THE RELATIONSHIP BETWEEN CULTURAL CAPITAL, ECONOMIC CAPITAL, AND SOCIAL CAPITAL AND THE ATTENDANCE TO CULTURAL EVENTS: AN ANALYSIS THROUGH ORDINAL LOGISTIC REGRESSIONS

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ABTSRACT
The aim of this paper is to analyze the relationship between attendance at cultural events and cultural, economic, and social capital of vocational technical education students of Ouro Preto city (Minas Gerais, Brazil) having as theoretical reference the sociology of Pierre Bourdieu. For the execution of this purpose, questionnaires were applied in vocational schools. We sought to investigate indicators of these capitals attributed to respondents through descriptive statistical analysis and ordinal logistic regressions. A positive relationship was found between attendance at cultural centers and a person's cultural capital, inherited cultural capital, and economic capital. In addition to these factors, the social aspect suggests that attendance at cultural events is not necessarily tied to individual or family factors. The study presented intends to contribute to broaden the debate on public access to free events in the city.
Keywords: Ouro Preto. Cultural capital. Ordinal logistic regression.

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1. INTRODUCTION

Taking as a theoretical approach the concepts of social capital and cultural capital proposed by Pierre Bourdieu in his various books (2008, 2012 and 2014), this work aims to provide an analysis of the frequency of use of cultural offers (theaters, cinemas, libraries, cultural centers, museums, and shows) by students from colleges of vocational and technical schools in Ouro Preto.

The question that arises in this paper is: Given the historical and cultural infrastructure that characterizes the city of Ouro Preto for the world (and which can be accessed predominantly free of charge by the local population), how do the students of vocational technical education from Ouro Preto realize their identity in this infrastructure and how does the relationship between them and the infrastructure enhance local development?

Pierre Bourdieu points out that the transmission of cultural capital or cultural heritage develops partially in the school environment, but more especially in the family environment, where factors such as income, artistic education, and access to information can determine access to these cultural products. Thus, the following hypotheses were raised: a) The culture of privileged classes, which is authenticated through teaching (courses), know-how and knowing what to say, is positively related to the attendance of cultural events; b) The lack of disclosure in schools and neighborhoods of Ouro Preto is a factor that contributes to low attendance of cultural events; c) There is a positive relationship between the use of cultural products and family income, parental education, and previously completed art courses; d) Preference for school subjects that focus on arts education positively affects attendance at cultural events.

Field research was carried out in 2018 and 2019 to collect data from the population/sample under study, students of technical and vocational education in Ouro Preto, and 248 observations were obtained. The choice of this audience was made because it is believed that students in technical and vocational education understand the scientific and technological principles that underlie the organization of modern production.

In addition to this introduction, this article is divided into four further sections: the first provides a theoretical approach to the theme based on Pierre Bourdieu. The second deals with the methodological aspects. The third presents the results and discussions of the work. Finally, there are the conclusions.

2. PIERRE BOUDIEU AS THEORETICAL BACKGROUND

In his various surveys and quantitative studies, Pierre Bourdieu identified a high statistical correlation between student achievement in school and social background, the more socially disadvantaged (whether in income, parenting, parenting and grandparent education) a person is, the lower the school performance tends to be. Bourdieu, in his work "*The Inheritors*," dated 1964, points out that among all the differentiating factors, the social origin of students would undoubtedly be the one whose influence is most strongly exerted on the student environment, more strongly in any case than age and sex and, above all, more than other visibly perceived factors, such as religious attachment.

In his book, *The Distinction: Social Critique of Judgment of Taste* (2008), Pierre Bourdieu, quoted by Alves (2008), seeks to establish that cultural practices, coupled with preferences in matters such as music, art, education, theater, sport, cooking, and architecture, among others, are connected to a person's level of education, subject to the overall volume of accumulated capital, that is, a form of "cultural competence" measured by years of schooling or school certificates, and secondarily, to family inheritance. Still, the most favored students do not owe their cultural competence only to their background, habits, training, and attitudes applicable

directly to their schoolwork; they inherit knowledge and know-how, tastes and a “good taste” whose school profitability, being indirect, is even more certain.
This heritage of know-how brings with it advantages that are invested in the school education system, made possible by the fact that the school content imposed on students, as well as their assessment methods practiced by educational institutions are based on a “legitimate” culture, that is, constituted by the socially valued symbolic products that emanate from the dominant groups, groups in the position of prominence, either by income or by the rise in social classes, which therefore exert an action of violence symbolic about dominated groups (Bourdieu, 2008).
Thus, according to the analyses by Bourdieu and Passeron (2014) cited by Cunha (2007), students of more socially favored origin are those who benefit most from school culture because they know how to play the rules of the game. However, the degree of adherence to the intellectual game and the values it engages are not independent of social origin.
The notion of family heritage or cultural heritage offers tools for analyzing the intergenerational transmission of culture. Explicitly presented in the book *The Heirs: The Students and Culture* (2014), this notion of cultural heritage has shown that social reproduction in contemporary societies does not only depend on the transmission of material goods from one generation to another, but is also dependent on generational transmission of cultural heritage. Together, by accepting the school as the entity responsible for defining the higher or lower value of the different assets transmitted by families, the particular contribution made by the State to social reproduction is evident (CATANI, et al. 2017).

3. METHODOLOGICAL ASPECTS

3.1. Data Collection and Processing

In order to evaluate the frequency of use of cultural offers (theaters, cinemas, libraries, cultural centers, museums and concerts) by students of the last year of vocational and technical schools in the city of Ouro Preto, a questionnaire with 38 closed questions and a questionnaire was administered (see Appendix 1), which included data regarding socio-economic and educational identification, use of cultural goods and services, access to cultural events, perception and satisfaction with the services and cultural goods offered, musical tastes and preferences, and preferences for school subjects.
Initially, contact was made with the schools offering technical and vocational courses in Ouro Preto in order to obtain authorization for the research, clarifying with the responsible authorities the nature and the way of conducting the research. Participating institutions were: Dom Pedro II State School (Technical Course in Administration); Inconfidente Technical College Álvares Maciel (private school of technical education); Superar Centro Profissionalizante (Vocational Private School); Ouro Preto Art Foundation (FAOP – State School of Technical Education in Conservation and Restoration of Cultural Goods).
The city of Ouro Preto has seven technical and vocational schools. In addition to those cited above as part of the sample, there are: the School private Euripides Basanulf0 Technical Education; Rodrigo M. Andrade Art School, also from the private school system; the Ouro Preto State School; the Federal Institute of Minas Gerais (IFMG). The sample size was obtained based on the population average estimate, resulting in 248 observations. It is noted that a pilot survey was administered.
It is noteworthy that those responsible for the institutions in which the questionnaires were given signed an authorization form consenting to the research being conducted. In addition, the research participants were asked to read and sign the Informed Consent Form. The objectives of the study and the possible damages that could occur could be explained orally.

