

Undergraduate student's educational fulfilment in Brazil: A study based on the Capability Approach

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Abstract:

This paper aims to analyse whether the Brazilian undergraduate students are able and capable to choose the high education degree they value to be educationally and professionally fulfilling. Additionally, the paper investigates the possible deprivation affecting the youth's choices, the conditions under which they are performing the courses, the environment and satisfaction level. To answer these questions, we developed a questionnaire, which was answered by more than 200 Brazilian graduate students during the second semester 2018. Willing to build a simple, replicable and easy to understand indicators, we followed the HDI approach and build eight indicators measuring if education is a valuable functioning, if the students have freedom of choice, if they face choice restrictions, if they have proper conditions to perform the course, if they are free from any kind of discrimination and their satisfaction with what they are doing. The main results show that, in a zero one range, the total choice freedom and the education as a valuable functioning are the lowest indexes. At the same time, the students declare themselves as satisfied even though most of them are claiming for more time to study, spending too much time in transportation, working during the day and studying at night.

Key words: education, fulfilment, undergraduate

1. Introduction

Education plays an important role in the Human Development approach. Not only because of its relation with increased income, but also allowing people to live a more developed and free life, pursuing what they value (Sen, 1999). By looking in a wider informational field we are able to focus on the ends of development and freedom, leaving income as a mean to achieve what we value, being not an end in itself. Due to that, human flourishing and fulfilment play an important role in the Capability Approach (Nussbaum, 2000, Sen, 1999) and turns to be important to

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understand individual choices, not only in the sense of preferences and choices but also taking into account what people value, wish and are able to do with their lives in a wider informational space.

Such measurement approach allows capturing a development aspect in society, which in this study is focused on undergraduate students. So why and how do people choose their graduation courses? Money and increased income is only a partial answer to this question, and it is important to understand, in an human development sense, if those choices are being made freely or if they just have a lack of opportunities.

Brazil has been expanding as well as diversifying the modalities of access to higher education. As a result, the number of people accessing higher education went from over 380 thousand in 2010 to more than 3.2 million in 2017 (Censo do Ensino Superior, 2010, 2017). This expansion occurred in a heterogeneous manner in terms of knowledge area, suppliers, teaching modalities, spatial distribution, among others. The increase in supply represents an expansion of opportunities, choices and human capital accumulation.

Although this expansion, it did not happen equally in terms of social classes. Confirming that, Andrade (2012) shows how family income is a restriction on higher education. The paper suggests that the category of the 20% richest in Brazil allows 60% of its young people between 18 and 24 to have access to higher education, emphasizing that this percentage resembles the performance of developed countries. On the other hand, in the first and second quintile of income division the access is only 3% and 7% respectively. On average, Brazilians' access to education, at the age expected to be in college, is 19%.

In a broad sense, many aspects of education are well studied in terms of gender gap including harassment, segregation of fields of study and percentage of faculty representation. Jacobs (1996) denominates these elements as college experiences and affirm that, in general, the college environment is not relieved for women. Adding to that, the university preserves the segregation established by pre-existing social relations and many other elements (JACOBS, 1989). Our research determinants how this gender inequality influence student's satisfaction.

It is relevant to understand if the later increase in superior education supply has been made in a way to increase people's opportunities, leading to more satisfied individuals in terms of their choices and careers. This approach allows us to analyse the impact of those changes on the development of individuals in superior education.

Worldwide there are studies analysing the student's satisfaction with their choices

(CLEMES; GAN; KAO, 2007), (BUTT; REHMAN, 2010) and (KHOSRAVI et al., 2013) the factors influencing the course they choose (SOJKIN; BARTKOWIAK; SKUZA, 2012); the concepts and relevance of vocational interest (LAMAS, 2017) and (BUDD, 2017). They all agree, in some level, that it is possible to determine students' satisfaction through crucial factors. However, investigations scrutinizing the choice freedom, the achievement of graduate students and their valuable functioning's are still missing.

There are important opened questions to be investigated such as: Has this expansion allowed people to choose the degree they wanted? Are they studying for personal satisfaction or labour market pressure? Are they able to study it in the chosen modality and under satisfactory conditions? Are they free discrimination and satisfied with their future career? The main aim of this paper is to analyse whether the Brazilian graduate students are able and capable to choose the high education degree they value to be educationally and professionally fulfilling.

To reach this aim, in the next section we describe the data, and the methodology to build de indexes. After that, we present and discuss the results for the six indexes and disaggregated by gender, ethnic group and institutional administrative dependence. The last section deals with the final considerations about the findings.

2. Data and Methodology

2.1 Questionnaire and data

To analyse the educational fulfilment, attributed value, freedoms, restriction, conditions and satisfaction of students doing under graduation courses in Brazil, we build an online questionnaire (see annex 1). The questions aimed to capture information about the conditions that the students went through before they choose the course, how informed they were about what they were choosing, the conditions they are facing to perform the course, the present satisfaction with the choice and the future expectation. We also collected information about the personal profile and socioeconomic status of the students. Using the software Qualtrics we invited students to answer spontaneously the questionnaire spreading the link around using social networks, mailings and institutional contacts.

Human satisfaction is a complex subject, so there is a need to cover several areas of knowledge according to the purpose of each index. Social, psychological and behavioural history

variables were inserted using preceding research that analysed abilities compared to performance (AL-JANABI, 2018), indices of capability (ANAND, 2009), social fulfilment (BURNS, 2016) and also satisfaction of students of higher education (SCHLEICH; POLYDORO; SANTOS, 2006). Questions about economic conditions were used from ENEN registration issues.

The data set is composed by 279 answers collected from November 2018 to March 2019. The students who answered the survey are, on average, 22,8 years old. Most of them work during the day and are studying in courses face to face courses offered at night. The responses come from more than 60 different Universities (36,2 % from public and 63.8% from private universities), attending course in a very diverse range of areas.

2.2 Composite indicators construction

To understand the student's fulfilment and the personal and social conditions to achieve the educational and professional functioning's we build a set of composite indicators based on the students answer to the questionnaire⁵. To do that, we followed the United Nation HDI methodology. The first step was to normalize the student's answers to each question in the zero-one range for each indicators. We applied the following formula (MALIK, 2014).

$$\text{Dimension index} = \frac{\text{actual value} - \text{minimun value}}{\text{maximun value} - \text{minimun value}}$$

Each index was build aiming to measure achievement, freedom and fulfilment and due to that, the higher the value of the index, the better the student is performing in that index or dimension (or facing less deprivation).

