Abstract
Along with the many benefits of being multitalented are challenges that show up in various ways and are experienced differently by multitalented individuals. With the belief that having a multitude of talents affects a person’s life, this qualitative study which employed phenomenology as its design utilized a twenty-five item semi-structured interview questions to uncover the distinguishing effects of giftedness in the life of selected multitalented high school students of Philippine School Doha. An inductive approach in theme development was applied in data analysis and a simulacrum was created to show in visual form the emergent themes. Findings revealed that the distinguishing effects of being multitalented are greatly felt in three impact areas namely: Scholastic and Instructional, Emo-Social and Physical and Spiritual. Moreover, the three impact areas highlight both the constructive and obstructive side of having multiple talents. Hence, understanding the kind of life multitalented students live is of paramount importance to help them develop their maximum potentialities and let them live a truly satisfying and fulfilling life. While utilizing their talents, they should be given the best possible support to be able to heighten the positive effects of giftedness and neutralize the negative ones.

Keywords: Multitalented, Scholastic and Instructional Impact, Emo-Social Impact, Physical and Social Impact, Phenomenology
1. Introduction

We live in a world surrounded by multitalented people. More than ever we see bright young talents show off a host of skills over honing signature roles (Iseman, 2014). They excel and make creative impact in multiple disciplines such as in the field of music, arts, fashion, communication, social service, games, sports, athletics, science and technology among others. Multitalented individuals can be described as modern renaissance men or women (John, 2019) with genuine competence in and understanding of multiple different fields, all of which complement one another to make them more talented and productive. As real polymaths, they have the capability to perform various diverse tasks that meet or exceed the standards of an action to be called a talent. According to Eby (2012), persons with multiple talents can be differentiated from other people by the word complexity which focuses on the intricacy of their high abilities which takes the form of enjoying or being challenged by having a multitude of interests, abilities, and passion.

Undeniably good in their respective fields, multitalented individuals are known to many. They are looked up to not only because of their special skills and talents but also because of their ability to influence and inspire. Thus, they are admired, loved and cared for by others (Wijaya, 2017). No wonder, there are those who are mesmerized by the kind of life they live. There are even those who secretly envy and silently wished to be like them. As the stars of multitalented people dazzle, some are blinded by the bright light forgetting the reality that whenever there is light, there is also a shadow. As Eby (2017) emphasized, having many interests and abilities can truly make for a rich and satisfying life, but can also be a source of stress. Though Wijaya (2017) spoke of the value of being faithful in developing one’s talents he likewise narrated based on a personal experience how being multi-talented can be life’s greatest struggle. Hence, the researchers conducted this study to uncover the unique experiences of students gifted with multitude of skills and talents in order to see through clearly in between the lights and shadows of this phenomenon; that is to understand the pain and the glory of being multitalented.

This qualitative paper intends to understand the essence of the lebenswelt (Grüny, 2015, Kraus, 2015) of the experiences of individuals in the field of multitalentedness which is considered to be a large unexplored aspect of giftedness. This paper argues that being multitalented is more complicated than what people perceive it to be and the effects it brings come in various forms and are experienced differently. Shared narratives engendered in this research internalize the different distinguishing effects of being multitalented and encapsulate how they impact the life of students with multitude of talents.

2. Method

2.1. Research Design

This study is qualitative in orientation and is phenomenological in design. Phenomenology as cited by Armstrong (2005) is a philosophy of experience; the ultimate source of all meaning and value of which is the lived experience of human beings. Its goal according to Neubauer, et al. (2019) is to describe the meaning of this experience both in terms of what was experienced and how it was experienced.

As a powerful approach for inquiry, phenomenological research is utilized in this research to uncover and understand the lived experiences of multi-talented high school students of Philippine School Doha.

2.2. Locus and Participants

The respondents in this study were multitalented senior and junior high school students of Philippine School Doha (PSD); a leading Filipino community school in the State of Qatar. Six respondents were selected through a purposeful sampling strategy for qualitative data collection (Palinkas et al., 2016) based on the following criteria: (a) respondents have at least three special talents, ability, skill or aptitude known to or liked by many, explicitly by the PSD students and teachers, and (b) were studying in PSD either as a junior or senior high school student at the time of the study. Of the six respondents, two were active members of a
school club for students with special singing and dancing skills, three had represented the school in an international skill and talent competition, and one is a well-known athlete and instrumentalist. They were all acclaimed performers in school.

