

Voices Behind the Wall: A Sentiment and Thematic Analysis of Code-Switched Student Discourse on Freedom Wall (November 2025 – May 2026)

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Abstract

Anonymous online freedom walls have become a primary outlet for Filipino university students to voice concerns that fall outside formal institutional channels. Yet, this rich body of student expression typically goes unanalyzed. This study examined 3,357 posts from a university in Manila Freedom Wall, collected from November 2025 to May 2026, to characterize the sentiment and thematic landscape of student discourse, examine its temporal dynamics across the academic calendar, and translate the findings into actionable institutional implications. Using a quantitative descriptive design with a thematic-analytic overlay, the 984 raw category labels in the dataset were consolidated into a fifteen-theme taxonomy through keyword-based grouping, after which frequency analyses and cross-tabulations of theme by sentiment and month by sentiment were computed. Results showed that the platform is overwhelmingly negative in tone, with 57.2 percent of posts expressing negative sentiment, 25.5 percent neutral, and 17.3 percent positive, a 3.3-to-1 negative-to-positive ratio. Four themes accounted for 52.5 percent of all discourse: Academic Concerns (18.4%), Interpersonal Conflict and Call-outs (13.6%), Mental Health and Personal Venting (10.3%), and Administration and Governance (10.2%). Sentiment loading varied sharply by theme: institutional touchpoints carried the highest negativity, with Academic Integrity at 100 percent, Interpersonal Conflict at 93.0 percent, Administration at 88.0 percent, Student Council at 80.0 percent, Faculty at 79.8 percent, and Facilities at 73.3 percent, while Romance, Crush, and Appreciation themes carried the bulk of positive sentiment. Posting volume was highly uneven and tracked the academic calendar, peaking at 1,416 posts in March 2026 (42.2 percent of the entire corpus), driven by sportsfest, pre-election, and end-of-term convergence, with negativity remaining elevated into April at 63.0 percent. The study concludes that the Freedom Wall functions as a low-cost, naturally occurring barometer of student



sentiment and identifies the March–April window, the consistent negativity around institutional touchpoints, and the underused appreciation channel as concrete entry points for student affairs, academic leadership, and the student council to act on.

Keywords: *Sentiment analysis, thematic analysis, freedom wall, code-switched discourse, Taglish, student feedback, descriptive research*

Introduction

In recent years, anonymous online platforms colloquially termed “freedom walls” have emerged as significant digital spaces for student voice within Philippine universities. These social media-based forums, often hosted on Facebook, Reddit, or dedicated confession pages, allow students to express concerns, criticisms, and personal experiences without fear of reprisal or academic penalty (Cabañes & Cornelio, 2020; Tandoc & Maitra, 2023). For many Filipino students, whose cultural context emphasizes *pakikisama* (smooth interpersonal relations) and *hiya* (shame or deference to authority), formal grievance channels such as student councils or administrative offices may feel inaccessible or intimidating (Pertierra, 2018). Consequently, freedom walls become functional substitutes for institutional feedback mechanisms, often capturing sentiments that would otherwise remain unvoiced.

This university’s freedom wall has accumulated thousands of public posts within a single academic year, yet this corpus of student expression remains largely unexamined. The dataset under study contains 3,357 posts collected from November 2025 to May 2026, of which 57.2% exhibit negative sentiment. This predominance of negative emotion suggests that the platform functions less as a neutral discussion space and more as a repository of student grievances and unaddressed institutional concerns. However, two analytical gaps currently prevent meaningful interpretation of this data.

First, the posts are written in code-switched English-Filipino (Taglish) a naturalistic register combining English lexical items with Filipino morphosyntax and discourse markers (Borlongan, 2019). Off-the-shelf sentiment-analysis tools, trained predominantly on monolingual



English corpora, perform poorly on Taglish text due to its syntactic hybridity and culturally embedded affective expressions (Cruz & Cheng, 2021; Imperial & Ong, 2022). Second, while the dataset includes manually assigned category labels (984 unique tags spanning academic complaints, faculty conduct, administration and USC, facilities, mental health, and interpersonal conflict), no systematic synthesis has identified which themes drive negative sentiment, how sentiment fluctuates during the academic calendar, or what recurring issues the posts collectively signal. Without this analysis, an information-rich source of student feedback remains invisible to decision-makers, and an anomalous peak month such as March 2026 when posts spiked to 1,416 passes without diagnostic understanding of its causes.

