



WHO IS A VINCENTIAN? EXPLORING THE INFLUENCE OF THE VINCENTIAN FESTIVAL OF TALENTS (VinFeTa) ON THE FORMATION OF VINCENTIAN IDENTITY

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ABSTRACT

The Vincentian Festival of Talents (VinFeTa) is a flagship co-curricular program of St. Vincent's College Incorporated that promotes holistic student formation through meaningful participation. Guided by Martin Maehr's Personal Investment Theory and Merriam's qualitative case study framework, this qualitative single-case study explored how participation in VinFeTa shaped Vincentian identity among nine (9) purposively selected participants representing organizational officers and festival categories during the first semester of Academic Year 2026–2027. Data were collected through in-depth semi-structured interviews and analyzed inductively, generating five major categories: (1) Experiencing Personal and Collective Growth through Active Participation in VinFeTa, (2) Perceiving Personal, Social, and Developmental Factors that Influence Participation in VinFeTa, (3) Constructing Personal Meaning and Character Formation through Participation in VinFeTa, (4) Deepening Vincentian Identity through Participation in VinFeTa, and (5) Cultivating Holistic Personal Growth through Vincentian Participation. The findings reveal that a Vincentian is an individual whose identity is continually formed through meaningful participation, character development, and the internalization of the core values of Magis, Sapientia, and Cura Personalis. Participation in VinFeTa fostered holistic growth, strengthened students' sense of belonging, and inspired a lifelong commitment to excellence, wisdom, compassion, and service. The findings support SDG 4, EDCOM II Priority Area 3, AmBisyon Natin 2040, SVCI Research Agenda 5 and 7, and CHED Memorandum Order No. 09, s. 2013.

Keywords: *Vincentian Festival of Talents (VinFeTa), Vincentian identity, St. Vincent's College Incorporated*

INTRODUCTION

The formation of students extends beyond academic achievement to include the development of identity, values, social responsibility, and a strong sense of belonging within their educational community. This emphasis is reflected in the Sustainable Development Goal (SDG) 4, which advocates for inclusive and equitable quality education that promotes lifelong learning and prepares learners to become responsible, ethical, and engaged members of society (Estoque, 2020). In addition, it promotes inclusive, equitable, and quality education that fosters lifelong learning and the holistic development of learners through meaningful educational experiences beyond the classroom (United Nations, 2015). Similarly, AmBisyon Natin 2040 envisions Filipinos who are *matatag, maginhawa, and panatag ang buhay*, recognizing education as a vital instrument in developing individuals who contribute meaningfully to nation-building, social cohesion, and community development (Peralta, 2025). Moreover, this underscores the importance of holistic human development by cultivating competent, values-oriented, and socially responsible Filipinos who contribute meaningfully to national progress and sustainable development (National Economic and Development Authority, 2016).

The study likewise aligns with the St. Vincent's College Incorporated Research Agenda, particularly Agenda 5: Society, Culture, and Human Behavior, as it investigates the formation of Vincentian identity, values, and students' sense of belonging through their participation in institutional cultural and co-curricular experiences. It also supports Agenda 7: Quality Standards in Education, as it generates evidence that can strengthen student formation programs, holistic learning environments, and educational practices. Furthermore, the study responds to the priorities of EDCOM II Priority Area 3: Higher Education, particularly its focus on improving the quality and relevance of higher education, strengthening learner development and holistic student formation, enhancing student engagement and well-being, promoting responsive and values-based learning environments, and ensuring that graduates develop the competencies, character, and civic responsibility necessary for lifelong learning, employability, and nation-building (Second Congressional Commission on Education, 2025). By examining how institutional traditions contribute to the formation of Vincentian identity, the study provides empirical evidence that can support higher education institutions in designing meaningful student development initiatives that complement academic instruction and institutional outcomes.

Within this national and global educational context, St. Vincent's College Incorporated fulfills its role as a Diocesan Catholic School by envisioning a fully integrated person guided by love, truth, and freedom in the service of God, Country, and People. Guided by its mission, the institution is committed to pursuing excellent and globally competitive education, integrating the motto "*Veritas Liberabit Vos*" and the values of St. Vincent Ferrer in teaching, research, and community service, particularly in serving the least privileged, while forming men and women committed to the person and teachings of Jesus Christ. These commitments are further realized through the institution's goals of promoting quality education for globally competitive Vincentians, making every Vincentian a witness of truth, and shaping learners who faithfully serve the Catholic Church and the wider community. Complementing these institutional aspirations are the core values of Passion for Excellence (*Sapientia*), Passion for Service (*Magis*), and Passion for

Character Formation (*Spiritus/Ordo Amoris*), which collectively provide the philosophical foundation for the holistic formation of every Vincentian.

As one of the institution's major student formation programs, the Vincentian Festival of Talents (VinFeTa) serves as a concrete expression of these institutional ideals. Beyond celebrating students' talents and abilities, the festival provides opportunities for learners to experience collaboration, leadership, service, creativity, and community engagement within a distinctly Vincentian environment. Through these experiences, students are expected not only to develop their individual gifts but also to internalize the values and mission that define the Vincentian way of life. By exploring how participation in the Vincentian Festival of Talents (VinFeTa) contributes to the formation of Vincentian identity, this study offers meaningful insights into how institutional traditions become transformative educational experiences that cultivate graduates who embody the vision, mission, goals, and core values of St. Vincent's College Incorporated, while contributing to the broader goals of holistic education envisioned by SVCI Research Agenda, SDG 4, AmBisyon Natin 2040, and EDCOM II.

Higher education institutions increasingly recognize that student development is achieved not only through formal instruction but also through meaningful co-curricular and extracurricular experiences. This perspective is reinforced by CHED Memorandum Order No. 09, s. 2013 (Enhanced Policies and Guidelines on Student Affairs and Services), which emphasizes that Student Affairs and Services (SAS) are designed to complement and support students' academic experiences toward holistic student development (Commission on Higher Education, 2013). The policy further underscores the importance of student development programs including leadership training, student organizations, culture and the arts, community engagement, volunteerism, and other co-curricular initiatives in fostering learners' personal growth, values formation, civic responsibility, and overall well-being. Institutional programs provide opportunities for students to develop leadership, collaboration, communication, social responsibility, and a stronger connection to their academic community. Friaes et al. (2024) emphasize that student development programs significantly contribute to learners' awareness, involvement, and satisfaction, highlighting the importance of purposeful institutional activities in enriching the student experience. Likewise, Adda, Hasanuddin, and Nugraha (2024) argue that participation in organizational experiences serves as an avenue for character formation, responsibility, and personal growth. Studies on inclusive sports and extracurricular participation further demonstrate that shared institutional experiences strengthen students' sense of belonging, interpersonal relationships, competence, and community engagement (O'Rourke et al., 2023). Collectively, these studies suggest that participation in institutional activities creates meaningful environments where students develop not only skills but also identities that connect them to their educational communities.

Within Catholic higher education, institutional traditions function as important avenues for transmitting institutional philosophy, mission, and values. At St. Vincent's College Incorporated, the Vincentian Festival of Talents (VinFeTa) represents one of the institution's signature celebrations, bringing together students through competitions, performances, cultural presentations, and collaborative activities inspired by the Vincentian spirit of excellence, service, compassion, and community. Existing literature

suggests that meaningful educational experiences contribute to identity development by allowing individuals to reflect upon their roles, relationships, and personal aspirations (Reiter, 2023; Kohli & Atencio, 2023). Guided by Martin Maehr's Personal Investment Theory, this study recognizes that students assign personal meaning to educational experiences based on the environments they encounter, the purposes they pursue, and the identities they construct. Examining VinFeTa through this perspective offers an opportunity to understand how participation in a distinct Vincentian tradition contributes to the formation of Vincentian identity. Previous studies have extensively documented the contributions of student development programs, extracurricular activities, organizational participation, sports engagement, and experiential learning to student engagement, belongingness, competence, personal development, and character formation (Friaes et al., 2024).

However, there remains limited qualitative inquiry that specifically explores how an institutional tradition within a Catholic higher education institution shapes students' understanding of their institutional identity. In particular, little is known about how students construct the meaning of being a Vincentian through their participation in the Vincentian Festival of Talents (VinFeTa). Moreover, studies seldom examine this phenomenon through the interpretive lens of Personal Investment Theory, which emphasizes how individuals derive meaning from educational experiences. Addressing this gap, the present single-case study seeks to provide an in-depth and contextualized understanding of how participation in VinFeTa influences the formation of Vincentian identity among students of St. Vincent's College Incorporated.

Research Questions

The Vincentian Festival of Talents (VinFeTa) is one of the institutional traditions designed to celebrate students' gifts while promoting the Vincentian values and mission of St. Vincent's College Incorporated. Beyond serving as an avenue for artistic expression and healthy competition, the festival seeks to immerse students in experiences that may contribute to their understanding of what it means to become a Vincentian. Despite the significance of VinFeTa as an institutional formation program, there remains a need to examine how participation in VinFeTa influences the formation of Vincentian identity from the perspectives of the students who have experienced it.

Central Question

How do students describe the influence of the Vincentian Festival of Talents (VinFeTa) on the formation of their Vincentian identity?

Corollary Questions

1. How do students describe their experiences of participating in the Vincentian Festival of Talents (VinFeTa)?
2. What factors do students perceive as influencing their participation in the Vincentian Festival of Talents (VinFeTa)?

3. What meanings do students attribute to their participation in the Vincentian Festival of Talents (VinFeTa)?
4. How do students describe the ways in which participation in the Vincentian Festival of Talents (VinFeTa) has shaped their understanding of being a Vincentian?
5. How do students describe the influence of their participation in the Vincentian Festival of Talents (VinFeTa) on their personal growth as Vincentians?

METHODOLOGY

Research Design

This study employed a qualitative single-case study research design anchored on the case study approach of Sharan Merriam. According to Merriam (2009), a qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon that seeks to develop an in-depth understanding of a particular case within its natural setting by exploring the meanings individuals assign to their experiences.

In this study, the bounded case was the Vincentian Festival of Talents (VinFeTa) as an institutional event of St. Vincent's College Incorporated. The case was bounded by place (SVCI), event (VinFeTa), participants (Vincentian students who participated in the festival), and purpose (exploring how students described the influence of their participation in VinFeTa on the formation of their Vincentian identity). Institutional programs and activities outside VinFeTa were not included in the scope of the investigation. The qualitative single-case study design was appropriate because the research sought to obtain an in-depth understanding of a specific institutional phenomenon within its real-life educational context. The study did not seek to determine causal relationships, measure variables, or evaluate the effectiveness of VinFeTa. Instead, it aimed to understand how students interpreted their experiences and described the influence of those experiences on the formation of their Vincentian identity.