In the case of underage volunteers, they were asked to sign the Consent Form for the Underage Participant together with the main consent form signed by their parents or guardians.

It is also noteworthy that this study is part of the minimum risk research modality, according to Resolution No. 196/96 of the National Health Council, concerning research on human beings, and was approved by the Research Ethics Committee of the University Federal of Ouro Preto (UFOP).

Based on the research that served as the basis for writing the book *The Distinction of Pierre Bourdieu* (2008), we sought to collect information necessary for the construction of the system of explanatory principles of consumption and cultural practices, volume of family and individual financial resources directed culture (family income and values spent on cultural events) and inherited social and cultural capital (parental profession and education). To obtain data on the cultural heritage of the respondents, the incorporated capital was prioritized (through the level of school education, cultural arts courses in which they participated, and reading habits). As for reading books, the quality of the authors read was ignored.

Quantitative data were coded, entered, and processed using the RStudio Desktop 1.1.456 statistical software. Frequency distribution was performed, along with a univariate analysis, where it was possible to examine the answers to each question, and a bivariate analysis, which aimed to determine the relationship between the answer to a question (for example, the frequency in cultural spaces) and the answer to another question (such as family income or kinship with people involved in art). This analysis is called cross tabulation.

Finally, ordered logistic regression was used, which consists of analyzing a set of questions (variables) globally. This method summarizes the social, economic, and cultural data regarding residents' attendance at public cultural spaces.

The dependent variables used in the econometric analyses included the frequency of going to cultural places (cinema, theater, museum, libraries, cultural centers, and musical shows). The characteristic elements of respondents' economic, social, and cultural capital were used as explanatory variables. Table 1 contains the variable names, description, and type.

Table 1 – Variables Employed in Econometric Analysis

Dependent Variables		
Variables	Description	type
Theaters	frequency in cultural areas in Ouro Preto city	ordered
Library		ordered
Movies		ordered
Museums		ordered
Centers		ordered
Shows		ordered
variable characteristics of cultural capital		
school_organizes	school organizes tours	binomial
books	book reading in last 3 months	number
q18	participation in workshops offered by UFOP	binomial
q29	father school	number
q31	mother school	number
course none	participation in free art courses	binomial

economic capital characteristics		
participate	participation in more events if public transport during	binomial
R$ spent	money spent in events	number
income	displacement method to events	number
shift_onibus	displacement method to events	binomial
shift_car	displacement method to events	binomial
shift_foot	displacement method to events	binomial
shift_taxi	displacement method to events	binomial
shift_ride	displacement method to events	binomial
shift_other	displacement method to events	binomial
variable characteristics of social capital		
q36	with who goes to events	binomial
q30		number
q32		number
relatives		binomial
school friends		binomial
alone		binomial
boyfriend/girlfriend		binomial
others		binomial
q16	it happens grateful events for residents	binomial
q17	you help in the elaboration of events	binomial
q19	you avoid places where there are tourists	binomial
q20	you avoid places where there are UFOP students	binomial
q22	the city publicizes the events in your neighborhood or at your school	binomial
q23	the UFOP publishes events in your neighborhood or school	binomial
q24	there are many leisure options for residents	binomial
q25	you feel "out of place" in the city because of the tourists	binomial

Source: Own elaboration from the results of the application of the questionnaires, (2019).
Base: Sample Total (248)

As for the tabulation of the variables education and profession of the parents, the same ordination of the INEP (National Institute of Educational Studies and Research Anísio Teixeira) was used when filling the form for enrollment in the ENEM (National High School Exam). For the variables of family income and real expenses spent on events, the same arrangement elaborated by the survey “Living in São Paulo: Culture” of Rede Nossa São Paulo in partnership with the Brazilian Institute of Public Opinion and Statistics was used.
Two approaches were examined to test the fit of ordinal logistic regression models: the Lipsitz test and the Pulkstenis-Robinson (PR) tests. The properties of these tests were previously investigated for the proportional odds model. The results of the residue analyses to verify the assumptions about the residuals and the overall suitability of the final model were: Lipsitz test (LR statistic = 7.6506, df = 9, p-value = 0.5697) and Pulkstenis-Robinson deviance test (Deviance-squared). = 26.395, df = 19, p-value = 0.1196). Tests provide an indication of model validity when p-values are too far from model rejection. The p-values of both tests are high, so the final model is far from being rejected.

3.2. Ordered Logistic Regression

When the response variable has only two value possibilities (0/1, no / yes, male / female, etc.), binary logistic regression is generally used to test the association model between the response variable and a potential number of explanatory variables with each estimated odds ratio (OR) association. Multinomial logistic regression is an extension of this approach in situations where the response variable may assume more levels of classification, where it may be categorized, and where it has more than two possible values. Orderly logistic regression is a special case of multinomial regression, obtaining more advantages when analyzing each ordered response, as in the case of this study.

