

# The Role of Digital Freedom Wall in Empowering Student Voices

Trixia Jane M. Villarta<sup>1.</sup>, JM A. Gamulo<sup>2.</sup>, Rovilyn D. Tigtig<sup>3.</sup>, Donna Mae R. Ricaborda<sup>4</sup>

<sup>1,2,3</sup>Students, Tangub City Global College, Maloro, Tangub City, Philippines

<sup>4</sup>Faculty of the Institute of Arts and Sciences, Tangub City Global College, Maloro, Tangub City, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.1013COM0015>

Received: 31 March 2026; Accepted: 05 April 2026; Published: 16 April 2026

## ABSTRACT

The Digital Freedom Wall serves as a participatory digital platform that enables students to freely express their voices, opinions, and concerns within an academic community. This study examined how the Digital Freedom Wall serves as a medium for empowering student voice and fostering participatory communication. Specifically, the study explores how the platform contributes to student empowerment, inclusivity, emotional relief, and engagement through anonymous participation. A quantitative, descriptive-correlational research design was employed to examine students' perceptions and experiences of using the Digital Freedom Wall. Data were collected using a validated survey to assess key empowerment dimensions, including self-expression, inclusivity, emotional well-being, and active engagement in the academic environment. The findings indicated that students actively utilize the Digital Freedom Wall and place high value on its anonymous feature, which encourages openness, honesty, and freedom of expression without fear of judgment or repercussions. The platform was found to foster a deep sense of belonging and inclusion among its users by actively allowing diverse student perspectives to be heard, acknowledged, and valued in a supportive environment. Moreover, the Digital Freedom Wall provides a safe, supportive space for students to openly share their personal thoughts, concerns, and experiences. The results showed that the platform boosts student engagement by encouraging participation in campus discussions and strengthening community connections. Overall, the study concludes that the Digital Freedom Wall serves as an essential digital space that supports communication, participation, and the empowerment of student voices. Its continued use and development are recommended to strengthen student-centered communication and promote an inclusive academic environment within Tangub City Global College.

**Keywords:** Digital Freedom Wall, Emotional Relief, Inclusivity, Self-Expression, Student Empowerment

## THE PROBLEM AND ITS SCOPE

### Background of the Study

Freedom Wall has largely been an avenue through which schools have made students' lives more colorful by giving them a space where they can express themselves freely and creatively. These walls basically serve as an outlet for sharing thoughts, feelings, and opinions, thereby creating a sense of belonging, emotional relief, and closeness. At Tangub City Global College, the TCGC Freedom Wall Facebook Page, run by an anonymous person, is a digital medium where the students can freely express themselves. Not only that, TCGC students also use the Freedom Wall as a platform for sharing their worries and opinions about the school, thus making sure that their thoughts and feedback are circulated to a wider audience. The Facebook page has also been a great means of communication for lost and found items, thereby enabling students to get back to their lost items. Moreover, many students are seen to be students' academic guides, asking for help from their fellow students in different subjects, coursework, and how to deal with college life. This digital medium still remains a place for dialogue, support, and shared development, giving student voices a platform and at the same time the ties within the academic community are being strengthened.

The importance of student voice and self-expression in learning environments has been the subject of numerous studies. Balabag et al. (2024), investigated how students' creativity and engagement were affected

when they used freedom walls as a platform for emotional expression. Their study has demonstrated that among other things, freedom walls provide students with the emotional support they need, a space where they can confess and a means to start conversations. Mantilla (2023), emphasizes the importance of student voice enhancement as a way of promoting student inclusiveness and student active involvement in the learning process. In his research, he shows that a Freedom Wall enables students to engage in dialogues, share opinions, and contribute to the institutional discourse, it also encourages group and interactive activities that enhance student voice. Likewise, Jalipa (2023), pointed out that these kinds of platforms help foster a feeling of community and solidarity among students in educational institutions. Moreover, Rosaria et al. (2020), evaluated how well freedom walls worked to stop vandalism, making the case that organized areas for expression discourage harmful conduct and encourage order among students.