Only few participants have been chosen to participate in this study since this type of research calls for close association and ongoing relationships with the respondents. According to Dworkin (2012) the sample size used in qualitative methods of research is often smaller than that used for quantitative methods of study. This is because qualitative research approaches also concentrate on acquiring an in-depth understanding of a phenomenon or on how and why of a particular issue, system, circumstance, subculture, scene or set of social interactions.

2.3. Data Collection and Ethical Consideration
The researchers used a two-part instrument to capture the essence of the phenomenon under investigation. The first part is the robotfoto which serves as the personal data sheet of the respondents (De Guzman & Tan, 2007) and the second part was a semi-structured interview (Given, 2008) composed of a collection of twenty-five specific and meaningful semi-structured questions capable of inducing accurate, comparable, and qualitative information. The participants were informed of the flow of the research interview. They were made aware that their responses will be audio recorded for purposes of transcription and data interpretation. The respondents were assured of confidentiality when it comes to the treatment of data.

2.4. Data Analysis
The researchers followed the inductive approach to thematic design which is concerned with the generation of new theory emerging from the data; allowing the researchers to begin with a completely open mind without any preconceived ideas of what would be found (Gabriel, 2013). A three-part structural analysis was observed. First, the main points and ideas of the experiences of the author were identified by reading and rereading the transcribed data. Then, the translated meaning units were extensively analyzed through a dendogram (Bock, 2018) in which data were grouped into similar themes. Eventually, a simulacrum was designed as a visual representation of the findings and discoveries of the study. Themes identified were subjected to member checking and quadrangulation to ensure validity and trustworthiness.

3. Findings

![Figure 1: The Distinguishing Effects of Giftedness](image-url)
Musings, verbalizations, and articulations of the respondents reveal the distinguishing effects of giftedness in the life of multitalented students. The three impact areas highlight both the constructive and obstructive side of having multiple talents.

3.1. Scholastic and Instructional Impact
Multitalented individuals, by virtue of their exceptional abilities in varying fields, utilize their talents to accomplish the tasks associated with their special skills. One factor that differentiates them from other people is how their talents impact them scholastically and instructionally. Having a diverse set of skills may serve both as a hindrance to or an avenue for the academic growth and development of these multitalented individuals. In the case of Philippine School Doha’s multitalented students, the scholastic and instructional effect of being multitalented manifests in two contrasting forms: as an inspiration and distraction. Three responses from these multi-talented individuals posit how their skills inspired them being a source of motivation in their life.

"With my skills and talents, I get motivated to study more especially when I am able to balance both academics and extra-curricular." (MS1)

"I am happy when I do my extra-curricular activities and I know this is where my heart is. I have this mindset to go where I’m happy and simply to do good in order for me to accomplish things." (MS5)

"I just enjoy the time I spent in the training; I enjoy what I am doing." (MS1)

These revelations imply how far individuals can go when driven and how happy they can become when enthused with something they love to do. Surprisingly, being multitalented does not only serve as a motivation for them. It is likewise perceived as a solution; a means to address an issue or solve many of the challenges encountered both at school and in their day-to-day lives. As averred by one respondent:

"My talent is very helpful in the classroom setting because I can utilize them to amuse the teacher and make our presentations more entertaining and more pleasing to everyone. My classmates usually depend on me when they need ideas when it comes to music." (MS3)

Being multitalented does not only help them look at problems from a different perspective and offer their insights to benefit them and the people around them; it likewise enables them to respond creatively to various classroom requirements as one student affirmed, “I use my skills in the classroom whenever there is a need for choreography or music; mostly for active and energetic classroom performances.” (MS4) As a whole, these multitalented students make effective use of their talents and skills to successfully carry out their tasks and perform their role effectively as students.

In similar vein, the experiences of the respondents relative to the use of their skills lead them to certain realizations. First, the grateful appreciation of their unique giftedness as one student averred, “I’m really proud of myself because I was able to get to the top section even though I had many responsibilities to do.” (MS2) Second, the full recognition of their very own limitations as claimed by one respondent:

“If I know I cannot do my school work, I would not force myself to do it but if I know I can, then I would do it.” (MS3)

Correspondingly, they learn to set priorities, balance their work as students, continue to strive for growth in their respective fields, see how their hard work come to fruition and feel grateful in the end.

Truly, the academic life of these multitalented individuals can be perceived as something ideal with the inspiration they draw from the utilization of their very own talents. But as they say, there are always two sides
to every story. The respondents likewise disclosed how their being multitalented causes them tribulations, thus, at times serve as distraction.