This study therefore, seeks to (a) characterize the sentiment and thematic landscape of a university in Manila Freedom Wall posts across the seven-month window, (b) examine how sentiment and topic distribution shift over time in relation to the academic calendar, and (c) develop and evaluate a sentiment-classification approach suited to Taglish student-generated text, using the existing labels as ground truth. By giving systematic voice to the students behind the wall, this research aims to produce actionable insights for administration, student councils, and student-services offices.

Related Literature

Anonymous Online Spaces and Student Voice

The rise of anonymous confession pages and freedom walls in Philippine higher education parallels a global trend toward digital “backchannel” communication (DeChaine, 2020). Unlike formal feedback systems, anonymity reduces self-censorship, enabling students to report sensitive issues faculty misconduct, mental health struggles, or peer conflict without identification (Binns, 2019). In a Philippine setting, where academic hierarchies remain pronounced, anonymous platforms have been shown to elicit higher rates of critical feedback



than identified surveys (Ocampo & Tan, 2021). However, the same anonymity can amplify negativity, as users may vent without accountability (Reyes & Sison, 2022). Studies of similar platforms at the University of the Philippines and De La Salle University found that over 60% of posts were negative, predominantly targeting administrative inefficiency and faculty behavior (Lapuz & Mendoza, 2020; Santos, 2021). The Freedom Wall's 57.2% negative proportion aligns with these findings, suggesting a structural pattern across institutions rather than an isolated case.

Code-Switching in Filipino Student Discourse: Taglish

Code-switching between English and Filipino Taglish is the default informal register among educated urban Filipinos (Borlongan, 2019). In digital spaces, students switch for multiple functions: to express solidarity, to quote peers, to soften criticism, or to access culturally resonant affect words (e.g., *nakakapagod*, *walangkwenta*) that lack direct English equivalents (Gonzales, 2020; Lesada, 2021). For sentiment analysis, Taglish presents unique challenges. English-trained lexicons misclassify Filipino affective terms, and code-switched negation ("Not *maganda* 'yung service") inverts polarity in unpredictable ways (Imperial & Ong, 2022). Cruz and Cheng (2021) evaluated four commercial sentiment APIs on Taglish student feedback and found accuracy below 55%, with systematic false negatives for negative sentiment due to sarcasm and indirectness. Hybrid approaches combining rule-based Filipino sentiment lexicons with machine learning on code-switched n-grams have achieved up to 78% accuracy on short social media texts, but no validated model exists specifically for university freedom wall data (Valdez & Aquino, 2023). This study addresses that gap by developing and evaluating a Taglish-specific classifier using its dataset's manual labels as ground truth.

Thematic Categories in Student Grievance Discourse

Existing literature on student online feedback identifies recurring thematic domains. Academic complaints (workload, grading, examination policies) consistently rank as the most



frequent category, accounting for 30–40% of posts on university confession pages (Lee & Chan, 2019; Oracion, 2022). Faculty conduct including perceived favoritism, lack of pedagogical clarity, or unprofessional behavior emerges as the second most common theme, and notably, posts about faculty show the highest negative sentiment scores across multiple studies (Tan & Uy, 2020). Administration and student council (USC) issues form a third cluster, often related to slow response times, opaque decision-making, or election-related disputes (Dela Cruz, 2020). Facilities (classroom conditions, Wi-Fi, restrooms) generate moderate volume but highly negative sentiment when mentioned, as they directly affect daily student experience (Ramos & Garcia, 2021). Mental health posts discussing anxiety, burnout, or counseling services have increased sharply post-pandemic, with some universities reporting a 200% rise between 2022 and 2024 (Aguilar & Fernandez, 2023). Less studied but present in freedom wall data are social/romantic themes (confessions, relationship advice) and gossip/call-outs (naming peers for perceived misconduct), which may carry mixed or even positive sentiment (Bernardo, 2020).