Although the effects of freedom walls on discipline, creativity, and emotional expression have been studied in the past, little is known about their function in digital application in higher education. This study connects the gap by examining how the TCGC Freedom Wall Facebook Page of Tangub City Global College promotes inclusivity, communication, and student engagement. Unlike physical Freedom Walls, an online platform like this one provides more accessibility, anonymity, and participation without restrictions, thus it plays a major role in raising the student voices in the digital era.

This study aims to find out in what ways Tangub City Global College students are empowered through the TCGC Freedom Wall platform. It mainly looks at the ways the platform has influenced inclusivity, communication, and student involvement in the academic community. Educators, and administrators, by understanding the impact of the Freedom Wall, can come up with ways to raise student involvement and thus, a more inclusive learning environment. Moreover, the findings might be of help in upgrading online tools that enable student communication, hence, a more lively and engaged academic community is being promoted.

### **Theoretical Framework**

This study is anchored in the Uses and Gratifications Theory developed by Jay G. Blumler and Elihu Katz (1974), which explains that individuals actively select communication platforms to satisfy personal and social needs such as self-expression, information seeking, emotional relief, and social interaction. In the context of the Tangub City Global College Freedom Wall Facebook Page, students utilize the platform as a voluntary communication space where they can share concerns, express opinions, seek advice, and participate in institutional dialogue. This interaction reflects how digital platforms function as participatory environments that support student engagement and inclusivity. Through anonymous posting and open interaction, the Freedom Wall serves as a medium that strengthens students' confidence in voicing their perspectives, thereby contributing to student empowerment within the academic community.

Supporting this perspective, studies such as those of Galang et al. (2020), Prajith et al. (2025), and Kumi and Yeboah et al. (2020) emphasized that digital communication platforms and anonymous online environments encourage open participation, collaboration, and emotional expression among students. Their findings demonstrate that students are more willing to share experiences and academic concerns when communication channels provide psychological safety and accessibility. These insights reinforce the assumptions of the Uses and Gratifications Theory by explaining how students intentionally engage with Freedom Wall platforms to meet their needs for interaction, support, and meaningful participation in campus discourse. At the same time, these studies suggested that anonymous communication spaces must be supported by responsible digital practices to ensure that openness remains constructive and respectful within educational environments.

While digital Freedom Walls promote inclusivity and strengthen opportunities for student voice, anonymous communication platforms may also present challenges such as misinformation, emotionally reactive postings, and limited accountability when moderation mechanisms are absent. Thus, the effectiveness of the TCGC Freedom Wall Facebook Page depends not only on accessibility and anonymity but also on the promotion of ethical communication and institutional awareness in managing digital participation. Guided by the Uses and Gratifications Theory, this study examined how students actively use the Freedom Wall as a communication

space that supports self-expression, engagement, and empowerment, while recognizing the importance of maintaining responsible, constructive dialogue within the academic community.

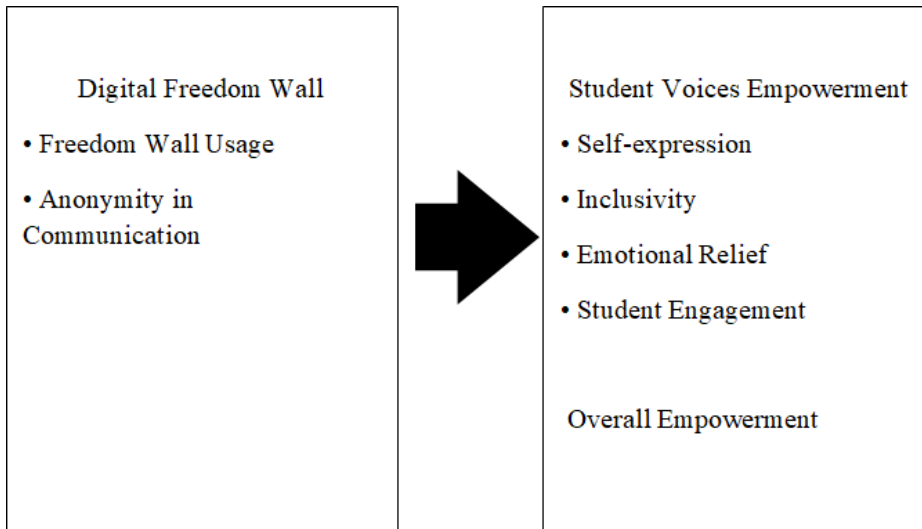


Figure 1. Schematic Diagram of the Study

### Statement of the Problem

This study aims to determine the role of Freedom Wall Facebook Page in Tanguib City Global College in empowering student voices.