For example, in the question that says: "To study and get a University degree is very important, no matter if the person will work in the degree field" if the student "A" answered 6 (I strongly agree) his answer will be normalized as follows.

$$\text{Student A Q. 4.5} = \frac{6-1}{7-1} = \frac{5}{6} = 0,83$$

⁵ In the questionnaire, the questions used a LIKERT scale ranged from totally disagree = 1 to totally agree=7 and were normalized to the zero one range.

On the other hand, if the student “B” in the question: “Nowadays a technical diploma opens more doors than a university diploma”, we inverted the scale and if the student “B” answered the same 6, the value used in the index was $1-0,83= 0,166$. The variables composing each of the eight indicators are presented in detail in the following paragraphs.

2.2.1 Education as a valuable functioning – EVF

The first proposed index aims to understand if education is a valuable functioning, being an end in itself (instead of being only a mean or something they have to go through to reach something else, even not wishing or liking to study). The EVF index is composed by six indicators measuring if the students believe that: (1) Nowadays a person without a diploma is not valuable, (2) Nowadays, to take a technical diploma is more valuable than to get a university diploma, (3) To have any university diploma is better than not having one, (4) To attend a university course is very important no matter if you will use it in your work or not, (5) The learning process is the main reason to be at the University and (6) The diploma is the main reason to be enrolled.

2.2.2 Choice fulfilment index – CFI

We also measured if the students were able and capable to choose what they value. For that sake, we used two questions (1) one that asked if they choose the course they ever dreamed with and (2) if they choose the course they believe will provide professional and personal fulfilment.

2.2.3 Total choice freedom index – TFI

To measure the choice freedom, we use a single question, which asked if the students were free to choose whatever course, institution, time or modality they wanted.

2.2.4 Freedom from restriction index – FRI

We also measured six potential restrictions which, according to the Brazilian socioeconomic context, the students could likely be exposed to. The freedom restriction dimensions is composed by the following indicators: (1) I had to choose a course which allowed me to keep working, (2) I had to choose a daily or online course because my neighbourhood conditions do not allow me to

walking around at night, (3) I had to choose a course nearby where a live, (4) I had to choose a course I would be able to pay for it, (5) I had to choose a course I would be able to get a fellowship and (6) I had to choose a course I would be able to get in without to pay for a preparatory course.

2.2.5 Choice quality index – CQI

We aimed to understand the informational space under which the students performed their educational choice. To understand such aspect we asked questions about the following dimensions. Before I start this course I search about: (1) the College-University; (2) the subjects to be studied; (3) the difficult level of the course; (4) the professional opportunities in the future; (5) the future wage expectations and (6) internship opportunities during the course.

2.2.6 Freedom conditions index to perform the course – FCI

With the objective to understand the conditions under which the students are performing their courses, we build a perform freedom condition index. The FCI is composed by nine indicators, measuring the following aspect: (1) I am able to put on the necessary time to do the academic activities; (2) I would like to have more time to do my academic activities; (3) I waste too much time to get to the university; (4) I am able to follow all the courses proposed by each term; (5) I am able to get good grades; (6) To be able to study for the test I have to enrol myself in a small number of courses; (7) To be able to pay the fees, I have to enrol in few number of courses; (8) My family supports me emotionally; (9) My family supports me financially.

2.2.7 Freedom from discrimination index – FDI

Taking into consideration that the environment the students have to perform the course is an important dimension to helping or hurting the achievement processes, we want to understand if they are free from any kind of discrimination. We asked about: (1) racial; (2) sexual; (3) gender; (4) religion; (5) social status; (6) policy orientation; (7) intellectual; (8) Bullying; (9) any other kind of discrimination.

2.2.8 General satisfaction index - GSI

The general satisfaction index is composed by the student's satisfaction with: (1) the course they are doing; (2) the institution they are enrolled; (3) the category of the course and (4) the period of the course.

3. Results

3.1 Descriptive results

The sample is composed by 279 students from 62 different universities. Being 36.20% of the students from public universities and 63.80 % from private universities or independent colleges. The sample is distributed in 60 different degrees in very heterogeneous knowledge areas. Most of them - 94% - are from the State of Rio Grande do Sul. The prevalence in the sample is from students attending night courses with 53.76 % at the classroom (face to face) option 89.96% (around 5% attend totally online education and 5 % attend mix education). The students are in different stages of the course with 46,24 % of the sample at the beginning of the course, 25,81% at the middle and 27.96% close to the end of the course.

The students age from 17 to 56-year-old, averaging 22,8 years old. The gender composition is 35,13 % of males and 64,87% of females. In terms of skin colour, 81,72% report themselves as whites. Most of them are single (83.87%) with no dependents (88,17%). Even though, only 41.58% have no occupation at all. Around 20% are doing internships and 16.13% work 40 week hours. The working yours and the class time can be the reason that 48% of the students use only up to three hours to study for the courses they are enrolled.

Table 1 – Descriptive results of the indexes and its dimensions

Question	Variable	Obs	Mean	Std, Dev,	Min	Max
People without a diploma are not valuable	svalue	279	0,47	0,27	0,00	0,83
A technical diploma is more valuable	vtech	279	0,57	0,26	0,00	1,00
Any diploma is better than nothing	anyd	279	0,29	0,29	0,00	1,00
Knowledge is valuable by itself is value	kvalue	279	0,56	0,30	0,00	1,00
Learning is the most valuable	learn	279	0,37	0,33	0,00	1,00
To have a diploma is important by itself	diploma	279	0,82	0,22	0,00	1,00
Education as valuable functioning index	evf	279	0,54	0,13	0,02	0,94
I choose the dreaming course	dcourse	279	0,53	0,36	0,00	1,00