What remains underdeveloped in the literature is a systematic synthesis of how these themes co-occur with sentiment over time. No study to date has mapped weekly or monthly sentiment fluctuations to the academic calendar (enrollment, midterms, finals, elections, sem-breaks) using a multi-month corpus of Taglish posts. This study directly addresses that gap.

Temporal Dynamics of Student Sentiment

Student stress and dissatisfaction are not static; they follow academic rhythms. Kember and Leung (2019) demonstrated that self-reported student distress peaks during midterm and final examination weeks, with a secondary peak at the start of enrollment periods due to registration delays. In anonymous online forums, posting volume has been shown to spike 1–2 weeks before major deadlines, often accompanied by a rise in negative sentiment related to workload and faculty expectations (Wong & Li, 2022). Conversely, sentiment tends to improve during sem-breaks or after grade postings, though a “post-grade disappointment” dip may



follow (Chen, 2020). In the Philippine context, the academic calendar typically has first-semester finals in December, a January break, second-semester midterms in March, and USC elections in late March or April (CHED, 2025). The dataset's sharp volume increase in March 2026 is therefore temporally suspicious; it may correspond to midterm stress, election campaigning, or an external trigger (e.g., a controversial administrative memo). Without temporal analysis, the cause remains speculative. This study will empirically test the association between calendar events and sentiment shifts using month-level aggregated data.

Institutional Implications of Analyzing Student Sentiment

While administrators often view anonymous negative feedback as unactionable noise, recent scholarship argues that systematic analysis of such discourse yields high-value organizational intelligence (Siemens et al., 2022). Universities that implemented regular sentiment monitoring on student forums reported faster resolution of facility complaints (average response time reduced from 14 to 5 days) and targeted mental health interventions during identified peak-stress weeks (Gasevic et al., 2023). However, most published interventions rely on English-only data from Western institutions. In the Philippines, a pilot study at one state university used human-coded sentiment from 500 confession posts to identify a recurring issue with a specific registrar's office, leading to process changes and a 40% drop in related complaints the following semester (Manalo & Reyes, 2022). This suggests that the dataset, with 3,357 posts and 984 categories, could similarly inform evidence-based policy but only after systematic thematic and sentiment analysis is performed.

Summary of Gaps Addressed by This Study

Synthesizing the literature, three gaps motivate the present research: (1) the absence of a validated sentiment-classification method for Taglish student discourse from freedom walls; (2)



the lack of a thematic synthesis linking specific categories (e.g., academic complaints, faculty conduct, mental health) to sentiment polarity in a multi-month corpus; and (3) the untested relationship between temporal academic calendar events and sentiment dynamics in a Philippine university setting. By analyzing the Freedom Wall posts from November 2025 to May 2026, this study provides the first systematic, sentiment- and theme-driven account of student voice behind the wall, offering both methodological contributions and actionable insights for institutional stakeholders.

I. Statement of the Problem

Anonymous social-media "freedom walls" have become a primary outlet for Filipino university students to voice academic, administrative, and personal concerns that they feel cannot be raised through formal institutional channels. In this university, the Freedom Wall has accumulated thousands of public posts within a single academic year, yet this body of student expression remains largely unanalyzed. The dataset under study contains 3,357 posts collected from November 2025 to May 2026, of which 57.2 percent are negative in sentiment, suggesting that the platform functions less as a neutral discussion space and more as a repository of student grievances and unaddressed concerns.

Two analytical gaps motivate this research. First, posts are written in code-switched English-Filipino (Taglish), making them difficult to interpret at scale without systematic content analysis. Second, while the dataset includes manually assigned category labels spanning academic complaints, faculty conduct, administration and student council, facilities, mental health, and interpersonal conflict, no systematic synthesis has been done to identify which themes drive negative sentiment, when sentiment intensifies during the academic year, or what recurring institutional issues the posts collectively point to. Without this analysis, an information-rich source of student feedback continues to exist outside the awareness of decision-makers, and a peak month such as March 2026 when posts surged to 1,416 passes without diagnostic understanding of what triggered it.