In Greene (2012), the ordered logistic regression model is constructed starting the same way as in a multinomial logit model:

$$y^* = \mathbf{x}'\boldsymbol{\beta} + \varepsilon. \tag{1}$$

Where, y * is not observed. What we observe is

$$\begin{aligned} y &= 0 \quad \text{if } y^* \le 0 && (2)\\ &= 1 \quad \text{if } 0 < y^* \le \mu_1 && (3)\\ &= 2 \quad \text{if } \mu_1 < y^* \le \mu_2 && (4)\\ &\vdots && (5)\\ &= J \quad \text{if } \mu_{J-1} \le y^*, \end{aligned}$$

The μ's are unknown parameters to be estimated with β. We assume that ε has normal distribution between the observations. According to Greene (2012), the logistic distribution could be used just as easily, but the normal distribution will be used purely for convenience, since both distributions give similar results in practice. Thus, the odds are as follows:

$$\begin{aligned} &\text{Prob}(y = 0 \mid \mathbf{x}) = \Phi(-\mathbf{x}'\boldsymbol{\beta}), && (6)\\ &\text{Prob}(y = 1 \mid \mathbf{x}) = \Phi(\mu_1 - \mathbf{x}'\boldsymbol{\beta}) - \Phi(-\mathbf{x}'\boldsymbol{\beta}), && (7)\\ &\text{Prob}(y = 2 \mid \mathbf{x}) = \Phi(\mu_2 - \mathbf{x}'\boldsymbol{\beta}) - \Phi(\mu_1 - \mathbf{x}'\boldsymbol{\beta}), && (8)\\ &\vdots && (9)\\ &\text{Prob}(y = J \mid \mathbf{x}) = 1 - \Phi(\mu_{J-1} - \mathbf{x}'\boldsymbol{\beta}). \end{aligned}$$

For all probabilities to take positive values, we must have:

$$0 < \mu_1 < \mu_2 < \cdots < \mu_{J-1}.$$

The Φ function is a notation used for the standard normal distribution. As with other logistic regression models, the marginal effects of regressors on probabilities are not equal to coefficients. However, the parameter signal can be interpreted as an increase (or not) of the ordered variable. If βj is positive, then an increase in xij necessarily decreases its probability of being in the lowest category (yi = 1) and increases the probability of being in the highest category (Cameron and Trivedi cited by Bortoli, 2016).

Also, according to Greene (2012), the marginal effects of the variables can be obtained as follows: suppose there are three categories, the model thus has only one unknown limit parameter. The three probabilities are:

$$\text{Prob}(y = 0 \mid \mathbf{x}) = 1 - \Phi(\mathbf{x}'\boldsymbol{\beta}), \tag{10}$$

$$\text{Prob}(y = 1 \mid \mathbf{x}) = \Phi(\mu - \mathbf{x}'\boldsymbol{\beta}) - \Phi(-\mathbf{x}'\boldsymbol{\beta}), \tag{11}$$

$$\text{Prob}(y = 2 \mid \mathbf{x}) = 1 - \Phi(\mu - \mathbf{x}'\boldsymbol{\beta}). \tag{12}$$

For the three probabilities above, the marginal effects of change on regressors are:

$$\frac{\partial \text{ Prob}(y = 0 \mid \mathbf{x})}{\partial \mathbf{x}} = -\phi(\mathbf{x}'\boldsymbol{\beta})\boldsymbol{\beta}, \tag{13}$$

$$\frac{\partial \text{ Prob}(y = 1 \mid \mathbf{x})}{\partial \mathbf{x}} = [\phi(-\mathbf{x}'\boldsymbol{\beta}) - \phi(\mu - \mathbf{x}'\boldsymbol{\beta})]\boldsymbol{\beta}, \tag{14}$$

$$\frac{\partial \text{ Prob}(y = 2 \mid \mathbf{x})}{\partial \mathbf{x}} = \phi(\mu - \mathbf{x}'\boldsymbol{\beta})\boldsymbol{\beta}. \tag{15}$$

Since the model does not have a linear relationship between the variables, the coefficients obtained with the ordered logistic regression model should not be interpreted as a direct increase on the probability. For the authors Greene and Cameron cited by Bortoli (2016) the signs of the coefficients are unambiguous, but care must be taken in the interpretation and should be interpreted considering their marginal effects.

4. RESULTS AND DISCUSSIONS

4.1. Sample General Profile

When analyzing the sample data, it was observed that going to concerts is the most frequented cultural activity, with 76% of affirmative answers, followed by cultural centers and museums, with 52%, and in third place was going to the cinema (50%).

Regarding the elements considered very important (or extremely important) that would lead people to attend these free cultural activities offered in the municipality, the answer for 91% of respondents was the security that these events offer, followed by the quality of the events (89%) and the structure and organization (88%). At a lower level is the price charged, with 78% of responses. The factor of least influence for people to attend cultural events is the proximity to home, with 31%.

The survey also asked about the main means of getting people to go to free public events held in the city. The result showed that the main means of transport is the bus (50%), followed by car, with 36% adherence among the participants, and not far behind, the population who travel by foot (33%).

When respondents were asked why they did not attend cultural events, distance from their homes was given in 17.33% of the answers. Then came the fact that they disliked crowds, with 12%, and because these events were poorly organized, with 10% of the responses.

Regarding the reading habits of the students interviewed, 27.5% said they had read at least one entire book in the last three months and 25.5% said they had read parts of a book during the same period. However, 47% said they had not read any books in the last three months.

And regarding the main information channels of cultural events in Ouro Preto, the internet stands out. Facebook is used by 63% of residents as a way to stay informed. Browsing web pages is second with 58%, and WhatsApp next with 53%.

The survey also addressed the interviewees' favorite music style. Music preference is higher for country style (60%), followed by samba/pagode (54%), and Brazilian popular music (46%). Among those who attend musical shows, the preference for country music is 47%, for those who attend cultural centers, the taste for country music is 27% of the sample. Among

movie buffs and museum goers, this musical taste represents 25%, for those who go to libraries and theaters, only 18% prefer this style of music.
As a complementary variable, participants were asked about their preferred school subjects. The discipline of history stood out, ranking second. Arts education ranked in the top five out of sixteen possible choices. Music education was in seventh place, and theatrical courses in fourteenth place among the favorite subjects. It is interesting to observe in table 2 the descriptions of the professions, as well as the level of education of the parents, divided by groups.