Talented as they are, these students are directly or indirectly affected by certain expectations. These expectations be it the ones they set for themselves and or those seemingly set by others bring about pain and disappointment when not met. Two respondents verbalized:

“I felt as if I let my team down though they didn’t make me feel that way. I guess what really hurt me was my own expectations.” (MS2)

“I felt I was never enough and I failed to meet my expectations.” (MS3)

The foregoing verbalizations show how disappointed they become when they fail to meet certain expectations particularly those which they set for themselves. They are anxious about the opinions of others which create an additional layer of pressure on them. Relative to this, one student mused:

“So, I will attend the practices, enjoy and then force myself to do and meet my school requirements. In that way I know that I will not be disappointing anyone.” (MS5)

Undeniably, multitalented students are affected by the pressure of expectations. This, however, is not there only concern. The following verbalizations capture how multitalented students struggle with time, the pressure of which narrow their focus and eventually disrupt them from doing their schoolwork.

“There are times that we go home late from dance practice; around six o’clock in the evening. Sometimes, there is no time left for us to do the things that we need to do and so I will be rushing up the next day and all negative things happen early in the morning!” (MS1)

“My practices really eat up my time. If I don’t have practices, I will start doing my school requirements at 5pm but if there is a practice then I will be able to start at 9 or 10 pm. It is more time consuming and a little bit more tiring.” (MS5)

Subsequently, the pressure of expectations and the series of work disruptions lead multitalented students to the threshold of vexation. The thought of how all these can possibly affect their grades bother them. The realization of how their academic performance is actually affected frustrates them in the end. The musings of two students illustrate their apprehensions. They narrated:

“But it’s not always true that one will get good marks. Sometimes your grades go down so you need to prioritize the academics.” (MS1)

“I struggled a lot wherein I experienced coming home late frequently, being exhausted, and procrastinating, that almost made me not part of the honors.” (MS3)

It is truly fascinating to know how being multitalented considerably affects the scholastic and instructional lives of students. An inspiration and a distraction at the same time, multitalented students need to be in control of themselves and the situations to be able to use their talents for their own academic advantage.

3.2. Emo – Social Impact

Philippine School Doha’s multitalented students consider the emo-social impact of their multiple talents as a source of affirmation and a cause of frustration. Caught up in one’s emotions at times be it the feeling of confirmation or negation, satisfaction or suspicion, and actualization or exasperation, these individuals come to appreciate themselves better as they interact with others in the day to day practice of their special skills and
talents. The findings of this paper revealed how multitalented students are perceived by other people and how their relationships grow at home, in school or in the community. They averred:

“Students tend to look at me as their role model...my teachers recognize the things that I do and my family support me for all the things that I have achieved. I gain more friends in the community and I socialize more with others.” (MS4)

“My family gives assurance that I am very talented and that helps boost my morale.” (MS3)

The approval they get from other people make them more confident about their talents and give them a sense of fulfillment for achieving something extraordinary. The support they receive from others make them truly happy creating a feeling of satisfaction as they enjoy what they do best and receive the appreciation they deserve. Feeling of pleasure is evident as two multitalented students mused:

“I felt happy as I performed with my friends in front raising banners and chanting support. It really warmed my heart.” (MS2)

“I feel happy and flattered when it comes to the positivity people bring.” (MS3)

Moreover, the recognition of their talents enables the respondents to find meaning in what they are doing. They feel accomplished as they realize their goals and enjoy the fruit of their hard work. As one student verbalized “Success is one thing that completes me because it is a confirmation that I have achieved a lot.” (MS4)

Finally, being multitalented serve as an avenue for students to improve themselves and become the persons they really want to be. One multitalented student disclosed:

“Being known that I have these talents develops my personality and the persona that people notice and people know. These talents make me who I am. If ever they cause me pressure, I would take it as a good type of pressure because not everyone can do what I can do. I was given these talents for a reason and I just want to live up to that.” (MS5)

Certainly, affirmations make positive changes in a person’s life. They can be a source of motivation and encouragement. At some point, kind remarks and praises can turn negative thoughts and feelings into positive ones.

