

Describing the Use of Freedom Wall in Expressing Students' Emotion

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Abstract. This study looked into the use of a freedom wall for students' emotional expression. An explanatory sequential mixed-methods research design was used. The study included 30 Grade 11 HUMSS students from a school in Misamis Oriental. A validated survey instrument was used to collect information on students' demographics and opinions. The Freedom Wall's emotional benefits and challenges were investigated using focus group discussions. The results showed that it was a useful venue for expressive arts, thoughts and quotes, emotional expression, and interactive discussions. Students believed that the freedom wall had a favorable impact on their emotional expression and creativity. Thematic analysis indicated three major emotional benefits: emotional relief, confession of feelings, and starting a conversation. Students' perceptions of the Freedom Wall's use were not significantly different when classified by age; nevertheless, gender variations were observed. Female students are more likely to express their feelings openly, which aligns with prior research on gender and emotional expression. Challenges to its use were discovered, including issues about location and privacy, as well as the requirement for physical maintenance. The study indicated that the freedom wall is important for offering emotional release, serving as a confession wall, and initiating student participation. The study shed light on the Freedom Wall's emotional benefits and problems, giving to a better understanding of its role in encouraging emotional expression in schools.

Keywords: Freedom wall; Students' emotion; Emotion expression; Use of freedom wall; Expression.

1.0 Introduction

As reported by the World Health Organization (Malolos et al., 2021), prior to the 2015 Global School-based Student Health survey, 16.8% of Filipino students aged 13 to 17 had attempted suicide at least once in the previous year. In line with Hippocrates' emphasis on the natural causes of mental health disorders and Aristotle's recognition of the relationship between emotions and physical health, Lawson (2023) emphasizes the significant influence of ideas and emotions on an individual's health (Drcelsig, 2022). Scholarly study has exhaustively investigated the relationship between suppressed emotions and physical health, highlighting the undeniable link between emotional expression and overall well-being.

In the specific setting in one of the schools of the Division of Misamis Oriental, the introduction of a platform known as the Freedom Wall serves as an answer to the requests of the students to have a safe place for them to disclose issues and concerns relating to them. Although there have been no recorded suicide incidents among the students in school, suicidal thoughts are reported to be frequently experienced by them, particularly within a specific Grade 10 section from the previous academic year, who are currently in Grade 11. Understanding the importance of the student's mental health, the school administration worked to establish a platform where students could freely express their thoughts and emotions. A freedom wall in the form of a corkboard with paper strips was put up in the Grades 10 and 11 classrooms. The need for such a platform arises from the understanding

that emotional repression in individuals can lead to various challenges, including difficulties in social connections, decision-making, and mental health issues such as anxiety and stress-related disorders (Drcelsig, 2022).

The purpose of the study was to describe how the students use this platform to express thoughts and feelings that they might be afraid to share to their parents, teachers, or peers for fear of being misunderstood or rejected. Interestingly, thirty (30) of these students have acknowledged struggling with suicidal thoughts, which highlights the significance of offering alternate channels for support and communication. Spending a lot of money or making drastic life-changing efforts to take care of our welfare is not always necessary. Even something as basic as writing can assist in lowering anxiety, stress levels, and depressive symptoms (Diggory, 2021). This can help people decompress, especially today's teens who are more likely to experience anxiety disorders, depression, and suicidal thoughts. Given that writing has been shown to have therapeutic benefits in reducing anxiety, tension, and depressive symptoms (Diggory, 2021), this study tried to explain how the Freedom Wall has developed into an essential platform for support and emotional expression. This study can be helpful in several ways, particularly by offering an early intervention to stop more serious problems with students' mental health from developing later on. It can also be very helpful in raising awareness of mental health issues, giving students a safe place to talk about their feelings, and giving them the confidence to speak up about their mental health.