I choose one from the courses I dreamed with	onedcourse	279	0,70	0,35	0,00	1,00
I choose the course that will give me professional and educational fulfilment	full	279	0,77	0,27	0,00	1,00
Choice fulfilment index	cfi	279	0,66	0,25	0,00	1,00
Total freedom index	tfi	278	0,48	0,40	0,00	1,00
I have to choose a course to keep working	ws	278	0,69	0,41	0,00	1,00
I have to choose a daily ou OE course because I live in a dangerous place	dp	279	0,90	0,25	0,00	1,00
It was needed to choose a course near by my house	nh	279	0,77	0,34	0,00	1,00
I had to choose a course I was able to pay for it	ap	279	0,64	0,40	0,00	1,00
I had to choose a course with a fellowship	fe	279	0,67	0,41	0,00	1,00
I had to choose a course to get in without a preparation course	pc	279	0,78	0,36	0,00	1,00
Freedom from restrictions index	fri	279	0,74	0,22	0,11	1,00
Before I start this course I search about the Faculty-University	ku	279	0,74	0,31	0,00	1,00
Before I start this course I search about the subjects to be studied	ks	279	0,69	0,32	0,00	1,00
Before I start this course I search about the level of difficulty	dif	279	0,58	0,36	0,00	1,00
Before I start this course I search about professional opportunities in the future	pa	279	0,75	0,30	0,00	1,00
Before I start this course I search about the competition in the labour market	lmc	279	0,64	0,35	0,00	1,00
Before I start this course I search about future wage expectations	fw	279	0,65	0,34	0,00	1,00
Before I start this course I search about internship opportunities	io	279	0,51	0,38	0,00	1,00
Choice quality index – informational space	cqi	279	0,65	0,24	0,00	1,00
I am able to devote the need time to my academic activities	nt	279	0,62	0,32	0,00	1,00
I would like to devote more time to my academic activities	mt	279	0,29	0,36	0,00	1,00
I spend too much time to get to the university	tt	279	0,53	0,40	0,00	1,00
I am able to follow all the courses	fc	190	0,52	0,25	0,00	0,83

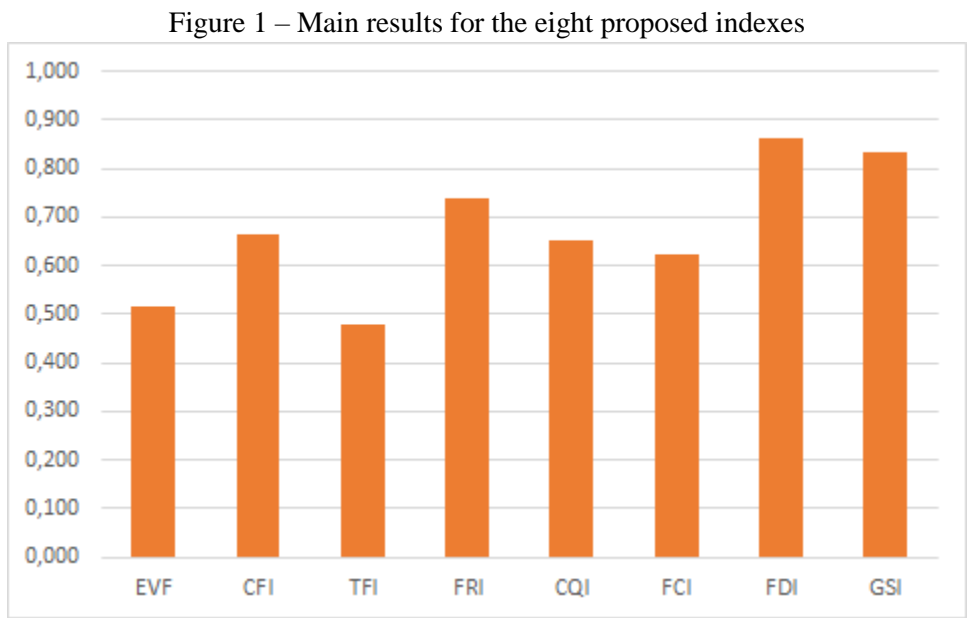
I am able to get good grades	gg	279	0,72	0,26	0,00	1,00
To be able to study for the tests I have to enrol in few courses	st	279	0,71	0,34	0,00	1,00
To be able to pay, I have to take few courses	apfc	279	0,86	0,29	0,00	1,00
My family supports me to finish my under graduation	fs	279	0,80	0,30	0,00	1,00
My family supports me financially	fsf	279	0,73	0,40	0,00	1,00
Freedom conditions index	fci	279	0,62	0,15	0,11	0,94
Race discrimination	drace	279	0,87	0,20	0,00	1,00
Sexual discrimination	dsexual	279	0,98	0,09	0,33	1,00
gender discrimination	dgender	267	0,98	0,09	0,00	1,00
Religion discrimination	dreligion	278	0,91	0,19	0,00	1,00
Social status discrimination	dsocial	277	0,92	0,22	0,00	1,00
Policy orientation discrimination	dpol	278	0,90	0,19	0,00	1,00
Intellectual discrimination	dintel	277	0,80	0,25	0,00	1,00
Bullying	dbu	278	0,90	0,19	0,00	1,00
Other kind of discrimination	okd	276	0,92	0,18	0,00	1,00
Freedom from discrimination index	fdi	279	0,90	0,12	0,00	1,00
Present satisfaction with the course	coursesat	279	0,88	0,32	0,00	1,00
Satisfaction with the institution	instsat	279	0,81	0,40	0,00	1,00
Course category satisfaction	catsat	279	0,91	0,29	0,00	1,00
Course time satisfaction	ctsat	279	0,74	0,44	0,00	1,00
General satisfaction index	gsi	279	0,83	0,23	0,00	1,00

3.2 Indexes results and discussion

The present section aims to present and discuss the results of the proposed indexes and also decompose each index by gender, race, legal category of the institutions and the period (day or night) the course is offered. We start with Figure 1, which shows the results of the eight indexes⁶

⁶ For the sake of conciseness, we cite all the 8 indexes and their acronyms: FRI stands for Freedom Restriction Index; EVF stands for Education Valuable Index; CFI stands for Choice Fulfilment Index; TFI is the Total Freedom Index; CQI is the Choice Quality Index; FCI is the Free Conditions Index; FDI is the Freedom from Discrimination Index and GSI is the General Satisfaction Index.

we came up with. It is easy to see that out of eight, seven are the indexes that have their value higher than 0.5 in the zero one interval. The higher the value of the index, the better the students are performing in that given index.