Surprisingly, multitalented students deal with some emotional and social issues because of their perceived status. The musings and verbalizations of the respondents revealed levels of frustrations emanating from negation, leading to suspicion and eventually growing into exasperation. Multitalented students of Philippine School Doha experience negation through misjudgment and misinterpretation. They verbalized:

“I relate well with other students, though at times I am being misinterpreted to be a show-off. There were those who react negatively whenever I join contests, painting contests most especially.” (MS1)

“I usually get hate comments from other students and that is the reality of being popular. They would say why it is always me and I’m not even that good as a singer.” (MS3)

Subsequently, the negative remarks students hear from others, the accusations thrown unto them and the criticism they receive cause them emotional distress. They start to doubt their capabilities, they feel insecure and soon develop self-distrust. The respondents openly narrate their self-doubts and suspicions.
“In reality I have become somewhat doubtful on my skills and talents because of the negative remarks other people say and that affects me as a performer and makes me question my potential.” (MS3)

“There are times when all I feel is insecurity and inferiority to the point that I don’t want to join any activity.” (MS6)

“My talents somehow lowered my self-trust to the point that I would doubt myself because of the opinions of others.” (MS2)

In due course, the feelings of negation and suspicion ablaze the fire of exasperation. Frustrated, unfulfilled, discouraged and unsatisfied with their accomplishments; multitalented students feel helpless and useless as one respondent mused “I could never discard the feeling that I am still not good enough.” (MS6) Regrettably, though multitalented students are able to set aside the feelings of rejection, the toll of negative emotions creates a feeling of emptiness and deprives them of happiness as two students brashly voiced out:

“When it comes to the hate I receive, I don’t really feel sad about it but it makes me doubt myself and it makes me feel empty.” (MS3)

“I really feel frustrated at times. I simply do not enjoy what I am doing so I just let go of it.” (MS1)

Undeniably, being multitalented impact a person emotionally and socially. The lived experiences of the respondents typify how one’s social and emotional life can be positively or negatively affected by his or her talents. The articulations of the respondents give a clear view on how students truly feel about their being multitalented and serve as an eye-opener for others to see what is really behind the curtain of their emo-social life.

3.3. Physical and Spiritual Impact

Having multiple talents often sound impressive. People naturally admire individuals with variety of skills and are capable of producing stunning works. Easily attracted to splendid performances and spectacular masterpieces, many tend to overlook the impact of being multitalented to the overall physical and spiritual well-being of a person. The lived experiences of multitalented students of Philippine School Doha reveal the physical and spiritual ‘wear and tear’ they deliberately go through in the practice of their talents. The depletion process in the context of their experiences is described as exhaustion while the process of reconstruction is termed as restoration.

On the one hand, multitalented students disclosed the personal struggles they come face to face with, how they are affected by the insistent demands on their very own talents and how their health is compromised. They narrated:

“Things get tiring at times, especially when activities come one after the other.” (MS5)

“I often feel very sleepy so I sleep in class. I look haggard…really haggard. When you look at me, you can readily sense that I came from a very busy day and that I was not able to sleep at all.” (MS6)

“Being multitalented is a joy! You can be proud of your achievements but at some point your health is being compromised. You often feel tired and exhausted. While it’s true that your family feels proud of you they can also see how your health is being affected.” (MS1)

At some point, the load gets too heavy to take its toll on the person’s inner self driving him or her to a point of giving up. Respondents disclosed:
“I sometimes wish that I am not really good at singing because I am tired of my classmates always relying on me when it comes to music and I would question myself why does it always have to be me.” (MS3) 

“Sometimes, it’s getting tough, when you feel like a robot or a machine compelled to do this and do that. You will bag down... afterwards you have to do it all over again.” (MS1)

The foregoing verbalizations suggest the physical stress and the spiritual tension multitalented students experience every now and then. They get so drained at times to reach the point of breaking down and have serious regret about their talents. On the other hand, respondents revealed how they rise after a fall and how they rebuild themselves after breaking down. As one student expressed “I reflect on what I have done and accept the consequences of my actions. I feel sorry after failing but I try to accept it and turn it into a motivation to be better and do better next time.” (MS4) Another respondent added “I choose to learn from my mistake and see it as an opportunity for me to grow and be better at what I am doing.” (MS5) In the process, they become stronger as they change for the better and turn to God in prayer. One student confirmed:

“I became stronger; I learned to believe in myself more. I became a very determined person. If I want to do something I work hard for it. I usually pray because I owe these talents to God for if not for Him, I will not be the person that I am now.” (MS5)

Finally, the restoration process leads multitalented students to the rediscovery of themselves enabling them to honor success, celebrate victory, and give powerful testimony. One multitalented student concluded:

“I can describe myself as a fighter; a fighter who can win over all the negative things that will come across my way. We go out as a family to celebrate and to the church to testify how good God is through my experiences.” (MS1)

Undeniably, there are defining stages in a person’s life. As illustrated in the experiences of multitalented students, exhaustion and restoration are but two of these major phases. Going through these stages necessitates introspection and proper action. How a person lives his/her life; physical or spiritual, is largely dependent on his/her personal choices and decisions. In the end, one can only testify according to the kind of life he/she chooses to live.