Table 2 – Parents' professions and education divided into groups

	Profession		Schooling
1	Group 1: Farmer, farmer without employees, boia fria, breeder, beekeeper, fisherman, lumberjack, rubber tapper, extractivist.	1	Never studied Functional
2	Group 2: Diarist, housekeeper, elderly caregiver, babysitter, cook (in homestay), private chauffeur, gardener, business and building cleaner, watchman, stocker, doorman, postman, office-boy, salesman, cashier, shop attendant, administrative assistant, receptionist, bricklayer, commodity.	2	Education I
3	Group 3: Baker, industrial or restaurant cook, shoemaker, couturier, jeweler, lathe operator, machine operator, sodador, factory worker, mining worker, bricklayer, painter, electrician, plumber, driver, truck driver, taxi driver.	3	Functional Education II
4	Group 4: Teacher (elementary or high school, languages, arts, music, etc.), technician (nursing, accounting, electronics, etc.), police officer, low-ranking military (soldier, corporal, sergeant), real estate, supervisor, manager, master builder, pastor, micro entrepreneur (business owner with less than 10 employees), small trader, small landowner, self-employed, or self employed.	4	High school
5	Group 5: Middle, engineer, dentist, psychologist, economist, lawyer, judge, prosecutor, defender, delegate, lieutenant, captain colonel, university professor, director in a public or private company, politician, owner of companies with more than 10 employees.	5	Superior / College
6	Don’t know	6	Don’t know

Own elaboration based on the results, 2019.

4.2. Influences of Economic, Cultural, and Social Capital Indicators on Attendance at Cultural Activities

Using the MASS statistical analysis package through the RStudio Software, ordinal logistic regressions were calculated as a way of gauging the influence of social, economic, and

cultural capital indicators on the attendance of cultural events in order to predict the results, given some of these characteristics.

The model estimation results provided some interesting reflections on cultural product attendance conditions in Ouro Preto city. According to Table 3, it can be observed that there is a significant association between the father's educational level in relation to the attendance of cultural products by the interviewees. The educational level of both father and mother showed a strong statistical significance, but with a strong correlation between them. Thus, only the variable related to the father was used because it presented levels of significance in all proposed models.

Model coefficients can be a little difficult to interpret because they are scaled in terms of logs. Another way to interpret logistic regression models is to convert the coefficients (Value) to odds ratios (OR). To obtain the (OR), we only exponent the estimates (UCLA, 2019).

These coefficients are called proportional odds ratios and can be interpreted in the same way as the odds ratios of a binary logistic regression. For the variable "father's education," we say that being in category 5, higher education, the chances of attending theaters "(7) - twice a month" versus other combined attendance categories "(6) - one once a month; (5) - once every six months; (4) - once a year; (3) - attended only once; (2) - did not attend; (1) - does not matter; (0) - did not answer" are 11.78% higher compared to category 1," father who never studied," since all other variables in the model are kept constant.

Similarly, the chances of attending "(7) - twice a month or (6) - once a month" versus other combined categories, "(5) - once every six months; (4) - once a

