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

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Authors:

Professor Joan Abbott-Chapman (Corresponding Author)

Adjunct Professor

Faculty of Education

University of Tasmania

Private Bag 66, Hobart

Tasmania 7001

Email: J.AbbottChapman@utas.edu.au

Dr. Robbie Johnston

Adjunct Senior Lecturer

Faculty of Education

University of Tasmania

Launceston

Private Bag 1307

Tasmania 7250

Email: RobbieJohston@utas.edu.au

Dr. Timothy Jetson

Lecturer-Social Education

Faculty of Education

University of Tasmania

Private Bag 66, Hobart

Tasmania 7001

Email: TimothyJetson@utas.edu.au

Potential Reviewers: Profs. Michael Corbett & Sue Kilpatrick & Prof. Emerita Jane Watson

Emails: Michael.Corbett@utas.edu.au ; Sue.Kilpatrick@utas.edu.au ; Jane.Watson@utas.edu.au

Faculty of Education, University of Tasmania, Launceston 7250 and Hobart 7001.

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.