Specifically, this study seeks to address the following questions:

1. To what extent is the Facebook Freedom Wall utilized in TCGC in terms of:
  - 1.1 Frequency of usage
  - 1.2 Anonymity in communication
2. To what extent does the Facebook Freedom Wall empower TCGC student voices in terms of:
  - 2.1 Self-expression
  - 2.2 Inclusivity
  - 2.3 Emotional Relief
  - 2.4 Student Engagement
3. What is the overall level of student voice empowerment through the Facebook Freedom Wall?
4. Is there a significant relationship between the use of the Facebook Freedom Wall and the level of student voice empowerment?

### Significance of the Study

The results of this study will be beneficial to the following individuals or group.

**Faculty and Staff.** The results of this study can help faculty and staff better understand the communication preferences and concerns of students. Teachers can modify their teaching strategies, encourage participatory learning, and establish more welcoming environments that allow students to freely express their opinions in

both traditional classroom settings and online by looking at how students interact with the TCGC Freedom Wall Facebook Page.

**Students.** This study demonstrates how participation and self-expression support academic community empowerment. The study affirms the significance of student voices in forming campus culture by examining how the TCGC Freedom Wall Facebook Page offers a forum for discussions on academics, social issues, and emotional relief, inspiring students to actively engage in meaningful discussion.

**Tangub City Global College.** This study helps Tangub City Global College by exploring how the TCGC Freedom Wall Facebook Page encourages institutional inclusivity and strengthens student voices. Through a n understanding of students' concerns, levels of engagement, and self-expression on the platform, the college administration can enhance student interaction, communication channels, and responsiveness, ensuring that digital spaces effectively support social and academic discussions.

**Future Researchers.** This study provides a solid starting point for investigating how students use digital platforms. It offers theoretical insights and quantitative data on the ways in which self-expression, inclusivity, and anonymity support student empowerment, enabling further research on the ways in which educational institutions can use online platforms to improve participatory learning.

### Scope and Limitation

This study examined the significance of Tangub City Global College Freedom Wall Facebook Page in empowering students' voices through self-expression, inclusivity, emotional relief, and engagement. It explored how students utilized the platform to express concerns, seek academic advice, and participate in discussions related to school matters, particularly focusing on their frequency of use and perceptions regarding anonymity in communication. The scope of the study was limited to school-related posts that reflected academic experiences and institutional concerns, excluding purely social content. Data were gathered during the Academic Year 2025–2026 to capture current patterns of student participation within the platform. Although the study provided valuable insights into students' digital interaction and communication practices, it did not include qualitative methods such as interviews or open-ended responses that could have offered deeper understanding of students' lived experiences and motivations in using the Freedom Wall platform.

In addition, the research was conducted within a single higher education institution, which may limit the generalizability of the findings to other academic settings with different communication cultures and participation practices. The study also did not compare students' online engagement with face-to-face communication nor examine the deeper psychological effects of anonymity in digital participation. Furthermore, while anonymity encouraged openness and confidence in expression, the research did not extensively explore potential challenges associated with anonymous platforms such as misuse of posting privileges, misinformation, and the need for moderation mechanisms to ensure responsible digital communication. Other external factors, including institutional policies, administrative responses, and evolving social media trends that may influence student engagement, were beyond the scope of the study. Despite these limitations, the findings provided meaningful insights into how the Freedom Wall platform contributes to strengthening student expression, openness, and participation within the academic community of Tangub City Global College.

## RESEARCH METHODOLOGY

This part presented the research design, research setting, research respondents, research instrument, instrument validation, data collection procedure, data analysis, ethical considerations in research.

**Research Design.** This study used a descriptive-correlational quantitative research design to investigate how student voices were empowered by Tangub City Global College's Freedom Wall. In line with Miksza et al. (2023), descriptive research sought to define and measure a phenomenon, whereas correlational research investigated connections between variables without manipulation. The study measured self-expression, inclusivity, emotional relief, and engagement and examined the relationship between student participation and

institutional responsiveness and communication confidence, which made this approach appropriate. Data-driven insights into the impact of digital platforms in higher education were provided by this study, which collected survey data and statistically assessed how the TCGC Freedom Wall Facebook Page promoted student empowerment in accordance with Student Voice Theory (Cook-Sather, 2006).