2.0 Methodology

2.1 Research Design

This study utilized the explanatory sequential mixed-methods research design – from quantitative (phase 1) to qualitative (phase 2), to describe, analyse, and interpret the data gathered. This design helped the researcher describe the use of the freedom wall in expressing students' emotions in terms of the following domains – expressive arts, thoughts and quotes, emotional expression, and interactive discussions. Focus group discussion was also employed to explore the challenges and benefits of freedom walls for students' emotional expression.

2.2 Research Participants

The study was carried out in one of the schools in Medina, Province of Misamis Oriental, Northern Mindanao, Philippines. Medina District is divided into two: North and South. Medina North District is composed of nine ten (10) elementary and two secondary schools and Medina South District has eleven (11) elementary and one secondary schools. The proponent school is a Brigada Eskwela Hall of Famer Awardee and has thirty total number teachers. It has a total of 605 student populations: 418 in Junior High School and 187 in Senior High School. The researcher used a purposive sampling technique in the selection of the study participants. The criteria included the currently enrolled Grade 11 Humanities and Social Sciences (HUMSS) students regardless of age and sex but reported having suicidal thoughts and were the ones who demanded to have someone to talk to and to share their thoughts when they were still in Grade 10. Out of 71 Grade 11 HUMSS students, 30 met the criteria: 18 were females and 12 were males. The researcher only focused on the Grade 11 HUMSS student-respondents who met the criteria to describe how the freedom wall influenced their thoughts, emotional expression, and well-being given that they were experiencing suicidal thoughts.

2.3 Research Instrument

The instrument used in the present study was a researcher-made survey questionnaire which was validated by three experts. The questionnaire was revised incorporating all the validators' suggestions. After this, the revised questionnaire was administered to thirty (30) students other than the actual respondents for pilot testing to assess its reliability. Generated using Cronbach's Alpha reliability test, the questionnaire got a Cronbach's Alpha of 0.7217. Since the Cronbach Alpha value belongs to the acceptable value, the instrument was deemed to have internal consistency in measuring the constructs under study. Specifically, Part I attempted to describe the demographic profile of the respondents such as age and sex. Part II consisted of sixteen (16) items which were in a 4-point Likert Scale (strongly disagree, disagree, agree, and strongly agree) that helped the researcher measure the students' assessment on the utilization of freedom wall in terms of four domains such as expressive arts, thoughts and quotes, emotional expression, and interactive discussions. Each domain consisted of four items. This part also assessed if there is a difference as to the student's age and sex in their utilization assessment when they are grouped based on the domains listed. The domains in the research questionnaire were developed based on the review of existing literature on the Freedom Wall and with the commonly observed topics posted by the students on the Freedom Wall. While the phrase freedom wall may not be widely used, Pogrmic and Derčan (2021)

examine in their article the role of street art in urban space recognition of how street art functions as a medium for expression for people and communities, frequently on public walls and spaces. It talks about how street art in public places can be viewed as an expressive art form. Art has the power to convey people's thoughts, goals, and attitudes. Part III consisted of 18-item interview guide questions that were utilized in the focus group discussion for thematic analysis to get themes about the emotional benefits of providing students the freedom wall for emotional expression and the challenges they experienced in using it.

2.4 Data Gathering Procedure

This study used specific steps to gather the data needed. The researcher surveyed how the respondents assessed their utilization of the freedom wall in expressing their emotions in terms of expressive arts, thoughts and quotes, emotional expression, and interactive discussions. In the phase 2, the respondents underwent focus group discussion. A letter stating the intent of the researcher was attached to the questionnaire for the appropriation of the conduct of the study. Informed consent was requested from the respondents, assuring them of the confidentiality of their responses. The questionnaires were disseminated to the Grade 11-HUMSS class and retrieved after. Using the SPSS, the answers were tallied and presented in tables, analyzed, and interpreted. The six processes of Clarke and Braun's thematic analysis, which were mentioned by Kiger and Varpio (2020), were utilized by the researcher to address problems 4 and 5. These procedures included becoming familiar with the data, creating preliminary codes, looking for and reviewing themes, summarizing, and recognizing themes, and creating the report. After that, the researcher used the interview guide questions to facilitate a focus group discussion in which the respondents were split into two groups of fifteen (15) respondents. In the data analysis, problems 1 and 2 were treated through simple frequency distribution and inferential statistics. Problem 3 was treated through an unpaired 2-sample t-test. For the descriptive analysis, Table 1 presented the weighted mean, and the qualitative description as follows: Very low level 1:00-1.75), Low level (1.76-2.50), High level (2.51-3.25), and Very high level (3.26-4:00)

