Childhood Experiences, Management Styles and Performance of Educational Leaders in the Schools Division of Zambales

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Abstract: This study primary aimed to find out the childhood experiences, management styles that led to the performances, achievements, and awards of the educational leaders of the Schools Division of Zambales. This study is a Qualitative Type of Research, to which that Focus Group Discussion (FGD) was the means of gathering data from the different respondents or educational leaders of the said schools' division. Relative to this, Thematic Approach in analyzing the data, also it was used to reveal several themes that was important and relevant to the study. Similarly, this research utilized qualitative approach, using an interview guide as the main data-gathering tool. This method was supplemented with unstructured interviews to better gain understanding of the leadership practices of the school leaders. This study came up with several themes revealing the educational leader's childhood experiences, their management styles and their performances as reflected on their achievements and awards received. This study assumed that the Childhood Experiences, Motivations and Challenges met by educational leaders influence their leadership styles which in turn affect the kind of performance, achievements and awards they have in their careers. Based on the summary of findings, and conclusions arrived, the researcher offered several recommendations and one of which is to recommend for a qualitative study dealing with the relationship between childhood experiences, educational leaders, management styles and achievements to personality traits.

Keywords: Childhood Experiences, Leadership Styles, Performance, Educational leaders.

1. Introduction

Ten years ago, a study is conducted in school leadership and student outcomes using a qualitative approach. To explore the contradicting findings of the impact of school leadership from different and opposing views of established research and to enlighten the public serves as the purpose, whether school leaders make negative or positive difference to students' success and how much impact school leaders have on student outcomes, (Robinson, 2010).

Accordingly, the contribution of school leaders on the student's educational outcomes depends on the type of leadership school leaders employed. Thus, she suggested that it is very important that leadership preparation and development will be supported with the educational policies and infrastructure. With this objective, Robinson identified

important leadership dimensions or set of related practices knowing that from the recent research on teacher and professional learning, educators show that they cannot adapt descriptions of effective practice to their own contexts unless they understand the theoretical principles that explain their work and under what conditions (Timperley, Wilson, Barrar & Fung, 2007).

The attainment of desired educational outcomes is a responsibility of every educational institution. The Department of Education, as the key provider and keeper of basic education implementation shares with this undertaking. In the pursuit of success of the delivery of basic education, DepEd believes that it is compelling to have effective school leaders. However, the creation of effective ones cannot happen overnight. Indeed, Robinson is right when she said that the best way to create good leaders is to create best leadership practices first. This study will utilize the framework used by Robinson to identify the presence and implementation of the best leadership practices in the basic education system. This qualitative investigation will predict if the Schools Division of Zambales will form effective school leaders in the future.

A. Statements of the Problems

The main concern of the study attempted to draw essential factors contributing to the formation of educational leaders in the Schools Division of Zambales thru their childhood experiences. Specifically, the study, using a qualitative approach attempted to answer the following questions:

1. Profile of the Respondents:
   A. Name:
   B. Gender:
   C. Age:
   D. Current Position:
   E. Educational Attainment:
   F. Length of Service:
2. What family experiences do leaders have during their childhood?
3. What motivations and challenges do they have as young child and young adult?
4. What principles and leadership styles do they consider important in managing people?

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Table 1
Distribution of the respondents

Designation	Frequency (f)	Percentage (%)
Schools Division Superintendent (SDS)	1	7.14
Assistant Schools Division Superintendent	2	14.29
Education Program Supervisor (EPS)	2	14.29
Public Schools District Supervisors (PSDS)	5	35.71
Principals (School Heads)	4	28.57
Total	**14**	**100**

Table 3
Frequency of respondents in terms of range of age

Gender	30 – 39 Years old	40 -49 Years old	50 -59 Years old	60 – 65 Years old	Total
Male	1	3	2	1	7
Female	0	3	3	1	7
Total	**1**	**6**	**5**	**2**	**14**

5. What kind of leadership style do they have in managing people?
6. What achievements, awards, and people support have been bestowed on them. In terms of: a.) Family, b.) Career c.) Community