The present study treated the Vincentian Festival of Talents as a single, bounded case because it represented one institutional event occurring within one educational institution and involving one specific participant group. The case was not intended to represent all Catholic higher education institutions or student development programs. Rather, it sought to generate a detailed and context-specific understanding of how Vincentian students experienced VinFeTa and constructed meanings about their Vincentian identity through participation in the festival.

The central research question, *How do students describe the influence of the Vincentian Festival of Talents (VinFeTa) on the formation of their Vincentian identity?* was inherently exploratory and required detailed descriptions of participants' experiences, perceptions, and interpretations. The research design facilitated an in-depth exploration of participants' narratives within the natural setting where the phenomenon occurred, thereby providing meaningful insights into how institutional traditions contributed to the formation of Vincentian identity among students of St. Vincent's College Incorporated.

Research Environment

The study was conducted at St. Vincent's College Incorporated, a private Catholic educational institution located in Dipolog City, Zamboanga del Norte, Philippines. Guided by the Vincentian tradition of education, the institution was committed to providing holistic formation by integrating academic excellence, values education, spiritual development, leadership, and community engagement. As a Catholic institution inspired by the life and mission of St. Vincent Ferrer, SVCI promoted programs and activities that cultivated compassion, service, collaboration, integrity, and social responsibility among its students. These institutional ideals were embedded not only in classroom instruction but also in the co-curricular and extracurricular experiences offered throughout the academic year.

Among the institution's annual formation activities was the Vincentian Festival of Talents (VinFeTa), an institutional celebration that showcased the diverse talents, creativity, and leadership of Vincentian students. VinFeTa served as a venue for various academic, literary, cultural, artistic, musical, athletic, and leadership-related competitions designed to encourage student participation while promoting the mission, vision, and core values of the institution. The festival brought together students from different academic programs and year levels, fostering collaboration, camaraderie, healthy competition, and active engagement within the Vincentian community. More than a celebration of talents, VinFeTa represented an institutional tradition intended to strengthen students' appreciation of the Vincentian spirit through shared educational experiences.

The selection of St. Vincent's College Incorporated as the research environment was closely aligned with the purpose of the study. Since the investigation sought to explore the influence of the Vincentian Festival of Talents on the formation of Vincentian identity, the institution provided the natural context within which the phenomenon occurred. Conducting the study within the actual environment where VinFeTa was conceptualized, implemented, and experienced enabled the researcher to examine the phenomenon in its authentic setting. This contextual immersion allowed participants to describe their experiences based on direct involvement in the institutional tradition, thereby generating rich and meaningful qualitative data.

The researcher selected this setting because it offered a unique opportunity to understand how institutional traditions contributed to students' identity formation within a Catholic higher education context. The environment provided access to participants who had directly experienced VinFeTa and were therefore capable of providing rich descriptions of how the festival had influenced their understanding of what it meant to be a Vincentian. By situating the inquiry within the natural setting where the phenomenon unfolded, the study sought to generate a contextualized understanding of Vincentian identity formation that was grounded in the experiences of the students themselves.

Research Participants and Sampling

The participants of this study consisted of nine (9) purposively selected Vincentian students from St. Vincent's College Incorporated who actively participated in the Vincentian Festival of Talents (VinFeTa). They represented diverse leadership and

competition roles, including Officer-in-Charge (OIC) positions from the Student Council, Supreme Student Government (SSG), a recognized student organization, and a festival committee, as well as participants from the Literary (Debate), Musical (Song Solo), Academic (Journalism–Sports Writing), Sports (DanceSport), and Special Events (Cheerdance) categories. This diverse representation provided rich and complementary perspectives on the phenomenon under investigation. Consistent with Merriam (2009), the sample emphasized depth of understanding rather than statistical representation.

Participants met the following inclusion criteria: (1) currently enrolled undergraduate students of SVCI; (2) active participants in VinFeTa as OICs or official contestants in the identified categories; (3) completion of at least one full VinFeTa celebration; (4) willingness to participate in an in-depth semi-structured interview; and (5) provision of voluntary informed consent. Students who participated only as spectators or were unwilling to be interviewed were excluded. Purposive sampling, a non-probability sampling technique commonly used in qualitative research, was employed to ensure that participants possessed rich, firsthand experiences relevant to the bounded case.

Research Instruments and Validity

The primary research instrument used in this study was a researcher-developed semi-structured interview protocol. Consistent with the qualitative single-case study design, the interview protocol served as the principal instrument for collecting rich, detailed, and context-specific descriptions of participants' experiences in the Vincentian Festival of Talents (VinFeTa).

The protocol consisted of open-ended questions that encouraged participants to freely narrate their experiences while allowing the researcher to ask probing questions for clarification and deeper reflection. This semi-structured format provided flexibility to explore emerging insights while ensuring consistency across interviews. Prior to data collection, the interview protocol underwent expert validation to assess its clarity, relevance, appropriateness, and alignment with the study's objectives. Revisions were made based on the validators' recommendations before the conduct of the formal interviews.

These validation procedures ensured that the interview protocol was a credible and appropriate instrument for generating rich qualitative data for an in-depth exploration of the bounded case.

Research Procedure

Following Merriam's (2009) qualitative case study framework, this study adopted a systematic yet flexible research procedure to explore how participation in the Vincentian Festival of Talents (VinFeTa) influenced the formation of Vincentian identity among students of St. Vincent's College Incorporated. Consistent with Merriam's approach, the study examined the phenomenon within its natural setting through participants' lived experiences and meanings.

Ethical clearance and institutional approval were secured from SVCI before participant recruitment. Using purposive sampling, nine Vincentian students who met the inclusion criteria were selected. The researcher explained the study's purpose, procedures, participants' rights, and voluntary nature of participation before obtaining written informed consent. Data were collected through semi-structured individual interviews using a validated interview guide. Each interview lasted approximately 45–60 minutes, was audio-recorded with participants' consent, and was supplemented with field notes documenting contextual observations and non-verbal cues.

The interviews were transcribed verbatim and verified through member checking. The data were then analyzed inductively following Merriam's (2009) approach through inductive coding, category development, and thematic interpretation, employing the constant comparative method to identify recurring patterns across participants and documentary evidence. These procedures generated a credible, in-depth, and contextualized understanding of how participation in VinFeTa contributed to the formation of Vincentian identity among SVCI students.

Gathering of Data

Data gathering for this study was guided by Merriam's (2009) qualitative case study framework, which advocates the collection of rich and descriptive data from multiple sources within a bounded system. In this study, the bounded case was the Vincentian Festival of Talents (VinFeTa) as experienced by Vincentian students of St. Vincent's College Incorporated.

The researcher first secured formal approval from the institutional authorities before initiating participant recruitment. Upon receiving approval, the researcher identified nine Vincentian students who satisfied the established inclusion criteria. Each participant received a detailed explanation of the study's objectives, interview procedures, confidentiality measures, and ethical safeguards before providing written informed consent. The primary source of data was semi-structured, one-on-one interviews. A validated interview protocol consisting of open-ended questions was used to encourage participants to narrate their experiences during the Vincentian Festival of Talents and describe how these experiences influenced their understanding of being a Vincentian. The flexible nature of the interviews allowed the researcher to ask probing questions whenever further clarification or elaboration was needed. Each interview lasted approximately 45 to 60 minutes. To ensure confidentiality, participants were assigned pseudonyms ranging from Participant 1 (P01) to Participant 9 (P09).

In addition to the interviews, document analysis was conducted using relevant institutional documents, particularly the Vision, Mission, Goals, and Core Values of St. Vincent's College Incorporated. All interviews were audio-recorded with participants' consent and transcribed verbatim. The transcripts were carefully reviewed against the recordings to ensure accuracy and were subsequently returned to the participants for member checking, allowing them to verify or clarify their responses. All interview recordings, transcripts, field notes, and documentary materials were securely stored

throughout the study to maintain confidentiality and ensure compliance with ethical standards.

Analysis of Data

The data were analyzed following Merriam's (2009) qualitative case study methodology using categorical analysis, an inductive process through which meanings, patterns, categories, and themes emerged from participants' narratives. This approach was appropriate for exploring how students described the influence of the Vincentian Festival of Talents (VinFeTa) on the formation of their Vincentian identity.

The first stage, inductive coding, involved a careful examination of the verbatim interview transcripts and documentary materials to identify meaningful units related to participants' experiences, perceptions, and interpretations of VinFeTa. Significant statements were assigned initial codes, and the constant comparative method was employed to identify similarities and differences across participants while analytical memos documented emerging insights. The second stage, category development, involved organizing related codes into broader categories that represented recurring patterns in participants' experiences. These categories described students' experiences of VinFeTa, the factors influencing their participation, the meanings they attributed to their involvement, and how these experiences contributed to the formation of their Vincentian identity.

The final stage, thematic interpretation, involved synthesizing the categories into overarching themes that explained the influence of VinFeTa on the formation of Vincentian identity. Through interpretive analysis, the relationships among the categories were examined to develop a rich, contextualized understanding of the phenomenon. Consistent with Merriam (2009), the themes emerged inductively from the participants' lived experiences, ensuring that the findings remained grounded in the data and faithfully represented the bounded case.

RESULTS

The study examined and interpreted the data gathered from nine (9) student participants who actively participated in the Vincentian Festival of Talents at St. Vincent's College Incorporated. The primary aim was to explore how students described their experiences, the factors influencing their participation, the meanings they attributed to their involvement, and the ways these experiences contributed to the formation of their Vincentian identity. Guided by Merriam's (2009) qualitative case study approach, the participants' narratives were analyzed inductively to identify recurring patterns of meaning that reflected their lived experiences within the context of the institution's flagship co-curricular program. Through rigorous qualitative analysis of the interview data, five (5) major categories emerged that explained how participation in VinFeTa shaped students' understanding of what it means to become a Vincentian. These categories were: (1) *Experiencing Personal and Collective Growth through Active Participation in VinFeTa*, (2) *Perceiving Personal, Social, and Developmental Factors that Influence Participation in*

VinFeTa, (3) Constructing Personal Meaning and Character Formation through Participation in VinFeTa, (4) Deepening Vincentian Identity through Participation in VinFeTa, and (5) Cultivating Holistic Personal Growth through Vincentian Participation.