The primary aspect that we aimed to understand was the intrinsic value (importance) the student give to education. In this sense, the higher the value of the index, the higher is the constitutive importance of education. However, it is necessary to clarify that low EVF does not mean the education does not matter or that the student do not want to be studying. For many people, education can have only instrumental value to reach something else. In our sample, the EVF’s value of 0.54 in a scale from 0 to 1, call for further analysis on the role that education plays in the big picture of planning one’s life based on which course to choose as an undergraduate. It suggests that, on average, the students balance the constitutive and instrumental role educations plays in their personal and professional life.

In line with the Capability Approach, we also wanted to measure if the students were able to choose freely the course, the day time, the institution and the modality they want or value without any kind of restriction. The TFI’s value of 0.478 takes the rear as the lowest value of all the eight indexes. Since TFI asks the simple question whether the student felt free when choosing the course, institution, time and modality or not, it points to a not so nice panorama of the decision-making process.

The FRI, which measures the freedom from a set of personal restriction usually reported by young Brazilian students, reaches 0.741 for the whole sample. Such result means that in an aggregate figure, that in a scale from zero to one, the sample was 70% free from the measured restrictions at the time they took the decision on which undergraduate course to choose.

In human development and capabilities perspective, the informational space under which the decision was take is a very important step for the freedom process. Aiming to investigate such aspect, we built a choice quality index. The CQI measures how well informed the students were at the time they took the decision. Its value of 0.664 could indicate that the students performed relatively well when allocation their time in getting information on the opportunities the course would offer them during and after their graduation.

Additionally to the circumstances the students face before and during the choice process, we also investigate the situations, the environment and the satisfaction of the students are facing during the course. The freedom condition index – FCI - aims at capturing the circumstances the students are actually going through during their undergraduate courses. The FCI reach a value of 0.624, which indicates an upper-average performance when it comes to measuring the structural and individual conditions to give continuity to the course during the timeframe of it. Nevertheless, in some of the FCI components, such as the amount of time the students have for their academic activities, they are not performing well. Most of the students report they are not able to give enough attention to the college activities and they waste too much time in road traffic, which makes it difficult to follow the courses.

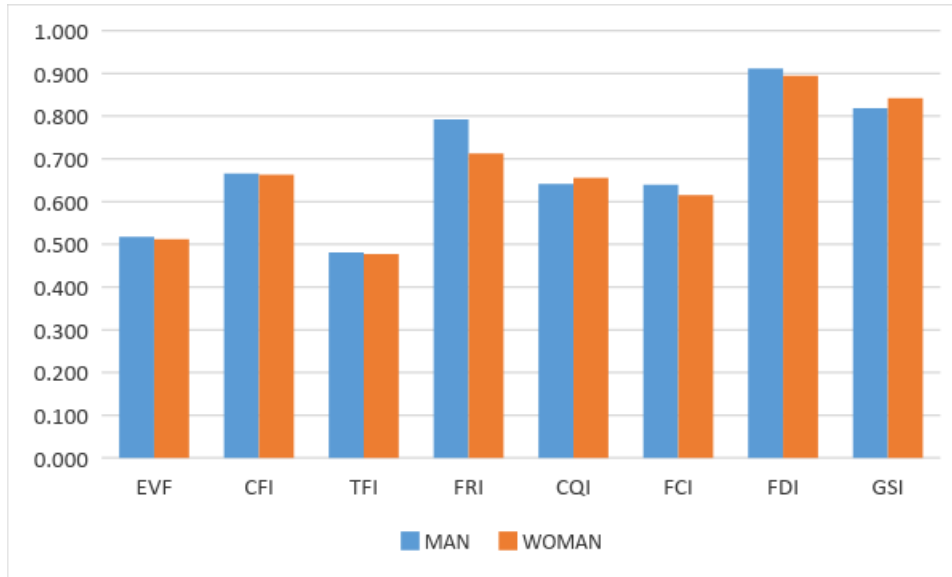
Willing to understand if the environment inside the universities, colleges and classrooms were free from discriminatory practices, we built the freedom from discrimination index – FDI. The FDI is straightforward; The 0.90 aggregate value points to a low degree of discrimination, or at least it serves as an evidence that it is difficult to capture such a phenomenon in an aggregate index. It is important to highlight that the normalization of the Likert scale in the zero one range entails the value of 0.90, means that great majority of the students answered that they hardly or never were exposed to a discriminatory circumstance.

The last propose index aims to measure the present satisfaction of the students with their previous choices of courses, institutions, modalities and time the course is offered. The GSI shows that students undergoing an undergraduate course feel clearly satisfied with the general conditions. The are clearly more satisfied with the course model (remembering that almost 90% are attending

traditional education what is almost the same percentage of fully satisfied). The dimensions they are less satisfied are the time of the course (53% are studying at night) and the institutions.

After the overview of the main results for the eight indexes, figure 2 brings the connection between the 8 indexes previously described and the division by sexual (gender) group. Such a linkage aims at checking if there is any gender differential in the dimensions we are analysing.

Figure 1.2 – Results of the eight indexes by gender



For our objective here, the figure shows that, even though the gender aspect seems not so relevant, except from the CQI and GSI, in all the other indexes the female students present a slightly smaller index. Once we have a spontaneous sample, the results do not mean that men and women are equally satisfied with their undergraduate course or that they faced the same degree of restriction when deciding for the course “a” or “b”. It simply points to the fact that for our sample the gender factor seems not be playing an important role within the dynamics of the choice studied here.

Notwithstanding, the FRI showed shows that the female students have an lower level of freedom and this difference is statistically significant. The male sample got a 0.793 while the female sample reached 0.712, what could indicate women feel more the restriction factor (safety, mobility at night, distance from the living place, financial factors and so on) to continue studying, but also to access the university (BUTT; REHMANB, 2010) at current Brazilian society. Yet, the latter lies at the level of hypothesis. For this matter, FDI result agrees with SOJKIN,

BARTKOWIAK and SKUZA's (2012) study, which shows how social conditions are the most important factor for women's satisfaction during college.

Brazil has a very heterogeneous composition of its population and an historical inequality of opportunities being connected to gender, skin colour and so on. The ethnic (mainly skin colour) variable can play a big role throughout the life of an individual. Depending from structural factors, one could argue that race is key to the social success in a given society. The disaggregation by race tries to capture a bit of the restrictions, level of freedom and others that could be different for the so called "white group" (229 observations) and the "non-white group" (50 observations).

At a first glance, the results could suggest that the non-white population in Brazil is a minority group that performs better than the white population. However, the non-white population in Brazil, according to IBGE (2018), is 56,4% of the Brazilians and the underrepresentation of the non white in the sample can be a meaningful picture of the inequality of opportunities in the country's society.

