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**FROM FORMATION TO APPLICATION:
UNDERSTANDING THE MULTIFORMITY OF TALENTS
OF PHILIPPINE SCHOOL DOHA'S MULTITALENTED
STUDENTS, A PHENOMENOLOGY**

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Abstract

Background: While it is presumed that every person has a special skill, it is undeniable that there are those who are blessed with multitude of talents and are therefore called multit talented. Multit talented persons are individuals who possess variety of exceptional skills and are known for their extraordinary abilities. Purpose: Understanding the lived experiences of a selected group of respondents, this qualitative phenomenological research has uncovered an array of talents characterizing the multit talented high school students of Philippine School Doha. Method: The articulations, musings, and verbalization of the respondents were gathered through a twenty-five item semi-structured interview, analyzed via a dendogram, and classified according to similar themes. The reliability and trustworthiness of data were established through member checking procedure. Findings: Findings of the study afloat the multif ormity of the respondents' talents categorized as ingrained talents, nurtured talents, and shared talents. Ingrained talents refer to the discovery of, and the versatility and flexibility associated in the nature of one's talent; nurtured talents involve the processes of development, enhancement, and advancement while shared talents highlight production, participation, and association as platforms for the utilization of one's talents. Conclusion: Talents can indeed be described and

classified in many different ways. The emergent themes in this study offer a panorama that will help readers understand the multiplicity and diversity of talents from formation to progression to application.

Keywords: *Multitalented, Ingrained Talents, Nurtured Talents, Shared Talents, Phenomenology*

1. Introduction

Everyone has talent (Colarusso, 2019, Silberman, 2019, Vaughan, 2019, Kairen, 2017, Salau, 2016, Sajé, 2015, Rajpal, 2014, Virginia, 2011, Maxwell, 2007). Every human person is gifted with a set of special skills, abilities, and capabilities and is good at something. As defined by Wright (2018) talents have five core meanings; as a gift, as inheritance, as potentiality, as passion, and as speed. As talent comes in many forms, it is likewise discovered at various stages and in different ways. Others come to learn about their giftedness at a young age, whereas, it takes a while for others to figure out theirs. Jolly (2015) on her part stated that some students need specific learning experiences in order for them to develop their strengths in different fields, while some students do not need specialized educational experiences to hone their talents. There are those who along the way come to realize that they are knowledgeable in many areas and are skilled in many things. Individuals who excel in many different areas and are experts in various fields are called multitalented.

Multitalented individuals possess special abilities and potentials for lots of achievements in different areas such as academic, creative, intellectual and leadership. (Nyeche, 2014). They are uniquely special as they exhibit exceptional skills in music, arts, theater, fashion, literature, communication, sports and in many other related fields. Multitalented people can be found in different places, in the community, in various organizations, in their respective homes and in school. This research aims to explore the lived experiences of multitalented students of Philippine School Doha in order to determine what really makes a multitalented student and what sets them apart from others. Through this phenomenological study, the researchers venture through the rich experiences of selected students who are well known in school and are among the most influential individuals in their level. This research serves as a meaningful tool to understand the unique world and the peculiar life of multitalented students.

While it has been a long age debate whether talent is born or made, innate or learned, nature or nurtured, very few have attempted to capture its essence among multitalented students. This qualitative study argues that the individual and shared experiences of multitalented students are fertile ground for discovery, discussion, and debate as to the formation and composition of talents. While talent is more often than not perceived as inherent and developed it can likewise be shared.

2. Method

2.1. Research Design

This investigation was carried out through a qualitative type of research employing phenomenology as its design. Phenomenology as an approach to qualitative research focuses on the commonality of a lived experience within a particular group. As such, this method of inquiry was used in order to explain the meaning, structure, and nature of the experiences of multi-talented high school students of Philippine School Doha. The fundamental goal of phenomenology is to arrive at a description of the nature of a particular phenomenon (Creswell, 2013).