Experiencing Personal and Collective Growth through Active Participation in VinFeTa

Participants consistently described VinFeTa as an experience characterized by active involvement in different competitions and organizational roles, emotional transitions, overcoming challenges, teamwork, leadership, and meaningful personal development. Across participants, their narratives reflected that VinFeTa was more than a school festival; it became a transformative experience that fostered growth in character, competence, and Vincentian values. The data drawn from the participants' interviews revealed five (5) distinct yet interconnected sub-categories that illuminate how students experienced personal and collective growth through their active participation in the Vincentian Festival of Talents (VinFeTa): *1. Assuming Diverse Roles and Responsibilities during VinFeTa, 2. Navigating Emotional Journeys from Anxiety to Fulfillment, 3. Overcoming Challenges through Resilience and Effective Coping Strategies, 4. Building Teamwork, Relationships, and a Sense of Community, 5. Achieving Personal Growth, Self-Discovery, and Meaningful Learning.*

Assuming Diverse Roles and Responsibilities during VinFeTa, the participants described VinFeTa as an avenue where they actively assumed different responsibilities beyond merely joining competitions. Their experiences demonstrated that participation required commitment, accountability, and active engagement in organizational tasks. Several participants served simultaneously as competitors, officers-in-charge, facilitators, writers, or committee members, illustrating that the festival promoted holistic student involvement. Carrying multiple responsibilities required careful planning, collaboration, and initiative, enabling students to contribute meaningfully to the success of the celebration. These experiences also exposed them to authentic leadership situations where they learned to coordinate with peers, instructors, and organizers. Rather than viewing their assigned responsibilities as burdens, participants considered them opportunities to contribute to their department and school community.

P01: "I served as an officer in charge for the academic category. Specifically, my duty is to find participants for our assigned category, we schedule the auditions, screening and recruiting potential participants, we coordinated with our instructors specially the one expert with the said categories, we prepare the competition materials, and during the event we made sure the chosen participants were well taken care of."

P03: "During the festival, I served as a participant in the Cheer Rally, at the same time, I worked as a News writer for the Nexus Veritatis Media Publication."

P04: "As an SSG officer, I facilitated all throughout the event. I was an OIC for Board of Judges Committee, Banner Making, Editorial Writing, and Editorial Cartooning."

P06: "I served as one of the main speakers of our debate team. Ako ang assigned to present arguments and respond to the opposing side's points. Pressure kaayo siya usahay, but I learned how to stay calm and think clearly even under time constraints."

Their accounts suggest that VinFeTa cultivated responsibility, ownership, and commitment while allowing students to maximize their talents and organizational capacities.

Navigating Emotional Journeys from Anxiety to Fulfillment, they consistently narrated that their VinFeTa experiences were accompanied by a wide range of emotions before, during, and after the event. Feelings of fear, anxiety, nervousness, uncertainty, and pressure were common before participating because they desired to perform well and meet expectations. During the festival, these emotions gradually shifted into focus, determination, excitement, and confidence as they immersed themselves in their responsibilities and performances. Upon completing their tasks or competitions, participants expressed relief, happiness, fulfillment, gratitude, and pride regardless of the final results. These emotional transitions demonstrate that meaningful learning experiences are accompanied by emotional engagement and self-reflection. The participants' narratives illustrate that challenges did not diminish their motivation; instead, overcoming them strengthened their confidence and resilience.

P01: "Before the festival, when we were assigned as the OIC, I felt anxious because I have never been an OIC before. We were pressured because we were uncertain if we would have enough participants for the competitions and indeed it took days for our auditions because very few participated. During the event, I was focused making sure that our participants were properly accommodated... After the festival, I felt relieved, proud, and happy because our team was hailed overall champion despite the challenges we faced."

P02: "I experienced a mixed of emotions. Before the competition, I was afraid because I have no trust in myself, especially that I joined there (3) categories. During the event, I felt overwhelmed and exhausted. And after event, I was in sigh of relief when I knew the results, that finally, my/our hard work pays off."

P05: "Prior sa competition, kulba kaayo ko because I was afraid of making mistakes. During the performance, nawala ang fear because I focused on enjoying every moment with my team. Afterward, I felt proud and thankful because we gave our best regardless of the result."

P07: "Before performing, grabe gyud akong nervousness because I didn't want to disappoint the people who believed in me. During the performance, I slowly became more relaxed as I focused on the lyrics and the emotions of the song. Afterward, I felt fulfilled and grateful because I was able to give my best."

Collectively, these stories reveal that VinFeTa became a developmental journey where emotional struggles evolved into personal satisfaction and self-confidence.

Overcoming Challenges through Resilience and Effective Coping Strategies, responses consistently described VinFeTa as an experience that required perseverance amid personal, academic, and organizational challenges, including balancing academic responsibilities, recruiting participants, financial constraints, stage fright, time limitations, and multiple roles. Rather than viewing these difficulties as barriers, they adopted coping strategies such as effective time management, teamwork, communication, preparation, prayer, patience, and maintaining a positive mindset. These experiences enabled students to develop resilience, adaptability, and responsibility, demonstrating that meaningful learning and personal growth emerged through overcoming challenges.

P01: "One of the biggest challenges was the lack of participants during the audition period. Some students decided to withdraw, and the auditions had to be conducted over several days to encourage more participants. Our team remained patient, continued promoting the category that don't have participant, and coordinated closely with students until we were able to complete the participant list. During the actual event, another challenge arose when the food packs intended for our participants were mistakenly mixed with those of another category. We immediately coordinated with the officers handling the food packs to clarify the situation, and fortunately, the food packs were returned to our participants before it became a bigger problem."

P02: "I encountered problems in terms of financial and overall well-being. I needed to balance my academics and extracurricular activities. But, with time management and consistency, I made it until the end with a grateful heart."

P06: "The biggest challenge was responding to unexpected arguments while staying composed. Naay moments nga murag ma-mental block ko, but I reminded myself to listen carefully and organize my thoughts before speaking. Our team also practiced a lot, which helped build my confidence."

P08: "One of the biggest challenges was maintaining proper coordination with my partner while balancing our academic responsibilities. Naay times nga dili parehas among schedules, so lisod mag-practice. We overcame it through patience, open communication, and making the most of every rehearsal."

The participants' accounts further suggest that resilience was cultivated through authentic experiences that required responsibility, flexibility, and commitment. Consequently, VinFeTa became a context where students strengthened their ability to confront problems while developing confidence in their own capabilities.

Building Teamwork, Relationships, and a Sense of Community, their stories highlighted that success during the festival was rarely achieved individually but through collective effort, mutual trust, encouragement, and cooperation among teammates, officers, advisers, and fellow participants. Students emphasized that long hours of preparation, shared responsibilities, and collaborative problem-solving allowed them to establish friendships and develop stronger interpersonal connections. Several participants likewise appreciated the respectful interactions that occurred even among competitors, recognizing that competition could coexist with sportsmanship and mutual respect. These narratives demonstrate that VinFeTa extended beyond talent competitions by becoming a venue for nurturing social connectedness and Vincentian camaraderie.

P04: "The most memorable experience for me as an officer was the idea that I was able to contribute to the success of our event, and aside from that, I was able to make friends with some people as well."

P05: "The long hours of practice stood out the most because that's where we built trust and friendship. Dili lang kay sayaw among natun-an, but also patience and teamwork. Those moments became the strongest foundation of our performance."

P06: "What stood out the most was the exchange of ideas between competing teams. I appreciated how everyone respected each other's opinions despite having opposing arguments. Para nako, that showed that intellectual competition can still promote respect and friendship."

P08: "The long hours of practice stood out the most because they strengthened our teamwork and friendship. We learned to encourage each other whenever one of us felt tired or discouraged. Those moments reminded me that success comes from working together."

Participants also reflected that trust, communication, and collective responsibility became essential ingredients in accomplishing their shared goals. Consequently, the festival served as an environment where collaborative learning and meaningful relationships flourished alongside personal achievement.

Achieving Personal Growth, Self-Discovery, and Meaningful Learning, looking back on their experiences, they consistently viewed the festival as more than a series of competitions; instead, it became a meaningful avenue for discovering their strengths, developing confidence, enhancing leadership, and nurturing resilience. Across the narratives, students reflected that every responsibility, challenge, and achievement

became an opportunity to learn valuable life lessons that extended beyond the classroom. They recognized that perseverance, self-discipline, courage, teamwork, communication, and responsibility were cultivated through authentic participation in the festival. Participants also emphasized that their experiences allowed them to become more confident individuals who were better prepared to face future academic and personal challenges.

P01: "I would describe my VinFeTa experience as meaningful, challenging, and rewarding. Serving as an officer allowed me to develop my leadership, organizational, and communication skills while contributing to the success of our team. Although the preparations needed time, patience, and unexpected problems arose, the experience taught me valuable lessons about responsibility, teamwork, and perseverance. It is an experience that I will always remember and appreciate."

P02: "I would say the learning experiences. VinFeTa made me realized the power or impact of self-discipline and perseverance. Even though the journey was not easy, I am still grateful of all the learnings that made me grow and develop as a person."

P07: "Looking back, VinFeTa became one of the most meaningful experiences in my college life. It helped me grow not only as a singer but also as a person. Dili lang gyud siya competition para nako, but an opportunity to discover more about myself."

P09: "My VinFeTa experience was both exciting and meaningful. It allowed me to improve my writing skills while experiencing what it's like to work under pressure. More importantly, it made me appreciate the role of journalism in telling people's stories."

The repeated emphasis on growth and self-improvement across participants demonstrates that VinFeTa functioned as an educational experience that shaped not only students' competencies but also their character and identity. Ultimately, the festival became a memorable milestone where participants recognized that success was measured not only through awards but also through the personal transformations they experienced throughout the journey.