Figure 3 – Results for the eight indexes divided by race (skin colour)



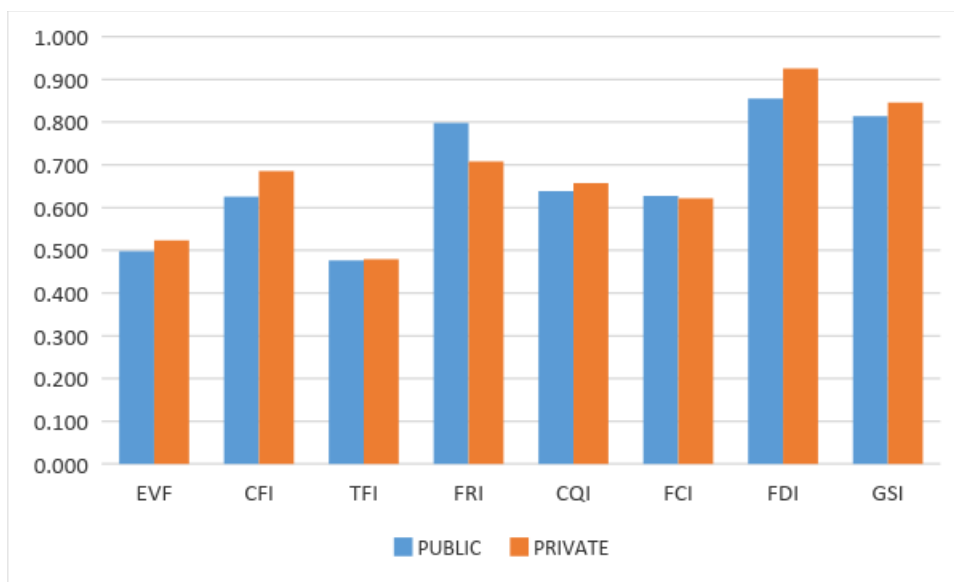
Such as the gender factor, the race does not seem to be of a great importance for our study in absolute terms. Yet, in relative ones, the number of observations for the white group is more than four times higher than for the non-white group,. It becomes clear the relevance of going in depth into this specificity. Our sample shows that for EVF, CFI and CQI (kept in mind the number of observations) the non-white group achieved a higher result, which can suggest that the non-

white people that get to the university is a minority of the non-white group that reached a privileged economic condition. When it comes to the FRI, FCI, FDI and GSI the results are the opposite direction.

In specific, the figures in which the non-white group performed the best are linked to a more “material” side of the educational decision. It seems that that group worries a bit more about their financial future than the other group. CFI and CQI capture the forward-looking side of the student’s decision on the matter of the job market. Alternatively, it tackles the question of how much the remuneration and financial aspects of the undergraduate course look like. That opens a whole new branch for future insights.

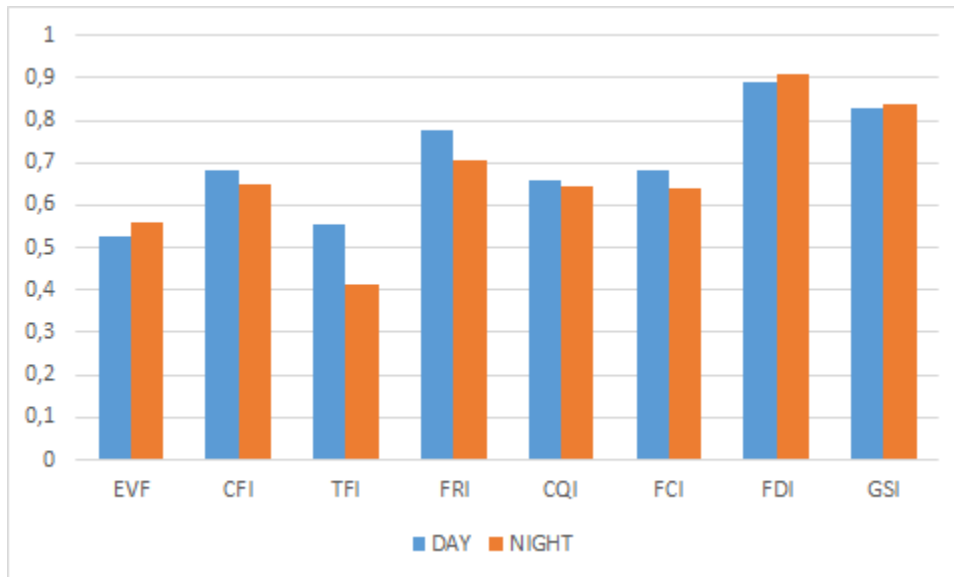
When doing research on the educational fulfilment, degree of satisfaction, levels of freedom of choice and social values that shape the decision-making process, it could be interesting to look at the two types of funding regimes existing in Brazil; the public and the private. As it is known, education as a public good should focus only at the quality of education in teaching, researching, technology and social economic development. A private University would have to look at the finance spreadsheet within the organization and to aim profit as its main objective. They are essentially different types of entity, both in the activity-end and the means to achieve it. For our objective here, an appraisal of the diversities between those two types of institutions and the educational fulfilment could enrich and shed light into future topics of research.

Figure 4 – Result for the eight indexes by legal category of the Institution



That said, the figure 4 presents the values of the eight indexes for the public and the private Universities, making it possible for the reader to see the differences. First off all, the results for EVF, CFI, FRI and FDI are statistically different between public and private universities. It is interesting to note that the only index where the students from the public universities got better results is the FRI index, which measures the restriction the students should take into consideration at the time they choose the course. On the other hand, the students from private university give more value to education, are freer from discrimination and are more satisfied with the environment the universities and colleges are offering to them. The article from KHOSRAVI et al. (2013) validates this research of the difference between public and private universities in student' satisfaction as it measures their fulfilment through indicators related to institutional conditions focused on undergraduates' demands and needs. In the Brazilian scenario this aspect becomes even more essential thanks to the social inequalities that affect the choice in certain classes.