2.2. Locus and Participants

This study recognizes the important role multitalented students play in school, hence six multitalented high school students from Philippine School Doha (PSD), a leading Filipino school in the state of Qatar, were purposely selected as the respondents in this study. Four of them were from the Senior High School Department and two were from the Junior High School Department. These students possess at least three

remarkable talents or special skills known to and are recognized by many in the school community. They were enrolled either as a junior high school or senior high school student at the time the study was conducted. Purposeful sampling was the selection strategy used in this study as it is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest (Palinkas, et al., 2015). Few respondents; not more than ten (Van Manen, 1990) or less than twenty (Crouch 2013) are involved in this type of study since it requires close association and continuing relationships with the respondents in order to enhance the validity of fine-grained, in-depth inquiry in naturalistic setting.

2.3. Data Collection and Ethical Consideration

The researchers utilized a two-part instrument in order to capture the essence of the phenomenon under study. The first part was the robotfoto; the personal data sheet (De Guzman & Tan, 2007) that sought for specific personal information such as gender, grade level, clubs or organization, and the respondent's special talents and skills. Participants were likewise asked to write a short description about themselves in this personal data sheet. The second part was a semi-structured interview containing a series of twenty-five predetermined questions, which according to DeJonckheere and Vaughn (2019), can be used effectively to collect qualitative, open-ended data, explore the participants' thoughts, feelings and beliefs and probe deeply into their personal issues. Prior to the conduct of the interview, the respondents were informed of the protocol as well as the length of the interview. They were likewise assured that their responses will be handled with utmost confidentiality.

2.4. Data Analysis

The researchers observed the inductive approach to qualitative data analysis in order to condense the raw textual data into a brief, summary format, establish a clear link between the research objectives and the summary findings derived from the raw data, and develop a framework of the underlying structure of experiences or processes that are evident in the raw data (Thomas, 2006). For a thorough analysis, transcripts were read and reread for the researchers to understand the responses fully and be able to extract the main points and ideas as disclosed by the respondents. Then, the emic (internal view) to etic (external view) transcription was completed (Olive, 2014). After which the participants' data were grouped into similar themes and were systematically analyzed using a dendrogram (Stephanie, 2016). Finally, a simulacrum was created to summarize the findings and discoveries of the study in a visual form. Identified themes were subjected to member checking procedure to ensure validity and trustworthiness.

3. Findings

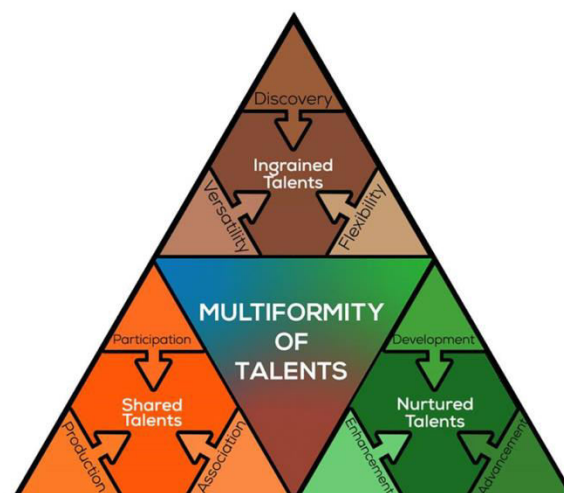


Figure 1: The Multiformity of Talents

This figure shows the three major forms of talents that make up a multitalented student. It expresses the multiplicity and diversity of talents when it comes to formation, progression, and application.

3.1. Ingrained Talents

Multitalented persons are individuals who possess variety of skills and are known for their special abilities. Taking a closer look into the life of these people; multitalented students of Philippine School Doha describe their talents to be ingrained in one's nature; established through discovery and are characterized by versatility and flexibility.

Everything starts from a point of discovery. Multitalented students are able to discover their talents as they constantly do things that interest them as little children. Confirmatory statement relative to the discovery of talent is evident in the declaration of two respondents.