Table 3: Parameter estimates of the 6 proposed models

	PARAMETER	THEATERS				LIBRARIES				CINEMAS				MUSEUMS				CULTURAL CENTERS				CONCERTS			
		Value	Std..Error	p.value	OR	Value	Std..Error	p.value	OR	Value	Std..Error	p.value	OR	Value	Std..Error	p.value	OR	Value	Std..Error	p.value	OR	Value	Std..Error	p.value	OR
Economic capital indicators	Money spent (21,00 - 35,00)	1.132	0.507	**0.0257**	3.10	0.404	0.470	0.3908	1.50	-0.019	0.514	0.9700	0.98	0.534	0.513	0.2977	1.71	1.005	0.478	**0.0355**	2.73	0.765	0.473	0.1060	2.15
	Money spent (36,00 - 50,00)	0.811	0.551	0.1412	2.25	-0.035	0.549	0.9492	0.97	0.704	0.539	0.1918	2.02	0.658	0.560	0.2398	1.93	0.163	0.515	0.7513	1.18	0.056	0.524	0.9143	1.06
	Money spent (51,00 - 70,00)	0.496	0.570	0.3845	1.64	-1.251	0.596	**0.0357**	0.29	-0.484	0.549	0.3784	0.62	0.026	0.557	0.9630	1.03	-0.497	0.541	0.3580	0.61	0.729	0.552	0.1870	2.07
	Money spent (71,00 - 100,00)	0.544	0.555	0.3268	1.72	-0.542	0.586	0.3550	0.58	-0.633	0.521	0.2247	0.53	0.795	0.541	0.1416	2.21	0.305	0.516	0.5544	1.36	0.775	0.527	0.1415	2.17
	Money spent (>100,00)	2.101	0.936	**0.0248**	8.18	-0.058	1.008	0.9540	0.94	-0.391	0.941	0.6779	0.68	0.691	0.885	0.4351	2.00	1.148	0.887	0.1956	3.15	-1.126	0.922	0.2222	0.32
	Participate more if there was public transport	0.893	0.425	**0.0354**	2.44	0.326	0.416	0.4330	1.39	0.199	0.407	0.6253	1.22	0.309	0.410	0.4520	1.36	1.150	0.426	**0.0069**	3.16	0.663	0.411	0.1063	1.94
Indicators of own and inherited cultural capital	Book (some chapters)	-1.362	0.434	**0.0017**	0.26	-1.006	0.425	**0.0180**	0.37	-0.475	0.413	0.2502	0.62	-0.919	0.420	**0.0286**	0.40	-1.249	0.413	**0.0025**	0.29	-0.595	0.395	0.1321	0.55
	Book (not read)	-1.352	0.410	**0.0010**	0.26	-1.651	0.421	**0.0001**	0.19	-0.615	0.399	0.1233	0.54	-1.330	0.389	**0.0006**	0.26	-1.488	0.401	**0.0002**	0.23	-0.117	0.393	0.7662	0.89
	Mini courses by the university	0.878	0.362	**0.0153**	2.41	0.323	0.347	0.3512	1.38	0.772	0.349	**0.0269**	2.16	0.322	0.331	0.3317	1.38	0.721	0.351	**0.0396**	2.06	0.106	0.345	0.7593	1.11
	Technical courses (miscellaneous)	0.476	0.556	0.3922	1.61	0.434	0.551	0.4310	1.54	-0.826	0.497	0.0965	0.44	-0.176	0.493	0.7204	0.84	-0.003	0.509	0.9957	1.00	1.343	0.543	**0.0135**	3.83
	Technical course (administration)	0.420	0.581	0.4701	1.52	0.178	0.596	0.7656	1.19	-0.523	0.560	0.3503	0.59	0.086	0.537	0.8722	1.09	0.345	0.554	0.5333	1.41	1.078	0.579	0.0626	2.94
	Technical courses (arts)	1.240	0.574	**0.0309**	3.45	1.809	0.558	**0.0012**	6.10	-0.118	0.553	0.8306	0.89	1.733	0.563	**0.0021**	5.66	1.011	0.540	0.0611	2.75	1.404	0.556	**0.0115**	4.07
	Father's schooling (elementary school)	1.584	0.989	0.1091	4.88	1.229	0.823	0.1355	3.42	1.700	0.853	**0.0463**	5.47	1.729	0.789	**0.0284**	5.64	0.678	0.803	0.3986	1.97	1.183	0.863	0.1707	3.26
	Father's schooling (middle school)	1.289	1.182	0.2753	3.63	1.409	1.032	0.1721	4.09	1.585	1.032	0.1246	4.88	1.435	0.962	0.1357	4.20	0.023	0.989	0.9811	1.02	1.199	1.033	0.2459	3.32
	Father's schooling (high school)	1.359	0.972	0.1618	3.89	0.886	0.797	0.2662	2.43	1.274	0.839	0.1289	3.58	1.689	0.785	**0.0314**	5.41	0.534	0.784	0.4954	1.71	1.538	0.840	0.0669	4.66
	Father's schooling (higher education)	2.467	1.063	**0.0204**	11.78	1.800	0.896	**0.0446**	6.05	1.826	0.937	0.0515	6.21	2.520	0.884	**0.0044**	12.42	1.874	0.869	**0.0312**	6.51	2.611	0.943	**0.0056**	13.61
Social capital indicators	Disclosure of events by the university	0.076	0.413	0.8545	1.08	1.103	0.411	**0.0073**	3.01	0.342	0.405	0.3993	1.41	0.498	0.401	0.2147	1.65	1.433	0.412	**0.0005**	4.19	0.276	0.406	0.4966	1.32
	Participate in the preparation of events	0.477	0.674	0.4795	1.61	-0.677	0.630	0.2829	0.51	0.281	0.633	0.6568	1.33	-0.738	0.800	0.3566	0.48	-0.892	0.661	0.1774	0.41	-0.524	0.643	0.4148	0.59
	Events for residents	-0.295	0.366	0.4208	0.74	0.171	0.366	0.6409	1.19	-0.178	0.345	0.6062	0.84	-0.323	0.344	0.3477	0.72	0.139	0.350	0.6904	1.15	-0.082	0.351	0.8161	0.92
	Tourists bother you	0.234	0.357	0.5121	1.26	0.120	0.358	0.7363	1.13	-0.526	0.353	0.1358	0.59	0.241	0.355	0.4969	1.27	0.040	0.342	0.9058	1.04	0.587	0.350	0.0938	1.80
	The city offers leisure to residents	-0.145	0.418	0.7285	0.86	-0.973	0.414	**0.0186**	0.38	-0.400	0.414	0.3343	0.67	1.361	0.406	**0.0008**	3.90	0.444	0.420	0.2901	1.56	0.362	0.419	0.3878	1.44
General	Gender (male)	0.712	0.366	0.0520	2.04	0.497	0.358	0.1651	1.64	-0.029	0.349	0.9349	0.97	0.954	0.355	**0.0072**	2.60	0.926	0.360	**0.0101**	2.52	1.273	0.373	**0.0006**	3.57
Intercepts	0|1	-0.893	1.186	0.4514		-2.983	1.101	**0.0067**		-3.019	1.115	**0.0068**		-0.959	1.095	0.3809		-1.040	1.036	0.3153		0.721	1.017	0.4783	
	1|2	0.508	1.150	0.6585		-2.129	1.039	**0.0405**		-2.155	1.066	**0.0432**		-0.274	1.070	0.7982		-0.720	1.022	0.4810		1.538	1.007	0.1268	
	2|3	2.873	1.165	**0.0137**		0.863	1.027	0.4006		-0.339	1.042	0.7452		1.175	1.057	0.2661		1.435	0.999	0.1509		2.119	1.019	**0.0375**	
	3|4	3.256	1.168	**0.0053**		1.409	1.035	0.1732		0.356	1.041	0.7322		2.254	1.064	**0.0340**		1.801	1.002	0.0722		2.321	1.022	**0.0231**	
	4|5	4.438	1.188	**0.0002**		2.363	1.044	**0.0236**		1.645	1.048	0.1165		3.663	1.088	**0.0008**		2.828	1.024	**0.0057**		3.587	1.050	**0.0006**	
	5|6	6.749	1.266	**0.0000**		2.750	1.046	**0.0086**		3.215	1.070	**0.0027**		4.724	1.109	**0.0000**		3.952	1.056	**0.0002**		5.088	1.080	**0.0000**	
	6|7	8.252	1.409	**0.0000**		3.384	1.049	**0.0013**		4.800	1.156	**0.0000**		5.705	1.137	**0.0000**		5.318	1.093	**0.0000**		6.374	1.110	**0.0000**	
	7|8					3.934	1.053	**0.0002**		5.513	1.257	**0.0000** *		6.613	1.174	**0.0000**		6.290	1.132	**0.0000**		7.122	1.142	**0.0000**	
	8|9					4.683	1.072	**0.0000**						6.760	1.182	**0.0000**		6.668	1.159	**0.0000**		7.412	1.159	**0.0000**	

* Money spent in Reais

** The category of the intercept for the "cinema" model varies from 7 to 9, skipping category 8.

year; (3) - attended only once; (2) - did not attend; (1) - does not matter; (0) - did not respond ”are 11.78 times larger as all other variables in the model are kept constant.

