


**Changing lives of
ordinary people
through human and
social sciences**



Technology

LIFE ORIENTATION

Mathematics

“I’m not going to work in a factory”: Educational Decision-Making of Coloured First-Generation Tertiary Students

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Based on: MSocSc (minor dissertation)

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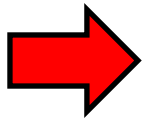
Overview

- I. Rationale & Context
- II. Central Research Question
- III. Theoretical Concepts
- IV. Research Design
- V. Findings
- VI. Discussion
- VII. Moving forward

I. Rationale & context

- The focus on higher education
 - Determinant of employment & earnings
 - Correlation between parent & child educational level
 - CAPS (W3): approx. 50% of respondents have HE aspirations

Population group	Undergraduate	Postgraduate
Black youth	49%	9%
White youth	38%	26%
Coloured youth	26%	6%



I. Rationale & context

- Educational attainment according to Census 2011 data

	Black	Coloured	Indian/ Asian	White	Total
No schooling	10.5%	4.2%	2.9%	0.6%	8.6%
Some primary	13.9%	13.8%	6.6%	1.3%	12.3%
Completed primary	4.9%	7.4%	2.8%	0.7%	4.6%
Some secondary	35.5%	42.0%	26.1%	21.4%	33.9%
Grade12/Std10	26.9%	25.2%	40.0%	39.5%	28.9%
Higher	8.3%	7.4%	21.6%	36.5%	11.8%



32.6%

II. Central Research Question

**How have Coloured first-generation
tertiary students at the University of
Cape Town accomplished the transition
into higher education?**