“According to my parents, as a little child, I started humming and singing, even before speaking. When it comes to painting, what I can recall is, as a child I am very particular in coloring. I want it done neatly and my artwork is well-planned.” ^(MS1)

“My love for dancing started at a very young age, my adviser pushed me to pursue it because he saw that I have the talent and potential.” ^(MS5)

As they continue to discover their natural talents and strengths, they come to realize that they are capable of doing several other things and can serve many other functions. As one respondent averred:

“I am good in singing. I like OPM songs particularly. I am also good in dancing specifically hip-hop. I can also play musical instruments like guitar, drums, and piano. I am also skilled in sports like badminton and basketball though I focus more on volleyball. I likewise do a little of digital design.” ^(MS4)

Gifted with diverse skills and abilities, they do not only excel in arts, music, and sports. They can likewise perform various tasks and shine in different fields as affirmed by one student, *“I also have the skills in writing, public speaking and some parts of filming and photography.”* ^(MS5) Another respondent sincerely articulated:

“I sometimes do character impersonations, deliver essays and speeches and engage in extemporaneous speaking.” ^(MS1)

Relative to versatility is flexibility. Multitalented students of Philippine School Doha do not confine themselves in a particular field. As one student revealed:

“I don't have any a specific taste when it comes to singing because I enjoy all genres. While in dancing, I love different styles like hip hop and chill dances.” ^(MS3)

Similarly, they display enthusiasm and readiness to execute variety of tasks and respond to varying needs and situations. One student disclosed, *“We perform different kinds of dances, from Hip Hop to contemporary, whatever is required.”* ^(MS1) This simply shows that flexibility is exercised by the respondents as they utilize and make use of their talents in the performance of their daily activities.

Truly, there are individuals whose talents are rooted and ingrained in their nature. These talents which they discover at different stages in their life enable them to become versatile and flexible persons capable of creative and exceptional performances.

3.2. Nurtured Talents

Ingrained talents have the potential to grow into nurtured talents; the process of which is characterized by three major stages namely: development, enhancement, and advancement. Talents of the respondents are developed through various ways. Statements confirming the cultivation of talents are emphasized by two students:

“Since I’m an only child my parents really focused on me. They enrolled me in academies and let me take a special lesson that’s why as I grew up I learned to like my talents.” (MS2)

“My mother pushed me to develop my talents in playing piano and violin but it was my own decision to play other instruments because I enjoy them, so I love them.” (MS3)

The forgoing statements show that there are steps by which and through which one can maximize his or her potential. Perfecting one’s talent calls for dedication and commitment to raise one’s skills, abilities, and competencies to a higher level. Multitalented students of Philippine School Doha have their own distinct methods and techniques of skill enhancement. They engage themselves not only in formal trainings but also in self-taught activities to become more confident, competent, and proficient performers. Cognizant of this, students boldly expressed how they enhanced their talents:

“I enhance my talents whenever I join activities. If I feel the need for improvement, I push myself to be at my best in whatever I do. Like in drawing, though I do not practice daily, I make it a point to prepare and sharpen my skills when there are competitions. I even watch videos for inspiration. I usually practice our dance steps in the house. I watch myself in the mirror to know how I can best execute the movement. I always sing and practice constantly to improve my vocal dynamics.” (MS1)

“I enhance my talents by training and practicing them especially volleyball. I also workout and practice at home to gain enough strength for the scheduled training so I can be of help to the team.” (MS4)

Completing the stages of talent progression is advancement. Undoubtedly, development and enhancement of talents will open the doorways of opportunities for personal growth and advancement. As boldly attested by one student, *“It gives you an edge over others since not everyone can do what you can do. It likewise serves as a doorway for opportunities especially if it is really your passion.” (MS5)*

It is interesting to note how talent is nurtured through development and enhancement. Though the process of progression necessitates a great deal of time, remarkable effort and total commitment, a nurtured talent in the end serves as an avenue for total advancement; the entry point to the overall improvement of an individual. Indeed, it is only by going through a continuous process of development that god’s given talents are maximized and perfected for the good of the human person.

3.3. Shared Talents

There are different platforms where multitalented individuals voice out their talents and showcase their skills to the world. These platforms act not only as gateways for global performances but also serve as avenues for them to reach out to as many people as possible. Cognizant of the value of putting one’s talents to proper use, multitalented students of Philippine School Doha, through their shared talents, ensure high level of participation, creative production and close association. Statements indicating active participation in various activities and competitions are affirmed by two respondents.