Perceiving Personal, Social, and Developmental Factors that Influence Participation in VinFeTa

Their narratives revealed that engagement in the festival was not solely determined by the desire to compete but was also shaped by intrinsic motivations, encouragement from peers and significant others, the ability to navigate personal and situational challenges, the pursuit of meaningful experiences, and the presence of supportive environments that sustained their involvement. Across participants, these interconnected factors highlighted that participation in VinFeTa was a dynamic process influenced by both individual dispositions and social contexts, ultimately contributing to their holistic development as Vincentians. The data gathered from the participants'

interviews revealed five (5) distinct yet interconnected sub-categories that explain the factors influencing students' participation in the Vincentian Festival of Talents (VinFeTa): (1) *Intrinsic Motivation and Desire for Personal Growth*; (2) *Social Support as a Source of Encouragement and Confidence*; (3) *Managing Personal and Situational Barriers to Participation*; (4) *Finding Meaning through Shared Experiences, Contribution, and Community*; and (5) *Recognizing Support Systems as Essential to Sustained Participation*.

Intrinsic Motivation and Desire for Personal Growth, many students explained that they joined because they genuinely enjoyed their chosen field, whether in performing arts, journalism, debate, leadership, or academics. Beyond personal enjoyment, they viewed the festival as an opportunity to develop new competencies, strengthen existing talents, and challenge themselves beyond the classroom environment. Several participants also expressed a strong desire to represent their department with pride and contribute to its success, reflecting a sense of responsibility and commitment to the Vincentian community. Others acknowledged practical motivations such as scholarship opportunities and gaining valuable experiences that could contribute to their personal and academic development. These narratives demonstrate that participation was largely driven by intrinsic aspirations, complemented by meaningful external incentives.

P01: "At first, what I thought was that I don't have a choice because I'm an officer of our department so I should accept the role. But later on, I embraced my role and wanted to contribute to the success of our team, ASTEIHM, and gain new experiences outside the classroom."

P02: "To be honest, aside from I like joining competitions, the scholarship opportunity really encouraged me to join or participate in the event. These extracurricular activities will help me in getting academic scholarship in SVCI."

P06: "I joined because I enjoy discussing social issues and expressing my ideas. Gusto pud nako ma-improve akong confidence in public speaking and critical thinking. VinFeTa gave me the perfect opportunity to challenge myself."

P07: "Niapil ko because I genuinely love singing and I wanted to challenge myself. I also wanted to share my talent with the Vincentian community. Para nako, VinFeTa was the perfect stage to express myself through music."

Overall, the students perceived VinFeTa as an opportunity to pursue personal excellence while making meaningful contributions to their academic community.

Social Support as a Source of Encouragement and Confidence, teachers and coaches provided technical guidance, mentoring, and motivation that enhanced students' preparation and confidence. Families demonstrated support by understanding students' busy schedules, encouraging perseverance, and reminding them to prioritize doing their best regardless of the outcome. Likewise, classmates and teammates created a positive

environment by offering emotional encouragement, practical assistance, and collaborative support throughout rehearsals, practices, and competitions. Participants believed that these support systems reduced their anxieties, strengthened their motivation, and enabled them to overcome the challenges associated with participation.

P03: "Some of my teachers supported me and the other participants by giving additional points for actively participating in VinFeTa. My friends also helped me by carrying some of my things during practices, which made it easier to manage my responsibilities. My parents showed their support by staying up late to fetch me from school after our practices, which often ended late in the evening. Their encouragement and support motivated me to give my best throughout the event."

P05: "Our teachers and adviser always reminded us to do our best while balancing our studies. Among classmates grabe ka-supportive because they cheered for us during the competition. Even my family encouraged me despite knowing how busy our practices were."

Collectively, the participants perceived that success in VinFeTa was not achieved independently but through the collective encouragement and cooperation of significant people in their lives.

Managing Personal and Situational Barriers to Participation, across the interviews, students identified academic workload, limited time for preparation, financial constraints, physical exhaustion, self-doubt, lack of confidence, and perceived inadequacy of skills as common challenges that affected their willingness and ability to participate. These barriers often created hesitation and required participants to make deliberate efforts to balance their academic responsibilities with extracurricular commitments. Nevertheless, students demonstrated resilience by utilizing effective time management, resourcefulness, persistence, and support from others to overcome these difficulties. Their narratives suggest that obstacles became opportunities to strengthen discipline, adaptability, and problem-solving skills rather than reasons to withdraw from participation.

P02: "I would say the lack of time, practice, and academic workloads. Because of these, I was hesitant to participate and became more aware of the possible positive and negative outcomes."

P03: "One of the biggest challenges that affected my participation was financial limitations. There were expenses for transportation, food, and other event-related needs, which sometimes made it difficult to fully participate. Despite this, I managed my resources carefully and

remained committed to fulfilling my responsibilities and taking part in the activities."

P04: "The idea that I think I don't have the skills necessary to become an effective SSG officer."

P08: "Managing time was one of the biggest challenges because of our busy class schedules and regular rehearsals. There were days nga kapoy na kaayo physically, but I knew our hard work would be worth it. Thankfully, my teammates kept motivating one another."

The participants ultimately viewed these challenges as integral components of their learning experiences, reinforcing their determination to persevere and accomplish their responsibilities. Consequently, barriers were not perceived solely as limitations but as catalysts for personal growth and resilience.

Finding Meaning through Shared Experiences, Contribution, and Community, they described that one of the strongest factors sustaining their participation was the meaningfulness rather than focusing solely on competition outcomes, they emphasized that serving others, contributing to their department, building friendships, exchanging ideas, and celebrating talents made their involvement worthwhile. Students perceived VinFeTa as an environment where collaboration, companionship, and shared accomplishments strengthened their sense of belonging within the Vincentian community. They appreciated opportunities to meet new people, work alongside individuals from different programs, and contribute to collective success, making the festival personally fulfilling. These experiences fostered a deeper appreciation of teamwork, unity, and service, reinforcing the Vincentian values embedded within the event.

P01: "The festival became meaningful because it gave me the opportunity to serve our team while developing my leadership, communication, organization, and problem-solving skills. Specially when we see our participants perform well after all the preparations and practices we conducted."

P03: "The people made my participation in the festival truly meaningful. Working with people that are new to me, helped me see the real essence of companionship."

P05: "The sense of unity made everything meaningful. Everyone worked together, not only to compete but also to celebrate our talents as Vincentians. Makita gyud nimo nga ang festival is about community, not just competition."

P06: "The opportunity to exchange ideas with students from different departments made the experience meaningful. I realized that every debate was also an opportunity to learn."

Dili lang kay competition among gihunahuna but personal and intellectual growth."

The participants interpreted VinFeTa as an authentic educational experience where relationships, service, and shared growth became more valuable than winning competitions. Thus, the festival's significance was rooted in the communal experiences and personal fulfillment that participants gained throughout their involvement.

Recognizing Support Systems as Essential to Sustained Participation, responses consistently acknowledged that the presence of supportive individuals significantly shaped the quality and success of their participation in VinFeTa. Across the interviews, they reflected that without the encouragement, guidance, and cooperation of teachers, advisers, coaches, classmates, teammates, friends, and family members, their experiences would have been considerably more difficult and less meaningful. These support systems provided not only technical assistance during preparation but also emotional reassurance whenever participants experienced self-doubt, exhaustion, or pressure. Several students emphasized that the encouragement they received strengthened their confidence, sustained their motivation, and reminded them that they were not facing challenges alone. Others explained that supportive relationships transformed potentially stressful experiences into enjoyable and memorable learning opportunities.

P01: "Yes. Without the support of our teachers, advisers, classmates, and fellow officers, it would have been much more difficult to accomplish our responsibilities. Their guidance, cooperation, and encouragement helped us overcome the challenges we faced throughout the preparations and during the event."

P05: "Definitely yes. Without the support of my teammates, teachers, and family, basin ni-undang ko because of the pressure. Their encouragement gave me confidence whenever I doubted myself."

P09: "Yes, definitely. Without the guidance of my coach and the encouragement of my classmates and family, I might have doubted my abilities. Their support motivated me to keep improving and enjoy the competition."

These repeated reflections demonstrate that social support functioned as a central enabling condition that sustained student participation throughout the festival. Rather than viewing success as an individual accomplishment, participants attributed their achievements to collective encouragement and shared commitment. Overall, the findings suggest that meaningful participation in VinFeTa was sustained through interconnected relationships that nurtured students' confidence, resilience, and sense of belonging within the Vincentian community.

Constructing Personal Meaning and Character Formation through Participation in VinFeTa

The narratives revealed that the festival extended beyond opportunities for performance and competition, becoming a meaningful avenue for experiential learning, self-discovery, and value formation. Through active engagement, participants recognized their strengths, developed greater confidence in their abilities, appreciated the significance of their talents, and embraced the lessons gained from both successes and challenges. Moreover, their experiences fostered a deeper understanding of Vincentian ideals as they practiced responsibility, perseverance, respect, humility, and service in various festival activities. Across participants, these reflections demonstrated that VinFeTa served as a formative journey that cultivated not only personal competence but also lifelong learning and authentic Vincentian character. The data gathered from the participants' interviews revealed five (5) distinct yet interconnected sub-categories that explain how students constructed personal meaning and experienced character formation through participation in the Vincentian Festival of Talents (VinFeTa): (1) *Viewing VinFeTa as a Transformative Learning Experience Beyond the Classroom*; (2) *Discovering Personal Strengths, Competence, and Self-Confidence*; (3) *Appreciating Talents, Growth, and Purpose through Participation*; (4) *Interpreting VinFeTa as a Journey of Personal Growth and Lifelong Learning*; and (5) *Internalizing Vincentian Values through Responsibility, Perseverance, Respect, and Humility*.

Viewing VinFeTa as a Transformative Learning Experience Beyond the Classroom, rather than perceiving the festival simply as a series of competitions or extracurricular activities, they viewed it as an authentic educational environment where theoretical knowledge was translated into practical experiences. Students emphasized that the event enabled them to acquire competencies, leadership abilities, communication skills, critical thinking, and interpersonal skills that traditional classroom settings alone could not fully provide. Through active participation, they experienced real-life responsibilities, collaborative work, and problem-solving situations that strengthened their readiness for future professional roles. Several participants likewise described VinFeTa as a memorable milestone that complemented their academic journey by making learning more meaningful and experiential.

P01: "VinFeTa became a significant part of my college life because it allowed me to grow beyond academics. It gave me the opportunity to serve as an officer, take on responsibilities, and contribute to the success of our department. Through this experience, I developed leadership, communication, and organizational skills that I know will also help me in my future career as a teacher."

P05: "VinFeTa became a special part of my college life because it allowed me to grow outside the classroom. It reminded me that learning also happens through experiences. Dili lang academics ang importante, but also developing ourselves through participation."