2. Methodology

Robinson identified the leadership dimensions and their impacts to educational outcomes through a meta-analysis of published research and literature that links with the scope of his study. Since the purpose of this study is to validate and determine whether the leadership dimensions of Robinsons is present and implemented in the local setting, this research will use the same parameters. This research utilized qualitative approach, using an interview guide as the main data-gathering tool. This method was supplemented with unstructured interviews to better gain understanding of the leadership practices of the school leaders. Accordingly, qualitative research design is a phenomenological approach used to describe life experiences and give them meaning. To gain insight, explore the depth, richness, and complexity inherent in the phenomenon is the main purpose of this design. The qualitative research nature and characteristics include soft science, areas with complex and broad scope, holistic, subjective, dialect, inductive, the basis of knowing is meaning and discovery, develops theory, shared interpretation, and with basic elements of communication, observation, individual interpretation, and uniqueness (UMSL, 2017).

In this type of research, both ethnographic and analytical designs will be used. For why ethnographic design, this research aims to look and understand another way of life since the respondents are leaders in their unique way, and to know much more in their native point of view. It is also said to be an analytical design because of the concept analysis, to which the researcher find the concepts of leadership plus its appropriate meaning. Also, the basis of becoming an educational leader because of history involving sets of documents needed were used as guidelines in becoming an educational leader.

Following legal analysis for which to better understand concepts in promotion of teachers in becoming educational leaders in the field.

The respondents of this study were the following prominent educational leaders shown in table one (1), such as the Schools Division Superintendent, Assistant Schools Division Superintendent, Education Program Supervisors, Public Schools District Supervisor, and Principals (School Heads) with a total of fourteen (14) participants within the Schools Division of Zambales.

With this, the educational leaders of the Schools Division of Zambales have three (3) levels of leaders. We have the Top management, the Supervisors, and the School Heads.

3. Results and Discussion

The table two (2) presents the profile of the interviewees in terms of gender. The respondents were seven (7) males and seven (7) females. This shows that there is an equal number of respondents with regards to gender.

Table 2
Frequency of respondents in terms of gender

Gender	Frequency	Total
Male	7	7
Female	7	7
Total	14	14

Table three (3) shows the frequency of respondents in terms of their gender and their age range. Most number of the respondents were under 50 -59 years old where two (2) are males and three (3) are females. Six (6) interviewees are under 40 – 49 years of age, there were three (3) males and three (3) females. Two (2) respondents aged under 60 – 65, one (1) among them is a male and one (1) is also a female. One (1) male respondent is under 30 – 39 years old.

Table 4
Frequency of respondents in terms of educational attainment

Gender	Doctorate Degree	Master's Degree	Total
Male	4	3	7
Female	3	4	7
Total	**7**	**7**	**14**

As shown in the table four (4) the frequency of the respondents with regards to gender and educational attainment. Seven (7) of the respondents are doctorate degree holder, four (4) male and three (3) female. Seven (7) were with master's degree in which three (3) are male and four (4) are female.

Table five (5) indicates the current position of the respondents. There are three (3) top management, where 0ne (1) is a male and two (2) are female. Three (3) respondents are in supervisory positions, two (2) of them are males and one (1) is

Table 5
Frequency of respondents in terms of current position

Gender	Top Management	Supervisory Positions	School Heads (Principal)	Total
Male	1	2	4	7
Female	2	1	4	7
Total	**3**	**3**	**8**	**14**

a female. There are eight (8) school heads, wherein four (4) are males and four (4) are females.

The table six (6) presents the frequency on the length of service of the different educational leaders. Most educational leaders are rendering service within 20 – 29 years, two (2) of them are male and six (6) are female. Three (3) respondents are in the service for 30 -39 years, With two (2) male and two (1) female. While three (3) males are in the service in 10 -19 years.

Table 6
Frequency of respondents in terms of length of service

Gender	10 – 19 years	20 – 29 years	30 -39 years	Total
Male	3	2	2	7
Female	0	6	1	7
Total	**3**	**8**	**3**	**14**

Upon the approval of the study from President Ramon Magsaysay State University Graduate School and Schools Division Research Ethics Committee, a letter of request to participate in the study was sent to the target participants. As expected, the study commenced immediately.

