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ABSTRACT
              A study examined the impact of the rural context upon the
career patterns of women educational administrators in rural public school
divisions in Saskatchewan, Canada. Surveys were completed by 107 female
administrators who served rural schools in Saskatchewan, and 24 female
administrators were interviewed. Findings indicate that women administrators
in depressed communities tended to be younger than in booming and stable
communities. Female representation in educational administration was strongest
at the school level. The attractions for female administrators were higher but
the opportunities were lower in booming communities than in stable or
depressed communities. Female administrators from booming communities did not
feel the pressure to live in the community as highly as female administrators
in depressed and stable communities. The attitude that "it has always been
done this way" affected school accomplishments more in depressed and stable
communities than in booming communities. Women in booming communities faced
more career barriers than women in stable or depressed communities, but for
the majority of respondents, gender was no longer perceived as a significant
barrier to administration. The majority of women administrators in rural
Saskatchewan were finding success. Regularities in the career patterns of
rural female administrators were related to the nature of the communities of
which they were a part. The personal views of female administrators matched
the perceived views of their particular community. Implications for theory,
practice, and research are discussed. Six appendices present demographics,
survey results, and maps. (Contains 26 references.) (TD)

The Impact of the Rural Context
Upon the Career Patterns of
Female Administrators

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The Impact of the Rural Context Upon the Career Patterns of Female Educational Administrators

Purpose

The purpose of this study was to examine the impact of the rural context upon the career patterns of women educational administrators in rural public school divisions in the province of Saskatchewan, Canada. The study examined three pertinent issues for women in rural education: (a) the nature of rural communities and its relationship to the representation of women in educational administration; (b) barriers and supports faced by female administrators, and; (c) gender relationships and organizational fit. The implications that particular rural contexts had for women in educational administration were delineated and discussed.

Conceptual Framework

Owens (1982) stated that "human behaviour is so significantly influenced by the context in which it occurs that regularities in those contexts are often more powerful in shaping behaviour than differences among the individuals present" (p. 5). Because postpositivism acknowledges the importance of context in the social construction of leadership (Stone, 1992), it was suggested that the behaviour of rural female administrators in public school divisions may be influenced by the organizational context of the rural public school and the community in which that school is located. Ultimately, regularities found in the career patterns of rural female administrators may be strongly related to the nature of the particular rural communities in which females administer.

Other assumptions which framed the context of this study included those related to coherentism, which proposes a commitment to realism, and "coheres best with the organizational learning tradition of administration, a view of leadership as educative, that is, as conducive to promoting individual and organizational learning, and a democratic, participatory vision of society" (Evers & Lakomski, 1993, p. 33). The premises of this ethical perspective integrates well with discussions concerning the leadership styles of women which suggest that women are more likely than men to involve themselves in instructional supervision, exhibit democratic leadership style, be concerned with students and seek community involvement (Bjork, 2000; Grogan, 2000, Shakeshaft, 1999; Young, 1989; Adkison, 1981).

The main premise of this study was that those women who obtain and who are successful in administrative positions within a particular rural community are those who "fit" the nature of the community in which they administrate. Organizational fit refers to "the congruence between an individual in a particular role and the particular organization's idealized notion of the individual in that role" (Lynch, 1989, p. 14). Therefore, the likelihood of a woman obtaining and/or succeeding in administration could to a certain extent be predicted in communities of a similar nature. In order to address this proposal, a typology of rural communities was applied to the current educational situation in Saskatchewan public schools in an attempt to illuminate patterns in the representation of female educational administrators.

The premises of Gjelton's (1982) rural typology (based upon demographic, economic and social profiles) were premises upon which a Saskatchewan typology was created and adapted to suit contextual needs. Communities were first sorted into three over-arching community nature types: Booming, Stable, and Depressed. From these nature types, community profiles were generated through a description of demographic, economic, and social variables that had been found in the literature to influence the characteristics of rural communities (Gjelton, 1982; Maynard & Howley, 1997; Hobbs, 1994; DeYoung & Lawrence, 1995; Herzog, 1996, Stabler & Olfert, 1996).

Once a typology of rural communities was developed, it was necessary to examine the relationships between rural communities and women in education administration. What was of particular interest were the demographic patterns, career patterns, supports, and barriers for women in educational administration within these communities. Descriptions of organizational fit, gender relationships, and the career patterns of women in particular types of rural communities in Saskatchewan were then compared to see if there were any differences and/or similarities based upon community type.

Methodology

This study was delimited to an examination and report of rural in-school and central-office based administrators within rural Saskatchewan public education systems. All female administrators who served rural public schools within Saskatchewan were sent questionnaires. As well, 30 male in-school and central-office based administrators within rural public schools in Saskatchewan where there existed no female administrator representation were surveyed to gather information concerning the nature of the community and school division. A total of 42% of the

provincial sample responded to the survey. Each respondent classified the nature of the community in which she/he worked by virtue of a set of descriptives which were provided on the survey questionnaire. Once the rural community had been classified within the typology, female respondents answered questions related to demographics, career patterning and organizational fit. After the surveys were returned, 24 female administrators who indicated an interest were interviewed to obtain qualitative data which could corroborate and enrich survey data.

Data Analysis

Returned surveys were first sorted by the respondent's views of the nature of the community in which they worked as either Booming, Stable, or Depressed. A discriminant analysis of all 18 variables in the community section of the survey was then completed in order to confirm community profile variables and to help develop community profiles. Chi-square tests were conducted on career position and community nature where non-parametric tests were appropriate: community profiling, career position information, and demographic information. An analysis of variance was conducted to determine whether the differences among the means of community nature for variables related to career beliefs, gender relationships, organizational fit, supports and barriers for women in educational administration were greater than would be expected from sampling error alone.

The data from the open-ended portion of the questionnaire, and that of the interviews, were analyzed through the use of the computer software program entitled, "Atlas-ti," according to qualitative research guidelines (Moustakas, 1988; Strauss & Cortin, 1990; Tageson, 1982). Reductive analysis (the identifying, coding and categorizing of data into meaningful units) was used to identify the invariant themes and patterns from the data. These themes and quotations were then used to elaborate and contextualize the survey findings.

Rural Community Profiles

Rural communities were first grouped into the categories of "Booming," "Stable" or "Depressed" in order to begin the comparisons between community nature and career patterns. Appendix A provides descriptive data about community nature in tabular form. Survey responses suggested that there were only a handful of communities in Saskatchewan that could be described as Booming. For the most part, these communities were close to urban centers, and enjoyed economic and social opportunity and diversity. Family structure was typically a combination of young, middle, and retired families, which helped to promote the diversity of the communities. The outmigration of youth, although considered to be an issue, was not as high as it was found to be in Stable and Depressed communities. Social conflict was stated to exist by half of the respondents in Booming communities, which was a much higher rate than that reported by respondents in either of the other two community types. As well, Booming communities tended to be more ethnically diverse than Stable or Depressed communities.

The influence of urban values impacted Booming communities, especially since they were typically close to an urban center. A combination of agriculture and natural resource development or manufacturing were reported to be the primary economic activity, which helped to explain "boom and bust" cycles. People from all areas, many from urban centers, were attracted to move to these communities; therefore, population, and infrastructure, were usually increasing. Many of these communities were bedroom communities where residents commuted to the city to work and to maintain their social ties. Residents were most often moderately, or highly, educated, and the workforce was moderately skilled. Income levels were generally higher, and unemployment levels lower, than the provincial average.

Stable communities were typically found in rural areas further removed from urban centers, but almost half of these communities were reported to exist near urban centers. Very few of these communities were described as isolated. Stability was the status quo for the majority of these communities, in terms of economic and social equilibrium. These communities tended to be "holding their own," although some were beginning to experience decline, especially in terms of infrastructure. Stable communities tended to be less socially diverse than Booming communities, but relatively diversified in terms of economic activity, even though agriculture was reported to be the staple economic activity. Because of their relatively stable nature, Stable communities tended to be more insular than either Booming or Depressed communities; social ties and place of work tended to remain within the communities themselves. The influence of traditional, agrarian rural values was strongest in these communities.

