

# A Narrative Study on the Competency Development of a School Leader from a Psychosocial Development Perspective

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## **Abstract**

This qualitative narrative study focuses on the story of one school leader analyzing the competency development in psychosocial perspective. It seeks to identify how a school leader describes her development as leader from her early childhood through adolescence and adulthood, and what experiences have a great impact on her competencies as leader and also the researcher describes how the present leadership style is affected by these experiences. The keywords for this study were the early experiences of the school leaders during elementary days, the past experiences with the school activities and encounters from their teachers and significant person. The results identified that through childhood experiences of independency, selfless action, multi-tasking responsibilities, time discipline, following order without complaint and self-determination all contributed to the competency development of a school leader. The findings of their study give an insight into the essential role of childhood experiences in building competence and adaptation later in their life. These findings shed further light on the essential role of childhood experiences in building self competency and the adaptation process of individuals later on in life.

## **Introduction**

Developmental psychology says that early experiences had a great impact on the future personality, traits, characteristics and individuation of a human being. Childhood days are most crucial in the development of an individual because during this stage different virtue, values, skills and abilities can be developed towards an individual. The philosophy of John Locke states at birth an individual is like a blank slate wherein for every stages and experiences that a person encounters throughout their life span it creates the human being holistically. It therefore follows that virtue and skills are totally blank at birth and as the person lives by the different experiences contributed to the individual characteristics. It therefore follows that the present is being defined by the past experiences.

Experiences will play a big part on the acquisition of skills of the school leaders. Wherein, school leaders had been defined by NAESP or National Association of Elementary School Principal as designates a principal, assistant principal, or other individual who is an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building. One of the most important of all qualities that school leaders can possess is the unquenchable thirst for knowledge. As John F. Kennedy said, "leadership and learning are indispensable to each other." The best leaders, no matter what industry they work in, know they will never

know it all. They are humble in their knowledge yet confident in their abilities. They're endlessly curious individuals who never stop questioning, and learning. This acquisition of abilities, leadership qualities has its roots. It can be rooted from the experiences of an individual.

In the Philippine educational system, as early as 4 years old a child has to go to school for the preschool years and at the age of 6 the child will start to have a primary education. At this stage, the school plays a big role in the competency of an individual and seems to be very crucial in virtue development, competency enhances and building personality. This virtue and competency development can therefore be described by the experiences and conflicts that had arisen during the different life stages of an individual in which Erik Erikson described it as Psychosocial Development. Erikson's (1959) theory of psychosocial development has eight distinct stages, taking in five stages up to the age of 18 years and three further stages beyond, well into adulthood. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development. For Erikson (1963), these crises are of a psychosocial nature because they involve psychological needs of the individual (i.e. psycho) conflicting with the needs of society (i.e. social). According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve subsequent crises. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time.

The researcher focuses on the fourth stage of Erikson's psychosocial development of one school leader which happens during industry vs. inferiority occurs during childhood between the ages of five and twelve. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self-esteem. The child now feels the need to win approval by demonstrating specific competencies that are valued by society and begin to develop a sense of pride in their accomplishments. If children are encouraged and reinforced for their initiative, they begin to feel industrious (competent) and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teachers, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential.

If the child cannot develop the specific skill they feel society is demanding (e.g., being athletic) then they may develop a sense of inferiority. Some failure may be necessary so that the child can develop some modesty. Again, a balance between competence and modesty is necessary. Success in this stage will lead to the virtue of competence.

The researcher identifies how competency is being developed by present school leaders in the context of analysis of the past experiences.

The study of human development is a rich and varied subject. An individual have personal experience with development, but it is sometimes difficult to understand how and why people grow, learn, and act as they do. Why does a person behave in certain ways? Is their behavior related to their age, family relationships, or individual temperaments? Developmental psychologists strive to answer such questions as well as to understand, explain, and predict behaviors that occur throughout the lifespan.

In order to understand human development, a number of different theories arisen to explain various aspects of human growth. Theories of development provide a framework for thinking about human growth and learning. What can we learn from psychological theories of development? If you have ever wondered about what motivates human thought and behavior, understanding these theories can provide useful insight into individuals.