4. Discussion

Each individual is uniquely talented and everybody shines in a specific area of interest or expertise. The impact of having multitude of talents, however, can vary from person to person. In the context of the life experiences of multitalented high school students of Philippine School Doha, the distinguishing effects of being multitalented are greatly visible in three impact areas revealed to be scholastic and instructional, emotional and social, and physical and spiritual.

4.1. Scholastic and Instructional Impact

Students spend most of their time in school. The study conducted by NCEE (2019) showed that the best education systems in the world require students to be in school between 175 and 220 days, or 35 to 45 weeks per year. Hence, multitalented students greatly feel the scholastic and instructional impact of their talents. The terms scholastic and instruction are both related to school and education. On one hand, scholastic pertains to something or anything connected to academic be it in the form of activities, learning, accomplishments, achievements and the like. Instruction on the other hand refers to any form of teaching program, strategies or approach that promote student learning.
Gifted with multitude of talents, multitalented individuals undeniably take part in many school activities. Co-curricular or extracurricular, these activities provide them with a variety of benefits which Martin (2015) enumerated as cooperation, hard work, self-confidence, increased academic performance and college readiness preparing students to go out into the world and have a positive influence. Al-Zoubi (2014) in his study, thus, pointed out the effectiveness of enrichment programs on improving the academic skill of gifted and talented students. This shows how talent and education are fundamentally intertwined to affect the multitalented individuals’ academic performance.

The exceptional skills of multitalented high school students serve as a source of inspiration in their life. Inspiration, though an experience common to many is a fluid and intangible concept according to Buheji, et al. (2014). It, they added, is known to boost a person or even groups or societies from the challenging and impossible status to the enjoyable and possible achievements. The study conducted by Buheji (2017) revealed that inspiration can empower a student to be an active learner, to engage with different topics, and to communicate with his/her classmates. Inspiration, therefore, plays an important role in the formation and harnessing of ideas. It breaks the boundaries of human limitations and sparks something inside of people and motivates them to do better in all aspects of life, scholastically and instructionally, in this particular study. In the life of multitalented high school students, inspiration serves as a motivation for them to strive harder in their studies, is perceived to be a solution to some school related problems, and eventually lead them to significant realizations about their life.

Interestingly, multitalented students find inspiration in the practice of their special skills and abilities. Being multitalented motivate them to strive harder, to feel better and to do better. Their talents create in them a feeling of happiness and stir them to action. This is what motivation is all about referred to by Skripak (2016) as an internally generated drive to achieve a goal or follow a particular course of action. It is frequently used to describe why a person does something. In the context of education, student motivation is an essential element that is necessary for quality education, without it, learners may not start the act of learning at all and for those who have started to learn, they may not be able to maintain their learning once they experience hardship in the process (Vero & Puka, 2017; Vibulphol, 2016; Goyal, 2015). As emphasized by Usher (2012), motivation affects every aspect of schooling. She expounded that motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they’re struggling, how much they attempt to engage or disengage their fellow students from academics, how they perform on assessments and so on. Fascinated with what they can do, multitalented students are driven by their passion to do better and be better as students.

Subsequently, being multitalented does not only mean being gifted with technical and performance skills such as in music or dance. It is also about being well versed in essential soft skills like problem solving and leadership which are considered to be two of the fundamental abilities needed to prosper in life. Multitalented students successfully utilize their unique skills to accomplish their tasks and allow them to creatively solve problems and respond positively to variety of classroom demands and requirements. As problems are normal part of life, it is helpful for any student to focus not on the problem but on the solution. If individuals can learn to accept problems as a normal, regular, and completely unavoidable part of life, they as posited by DeMers (2015) have taken their first step toward handling them with more grace and objective understanding. The ability of multitalented students to make use of their talents in addressing school problems is an important life skill that enables them to think outside the box, perform their scholastic role effectively and handle life issues wisely. Hence, they are able to maintain balance in their school life and are empowered to succeed in their academic endeavors.

Categorically, a decision is reached or a situation is changed the moment a person comes to a point of realization. This leap of understanding as others call is borne out of a process. Rusu (2019) described it as the result of confronting the contents of the conscious and unconscious level of the individual; it requires an
increased openness to a diversity of experiences, the capacity to live in full their lives, to give confidence to their own body, and to trust the freedom of decision. Realization in the multitalented’s milieu can simply be described as a meaningful encounter with oneself; that special moment when they recognize their own uniqueness and accept their very own limitations. Multitalented students’ acuity of themselves and their talents influences their decisions and directs their actions to set balance between their academic and co-curricular life. They also come to understand what they can and cannot do enabling them to press on and stretch to their limits as called for. Cognizant of how fortunate they are, they grow thankful each day for their giftedness as they continue to engage with the depths of their being and touch the heights of their multitalented life.