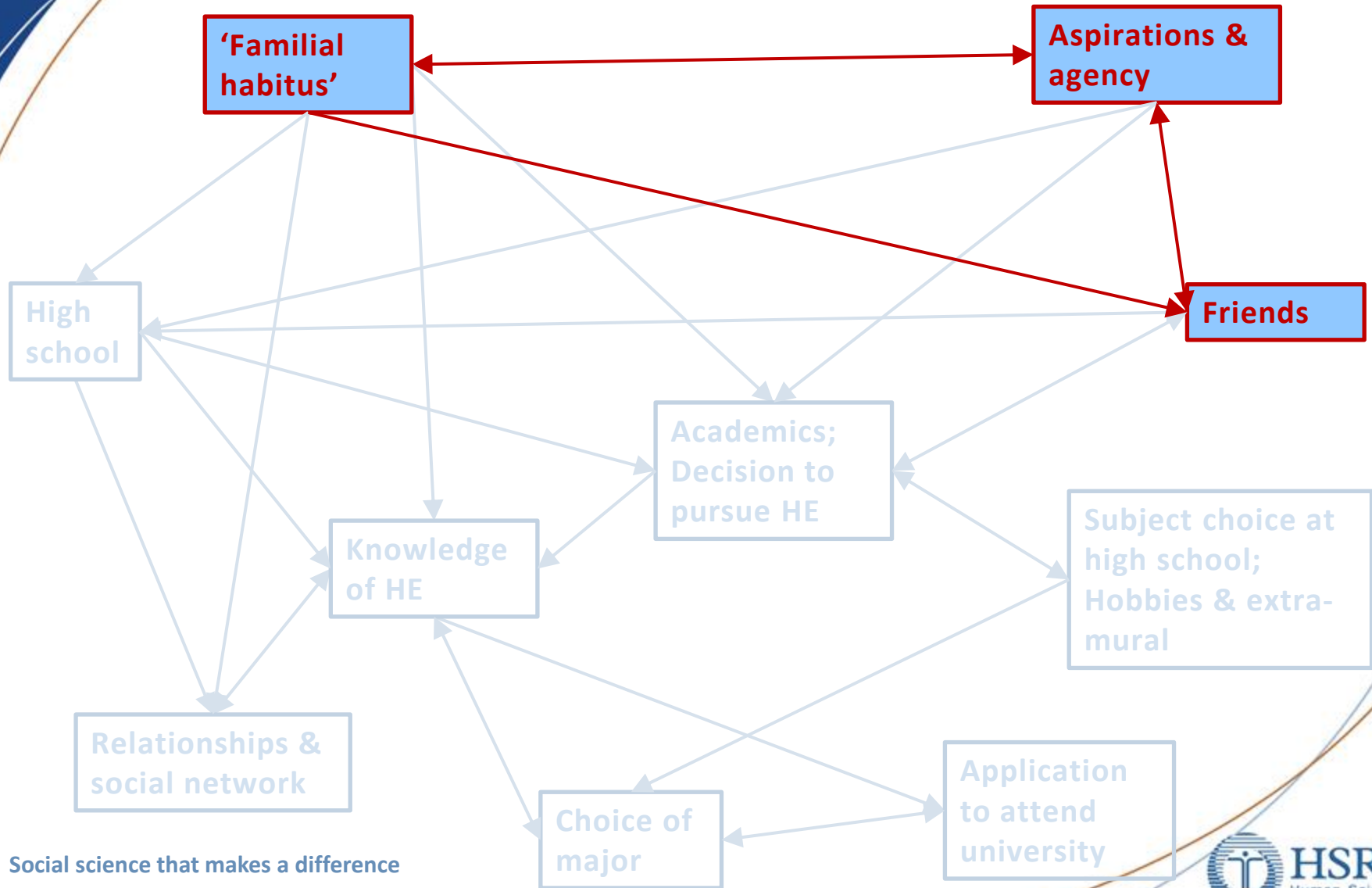
III. Theoretical Concepts

- Social (class) reproduction vs. Social transformation
- Bourdieu's "conceptual triad"