The researcher cited several theories of development and how these different theories give emphasis on the early experiences that molds an adult personality:

First, Psychoanalytic theory originated with the work of Sigmund Freud. Through his clinical work with patients suffering from mental illness, Freud came to believe that childhood experiences and unconscious desires influenced behavior.

According to Freud, conflicts that occur during each of these stages can have a lifelong influence on personality and behavior. Freud proposed one of the best-known grand theories of child development. According to Freud's psychosexual theory, child development occurs in a series of stages focused on different pleasure areas of the body. During each stage, the child encounters conflicts that play a significant role in the course of development.

In an article cited by McAdams (2001) the theory of psychosexual and conflicts arises in each stages were elaborated wherein he suggested that the energy of the libido was focused on different erogenous zones at specific stages. Failure to progress through a stage can result in a fixation at that point in development, which Freud believed could have an influence on adult behavior.

So what happens as children complete each stage? And what might result if a child does poorly during a particular point in development? Successfully completing each stage leads to the development of a healthy adult personality. Failing to resolve the conflicts of a particular stage can result in fixations that can then have an influence on adult behavior.

While some other child development theories suggest that personality continues to change and grow over the entire lifetime, Freud believed that it was early experiences that played the greatest role in shaping development. Singh (2014) in an article entitled "Some Early Childhood Experiences Shape Adult Life, But Which Ones?" had supported the theory of Freud. He stated in the article that the type of emotional support that a child receives during the first three and a half years has an effect on education, social life and romantic relationships even 20 or 30 years later.

Babies and toddlers raised in supportive and caring home environments tended to do better on standardized tests later on, and they were more likely to attain higher degrees as adults. They were also more likely to get along with their peers and feel satisfied in their romantic relationships.

Psychoanalytic theory was an enormously influential force during the first half of the twentieth century. Those inspired and influenced by Freud went on to expand upon Freud's ideas and develop theories of their own. Of these neo-Freudians, Erik Erikson's ideas have become perhaps the best known.

Second developmental theory that the researcher take into consideration is Erikson's theory which will be the focus of the study. The Erikson's eight-stage theory of psychosocial development describes growth and change throughout life, focusing on social interaction and conflicts that arise during different stages of development. While Erikson's theory of psychosocial development shared some similarities with Freud's, it is dramatically different in many ways. Rather than focusing on sexual interest as a driving force in development, Erikson believed that social interaction and experience played decisive roles.

Gans (2018) in his article identified that the eight-stage theory of human development described the process from infancy through death. During each stage, people are faced with a developmental conflict that impacts later functioning and further growth. Unlike many other developmental theories, Erik Erikson's psychosocial theory focuses on development across the entire lifespan. At each stage, children and adults face a developmental crisis that serves as a major turning point. Successfully managing the challenges of each stage leads to the emergence of a lifelong psychological virtue.

On an article by Gillett (2016) he cited that researchers from Pennsylvania State University and Duke University tracked more than 700 children from across the US between kindergarten and age 25 and found a significant correlation between their social skills as kindergartners and their success as adults two decades later.

The 20-year study showed that socially competent children who could cooperate with their peers without prompting, be helpful to others, understand their feelings, and resolve problems on their own were far more likely to earn a college degree and have a full-time job by age 25 than those with limited social skills. Those with limited social skills also had a higher chance of getting arrested, binge drinking, and applying for public housing.

This study shows that experiences of children that develop social and emotional skills are one of the most important things that can contribute to prepare them for a healthy future and thus be a future school leader. Third theory is Bandura's social learning. Social learning theory is based on the work of psychologist Albert Bandura. According to social learning theory, behaviors can also be learned through observation and modeling. By observing the actions of others, including parents and peers, children develop new skills and acquire new information. Mcleod (2018) stated in his journal about Bandura's child development theory which suggests that observation plays a critical role in learning, but this observation does not necessarily need to take the form of watching a live model. Instead, people can also learn by listening to verbal instructions about how to perform a behavior as well as through observing either real or fictional characters display behaviors in books or films.