Population levels were usually stable in Stable communities, although youth outmigration was reported to be a problem. Family structure was generally some combination of young, middle-aged, and retired families, and the majority of residents were born in the community. The ethnic make-up of these communities was mostly homogenous, and two-thirds of the sample indicated that social conflict was not an issue. Residents were most often moderately educated, with equal, but low (17%) education levels in the high or low categories. Income levels were usually described

as being similar to, or higher than, the provincial average. Unemployment levels were usually lower, or similar to, the provincial average, and the vast majority (81%) of the workforce was moderately skilled.

Depressed communities generally were in serious economic and social decline. Of all three community natures, Depressed communities had the fewest communities near urban centers, and the most in isolated or rural areas. Very little social diversity existed, and often the retiree population was the majority; almost all residents had been born in the community. Population levels were most often in decline, yet interestingly, about one-fifth of the respondents in this community type indicated that population was increasing. Youth migration was highest in Depressed communities. Social ties remained either in the community or in a group of rural communities, likely due to economic, infrastructural, and social links between communities. There was virtually no reported social conflict, which in part could be explained by the homogenous nature of these communities.

The infrastructure for the majority of Depressed communities was in serious decline; in many communities, infrastructure was virtually non-existent. Agriculture was a way of life for over 85% of the respondents in these communities. Therefore, traditional, agrarian rural values influenced residents. Almost two-thirds of the population was moderately educated, but Depressed communities had the highest levels of lowly educated residents (25%). Almost one-quarter of the workforce in these communities was lowly skilled, which was at least three times higher than in either of the other two community natures. Income levels were evenly distributed as being higher than, similar to, or lower than, the provincial average, and Depressed communities had a much larger proportion of residents with lower incomes (27%) than residents in Stable communities (9%) or Booming communities (nil). Unemployment levels were generally similar to the provincial average, with equal representation (29%) in either the lower and the higher categories, indicating much less stability in employment.

In terms of gender differences in community variables, a statistically significant relationship between males and females was found to occur only for the community variable of economic opportunity (p = .040). However, because expected frequencies of less than five occurred in particular cells of the Chi square analysis, conclusions could not be made based on the calculated significance level. Since there was found to be no conclusive statistically significant differences between males and females on community variables, subsequent analysis utilized data gathered from female respondents only because that was the focus of the study.

Career Patterns of Rural Female Administrators within the Saskatchewan Public Education System

The following sections describe female career patterns within the Saskatchewan rural public education system. Career position and career development beliefs were examined by organizing data both by career position (as in-school or central office based administration) and by community nature type (Booming, Stable and Depressed). Appendix B provides organized information related to the following sections.

Career Position

Table 1 shows the organization of career position data both from the total provincial sample and from the study sample. The data suggested that female representation in educational administration at the provincial level tended to be strongest at the school level. Fifty per cent of superintendents were female; however, there were only four superintendents in rural school divisions in the province. Almost one-third (31%) of the assistant directors were female, but the percentage was cut in half for directors (15%) and regional directors (17%).

Response rate was greater for women in upper level administration. All the female superintendents and assistant directors in rural school divisions responded to this study, and almost all of the directors (89%) responded. There were only two female regional directors in the province; a 50% response rate indicated that one of these women responded to the survey. It should be stated that the school year context may have played a role in the lower response rate of in-school administrators. The factor of most importance was the Work to Rule campaign initiated by teachers in the fall of the 2000-2001 school year. The campaign terminated at the end of September, but administrators had to address the school start-up duties that normally would have been completed by September 30. Surveys were sent out the second week of October, and the majority of responses were returned during the subsequent two-week time window. After this time, Thanksgiving celebrations, November report card commitments and school board elections likely detracted from survey completion. Regardless of the reason, however, the sample appeared to be biased in terms of an over-representation of central office administrators, which could affect the results of the study.

Table 1

Percentage of Women in Provincial Administrative Positions and Percentage of Women who Responded Based upon
Current Administrative Position

Position	Percentage of Women in Provincial Rural Administrative Positions	Percentage of Women Who Responded
Vice principal	73/198 = 37%	29/73 = 40%
Principal	173/464 = 37%	58/173 = 34%
Superintendent	7/14 = 50%	7/7 = 100%
Assistant Director	4/13 = 31%	4/4 = 100%
Director	9/59 = 15%	8/9 = 89%
Regional Director	2/7 = 17%	½ = 50%

Chi-square tests were utilized to determine whether there were significant relationships between the career positions of female administrators (in-school administrators and central office administrators) and division characteristics, personal characteristics, and career patterns. Another set of Chi-square tests were conducted to determine whether there were significant relationships between community nature (Booming, Stable and Depressed) and the variables listed previously. Unfortunately, all but one of these tests were inconclusive, generally because more than 20% of the cells had expected values less than five, or because the minimum expected frequency was less than one. Therefore, interview data and descriptive statistics were used to describe the context.

Female representation in educational administration tended to be strongest at the school level. The majority of women in Stable and Depressed communities were principals. The majority of women in Booming communities were split evenly as vice principals or superintendents. Many of the women who had entered central office positions had done so through consultancies, or by having specialized qualifications such as a Special Education background. Fifty per cent of the superintendents were female; however, there were only four superintendents in rural school divisions in the province. Almost one-third (31%) of the assistant directors were female, but the percentage was cut in half for directors (15%) and regional directors (17%). The greatest representation of women in central office positions occurred in Booming communities. Women were represented in central office positions in 18% of Stable communities, and 13% of Depressed communities.

In fact, many interviewees supported the idea that the field of educational administration was increasingly open to females:

Ten years ago, female administrators would have said, "You would have to be twice as good a female principal to be half as good as a male principal." Fortunately, this has changed. It's becoming more acceptable to have a female in an administrative role. I really believe we bring a different view to the table. (Vice principal)

However, not all women had the same positive perceptions:

I'm thinking education needs to play more than just lip service to gender equity, but I don't think that it is. I don't know that the public...the rural public...the farming public...and the generational view of women in the workplace is there in general. There should be differences, but I don't think that there are. It's still the Boys' Club, with the occasional woman fitting in for whatever reason. Whatever novel reason it may be. I don't feel slighted by it; it's the way it is. (Principal)

These data suggested that the representation of women in educational administration in rural communities tended to be context specific; women were beginning to make in-roads in some communities, but they were not making in-roads in others.

Division Characteristics

Appendix C provides a visual representation of education regions in Saskatchewan. In terms of the study sample, in-school administrators seemed to be most highly represented in Region 4 (near an urban center), whereas central office administrators seemed more likely to be dispersed among the regions, except where their presence was noticeably absent in Northern Education (isolated communities). Booming communities were represented in Region 4 (67%) and Region 2 (33%). Depressed communities were most equitably distributed across the regions, and Stable communities were most highly represented in Region 4 (28%), Region 1 (20%), and Region 2 (18%). Unfortunately, the Northern Education region was represented only minimally by one Stable community and two Depressed communities. This over-representation in Region 4 and under-representation in Northern Education region lead to the conclusion that there was a biased sample, with more represented communities near urban centers and fewer in isolated areas.

Results suggested that female administrators, regardless of position, were most highly represented in schools with student enrolments between 500-1500 students. Female administrators tended to work in school divisions that maintained between 5-10 schools, and where administrative turnover was less than 10% per year. When organized by community type, the data suggested that women in Booming communities tended to work in school divisions with student enrolments over 2500, women in Stable communities tended to work in divisions with a relatively stable student population (between 500-1500 students), and women in Depressed communities were more apt to work in divisions where student enrolment was less than 1000 students.

Personal Characteristics

When the respondents were sorted by age, it was found that central office female administrators tended to be older than the majority of in-school administrators. Female administrators in Booming communities were represented almost equally in all age categories over 31 years of age. The majority of women in all Stable communities tended to be over 40 years of age (51%) and many of those were over 50 years of age (29%). The majority of female administrators in Depressed communities tended to younger, between 36-45 (54%).

