two of the aforementioned quota students became mothers during university due to unplanned pregnancies, facing additional economic and family difficulties. Only 2 (28.6%) of the quota students participated in exchange programs, while 5 of the non-quota students became trainees (83.3%), with 3 of these being trainees in national selection processes and 2 being trainees in processes within the state. It is noted that although the academic performance of several quota students was

¹⁰ Figure legend: dimensions: s (yes), n (no).

higher or close to that of non-quota students, the cultural capital of their parents and the lack of economic capital to finance participation in selection processes in large cities ended up restricting entry and job opportunities to the region where they lived.

Final considerations

In the case of UFRB, we can observe that despite having hierarchized the courses of greater and lesser prestige, graduates with greater cultural capital and successful occupational positions associate in the social sphere. Therefore, the separation we had made between professions of successful and less successful socioeconomic status disappears. Students from group 1 and group 2 mix. Among the students who achieve greater professional success are white and mixed-race students with higher cultural capital.

There are two distinct blocks that segment disadvantaged groups. The first concerns a social origin linked to the parents' basic education, through which indigenous students and those without political affiliations are located. The second block is associated with the illiteracy of parents and grandparents, from which, generationally, students/graduates who identify as Black are located, and who, intriguingly, include graduates from both the most prestigious courses and those from low-prestige professional courses who are currently unemployed.

In this sense, the social origin of the parents is directly related to the characteristics of social reproduction and the status (in this case, lack of status) occupied by these students/graduates in the market. That is, regardless of whether one is in a course of socioeconomic prestige or low prestige, cultural capital directs graduates to occupy the best positions (Cinema, Social Communication, Public Management, Social Sciences) and the economic and educational capital of the parents would direct other individuals to the same destination, as is the case with students/graduates of the Museology course.

Low levels of education and low economic capital (low social origin) influence the employment of graduates, leading to unemployment (Museology, Social Work) and subordinate positions (History, Advertising and Public Relations, Public Management). It is worth noting that indigenous students are among the aforementioned individuals. We observe a situation of greater precariousness associated with illiterate parents who tend to direct their children towards unemployment, regardless of the socioeconomic status of their chosen courses (History, Public Management, Social Sciences, Communication, and Cinema). It is important to highlight that these students/graduates are those who self-identify as Black.

Worth mentioning that the category of greater or lesser professional success can be redefined by social agents according to the social space and region they

occupy. In the present study, we observed that occupations such as “primary school teachers” for history students/graduates constitute a successful position, since this is the central objective of graduates in a teaching degree program. In other situations, commissioned public or private (unstable) positions obtained through appointment may be seen by the agents themselves as good jobs, despite being seen by other social agents—holders of legitimate culture—as “odd jobs”. For a large part of the students/graduates, leaving the situation or position they were in before university—such as children of farmers, street vendors, plaster sellers, factory workers, mechanics, odd jobs, drivers, locksmiths, secretaries, etc.—and achieving a higher occupational status than those previously mentioned is, in most cases, a way to achieve success.

In the case of UFGD university, we can observe the same reproduction mechanism that occurs at UFRB. However, it is worth noting that students in STEM fields, such as engineering, have higher possibilities and chances of achieving a successful social retraining process, in order to occupy better-paid and more prestigious positions in the job market.

Some engineers excel by working as trainees, becoming professors, passing public service exams, or even becoming entrepreneurs. The latter are individuals whose parents have postgraduate degrees and incomplete higher education. It is observed that the children of parents who were educators, teachers, public servants, and entrepreneurs occupy more prestigious job positions.

On the other hand, we find former graduates who work with their families or in multinational companies in the region in more precarious positions and do not leave the cities where they lived. However, we observe non-homologous cases, where parents have low capital and whose children manage to go through the social reconversion process. It is observed that this occurs due to family encouragement or family capital that directs them towards studies.

It is also observed, with regard to quota students and non-quota students, that the former eventually have better academic performance than non-quota trainee student. However, the lack of economic and cultural family capital, in turn, places these quota students in more subordinate job positions.

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