The school leaders' experiences with their past teachers which serves as the role model, with the parents as significant person or with their peers and friends might serve as very important factors in the competency development the school leaders presently possess. Given the consideration that that learning could be acquired through the complexity of interaction with the people, society and individual's experiences as a whole.

As much as the researcher had identified specific developmental theories, some of psychology's best-known thinkers have developed theories to help explore and explain different aspects of child development and its relation to the understanding of adult affect behavior. While not all of these theories are fully accepted today, they all had an important influence on our understanding of an individual development for future competency development in which the researcher will tend to describe. Today, contemporary psychologists often draw on a variety of theories and perspectives in order to understand how kids grow, behave, and think about its impact for future personality. These different theories had been discussed for the reason that it will be the structure for the understanding of past experiences and present competencies a school leader possessed. Only, represents just a few of the different ways of thinking about child development. In reality, fully understanding how children change and grow over the course of childhood requires looking at many different factors that influence physical and psychological growth. Genes, the environment, and the interactions between these two forces determine how kids grow physically as well as mentally. In the succeeding discussion of some literature and studies the researcher will determine some of the identified experiences of an individual from the past and its impact in the future ability, personality and development.

Childhood experiences can both be positive and negative, negative experiences do have an impact on adult life. One example is being identified in the study of Koodabandeh, F. (2017) which concluded that adverse childhood experiences are stressful or traumatic events, including abuse and neglect. The long-term effects of adverse childhood experiences occurring during childhood or adolescence may lead to a wide range of

physical and psychological health issues throughout a person's lifespan. Children with adverse childhood experiences, develop poor relation skills and low self-esteem, which may increase the likelihood of interpersonal problems and physical aggression in adult life. The study examined the correlation among adverse childhood experiences, self-esteem, and aggressive behavior and had been identified that the most commonly reported adverse experience was family dysfunction, mainly violence in the family that caused problems. Strong correlations were shown to exist between various adverse childhood behavior and aggressive behavior.

It can be correlated that if a certain school leader is aggressive, a large factor contributed to the past experiences. Tendency is that the individual had experienced a negative kind of childhood experiences as manifested in the stated study above. There is many research as stated on the long-term consequences of childhood experiences. The effects of childhood negative or positive experiences vary depending on the circumstances of the personal characteristics of the child, and the child's environment. The effect could be identified on adulthood physically, psychologically, behaviorally, or in some combination of all three ways. On the negative connotation regarding negative experiences, much attention has been focused on adverse childhood experiences as risk factors for a spectrum of violence-related outcomes during adulthood on behalf of public entities. From a positive viewpoint, positive experiences and its effect on later life will be discussed through different studies.

One study by Alshawi & Lafta (2014) had been conducted to further signify the importance of childhood experiences to competency development of an individual. According to their study, childhood experiences are associated with significant functions in adolescence and adulthood. They documented the conversion of traumatic emotional experiences in childhood into psychological disorders later in life. The family is one of the most critical risks and resilient factors in adolescence and emerging adulthood.

The findings of their study give an insight into the essential role of childhood experiences in building competence and adaptation later in their life. Family bonding during childhood seems to play an important role that is associated with building self-esteem competence during adulthood, while exposure to household dysfunction-abuse during childhood has a negative association with competency development. These findings shed further light on the essential role of childhood experiences in building self competency and the adaptation process of individuals later on in life. In relation with the above study, it can be inferred that school leaders who have high self-esteem had less experiences of adverse childhood days.

It is stated that most adverse experiences on childhood experiences had an effect on the competency of a person. However, on the other side a positive childhood for instance had also a big impact on adulthood. Kosterman (2011) examined positive childhood experiences as predictors of positive adult functioning, including civic involvement, productivity and responsibility, interpersonal connection, and physical exercise. And they found the enduring importance of positive childhood experiences in predicting positive functioning in adulthood. The result of their study suggests that positive experiences in late childhood continued to have a significant pro social effect into young adulthood. The study also highlights the late elementary grades as a time when parents, teachers, and others can potentially have a large influence in proactively providing pro social opportunities for children.