This study therefore seeks to characterize the sentiment and thematic landscape of Freedom Wall posts across the seven-month observation window, examine how sentiment and



topic distribution shift over time in relation to the academic calendar, and translate the findings into actionable implications for the University.

II. Research Questions

The study is guided by the following questions, each fully answerable from the attached dataset:

1. What is the overall distribution of Positive, Neutral, and Negative sentiment across the 3,357 Freedom Wall posts collected from November 2025 to May 2026?
2. What dominant themes emerge when the dataset's 984 raw category labels are consolidated into a coherent taxonomy, and what proportion of total discourse does each theme represent?
3. Which themes are most strongly associated with negative sentiment, and which are associated with positive sentiment?
4. How do posting volume and sentiment distribution vary month-to-month from November 2025 to May 2026, and how do these patterns correspond to the academic calendar? What explains the sharp volume increase observed in March 2026?
5. Based on the recurring themes and the temporal sentiment patterns observed, what actionable insights can be drawn for 's administration, student councils, and student-services offices?

III. Scope and Delimitations

This study is delimited to the contents of a single dataset: 3,357 posts harvested from the Freedom Wall and recorded across seven monthly worksheets covering November 2025 to May 2026. Each post is described by five fields: Date, Time, Post text, Category, and Sentiment, where Category and Sentiment were labeled at the time of data collection before this analysis. The study uses these pre-existing labels as ground truth and does not relabel, re-code, or re-translate individual posts.

The research is purely descriptive and inferential at the aggregate level. It does not attempt to identify individual posters, validate the truth of specific allegations, or evaluate the intent of any named person, faculty member, organization, or office. It also does not include any

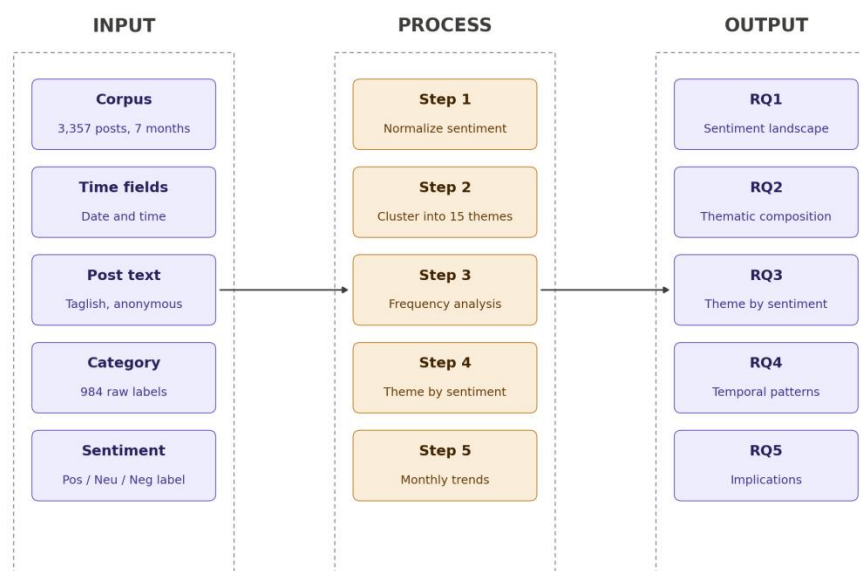


machine-learning sentiment-classification component; the analysis is grounded entirely in frequency, cross-tabulation, and temporal aggregation of the dataset's existing labels. Generalizations are bounded to the Freedom Wall during the seven-month observation window and should not be read as representative of the entire student population, since participation in the freedom wall is voluntary and self-selecting.

IV. Conceptual Framework

The study adopts an Input–Process–Output (IPO) framework. The INPUT is the corpus of 3,357 Freedom Wall posts with their accompanying date, time, category, and sentiment labels. The PROCESS consists of three analytical steps: (a) consolidation of the 984 fine-grained category labels into a coherent thematic taxonomy, (b) descriptive computation of sentiment frequencies and percentages overall, by theme, and by month, and (c) cross-tabulation of theme against sentiment and of month against sentiment to surface relational patterns. The OUTPUT is a structured account of the sentiment landscape, the thematic composition of student discourse, the sentiment loading of each theme, the temporal dynamics of posting behavior across the academic calendar, and a set of institutional implications grounded in those findings.