P06: "Para nako, ang VinFeTa became an important part of my college journey kay it allowed me to apply what I learned inside the classroom. It strengthened not only my communication skills but also my ability to analyze issues critically. Para nako, it made learning more meaningful."

This reveals a common meaning constructed by participants that significant learning occurs through authentic experiences. Their reflections demonstrate that students attached educational value to participation because it allowed them to integrate knowledge, skills, and values in real contexts. Consequently, VinFeTa became a meaningful extension of classroom learning that fostered holistic student development.

Discovering Personal Strengths, Competence, and Self-Confidence, through assuming leadership roles, performing before audiences, competing in various events, and fulfilling multiple responsibilities, students realized that they possessed greater capabilities than they had initially believed. Several participants explained that overcoming fear, pressure, and uncertainty strengthened their confidence and helped them trust their own abilities. Others recognized that their talents extended beyond academic performance, allowing them to appreciate competencies such as leadership, teamwork, creativity, communication, public speaking, and adaptability. These realizations reshaped how participants perceived themselves and encouraged them to pursue greater opportunities in the future.

P02: "I learned a lot. First, I learned that there is something in me that I can show and develop. Because of the event, I had the chance to develop and hone my skills in speaking. And second, I learned how to be patient and be prepared all the time. I needed time management and self-discipline to overcome challenges during those times."

P03: "I learned that I can handle multiple responsibilities and still perform well when I stay committed and manage my time effectively."

P04: "I used to believe that I don't have the skills needed to be an effective officer, but after participating, I was able to recognize and uncover some skills and abilities I didn't know I had."

P07: "I realized that I am capable of overcoming fear when I prepare well and believe in myself. Before, I often doubted my abilities, but VinFeTa taught me to trust my talent. Nakat-on pud ko nga confidence is built through practice."

Meanings emerge from participants' reflections on lived experiences, and the recurring narratives of self-discovery demonstrate a shared process of developing positive self-perceptions. Collectively, the findings indicate that VinFeTa became a

catalyst for recognizing hidden potential and strengthening students' confidence in their personal and professional capabilities.

Appreciating Talents, Growth, and Purpose through Participation, through participation, they came to appreciate that their gifts could inspire others, strengthen their departments, and contribute positively to the Vincentian community. Several participants reflected that they had previously viewed their talents merely as hobbies or academic requirements; however, their festival experiences transformed these perceptions into meaningful expressions of service, creativity, and personal purpose. They likewise realized that excellence required continuous practice, discipline, perseverance, and humility rather than talent alone. These reflections demonstrate that participation enabled students to develop a stronger appreciation of their abilities while recognizing the responsibilities that accompany them.

P01: "The festival helped me realize that my abilities are not limited to academics. It showed me that I also have strengths in collaborating with others, responsible, communication, and problem-solving. Upon overcoming the challenges that we faced, it boosted my confidence and maybe I can take bigger roles in the future."

P05: "Before, I thought dancing was just a hobby. After VinFeTa, I realized that my talent could inspire others and contribute to something bigger. Mas na-appreciate nako akong abilities because they helped strengthen our team."

P07: "The festival made me appreciate my talent more because I realized singing can inspire and connect with people. It's not just about having a good voice but also about expressing genuine emotions. Mas na-value gyud nako ang gift nga gihatag sa Ginoo."

Meaning is constructed as participants interpret significant life experiences, and the recurring emphasis on appreciating one's talents and purpose illustrates a common interpretive pattern. Rather than defining success solely by awards or recognition, participants found meaning in personal growth, contribution, and the opportunity to inspire others through their respective talents. Consequently, VinFeTa became a transformative avenue for discovering purpose and valuing one's unique gifts.

Interpreting VinFeTa as a Journey of Personal Growth and Lifelong Learning, participants consistently described their VinFeTa experiences using meaningful metaphors such as "a journey of growth," "a learning experience," "a platform for growth," "a stage for dreams," and "a journey of discovery." These expressions reveal that students viewed the festival as an important developmental milestone rather than merely an annual institutional event. Their reflections emphasized that meaningful learning emerged through overcoming challenges, stepping beyond comfort zones, building relationships, and engaging in authentic experiences. Participants explained that the lessons they acquired during VinFeTa would continue influencing their future academic pursuits, careers, and personal lives. They recognized that continuous growth resulted

from embracing opportunities, accepting responsibilities, and learning from both successes and setbacks.

P01: "If I were to describe VinFeTa, it would be 'my journey of growth' because all throughout the event, I experienced challenges, pressure, teamwork, and success. Those taught me lessons that I know I will bring with me in the future. The experience strengthened my confidence and inspired me to become a better student and future educator."

P02: "'A Learning Experience.' This phrase is not just an ordinary phrase. It made me ponder and work on the things I thought I couldn't do. The event serves as my training ground for me to be able to express, develop, and learn new skills."

P06: "I would describe it as 'A Platform for Growth.' Every competition pushed me to improve my knowledge, confidence, and character. It was an experience that shaped me in many ways."

Participants construct meanings by reflecting on significant experiences, and these metaphoric descriptions collectively represent a shared understanding of VinFeTa as a transformative life journey. The recurrence of growth-oriented interpretations across participants indicates that the festival became an enduring source of motivation, self-improvement, and lifelong learning. Ultimately, students attributed meaning to VinFeTa because it shaped not only what they could accomplish but also who they were becoming as individuals.

Internalizing Vincentian Values through Responsibility, Perseverance, Respect, and Humility, beyond acquiring technical skills and competencies, students reflected that the festival shaped their character by cultivating responsibility, perseverance, discipline, respect, humility, teamwork, trust, and self-confidence. These values emerged naturally through fulfilling demanding responsibilities, working collaboratively with others, respecting diverse perspectives, and persevering despite physical, emotional, and academic challenges. Several participants emphasized that responsibility became central because they learned to remain accountable for assigned tasks and to complete them with commitment and integrity. Others recognized that perseverance and discipline enabled them to continue despite fatigue, while respect and humility taught them to appreciate others' contributions regardless of competition outcomes.

P01: "The personal value I gained the most would probably responsibility because serving as an officer in charge taught me to be accountable for the tasks assigned to me and to fulfill them to the best of my ability."

P05: "The greatest value was perseverance. I learned not to give up even when practices became difficult or exhausting. Nakat-on pud ko nga humility is important because every achievement is a result of teamwork."

P06: "I gained the most was respect. Debate taught me to respect opposing viewpoints even if I disagree with them. Nakasabot ko nga listening is just as important as speaking."

Meaning is constructed through reflective interpretation of lived experiences, and the recurring emphasis on values demonstrates that participants interpreted VinFeTa as a formative experience for character development. These narratives suggest that students did not merely remember what they accomplished during the festival but more importantly who they became because of those experiences. Consequently, VinFeTa served as a meaningful context where Vincentian values were experienced, practiced, and internalized through authentic participation.

Deepening Vincentian Identity through Participation in VinFeTa

Participants consistently described their participation in VinFeTa as a significant experience that deepened their understanding and lived expression of Vincentian identity. Their narratives revealed that active involvement in the festival enabled them to move beyond merely knowing the institution's mission and values toward embodying them through meaningful actions, relationships, and service. As they fulfilled various roles, collaborated with peers, and responded to challenges, participants developed a stronger appreciation of the Vincentian way of life characterized by compassion, responsibility, servant leadership, respect, humility, and commitment to the common good. Across participants, these experiences demonstrated that VinFeTa served as a formative avenue for cultivating an authentic Vincentian identity grounded in character, service, and purposeful engagement. The data gathered from the participants' interviews revealed five (5) distinct yet interconnected sub-categories that explain how students deepened their Vincentian identity through participation in the Vincentian Festival of Talents (VinFeTa): (1) *Transforming the Understanding of Vincentian Identity through Authentic Participation*; (2) *Internalizing Vincentian Values through Service, Responsibility, and Collaborative Leadership*; (3) *Experiencing the Vincentian Core Values through Community Life and Shared Practices*; (4) *Recognizing the Vincentian Spirit through Compassion, Sportsmanship, and Mutual Support*; and (5) *Redefining the Identity of a True Vincentian through Character, Service, and Purpose*.

Transforming the Understanding of Vincentian Identity through Authentic Participation, initially, many associated Vincentian identity primarily with studying at St. Vincent's College, following school rules, maintaining discipline, and demonstrating good academic performance. However, their active involvement in the festival enabled them to construct a deeper understanding centered on service, responsibility, humility, leadership, compassion, and meaningful contribution to the community. Students realized that Vincentian identity is not merely defined by institutional membership but by consistently living out Vincentian values through concrete actions and relationships. Their

experiences allowed them to appreciate that talents, leadership opportunities, and collaborative work are authentic expressions of Vincentian formation.

P01: "When I first entered SVCI, what I have in mind is just studying. Never in my first-year days that I thought I would become an officer. So, I believed that being a Vincentian meant studying at SVCI while following the school's rules, respecting others, and participating in school activities. Upon participating, I had fully realized what it truly meant to serve others through my actions."

P05: "Abi nako, being a Vincentian simply meant studying at St. Vincent's College. Para nako before, it was mostly about following school rules and doing well in class. Wala pa gyud nako na-realize ang deeper meaning of being part of the Vincentian community."

P09: "Before joining VinFeTa, I thought being a Vincentian simply meant being a responsible student who follows school rules. Mao ra gyud akong understanding before. I didn't realize that our talents and skills could also become ways of serving others."

Their narratives demonstrate a transition from a passive understanding of institutional identity to an active commitment to serving others through their gifts and responsibilities. Consequently, participation became a transformative process through which students internalized what it truly means to become a Vincentian.

Internalizing Vincentian Values through Service, Responsibility, and Collaborative Leadership, their involvement in organizing events, performing assigned duties, collaborating with peers, and addressing unexpected challenges provided concrete opportunities to embody these values in authentic situations. Several participants emphasized that serving as officers, working with teammates, balancing multiple responsibilities, and helping others strengthened their appreciation for servant leadership and communal responsibility. Rather than focusing solely on personal achievement, they recognized that genuine Vincentian identity is reflected through cooperation, selflessness, and commitment to the welfare of others.

P01: "My experience as an officer in charge contributed the most to this understanding. Recruiting participants, organizing auditions, preparing competition materials, and ensuring that our participants were well taken care of taught me the value of service and responsibility. Even when we faced problems such as the lack of participants and the issue with the food distribution, we remained patient, cooperated with others, and focused on finding solutions instead of complaining."