Table 1. Qualitative interpretation of 4-point likert scale measurements

Scale	Range	Description	Interpretation
1	1.0 – 1.75	SD	Very Low
2	1.76 – 2.50	D	Low
3	2.51 – 3.25	A	High
4	3.26 – 4.0	SA	Very High

Legend: SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Data were statistically treated utilizing the Statistical Package for the Social Sciences (SPSS). For the qualitative data, the researcher employed thematic analysis to analyze data obtained from the focus group discussion.

2.5 Ethical Considerations

This research study followed ethical guidelines. All the possible risks of harm were discussed before the distribution of the questionnaires. The respondents gave their informed consent and voluntarily participated in the study and were informed that they were free to discontinue participating. The accomplished survey forms and their responses were held with utmost confidentiality and anonymity. Before conducting the focus group discussion, the respondents were asked to respect each other's privacy and keep what was discussed confidential.

3.0 Results and Discussion

3.1 Demographic Profile

Table 2. Demographic profile of the respondents

Variables		Frequency	Percent
Age	16	16	53.3
	17	14	46.7
Gender	Female	18	60
	Male	12	40

The results (see Table 2) show that the respondents were between the ages of 16 and 17, where 53.3% were at the age of 16 and 46.7% were at the age of seventeen. The data revealed an equal distribution of students between the ages of 16 and 17 who use the freedom wall for emotional expression. This shows that all the responders are in the latter stages of adolescence, a time when intense feelings frequently influence people's decisions when urges

arise (Explaining Social and Emotional Changes During Adolescence - Brainwave Trust Aotearoa, 2022). They may feel enthusiastic and in love at this point. And the way individuals communicate their emotions is via art (UNICEF, 2023). Since feelings of love, fury, and desire are at their peak during this period, adolescents need to learn healthy ways to express their emotions. In terms of gender, the total number of participants involved was 60% of females and 40% of males. This only implies that the Grade 11 HUMSS students in that class are dominated by females. The gender disparities existing in this class can be influenced by factors such as individual differences and preferences, gender roles, and community expectations (Granato, 2023).

3.2 Students' Assessment on their Utilization of Freedom Wall *In terms of Arts*

Table 3. Descriptive statistics of students' assessment on their utilization of freedom wall in terms of expressive arts

INDICATOR	MEAN	SD	DESCRIPTION	INTERPRETATION
1. I believe the Freedom Wall has allowed me to express my thoughts and creativity in a meaningful way.	3.4	0.498	Strongly Agree	Very High
2. The Freedom Wall has given me the opportunity to try out a variety of artistic mediums and methods, which has helped me advance in expressive arts.	3.1	0.583	Agree	High
3. The Freedom Wall has played a significant role in helping me feel more creatively free to discuss and explore concepts that might be difficult to express through traditional artistic mediums.	3.1	0.583	Agree	High
4. The Freedom Wall, has improved my comprehension of expressive arts by giving me a place to freely experiment with various artistic elements and express feelings that could be difficult to express through other media.	3.2	0.484	Agree	High
Composite	3.2	0.537	Agree	High

Legend: 1.0-1.75 Strongly Disagree (Very Low); 1.76-2.50 Disagree (Low); 2.51-3.25 Agree (High); 3.26-4.0 Strongly Agree (Very High)