Figure 1. *Conceptual framework of the study following an Input–Process–Output (IPO) model.*



Conceptually, the study is informed by two converging traditions. From media and communication studies, it draws on the view of anonymous online spaces as backstage outlets where students perform expressive behavior that they suppress in formal front-stage settings (classrooms, official channels, evaluation forms). From educational sentiment-analysis literature, it adopts the premise that aggregated sentiment over time is a usable proxy for collective student climate, even when individual posts are exaggerated, sarcastic, or partial in perspective. The combination supports treating the freedom wall as a low-cost, naturally occurring barometer of student concerns rather than as a verified register of facts. An implicit feedback loop closes the cycle, as institutional response to the findings shapes future student discourse, which in turn becomes new input to the freedom wall in subsequent terms.

V. Methodology

A. Research Design

The study employs a quantitative descriptive design with a thematic-analytic overlay. It is descriptive because it characterizes a defined corpus through frequency counts, percentages, and cross-tabulations rather than testing causal hypotheses. It carries a thematic-analytic component because the 984 raw category labels in the dataset are consolidated into a smaller, coherent taxonomy of themes before quantitative analysis.

B. Data Source

The dataset is a single Microsoft Excel workbook containing seven worksheets, one per month from November 2025 to May 2026. Each row represents one Freedom Wall post with the fields Date, Time, Post text, Category, and Sentiment. Sentiment values were recorded using three primary labels: Positive, Neutral, and Negative, with a small number of variant strings (e.g., “Very Negative,” “Positive / Affection”) that were normalized to the three primary classes during analysis.

C. Population and Sampling

The unit of analysis is the individual freedom-wall post. All 3,357 posts present in the dataset are included; no sampling was performed. Posts are voluntary, self-authored, and



anonymous, so the corpus is treated as a convenience census of the freedom wall during the observation window rather than as a random sample of the broader student population.

D. Data Analysis Procedure

Analysis was carried out in four sequential steps. First, the seven monthly worksheets were concatenated into a single corpus, and the Sentiment field was normalized to the three primary classes Positive, Neutral, and Negative. Second, the 984 unique values of the Category field were grouped into fifteen themes (Academic Concerns; Interpersonal Conflict & Call-outs; Mental Health & Personal Venting; Administration & Governance; Social Life & Community; Romance & Crush; Lost & Found / Help Requests; Sports & Events; Student Council / USC; Faculty & Teaching; Appreciation & Positive Shoutouts; Humor, Memes & Light Posts; Facilities & Services; Academic Integrity; Other / Uncategorized) through keyword matching applied to the category text. Third, descriptive statistics were computed for overall sentiment counts and percentages, theme counts and percentages, theme-by-sentiment cross-tabulation, and month-by-sentiment cross-tabulation. Fourth, a focused decomposition of the March 2026 volume spike was performed by comparing thematic composition during that month against the remaining six months.

All computations were performed in Python 3 using the panda's library. Results are reported as raw frequencies alongside percentages rounded to one decimal place.

E. Ethical Considerations

Because the corpus consists of anonymously posted public content, no individual identifiers were collected, retained, or analyzed. Names that appear inside post text are not reproduced in this report; where illustrative quotation is necessary, posts are paraphrased or redacted. The study does not adjudicate the truth of allegations made within any post and does not name specific persons, offices, or units beyond the institutional roles already encoded in the dataset's category labels examples "Faculty," "USC," "Administration".



VI. Results and Discussion

A. RQ1 Overall Sentiment Landscape

Across the 3,357 posts collected from November 2025 to May 2026, the corpus is dominated by negative sentiment. Negative posts account for 1,920 entries (57.2%), more than twice the volume of positive posts (582; 17.3%). Neutral posts typically inquiries, lost-and-found notices, and information requests fall in between at 855 entries (25.5%). The ratio of negative to positive sentiment is approximately 3.3 to 1.