“I make use of my talents by joining contests in school. At times, I participate in outside of school events by singing and dancing also.” (MS1)

“I join sports teams during intramurals and I usually volunteer as a leader during our P.E. Classes so I can teach my classmates.” (MS4)

Eventually, the frequent exposure to and continuous participation in various activities inside and outside the school yield proficiency in various fields enabling them to come up with original concepts, produce bright ideas, and create unique outputs to help meet scholastic needs. As two respondents attested:

“I use my skills in music when there are groupings to help create melodies, lyrics, rhythms, and the like. I utilize my skills in dancing in creating dance steps or making choreographies.” (MS4)

“My talents are really useful especially in presentations for school activities. With the help of these talents I can make things or present things creatively and I also participate in different programs.” (MS5)

Moreover, they do not only think like geniuses capable of producing brilliant ideas. They likewise boost their creativity to entertain others as expressed by one student, *“I perform in programs to entertain people and let them enjoy the program itself.” (MS3)*

Inevitably, the horizon of these multitalented individuals broadens as their connection widens. Participation and production play a big role in their lives, introducing them to different organizations; leading them to take part in various associations inside and outside the school. Confirmatory statements relative to association are conveyed by two respondents:

“I am a part of the Supreme Student Government (SSG), Citizen Army Training (C.A.T) and other outside school organizations such as the Youth for Christ.” (MS2)

“I am a member of the Senior Safety Squad. I am also a part of the PSD Volleyball Varsity Team. That was since grade 7 after going through a rigid tryout and screening. Last December, I became a member of an outside school volleyball team called Rascals through the recommendation of my coaches. I had been a member of the Primary Glee Club also, the Dance Club during my intermediate years, and the PSD Supreme Student Government. When I was in grade 6, I was elected as batch representative and as Peace Officer when I was in Grade 7.” (MS4)

It is truly interesting to trace the journey of multitalented students; how they started as hopeful dreamers and became the empowered individuals that they are at present. Their experiences allow one to see what their world is like from the inside to the outside and how this world grows and changes as they get involved and connected with people through production, participation, and association.

4. Discussion

4.1. Ingrained Talents

Multitalented individuals stand out from ordinary people. With the many things they can do in extraordinary ways one can't help but notice them in the crowd. According to Schaeffer (2015) multitalented people have evident high achievement ability in multiple fields may it be academic or not. They have the creative, intellectual, artistic, and leadership capacities. These multitalented individuals possess various skills they creatively utilize as they live their daily life. For multitalented students of Philippine School Doha, these talents are found to be ingrained or innate in themselves, deeply rooted in their being; something they are born

with and are discovered as they grow up. Honed through the years, multitalented students' ingrained talents turn them into versatile and flexible individuals.

The discovery of talents can occur at any point in a person's life. In the case of multitalented students, the process of discovery started at a very young age and their giftedness continue to unfold through the little things that stimulate their curiosity and feed their interests as they grow up. The people around them and their environment play a huge role in the initiation of the development of their talents. Morawska and Sanders (2009) explained that supportive parenting strategies have a huge impact on the discovery of the skills of the children. Gifted students have specific educational, social, and developmental needs in their journey to becoming multitalented individuals. Therefore, lack of recognition of the capabilities may withdraw a child from further pursuing a certain field and may lead to loss of potential. Cortes-Cabello (2013) stressed that students who are motivated to learn can most likely improve their potentials. Similarly, there are different factors that affect the student's behavior in achievement setting and that include their environment and the people around them. The people around them, the attitude, and ideas that surround them also have an impact on their capabilities to learn and motivation to achieve things as students. Individuals who receive positive outcomes and feedbacks are more likely to be motivated in achieving goals (Kitsantas, Bland, and Chirinos 2017). Talent, therefore, as concluded by Olthouse (2012) is the connection of an individual's values, goals, emotions, and identity with the relationship they have with other people in the community.