Over three-quarters of administrators, regardless of position, were married, although central office administrators were more apt to be single (20%) than were in-school administrators (8%). Interestingly, central office administrators were found only in categories of marital status that are traditionally acceptable for females: "married," "single," or "widowed." In-school administrators were found in all marital status categories, including "divorced," "separated" and "living with partner." These findings lead to two avenues of speculation. The first is that perhaps career progression in educational administration is hindered by social expectations on women and/or the choice of women to combine marriage, family and the responsibilities of an administrative career. The second line of speculation questions whether a social expectation exists that women central office administrators should assume social roles traditionally acceptable for women. In terms of community nature, all of the female administrators in Booming communities were married, and over three-quarters of the female administrators in both Stable and Depressed communities were married. One must question whether social attitudes towards women are changing amongst the typically younger in-school administrators in Stable and Depressed communities, or if the desperate need for administrators in rural Saskatchewan school divisions is currently assuming priority over social expectations.

All the female administrators in Booming communities, and almost all the women in Stable and Depressed communities, were Caucasian. One woman in a Stable community was East Indian, another woman was Aboriginal, and one woman in a Depressed community was Aboriginal. All of these women were in-school administrators. Certainly, this sample is not representative of the ethnic diversity found in Saskatchewan communities.

It appeared that central office female administrators were less likely to have children than were in-school administrators. As well, in-school administrators appeared more likely to have more children, and younger children, than women in central office positions. Women in Booming communities tended to have children of various age levels, whereas the children of women in Stable communities were in their late teens or early 20's. The children of women in Depressed communities were often under the age of 10.

Career Position

Not surprisingly, central office administrators usually had more years of administrative experience than in-school administrators. In general, 45% of central office administrators had between 11-15 years of administrative experience in comparison to 66.7% of in-school administrators who had less than 10 years of administrative experience. When sorted by community type, however, the majority of women in administrative positions in all community types had begun administrative careers less than 10 years ago. Regardless of training, most of the women in these

communities had numerous teaching experiences in a variety of teaching levels. However, many of the women in Depressed communities were younger, with less teaching experience, than those in Stable or Booming communities. As well, many of the female administrators in the sample had been trained in Special Education.

Very few women had consciously made the decision to enter administration; of the 24 interviewees, only four interviewees in Stable communities had consciously made this choice. Most of the women were shoulder tapped or mentored by other administrators. Many of the women made the decision to become an administrator out of a desire for change, the need to see the "big picture" and a vision to "make things better"for staff and students and the community. Serendipity had less to do with becoming an administrator than visibility to other administrators who then sought to provide these women with leadership opportunities. Some women saw administration as an opportunity to demonstrate their leadership ability. Others made the decision to administrate because of mobility or professional development issues. Involvement with professional organizations and professional development activities often made the leadership qualities of these women visible, and helped to enhance their credibility as potential administrators.

For the interviewees in this study, leadership by example, coupled with high expectations for self and others, was very important. However, this leadership style was grounded in a strong underlying belief in encouragement, empowerment, support, and service to others. Many of the interviewees articulated a need for shared, inclusive community leadership:

> Collective leading, including all stakeholders is ideally what I would aspire to, whereby the local board, the students, teachers, the community are all working together. And that's probably going to be happening moreso during a time of crisis with declining enrolments. So now is the time to start paving that pathway with partnerships with the public library, with the pre-school, with all of those things which should naturally evolve in tying a community together. So I can see that school is community-based. (Principal)

This theme of the school as community was mentioned often, as was the importance of the school in community involvement and community development. Building relationships with others, and effective communication, was a necessity. Very often interviewees spoke of the favourable impact motherhood had on their administrative ability and their dealings with discipline as a "judicious parent." The priority for most of these administrators was to create a caring, safe, secure, and supportive environment for staff and students.

The single conclusive chi-square test of significance that was found in the career position section indicated that there was a significant relationship ($p = .006$) between career position and mobility. Comments from interviewees helped to clarify the relationship between the two variables:

> There is very little mobility because people in these kinds of rural settings settle, and there's very little mobility in terms of within the division. I suppose if I wanted to move on...within the province I don't think that would be a problem. They're crying for administrators. I choose not to at this point. My priority is my family and my son and the last thing I would want to do at this point would be to take on more responsibility.... Besides, my husband farms close by. We commute as it is, so for me to go elsewhere is not feasible. (Vice principal)

A very different type of comment was generated by many central office administrators:

> In terms of mobility, obviously in some ways I'm a great bet, and I'm a bad bet–highly mobile. Single...mind you, the age thing is a consideration.... Because I have a low retention rate for doing the same thing for a length of time.... But people have never questioned the fact that I'm there for a short time, not a long time. (Director)

Comments such as those above generate the impression that in-school administrators tend to be more place bound, for a variety of reasons, than women who choose to move into central office positions. However, this statement must be qualified with the fact that some of the central office administrators in the study had received their positions within the division where they had settled as a teacher. Their years of experience within the division had prompted them to accept a central office position within the division in which they were place bound. Women in Depressed communities tended to be less mobile than those in Stable and Booming communities, which impacted upon their future career mobility. Immobility was usually related to spousal occupational mobility, family, retirement, or the choice to be near a center that offered personal and/or professional opportunities such as universities, et cetera. Those interviewees who were mobile were often single and had a personal need for change in both their personal and professional lives. In general they had less ties to the communities in which they administered.

Central office administrators were more likely to want to remain in their current position or to move into another position in upper level administration. In-school administrators often were unsure about their future as an

administrator. Many women indicated that they wished to remain in their current position because they felt they did not have enough experience to move into upper administration, even if it was of interest. Most of the administrators who chose to remain in their current position did so because they did not wish to lose contact with students. Others indicated that their family responsibilities were such that they did not yet choose to move into another administrative position with its attendant responsibilities. However, the majority of women in Booming communities indicated that they wanted to pursue upper administration in the future. The majority of women in Stable and Depressed communities wanted to remain in administration, but not necessarily in upper administration.

All of the interviewees indicated that their careers were personally and professional satisfying even though they recognized that there were challenges in rural education:

> It's been an absolutely rejuvenating year for me. I have loved every minute of it. Huge challenges in rural Saskatchewan, but it's very interesting, very rewarding, and I'm working with a director where we are philosophically aligned. It's just a great team setting and I can't say enough good things about it. Again, it was the right decision for this time in my life. (Assistant Director)

Quite often, the relationships that these women had built, and the context in which they worked played a large role in their happiness with their position.

Career Development Beliefs

The majority of in-school administrators agreed with the statement that males are more likely than females to occupy secondary principalships; the majority of central office administrators disagreed. An analysis of variance indicated that there was, in fact, a significant difference between the means of these two groups at a probability level of $p = .002$. As well, a significant difference was found between the mean scores of in-school administrators and central office administrators for the idea that demonstrated competency is the major reason for achieving upper level administration ($p = .004$). Apparently in-school administrators were not convinced that such was always the case. Potential reasons for the differences may lie strictly in the realm of self-justification. Naturally those females who are central office administrators want to believe that demonstrated competency is the reason that they achieved their positions; the alternatives make them merely pawns (or tokens) in a game of chance. As well, since they are in a position to hire the "most competent," central office administrators may not wish to admit that males are hired before females for secondary principalships, since that practice smacks of gender discrimination. In-school administrators have no such need for self-validation. In terms of community types, the majority of women in Booming communities disagreed with the idea that women do not consider a wide variety of career options, while those in Stable and Depressed communities agreed. In fact, an analysis of variance showed that the means of community nature groups were significantly different for the variable that women do not consider a wide variety of career options ($p = .005$). The results of the Student-Newman-Keuls post-hoc test showed that the mean of Booming communities was significantly lower than the other two community types, even though the means of Stable and Depressed communities did not differ significantly from each other.