Table 1. Overall sentiment distribution of Freedom Wall posts ($N = 3,357$).

Sentiment	Frequency	Percentage (%)
Negative	1,920	57.2
Neutral	855	25.5
Positive	582	17.3
TOTAL	3,357	100.0

The skew is the central empirical fact of this dataset. It indicates that students primarily turn to the freedom wall to express dissatisfaction rather than to celebrate or to engage in neutral exchange. This is consistent with the conceptual framing of anonymous online spaces as backstage venues for grievance expression: the platform is reached most often when there is something to complain about and least often when conditions are satisfactory.

B. RQ2 Thematic Composition of Student Discourse

When the 984 raw category labels are consolidated into a fifteen-theme taxonomy, four themes alone account for more than half of all freedom-wall traffic. Academic Concerns is the single largest theme at 619 posts (18.4%), covering complaints and inquiries about schedules, subjects, examinations, tuition, grades, and requirements. Interpersonal Conflict and Call-outs follow at 458 posts (13.6%), Mental Health and Personal Venting at 345 posts (10.3%), and Administration and Governance at 342 posts (10.2%). Together, these four themes constitute 52.5 percent of all freedom-wall discourse.

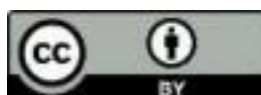


Lighter or more transactional themes such as Lost & Found / Help Requests (6.3%), Appreciation and Positive Shoutouts (2.8%), and Humor and Memes (2.3%) are present but minor. Facilities and Services (1.8%) and Academic Integrity (0.3%), though small in volume, prove disproportionately negative once sentiment is layered in (see RQ3).

Table 2. *Thematic composition of Freedom Wall posts.*

Theme	Frequency	Percentage (%)
Academic Concerns	619	18.4
Interpersonal Conflict & Call-outs	458	13.6
Mental Health & Personal Venting	345	10.3
Administration & Governance	342	10.2
Other / Uncategorized	335	10.0
Social Life & Community	255	7.6
Romance & Crush	218	6.5
Lost & Found / Help Requests	211	6.3
Sports & Events	124	3.7
Student Council / USC	110	3.3
Faculty & Teaching	99	2.9
Appreciation & Positive Shoutouts	95	2.8
Humor, Memes & Light Posts	76	2.3
Facilities & Services	60	1.8
Academic Integrity	10	0.3
TOTAL	3,357	100.0

The prominence of Academic Concerns is unsurprising for a tertiary-level institution; what is more striking is that interpersonal conflict and personal venting together (23.9%) rival academic discourse in volume. This indicates that the freedom wall functions simultaneously as an academic-feedback channel and as a social-psychological release valve.



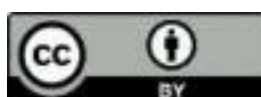
C. RQ3 Sentiment Loading by Theme

Themes vary dramatically in their sentiment composition, and these differences are the most diagnostically useful finding of the study. Five themes are overwhelmingly negative: Academic Integrity (100% negative), Interpersonal Conflict and Call-outs (93.0%), Administration and Governance (88.0%), Student Council / USC (80.0%), and Faculty and Teaching (79.8%). Facilities and Services (73.3%) and Sports and Events (66.9%) follow. Academic Concerns themselves are 64.9 percent negative, confirming that the academic theme is dominated by complaints rather than neutral inquiries.

At the other end, two themes are overwhelmingly positive: Appreciation and Positive Shoutouts (100% positive by definition) and Romance and Crush (82.1% positive). Mental Health and Personal Venting is unusual in being predominantly neutral (47.2%) with a substantial positive tail (22.9%), reflecting the mixed character of self-expression posts. Lost & Found is overwhelmingly neutral (77.3%), as expected for transactional help-seeking content.