Moreover, as multitalented students continue to discover their talents they encounter situations that make them realize that they are capable of doing a lot more. As they are exposed to different kinds of experiences, their versatility in various fields is developed enabling them to adapt and utilize their talents and express themselves in various fields. As explained by the study of Krause (2010), being able to express oneself enables individuals to fully use and utilize their skills and capabilities. People can branch out and acknowledge their potentials in performing different skills as a way to express themselves to other people. In the process of discovering their talents and acknowledging their capabilities in different fields they encounter varied opportunities to which they can practice their versatility. According to Dudnytska (2017) these kinds of individuals take every opportunity they get. This does not only expose them to the world but also helps them acknowledge, use, and develop different kinds of skills. Cross and Coleman (2014) said that there will be a development within an individual if he/she takes every opportunity to be good on that certain area. These opportunities allow multitalented students to function and excel in various fields like arts, music, sports and the like. Truly, it is the mindset that pushes each individual to pursue a certain skill and that is what it takes to be multitalented.

Interestingly, multitalented students notwithstanding their skills in different fields do not limit themselves to one specific genre. They exercise flexibility in the practice of their talents and skills. This enables them to cover a wide range of possibilities in showcasing these skills. Maria-Dolores Prieto (2016), in her study stated that multitalented students have their own high level of complexity in their given abilities. Their talents vary based on their very own strengths and weaknesses seen throughout the process of them participating in different activities. Multitalented students are able to adapt to certain changes in their environment through the practice of flexibility. As summarized by Wang (2012) certain individuals when given situations that call for change can come up with different strategies to cope up with it. Their ability and perception towards these changes affect the outcome of their performance and help them think of a better way to respond to a given situation. Flexibility gives multitalented students the power to move naturally and change direction as needed. In summary, multitalented students' ingrained talents refer not only to the special skills and natural abilities they are gifted with but also the skillfulness and affability attached to the practice of these talents. As stressed by Lee (2015) being a multitalented individual is an intrapersonal trait, ability or potential is something that is developed within the person. The ability of that skill to be versatile and flexible can rely on environmental, social, and emotional factors. Learning through the process and practice, he added, plays a big part in the

fulfillment of one's goals and adds to the motivation of that individual to achieve more. Indeed, what makes people multitalented is a combination of the special gifts they are endowed with and what they do to make the most out of their giftedness.

4.2. Nurtured Talents

Interestingly, while there are people who are born with natural talents, there are those who have their talents nurtured. To nurture is to actively care for or develop someone's skills or abilities (GT Scholars, 2019). Gladwell (2008) claimed that it is not so much talent that determines how far a person will rise but a combination of factors, such as the environment a person grows up in, the mentors they have, and something best described as 'fortuitous circumstances'. Bill Gates, as he cited, was exceptionally competitive as a child but what mainly contributed to him becoming a fabulously successful entrepreneur was the fact that he was able to attend an elite private school where he had unlimited access to a computer terminal. It goes without saying that talent needs to be nurtured to come to a full fruition. Nurtured talents as revealed in the life of multitalented students go through the processes of development, enhancement, and advancement.

Recognizing one's own potentials calls for development. Bingham (2014) gave meaning to development as building the knowledge, skills, and abilities to achieve one's own potential. Transforming potentials into talents; however, is not an easy process as it requires time and dedication. According to Araoz (2014), the first step to develop skills and potentials into talents is to identify the high potentials which have greater ability to learn and then invest much more time in them. Potential refers to the promise or possibility of individuals to become something more than what they currently are (Silzer & Church, 2010). Ansar and Baloch (2018) on their part defined potential as a latent, intangible quality showing the capability to develop into something useful in the future and lead to success. These potential factors may have both natural innate components and components that can be developed like most other skills and abilities as further explained by Silzer & Church (2010). It must be noted though, that while talent gives an individual an upper hand, talent alone is not enough, thus must be cultivated. As justified by Maxwell (2007), too many talented people who start with an advantage over others lose that advantage because they rest on their talent instead of raising it, assuming that talent alone will keep them out front.