 - Habitus
 - Field and
 - Capitals (e.g. cultural)

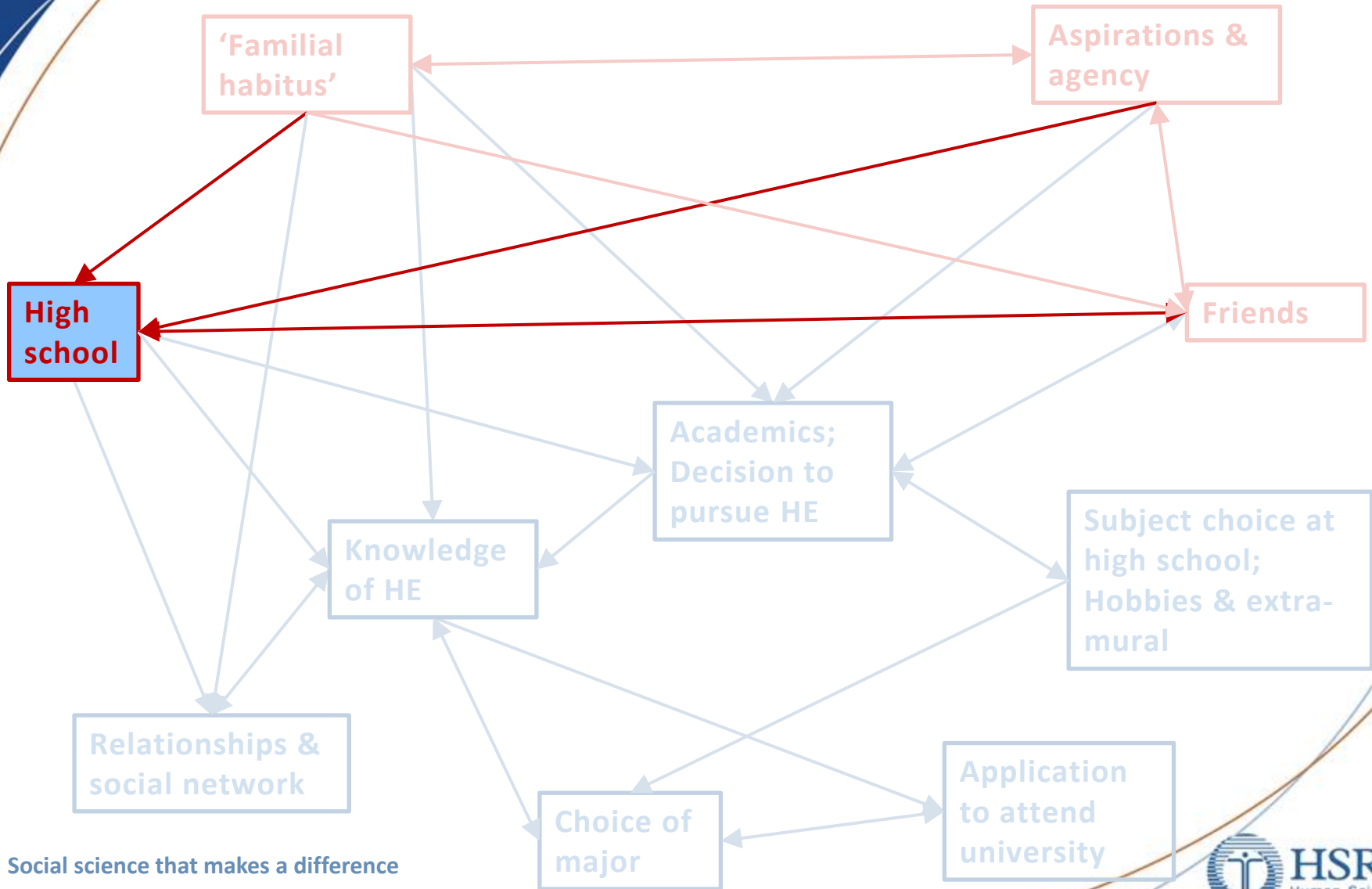
IV. Research design (Qualitative)