Rural Contexts and Their Impact On the Career Patterns of Female Administrators in Rural Saskatchewan School Divisions: Gender Relationships and Organizational Fit

Part of this study attempted to determine whether there was a relationship between community nature, gender relationships, and organizational fit (see Appendix D). Results from an analysis of variance showed that the means of community natures were found to be significantly different from three of the variables associated with gender relationships and organizational fit: (a) administrators are expected to live in the community ($p = .011$); (b) male expectations influence the career choices of females ($p = .030$); and (c) the attitude that "it has always been done this way" affects school accomplishments ($p = .041$). In fact, the Student-Newman-Keuls post-hoc analysis indicated that the mean of Booming communities was significantly lower than those of Stable and Depressed communities for the first and the third variables, but that the means of Stable and Depressed communities did not differ from each other. The post-hoc analysis did not find any statistical differences between the means of the groups for the variable that male expectations influence the career choices of females. These findings suggested that women in Booming communities tended to disagree with the ideas that administrators were expected to live in the community, and that traditional attitudes affected school accomplishments. Perhaps these findings can be explained by the fact that many Booming communities were "bedroom" communities. A large proportion of community workers lived in the urban center; therefore, these communities were influenced by urban values. One of the interviewees expressed her perceptions about living in this type of community as follows:

It's less of an issue because the communities have had influence from the city and quite a few people...we used to make a joke of it, because the teachers would drive into [PLACE] and all the parents would exit in the morning. Somebody coined the term "Rurban centers." (Assistant Director)

Many interviewees spoke to the residence issue. Some of the interviewees articulated that their place of residence was a concern for boards, as boards wanted administrators to live in these rural communities. However, most of the interviewees spoke about the advantage of being "at arm's length" from the community, in order to maintain professional distance and to be able to take criticism less personally. Others stated that the community expected its administrators to live in the community because they were expected to become a part of the community. Residents there believed that administrators were to become leaders in the community as well as leaders of the school. A few of the interviewees spoke of being turned down for an administrative position because they would not move to the community. Two interviewees stated that having their children in the same school (the only school in most rural communities) often presented challenges that may not have occurred had their children had the option of attending another school.

The statement that male expectations influence the career choices of women in the community brought interesting results. The majority of women in Depressed communities highly agreed with the statement, while the majority of women in Stable and Booming communities remained neutral to the issue. The mean score of the perceived community view for women in Booming and Depressed communities fell in the ranges between agree and strongly agree; for women in Stable communities the perceived community mean score ranged between neutral and agree. Apparently male expectations were thriving in both Depressed communities and Booming communities. These findings prompted speculation for further research. Perhaps males in Depressed areas expect women to choose teaching because it is a dual income opportunity that can be made a reality in a situation where mobility is limited. For Booming communities, perhaps the competition for administrative positions in larger school divisions near urban centers was maintaining and/or promoting stereotypical attitudes towards women and work.

Finally, the means of community natures were found to be significantly different for the variable that the attitude that "it has always been done this way" plays a large role in the way things are accomplished in the school. The post-hoc analysis revealed that the mean of Booming communities was significantly lower than those of Stable and Depressed communities, but that the means of the latter two community natures were not significantly different from each other. A few of the interviewees spoke of their frustrations in trying to promote change in schools where other members of their administrative teams, or other staff members, attempted to block their initiatives with statements such as "We tried this before," or "If it's not broke, don't fix it." These women felt very frustrated and exhausted by the energy they had to use to convince their staffs that change was necessary.

Results suggested strongly that for the most part, the personal views of female administrators tended to match the perceived views of the community. For the purposes of this study, "fit" was determined (either in agreement, neutrality, or disagreement) if the majority of respondents' personal views on organizational fit variables matched that of the perceived community views. As is evidenced in Appendix D, the majority of women in Booming communities matched the perceived community view for 12 of the 21 organizational fit variables. One oppositional viewpoint was found for the variable that conflict between home and career is inevitable: the majority of respondents personally disagreed with the statement, but perceived that their communities would agree. Fit was determined in Stable communities for 15 of the 21 variables related to gender relationships and organizational fit, and no oppositional viewpoints were found. Finally, fit between the personal and the perceived community view was determined for 11 of the 21 variables in Depressed communities. An oppositional viewpoint was determined for the variable that the division does not have to be sensitive to the needs of administrative "moms." The personal view of women in Depressed communities was one of disagreement, which conflicted with the perceived community view of agreement.

Supports and Barriers for Rural Female Administrators within the Saskatchewan Public Education System

This section details the findings in relation to whether or not respondents rated supports or barriers as being high or low in prevalence.

Supports

Appendix E depicts tabular results of the variables related to supports for women in educational administration. The means of community natures were found to be significantly different for the variable that ensuring an appropriate "fit" between the values and needs of the school division and those of the female administrator was important (p = .049). However, the post-hoc test determined that there were no statistical significance between the means of community types. Demonstrated competence was rated highly by the majority of women in all three community types, as was management

of sex bias and good professional development programs. The women in all three community types rated support of the dual role and socialization/networking experiences intermediately.

Barriers

No significant differences were found to exist between the means of community nature and variables related to barriers to women in educational administration. Appendix F outlines the barriers under discussion in the study in relation to community nature. Results suggested that the majority of women in Booming communities tended to be affected more highly by a greater number of barriers than those women in either Stable or Depressed communities. In fact, the only barrier rated lowly by the majority of women in Booming communities was inequitable hiring practices. The majority of women in Stable and Depressed communities rated the following barriers lowly: (a) inadequate training; (b) women are not viewed as idea people; (c) community resistance; and (d) discrimination in hiring. The majority of women in Stable communities also rated the barrier of lack of support in policy lowly.

Conclusions

The following is a list of conclusions drawn from the study findings that describe the organizational fit, career patterns and supports and barriers for women administrators in rural communities:

1. The majority of female administrators in rural Saskatchewan tend to exhibit the traditional background of females in administration. These women are typically over the age of 40, are Caucasian, married, and have children. The majority grew up in two-parent homes with mothers who were home makers or educators, and fathers who were farmers. However, some differences occur with women in Depressed communities, who tend to be younger than that typically found in the literature, with much younger children;

2. Women in Booming communities are more likely to disagree than are women in Stable and Depressed communities that women do not consider a wide variety of career options;

3. Female representation in educational administration at the provincial level tends to be strongest at the school level. The patterns themselves indicate that many women in rural Saskatchewan enter central office positions through consultancies, or by having specialized qualifications such as a Special Education background. However, the results also reflect those found by Shakeshaft (1989), McGrath (1992) and Stockard (1986) that the majority of women are in-school administrators, and therefore follow more traditional paths to central office. One reason for this may be the fact that many rural school divisions have cut out administrative positions due to lower enrolments, and cost-saving; therefore opportunities to move into central office positions other than the more traditional routes are subverted.

4. Female administrators in Booming communities tend to work in large school divisions with higher student enrolment, more schools, and lower administrative turnover than those administrators in Stable or Depressed communities. Therefore, the attractions are high, but the opportunities to obtain a position are lower, in Booming communities than in Stable or Depressed communities;

5. Administrators are expected to be highly involved in community activities and programs, but female administrators from Booming communities do not feel the pressure to live in the community as highly as female administrators in Depressed and Stable communities;

6. The attitude that "it has always been done this way" affects school accomplishments to a higher degree in Depressed and Stable communities than it does in Booming communities;

7. Women in educational administration in rural Saskatchewan, especially those in Stable and Booming communities, but also the majority of those in Depressed communities, enjoy a number of personal and organizational supports. The three supports of highest prevalence in this study that are recognized in other studies are demonstrating competency on the job (Klein, 1994), managing situations of sex bias (Kleine, 1994), and the provision of good professional development opportunities (Kleine, 1994; Skrla, Reyes, & Sheurich, 2000; Wheatley, 1981). As well, a significant relationship was found between community nature and ensuring an appropriate fit between the values and needs of the school division and the female administrator;

8. Women in Booming communities tend to be affected more highly by a greater number of barriers than those women in either Stable or Depressed communities. The barrier rated highly by the majority of women in all three community types that has also been found to be a significant barrier in other studies is conflict between home and career (Prolman, 1982; Woo, 1985; Riehl & Burd, 1997; Gill, 1997). Expectations about combining work with marriage and family do impact a woman's chances to pursue/perform in higher level positions, and;

9. Rural Saskatchewan public school divisions are recommended to women interested in educational administration as good places in which to work. Apparently, the majority of women administrators in rural

Saskatchewan public school divisions are finding success.