The interview conducted was done with the participants' convenience. The informed consent form was accomplished prior to the interviews. The interview question was sent through the participants email and retrieved as it was sent back to the researcher's electronic email. Important data, information, details, and responses were gathered through this thread. The interview questions focused on the following aspects of an educational leaders basing on their family experiences, during their early years in the school as students, following their career path, the possible hindrances and struggles before they came up with their current positions in the department. How do the following accomplishments, awards, and achievement contribute to their position in the bureau at present.

From the different derived themes, such as,- role at playtime during childhood, early realization of family struggles, influence of family's culture and beliefs, inspirational stories, and looking to teachers as role model, significantly reveals how these educational leaders shaped by their experiences during childhood, the realizations acquired, encouragement and influences of the significant ones that gave them inspiration to strive, fulfill and achieve the dreams they built at the young age.

This clearly shows that childhood experiences affect our adulthood by our early experiences that was shown from the tables below.

The table seven (7) shows that the educational leaders reflected on the significant experiences they had during childhood and the extracted themes derived from their experiences.

Theme 1: Role at playtime during childhood. Six (6) of the respondents reflected on the role playing they had during their childhood. The respondents stated that "I am always the teacher every time we play, and I give commands with my playmates." This says that the educational leaders in Zambales relates their childhood playing experiences to what they are now at present.

Theme 2: Early realization of family struggles. There are three (3) respondents stated the hardship and struggles of their family they witnessed during childhood. The significant statement "I saw the hardships of my mother and then I promise to my mother that I will do my best to uplift or improved our way of living." This proves that the educational leaders are being shaped by the life struggles they had during childhood.

Theme 3: Influence of family culture and beliefs. Two (2) of the respondents relates their present position as being influenced by their family culture and beliefs. A significant statement "My mother would always get the top of the cooked rice for me to eat so that I will be on the top of the class." This shows that the educational leaders relate their present position to the beliefs they practiced in the family.

Theme 4: Inspirational stories. There are two (2) respondents stated significant stories they heard from their significant others during their childhood. "A story from my grade 1 teacher about how Juan conquered the cruel giant through his wit and in answering puzzles", as a significant statement given by the respondent reveals that inspiring stories helped them shaped their dreams.

Theme 5: Teacher as Role Model. There is one (1) respondent regarded their teacher as an inspiration from childhood. "I always look up to my teachers as role models and that's what made me dream to become a teacher", as significant statement proving that teachers served as role models to their learners.

Motivations and Challenges. Motivation as defined by Oxford Languages as the reason or reasons one has for acting or behaving in a particular way, the general desire or

Table 7
Significant stories during childhood relevant to educational leaders

Theme	Significant statement	Frequency
Role at playtime during Childhood	"I act as a teacher during our playtime." "I am always the teacher every time we play and I give commands with my playmates (2, 3, 5, 6, 12, 14)	6
Early realization of family struggles	"I saw the hardships of my mother and then I promise to my mother that I will do my best to uplift or improved our way of living." "Our parents were not earning enough for our daily living and for the education." (8, 9, -10)	3
Influence of Family culture and beliefs	"My mother would always get the top of the cooked rice for me to eat so that I will be on top of the class." (4, 13)	2
Inspirational Stories	"a story from my grade 1 teacher about how Juan conquered the cruel giant through his wit and in answering puzzles." (7, 11)	2
Teacher as Role Model	"I always look up to my teachers as role models and that's what made me dream to become a teacher." (1,)	1

Table 8
Significant stories during school years relevant to educational leaders in terms