For the economic capital indicator variable “actual expenditures on cultural events over R$100.00,” the chances of attending theaters “(7) - twice a month” versus other combined attendance categories “(6) - once a month; (5) - once every six months; (4) - once a year; (3) - attended only once; (2) - did not attend; (1) - does not matter; (0) - Not Responded ” is 8.18 times higher than the“ actual spending on cultural events between $5.00 and $20.00 ”category, given that all other variables in the model are kept constant. These same analyses described above can be done for the other categorical variables of the model.

Taking the indicator variable of inherited cultural capital “father’s education”, it is noted that people who have a father with a higher education level have greater chances (OR) of participating in cultural activities. In the same way, we observed in the variable indicator of economic capital “real expenses” when compared to the less frequent cultural activity of our “theater” in relation to other cultural activities, that the higher the economic power, the greater the chance (OR) of attending theaters in Ouro Preto.

When compared to the odds (OR) of participating in the researched cultural activities, students of the Technical Course on Conservation and Restoration of Cultural Goods, taught at the Ouro Preto Arts Foundation (FAOP), increase in practically all activities. Because it is in a higher category of library attendance, this chance is 6.1 times higher for FAOP students compared to students at the Ouro Preto vocational courses. This is similar to museum goers, where the chance of participating more often in this activity increases by 5.66 times compared to students in vocational courses.

The “legitimate” culture, that of the privileged classes, which is authenticated through teaching (courses), know-how and, above all, knowing how to say through various social relationships, as well as family cultural influencers, which constitute the heritage of the classes cultivated, is positively related to the attendance of cultural events.

When asked if the Federal University of Ouro Preto (UFOP) publishes cultural events in their neighborhood or school, 79.2% answered that it is not disclosed. In analyzing the regression data in Table 1, we observed that the chance (OR) of attending cultural centers increased 4.19 times among respondents who stated that UFOP discloses these cultural events to the detriment of those who responded that UFOP does not, *ceteris paribus*.

In order to verify whether there is a correlation between the variable “UFOP discloses events in your neighborhood or school” with the variables “father’s education and actual expenses on cultural events” where there could be influences of the latter two in the first, the Chi-squared Test of Independence, in which the null hypothesis of the assumption of independence should be rejected if the p-value of the following chi-square statistics is less than a given significance level α, in this case 0.05. In both analyses, the chi-square test values were greater than the significance level, not rejecting the null hypothesis that UFOP disclosure of events is independent of parents’ education and actual spending on events, with p-value of 0.1274 and 0.3673, respectively. There is therefore evidence of how significant the dissemination of cultural events organized by UFOP is.

Question 39 of the questionnaire asked respondents whether cultural events in Ouro Preto are good or bad, and why. Among all the discursive responses that attracted the most attention and which were the most intense among all students, regardless of the course in which they were enrolled, was the fact that they report that the events are not disclosed. “In general they are well structured, but lack variety and dissemination. Many events I only know on the day or after they have already occurred. There is a lack of integration with the community and with those who are not students of UFOP and/or not inserted in republics” (student of Conservation and Restoration of Cultural Goods, 28 years old). “I believe the events planned

and intended for Ouro Preto city are good, but the disclosure part is flawed and so the natives do not feel ownership of the city, so many events do not have the participation of local residents" (Student of Conservation and Restoration of Cultural Goods, 30 years). "They are good, but aimed at the floating population. There is no disclosure or attraction to the Ouro Preto population. Many of the events carry an elitist and exclusionary profile" (student of Conservation and Restoration of Cultural Goods, 21 years old).

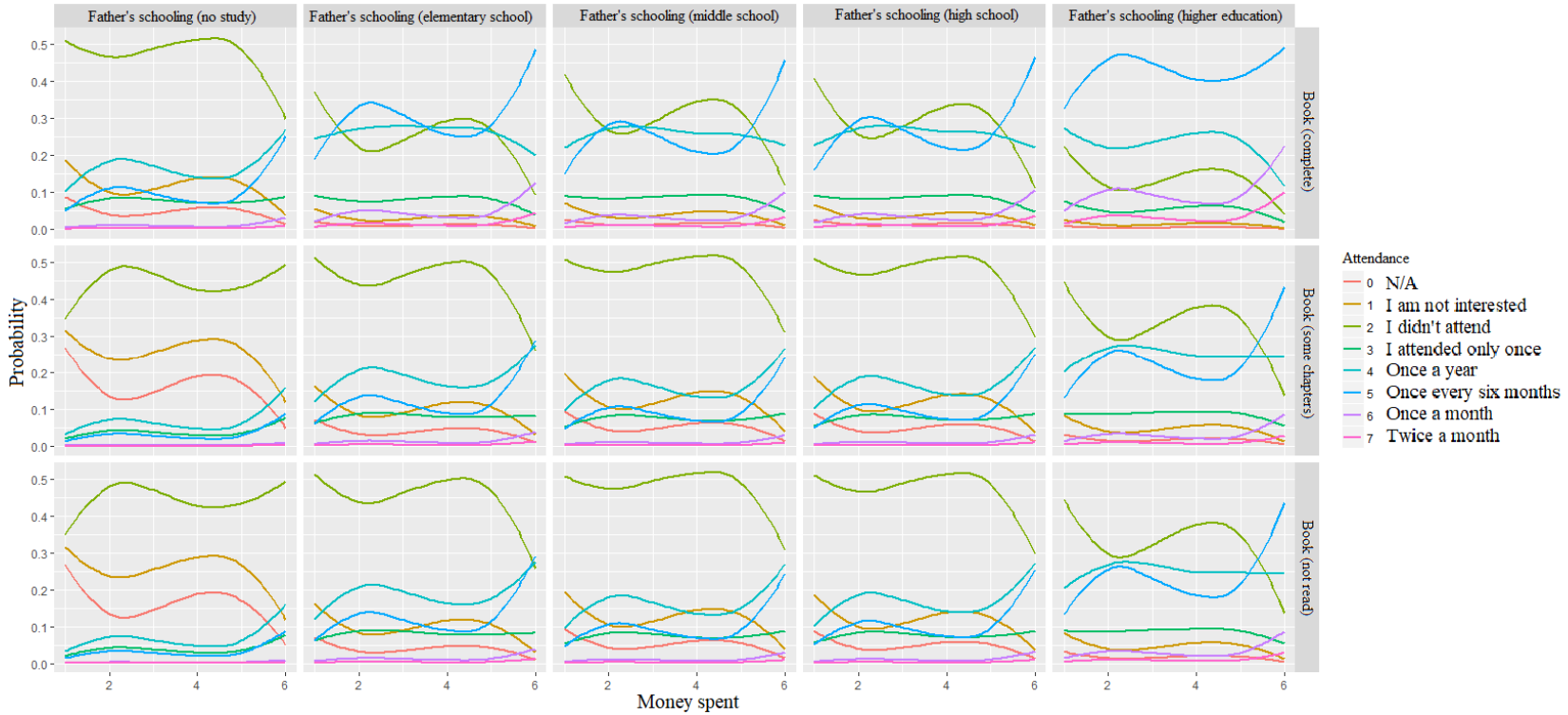
Another statistically significant variable in four of the six models presented is book reading. The odds (OR) of attending cultural events for those who have read a few chapters or for those who have not read a book in the last three months are lower than for those with a reading habit. If you go to theaters, this chance (OR) is 0.26 compared to those who read at least one entire book in the last three months prior to the survey. Reading habits are not statistically significantly correlated (p-value: 0.2694) with the father's education, but there is a tendency that the higher the father's level of education, the greater the number of books read in the last three months prior to the survey. When compared to the actual variable spent on cultural events, there is a statistically significant correlation (p-value: 0.0399), that the higher the reading load of books, the lower the income dependence when attending cultural events.