Figure 5 – Results for the eight indexes by study period



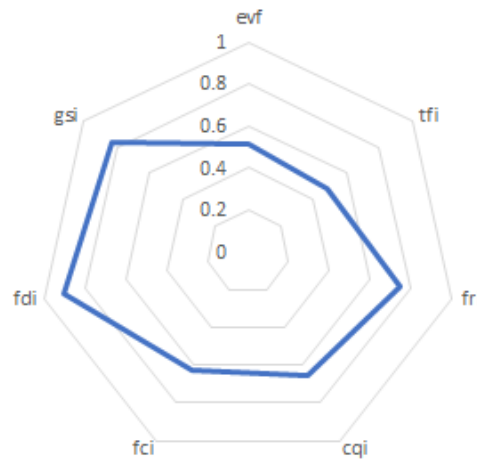
The Brazilian Universities, both public and private, structure the degree's supply in a way that the student must choose the time period they will be studying. Once the percentage of students that need to work while they are getting the degrees is high, there are more supply (and demand) for the night period courses. However, there are, places and institutions that willing to minimize the costs, just offer night courses and due to that, the students that could be studying in daily course have to enrol in the available period.

Figure 5 plots the crossing between the eight indexes and the usual time period the courses are offered - daylily course or night courses. The night shift (150 observations) holds more than half of the sample (279 observations). The indexes for the daily period performed quite well on average, what could indicate students are more satisfied with the course when studying in the daytime. The students that are enrolled in night courses performed better in EVF and FDI, suggesting the students that work and study value dearly the process of getting a diploma and that the environment at night is more respectful to diversity. That could be logical if we think the effort to study and work is surely superior to only studying.

4. Final Consideration

Our finds and final considerations point more to further reflections and new roads of investigation than to conclusions on the subject. As it is easily seen in fig. 6 our indexes have shown that, most of the young Brazilian enrolled in higher education were not entirely free to choose at the same time the course, the institution and the turn of their degree.

Figure 6 - A visual representation of the balance/inequality in the evaluated dimensions



On the other hand, the value of the index measuring if higher education is a valuable functioning, got the second lowest value, reaching only .54 what, in some sense, was a surprising result. Nonetheless, even attending predominantly courses offered at night, working during the day and having less time than they want the students report themselves as satisfied with their courses. Should it be due to the low percentage of Brazilians that get the opportunities to have higher

education? Should it be due to status? Should it be due to the quality of the University services? Should it be due to the comparative aspect to the previous generation? Are the Universities amusing the students and they feel happy with that? Why the students from public universities are less satisfied and feel less free from discrimination? Is the private sector environment providing a more humanized and inclusive environment to the students?

In general, it is perceived that Brazil has been moving towards a model of education of developed countries that see the student as a customer (DUDD, 2017), (SOJKIN; BARTKOWIAK; SKUZA, 2012). Therefore, it becomes more useful researches about student satisfaction. However, in measuring the privations and satisfactions of university students, this article highlights difficulties and inequalities faced since the process of choosing the course/university to contribute with research and processes that expand access to higher education considering the personal fulfillment of individuals.

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APPENDIX 1 – QUESTIONNAIRE

Questionário sobre realizações educacionais **Pontifícia Universidade Católica do Rio Grande do Sul** **Programa de Pós-Graduação em Economia do Desenvolvimento**

OBS: Se você faz mais de 1 curso simultaneamente, escolha um e responda todas as questões com base nessa escolha.

Q1. O que você pensava em ser, profissionalmente, quando você estava no ensino médio? (Se você pensava em ser mais de uma coisa, coloque as mesmas em ordem de preferência).

Q2. Qual/quais seu(s) curso(s) de graduação no momento?

Q3. Qual etapa do curso você está?

() Início () Meio () Fim

Nas afirmações a seguir, assinale o quão bem elas refletem o que você pensa, sendo que 1= **DISCORDO TOTALMENTE/NÃO SE APLICA** e 7= **CONCORDO TOTALMENTE**.

Questões	1	2	3	4	5	6	7
Q4.1 Hoje em dia, quem não tem um diploma de curso superior não é valorizado.							
Q4.2 Hoje em dia, um bom curso técnico, abre mais portas do que um diploma de ensino superior.							
Q4.3 Ter um diploma de curso superior qualquer, é melhor do que ficar sonhando com o curso ideal.							
Q4.4 Se não for para fazer o curso que gosta, não vale a pena ficar tanto tempo na faculdade.							
Q4.5 Estudar e ir para a faculdade é muito importante, independente se a pessoa irá atuar na área que se formou ou não.							
Q4.6 A aprendizagem é o principal objetivo de eu estar estudando.							
Q4.7 O diploma é o principal motivo de eu estar na faculdade.							

Q5 Que idade você tinha quando você decidiu que faria esse curso que está fazendo hoje?

() 14 anos ou menos. () entre 15 e 18 anos. () entre 19 e 25 anos. () 26 ou mais.

Nas afirmações a seguir assinale o quanto elas refletiram a sua realidade na hora de escolher o curso que está cursando, sendo que 1= **DISCORDO TOTALMENTE/NÃO SE APLICA** e 7= **CONCORDO TOTALMENTE**.

Questões	1	2	3	4	5	6	7
Q6.1 Escolhi o curso que eu sempre sonhei fazer.							
Q6.2 Escolhi um dentre os cursos que me imaginei fazendo.							
Q6.3 Escolhi na última hora sem ter pensado muito sobre isso.							

Q6.4 Escolhi o que achei que tinha mais chance de entrar.							
Q6.5 Esse curso era minha segunda opção (não passei para o que eu realmente queria).							

Questões	1	2	3	4	5	6	7
Q6.6 Escolhi o curso que me permitirá ganhar muito dinheiro.							
Q6.7 Escolhi o curso que proporcionará realização pessoal e profissional.							
Q6.8 Escolhi um curso que era fácil de entrar.							
Q6.9 Escolhi este curso por ser gratuito.							
Q6.10 Escolhi um curso que tenho condições de pagar a mensalidade.							
Q6.11 Escolhi um curso que consigo conciliar com meu trabalho.							
Q6.12 Escolhi este curso porque minha família me incentivou.							
Q6.13 Escolhi este curso porque meus pais queriam.							
Q6.14 Escolhi este curso por conta do meu atual trabalho.							
Q6.15 Escolhi este curso pelos temas que são abordados.							
Q6.16 Escolhi este curso pela facilidade de concluir (cursar).							
Q6.17 Escolhi este curso por ser próximo da minha residência.							
Q6.18 Escolhi este curso por ser próximo do meu trabalho.							