It is truly amazing to know how the academic life of multitalented individuals is enriched through the inspiration they draw from their talents. Their story, however, does not end with pure inspiration as their student life is not free from distraction. Leung (2015) described distraction as something that makes it difficult for one to think or pay attention. Detrimental to efficiency and productivity, distraction is generally perceived to have negative connotation at work, in school, and in other areas of life.

Academic distraction is very common among students. Learners are exposed to and are bombarded by multitude of internal and external stimuli. According to Schaffhauser (2016) students of today are more distracted than ever. She associated learning distraction with the use of digital devices for non-class related purposes. In addition to digital distraction, Ruel (2016) mentioned about competing priorities and daily pressures of student life. Being multitalented as revealed in the study is a cause of distraction for students. Pressure emanates from ordinary expectations to a series of disruptions which in due time drag multitalented students to vexation.

Talented as they are, these students are not immune from the stress brought about by the expectations they set for themselves and those set by others. The study of Calaguas, (2013) stressed though that there is no concept of the other in the other person and the other is also one’s self. It goes without saying that the perceived expectations of others are synonymous to one’s own expectations. Whoever sets the expectations is actually of no greater significance than the impact of these expectations in the life of students. Heintz et al. (2015) explained that those who are expected to do something can be motivated to make these expectations true because they do not want to disappoint the expecting person. Failure to meet these expectations, however, only serves to demotivate them and lose confidence in their own abilities. Disappointment in the case of multitalented students causes pain and distress, the effect of which is manifested in students’ academic performance. Expectations, as Calaguas, (2013) concluded, whether set by oneself or by others are sources of academic stress among students.

Multitalented students are not only pressured by expectations. Busy as they are, they often struggle with time. Inability to manage their schedule and set their priorities creates conflict and disrupt them from their school work. Tremendous disruptions to class schedule make it difficult for them to cope with school requirements. Coping up demand extra effort and energy which could result to falling ill, being demotivated, or even burned out. Saqib et al. (2018) explained in his study that while students who participate in extracurricular activities attain higher educational achievement, grades, and even self-confidence; those who partake in excessive activities can negate the benefits of participation in said activities and can lead to them being tired, lazy, less interested and burnt out in the long run. Students become detracted from their studies, lose their focus and are stressed from this overburden and hence their academic performance decreases.

Consequently, unmet expectations and uncontrolled disruptions bring multitalented students to a point of vexation. As defined in Oxford Learner’s Dictionary, vexation is the state of feeling upset, annoyed, or worried. This is exactly what multitalented students feel about their decreasing grades. They worry about their low marks and gets frustrated for failing to prioritize their studies. A state closely related to stress, individuals
who feel vexed are unstable and can snap at any moment. Friedman (2014) in his study demonstrated how academic obstacles positively relate to academic burnout and how the later affects students’ academic performance.

In essence, the lives of these multitalented talented individuals are more complex and intricate than anyone could have possibly imagined. On the surface, they seem to be the very embodiment of perfection; they are blessed with a variety of skills. However, what lies beneath the surface is an unimaginable struggle brought about by the very talents they are blessed with. The lived experiences of these multitalented students showcase how the scholastic and instructional aspect of their lives are affected both positively and negatively highlighting what it truly means to be multitalented.

4.2. Emo-Social Impact

As human beings grow and mature, they learn more about their environment and understand themselves, others, and life better. They develop a deeper perception of the world and they learn various things from direct or indirect experiences with their family, friends, the environment and life itself. According to Miller (2014) there are core attributes or elements of human beings that influence how they understand themselves and others. Emotional and social aspects are among these core human attributes. On one hand, emotional aspect as he expounded refers to an individual feeling activity as “sentiments” or “passions” that arise in reaction to one’s thoughts, interactions, experiences and memories. These feelings deeply affect human beings in a psychological level which in turn could influence their thoughts and behavior (Cherry, 2018). The social aspect, on the other hand, focuses not only on the quality of the individuals' interpersonal relationships and their capability to interact which makes a special link that could contribute to a sense of belonging but also includes their ability to be who they are in all situations (Melnyk and Neale, 2017; Miller, 2014). Miller added that relationships; depending on the person can either be satisfying, harmonious and pleasurable or uneasy, conflictual, and painful. Social and emotional capabilities are fundamentally intertwined; are interdependent in their development, experience, and use, and are inextricably linked to the success of young people (Jones & Kahn, 2017).