Table 3 presents the students' assessment of their utilization of the freedom wall in terms of expressive arts regardless of age and gender. With a mean score of 3.4 which falls in the very high range, where twelve (12) strongly agreed and eighteen (18) agreed, the data indicates that students find the freedom wall most useful for expressing their ideas and creativity in a meaningful way. The students can post whatever they have in mind, expressing it through drawings, short poems, songs, etc. This implies that the freedom wall in particular offers students a secure and encouraging environment in which they can explore their creativity and express themselves in ways that could be challenging to express in person. Results suggest that the freedom wall is an effective instrument for encouraging students' growth in expressive arts in general in which three students posted drawings such as hearts and flowers and wrote short passages through expressive writing. Corey (2022) asserts that expressive writing encourages the writer to connect with their inner voice and convey their thoughts and feelings without adhering to a formal style or worrying about grammar. These only show that the Freedom Wall has enabled the students to experiment with a wide range of artistic mediums and techniques, feel more creatively free to discuss and explore ideas, and enhance their understanding that emotions can also be expressed creatively through the Freedom Wall. The second, third, and fourth statements fall in the high range which provides more evidence in favor of the conclusion that most students had a positive experience with the Freedom Wall.

In terms of Thoughts and Quotes

Table 4. Descriptive statistics of students' assessment on their utilization of freedom wall in terms of thoughts and quotes

INDICATOR	MEAN	SD	DESCRIPTION	INTERPRETATION
5. I've found that the Freedom Wall is a valuable place to post meaningful quotes that speak to my own introspection.	3.1	0.571	Agree	High
6. I think utilizing the Freedom Wall allows me to share thought-provoking sayings with my peers and promotes reflection.	3.1	0.647	Agree	High
7. I think my opinions and quotations have contributed to the development of an environment in the school where there is an open exchange of ideas and a support for different viewpoints.	3.2	0.568	Agree	High
8. My ideas and quotes are shown on the Freedom Wall, which enables me to communicate significant ideas and expressions to the school community.	3.2	0.610	Agree	High
Composite	3.15	0.599	Agree	High

Table 4 offers an insightful and thought-provoking image of how the Freedom Wall helps students express their emotions through quotes and reflection. The overall mean score of 3.15 and the mean scores for statements 5, 6, 7,

and 8 are all in the High range, suggesting that students have a favorable opinion of the Freedom Wall. This implies that the freedom wall is a useful forum for exchanging thought-provoking quotations that speak to their innermost sentiments and views. The students tend to share bible verses and inspirational quotes which reflect their sentiments and mood. They highly believe that the Freedom Wall serves as a reflective space for their personal thoughts, opinions, and quotations fostering a deeper understanding of oneself. The fact that students' ideas and quotes are shown on the Freedom Wall highlights the platform's effectiveness in enabling the communication of significant ideas and expressions to the school community. This implies that the Freedom Wall serves as a channel for sharing impactful content with a wider audience. Thus, maintaining and potentially expanding the Freedom Wall could continue to foster a positive and stimulating atmosphere within the school. This result is consistent with studies showing the healing value of self-reflection and expressive writing (Mianti et al., 2024). Students can develop greater self-awareness, learn to manage emotions, and negotiate challenging mental environments as they consider and discuss thought-provoking quotes.

With mean ratings of 3.1 and 3.2, respectively, students' perceptions of the freedom wall extend beyond introspection; they also see it as a forum for exchanging insightful quotes with classmates, fostering introspection, and fostering an open dialog. In doing so, the freedom wall fosters these relationships and spreads contemplation and understanding throughout the school community. Although there are disagreements regarding the 5th to 8th statements, the average (3.15) reveals that students generally agree that the Freedom Wall is a useful tool for exchanging ideas and quotations. Disagreements in individual statements highlight areas where the effectiveness of the Freedom Wall might vary among students. These students are hesitant to share their thoughts and prefer not to put them in writing due to privacy concerns. They prefer not to post their thoughts concerning serious issues for their privacy. By addressing these issues, the platform can become more successful and inclusive, better serving the needs and expectations of a wider range of students in the school community.