This study focuses on analyzing how school leaders describe their development as leaders from their early childhood through adolescence and adulthood, and what experiences have a great impact on their competencies as leaders and also the researcher will describe how their present leadership style is affected by these experiences. The keywords for this study will be the early experiences of the school leaders during their elementary days, the past experiences with the school activities and encounters from their teachers

and significant person. Along the way of development, what are the challenges that give them motivation in aspiring their dreams and ambitions in life. In what circumstances, these different circumstances give impact on their life being a school leader and with the past life considering their achievements, hardships, challenges in different areas can affect their present status.

The researcher narrates the life of Sarah Cruz (not real name) from childhood days, teenage life, work experiences going towards being a school leader. Key concepts of past experiences, competency development in view to the psychosocial perspective of life areas of the school leader per se was described holistically. Furthermore, elaboration of life experiences focused more on the school age of the school leader where most of the skill building as a foundation of competency development was described. The researcher narrates the development of the virtue of competence of Sarah Cruz from the childhood experiences, past school life, challenges and motivation that experience in psychosocial perspective of life. The study aims to answer the following questions:

1. How does the school leader describe her development as a leader from their early childhood through adolescence and adulthood?
2. What experiences have a great impact on her competencies as a leader?
3. How is her present leadership style affected by these experiences?

## Method

This study used a narrative approach of qualitative research wherein the researcher narrated the told stories of Sarah Cruz; described all the shared experiences of one school leader to identify how competence is being developed across the life span. The researcher gathered the data through the collection of participant's stories and narrated it accordingly chronologically. With these expressed lived experiences the researcher narrated the impact of these experiences being a leader at present. In connection with these, according to the reported individual life story the researcher put meaning on how these combinations of childhood experiences gives meaning to the development of virtue of competence of a school leader.

The participant of the study is one school leader who has an experience of leadership, school management and is responsible for the daily instructional leadership and managerial operations of the school for at least 6 months. In this study, the participant is currently the College Dean of one school at Marikina. The participant had been a program chair for two years and assistant dean for 6 months and currently held a position of Dean for about a year. The participant is presently residing at San Mateo, Rizal wherein the researcher visited from time to time to conduct a series of interviews. An observation will also be made at the school locale of the participant to further gather information about her present life. Also a triangulation had been made with the husband of the participant and one colleague who used to be also her friend.

The following procedures were done by the researcher. First, the researcher gets the consent of the participant through discussing the limitations, secure confidentiality and stating the whole flow of data gathering such as interviews, observations and the permission to use recorder. Then, the researcher makes a series of visits to the locale of the participant to gather stories through multiple types of information. Next, the researcher recorded the stories and field notes, the researcher also collected stories of the participants from the stories of available family members, colleagues and subordinates. Also, personal-family-social artifacts were requested such as old photographs and memories. With the compilation of this information, the researcher narrated the life story of the participant. Lastly, the researcher used the 3 theories of psychoanalytic, developmental and social learning to analyze the participant's stories and make meaning to the competency development of being a school leader.

## Results

### Childhood experiences towards Competency Development

#### Independent at an Early Age

Sarah Cruz's story gives so many challenges and yet those experiences have molded her to what she is at the present. At an early age she learned many workloads to the point of sacrificing the play age for doing the task of being the eldest girl among the siblings. Everyday in her life she used to wake up early even if the sun does not shine up, everyday she is at the race with the sun to go outside and begin the day by going to the well to fetch water to be used in her taking a bath and her siblings. Her breakfast is the task of doing all the necessary things and that happens at the age of 6 years old, the age wherein most of the children seem to play and enjoy the childhood days of playing, singing, dancing and doing childhood acts. Sarah had been an independent child at the age of 6 wherein she used to learned all the task by herself, fetching water all by herself, going in a bath all alone, preparing all the things inside the house starting from herself down to the accomplishing the task of her siblings even without being told to do so. She finds a way to learn all the task all alone even for a simple instruction and do the task independently. Every morning upon waking up before the sunrises, accomplishing all the work even without eating breakfast, this little girl is prepared for morning routine, fetching water, cleaning the yard and cooking for the family.