The emotional and social life of multitalented students as revealed in their experiences is positively and negatively affected by the practice of their talents. Positive impact appears in the form of affirmation while the opposite takes the form of frustration. An affirmation as beautifully described by Jeffers (2006) is an encapsulation of a whole wealth of life affirming thoughts that remind people that they are inherently powerful and loving and there is nothing to fear. From the Latin word affirmare which means to make steady or strengthen; affirmations as emphasized by Harra (2018) indeed strengthen human beings by helping them believe in the potential of an action they desire to manifest. By verbally affirming one’s dreams and ambitions, an individual can be instantly empowered with a deep sense of reassurance that his wishful words will become reality. Affirmation in the context of multitalented students, comes through confirmation; a kind word or positive action showing acceptance of a person or recognition of one’s achievement. Confirmation provides emotional support or encouragement to others or self, invoking a positive feeling resulting from acceptance and appreciation. Myers (2015) described behavioral confirmation as a function wherein people's social expectations lead them to behave in ways that cause others to confirm their expectations. They feel they are accepted by people because of all the support they receive from their peers and the admiration they get from the people around them. These are all indicators of behavioral confirmation. With this in mind, multitalented students are motivated to practice harder and perform better knowing that there are people who accept them for who they are and support what they can do.

Moreover, the approval multitalented students receive from others make them feel contented in their skills and talents. This gratification, pleasure or fulfilment of desire according to Rai (2013) is called satisfaction; a feeling that emanates from fulfilment of needs and wants. This feeling can be conceptualized either as an
emotional or a cognitive experience; the evaluation of which is based on what is received against what was expected. While there is a definite denotation of satisfaction, it clearly does not mean the same thing for everyone (Elegba & Adah, 2015). Narratives of multitalented individuals, however, make the meaning of satisfaction homogenous. For them, satisfaction is that state of well-being characterized by genuine happiness emanating from the love, support, and appreciation of others.

Consequently, the deep contentment multitalented students feel create a sense of meaning not only in the practice of their talent but also in their life as a whole. They come to realize that their talents shape both their persona or the part of their being seen by others and their personality; the qualities and characteristics that make them unique as individuals. Hence, they realize that their talent is not merely a gift or a faculty, but more of a living energy that intertwines with the soul enabling them to reach a certain degree of actualization. Self – actualization as cited by Bornstein (2018) is simply the realization of one’s potential and is used synonymously with self-realization, self-reflection and self-exploration. According to him, studies show that self-actualizing people spent significant amounts of time in understanding themselves and figuring out their true innate potential. Once they figured this drive, they typically concentrate on using their potential on tasks outside of themselves thus rendering the world a better place. Multitalented students on their part, find deeper meaning in the practice of their talents, consider them as gifts given for a purpose and should therefore be used to serve the greater good.

It should be noted however; that as multitalented students relish the positive affirmations they receive from others they are likewise confronted with issues causing them frustration. This negative emotion that roots in disappointment as explained by Jeronimus & Laceulle (2017) can be viewed as irritable distress in response to limitation, exclusion, and failure. Being misjudged, misinterpreted, and misunderstood are common experiences of negation among multitalented students. The positive impressions they earned through the practice of their talents are nullified by the hate comments, criticisms and complaints they received from others. Similarly, being branded as a show-off causes them social discomfort and affect their dealings with peers. Heylighen (n.d.) in his attempt to sketch the overall picture of gifted people and their problems, narrated that one of the real struggles of gifted individuals is embracing their own giftedness due to the belief that gifted people are arrogant and snooty; that they think they’re better than others when in reality gifted people are likely to feel inadequate to others, because of their own high standards. Corollary to this, multitalented students feel insecure about themselves and they start to doubt their own capabilities.

Self-doubt is described by Edberg (2019) as a troubling and persuasive voice that holds a person back from seizing opportunities. Like monster in the head it keeps an individual from making changes and stay within a comfort zone. This is but one of the manifestations of the growing sense of suspicion among multitalented students as they are confronted with negativities and false accusations. They start to question themselves, they feel unsure of their capabilities and regard themselves as inferior in comparison with others. The lowered self-esteem eventually drags them to a point of exasperation. They feel empty, helpless, and worthless being dissatisfied with themselves and their accomplishments. In effect, individuals who feel worthless feel insignificant, useless, or believe they have nothing valuable to offer the world. They can’t take all the negativity at once so they have no one to blame but themselves. It amplifies their perceived inadequacies, whether real or imagined, and paralyzes them before they can even begin to move forward (Formica, 2013).