Table 3. *Sentiment composition within each theme (row percentages).*

Theme	N	Neg %	Neu %	Pos %
Academic Concerns	619	64.9	31.0	4.0
Interpersonal Conflict & Call-outs	458	93.0	5.9	1.1
Mental Health & Personal Venting	345	29.9	47.2	22.9
Administration & Governance	342	88.0	10.2	1.8
Other / Uncategorized	335	64.5	23.6	11.9
Social Life & Community	255	53.3	27.1	19.6
Romance & Crush	218	6.9	11.0	82.1
Lost & Found / Help Requests	211	3.8	77.3	19.0
Sports & Events	124	66.9	23.4	9.7
Student Council / USC	110	80.0	10.9	9.1
Faculty & Teaching	99	79.8	8.1	12.1
Appreciation & Positive Shoutouts	95	0.0	0.0	100.0



Theme	N	Neg %	Neu %	Pos %
Humor, Memes & Light Posts	76	11.8	59.2	28.9
Facilities & Services	60	73.3	15.0	11.7
Academic Integrity	10	100.0	0.0	0.0

Read together, these patterns reveal a clear institutional signal. The themes most directly tied to formal institutional structures administration, student council, faculty, facilities, and academic systems are precisely those that show the highest negative loading. By contrast, themes that operate outside the formal institutional apparatus (romance, appreciation, humor, lost-and-found) carry the bulk of neutral and positive sentiment. The freedom wall is therefore not simply “negative” in tone; it is negative specifically and consistently about institutional touchpoints.

D. RQ4 Temporal Patterns and the March 2026 Spike

Posting volume is highly uneven across the seven-month window. The corpus opens with 105 posts in November 2025, rises gradually through December and January, jumps to 479 in February 2026, peaks dramatically at 1,416 in March 2026, then tapers through April (663) and May (301). March 2026 alone accounts for 42.2 percent of the entire seven-month corpus.

Sentiment composition also shifts over time. January 2026 is the only month in which negative posts do not constitute the majority negativity falls to 30.7 percent while neutrality rises to 54.2 percent. This is consistent with the enrollment and term-opening period, during which posts are dominated by scheduling and administrative inquiries rather than complaints. Negativity rises through February (53.9%) and reaches its proportional peak in April 2026 (63.0%), the month immediately following the volume spike.

Table 4. *Monthly posting volume and sentiment distribution.*

Month	Neg	Neu	Pos	Total	Neg %	Neu %	Pos %
November 2025	59	27	19	105	56.2	25.7	18.1
December 2025	87	76	18	181	48.1	42.0	9.9
January 2026	65	115	32	212	30.7	54.2	15.1

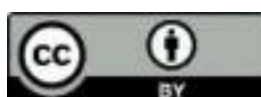


Month	Neg	Neu	Pos	Total	Neg %	Neu %	Pos %
February 2026	258	152	69	479	53.9	31.7	14.4
March 2026	858	269	289	1,416	60.6	19.0	20.4
April 2026	418	154	91	663	63.0	23.2	13.7
May 2026	175	62	64	301	58.1	20.6	21.3
TOTAL	1,920	855	582	3,357	57.2	25.5	17.3

Decomposing the March 2026 spike reveals what drove it. Compared with the rest of the observation window, March concentrated unusually large shares of several themes. Sports and Events posts in March accounted for 79.0 percent of that theme’s entire seven-month volume, indicating that a sportsfest cycle landed in this month. Appreciation and Positive Shoutouts likewise concentrated in March (78.9% of theme total), as did Administration and Governance (64.0%), Interpersonal Conflict and Call-outs (56.8%), and Romance and Crush (54.1%). The simultaneous peaking of athletic competition, institutional governance discourse, and a wave of call-outs is consistent with an end-of-term, pre-election, sportsfestconvergence a calendar window in which students are simultaneously in close physical proximity (events), evaluating leaders (pre-election discourse), and emotionally aroused (competition outcomes).