Theme	Significant statement	Frequency
Encouraging Teachers as an inspiration	"my former teacher served as an inspiration, the love and care to their learners inspired me to be a teacher someday." "My teachers then had frequently told me that I can achieve more." Reason: "I think I just need someone who believes in me that I can be, My teachers then had frequently told that I can achieve more. Little encouragements that I hold on to". (1, 2, 3, 4, 7, 10, 14)	7
Faith and Goal-directed	"the story of perseverance and faith from the bible which is always relayed to us by my father. These stories inculcated in me the importance of perseverance and faith to achieve what you want to become." Reason: "It taught me that God is in control and faithful to his promises and so with my dreams." (10, 11)	2
Family struggles as Motivation	"Poverty-driven motivation during my elementary years, I enter school without any means, walk to the school not just a meter away." Reason: "there was a moment to surrender, I was very thin, my siblings without any food, parents separated. So I worked hard, study hard, patience pave way, motivation to move on to go on with life." (8, 9,13)	3
Sense of Achievement	"I grew up always on top of the class until early high school and even in college, so leadership skills (social and communication) must have been a product of my daily activities in my school years." Reason: "together with my co-teachers, I helped in planning activities. I helped in reaching our goal with outstanding performance." (5, 6)	2

willingness of someone to do something. While on the other hand, challenges are an objection or query as to the truth of something, often with an implicit demand for proof. Thus, motivation among educational leaders in the province of Zambales regarded to the encouragements from teachers, faith and goal-directed, family struggles, and the sense of achievement. Challenges on the other hand, among most of the respondents regarded their experiences to family struggles, the difficulty of life experienced by the family, makes these educational leaders face hardships and overcome the challenge. This theme about family struggles served as the motivation and as a challenge among these educational leaders. This finding validates by a study of Clark, et. al., (2014) titled Motivational Challenges Experienced in Highly Complex Learning Environments, that problem is confounded by motivation issues that accompany cognitive challenges.

Complex learning tasks and environment present a significant challenge to both cognitive learning ability and learner motivation to persist at the task and invest adequate mental effort to learn. In relation, educational leaders motivated through the different challenges they faced during earlier days, as they acquired learning from the motivations and challenges, they faced, evidently, strived to achieved goals in life. The tables below are the significant statements of the respondents in deriving themes.

The table 8 presents the different significant stories of educational leaders during their school years related to what they are at present.

Theme 1: Encouraging teachers as an inspiration. Seven (7) of the respondents considered their teachers as inspiration, from the significant statement, "my former teacher served as an inspiration, the love and care to their learners inspired me to be a teacher someday". This shows that the educational leaders believed and greatly influenced by their teachers in pursuing their chosen profession. The significant reason, "I think I just need someone who believes in me that I can be, my teachers then had frequently told that I can achieve more. Little encouragements that I hold on to", given by the respondent proved how influential encouraging words can be.

Theme 2: Faith and goal directed. Two (2) educational leaders signify the importance of having faith and direction of goals. These significant statements: "the story of perseverance and faith from the bible which is always relayed to us by my father. These stories inculcated in me the importance of perseverance and faith to achieve what you want to become", "It taught me that God is in control and faithful to his promises and so with my dreams", are testaments how educational leaders shaped by their faith and goals in life.

Theme 3: Family struggles as motivation. Three (3) from the respondents regarded their family life struggles stories during their school years as relevant to them as educational leaders at the present. With the significant statement, "Poverty-driven motivation during my elementary years, I enter school without any means, walk to the school not just a meter away." "There was a moment to surrender, I was very thin, my siblings without any food, parents separated. So I worked hard, study hard, patience pave way, motivation to move on to go on with life." This stated how educational leaders hold on to their dreams as being motivated by their family struggles.

Theme 4: Sense of achievement. There are two (2) respondents emphasized the sense of achievement during their school days, having develop important skills relevant to as educational leaders, and as a product of continuous learning and development. The sense of achievement as being carried out through their life as school teacher, as stated "together with my co-teachers, I helped in planning activities. I helped in reaching our goal with outstanding performance."

The table 9 shows the different motivations that influences the goals of educational leaders during their young adult life.

Theme 1: Family advises. Most of the educational leaders, male and female were influenced by their family advises, this shows that their family life and ideals in their early adult serves as motivation in achieving their goals.

Theme 2: Learner – inspired. Three (3) of the educational leaders considered the learners during early adulthood as their motivation that push them achieve the position they are in now.