In summary, being a multitalented individual is more than what meets the eye. At a glance what one can see is nothing but a big smile, a beautiful rendition, an amazing performance, or an exquisite work of art. Deep inside the heart of multitalented students however; are complex emotions depicting the highs and lows of their life.
4.3. Physical and Spiritual Impact
Customarily, people define health as something that merely pertains to the physical condition of the body. Less prominent and typically overlooked is the spiritual health. Together with the other dimensions of wellness, they are of paramount importance to the attainment and maintenance of a happy and well-balanced life. Physical health, on one hand, means that bodily functions are working at peak performance, due not only to a lack of disease, but also to regular exercise, adequate rest, and a balanced diet (Felman, 2017). This recognizes the value of proper nutrition, relaxation, and the need for regular physical activity to keep the body fit and healthy. Shah (2017), on the other hand, described spiritual health as the individual association to the divine which is a key to the achievement of a peaceful soul and psyche, feeling connected to and in balance with the spiritual world. It speaks about the meaning and the purpose of human existence which includes the development of and the deep appreciation for life.

Multitalented students are physically and spiritually affected by the practice of their talents. With the amount of workload, they take on each day, they come to a point of exhaustion. According to Friedman (2014) exhaustion is the feeling of strain on the body from burdening work which causes feelings of frustration and tension on the person. Many multitalented students experience this phenomenon because of their failure to replenish their lost energy. Their health is compromised in their attempt to respond to and meet the seemingly endless demands of the school and their talents. To explain, Saqib et al (2018) reiterated that over-scheduling in excessive activities can decrease the benefits of participation in extracurricular activities. Students can become tired and lazy and thus become less interested in participation. Students may also try to go beyond their limits to show extra performance resulting in some serious injuries. Physical stress in the case of multitalented students make them feel helpless, disillusioned, and completely exhausted.

Indeed, every person is bound to stumble at some point in his life. Hitting the rock bottom, as beautifully expressed by Jasen (2018), there is only one way to go, and that is up. This is restoration; multitalented students’ personal practice of regaining strength and rebuilding oneself after breaking down. They go through the processes of reflection and introspection and eventually submit themselves to God in prayer. These acts redirect them to self-appreciation, restore their passion, and rekindle their enthusiasm for their talents. This implies the role God plays in the life of multitalented students and how their spirituality comes in when they need support and reassurance. As Nath (2015) justified, religion acts as an inspiring factor; it not only guarantees values but also gives meaning to one’s life and work. Truly, faith is an effective means to strengthen and bring people back to their feet.

Overall, the experiences of multitalented students show the strong connection between the body and the spirit as impacted by their giftedness. Intertwined as they are, the body and spirit work together in response to whatever situation people engage in, be it positive or negative.

5. Conclusion
This qualitative study delved into the amazingly rich experiences of multitalented high school students of Philippine School Doha to discover how their life is impacted by the multitude of talents they have. The analysis of phenomenological data using a general inductive approach has surfaced the distinguishing effects of giftedness in the three main areas of their life categorized as scholastic and instructional, emotional and social, and physical and spiritual. The individual and collective experiences of the respondents reveal that these areas are positively and negatively impacted by the practice of their talents. Being multitalented serves both as an inspiration and a distraction in their academic life, a source of affirmation and frustration as far as their emo-social life is concerned and though at times can result in physical exhaustion, may also lay the foundation for spiritual restoration.
The distinguishing effects of having multitude of talents as exemplified in the life of multitalented students of Philippine School Doha bring several implications that may affect not only their present life as students but also their future as individuals. Having both constructive and obstructive effect, living a multitalented life should be clearly understood by the students themselves. Recognition of their strength and vulnerability will help them find ways to become better and do things better without sacrificing their health and happiness.

Although the result of this study highlights the specific areas affected by being multitalented, it is unavoidable to assume that there are other possible effects less explored and are not evident in the findings. Hence, this research may serve as basis from which future study may be derived. Quantitative researchers may determine the degree of impact of giftedness in the emergent areas through a validated instrument or metric system identifying specific impact indicators. Likewise, the result of the study offers significant evidence to better understand what it truly means to be a multitalented student. Teachers, parents, and everyone for this matter, should be mindful of the positive and negative impact of giftedness in the life of multitalented students to help them handle the effects of being multitalented effectively and be able to use their potentialities to the fullest. Schools should come up with specific programs to help multitalented students hone and make effective use of their talents and boost the positive effects of these talents in their life and counterbalance the negative ones.

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