Nas afirmações a seguir, sobre sua condição na hora de decidir por um curso, assinale o quanto elas refletiram a sua realidade na hora de escolher o curso que está cursando, sendo que **1= DISCORDO TOTALMENTE/NÃO SE APLICA** e **7= CONCORDO TOTALMENTE**.

Questões	1	2	3	4	5	6	7
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Q7.1 Eu podia escolher qualquer curso que eu quisesse (Universidade pública, privada, diurno, noturno, presencial ou a distância).							
Q7.2 Eu precisava escolher um curso que me permitisse continuar trabalhando.							
Q7.3 Eu precisava escolher um curso diurno ou EAD porque onde eu moro não é recomendável sair à noite.							
Q7.4 Eu precisava escolher um curso próximo de onde eu moro.							
Q7.5 Eu precisava escolher um curso que eu pudesse pagar.							
Q7.6 Eu precisava escolher um curso que eu conseguisse bolsa.							
Q7.7 Eu precisava escolher um curso que eu conseguisse entrar sem curso pré-vestibular (ou preparativo para o ENEM).							

Nas afirmações a seguir, sobre as informações prévias que tinha na hora de decidir por um curso, assinale o quão bem elas refletem a sua realidade, sendo que **1= DISCORDO TOTALMENTE/NÃO SE APLICA** e **7= CONCORDO TOTALMENTE**.

Questões	1	2	3	4	5	6	7
Q8.1 Antes de iniciar esse curso eu me informei bem sobre a Faculdade/Universidade.							
Q8.2 Antes de iniciar esse curso eu me informei que conteúdos eu iria estudar.							
Q8.3 Antes de iniciar o curso eu já sabia sobre suas exigências (dificuldade das provas, trabalhos, etc).							
Q8.4 Antes de iniciar esse curso eu me informei sobre as diferentes alternativas de atuação profissional quando me formar.							
Q8.5 Antes de iniciar esse curso eu me informei sobre a concorrência que vou enfrentar no mercado de trabalho.							
Q8.6 Antes de iniciar o curso eu me informei sobre o quanto eu poderia esperar de remuneração depois de formado.							
Q8.7 Antes de iniciar o curso eu me informei sobre as alternativas de estágio durante a faculdade.							

Nas afirmações a seguir, sobre sua expectativa pós formatura, assinale o quão bem elas refletem a sua realidade, sendo que **1= DISCORDO TOTALMENTE/NÃO SE APLICA** e **7= CONCORDO TOTALMENTE**.

Questões	1	2	3	4	5	6	7
Q9.1 Pretendo continuar me aperfeiçoando nessa área (Especialização, Residência, MBA, Mestrado).							
Q9.2 Pretendo buscar um emprego nessa área de conhecimento.							
Q9.3 Pretendo buscar emprego em qualquer área de conhecimento.							
Q9.4 Pretendo continuar no meu emprego e esperar ser promovido.							
Q9.5 Pretendo começar outro curso, que eu realmente goste.							
Q9.6 Pretendo estudar para prestar concurso público ou seleção.							
Q9.7 Pretendo de abrir meu próprio negócio.							

Nas afirmações a seguir, sobre sua dedicação aos estudos, assinale o quão bem elas refletem a sua realidade, sendo que **1= DISCORDO TOTALMENTE/NÃO SE APLICA** e **7= CONCORDO TOTALMENTE**.

Questões	1	2	3	4	5	6	7
Q10.1 Eu consigo dedicar o tempo necessário para realização das minhas atividades acadêmicas.							
Q10.2 Eu gostaria de dedicar mais tempo do que eu consigo às atividades acadêmicas.							
Q10.3 Eu demoro muito tempo no trânsito para chegar às aulas.							
Q10.4 Eu consigo acompanhar todas as matérias.							
Q10.5 Eu consigo tirar boas notas.							
Q10.6 Para conseguir estudar para as provas, eu preciso fazer poucas matérias por semestre.							
Q10.7 Para conseguir pagar, eu preciso fazer poucas matérias por semestre.							
Q10.8 Minha família me apoia e incentiva emocionalmente para que eu consiga estudar e concluir a faculdade.							
Q10.9 Minha família me ajuda financeiramente para que eu consiga estudar.							

Nas afirmações a seguir, sobre discriminação, assinale o quão frequente **você as sofre** em seu ambiente acadêmico.

Questões	Nunca	Raramente	Algumas vezes	Frequente	Sempre
Q11.1 Discriminação por raça.					
Q11.2 Discriminação por orientação sexual.					
Q11.3 Discriminação por gênero.					
Q11.4 Discriminação por religião.					
Q11.5 Discriminação por status social.					
Q11.6 Discriminação por visão política.					
Q11.7 Discriminação por capacidade intelectual.					
Q11.8 Bullying.					
Q11.9 Outro tipo de discriminação.					

Q12. Você já fez outro(s) curso(s) antes?

- () Não.
 () Sim, mas não me formei.
 () Sim e me formei em todos que cursei.
 () Sim, mais de um e me formei em pelo menos um deles.

Q13. O curso que você está fazendo é em:

- () Universidade pública. () Universidade privada.

Q14. Instituição de ensino: _____

Q15. Unidade da federação da sua instituição.

- () RS
 () Outra

Q16. O turno do seu curso é:

- () Diurno. () Noturno. () Integral.

Q21. A modalidade do seu curso é:

- () Presencial. () A distância. () Semipresencial.

Q22. Esse curso é:

Graduação (bacharelado). Graduação (licenciatura). Curso superior Tecnólogo.

Q23. Sobre o curso que você está fazendo agora:

- Estou no que inicialmente queria e não pretendo trocar.
- Estou no que inicialmente queria, mas pretendo trocar.
- Estou em um curso diferente do que inicialmente queria, mas não pretendo trocar.
- Estou em curso diferente do que inicialmente queria e pretendo trocar.

Q24. Sobre a instituição em que você está matriculado:

- Estou na que gostaria e não trocaria.
- Estou na que gostaria, mas trocaria.
- É diferente da que gostaria, mas não trocaria.
- É diferente da que gostaria e trocaria.

Q25. Sobre a modalidade (presencial, EAD e semipresencial) do meu curso.

- Estou na que gostaria e não trocaria.
- Estou na que gostaria, mas trocaria.
- É diferente da que gostaria, mas não trocaria.
- É diferente da que gostaria e trocaria.