Theme 3: Goal-motivated. Two (2) Male and one (1) Female educational leaders vision their selves to be and educational

Table 9
Motivations that influence the goals of educational leaders during their young

Themes	Significant statement	Frequency
Family advises	"we are told by our Inang Baket to study hard, to have a better life, always do the best you can, be humble and never aspire things that are beyond your practices." (4, 5, 7, 8, 11, 13)	6
Learner-inspired	"the young children when I've met, with smiling and naughty faces, so inquisitive of things around. These motivated me to be a part of their growth and development." (2, 3, 6,)	3
Goal -motivated	"my vision of my self-becoming a degree holder and professional teacher that I want to be working to my heart's desire enjoy what I do, and give more than what I am expected to give." (1, 10, 12)	3
Recognition	"Praises and recognition from college professors." (9, 14)	2

Table 10
Memorable challenges that affect the goals of educational leaders during their young adult life

Themes	Significant statement	Frequency
Family struggles	"I lost my father, the breadwinner in the family when I was about to enter college." (5, 7, 8, 9, 13)	5
Distractions	"I need to finish every task my grandparents required me to do". (4,7,13)	3
Lack of support	"Lack of my parents support, they don't want my course, but my initiative to continue and finish my course was my way to win their support." (1, 4)	2
Recognized Weakness	"The greatest challenges I had to face were the subjects I hate most-Math subjects" (3,14)	2

leader someday. And these proves on the significant statement shown in the table below.

Theme 4: Recognition. Two (2) Male respondents considered the praises and recognition by their former teachers. The significant statements given the educational leaders emphasized how they were influenced by their former teachers.

The table 10 shows the determined memorable challenges that affects educational leaders during their young adult life as they reach for their goals.

Theme 1: Family Struggles. Most of the educational leaders, three (3) male and two (2) female were challenged by their family struggles. This shows that their family status during early adult life were seen not just a motivation but as memorable challenges that one must be proud of.

Theme 2: Distractions. Three (3) of the educational leaders in which two (2) female and one (1) male respondent considered that different distractions are meaningful challenges they encountered during early adulthood that push them achieve the position they are in now.

Theme 3: Lack of support. Two (2) Female educational leaders specified that lack of support by family members morally are challenges that must be taken as constructively, these was proven on the significant statement shown in the table above.

Theme 4: Recognized Weaknesses. One (1) Male and a Female respondent recognized their weaknesses as the significant statements given by the educational leaders emphasized how they were affected by this theme.

Table 9 and Table 10 above are separately derived themes being identified from the significant answers by the educational leaders. Table 9 presents the different motivations of the respondents that influences them during early adulthood, on the other hand, table 10 reveals the different memorable challenges that recalls by the educational leaders that hinders but affects them constructively as they continuously reach for their goals in life.

Similarly, both table 9 and 10 shows that educational leaders are being motivated mainly by the challenges they encountered during early adult life, it is very evident that most of the respondents recognized their family life status and the contribution of family members and other significant persons. These findings show the relevance of the role of family in child

development, specifically in learning, and socialization, as stated from the conceptual framework of the study that family has the ultimate responsibility in shaping the child's values, skills, socialization, and security during childhood development stages as published by Children Development Bureau, (2017). Furthermore, anchoring the derived themes to the framework of the study, on the childhood experiences, from the published article by Bedel, (2019), discussing Freud's Psychodynamic theory that personality forms during first few years of life and that ways in which parents and other caregivers interact with children has a long-lasting impact on children's emotional states. As expanded and proposed by Erikson, that an individual is motivated by the need to achieve competence in certain areas of our lives.

Theme 1: Participative. Four (4) of the educational leaders practice participative style of management. Two (2) Male and two (2) Female respondents signifies on the importance of each member of their organization in decision –making and attaining their goals.

Theme 2: Democratic. Two (2) Male and one (1) Female participants insisted the importance of having trust and letting their subordinate's work. With the significant statement, "I am a free-willed leader" signifies the trust and confidence they give to the members of organization.