Reconceptualization of the Research Framework

The development of the typology based upon variables related to the characteristics of rural communities was a useful way of beginning the process of community profiling. There existed many differences between Booming, Stable and Depressed community types, and this helped to distinguish the context for the educational administrators under study. Booming communities were found to be the most distinct type of community, but there were also many differences between Stable and Depressed communities.

It was found that regularities in the career patterns of rural female administrators were, to some extent, related to the nature of the particular rural communities of which female administrators were a part. Results suggested that for the most part, the personal views of female administrators tended to match the perceived views of their particular community nature.

Using community as a lens to filter the proliferation of supports and barriers to women in educational administration helped to show that there were in fact differences between community types in terms of the number and extent of supports for women in educational administration. As well, this lens helped to clarify the finding that the majority of women in Booming communities tended to be affected more highly by a greater number of barriers than women in either Stable or Depressed communities.

Unfortunately, the sample size was too small to afford the partitioning of the three community types into smaller community groupings for the "micro" analyses that had been planned. Although there were differences between communities of the same nature, for the purposes of clarity and simplicity, and because the sizes of these "micro" groups were very small, the analyses reported only on the three major community groups. Although the separation of Saskatchewan rural communities into three types was useful as an initial filter for describing the context for women in educational administration, a larger sample size would facilitate further delineations of the three community types and lend itself to a stronger statistical analysis.

Implications for Future Theory, Practice, and Research

Based upon the results of the study, several implications for future theory, practice, and research can be drawn.

Theory

This study impacts upon theory development by establishing the link between community fit and gender in the field of educational administration. It is proposed that fit with the community does indeed impact upon the career development of females in administrative positions. The behaviour of rural female administrators in public school divisions is influenced to a certain extent by the organizational context of the rural public school and the community in which that school is located. In fact, regularities found in the career patterns of rural female administrators are often related to the nature of the particular rural communities of which female administrators are a part. For example, the most incongruencies in administrative career patterns with the literature concerning females in administration were found for women in Booming communities, yet these women were able to consistently match their personal views with their perceived views of their communities. Also exciting is the fact that, especially in Depressed communities, there seems to be a new generation of younger women who have, because the field of educational administration has opened up for whatever reason, seen the opportunity to contribute to education in an administrative capacity, and are making the leap into administration, regardless of age, marriage, family, or any of the other traditional barriers to women in educational administration. For the majority of women in this study, gender was no longer perceived as a significant barrier to administration.

Certainly some barriers to women in administration still exist in high prevalence; in fact, those women in Booming communities experienced more barriers at a higher prevalence than women in Stable and Depressed communities. Speculation leads to the potential conclusion that, because these communities tend to be larger, more diverse, and near urban centers, competition for administrative positions could be quite intense. If this were true, those males who are interested in administration will also be vying for these positions with greater intensity, and women may still feel the brunt of stereotypical attitudes. In Stable and Depressed communities, where competition is less intense due to the drawbacks of smaller school administrative realities of low administrative time and increased demands on personal time for community involvement, women are likely finding advancement into administration easier. As well, the trend towards dual income families in rural areas in order to maintain an income level that can support a decent lifestyle is likely helping to demolish some of the stereotypical attitudes that once were in place concerning role socialization and

expectations of motherhood and career.

Finally, it is the contention of this researcher that communities are, for the most part, willing to accept a female administrator as long as her personal values and ideology match that of the community, or as long as the values are not opposed. The context is key. Rural communities are typically small, and "everyone does know everyone else." There generally exists some sort of over-riding community culture, with sacred rituals and values that an administrator must be able to accept. Since anonymity is not an option in these communities, and very often community members are linked in relationships to the school, the values of the individual administrator are quickly perceived by the community, and acceptance or non-acceptance will be determined after a period of "grace." However, just as there are over-riding cultures in rural communities, there are also dissenters in these communities, as well as diversity of opinion. Acceptance therefore is granted only after the administrator has proven that she not only accepts the over-riding culture, but is also able to navigate, respond to, and include the dissenters in the community. Inclusive leadership can be a reality in a small rural community, because everyone needs to be involved for community survival. One of the reasons females may prosper in rural communities is because they traditionally are keepers of the culture, and typically do have leadership styles that are inclusive, collaborative, and based on serving the needs of others.

Practice

Most of the administrators in this study gained their positions within the last 10 years. Essentially, a new cohort of administrators has begun, still more highly represented by males, but with a significant increase in the number of females in administration (especially in-school administration). As these women move "up the career ladder," the representation of women should help change some of the stereotypical societal attitudes that still exist in some communities. In any case, the fact that over 86% of the entire female sample recommended their divisions to other women interested in educational administration indicates that women have recognized a positive change in the work environment for women in educational administration.

It was quite evident that there were differences in the personal characteristics of females in differing community types. Women in Stable communities were more likely to "fit" the generalized view of women who entered administration after their children were grown, and had more teaching experience. They were therefore more apt to be looking forward to working in some capacity after retirement than movement in an administrative career. This in itself opens up issues for women, in terms of retirement policies, and service recognition for part-time work and maternity leaves. Women in Depressed communities, however, were generally younger, with younger children, and still had many years left in their administrative careers. The differences between this "new guard" and "old guard," in terms of policy development and educational practice will have to be recognized and examined.

The concern over a lack of women in administration still exists. This concern is more imperative in some community types than others. The fact that the majority of women were in-school administrators opens the pathways for recruitment programs, mentorship programs, and networking opportunities to entice more women into central office positions.

The great interest in, support of, and appreciation for professional development programs indicated that Saskatchewan rural school divisions are, for the most part, attempting to meet the needs of their professionals. However, a cautionary note must be included here. Most of the women in this study became involved in professional activities because of their own personal ambitions, often at their own time and monetary expense. It is imperative that boards and communities support professional development activities and recognize the important role these activities have to play in developing the qualifications and the visibility of potential administrators.

Finally, the research results suggested that women in educational administration, especially those in Stable and Booming communities, but also the majority of those in Depressed communities, enjoyed a number of personal and organizational supports. However, the supports rated highly in prevalence were more often those under the personal control of the women, or had to do with "fit" between the individual and the school or community. Perhaps the implications of this are to recognize that some divisions in particular community types are doing great things in support of women in educational administration, but there is still room for improvement. Other community types were not as successful, and could benefit from establishing more support for women in educational administration. For example, the study found that there was a large gap in career planning initiatives, both on an individual and an organizational level. It seems reasonable to suggest that women who have an interest in administration should meet with other administrators in the school division to develop some long-range plans or possible career directions for the future. This would help the individual clarify some of her own goals, and give the division a chance to establish leadership opportunities for those interested in administration to examine their potential. As well, rural school divisions need to

work more closely with the community to develop community-based induction programs that help orient new administrators to the community culture.

Research

First of all, more research on the nature of rural communities should be conducted. This study was descriptive in nature, but research that examined the relationships between community profile variables could help elaborate upon the intricacies and nuances of rural life. As well, research that examined the differences between community types of the same nature or different natures could help elaborate upon the elusive definition of rurality. It would also be interesting to apply the community nature survey in other rural areas, to determine whether or not the same results occur in other geographic areas, or on a larger scale. Unfortunately, respondent rates were low in northern areas of Saskatchewan, partly due to a lack of female representation in the north, and partly due to unreturned surveys. Naturally, it would be interesting to see how community natures were represented in all of rural Saskatchewan. This would encompass a further analysis of rural community profiles including administrators of both genders. The study would be improved if the development of community profiles included the surveying and/or interviewing of a wide variety of community members and/or groups. Finally, the development of community profiles could help community development programming as particular issues, challenges, and opportunities are recognized, affirmed and acted upon.