Q26. Sobre o turno em que cursa (apenas para quem faz curso presencial ou semipresencial)

- Estou no que gostaria e não trocaria.
- Estou no que gostaria, mas trocaria.
- Não estou no que gostaria, mas não trocaria.
- Não estou no que gostaria e trocaria.

PERFIL

Q27. Idade: ____anos.

Q28. Eu me considero: Homem. Mulher. Outro.

Q38. Eu me considero: Branco. Amarelo(asiático). Pardo. Preto. Indígena.
 Outro. Qual? _____

Q39. Qual a renda total de sua família, incluindo seus rendimentos?

- Até 1,5 salário mínimo (até R\$ 1.405,50).
- De 1,5 a 3 salários mínimos (R\$ 1.405,51 a R\$ 2.811,00).
- De 3 a 4,5 salários mínimos (R\$ 2.811,01 a R\$ 4.216,50).
- De 4,5 a 6 salários mínimos (R\$ 4.216,51 a R\$ 5.622,00).
- De 6 a 10 salários mínimos (R\$ 5.622,01 a R\$ 9.370,00).
- De 10 a 30 salários mínimos (R\$ 9.370,01 a R\$ 28.110,00).
- Acima de 30 salários mínimos (mais de R\$ 28.110,00).

Q40. Qual é a sua faixa de Renda? (Valores do salário mínimo referentes a 2017).

- Sem renda própria.
- Até 1,5 salário mínimo (até R\$ 1.405,50).
- De 1,5 a 3 salários mínimos (R\$ 1.405,51 a R\$ 2.811,00).
- De 3 a 4,5 salários mínimos (R\$ 2.811,01 a R\$ 4.216,50).
- De 4,5 a 6 salários mínimos (R\$ 4.216,51 a R\$ 5.622,00).
- De 6 a 10 salários mínimos (R\$ 5.622,01 a R\$ 9.370,00).
- De 10 a 30 salários mínimos (R\$ 9.370,01 a R\$ 28.110,00).
- Acima de 30 salários mínimos (mais de R\$ 28.110,00).

Q41. Qual a sua nacionalidade?

- Brasileira.
- Brasileira naturalizada.
- Estrangeira.

Q42. Até que etapa de escolarização seu pai concluiu?

- Nenhuma.
- Ensino Fundamental: 1º ao 5º ano (1ª a 4ª série).
- Ensino Fundamental: 6º ao 9º ano (5ª a 8ª série).
- Ensino Médio.
- Ensino Superior - Graduação.
- Pós-graduação.
- Não sei.

Q43. Até que etapa de escolarização sua mãe concluiu?

- Nenhuma.
- Ensino fundamental: 1º ao 5º ano (1ª a 4ª série).
- Ensino fundamental: 6º ao 9º ano (5ª a 8ª série).
- Ensino médio.
- Ensino Superior - Graduação.
- Pós-graduação.
- Não sei.

Q44. Qual o seu estado civil?

- Solteiro(a).
- Casado(a)/união estável.
- Separado(a) judicialmente/divorciado(a).
- Viúvo(a).

Q45. Você possui dependentes financeiros?

- Não.
- Sim. Quantos?_____

Q46. Qual alternativa a seguir melhor descreve sua situação de trabalho?

- Não estou trabalhando.
- Trabalho eventualmente.
- Sou estagiário.
- Sou bolsista de iniciação científica.
- Trabalho até 20 horas semanais.
- Trabalho de 21 a 39 horas semanais.
- Trabalho 40 horas semanais ou mais.

Q47. Onde e com quem você mora atualmente?

- Em casa ou apartamento, sozinho.
- Em casa ou apartamento, com pais e/ou parentes.
- Em casa ou apartamento, com cônjuge e/ou filhos.
- Em casa ou apartamento, com outras pessoas (incluindo república).
- Em alojamento universitário da própria instituição.
- Em outros tipos de habitação individual ou coletiva (hotel, hospedaria, pensão ou outro).

Q48. Qual alternativa a seguir melhor descreve sua situação financeira (incluindo bolsas)?

- Não tenho renda e meus gastos são financiados por programas governamentais.
- Não tenho renda e meus gastos são financiados pela minha família ou por outras pessoas.
- Tenho renda, mas recebo ajuda da família ou de outras pessoas para financiar meus gastos.
- Tenho renda e não preciso de ajuda para financiar meus gastos.
- Tenho renda e contribuo com o sustento da família.
- Sou o principal responsável pelo sustento da família.

Q49. Que tipo de bolsa de estudos ou financiamento do curso você recebeu para custear todas ou a maior parte das mensalidades? No caso de haver mais de uma opção, marcar apenas a bolsa de maior duração.

- Nenhum, pois meu curso é gratuito.
- Nenhum, embora meu curso não seja gratuito.
- ProUni integral.
- ProUni parcial, apenas.
- FIES, apenas.
- ProUni Parcial e FIES.
- Bolsa oferecida por governo estadual, distrital ou municipal.
- Bolsa oferecida pela própria instituição.
- Bolsa oferecida por outra entidade (empresa, ONG, outra).
- Financiamento oferecido pela própria instituição.
- Financiamento bancário.

Q50. Seu ingresso no curso de graduação se deu por meio de políticas de ação afirmativa ou inclusão social (cotas, Prouni, etc.)? (MÚLTIPLA ESCOLHA)

- Não.
- Sim, por critério étnico-racial.
- Sim, por critério de renda.
- Sim, por ter estudado em escola pública ou particular com bolsa de estudos.
- Sim, por sistema que combina dois ou mais critérios anteriores.

Q51. Em que tipo de escola você cursou a maior parte do ensino médio?

- Escola pública. Escola privada (particular).

Q52. Qual modalidade de ensino médio você concluiu?

- Ensino médio tradicional.
- Profissionalizante técnico (eletrônica, contabilidade, agrícola, outro).
- Profissionalizante magistério (Curso Normal).

- Educação de Jovens e Adultos (EJA) e/ou Supletivo.
- Outra modalidade.

Q53. Quantas horas **por semana**, aproximadamente, você costuma dedicar aos estudos, excetuando as horas de aula?

- Nenhuma, apenas assisto às aulas.
- De uma a três.
- De quatro a sete.
- De oito a doze.
- Mais de doze.