Theme 3: Humanistic Management. Three (3) of the respondents with a frequency of two (2) male and one (1) female believes in setting a good example and assisting their subordinates at the same time. They touch and influence their members by applying this management style.

Theme 4: Transformational. From the significant statement, "I worked with my team to identify the needed change in school, to create vision to guide the change through influence and inspiration.", shows that two (2) among the educational leaders are applying assessment and planning to achieve a specific goal. These educational leaders believe in transformational management style.

Theme 5: Transparent. This theme was extracted from the respondents for they believed in the accountability of management. These educational leaders perform transparency as they practice being systematic and organized. Two (2) among the respondents emphasized this theme.

The table 11 above presents the themes developed from the

Table 11
Leadership styles of educational leaders

Themes	Significant statement	Frequency
Participative	"I am more in collaborative, friendly-relational."	4
	"Each member of the team is included in the decision-making process." (2, 9, 10, 11)	
Democratic	"I am a free -willed leader." (3, 7, 13)	3
Humanistic	"Lead by example and coach my co-workers". (1, 4, 6)	3
Transformational	"I worked with my team to identify the needed change in school, to create vision to guide the change through influence and inspiration." (5, 8)	2
Transparent	"I am organized and systematic." (12, 14)	2

Table 12
Management principles of educational leaders

Themes	Significant statement	Frequency
Person-Oriented	"Managing people with a heart and respect, this will help to motivate them and inspire to do better." (1, 7, 9, 12, 13, 14)	6
With Unity and Participation	"we should always work for the attainment of common goal." (2, 4, 8,11)	4
Discipline	"Accomplishing tasks should always be prepared with documentation and time on task is always observed." (3, 6)	2
Applying Fayol's 14 principles	"Based on the situations, people and time, I have offered more or less Fayol's principles." (5, 10),	2

Table 13
Significant achievement of educational leaders

Themes	Significant statement	Frequency
Professional Recognition	"Outstanding Teacher and Outstanding School Head." (1, 2, 3, 4, 8, 9,11, 12, 14)	9
Leadership and Management	"In the schools that I handled, have them taste the glory of being a champion". (6, 7, 13)	3
Academic	"I have been a consistent honor student from elementary to college, I passed examinations, and a part of international scholarships, served as speaker in various trainings and author, writer, and validator of books." (5, 10)	2

significant statements of the educational leaders as they give the principles they have for management.

Theme 1: Person-oriented. With the frequency of six (6), most respondents of the study imply management principle by considering the nature of their people, by giving respect and love to their members shows that these educational leaders are person oriented.

Theme 2: With unity and participation. Most of the educational leaders believed with this principle. Two (2) Male and Two (2) Female educational leaders believe that success in the attainment of goal is through unity and participation of the members. The significant statement, "we should always work for the attainment of common goal." is an implication of having unity is important.

Theme 3: Discipline. This theme is specifically determined through the specific significant statement of two (2) educational leaders. "Accomplishing tasks should always be prepared with documentation and time on task is always observed.", this statement is a proof that discipline is an important principle of management.

Theme 4: Applying Fayol's 14 principles. One (1) Male and a female respondent believes that management principles are applied differently to a specific situation, time and people. Thus, considering the principles of management by Henry Fayol.

The themes extracted from the response of the educational leaders with their significant achievement shown in table 11 are as follows: -

Theme 1: Professional Recognition. Most educational leaders consider professional recognition as an achievement. Six (6) Male respondents and three (3) female respondents signifies this theme as an achievement.

Theme 2: Leadership and Management. Three (3) educational leaders mentioned their achievements in terms of leadership and management. Three significant responses from one (1) Male and two (2) female participants enumerated their accomplishments as leader with excellent management.

Theme 3: Academic. Two (2) significant response from a female educational leader considered academic achievement as relevant with the statement, I have been a consistent honor student from elementary to college, I passed examinations, and apart of international scholarships, served as speaker in various trainings and author, writer and validator of books."

