**AFFECTIVE AND INSTRUMENTAL INFLUENCES ON RURAL PARENTS’EDUCATIONAL CHOICES: SUB-TEXTUAL READINGS OF EDUCATIONAL DECISION MAKING**

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Paper Summary:

* Qualitative analysis of focus group discussions and survey participants’ written comments has uncovered the ‘sub-text’ of affective and instrumental influences on rural parents’ aspirations and expectations for their children’s secondary and post-secondary education
* Findings also reveal the framework of rural choice constraints that “structures the perception of the world; as well as “action in that world” (Bourdieu,1998:81).
* The complex interaction between agency and structure, affective and instrumental influences on rural educational choices suggests that significant improvement of rural post-compulsory retention rates is most likely to be achieved by a concerted whole-of-government strategy to broaden education and training options, within the context of rural and regional development.