“I became independent at an early age”

Sarah: My being independent at an early age I think. As early as 6 years of age, I am already independent. I took a bath, changed my own clothes and walked to school without an adult companion.

Sarah: Yes, At the age 9, I was already exposed to a lot of household chores being the eldest of the 4 girls of siblings. I know how to cook simple recipes like cooking rice, fry banana or sweet potato, and my favorite namem kamote for breakfast. I used to do the task independently even without being told to do the work. I learned all the tasks all by myself.

Sarah: Well probably my experiences shaped me in a way to be competent. Because during elementary I learned how to do stuff alone, I do not rely on other people. As much as I can I do work all alone and I make sure that whatever task I start I am going to finish by whatever means. The competency had been developed in childhood years; the maintenance and perseverance persisted during my adolescent years.

#### Self less actions

In every morning routine that Sarah is experiencing she admits that her childhood play age is being sacrificed. She has to do the task of being the eldest first before satisfying her life as a child. Looking only from the window of those who are playing, she does the workloads first before playing and goes outside the yard. She cooks food for the family like kamote and fried vegetables, and looks at the younger siblings wearing a cloth wrap in her body so she can carry the younger siblings while cleaning the house and washing the dishes. She has to do all the tasks before and after going to school while setting aside the personal interest of playing. After all the food had been cooked, the dishes had been washed and all the tasks were done, it was the only time to do the personal stuff of studying and yet no time for playing. Sarah has to do tasks for the family and less time for herself.

Sarah: I learn how to sacrifice at an early age also for my siblings.

Researcher: What kind of sacrifice at an early age?

Sarah: Sacrificing the play age being a child just for the responsibility being the eldest girl. I have to look at my sibling dba when my parents are not around. May nakabalot sa akin noon na kumot wrap around my body and that was an improvised baby carrier that I am using and at the same cooking doing the

household chores at the same time. I am just studying after I finish all the tasks and responsibilities at home. Ang nanay ko may alagang manok din dati.

### **Multi-tasking Responsibility**

Sarah had many tasks to do which started at age of 6 and the kind of life proceeded all throughout the entire childhood years. That way of living shaped her to become a responsible child which she carries the characteristics all through. At the young age she became responsible daughter and siblings which she used to clean the house inside and outside, everyday routine of cooking for the food, waking up early walking to well even the sun does not shine to fetch water and walking going to school, she is the mother and father of the house when her parents are on the field. She is also a responsible student because she maintains the academic grades and graduated in elementary with honor. She became a consistent honor student; she managed being a responsible daughter, older siblings and responsible student multitasking. She gives values to the education and took the simultaneously responsibility at the school and at the home manageably. At the age, 10 she goes to the forest to gather firewood and while at the forest she grabs the opportunity to study at the same time since the forest is a quiet place and has bright sunshine as well. She finds meaning on how to do all the responsibilities.

“I learned to be responsible and manage all the responsibilities at an early age”

Sarah: Dami ko responsibilities na ginagampanan nung bata pa lamang ako at nakakatuwa I think nagampanan ko siya ng maayos bilang panganay na babae. I learned to be responsible and manage all the responsibilities at an early age.

Sarah: Consistent honor ako. I can say that since elementary I value the education. Competent na ako bata palang ako. Kahit na hindi masasarap pagkain namen nagaaral parin ako mabuti at kahit na hirap sa buhay. I am a persistent and motivated student ever since.

Sarah: Ah ok, I think that was around 10 to 11 years. Naalala ko dinadala ko sa gubat yung mga kailangan ko aralin kc hindi ako makapag aral sa bahay dahil ang dami pinapagawa ng parents ko kaya sa gubat ako nag aaral.