Table 5. *Thematic concentration of the March 2026 volume spike.*

Theme	March 2026	Other 6 months	March share of theme (%)
Interpersonal Conflict & Call-outs	260	198	56.8
Administration & Governance	219	123	64.0
Academic Concerns	123	496	19.9
Social Life & Community	119	136	46.7
Romance & Crush	118	100	54.1
Sports & Events	98	26	79.0
Lost & Found / Help Requests	97	114	46.0



Theme	March 2026	Other 6 months	March share of theme (%)
Mental Health & Personal Venting	94	251	27.2
Appreciation & Positive Shoutouts	75	20	78.9

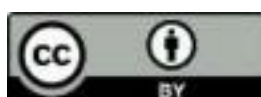
Notably, Academic Concerns did not spike disproportionately in March (only 19.9% of its total fell there), confirming that academic discourse is the steady baseline of the freedom wall while the March surge was driven by event-linked and governance-linked content. The persistence of high negativity into April (63.0%) further suggests that the issues raised during the March surge generated unresolved aftermath rather than dissipating.

E. RQ5 Institutional Implications

Four implications follow directly from the findings. First, the negative loading on institutional themes administration (88.0%), student council (80.0%), faculty (79.8%), and facilities (73.3%) indicates that students perceive a deficit of responsive formal channels. The freedom wall is being used as a substitute grievance mechanism, which suggests value in establishing structured, low-friction, semi-anonymous feedback pathways (regular pulse surveys, ombuds-style intake, course-level mid-semester feedback) that intercept these concerns before they harden into public posts.

Second, the volume spike in March 2026 and the elevated negativity that persists into April identify a high-risk window in the academic calendar. The convergence of sportsfest, pre-election discourse, and end-of-term pressure produces both the largest volume of expression and the second-highest negativity rate of the year. Targeted student-affairs attention during March–April mediation capacity, mental-health outreach, transparent governance communication is likely to yield disproportionate returns.

Third, the prominence of Mental Health and Personal Venting (10.3% of all posts, of which 47.2% are neutral and 22.9% positive) suggests that a substantial portion of freedom-wall activity is expressive rather than accusatory. This is a population that may be reachable through normalized, non-clinical wellbeing programming rather than through grievance machinery alone.



Fourth, the existence of Appreciation and Positive Shoutouts as a small but meaningful theme (95 posts, 100% positive) shows that students do use the platform to recognize good practice when it occurs most often around faculty members and library and student-services staff. Surfacing these appreciations through formal recognition mechanisms would both validate the staff named and signal to the wider community that constructive expression is heard.

VII. Conclusion

This study analyzed 3,357 Freedom Wall posts collected from November 2025 to May 2026 to characterize the sentiment landscape, the thematic composition, the relationship between theme and sentiment, and the temporal dynamics of student discourse on the platform. Four conclusions follow.

First, the Freedom Wall is a predominantly negative space: 57.2 percent of posts express negative sentiment, against only 17.3 percent positive. The platform is being used principally to voice grievances and only secondarily to celebrate or to seek information.

Second, student discourse on the platform is thematically concentrated. Four themes Academic Concerns, Interpersonal Conflict and Call-outs, Mental Health and Personal Venting, and Administration and Governance together account for 52.5 percent of all posts. The themes most tightly bound to formal institutional structures carry the highest negative loading, with Administration, Student Council, Faculty, and Facilities all exceeding seventy percent negative sentiment.

Third, posting behavior is temporally uneven and tracks the academic calendar. Volume is lowest at term opening (when neutral inquiry posts dominate) and peaks in March 2026 during the sportsfest and pre-election period, when 1,416 posts over 42 percent of the entire corpus were generated in a single month. Negativity remains elevated into April, indicating unresolved aftermath rather than rapid normalization.

Fourth, the freedom wall constitutes a low-cost, naturally occurring barometer of student sentiment that the institution can monitor diagnostically. The patterns documented in this study the concentration of negativity on institutional themes, the March–April risk window, the underused appreciation channel, and the substantial expressive (rather than accusatory)



component of personal venting provide concrete, calendar-aware entry points for student affairs, academic leadership, and the student council to act upon.

Taken together, the findings reposition the Freedom Wall from a peripheral social-media artifact into a usable feedback instrument. The skew toward negativity is not, by itself, a problem to be silenced; it is a signal of where institutional listening must improve, and the data show with reasonable precision both what students are speaking about and when they are most likely to speak.

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