In terms of Emotional Expression

Table 5. Descriptive statistics of students' assessment on their utilization of freedom wall in terms of emotional expression

INDICATOR	MEAN	SD	DESCRIPTION	INTERPRETATION
9. The freedom wall has given me a great platform to creatively express my emotions and has given me a way to talk about things that would be hard to talk about in more conventional ways.	3.4	0.615	Strongly agree	Very High
10. My involvement with the freedom wall has enabled me to freely express a variety of emotions, which has helped me develop empathy and a sense of community.	3.2	0.568	Agree	High
11. Considering my use of the freedom wall as a tool for emotional expression, I believe it has given me a secure and encouraging environment in which to express both difficult and pleasant feelings, fostering a more compassionate and understanding learning environment.	3.3	0.651	Strongly agree	Very High
12. The freedom wall has given me a platform to express my thoughts and feelings, which has helped to build a sense of community among people who can appreciate and relate to a range of emotional experiences.	3.3	0.651	Strongly agree	Very High
Compoite	3.3	0.621	Strongly agree	Very High

Shown in Table 5 is the students' assessment of their utilization of the Freedom Wall in terms of emotional expression. A positive opinion of the Freedom Wall as a venue for emotional expression is indicated by the mean scores for statements 9, 10, 11, and 12, as well as the overall mean of 3.3, which all fall into the Very High and High categories. The Freedom Wall was seen as a useful instrument for expressing emotions, as evidenced by the total mean of 3.3, which falls into the Very High category. This shows that students think the platform does an excellent job of giving them a place to express their emotions and create communities. Statements 9, 11, and 12 show students' very high assessment of the Freedom Wall's role as these strongly support the idea that the Freedom Wall encourages the students to disclose issues that they find difficult to talk about in person. They strongly believe that the Freedom Wall has given them a secure and encouraging platform in which difficult and pleasant feelings can be freely divulged. Safe and secure, in the sense that they can say whatever they want under anonymity, without fear of being judged and talked about in public. Furthermore, students strongly agreed (mean = 3.3) on the thought that they feel accepted when they express themselves on the Freedom Wall knowing that other students can appreciate and relate to the emotional experiences they have shared. This simply suggests that when students experience a sense of acceptance and belonging in social settings, they are more likely to be open

and honest about their feelings. This helps to foster closeness and intimacy with others and lessen situational ambiguity (Pardede & Kovač, 2023). With the presence of a freedom wall, students tend to go to it and post whatever they have in mind.

In terms of Interactive Dialogues

Table 6. Students' Assessment on their Utilization of Freedom Wall in terms of Interactive Dialogues

INDICATOR	MEAN	SD	DESCRIPTION	INTERPRETATION
13. My involvement with the freedom wall has encouraged me and other students to have interactive conversations by giving us a forum where differing viewpoints can be acknowledged and shared.	3.2	0.551	Agree	High
14. I believe it has been a useful instrument for igniting lively debates on a range of subjects, encouraging participation from the community and scholarly exchange.	3.1	0.571	Agree	High
15. I can now have meaningful conversations and have a better understanding of my friends' opinions because of the freedom wall.	3.3	0.583	Strongly agree	Very High
16. The freedom wall has been extremely important in fostering open dialogue where I feel free to voice my thoughts and participate in productive discussions.	3.1	0.640	Agree	High
Composite	3.2	0.586	Agree	High

Table 6 reveals how important the Freedom Walls are among the students for encouraging interactive conversations. The freedom wall has a very high usage rate of 3.3, indicating that it is quite effective at fostering interactive student conversations. Statement 15 with a mean of 3.3, shows that the students strongly agreed on the idea that they can have meaningful conversations and have a better understanding of their friends' sentiments through the Freedom Wall. This suggests that the freedom wall's attributes, such as its flexibility and anonymity, can encourage polite discussion among students, assisting them in confronting their preconceptions and creating new ones. Consistently, statements 13, 14, and 16 show that the students agreed on the usefulness of the Freedom Wall to create conversations within their group. This only implies that the Freedom Wall encourages greater understanding and relationships among students by giving them a forum to express their individual experiences and points of view. Because of the anonymity and nonjudgmental character of the freedom walls, students may feel more empowered to express their thoughts, which could lead to a more engaged learning environment. Many teenagers use anonymity as a protective shield to avoid being singled out for harassment or cyberbullying. It provides shelter and safety from direct bullying because bullies find it more difficult to obtain enough information about targets when their names are hidden (Kuneff, 2021).