- Causal relations & interdependencies between events & individuals
- Non-probability purposive sampling: Specific criteria
- Semi-structured in-depth interviews (two per respondent)

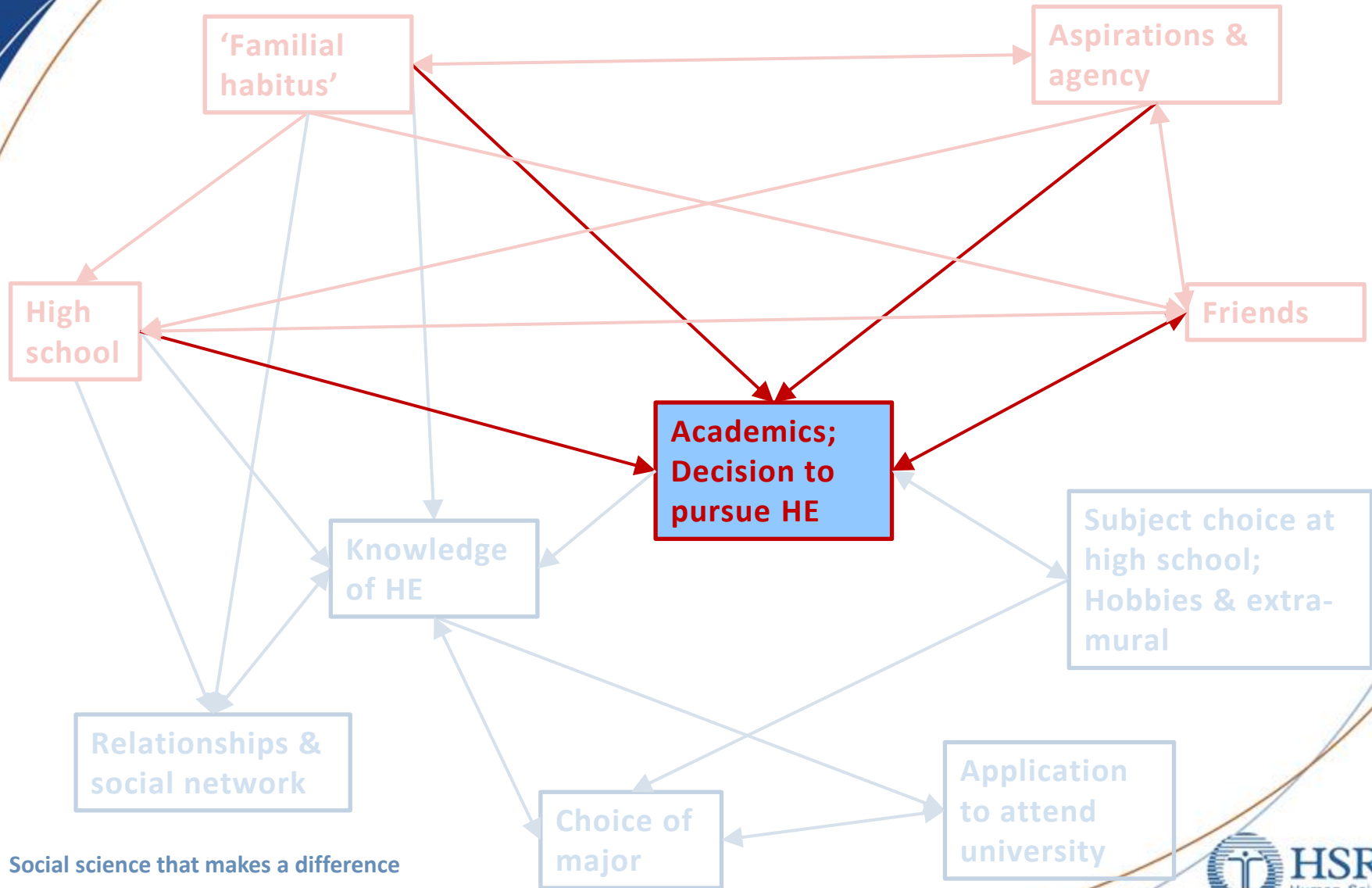