Saskatchewan has typically been acknowledged to be a socialist province where grass roots initiatives and the notion of community involvement have been advocated. As such, the social background of Saskatchewan actually "fits" with the leadership characteristics typified by women. It would be interesting to see if the characteristics that the majority of these study respondents stated made them successful "worked" in other provinces or geographic areas where the pendulum has swung more towards globalization, centralization, or standardization. It would also be interesting to examine how the feminine leadership characteristics of serving and supporting others could elaborate upon current notions of servant leadership that is very much a part of administrative preparation programs today.

The data suggested that the majority of women in administrative positions in rural Saskatchewan had begun administrative careers less than 10 years ago. Speculation points to interesting questions for research. Why has the field of educational administration so recently opened up to women? Has there been a shift in societal attitude towards women in administration? Has the opening occurred because more women are enroled in administrative preparation programs than ever before? Has the field of educational administration opened to women because less men are entering the field of education? Or does the answer have to do with the fact that the position of administrator has become less desirable in the last 10 years? For whatever the cause, could the fact that the majority of women had little experience partly be the reason why the majority of them were still in-school administrators? Had their careers simply not moved them, as yet, into central office positions? Or were central office positions still closed to women? All of these questions need to be answered with further research.

The results of this study indicate that there is a difference in background amongst administrators in various community types, especially between those in Stable and Depressed communities. Future research that examines how the differences between the "new guard" and the "old guard" play out in the lives, attitudes, and careers of women in administration will be interesting indeed.

The concern over a lack of women in administration still exists. Further research must discover why some communities still close the door to women in administration, when others have embraced them. If the cause lies in the fact that these communities have maintained stereotypical attitudes, an examination of why some communities have maintained and promoted these attitudes, and others have not, should be undertaken.

It was gratifying to find that although barriers to women in educational administration existed, women tended not to believe that these barriers were insurmountable. What must be determined now is why women in some communities were more likely to experience a greater number of barriers at a higher prevalence rate than women in other community types. Future research should also examine how, or if, specific barriers were related to community profile variables.

Future research on the determination of "fit" must include the gathering of data from community members as well as the administrator in the community. This was a decided limitation of the study. However, the results did indicate that for the most part, the personal views of female administrators tended to match the perceived views of the community. Further research on how and why some administrators "fit" and others do not is necessary. As well, research on how oppositional viewpoints affect the acceptance of, and the leadership of, the administrator should be conducted.

Finally, the results suggested that the women in these communities lived their careers; they did not just

perform in them. Women defined themselves holistically; they spoke of using their "mom" skills in their work, and they spoke of using their administrative ability in the home and in the community. Ultimately, each woman was not only an administrator, or a private individual, or a community member; that was one of the reasons why the balance between work and home was usually a battle. The very definition of who these women were was wrapped in the culmination of the roles they assumed and the relationships they had established along the way at work or in the community. Perhaps this was the reason why many women did not "box themselves in" by developing a traditional career plan. Instead, their personal and professional ambitions were interdependent, and the community in which they lived and/or worked, set the context for the achievement or the failure of those ambitions.

Concluding Comments

All of the interviewees indicated that they worked within constraints, and dealt with incredible challenges in contexts that were not always facilitative or inviting. However, these women indicated that they were stimulated by the challenges, opportunities, and rewards of their profession. They encouraged, nay, almost dared, others to pursue the field so that they too could work in an environment as exciting as that of educational administration. The faint of heart need not apply.

In summation, it is advisable that those educators in rural areas pay attention to Tift's (1990) recommendations for rural education: (a) administrators, school boards, and community members must recognize and incorporate the fact that the rural community has an important role to play in retaining administrators in rural schools, particularly through assisting and supporting teachers/administrators to become part of the local community; and (b) the advantages associated with the rural lifestyle should be promoted in attracting teachers/administrators to rural schools. The beauty of rural Saskatchewan lies in its community diversity. For women, career opportunities in educational administration promise challenge, fulfillment, and opportunities to provide service and support in an environment conducive to meaningful relationship building. Never an end; always a new beginning; always a transition.

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Appendix A

Community Profile

COMMUNITY PROFILE			
	Entire Sample	Booming (N=7)	Stable (N=70)	Depressed (N=49)
Location	rural (47.2%)	urban (85.7%)	rural (47.1%)	rural (53.1%)
Population	stable (46.5%)	increasing (57.1%)	stable (64.3%)	decreasing (55.1%)
Population Variability	little (76.6%)	little/seasonal/boom & bust (28.6%)	little (82.9%)	little (75.5%)
Youth Migration	leave (62.2%)	leave/leave & return (42.9%)	leave (62.9%)	leave (65.3%)
Family Structure	combination (66.2%)	combination (100%)	combination (88.6%)	middle-aged (32.7%)
Residence	born here (70.9%)	moved from urban/combination (42.9%)	born here (71.4%)	born here (79.6%)
Social Ties	in community (55.1%)	urban (42.9%)	in community (62.9%)	in community (53.1%)
Ethnic Make-up	homogenous/ mostly homogenous (33.1%)	homogenous/mostly homogenous/two ethnic groups (28.6%)	mostly homogenous (37.1%)	homogenous (46.9%)
Social Conflict	no (68.5%)	no (57.1%)	no (67.1%)	no (73.5%)
Values	traditional rural (71.7%)	cosmopolitan (42.9%)	traditional rural (74.3%)	traditional rural (75.5%)
Education Level	moderate (63.8%)	moderate (85.7%)	moderate (61.4%)	moderate (65.3%)
Infrastructure	stable (39.4%)/ decreasing (37.8%)	growing (71.4%)	stable (60%)	decreasing (53.1%)
Economic Activity	agriculture (67.7%) or agriculture and other (85%)	combination (primarily agriculture and natural resources/manufacturing and construction (71.5%)	agriculture (67.1%) or agriculture and other (85.6%)	agriculture (77.6%) or agriculture and other (85.6%)
Economic Opportunity	low (53.5%)	moderate (57.1%)	moderate (52.9%)	low (83.7%)
Place of Work	in community (64.6%)	commute to urban (57.1%)	in community (71.4%)	in community (61.2%)
Income	same (40.2%)	higher (85.7%)	same (48.6%)	higher (36.7%)/same (32.7%)
Unemployment	lower (44.1%)	lower (57.1%)	lower (54.3%)	same (42.9%)
Workforce	moderate (76.8%)	moderate (100%)	moderate (81.4%)	moderate (67.3%)