Moreover, talents can be developed through various ways. This is because every individual is different from one another thus they have their own distinct methods and techniques in which they can develop their talents, depending on which works best for them. Howard Gardner's Multiple Intelligences Theory (MIT) posited that each multitalented student has a unique way of developing their talents because they have different learning styles (Ahmed, 2013). Knowing this, individuals must develop an approach that would respond to their uniqueness (Pourhosein Gilakjani, 2011). Parent's encouragements, as exemplified in the life of multitalented students, play a vital role in developing one's talents. Bempechat and Shernoff (2012) agreed that there are multiple ways in which parents foster achievement motivation and student engagement. The encouragement received from their parents lead students to join academies and take special lessons which in turn help them appreciate their god given talents more. With the support of their families, multitalented students of Philippine School Doha continue to rediscover what they are good at and what they can still possibly do. They develop their talents and skills through formal schooling and find joy in every little thing they personally do to cultivate their potentials. Indeed, one must be invested in maximizing his own potentials in order to achieve a desired result.

Relevant to development is talent enhancement. An act which can simply be associated with improvement, it encapsulates multitalented students' drive to get better. Lakeli (2017) stressed that if individuals are fully decided to cultivate their crafts to the next level, right techniques can transform them from being amateurs to professionals. Enhancing talents entails a series of steps, the ultimate goal of which is mastery and mastery can only be achieved through continuous practice; hundreds or thousands hours of practice as emphasized by

Johannsen (2016). Undeniably, multitalented students exert great effort in training and spend long hours of practices especially when there are activities, presentations, and competitions. They push themselves and give their best in whatever they do to boost their talents and skills. Truly, Young as quoted by Mejabi (2015) emphasized, it takes the total effort of one's heart, mind, and soul working together in tandem to become a master at any skill.

Indeed, development and enhancement are long processes that involve great effort and consistency leading to the doorway of advancement. Dictionary definition of advancement describes it as progression to a higher stage of development or promotion to a higher rank or position (Merriam Webster). Based on the experiences of multitalented students, advancement is an access to better opportunities giving them edge over others. According to NAGC (2015) or National Association for Gifted Children, as students advance in their acquisition of the knowledge and skills in their area(s) of talent, they need ongoing opportunities to apply the habits of mind and tools of inquiry that are required of an expert. Moreover, the association emphasized that with opportunities to create connections and apply learning in a meaningful context, students experience relevant and enduring learning in their areas of strength and interest.

Undoubtedly, nurturing one's own talents can serve as a total avenue for the overall improvement of an individual. One has to embrace not only his inner passion but must also use the power of practice for one's own end. Right effort coupled with right opportunities are perfect ingredients for a well-nurtured talent. Finally, and perhaps most importantly, as stressed by Stulberg (2017) there is intrinsic value in working to become one's best, whatever that best may be.

4.3. Shared Talents

Talents are intended to be shared. Gifts according to Wilner (2016) are not an accident, they are to be cultivated and given back because their meaning and significance come from the contribution and the impact they have in the lives of other people. There are hundred and one ways and opportunities for talented individuals to use their talents in the service of others. Participation, production, and association are the major platforms multitalented students of Philippine School Doha use to share their special skills and abilities to the world; hence, making up their shared talents.

Academically speaking, participation is one of the workhorse instructional strategies that is easy to use, straightforward, expected, and often quite successful at accomplishing a number of learning goals (Weimer, 2018). Going above and beyond classroom requirements to participating in extracurricular activities on a regular basis according to experts in child advancement (School Specialty, 2017) is the best way to help children develop their individual personality. It goes without saying that students' participation in co-curricular and extra-curricular activities is highly beneficial to their overall development as individuals and to their scholastic achievements as well. As justified in the study of Israel (2013), participation leads to academic success and positive development. Students who involve themselves in different activities that make use of their talents are most likely capable of acquiring a positive sense of self; emotionally, socially, and academically (Blomfield and Barber 2011). Malone (2008) stated further that participating in extracurricular activities is a complementary system of learning wherein they learn because they experience doing these things and it also gives them a sense of direction. Through participation in varied activities be it school-based or outside of school performances or competitions, multitalented students are able to showcase their talents, represent their school and influence people. As they make good use of their talents, they likewise build a stronger sense of themselves.