P02: "The experiences during VinFeta that contributed to my understanding were the values of SVCI that somehow I acquired and learned as a student. The event made me serve my council, hone my skills as a sign of excellence, and transform myself into more competent while grounded in the teachings of Senyor San Vicente Ferrer."

P03: "Balancing my responsibilities as an OIC, a Nexus Veritatis news writer, and a participant taught me the importance of serving others while remaining dedicated to my duties."

P06: "During the debates, I experienced healthy discussions where everyone respected one another despite disagreements. That taught me that true leadership involves listening and understanding different perspectives. Mao to nga mas na-appreciate nako ang Vincentian values."

Their reflections indicate that leadership became synonymous with service, while responsibility became an expression of compassion and commitment to the community. Ultimately, VinFeTa became an experiential avenue where Vincentian values were practiced, strengthened, and internalized through everyday interactions and responsibilities.

Experiencing the Vincentian Core Values through Community Life and Shared Practices, they observed that service, excellence, humility, respect, compassion, integrity, teamwork, and responsibility were not merely institutional ideals but were actively demonstrated by students, teachers, advisers, coaches, and organizers during the preparation and implementation of VinFeTa. Through collaborative work, mutual encouragement, sportsmanship, and collective problem-solving, participants experienced how these values shaped the festival's atmosphere and strengthened the sense of community. Many students emphasized that despite the competitive nature of the event, participants continuously supported one another, celebrated each other's achievements, and worked toward the common success of the Vincentian community.

P02: "To be honest, I have observed all of the 3 core values of SVCI during the event. Service, in terms of participating and helping one another for the success of the event. Excellence, through showing the skills and knowledge that Vincentians can offer and share to the world. And molding every Vincentian to become competent and changemakers in the society."

P03: "I experienced teamwork, service, responsibility, respect, and excellence as students, teachers, and organizers worked together to make the festival successful."

P05: "Kuan, teamwork gyud. Also, respect, humility, and excellence throughout the festival. Everyone encouraged each other despite the pressure of competition. Makita gyud nimo nga people celebrated each other's efforts and not just the winners."

Categories emerge from recurring meanings that participants assign to their experiences, and the repeated references to the practice of Vincentian values indicate that students learned these principles through lived interactions rather than formal instruction alone. Consequently, VinFeTa became an authentic venue where the Vincentian core values were experienced, practiced, and strengthened through communal participation.

Recognizing the Vincentian Spirit through Compassion, Sportsmanship, and Mutual Support, responses consistently described specific experiences that embodied the Vincentian spirit through acts of kindness, compassion, humility, cooperation, and genuine concern for others. Rather than emphasizing competition and individual achievement, students reflected on moments where classmates, competitors, teachers, and organizers chose encouragement over rivalry and collaboration over personal recognition. These meaningful interactions demonstrated that the Vincentian spirit is expressed through practical acts of service, empathy, fairness, and mutual respect. Such experiences reinforced their belief that authentic Vincentian identity is demonstrated through actions that prioritize the welfare of others and strengthen community relationships.

P01: "One experience that best reflects the Vincentian spirit was when our participants almost did not receive their food because the food packs had been given to other participants. Instead of blaming others, we calmly coordinated with the officers responsible for the distribution and worked together to resolve the problem. This experience reflected the Vincentian spirit of service and the character formation which has discipline to it by ensuring that our participants were properly cared for."

P05: "One memorable moment was when another team helped us fix our props before performing. Wala sila nagtan-aw nga competitors mi but fellow Vincentians. That simple act showed kindness and genuine concern for others."

P07: "Before my performance, one of the contestants wished me good luck even though we were competitors. That simple gesture made me feel supported instead of pressured. Para nako, that reflected the Vincentian spirit of kindness and respect."

P09: "After the competition, our coach reminded us that our value as writers is not measured by medals but by

our honesty and integrity. That advice stayed with me because it emphasized character over recognition. Para nako, that truly reflected the Vincentian spirit."

This explains that meaning emerges through reflective interpretation of lived experiences, and these recurring accounts collectively reveal that students recognized the Vincentian spirit through everyday expressions of compassion and solidarity. Their reflections indicate that authentic character is revealed not during moments of success alone but especially through interactions that demonstrate kindness, humility, and servant leadership. Thus, VinFeTa became a formative environment where the Vincentian spirit was experienced through concrete acts of human compassion and communal responsibility.

Redefining the Identity of a True Vincentian through Character, Service, and Purpose, their reflections revealed that participation in VinFeTa transformed their understanding from viewing Vincentian identity as merely belonging to an educational institution into embracing it as a lifelong commitment to serving others and living according to Christian values. Students emphasized that authentic Vincentian identity extends beyond academic excellence and extracurricular achievements; instead, it is demonstrated by the willingness to help others, respect human dignity, collaborate with the community, and use one's talents for the common good. Several participants likewise recognized that true Vincentians inspire others through character rather than personal recognition, placing greater importance on integrity, humility, compassion, and servant leadership than on winning competitions.

P01: "I would now describe a true Vincentian as someone who serves others with humility, accepts responsibilities, works well with others, and remains committed even when faced with challenges. A true Vincentian not only excels academically but also demonstrates compassion, integrity, and teamwork, reflecting the values of SVCI in both words and actions."

P02: "I would describe a true Vincentian as holistically competent. A true Vincentian is not just good in academics, extracurricular activities or sports, but a true Vincentian is a well-rounded individual that is guided by love, truth, and freedom, in the service of God, country, and people."

P06: "A true Vincentian is someone who speaks with honesty, listens with humility, and serves others with compassion. They use their talents not for personal recognition but to inspire and uplift others. Para nako, being Vincentian means living out those values every day."

This explains that categories represent shared interpretations constructed through participants' lived experiences, and these recurring reflections indicate that VinFeTa became instrumental in shaping students' understanding of Vincentian identity. Through authentic participation, students internalized the belief that personal gifts acquire deeper meaning when they are exercised in service of God, the school community, and society. Consequently, participants collectively redefined the image of a true Vincentian as an individual who intentionally lives the Vincentian mission through everyday words, decisions, and actions.

Cultivating Holistic Personal Growth through Vincentian Participation

Participants consistently reflected that their participation in VinFeTa contributed to their holistic personal growth by shaping their character, interpersonal relationships, leadership capacities, and commitment to living out Vincentian ideals beyond the festival. Their narratives revealed that the challenges, responsibilities, and collaborative experiences encountered throughout VinFeTa fostered resilience, accountability, effective communication, respect for others, and a greater sense of purpose. Participants also emphasized that the lessons and values acquired during the festival extended beyond co-curricular activities, influencing their academic pursuits, leadership roles, decision-making, and everyday interactions. The data gathered from the participants' interviews revealed five (5) distinct yet interconnected sub-categories that explain how participation in the Vincentian Festival of Talents (VinFeTa) cultivated students' holistic personal growth: (1) *Developing Personal Character through Challenges and Responsibility*; (2) *Strengthening Interpersonal Competence through Teamwork, Communication, and Respect*; (3) *Applying Vincentian Learning in Academic, Leadership, and Everyday Life*; (4) *Strengthening Commitment to the Vincentian Mission through Service and Purposeful Living*; and (5) *Sustaining Lifelong Vincentian Growth through Future-Oriented Character Formation*.

Developing Personal Character through Challenges and Responsibility, many students reported becoming more confident, disciplined, resilient, patient, responsible, and emotionally mature after participating in the festival. Their narratives demonstrate that personal growth emerged not from success alone but from navigating difficult situations, fulfilling demanding responsibilities, and learning to persevere despite obstacles. Participants emphasized that leadership roles, competitions, rehearsals, and organizational responsibilities became opportunities for self-discovery and character formation.

P01: "By experiencing VinFeTa, it influenced me by helping me become a more responsible and confident. Serving as an officer in charge challenged me to step outside my comfort zone, make decisions, and fulfill responsibilities not only for myself but also for the participants who depended on us."

P03: "The festival helped me become more responsible, confident, and resilient. It taught me how

to manage different responsibilities while staying committed to my goals."

P05: "VinFeTa helped me become more confident and disciplined. I learned to believe in myself even when facing difficult situations. Mas naging positive pud ko when handling challenges."

Meaning develops through participants' interpretations of significant experiences, and these recurring reflections reveal that students attributed their growth to authentic engagement in challenging situations. Rather than simply acquiring new skills, they experienced changes in attitudes, behaviors, and self-perceptions that extended beyond the duration of the festival. Consequently, VinFeTa became a developmental experience that nurtured qualities essential to becoming responsible and resilient Vincentians.

Strengthening Interpersonal Competence through Teamwork, Communication, and Respect, their experiences strengthened communication, teamwork, trust, empathy, cooperation, active listening, and respect for diverse perspectives. Students learned that achieving common goals required collaboration, understanding individual differences, and maintaining healthy relationships despite varying opinions and responsibilities. Several participants explained that they became more patient, approachable, supportive, and willing to cooperate because of their interactions with teammates, classmates, teachers, coaches, and fellow participants.

P02: "The festival influenced the way I relate to other people in way that I could see their differences and potentials as individuals. Other people may have different perspectives or viewpoints, and it is very important to observe and respect their perspectives. During the event, I also saw a sense of friendship and togetherness even though it is a competition."

P03: "It helped me become more approachable, cooperative, and understanding. I learned that working together and supporting one another leads to better outcomes." P06: "It taught me to become a better listener. I realized that meaningful conversations happen when both sides are willing to understand each other. Mas patient na pud ko when discussing different ideas with other people."

P08: "The festival taught me the importance of trust, communication, and respect when working with others. Since DanceSport relies heavily on partnership, I learned to value cooperation and understanding. Mas dali na pud ko mo-build healthy relationships with my classmates and teammates."

The categories arise from recurring participant meanings, and the repeated emphasis on interpersonal development demonstrates that meaningful relationships became central to participants' understanding of personal growth. Rather than focusing solely on individual achievement, participants recognized that effective communication and mutual respect are essential components of leadership and community participation. Through these experiences, students developed interpersonal competencies that continue to influence their academic, personal, and future professional relationships.