The study determined the significant themes presented from the different answers in the interview questions given by the respondents. For the research problem 1, the educational leaders signify the hardship of the family as they experienced it during their childhood, they had an early realization upon experiencing the struggles with their family members. Relatively, the family culture and beliefs are also an experience that they referred to as an influence upon becoming an educational leader. However, most of the educational leader respondents signify Role-Playing as a relevant story they regard to their present position.

On the second research question about the motivations and challenges they have as a young child, most of the educational leaders emphasized that they are being motivated by their encouraging teachers, while some regards their family struggles and with their faith and goal-direction as life motivation. Relevant to the answers given by the respondents as their motivation during young adult life, the family advises serves as motivation and the struggles experienced by the family as challenges encountered by the educational leaders. From the Theory of Psychology and Child Motivation published by Save Delicious, (2018), in the Developmental theory as the scientific study of human development that seeks to understand and explain how and why people change throughout life from birth to death. This includes all aspects of human growth, including

physical, emotional, intellectual, social, perceptual, and personality development. By better understanding, we can then apply this knowledge to helping people achieve to their full potential. Through giving lessons, tasks or tests that provide a healthy challenge, taking into account of age, physical and mental status, but still doable gives a sense of accomplishment and maintains interest levels which will turn into learning motivation. This motivation has been applied by the educational leaders of Zambales as they signify the different challenges that motivates them maximize their potentials and achieve goals they have in life. Answering research question number 3., most of the educational leaders practiced the participative style of management, they believed in collaboration and contribution of every member of the organization. Significantly, some of the educational leader respondents applies a democratic and a human management style in their respective organization. These leadership styles proved by the educational by emphasizing the different principles they have as educational leaders. As presented in table 10, that most of the educational leaders believed in person-oriented, with unity and participation, the organization can achieve goals easily. In addition, applying discipline and Fayol's principle in general is also relevant.

On the fourth research question about achievements and awards, most educational leaders of Zambales regards their achievement more as a professional recognition, while some considered their achievement through having best practice in their leadership and management, and few considers academic achievement.

For the research question number 5, most of the educational leaders of Zambales managed their members by applying Participative leadership style, while some practiced leadership style of democratic, humanistic management, transformational and transparent. As presented from table 10, it is evident that these educational leaders are considering heart and respect to their subordinates while having trust and confidence to them. The different leadership styles is also unique to other educational leaders as they apply what they know is best to their organization.

About the research question 6, the educational leaders of Zambales are more particular on the different professional recognition they have at present. Most of these leaders mentioned their outstanding teacher/head teacher, and other related awards they received. While some of the respondents specified their accomplishments as educational leaders, few mentioned about academic recognition, thus, this shows that these educational leaders are greatly concern on professional growth and achievement that may be relevant as their contributions to their respective field and to their community.

4. Conclusions

This section covers the conclusions from the summary of findings.

1. Childhood and early adulthood struggle and experiences of the educational leaders of Zambales are the factors that helps them achieve goals and contributes to what they are as leaders at present.

2. Motivations are greatly influenced by family status and significant experiences they had during early adulthood. Different memorable challenges are regarded as reinforcer for these educational leaders to continuously strive and achieve goals in life.

3. Different leadership styles and principles are best applied by educational leaders in respective organization. Difference in specific given situation, time, and to people.

4. Achievements are relevant to educational leaders, different achievements and recognitions bestowed were support from the family, colleagues, agency or unit, the community, and the people as part of organization. Effective leadership is necessary in achieving success of a short- or long-term goal as educational leaders.

5. Recommendations

The recommendations of the researcher are as follows:

1. Emphasizing childhood experiences where role playing has relevant contribution, Play plays an important role in the cognitive and emotional development of the child, it is recommended to continually utilized and enhance constructive and functional types of play to the learners so as for these learner develop skills and abilities they may use in achieving their goals in life.

2. Leaders in education, and even in other fields must consider specific situation, time, and kind of people they are managing before identifying a specific leadership style and principles to apply, these may result to a more productive and better working relationships with their subordinates and become more efficient in imparting knowledge, shaping learner's personality and skills.

3. A recommendation for quantitative study dealing with the relationship between childhood experiences, educational leaders, leadership styles and achievements to personality traits.

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