Sarah: Sacrificing the play age being a child just for the responsibility being the eldest girl. I have to look at my sibling dba when my parents are not around may nakabalot sa akin noon n kumot wrap around my body and that was an improvised baby carrier that I am using and at the same cooking doing the household chores at the same time. I am just studying after I finish all the tasks and responsibilities at home. Ang nanay ko may alagang manok din dati.

### **Time Discipline**

Childhood experiences had been full of responsibilities and unsatisfied life of child to have play activities because at an early age she learned to be independently taking care of the siblings and doing the responsibilities simultaneously at home, school and work in the field along with the parents. These childhood experiences continued until high school life. Back then Sarah used to wake up as early as 4:00 in the early to start the day. She will start to cook the food for the family and also her food while in school. And after preparing the stuff in the house she is now ready to go to school with the use of her bare feet with old school shoes to walk five kilometers distance from the house going to school every day. She needed to have a heavy breakfast and bring with her heavy meal for lunch to be strong in the everyday walking going in and home of the school merely every day. So he needed to be disciplined in terms of her time to accomplish the task in everyday life. Experiences in time discipline such as walking up early,

managing the time in walking, allotted time for the school assignments, and the time to finish the work inside and outside the house fulfills her competency to be a part of her development during the high school years.

Sarah: During my high school studies, I need to discipline myself. I need to wake up early because our classes start at 7:00 in the morning. I woke up at 4:00 in the morning since I have to cook my baon. I used to prepare my baon at school. Most of the time is either fried talong, ginisang sitaw or kalabasa or fried banana. Then at 5:00 in the morning I have to start to walk and go to our school. I have to walk merely 5 kilometers every day before going to school. And also in going home to school I need to walk again. Because of the distance and naglalakad lang I learned how to have a time discipline to do all the tasks on time and finish it on time also.

### **Learn to follow without complaint**

During her 2<sup>nd</sup> year in high school one unforgettable experiences is being absent in one of the periodical exam because she needed to go to the rice field to help her parents in planting so they have something to eat. That time though she was very hesitant to go to rice field because it was an examination day and it is very important day for her. Still she follows the order of her father she went to the rice field and does not complain at all. Not a single word of complain had been heard from Sarah but only the tear drops because of the losing of chance to take the examination. During the teenage life she had the attitude to follow orders without complaining. She respects the person of those who are in the authority and she follows the order. Though she is aware of the chance of losing to be the top in the class because of the missed examination still she prioritize the command of her father without complaining.

Sarah: So I was obliged to get absent and help in the ricefield. I really cried heavily when I was in the ricefield because I reviewed a lot but I was not able to take the exam that day. I wanted to say NO to my father but then again I just followed the order of my father without complaining -- not a single word of complaint. Even though I do not want to, I follow what my father asks me to do.

### **Self-determination**

All the hardships had been paid off because she graduated in high school with honor. But then again another dilemma needs to be faced because she wanted to pursue college but her parents cannot support the everyday finances of her college education. So, Sarah wholeheartedly went out to the province and with no doubt she decided to go to Marikina City at her relative's house to work as a canteen girl and all around girl at the canteen. She is working in the morning and studying in the evening. She used her salary to support her finances with her education and support coming from her relatives. She is determined to finish the college degree and with four years of continuous determination she finished the Bachelor Degree and graduated as CUM LAUDE. Then after graduation she eventually finds a job.

Sarah: I am a self-supporting student in college. Aside from my salary as a canteen girl, sometimes I accept projects of my co-students and I will be paid if I help them in their projects or assignments. That would be another source of income to finance my education. The self-determination really pushes me every day to continue. I graduated with flying honor. All the hardship had been paid off. I graduated as a CUM LAUDE. And after I graduated I had work right after. That was my story, full of struggles and hardships yet fulfilling and enjoying.

And then she started to work as an elementary teacher in a private school for 15 years and became a hall of famer as an outstanding teacher. During her stay as a teacher her experiences in childhood had helped

her overcome easily the situation, she became independently eager to learn new things as a teacher, had a multi-tasking responsibility, did selfless actions to help other faculty members, meets the deadline due to her time discipline and follow what is being said to do without complaining. She enjoys the work of a teacher and that made her to become an effective teacher. Then she became a language coordinator given the work to check the lesson plans, test questions, class records of all language teachers. And do the classes observation of all teachers teaching language subject.