Applying Vincentian Learning in Academic, Leadership, and Everyday Life, responses consistently explained that the lessons gained from VinFeTa extended beyond the duration of the festival and were intentionally applied in their academic responsibilities, leadership roles, classroom participation, research activities, communication, and everyday interactions. Rather than remaining isolated event experiences, the knowledge, skills, and values developed through participation became practical guides for addressing future responsibilities. Students described becoming more effective leaders during research projects, classroom discussions, reporting activities, publication work, group tasks, and school organizations because of the confidence, teamwork, communication, and problem-solving skills they acquired during VinFeTa. Several participants likewise demonstrated the transferability of these competencies by describing specific situations where they consciously practiced patience, respectful communication, collaborative leadership, critical thinking, and responsible decision-making.

P01: "One situation that I applied what I learned from VinFeTa is during the making of our research paper where I was the leader. Research is indeed stressful but the importance of remaining composed, communicating respectfully, and finding solutions during unexpected situations remained with me."

P02: "Yes, in various situations. In the field of education, especially that I am an English major student, the competitions I joined during those times served as my guiding light and a chance for me to express myself in front of the class. There are various activities that needs to be done in speaking inside the classroom like reporting and classroom demonstrations, and, somehow, VinFeTa made me do it with ease and consistency."

P04: "In my other group works or school activities after VinFeTa, specifically during our research, whenever my groupmates are not doing their part, I don't just give up or complain. I step up to make sure the task gets done."

P09: "After VinFeTa, I became more confident in writing news and activity reports for our school."

Whenever I covered events, I made sure to verify facts first and present balanced information before submitting my article. I realized that the discipline I learned during the competition also applies to everyday writing tasks."

The participants construct meaning by connecting present experiences with future actions, and these recurring narratives indicate that VinFeTa functioned as an authentic learning experience whose influence extended into multiple aspects of students' lives. The festival therefore became not only a co-curricular activity but also an experiential learning environment that prepared students to become more capable learners, leaders, and future professionals.

Strengthening Commitment to the Vincentian Mission through Service and Purposeful Living, their reflections emphasized that participation deepened their understanding of service, excellence, integrity, humility, compassion, faith, and responsibility as guiding principles for everyday life. Rather than viewing Vincentian values as institutional expectations alone, students expressed a renewed desire to actively contribute to the school community, serve others through their talents, and represent the institution with dignity and excellence. Several participants highlighted that VinFeTa reinforced their commitment to becoming educators, leaders, communicators, performers, and responsible citizens who embody Vincentian ideals in their future careers and personal lives.

P03: "The experience strengthened my commitment to serving the school community with responsibility, excellence, and compassion. It inspired me to contribute more actively and uphold the Vincentian values in everything I do."

P05: "VinFeTa reminded me that being a Vincentian means living out the school's mission through service, excellence, and compassion. It inspired me to participate more actively in school activities and use my talents to contribute to the community. Para nako, every opportunity is a chance to represent the values of SVCI."

P06: "VinFeTa inspired me to become a student who values truth, excellence, and service. As a debater, I learned that words have the power to educate and inspire others when used responsibly. Mao nga gusto nako nga mahimong maayo nga representative sa Vincentian community pinaagi sa akong actions ug words."

P09: "na-inspired ko to use my writing skills responsibly and truthfully, reflecting the Vincentian values of excellence, integrity, and service. It

reminded me that writers have the responsibility to inform others with honesty and respect. Because of VinFeTa, I became more committed to using my talent not just for recognition but also to contribute positively to the Vincentian community."

The meaning develops through reflective interpretation of lived experiences, and participants repeatedly connected their festival experiences with long-term commitments to purposeful service and character formation. These narratives reveal that VinFeTa functioned as a formative experience that strengthened students' sense of identity and inspired them to intentionally live out the Vincentian mission wherever they may go.

Sustaining Lifelong Vincentian Growth through Future-Oriented Character Formation, they expressed that the influence of VinFeTa extends far beyond the festival itself and will continue shaping their future personal, academic, professional, and community lives. Their reflections reveal that the experience served as a foundation for lifelong character formation by instilling values that they intend to carry into future careers, leadership roles, and service to society. Students envisioned themselves becoming educators, leaders, communicators, professionals, and responsible citizens who consistently embody the Vincentian ideals of humility, excellence, compassion, integrity, perseverance, faith, teamwork, and service. Rather than viewing VinFeTa as a temporary extracurricular activity, participants described it as a formative life experience that permanently transformed their perspectives, decision-making, and aspirations.

P01: "Looking ahead, I believe my VinFeTa experience will continue to influence me by reminding me to always serve with humility, lead with responsibility, and work collaboratively with others. As a future educator, I will carry the lessons I learned from this experience. For sure, this experience will continue to guide my decisions and help me become a better Vincentian throughout my personal and professional life in the future."

P03: "I believe my VinFeTa experience will continue to guide me in becoming a responsible, compassionate, and service-oriented Vincentian. The lessons I learned will inspire me to stay involved, help others, and carry the Vincentian spirit wherever I go."

P07: "the confidence, discipline, and humility I gained from VinFeTa will continue to guide me wherever I go. Whether in school, work, or community activities, I want to use my voice to inspire and serve others. Bisan mahuman na ang festival, dala gihapon nako ang Vincentian spirit of excellence, faith, and service in everything I do."

P08: "I believe the lessons I gained from Dance Sport discipline, teamwork, perseverance, and humility will continue to guide me in the future. Whether in my studies, career, or personal life, I will always remember the importance of working with others and giving my best. Bisan asa ko madala sa akong journey, I want to carry the Vincentian spirit of excellence, respect, and service."

Emphasizes that qualitative meaning emerges from participants' interpretations of how experiences shape their future realities, and the recurring narratives demonstrate that students perceive VinFeTa as an enduring influence on their identity formation. Their statements reveal that authentic Vincentian education extends beyond classroom instruction by cultivating values that continue to guide behavior throughout life. Consequently, participants viewed their festival experiences as lifelong reminders to live intentionally, serve others faithfully, and remain committed to the Vincentian mission wherever their future journeys may lead.

DISCUSSION

This study explored how students at St. Vincent's College Incorporated construct and make sense of the influence of the Vincentian Festival of Talents (VinFeTa) on the formation of their Vincentian identity. The findings reveal that Vincentian identity formation is a dynamic and transformative process shaped by the interaction of students' Sense of Self, Perceived Goals, and Facilitating Conditions, as articulated in Martin Maehr's Personal Investment Theory. Situated within the faith-based context of Catholic higher education, the findings highlight how SVCI's institutional ethos, grounded in Catholic-Christian principles and Vincentian values, cultivates meaningful educational experiences that foster identity formation, values internalization, leadership, and holistic personal development.

At the heart of this study lies the central research question: How do students describe the influence of the Vincentian Festival of Talents (VinFeTa) on the formation of their Vincentian identity? The findings demonstrate that Vincentian identity is not an inherent or static characteristic but a continually evolving construct shaped through students' meaningful participation in institutional traditions and co-curricular experiences. Students described VinFeTa as more than a venue for competition and talent exhibition; rather, it served as a transformative educational experience where they developed greater self-awareness, strengthened interpersonal relationships, discovered personal purpose, and internalized the values that define the Vincentian way of life.

Sense of Self: Understanding Vincentian Student Formation through Active Participation in VinFeTa

The findings demonstrate that the Vincentian Festival of Talents (VinFeTa) significantly contributed to the development of students' Sense of Self, which Maehr's

Personal Investment Theory (PIT) defines as individuals' perceptions of their competence, identity, self-worth, and capabilities that influence their motivation and commitment. Rather than viewing VinFeTa as merely a co-curricular activity, participants described it as a transformative experience that enhanced self-awareness, confidence, and personal growth through authentic participation, reflection, and meaningful interactions (Maehr & Meyer (1997).

The category Experiencing Personal and Collective Growth through Active Participation in VinFeTa illustrates how students developed confidence, competence, and leadership by assuming responsibilities, overcoming challenges, and collaborating with peers. These experiences strengthened their self-concept and reinforced their willingness to engage in meaningful activities. This finding is consistent with Adda et al. (2024), who highlighted organizational participation as a means of developing responsibility, adaptability, leadership, and character, and Friaes et al. (2024), who emphasized that student development programs enhance awareness, engagement, and learning beyond the classroom. Likewise, Soria et al. (2022) and Firouzjah et al. (2025) found that co-curricular and experiential activities strengthen resilience, belongingness, competence, and confidence through authentic participation.

Similarly, the category Constructing Personal Meaning and Character Formation through Participation in VinFeTa demonstrates that students viewed the festival as a meaningful context for identity development. Through reflection, challenges, and lived experiences, participants discovered their strengths, developed responsibility, and internalized Vincentian values. Consistent with PIT, these experiences contributed to a stronger sense of identity and sustained personal investment. These findings support Kohli and Atencio (2023), who emphasized identity formation through meaningful social participation, and Reiter (2023), who argued that transformative educational experiences promote personal growth through reflection and authentic engagement.

Furthermore, the subcategories Developing Personal Character through Challenges and Responsibility, Strengthening Interpersonal Competence through Teamwork, Communication, and Respect, and Sustaining Lifelong Vincentian Growth through Future-Oriented Character Formation indicate that VinFeTa fostered long-term character development, resilience, empathy, communication skills, and lifelong commitment to personal growth. These findings align with Graham and Burns (2020), who associated organized activities with moral development and ethical responsibility, and Gillespie (2021), who found that extracurricular involvement strengthens leadership, resilience, social competence, and personal maturity. Overall, the findings affirm Maehr's proposition that meaningful educational experiences strengthen students' Sense of Self and encourage sustained personal investment through identity formation, confidence, and holistic development.

Perceived Goals: Understanding the Purposes and Values that Drive Participation in VinFeTa

The Perceived Goals dimension of Maehr's Personal Investment Theory (PIT) explains why students willingly invested their time, effort, and commitment in the

Vincentian Festival of Talents (VinFeTa). According to Maehr, individuals participate in activities they perceive as meaningful in achieving personally valued goals. In this study, participants viewed VinFeTa as more than a venue for competition; they perceived it as an opportunity for personal growth, value formation, meaningful contribution, and the development of their Vincentian identity. Their participation was sustained because they attached significant personal and communal meaning to their experiences.