**Research Setting.** This study was conducted in Tangub City Global College because a significant number of students from that school had been actively using Freedom Wall platforms, particularly Facebook, to voice out their ideas, concerns, and experiences. TCGC was one of the leading colleges in Tangub City, Misamis Occidental as it offers different programs through six different institutes. These consist of the Institute of Arts and Sciences (IAS), the Institute of Criminal Justice Education (ICJE), the Institute of Health Sciences (IHS), the Institute of Teacher Education (ITE), the Institute of Computer Studies (ICS), and the Institute of Business and Financial Services (IBFS).

**Research Respondents.** The respondents in this study were the students of Tangub City Global College who interacted most frequently with the TCGC Freedom Wall Facebook Page. In order to determine a statistically valid sample size for the study, the researchers used the Raosoft sample size calculator which is a method that calculates the minimum number of respondents required for a survey depending on the margin of error, confidence level, population size, and response distribution (Raosoft, 2004). This method guaranteed that the data gathered was a true reflection of the student population at large while at the same time having dependable results. A stratified random sampling method was selected to pick different segments of the student population. The researchers used proportional allocation. The table below indicated the sample size of each institute.

Table 1. Respondents of the Study

Institutions	Total Number of Students	Sample Size
ICJE	2,207	106
IBFS	2,706	130
ITE	773	36
IAS	823	38
IHS	832	40
ICS	305	15
Total	<b>7,646</b>	<b>366</b>

**Research Instrument.** The researchers developed a researcher-made survey questionnaire, which was distributed to TCGC students either online (Google Form) or in person, depending on logistical considerations. The checklist questionnaire produced responses from the participants, which was the researcher's primary tool to gather important data for the research. Respondents were requested to rate if they agreed or disagreed with many items on a four-point Likert scale ranging from 1 = strongly disagree to 4 = strongly agree.

**Instrument's Validity.** To verify the appropriateness of the instruments used in this quantitative study, the researchers initially shared a copy of the instruments with the research adviser, editor, and instructors for their review and approval. Their role was to check the clarity, relevance, and accuracy of the survey items ensuring that the questions were in line with the objectives of the study. The comments received were instrumental in revising the instrument thus the questionnaire was very much aligned to measuring the students' self-expression, inclusivity, emotional relief, and engagement. Prior to the questionnaires' full release online or in person, the researchers ran a pilot test on at least 30 students who were not the study respondents. The pilot test was implemented to evaluate the effectiveness and understandability of the questionnaire and the reactions gained were used as a base for the revision of the questionnaires. Finally, the necessary changes were made to

the instrument to obtain reliable, valid, and insightful data for the study. The researchers evaluated the result through Cronbach’s Alpha coefficient. It measured the reliability, or internal consistency, hence testing to see if Likert scale surveys were reliable. The closer the coefficient was to 1.0, the greater the internal reliability of the items on the scale. Moreover, George and Mallery (2003) provided the following rules of thumb:  $\alpha > 0.9$  = excellent;  $\alpha > 0.8$  = good;  $\alpha > 0.7$  = acceptable;  $\alpha > 0.6$  = poor; and  $\alpha < 0.5$  = unacceptable. The results were  $\alpha=0.933$  for frequency of usage,  $\alpha=0.946$  for anonymity in communication,  $\alpha=0.948$  for self-expression,  $\alpha=0.875$  for inclusivity,  $\alpha=0.957$  for emotional relief,  $\alpha=0.959$  for student engagement, and  $\alpha=0.949$  for overall empowerment. Thus, the test items were excellent to administer to the respondents.

**Data Gathering Procedure.** Before conducting the data-gathering procedure, the researchers sent a formal letter to the adviser, dean of each institute, vice president of academic affairs, and the college president requesting permission and approval to conduct the study. A separate consent letter was also prepared for the respondents to conduct the study. Afterwards, the researchers explained the importance of the respondent’s response to the study. The researcher ensured that the respondents clearly understood the study, and afterwards, the research-made survey questionnaire was given to be answered.