Summary

Table 7. Summary table of all domains

DOMAIN		MEAN	SD	DESCRIPTION	INTERPRETATION
Domain 1	Expressive Arts	3.20	0.537	Agree	High
Domain 2	Thoughts and Quotes	3.15	0.599	Agree	High
Domain 3	Emotional Expression	3.30	0.621	Strongly agree	Very High
Domain 4	Interactive Discussions	3.20	0.586	Agree	High
Overall		3.21	0.586	Agree	High

The emotional expression domain, as indicated in Table 7 conveying the summary results of all four domains, has the highest mean score of 3.3, indicating that students place a high value on the freedom wall's ability to facilitate emotional communication and exploration. Every mean is in the high or very high range, suggesting a broad consensus that the freedom wall is advantageous in every domain. This only implies that the students consider the crucial role of the Freedom Wall in expressing their emotions in terms of expressive arts, thoughts and quotes, emotional expression, and interactive dialogues. Hine et al. (2019) claimed that emotional expression in a social setting promotes beneficial reactions that address people's psychological needs. With the anonymity characteristic of the Freedom Wall, the students communicate their emotions for a variety of reasons, such as getting support and attention from others, asking for empathy, consolation, and comfort, having their feelings validated and given legitimacy, getting guidance, and fostering social bonds and ties.

3.3 Difference in Students' Assessment

Table 8. Test of difference in students' assessment

Variables		Mean	SD	T-values	p-value	Decision	Interpretation
Age	16	3.32	0.444	1.725	0.095	Fail to reject Ho	No significant difference in the students' assessment when grouped according to their age.
	17	3.08	0.269				
Sex	Male	3.04	0.271	2.065	0.048	Reject Ho	There is a significant difference in the students' assessment when grouped according to their gender
	Female	3.32	0.415				

Legend: Tested at Alpha= 0.05 level of significance

Table 8 conveys the significant difference in the student's assessment of their expressive arts, thoughts, quotes, emotional expression, and interactive discussions when grouped according to their age and gender. Since the p-value (.095) is greater than alpha 0.05, results suggest that there is no significant difference in the students' assessments of their expressive arts, ideas and quotations, emotional expression, and interactive dialogues in terms of age. Students' assessment did not significantly alter between the ages of 16 and 17. This only implies that respondents having near ages share the same preferences, sentiments, and values when it comes to the utilization of the Freedom Wall in expressing their emotions. The present study could not establish differences as to respondents' assessment of their Freedom Wall utilization since the involved students are between the ages of 16 and 17. The use of the freedom wall for expressive arts, quotes and thoughts, emotional expression, and interactive discussions does not seem to be significantly impacted by respondents' age, as their self-perception may not change between these near ages (16 and 17). However, concerning gender, the data indicates a notable distinction between the evaluations of these identical categories by male and female students. According to the findings, male and female students had differing perspectives on expressiveness, even if students of various ages (16 and 17) viewed it similarly. In terms of gender, results show that there is a statistically significant difference between the mean scores of male and female students on their assessment of the Freedom Wall evidenced by a p-value of 0.048 which is less than the alpha 0.05. This means that the student's gender has a significant impact on their utilization of the freedom wall for expressive arts, thoughts and quotes, emotional expression, and interactive dialogues. Female students tend to be more expressive and vocal when it comes to conveying their emotions and thoughts to the public. On the other hand, male students tend to be more secretive and suppressive with their emotions for fear of being judged by their masculinity. Gender stereotypes may have prevented males from expressing their true feelings, even while they are filled with powerful emotions (Dekin, 2021). Men and women both feel emotions on an equal basis. However, it can give the impression that males don't experience melancholy at all because it is socially unacceptable for a man to cry when he is down.