In order to better exemplify the influence of own cultural capital (reading load), inherited cultural capital (father's education), and economic capital (actual spending on events) in attending theater, all these possible variations were combined and the probabilities calculated to be in each category of intercepts, i.e., the probability of being in each level of attendance was calculated, since the category does not know, did not respond, until attending more than once a week, Graph 1. On the right side of the Y axis, we have the variable "book", where 1 indicates that the person has read one or more books in the last three months, 2 indicates the reading of some chapters, and 3 not having read any books in the last three months.

For those who read one or more books, it is observed that there is a prevalence of category 2 attendance (I did not attend) only for the category in which the father never studied. Still keeping the variable book, category 1 (read one or more whole books in the last three months) constant, it is observed that the higher the father's education, the higher the theater attendance, showing a prevalence of category 5 of attendance (Once every six months) for respondents whose father has a higher education level (schooling: 5) in addition to rising according to the variable indicating economic capital, actual spending. There is also a probability of attending theaters close to 0.5 for all levels of education of the father when the variable "actual expenses: 6" is maintained, above R $100.00, except for parents who have never studied.

Keeping the variable "book: 2" constant, we observed non-attendance at the theater (category 2) prevailing at all levels of education of the father, changing only in the category of education of the father (higher level), even so for those who have a greater economic power, who spend around $100 or more. Similar analysis was made for the category "book: 3", for those who have not read a book at all in the previous three months.

Graph 1 – Probability of attending theaters



Source: Own elaboration based on the results, 2019.

Given these analyses, we realize the significance of these variables in order to explain the behavior toward or attendance of cultural events in Ouro Preto; in this specific analysis, we focus on theaters. Similar analyses can be made of going to cinemas, museums, libraries, cultural centers, and shows.

5. CONCLUSIONS

The present paper points to a challenge to be faced by the public and private agents involved in the development process of Ouro Preto when it appears that there is a feeling of non-belonging by the residents of the city regarding access to equipment existing in the city, which was significantly created, preserved, and maintained for international and domestic tourism, in view of its specificity as a historical-cultural tourism city.

The strengthening of this sense of belonging can have a positive multiplier effect on the other economic activities of the municipality, as it contributes to the improvement of the tourism production chain at a time when thinking about and implementing complementary and substitute activities to mining have great appeal.

Regarding the implementation of the ordered logistic regression model for the comparison between the levels of attendance at cultural events in relation to the indicators of cultural, economic, and social capital, it can be concluded that the level of attendance at these cultural events is related to the accumulated volume of these capitals. The greater the accumulation of these capitals, either in inherited or incorporated form, the greater the chance of individuals attending cultural events more often in Ouro Preto.

These findings can contribute to public and private decision-making regarding the understanding of cultural events by the local community. It can also assist in setting priorities in the assertive management of resources.

The results obtained in the present work show the importance of the global capital volume (cultural, economic, and social) to attend participatory cultural activities, theaters, and libraries more often.

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APPENDIX 1 – Questionnaire

OURO PRETO PUBLIC OPINION SURVEY: CULTURAL HABITS

Public Identification

1) Name of the school where you study.

2) Neighborhood where the school is located.

3) Administrative dependency: ( ) State ( ) Federal ( ) Private

4) Course you are enrolled in: ( ) Technical Course ( ) Vocational Course

Participation in cultural events in Ouro Preto

5) How often do you go to some of these places in Ouro Preto:

5.a) Cinema

( ) More than once a week ( ) Once a week ( ) Twice a month ( ) Once a month ( ) Once every six months ( ) Once a year ( ) Attended only once ( ) Didn't attend ( ) I'm not interested ( ) Don't know/Didn't answer

5.b) Theaters

( ) More than once a week ( ) Once a week ( ) Twice a month ( ) Once a month ( ) Once every six months ( ) Once a year ( ) Attended only once ( ) Didn't attend ( ) I'm not interested ( ) Don't know / Didn't answer

5.c) Museums

( ) More than once a week ( ) Once a week ( ) Twice a month ( ) Once a month ( ) Once every six months ( ) Once a year ( ) Attended only once ( ) Didn't attend ( ) I'm not interested ( ) Don't know / Didn't answer

5.d) Libraries

( ) More than once a week ( ) Once a week ( ) Twice a month ( ) Once a month ( ) Once every six months ( ) Once a year ( ) Attended only once ( ) Didn't attend ( ) I'm not interested ( ) Don't know/Didn't answer

5.e) Cultural Centers

( ) More than once a week ( ) Once a week ( ) Twice a month ( ) Once a month ( ) Once every six months ( ) Once a year ( ) Attended only once ( ) Didn't attend ( ) I'm not interested ( ) Don't know/Didn't answer

5.f) Shows

( ) More than once a week ( ) Once a week ( ) Twice a month ( ) Once a month ( ) Once every six months ( ) Once a year ( ) Attended only once ( ) Didn't attend ( ) I'm not interested ( ) Don't know / Didn't answer

6) The city of Ouro Preto annually promotes free public events such as Carnaval, Winter Festival, Forum of Letters, CINEOP, Tudo é Jazz, among others.