**Data Analysis.** The researchers used a checklist questionnaire in this study, and the findings of the data were analyzed quantitatively and interpreted objectively using a weighted mean. A weighted mean was used to determine the average level of Facebook Freedom Wall’s contribution in empowering student voices.

Table 2. Likert Scale

Numerical Value	Hypothetical Range	Qualitative Description	Implication
4	3.26 – 4.00	Strongly Agree	Highly Empowered
3	2.21 – 3.25	Agree	Empowered
2	1.76 – 2.50	Disagree	Less Empowered
1	1.0-1.75	Strongly Disagree	Not Empowered

### Verbal Interpretation

4 – It signifies that the respondents strongly agree, indicating that students feel highly empowered by the Freedom Wall Facebook Page of Tangub City Global College.

3 – It signifies that the respondents agree, indicating that students feel empowered by the Freedom Wall Facebook Page of Tangub City Global College.

2 – It signifies that the respondents disagree, indicating that students feel less empowered by the Freedom Wall Facebook Page of Tangub City Global College.

1 – It signifies that the respondents strongly disagree, indicating that students do not feel empowered by the Freedom Wall Facebook Page of Tangub City Global College.

### Ethical Considerations

Throughout the whole research work, this study has stayed very coherent concerning the application of the ethical guidelines of Bell and Bryman (2007) essentially, it not only documented but went through each stage of the research work conduct. The research activity has been the way by which respect for the autonomy of the research participants was preserved at every stage of the research. Moreover, an extensive informed consent procedure has been done, a clear and truthful account of information including the students' rights such as their right to leave the research at any stage without facing any consequences was given to them. Besides, the anonymity of the responses was a result of the students being kept unknown which was in line with the

provisions of the Data Privacy Act 2012 regarding privacy and security. The data collected from Google Forms had sufficient security measures that prevented unauthorized individuals from accessing it. The researchers also maintained their honesty by thoroughly explaining to the students the purpose of their intentions for data usage. Furthermore, they assured the students that their personal opinions would remain confidential.

### Definition of Terms

The terms listed below are operationally defined in this study.

**Anonymity.** It state of being unidentified or unrecognized in a given setting (Oxford English Dictionary, 2024). In this study, anonymity refers to the ability of students to express their views and concerns on the TCGC Freedom Wall Facebook Page without revealing their identity, fostering open, honest, and judgment-free communication in an academic setting.

**Emotional Well-Being.** A psychological state characterized by the ability to manage emotions, cope with stress, and maintain overall mental stability (American Psychological Association, 2023). In this study, emotional well-being pertains to the sense of relief, comfort, and emotional support students experience when engaging with the Freedom Wall to share thoughts, concerns, and personal reflections.

**Empowering Student Voices.** The process of enabling individuals—particularly students—to express their ideas, concerns, and perspectives confidently (Bell & Bryman, 2007). This study defines empowering student voices as creating a digital space where students feel encouraged to articulate their opinions, advocate for change, and engage in meaningful discourse through self-expression, inclusivity, and participation on the Facebook Freedom Wall.

**Digital Freedom Wall.** A designated digital platform where individuals can share thoughts, opinions, and creative expressions freely without censorship (Balabag & Potane, 2024). In this study, Freedom Wall refers to the digital Facebook platform used by students at Tangub City Global College, allowing them to express their concerns, share academic opinions, seek advice, and participate in open discussions anonymously.

**Inclusivity.** The quality or state of being inclusive; inclusiveness. (Merriam-Webster, 2026). In this study, inclusivity refers to the extent to which the Freedom Wall fosters an environment where students feel welcomed, valued, and heard, ensuring representation of diverse perspectives within the academic community.

**Self-Expression.** The act of communicating thoughts, emotions, or ideas in various forms, including speech, writing, or art (Rosen & Smith, 2021). In this study, self-expression refers to how students utilize the Freedom Wall to share personal reflections, academic concerns, and creative ideas, whether anonymously or openly, contributing to a culture of openness and participation in the college community.

### Presentation, Analysis, And Interpretation Of Data

This chapter presents the presentation, analysis, and interpretation for the data that have been collected in the study.