3.4 Emotional Benefits of Freedom Wall

Table 9. Themes on emotional benefits of the utilization of the freedom wall

Themes	Sig. statements
1. Emotional relief	It feels good. I feel relieved and my sadness is reduced. I feel relieved when I express or write my feelings on the freedom wall. Posting on the freedom wall can bring a sense of happiness and joy. My feelings were greatly improved by anonymously posting my thoughts. It feels safe for me to express my feelings on the freedom wall. Every time I make a post on the freedom wall, it's as though a weight has been lifted off my shoulders.
2. Confession of feelings	I like confessing my feelings through the freedom wall, and telling what I feel, and it inspires me. I confess my unsaid feelings. I use the freedom wall to convey my emotions that I cannot express and to express my negative thoughts that I cannot share to others. I feel good when I confess my feelings. It is better to understand other people's feelings by confessing their feelings on the freedom wall. I feel comfortable confessing my feelings on the freedom wall anonymously. I want to confess something through the freedom wall that I cannot say in person.
3. Initiate Conversations	I felt good when someone responded to my good morning greeting. I was surprised when someone shared an opinion about my post. I liked reading their responses in which I did not expect that someone will respond on what I have posted. I laughed when I got a funny response on my post.

The thematic analysis yields the common themes of emotional benefits of providing students with the freedom wall for emotional expression as claimed during the focus group discussion. Table 9 revealed the summary matrix of the themes with the corresponding students' responses regarding the emotional benefits of the Freedom Wall. In terms of the emotional relief benefit, one of the respondents felt good whenever she posted on the Freedom Wall which suggests a sense of pleasure or contentment associated with relief. This person feels a sense of lightness and ease after experiencing relief from their emotions. Respondents disclosing a sense of relief indicates a decrease in negative emotions such as sadness. As a result, this reduction of sadness contributes to an overall sense of emotional well-being. The act of self-expression through writing feelings seems to be cathartic for the students not just a feeling of relief but beyond such as feelings of happiness and joy. This implies that the act of posting on the Freedom wall serves as a source of positive emotions for the students, especially since they can post anonymously. The respondents feel a sense of security which contributes to the sense of relief they experience. These responses show that feeling emotionally relieved can result in a range of pleasant feelings, including joy, happiness, and an overall sense of well-being. They also stress the significance of feeling comfortable, being able to express oneself, and being anonymous in promoting emotional release. which is supported by the study of DiMenichi et al. (2019) stating that feeling comfortable in expressing one's emotions is quite comforting and writing about past failures and stressful events boosted mood and reduced cortisol levels. This supports the notion that writing as a technique of externalizing feelings could relieve stress and promote relaxation. This further emphasizes how cathartic writing can be on the freedom wall. The results suggest that writing on the freedom wall to express one's feelings enables the students to work through demanding situations and process their emotions. It can improve their happiness and general well-being to see their feelings on the wall. Little research has been done on the idea that a freedom wall could also be like a confession wall, in which the students can confess their feelings. The emotional advantage of putting their feelings on the freedom wall can be better understood by considering some related concepts. In the study of Rodriguez et al. (2023) it was emphasized that the anonymity feature of the Freedom Wall and the lack of consequences for whatever one has posted encourages the students to confess their feelings. This implies that individuals who are shy type and quiet are encouraged to disclose their feelings, especially if they confess using a pseudonym. Students acknowledged the benefit they got from the freedom wall. The responses shown in Table 9, implied that the freedom wall served as a supportive space for the students to share their experiences. However, one of the respondents disclosed:

"I am not comfortable in expressing my feelings relating to serious ones through the freedom wall because for me it is supposed to be expressed in private."

This response implied that the expression of feelings on the freedom wall depends on the degree of the emotions that they are willing to share, their personal beliefs, and preferences. Due to the widespread use of websites and apps, people can connect, start conversations, and share experiences and confessions. Engagements can also take place with the actual freedom wall. Such a forum is offered by freedom walls, which encourages greater participation in academic conversations and school life. This encourages candid discussion, analytical thought, and a more in-depth grasp of other viewpoints. Because of its open style, freedom walls allow students to express themselves artistically, which can inspire them and encourage greater engagement with a range of subjects. Table 10 revealed some of the statements posted on the freedom wall by the respondents which only imply that in the real world, the freedom wall is a feasible replacement that allows students to freely share their experiences and confessions without being identified.