Please mark the degree of importance in each item below that leads you to attend these events.

Consider the following rating scale: 1 - Not important; 2 - A very little important; 3 - A little important; 4 - Very important; 5 - Extremely important.

Proximity to Home (1-2-3-4-5) Easy Access to Events (1-2-3-4-5) Prices (1-2-3-4-5) Event Time (1-2 -3-4-5) Programming Diversity (1-2-3-4-5) Security (1-2-3-4-5) Free (1-2-3-4-5) Quality (1-2-3-4-5) Use of Public Spaces (1-2-3-4-5) Structure and Organization (1-2-3-4-5) Location (1-2-3-4-5) Degree of fun (1-2-3-4-5) Interesting audience (1-2-3-4-5) ( ) Don't Know ( ) Don't want to answer

7) How do you move to these events?

( ) On foot ( ) Ride ( ) Bus ( ) Car ( ) Taxi ( ) Other: _____

8) Would you attend more events in the city center if there was public transportation during the event period? ( ) Yes ( ) No

9) Does your school usually organize excursions, tours, or technical visits to museums, ecological parks, or cultural centers? ( ) Yes ( ) No
10) Which people usually accompany you to these events?
( ) Family members ( ) School friends ( ) Friends from the neighborhood ( ) Alone ( ) Boyfriend/Girlfriend ( ) Other: _____
11) How many dollars do you usually spend on these events?
( ) Between R$5.00 and R$20.00 ( ) Between R$21.00 and R$35.00 ( ) Between R$36.00 and R$50.00 ( ) Between R$51.00 and R$70.00 ( ) Between R$70.00 and R$100.00 ( ) Above R$100.00
12) Why don't you attend public events in Ouro Preto city? You can tag more than one reason.
(ONLY FOR THOSE WHO DO NOT ATTEND PUBLIC EVENTS)
( ) I don't feel safe ( ) I don't like crowds ( ) I don't like the dirt in the city ( ) It's far from home ( ) It has no infrastructure ( ) They are poorly organized ( ) Programming is poor ( ) It's a waste of public money ( ) None of these ( ) Other reason: _____
13) Thinking about the last 3 months, have you read any books?
( ) Yes, whole ( ) Yes, some chapters ( ) Haven't read any books in the last 3 months
Perception of cultural events
14) In which neighborhood or district do you live in Ouro Preto?
15) Since when have you lived in Ouro Preto?
( ) I've always lived here ( ) for over 1 year ( ) for over 5 years ( ) for over 10 years ( ) Other
16) Do free cultural events often take place for city dwellers? ( ) Yes ( ) No
17) Do you participate in the elaboration or give suggestions on how these cultural events should happen? ( ) Yes ( ) No
18) Have you ever participated in any workshop or short course offered by the University of Ouro Preto? ( ) Yes ( ) No
19) Do you avoid places where there are many tourists? ( ) Yes ( ) No
20) Do you avoid places where there are many UFOP students? ( ) Yes ( ) No
21) How do you hear about these events in Ouro Preto?
You can tag more than one alternative.
( ) Newspaper ( ) Pamphleting ( ) Internet ( ) Radio ( ) Facebook ( ) TV ( ) Outdoor ( ) WhatsApp ( ) Indication ( ) After the event happened ( ) Other: _____
22) Does Ouro Preto City hall publicize cultural events in your neighborhood or school? ( ) Yes ( ) No
23) Does the Federal University of Ouro Preto publicize cultural events in your neighborhood or school? ( ) Yes ( ) No
24) Does Ouro Preto offer many leisure options for residents? ( ) Yes ( ) No
25) Because of tourists, do you sometimes feel out of place, feeling like a stranger in your city? ( ) Yes ( ) No
26) What are your favorite music styles? You can tag more than one style.
( ) Axé ( ) Country ( ) Forró ( ) Funk ( ) MPB ( ) Classical Music
( ) Electronic music ( ) Gospel music ( ) Rap ( ) Rock ( ) Samba / Pagode
( ) Country ( ) Other: _____
Sociodemographic Factors
27) Sex? ( ) Male ( ) Female
28) How old are you? _____
29) Schooling of your father
( ) Never studied ( ) Elementary school I ( ) Elementary school II ( ) High school ( ) Higher ( ) Don't know

30) Profession of your father _____
31) Your mother's education ( ) Never studied ( ) Elementary school I ( ) Elementary school II ( ) High school ( ) Higher ( ) Don't know
32) Your mother's profession _____
33) Family income (includes all people living with you)?
( ) Up to R $ 954.00 ( ) From R$ 954.01 to R $ 1,908.00 ( ) From R$ 1,908.01 to R$4,770.00 ( ) Over R$ 4,770.01 ( ) I don't know
34) Ethnicity / color
( ) White ( ) Black ( ) Parda ( ) Other: _____
35) Religion
( ) Catholic ( ) Evangelical / Protestant ( ) Other: _____
36) Do you have any relatives who are artists, musicians, painters, sculptors, writers, or those involved in art? ( ) Yes ( ) No
37) Which of the following courses did you attend or attend? ( ) Music ( ) Dance ( ) Theater ( ) Fine Arts ( ) Cinema ( ) Crafts
( ) None of those
38) What school subjects do you prefer? You can mark more than 1 and up to 4.
( ) Biology ( ) Dance ( ) Artistic Education ( ) Physical Education ( ) Philosophy ( ) Physics ( ) Geography ( ) History ( ) English ( ) Portuguese
( ) Mathematics ( ) Music ( ) Chemistry ( ) Sociology ( ) Theater ( ) Others: _____
39) Are Ouro Preto cultural events good or bad? Why?