Table 3. Respondents’ Responses on the Utilization of the Facebook Freedom Wall in TCGC in terms of Frequency of Usage

Indicators	Mean	Qualitative Description
1. I read school-related posts on the Freedom Wall regularly.	2.91	Agree
2. I visit the Freedom Wall to check updates about school matters.	3.05	Agree
3. I post about academic concerns on the Freedom Wall.	3.20	Agree

4. I use the Freedom Wall to share my thoughts on school policies.	3.16	Agree
5. I engage with school-related posts by reacting or commenting.	3.18	Agree
6. I follow discussions about school events on the Freedom Wall.	3.12	Agree
7. I check the Freedom Wall for student opinions on school issues.	3.19	Agree
8. I use the Freedom Wall to stay informed about campus matters.	3.24	Agree
9. I prefer the Freedom Wall for expressing school-related concerns.	3.21	Agree
10. I rely on the Freedom Wall to understand student perspectives on school topics.	3.16	Agree
<b>GRAND MEAN</b>	<b>3.14</b>	<b>Agree</b>

Table 3 presented the respondents’ responses regarding the utilization of the TCGC Freedom Wall Facebook Page in terms of frequency of usage. The highest mean score of 3.24 indicates that the students are highly engaged with the platform to stay informed about campus matters. On the other hand, the lowest mean score of 2.91 reflects regular but less frequent participation in specific activities, such as raising academic issues or expressing opinion on school policies through the posting. Overall, the grand mean score of 3.14 interpreted as “Agree”, indicating that students consistently engage with the platform for various school-related purposes, affirming its relevance as a digital space for informal academic communication and peer interaction. The data supports the conclusion that the TCGC Freedom Wall is a moderately and consistently used tool for academic engagement and communication among students.

According to Jagtap (2024), social media platforms, when used strategically, enhance student engagement and provide access to educational resources. Similarly, Paul et al. (2024), found that social media fosters academic involvement and influences students’ learning outcomes positively when integrated into their academic routines. In the Philippine context, Belmonte et al. (2023), observed how social media sites like Facebook greatly helped the students to interact with each other, even maximize the opportunity to pursue deeper learning by sharing ideas with each other even during the shutdown caused by the COVID-19 Pandemic. These studies reinforce the idea that platforms like the Facebook Freedom Wall serve as effective tools for student communication, reflection, and engagement, especially when institutional channels are limited or less accessible.

The researchers further interpret that the strong concurrence that runs through all the indicators reflects the students’ active involvement in utilizing the Facebook Freedom Wall as a space for both their academic and social life. This suggests that the Freedom Wall appeared to be a go to and accessible spot for students to share their opinions, get the latest information and just hang out online with school-related matters. The responses imply that the students consider the platform valuable not just for getting information but also for contributing to discussions that influence their learning experience. Such an act highlights the role of online platforms in enabling interactive communication and in building a feeling of being part of the school community.

Table 4. Respondents’ Responses on the Utilization of the Facebook Freedom Wall in TCGC in terms of Anonymity in Communication

Indicators	Mean	Qualitative Description
1. I feel safer posting school-related concerns anonymously.	3.32	Strongly Agree
2. I choose anonymity when discussing academic issues.	3.22	Agree

3. I believe anonymity helps me express school-related frustrations.	3.38	Strongly Agree
4. I trust the Freedom Wall to keep my identity hidden when I post about school.	3.28	Strongly Agree
5. I feel more confident sharing school-related opinions anonymously.	3.23	Agree
6. I use anonymity to avoid backlash when posting about school matters.	3.21	Agree
7. I find anonymous school-related posts more honest.	3.30	Strongly Agree
8. I notice that anonymity encourages more students to speak up about school issues.	3.20	Agree
9. I prefer anonymous feedback when discussing school-related topics.	3.20	Agree
10. I use anonymity to express my views on school administration or policies.	3.25	Agree
<b>GRAND MEAN</b>	<b>3.26</b>	<b>Strongly Agree</b>

Table 4 presented the respondents' responses regarding the utilization of the TCGC Freedom Wall Facebook Page in terms of anonymity in communication. The highest mean score of 3.38, indicating that the respondents strongly agree with proposition that anonymity helps the students express their school-related frustrations. In contrast, the lowest mean score of 3.20, indicating that the respondents agree that anonymity helps in encouraging more students in raising their school-related issues. Overall, the grand mean score of 3.26, interpreted as "Strongly Agree," indicates that students highly value the ability to communicate anonymously, especially when addressing critical or personal school-related concerns. This reflects the platform's role in creating a psychologically safe environment where students feel empowered to share their thoughts and experiences.