Then another point in her life is that she decided to study for her Masteral Degree in Educational Management and finished in 2000. Then she became a college instructor and after 8 years she became promoted as a program Head and pursued to finish the doctoral degree at PNU on Doctor of Education Major in Educational Administration and became a College Dean.

The experiences during her childhood life had affected her personality being a school head. She learned how to be a follower and a leader at the same time. She just does all the tasks instructed by the superior before complaining. And the persistent attitude of multi-tasking responsibility while she became a program head, also an assistant dean, a faculty all at the same time before she became a school leader. She is very eager to learn and keeps the disciplinary measure towards her subordinate in a compassionate way. Her colleague had described her as a strict but full of heart kind of leader. Because she always looks after the welfare of her subordinates and still maintains the time discipline. She gives objective consideration to her faculty because she had experienced many hardships in life and cherished all those experiences as a gift. Those experiences had molded her to be considerate in every person and yet be able to manage the people and organization effectively.

The past experiences had helped her to understand her subordinates. She became a successful teacher, leader, a mother and presently a grandmother. She experienced having a tutorial session after class hours to have an extra income to finance the education of her 4 children and proudly at present all of her children are all professionals. Her first born is a teacher, second and third are both nurses and the youngest is an engineer. She is happily married with a lovable and ever supporting husband and presently enjoying the life being a “lola” with her 4 grandchildren which she sees as her stress reliever when she feels tired from the school.

Sarah intends to be an effective leader. The competency and the way of handling people and the organization is somehow being shaped with a lot of experiences, because prior knowledge or experiences on dealing with people is very important in management.

## Discussion

Sarah’s childhood experiences had been a big factor towards the competency development as a school leader. The childhood virtues which were acquired because of the combined experiences in different psychosocial development influences Sarah’s present personality so as the style of leadership. In both senses the developmental theory of Erikson and Freud as well as the social learning theory are all applied in the life story of Sarah signifying that conflicts that occur during each of her stages do have a lifelong influence on personality and behavior. Every highest point and lowest point in Sarah’s life contributed to the competency that she is presently implementing as an individual.

The psychosocial development which describes growth and change throughout life, focusing on social interaction and conflicts that arise during different stages of development are then identified with the story of Sarah. Her sense of independency learned since early childhood, multi-tasking responsibilities experienced at the late childhood / elementary years, self-less actions during teen age life, time discipline

at pubertal stage, following and taking the responsibility without complaining during the teen-age life and experiences that brought self-determination during the adolescent stage all contributed to her competency as a school leader.

Presently Sarah's way of leadership can be described as the researcher traced back the past experiences. Examining the different aspects of Sarah made her a tough one because of all the hardships and challenges. Her competency is a product of the intersectionality virtues gained along the lifespan and experiential learning that shaped her. The competency had been driven by the road and journey of an independent, responsible, self-less, disciplined, and determined child.

## Conclusion

From the narrative of Sarah's childhood life's story it can be inferred that her various challenges contributed to her characteristic as a person, as a mother and as a school leader. Sarah's present had been molded by her past experiences and all the virtues that had been formed from the holistic experiences plays a big part on the acquisition of skills becoming a school leaders. Therefore, this acquisition of abilities, leadership qualities has its roots. It can be rooted from the experiences of Sarah, her virtue and competency development can therefore be described by the experiences and conflicts that had arise during the different life stages of Sarah Cruz.

The findings of their study give an insight into the essential role of childhood experiences in building competence and adaptation later in their life. These findings shed further light on the essential role of childhood experiences in building self competency and the adaptation process of individuals later on in life.

The school leaders' experiences with their past, with the parents as a significant person or with their peers and friends serve as very important factors in the competency development the school leaders presently possess. Given the consideration that that learning could be acquired through the complexity of interaction with the people, society and individual's experiences as a whole.

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