"Good luck with this coming exam!"

"I feel nervous about the exam."

"Don't take the exam to avoid stress."

"But he is the one you like."

"Sorry, but he wants to become a priest."

"Because your "the-one" is not in school."

3.5 Challenges

Table 10. Themes on the challenges in the utilization of the freedom wall

Themes	Student Response
1. Area of location and anonymity	Ma'am, please put that outside the classroom, preferably in a wider area here in school. We feel embarrassed to post here because it can be known quickly that we are the ones who posted since it is very easy to see it here in the classroom. And they will gossip about it right away.
2. Physical maintenance	Sometimes, there is no space left for me to post on the Wall. The space is very limited. It is easily torn and runs out of the pin.

Although school Freedom Walls present stimulating chances for student participation and expression, there are drawbacks as well. Table 10 revealed the common themes that arise from thematic analysis. The issues presented by an offline school freedom wall differ from those of an online counterpart. Since users cannot see who posted, anonymity is safer when using an online freedom wall. But with a physical school freedom wall, particularly in each classroom, it can be difficult to remain anonymous because you always know who can see what you post there. An article by Barnes (2021) demonstrates how important safe spaces are to help uplift voices and encourage free speech. This translates to choosing a place for the freedom wall where it feels safe and will not be the target of intimidation or harassment. Being close to other staff members or teachers might increase this feeling of security. Students may be able to share their confessions without fear of judgment or recognition if this anonymity feature is applied to real freedom walls. Sharing confessions on a freedom wall can lead to unforeseen relationships and support from others going through comparable circumstances.

In terms of the Freedom Wall's physical upkeep, this poses several difficulties. Currently used in the classroom, the physical freedom walls take the shape of corkboards. The students can utilize the paper and pins whenever they want to post something. Because of this, the materials may experience deterioration, which could lessen their aesthetic value and affect their functionality. This only implies that a freedom wall that is both aesthetically pleasing and easily accessible draws greater attention and promotes involvement. An easily accessible and well-maintained wall promotes an atmosphere of transparency and interaction.

This study revealed how the freedom wall contributes to student well-being. With the gathered data, important realizations and insights were revealed by the study. Firstly, the present study demonstrated how important the freedom wall is in the adolescent phase, especially for students between the ages of 16 and 17. This emphasizes how crucial it is to give emotional expression platforms to meet the demands of this age group.

Second, there were clear gender differences, with female students using the freedom wall more frequently than their male peers. This insight calls for more investigation into the various ways that different genders use and view this kind of expressive platform. Thirdly, the freedom wall offers a variety of advantages, including acting as a space for the confession of feelings, an emotional expression, and a conversation starter, as revealed by the theme analysis through focus group discussions. Giving students creative and expressive outlets has been shown to have significant psychological effects, as seen by the positive outcomes that have been observed, including relief, greater engagement, and motivation. However, the study also highlighted issues, such as privacy problems in public areas and maintenance requirements. To guarantee a beneficial and long-lasting effect, this necessitates a thoughtful approach to the implementation of such platforms, taking practical concerns into account. In a broader context, the findings of this study highlight the significance of establishing environments that promote students' social interaction and emotional expression in a larger context. The freedom could be a tool for promoting a sense of community and assisting students' mental health despite obstacles. Furthermore, it would be important to address concerns that have been brought to light and investigate methods for improving the efficacy of the platform for expression such as the freedom wall. To guarantee a thorough grasp of the influence on a variety of student demographics, more study across age groups is also necessary. The insights gained from this research add to the current discussion on how to foster communication and mental health in learning settings.

5.0 Contributions of Authors

The authors have equally and significantly contributed to the research accomplishment through collaboration.

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7.0 Conflict of Interests

There are no conflicts of interest about the publication of this paper.

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