Appendix B

Career Information: Demographics, Personal Characteristics and Career Position

DEMOGRAPHICS: DIVISION CHARACTERISTICS AND PERSONAL CHARACTERISTICS				
	Entire Sample	Booming (N=6)	Stable (N=62)	Depressed (N=39)
Education Region	All	Region 3/6	All	All
Student Enrolment	500-1500 (59%)	2500+ (66.7%)	500-1500 (65.8%)	500-1500 (59.2%)
Number of Schools	5-10 (62.2%)	10+ (66.7%)	5-10 (65.7%)	5-10 (63.3%)
Number of Female Board Members	2/3 (46%)	3/4 (100%)	2-4 (54.3%)	2/3 (53.1%)
Number of Male Board Members	3/4 (48.4%)	2/3 (66.7%)	3/4 (50%)	3-5 (6.2%)
Annual Turnover	< 10% (65.4%)	< 10% (100%)	< 10% (62.9%)	< 10% (65.3%)
Recommended to other Women	86.1%	83.3%	87.1%	87.2%
Age (over 45)	45.3%	50%	53.2%	33.3%
Race (Caucasian)	96.3%	100%	96.8%	97.4%
Disability	0.9%	0%	1.6%	0%
Married	76.9%	100%	75.8%	76.9%
Spouse's Occupation	Farmer (25%) Educator (13.5%) Manager/Supervisor (8.4%)	Farmer, Educator, Manager/Supervisor Coordinator, Businessman, Retired (16.7%)	Farmer (17.7%), Educator (17.7%), Businessman (9.7%) Tradesman (9.7%)	Farmer (35.9%), Labourer (10.3%), Manager/Superisor (7.7%)
Children	82.4%	66.7%	85.5%	82.1%
Number of Children	2 (38.3%)	0/1/2 (100%)	2 (41.9%)	2 (33.3%)
Age (Youngest)	11-20 (34.6%)	diverse	16-25 (38.7%)	6-15 (46.2%)
Age (Oldest)	11-25 (48.6%)	diverse	over 21 (50.1%)	under 15 (53.8%)
Two-Parent Home Life as a Child	95.4%	100%	95.2%	97.4%
Position in Family	Oldest (37%)/ Middle (36.1%)	Oldest (50%)	Oldest/Middle (40.3%)	Youngest (35.9%)
Mother's Occupation	Home-maker (57.9%), Educator (16.2%)	Home-maker (66.7%), Educator (16.7%)	Home-maker (58.1%), Educator (12.9%)	Home-maker (53.9%), Educator (23.1%)
Father's Occupation	Farmer (49.5%), Businessman (13.1%)	Farmer (66.7%), Educator (16.7%)	Farmer (45.2%), Businessman (12.9%)	Farmer (53.9%), Businessman (12.9%)

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DEMOGRAPHICS: DIVISION CHARACTERISTICS AND PERSONAL CHARACTERISTICS		
	In-school (N=87)	*Central Office (N=20)*
Education Region	Region 4 (25.6%)/ Region 1 (19.8%)	Primarily 2, 3, 4, 6 (20% each)
Student Enrolment	500-1500 (68.8%)	500-1500 (65.%)
Number of Schools	5-10 (62.1%)	5-10 (75%)
Number of Female Board Members	2/3 (48.1%)	2/3(52.7%)
Number of Male Board Members	3/4(53.8%)	3(42.1%); 5(31.6%)
Annual Turnover	< 10% (71.4%)	< 10% (63.2%)
Recommended to other Women	85.1%	95%
Age (over 45)	39.1%	75%
Race (Caucasian)	96.6%	100%
Disability	1.1%	0%
Married	79.1%	75%
Spouse's Occupation	Farmer (28.7%) Manager/Supervisor (10.3%) Educator (8%)	Educator (35%) Farmer (10%) Business (10%)
Children	87.2%	70%
Number of Children	2 (39.1%); 0(14.9%)	2 (35%); 0(30%)
Age (Youngest)	11-20(37.9%)	21-30(35%); only one woman with a child <10
Age (Oldest)	16-25 (35.6%)	over 25 (50%)
Two-Parent Home Life as a Child	95.4%	100%
Position in Family	Oldest (34.5%) Middle (37.9%)	Oldest (50%)
Mother's Occupation	Home-maker (54%) Educator (18.4%)	Home-maker (75%) Educator (10%)
Father's Occupation	Farmer (52.8%) Business (11.5%)	Farmer (35%) Business (20%)

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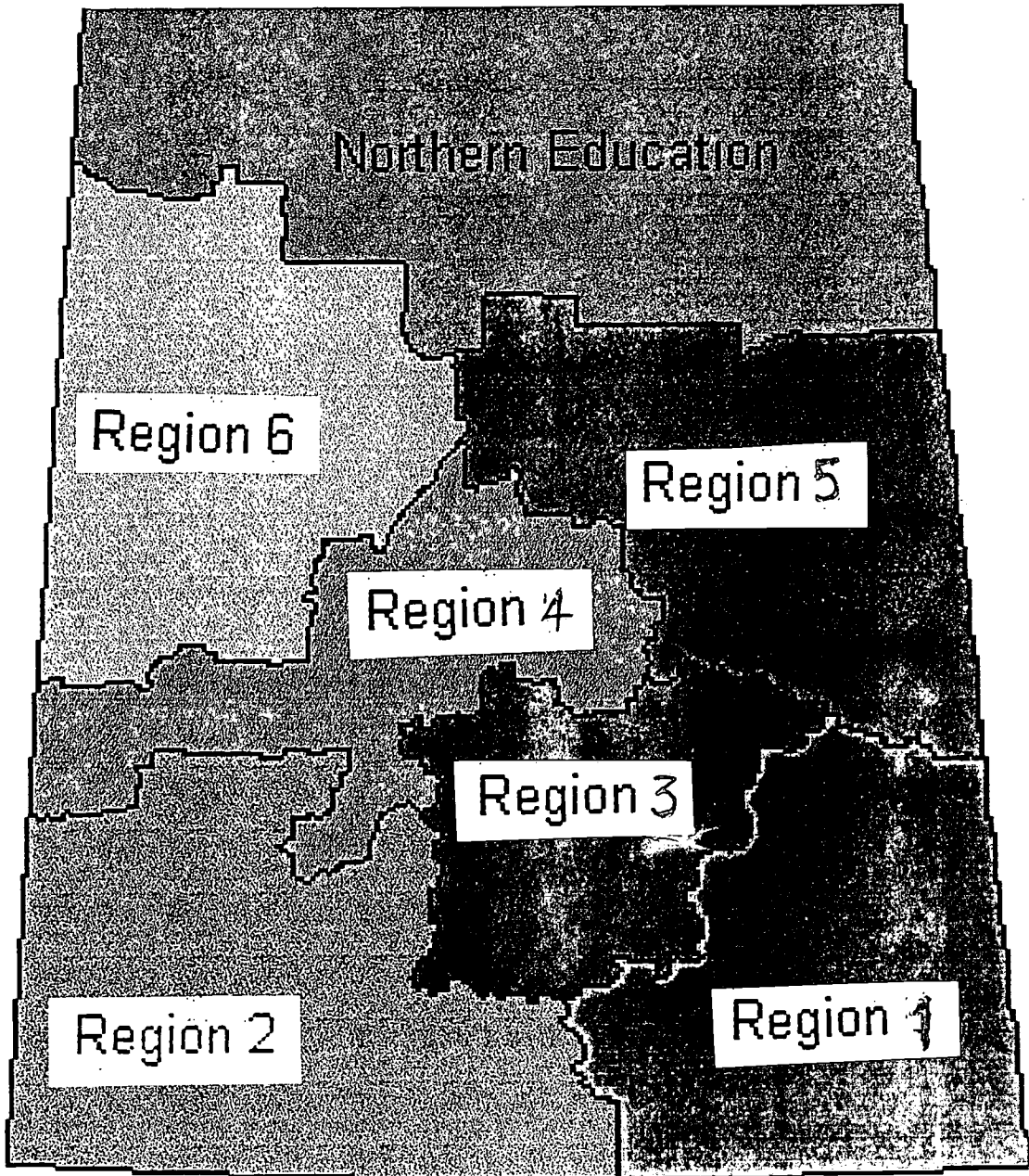| CAREER POSITION AND CAREER BELIEFS				
	Entire Sample	Booming (N=6)	Stable (N=62)	Depressed (N=39)
Position	Principal (53.7%)	Vice Principal/ Superintendent (33.3%)	Principal (50%)	Principal (66.7%)
Years in Administration	1-5 (49.1%)	1-5 (50%)	1-5 (50%)	1-5 (48.7%)
Mobility	Yes (51.9%)	Yes/No (50%)	Yes (58.1%)	No (56.4%)
Future Career Goals	Remain in Current Position (38%)	Upper Administration (63.3%)	Remain in Current Position (40.3%)	Remain in Current Position (38.5%)
Women in this community tend not to consider a wide variety of career options.	A	D	A	A
The community has many female role models in leadership positions.	I	I	I	D
Most often women attribute their career achievements to "luck," or to "being in the right place at the right time."	I	D	I	I
Gender can explain the differences that exist in the role behaviours of administrators.	I	D	I	I
Female administrators within this community generally have more teaching experience than male administrators.	I	I	A	I
The school division is committed to employing/hiring women in administrative positions.	A	A	A	A
Men are more likely to occupy secondary principalships.	A	A	A	A
Female career paths resemble those of males.	D	D	D	D
Women are under-represented in top-level educational administrative positions.	A	A	A	A
Women tend to seek leadership roles in schools which do not take them away from teaching.	A	A	A	A
Females tend not to develop a career plan.	I	A	I	D
Being female hinders one's chances of obtaining/succeeding within educational administration.	D	A	D	D
Demonstrated competency is the major reason for achieving upper level administration.	A	A	A	A

Note: A = agree; I = intermediate response; D = disagree; half or more of the sample in each category must have responded either as "agree" or "strongly agree" in order to receive an agreement (A) rating. Half or more of the same in each community nature must have responded either as "disagree" or "strongly disagree" to receive a disagreement (D) rating.