The categories Perceiving Personal, Social, and Developmental Factors that Influence Participation in VinFeTa, Deepening Vincentian Identity through Participation in VinFeTa, and the subcategories Applying Vincentian Learning in Academic, Leadership, and Everyday Life and Strengthening Commitment to the Vincentian Mission through Service and Purposeful Living demonstrate that students' motivation was rooted in purposeful learning, belongingness, service, and holistic development. Consistent with PIT, these findings show that students invested in VinFeTa because they perceived it as personally meaningful and aligned with their long-term aspirations rather than external rewards. These findings are supported by Friaes et al. (2024), who emphasized that meaningful co-curricular experiences promote personal growth, leadership, and institutional engagement, and Soria et al. (2022), who found that such activities enhance resilience, belongingness, and student engagement. Likewise, Kim et al. (2021) reported that collaborative participation strengthens students' sense of community, while O'Rourke et al. (2023) emphasized that inclusive school activities cultivate shared purpose, mutual respect, and collective engagement.

The category Deepening Vincentian Identity through Participation in VinFeTa further demonstrates that students intentionally participated to understand and embody Vincentian values through service, leadership, compassion, humility, and responsibility. Their experiences reflect Maehr's proposition that individuals invest greater effort in activities consistent with their personal values and aspirations. These findings align with Graham and Burns (2020), who argued that organized educational activities foster moral development through lived experiences. Similarly, the subcategories Applying Vincentian Learning in Academic, Leadership, and Everyday Life and Strengthening Commitment to the Vincentian Mission through Service and Purposeful Living indicate that students transferred the lessons gained from VinFeTa into their academic, personal, and professional lives. This finding supports Reiter (2023), who highlighted transformative learning as a foundation for lifelong personal development, and Peralta (2025), who emphasized that achieving *Ambisyon Natin 2040* requires educational experiences that cultivate ethical leadership, civic engagement, and responsible citizenship.

Overall, the findings affirm Maehr's proposition that students remain engaged when activities align with their personal values and aspirations. VinFeTa enabled students to pursue self-improvement, strengthen their Vincentian identity, and commit to service-oriented leadership while reflecting the educational philosophy of St. Vincent's College Incorporated. The festival embodied the institution's Mission, Vision, Goals, and Core Values *Sapientia, Magis, and Cura Personalis* by transforming institutional values into meaningful educational experiences that inspire students to become authentic Vincentians.

Facilitating Conditions: The Vincentian Educational Environment as the Context for Personal Investment in VinFeTa

The Facilitating Conditions dimension of Maehr's Personal Investment Theory (PIT) explains how environmental, interpersonal, organizational, and institutional factors encouraged and sustained students' participation in the Vincentian Festival of Talents (VinFeTa). Maehr argues that motivation develops through the interaction between individuals and their learning environment. In this study, facilitating conditions emerged as a cross-cutting dimension that supported students' personal investment across all categories.

The category Experiencing Personal and Collective Growth through Active Participation in VinFeTa shows that students developed confidence, leadership, and competence because they were entrusted with meaningful responsibilities, collaborative roles, and authentic learning opportunities. These findings support Adda et al. (2024), who emphasized that organizational involvement develops leadership, adaptability, and responsibility, and Friaes et al. (2024), who highlighted that meaningful engagement and collaborative learning enhance student development. The category Perceiving Personal, Social, and Developmental Factors that Influence Participation in VinFeTa provides the strongest evidence of facilitating conditions. Students identified encouragement from peers, faculty advisers, coaches, family, and institutional support as key factors that sustained their participation. These findings are consistent with Soria et al. (2022), who emphasized that supportive educational environments promote resilience and belongingness; Kim et al. (2021), who found that collaborative participation strengthens social integration; and O'Rourke et al. (2023), who highlighted that inclusive environments foster shared purpose and meaningful engagement.

Similarly, the category Constructing Personal Meaning and Character Formation through Participation in VinFeTa demonstrates that reflective learning, constructive feedback, and authentic participation enabled students to develop character and derive meaning from their experiences. These findings align with Reiter (2023), who emphasized transformative learning through reflection and experiential education, and Kohli and Atencio (2023), who argued that identity develops through supportive social environments. The category Deepening Vincentian Identity through Participation in VinFeTa further illustrates that Vincentian identity was strengthened through immersion in a culture of service, collaboration, leadership, and institutional traditions. This supports Graham and Burns (2020), who found that organized educational activities promote moral development through meaningful experiences.

Finally, the category Cultivating Holistic Personal Growth through Vincentian Participation reveals that leadership opportunities, teamwork, faculty mentorship, community engagement, and continuous reflection supported students' long-term development. These findings are consistent with Estoque (2020), who emphasized the importance of integrated educational environments for holistic development, and Peralta (2025), who argued that educational experiences should cultivate ethical leadership, responsible citizenship, and nation-building in support of *AmBisyon Natin 2040*.

Overall, the findings affirm Maehr's proposition that facilitating conditions provide the contextual foundation of personal investment. Through supportive relationships, meaningful learning opportunities, institutional traditions, and Vincentian culture, VinFeTa enabled students to transform participation into experiences that fostered competence, identity formation, and lifelong commitment to service.

Conclusions

This study concludes that participation in the Vincentian Festival of Talents (VinFeTa) serves as a transformative co-curricular experience that significantly contributes to the holistic formation of students as authentic Vincentians. Through meaningful participation, students developed their competencies, character, leadership, resilience, interpersonal relationships, and commitment to the Vincentian mission. Beyond an annual institutional celebration, VinFeTa functions as an educational platform where students construct personal identity, internalize Vincentian values, and experience holistic learning.

Viewed through Maehr's Personal Investment Theory, the findings demonstrate the dynamic interaction of Sense of Self, Perceived Goals, and Facilitating Conditions. Students strengthened their confidence, competence, and self-awareness (Sense of Self), participated because they valued personal growth, service, and leadership (Perceived Goals), and sustained their engagement through supportive relationships, institutional opportunities, and collaborative experiences (Facilitating Conditions). Together, these dimensions explain how meaningful participation fosters Vincentian identity formation. The study further concludes that VinFeTa enables students to embody Vincentian values responsibility, humility, compassion, collaboration, servant leadership, and service through authentic educational experiences. Rather than remaining institutional ideals, these values become lived practices that influence students' academic, personal, leadership, and future professional lives, demonstrating that co-curricular engagement is an essential component of holistic higher education.

The findings support Sustainable Development Goal (SDG) 4: Quality Education by promoting inclusive, lifelong, and values-based learning beyond the classroom. They likewise contribute to EDCOM II Priority Area 3: Higher Education by demonstrating how co-curricular programs strengthen student engagement, leadership, institutional identity, and graduate outcomes. The study also aligns with AmBisyon Natin 2040 by cultivating resilience, ethical leadership, civic responsibility, and socially engaged citizens. Moreover, the findings advance the SVCI Research Agenda, particularly Agenda 5: Society, Culture, and Human Behavior and Agenda 7: Quality Standards in Education, by providing evidence that institutional traditions and co-curricular experiences strengthen identity formation, values internalization, and educational quality. The study also supports CHED Memorandum Order No. 09, s. 2013 by affirming that learner-centered, outcomes-based co-curricular programs enhance leadership, communication, collaboration, ethical responsibility, creativity, and lifelong learning.

Finally, the study concludes that VinFeTa exemplifies the educational philosophy of St. Vincent's College Incorporated, translating its Vision, Mission, Goals, and Core

Values *Sapientia*, *Magis*, and *Cura Personalis* into authentic learning experiences that develop graduates who are academically competent, morally grounded, socially responsible, and committed to serving God, country, and humanity where learning is guided by love, truth, and freedom.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. For the Administration of St. Vincent's College Incorporate. The administration should continue strengthening the Vincentian Festival of Talents (VinFeTa) as a flagship student formation program by integrating leadership, values formation, service, and reflective learning. A systematic monitoring and evaluation framework is also recommended to assess its formative outcomes and ensure alignment with the institution's Mission, Vision, Goals, and Core Values.
2. For the Office of Student Affairs, Campus Ministry, and Student Organizations. Council advisers, and student leaders should collaborate in designing co-curricular activities that intentionally promote Vincentian values through leadership formation, guided reflection, community engagement, and meaningful student participation.
3. For Faculty of Instruction and Academic Departments. Faculty members are encouraged to integrate reflective, service-learning, and experiential activities into classroom instruction to reinforce the values, competencies, and character developed through VinFeTa.
4. For Institutional Policy and Quality Assurance. SVCI should strengthen institutional policies that recognize co-curricular engagement as an essential component of Vincentian education by incorporating identity formation outcomes into student development programs, quality assurance initiatives, and institutional strategic plans.
5. For Higher Education Institutions. Catholic and faith-based higher education institutions may strengthen co-curricular traditions that promote values formation, leadership, community engagement, and institutional identity while regularly evaluating their impact on holistic student development.
6. For Future Researchers. Future studies may further examine Vincentian identity formation across different sector as such Vincentian Teachers/ Staff.

For Educational Quality and National Development. The findings support the advancement of SDG 4 (Quality Education), EDCOM II Priority Area 3 (Higher Education), and AmBisyon Natin 2040 by demonstrating that co-curricular experiences foster holistic development, ethical leadership, civic responsibility, and lifelong learning. The study likewise contributes to the SVCI Research Agenda, particularly Agenda 5: Society, Culture, and Human Behavior and Agenda 7: Quality Standards in Education, by providing evidence that meaningful institutional traditions strengthen Vincentian identity, educational quality, and mission-centered student formation.

Compliance with Ethical Standards

This study adhered to the ethical principles of respect for persons, beneficence, justice, confidentiality, and integrity, consistent with Merriam's (2009) qualitative case study framework. Prior to data collection, participants were provided with an informed consent form outlining the study's purpose, procedures, potential risks and benefits, confidentiality measures, and their right to withdraw at any time without penalty. Only participants who voluntarily provided written informed consent were included in the study.

To protect participants' identities, codes (e.g., P01) were used in all transcripts and reports, and identifying information was removed. Interview recordings, transcripts, and field notes were securely stored in password-protected files accessible only to the researcher. Interviews were conducted respectfully, allowing participants to decline any question or withdraw from the study at any time. A reflexive journal was maintained to minimize researcher bias, while member checking and triangulation with institutional documents, including the institution's Vision, Mission, Goals, and Core Values, were employed to enhance the study's credibility and trustworthiness. Institutional approval was obtained from St. Vincent's College Incorporated prior to data collection, and all research procedures complied with the institution's ethical guidelines.

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