Moreover, as multitalented students continue to participate in varied activities, they are able to explore other fields of interests and are given the opportunity for productive breaks. As they nurture their passion they are also able to produce creative outputs and contribute new ideas and concepts that satisfy not only their standards but also those of others particularly their classmates and teachers. According to the study of Ho

(2016), these individuals produce certain outputs that they think will satisfy the standards of the people around them and the standard of their work depends on the works and the people whom they look up to. Diebel (2018) emphasized that multitalented students can produce, experiment, and introduce themselves to different creative ideas and outputs that are essential in their academic achievement and skills development. Multitalented as they are, they make effective use of their special skills and abilities to create, produce, and reproduce in order to bring about significant outputs and offer amazing services that benefit others.

Consequently, as multitalented students participate in different activities and utilize their giftedness for production, they come in contact with different people whom they establish close association with. To further develop their skills and strengthen their connection, they join in various organizations. According to Mills (2017), being part of different organizations does not only help them showcase their talents, but it also helps them identify their strengths which leads to positive student development. Relevant to this, Cole; one of Africa's top business leaders in an interview conducted by Ighobor (2017) stressed the need of young people for a platform that allows them to express their talents for the global market. This platform, as he narrated, includes a supportive environment that tells them all the time that they can do it. The different student organizations multitalented high school students of Philippine School Doha join in serve as their supportive environment. Joining these organizations, as cited by Colbert (2016) is one of the best ways to build a bigger network. As such, their horizon broadens as they interact and associate with other members of the organization. As multitalented students share their talents they attract and influence people, hence their shared talents serve as a strong link that connects them to people inside and outside the organization.

Indeed, it is interesting to know about multitalented students' shared talents. As they share their talents with others they do not only gain experience, they also let other people experience their giftedness. Through participation, production, and association they open themselves to lots of possibilities and opportunities for them to grow, be recognized, be known and be successful. As summed up by Busby (2011), through these engagements, students are able to acquire a sense of belongingness and acknowledgment that leads them to further development and confidence in their given abilities.

5. Conclusion

Indeed, talent comes in different types and in various forms. This qualitative study identified three types of talents based on the musings and articulations of the respondents. Disclosed on the stories of multitalented students of Philippine School Doha is the multiplicity of their talents revealed to be ingrained, nurtured, and shared. Ingrained talents elucidate the formation of their natural talents encompassing the point of discovery and the innate versatility and flexibility associated with the utilization of their inherent skills and abilities. As multitalented students endeavor to improve themselves and maximize their potentialities, they do not only develop and enhance their talents but also use them for advancement. Thus, development, enhancement, and advancement are the processes of progression that constitute multitalented students' nurtured talents. Shared talents, on the other hand, unfold the field of applications by which and through which multitalented students make fruitful use of their giftedness. This kind of talent revolves around the acts of participation, production, and association which undeniably help multitalented students develop a deeper sense of belongingness, hence creating a feeling of satisfaction and fulfillment.

This study highlights the attributes of multitalented high school students when it comes to the formation, progression, and application of their talents. It shows the multiformity of their talents base not only on composition and evolution but also on utilization. As multitalented individuals go through the complex process of uncovering, exploring, and cultivating their talents, they come in close contact with themselves identifying not only their strengths but also their weaknesses. It is assumed that in the process, they do not only mold their talents but their being as well. Hence, becoming better individuals as they walk through a

journey of trial and error into becoming the multitalented persons that they are is not a far-fetched idea as implied in this study.

While this research was able to afloat three major types of talents, it is possible that there are other forms of talents that can be deduced from the experiences of other multitalented students as the concentration of this study is within the periphery of one school only. The panorama of talents sketched through the lived experiences of a select group of multitalented students is an open invitation for other researchers to conduct a cross-sectional research on the same topic to capture the multifaceted and less investigated aspects in the life and journey of multitalented individuals. Understanding their own giftedness through the multiformity of their talents should serve as an encouragement to all multitalented individuals to continue to develop their special skills, cultivate their passion, and pursue their dreams to become the person they are created to be. Parents, teachers, and the school should work together and be the best possible support system these multitalented individuals can have to maximize their potential, be the best version of themselves and serve their purpose in life. Truly, the power of phenomenology as the research design used in this study offers a great opportunity for exploration that brings about understanding of significant information and reverberates a call to action.

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