CAREER POSITION AND CAREER BELIEFS		
	In-school (N=87)	*Central Office (N=20)*
Position	81.3%	18.7%
Years in Administration	6-10 (57.5%)	11-55 (45%)
Mobility	No (54%)	Yes (80%)
Future Career Goals	Remain in Current Position (39.1%)	Upper Admin Outside Division (30%)
Women in this community tend not to consider a wide variety of career options.	A	A
The community has many female role models in leadership positions.	D	I
Most often women attribute their career achievements to "luck," or to "being in the right place at the right time."	I	I
Gender can explain the differences that exist in the role behaviours of administrators.	I	I
Female administrators within this community generally have more teaching experience than male administrators.	A	D
The school division is committed to employing/hiring women in administrative positions.	A	A
Men are more likely to occupy secondary principalships.	A	D
Female career paths resemble those of males.	D	D
Women are under-represented in top-level educational administrative positions.	A	A
Women tend to seek leadership roles in schools which do not take them away from teaching.	A	A
Females tend not to develop a career plan.	I	A
Being female hinders one's chances of obtaining/succeeding within educational administration.	D	D
Demonstrated competency is the major reason for achieving upper level administration.	A	A

Note: A = agree; I = intermediate response; D = disagree; half or more of the sample in each category must have responded either as "agree" or "strongly agree" in order to receive an agreement (A) rating Half or more of the sample in each community nature must have responded either as "disagree" or "strongly disagree" to receive a disagreement (D) rating.

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Appendix C

Education Regions in Saskatchewan, Canada

Northern Education

Region 6

Region 5

Region 4

Region 3

Region 2

Region 1

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Appendix D

Community Nature, Gender Relationships and Organizational Fit:
The Match Between Perceived Community View and Personal View Agreement Levels

GENDER RELATIONSHIPS AND ORGANIZATIONAL FIT				
	Entire Sample (N=107)	Booming (N=6)	Stable (N=62)	Depressed (N=39)
Community is suspicious of outsiders	N/N	D/D	N/N	A/A
Pressure to maintain gender stereotypes	N/N	N/N	A/N	N/N
Consensus on community expectations for the school	A/A	A/A	A/A	A/A
Females are expected to marry and to stay married	A/N	N/D	N/N	A/N
Administrator selection based on community fit	A/N	A/A	A/N	A/N
Women are expected to assume primary responsibility for the home and family.	A/N	A/D	A/N	A/N
Administrators are expected to live within the community.	A/N	N/N	A/A	A/N
Women are not encouraged to take risks.	N/N	D/D	N/N	N/D
Administrators are expected to be highly involved in community activities and programs.	A/A	A/A	A/A	A/A
Male expectations influence the career choices of women in the community.	A/N	A/N	A/N	A/A
This community holds more conservative views than most urban communities.	A/A	N/N	A/A	A/A
Dismissal and/or transfer of administrators is often related to pressure from the community.	A/A	A/N	A/A	A/A

GENDER RELATIONSHIPS AND ORGANIZATIONAL FIT				
	Entire Sample (N=107)	Booming (N=6)	Stable (N=62)	Depressed (N=39)
Expectations about combining work with marriage/family impact a woman's chances to pursue/perform in higher level positions.	A/A	A/A	A/A	A/A
The community has an important role to play in retaining administrators in rural schools.	A/A	N/A	A/A	A/A
Those administrators who are successful are those who are satisfied with and enjoy a rural lifestyle.	A/A	A/A	A/A	A/N
The school division is not required to be sensitive to the needs of female administrators with children.	A/N	N/D	A/N	A/D
Most administrators accept the administrative position in this community to gain experience for a job in a larger community.	N/N	N/N	N/N	N/N
Women who are chosen for administrative positions tend to be physically large, and/or project images of assertiveness, confidence, and control.	A/N	N/N	A/N	A/N
Advancement in administration is worth the effects on personal/private time.	A/N	N/A	N/N	A/N
Female administrators find it difficult to gain community acceptance.	N/D	N/D	N/N	N/D
Female administrators lack networking/ mentorship opportunities.	N/N	N/A	N/N	N/N

Note: D = disagree; N = neutral; A = agree. Perceived community view shown first, then personal view. If the mean score of a variable was less than 2.5, the variable was given a disagreement (D) rating; if the mean score of the variable was between 2.5-3.5, the variable was given a neutral (N) rating; if the mean score for the variable was greater than 3.5, the variable was given an agreement (A) rating.

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Appendix E

Prevalence of Supports Rated as High, Intermediate, or Low

SUPPORTS	Entire Sample (N=107)	Booming (N=6)	Stable (N=62)	Depressed (N=29)
Consciousness raising, which focuses upon improving my self-concept.	H	H	I	H
Impression management—controlling the impressions other people hold of me, and projecting the image I want to project.	I	H	I	I
The sharing of information which diffuses stereotypical attitudes about women.	H	H	H	I
Demonstrating competency on the job.	H	H	H	H
Being able to handle situations where sex biases are obvious.	H	H	H	H
Ensuring appropriate educational/professional qualifications for all administrative candidates.	I	I	H	I
Provision of good professional development programs.	H	H	H	H
Ensuring an appropriate "fit" between the values and needs of the school division and the female administrator.	I	I	H	I
Access to mentorship programs.	I	H	I	I
Access to career development planning opportunities.	I	L	I	L
Equitable recruitment, hiring, and retention practices specific to the needs of the rural context.	I	H	H	I

Note: H = high prevalence; I = intermediate prevalence; L = low prevalence. If over half of the sample in each category rated the support as a four or a five, the support was rated as being high in prevalence (H); if over half of the sample in each category rated the support as a one or a two, the support was rated as being low in prevalence (L).

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Appendix F

Prevalence of Barriers Rated as High, Intermediate, or Low

BARRIERS				
	Entire Sample (N=107)	Booming (N=6)	Stable (N=62)	Depressed (N=39)
Conflict between home and career.	H	H	H	H
Women have lower career aspirations than men.	I	H	I	I
Stereotyping and discrimination.	I	H	I	I
Lack of time/money to do the job or to get advanced training.	H	I	H	H
Inadequate training programs.	L	I	L	L
Lack of networking/socialization opportunities.	I	H	I	I
Lack of mentorship opportunities.	I	H	I	I
Women are not viewed as "idea" people or initiators.	L	I	L	L
Resistance from the community.	L	I	L	L
Sex discrimination in recruitment and hiring.	L	L	L	L
Lack of support in policy.	I	I	L	I
Lack of support systems for working mothers.	H	I	H	H

Note: H = high prevalence; I = intermediate prevalence; L = low prevalence. If over half of the sample in each category rated the support as a four or a five, the support was rated as being high in prevalence (H); if over half of the sample in each category rated the support as a one or a two, the support was rated as being low in prevalence (L).

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