V. Exposition of Findings



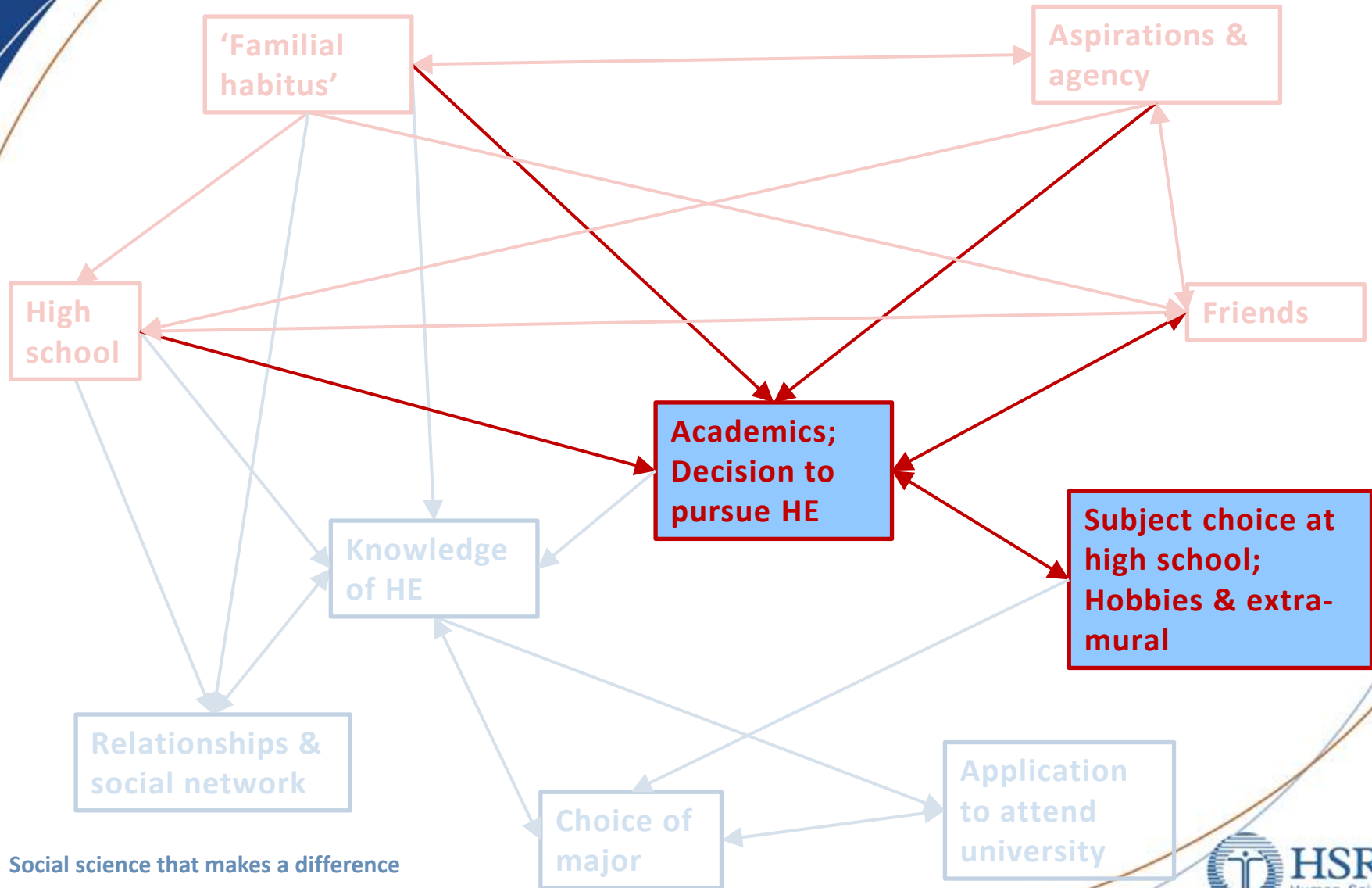
V. Exposition of Findings



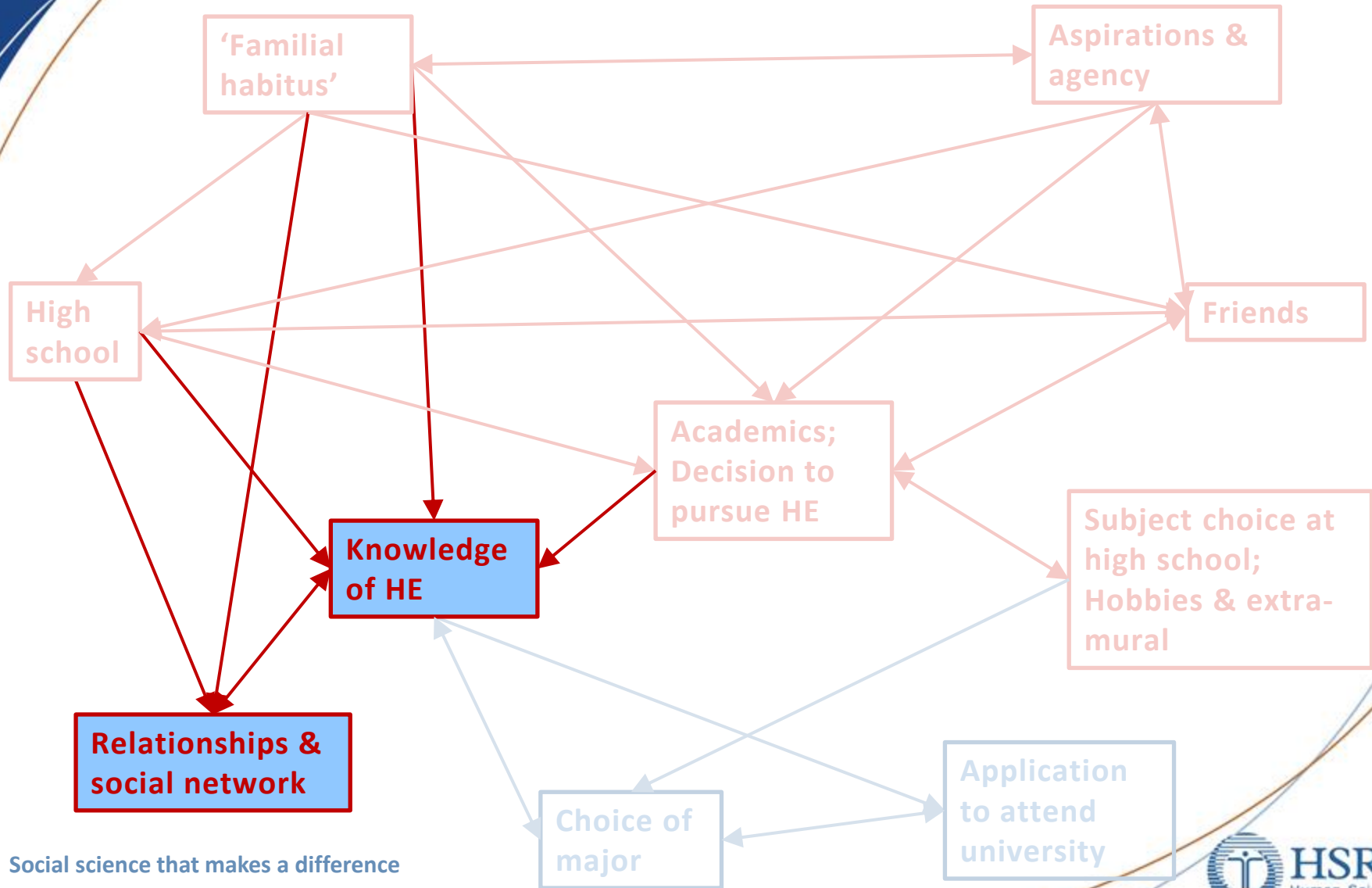
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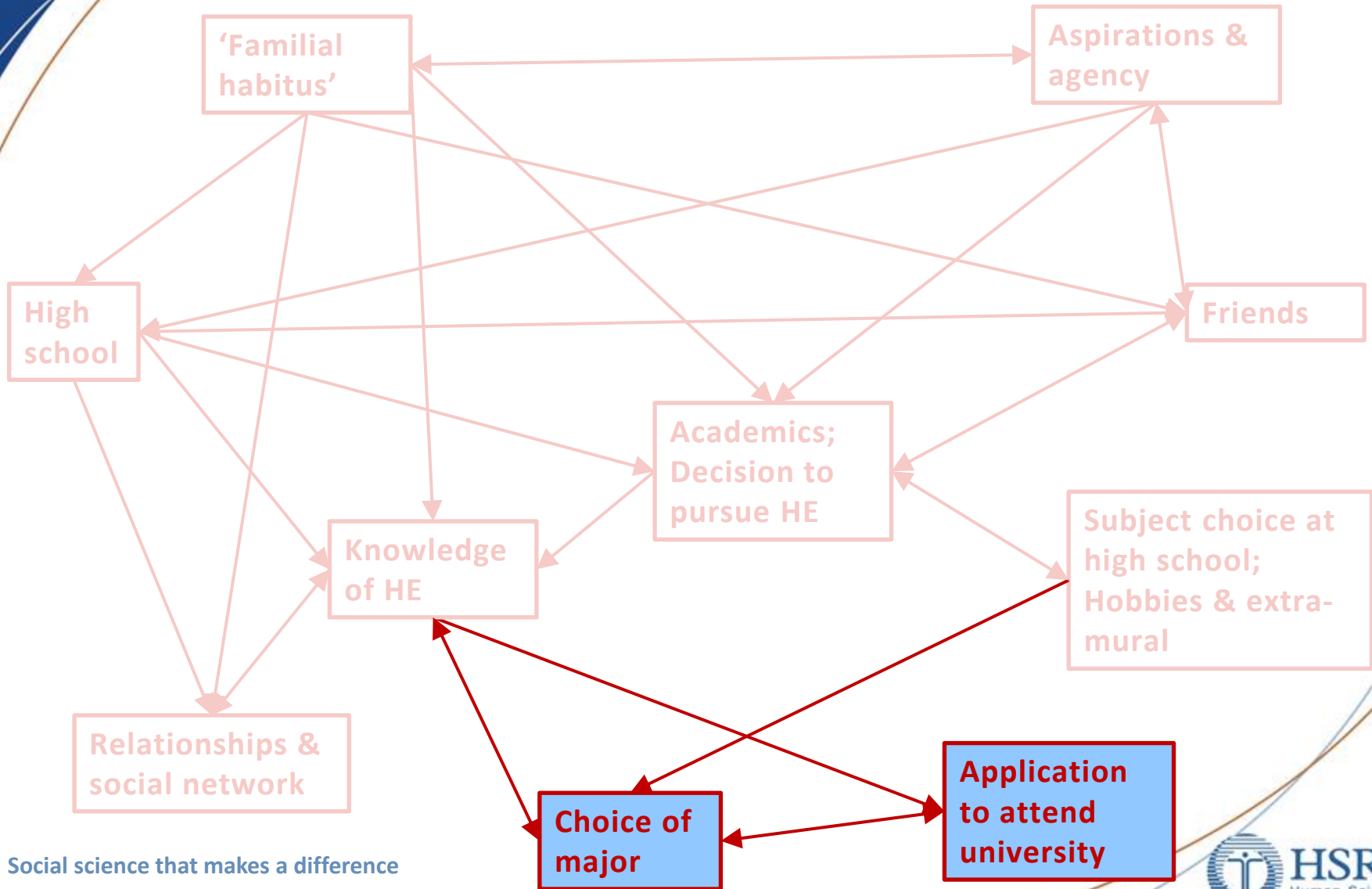
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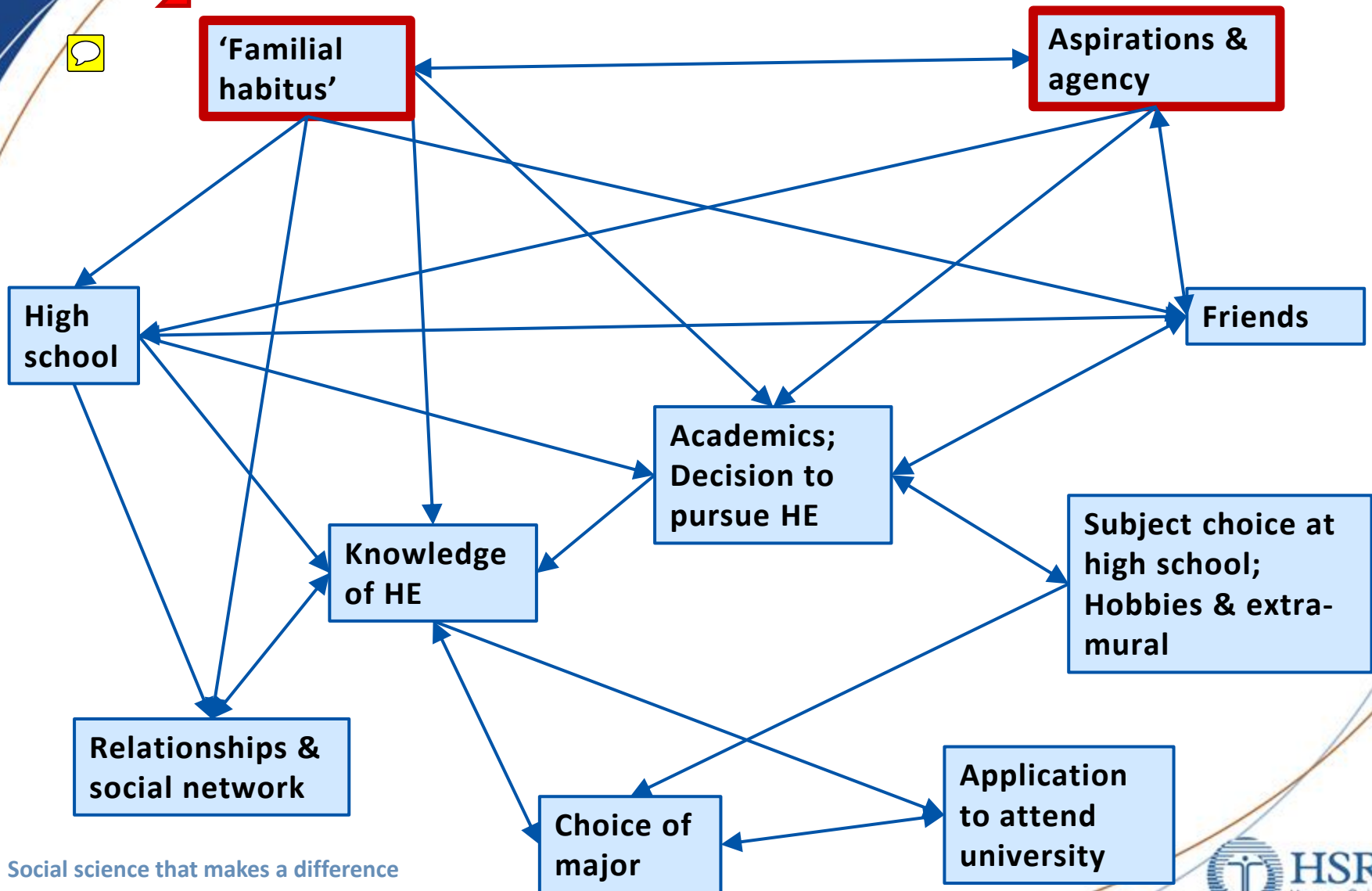
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V. Exposition of Findings



VI. Discussion of Findings



VII. Moving forward

Look at how aspirations and transitions out of adolescence are shaped by identity, context & other factors, still to be determined.

Selected references:

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Thank you!