Prajith et al. (2025), revealed that online anonymity plays a major role in raising the chances of individuals disclosing their true thoughts and delving into sensitive topics, especially in academic settings. Their study emphasized that anonymity reduces psychological barriers and fosters self-expression. Also, Chen (2019) studied anonymity in online learning amongst international students and found out that anonymous forums help students gain confidence and be more participative especially when divulging academic frustrations. Tan et al. (2025), also noted that anonymity in online learning environments helps bridge communication gaps and encourages students to engage more actively in academic discourse. These studies affirm that anonymity is a powerful tool for empowering student voices, especially in contexts where students may feel vulnerable or hesitant to speak openly. By offering this feature, the Facebook Freedom Wall serves as a safe and inclusive space for students to express their academic concerns and contribute meaningfully to school-related conversations.

The respondents' strong agreement across the indicators signifies the importance of anonymity in fostering open and honest communication among students. The responses suggest that anonymity serves as a protective layer that empowers students to voice their concerns, frustrations, and opinions without fear of judgment or retaliation. This behavior reflects a growing need for safe digital spaces where students can freely express themselves, especially when addressing sensitive or critical school-related matters. The utilization of anonymity on the Freedom Wall highlights its role in promoting psychological safety and encouraging meaningful participation in academic discourse.

Table 5. Respondents' Responses on the Empowerment of Student Voices in terms of Self-expression

Indicators	Mean	Qualitative Description
1. I express my academic concerns freely on the Freedom Wall.	3.30	Strongly Agree
2. I feel heard when I post about school matters.	3.17	Agree
3. I share my ideas for school improvement through the Freedom Wall.	3.26	Strongly Agree
4. I feel confident expressing my views on school policies.	3.24	Agree
5. I use the Freedom Wall to raise issues affecting my education.	3.15	Agree
6. I feel validated when others respond to my school-related posts.	3.12	Agree
7. I express myself better about school topics through the Freedom Wall.	3.21	Agree
8. I feel encouraged to speak up about school-related matters.	3.32	Strongly Agree
9. I share my thoughts on student rights and responsibilities.	3.26	Strongly Agree
10. I use the Freedom Wall to voice my academic experiences.	3.24	Agree
<b>GRAND MEAN</b>	<b>3.23</b>	<b>Agree</b>

Table 5 presented the respondents' responses regarding the empowerment of student voices in terms of self-expression through the TCGC Freedom Wall Facebook Page. The highest mean scores of 3.30 indicates that the respondents strongly agree that the platform helps them express academic concerns freely. Moreover, the lowest mean score of 3.12, indicates that the respondents feel validated when others respond to their school-related posts. It highlights the importance of peer interaction in reinforcing students' sense of belonging and empowerment. Overall, the grand mean score of 3.23 interpreted as "Agree", indicating that students feel empowered by the Freedom Wall Facebook Page of Tangub City Global in terms of self-expression. The TCGC Freedom Wall Facebook Page serves not only as a space for communication but also as a medium for self-advocacy and identity formation within the academic community.

Belmonte et al. (2023), found that social media platforms like Facebook helped to keep students in touch and continue academic discussions during the pandemic, so that it allowed students a way to express their concerns and ideas openly. Ipong et al. (2023), emphasized that engagement on social media positively influences students' self-esteem and confidence, especially in academic contexts. Furthermore, Jagtap (2025), concluded that strategic use of social media enhances student motivation, collaboration, and self-expression, contributing to improved learning outcomes. These studies affirm that platforms like the Facebook Freedom Wall serve as effective tools for empowering student voices, promoting self-expression, and fostering a participatory academic environment.

This answer indicates that students feel encouraged to share their experiences, concerns, or thoughts in a place where their voices are recognized. This response indicates that it is a primary tool in turning a culture into one that is open to inclusiveness, where students not only get to share their thoughts but also get confirmation or assistance from their peers. The Freedom Wall response shows that it is a very important tool in giving the students more power of their voices.

Table 6. Respondents’ Responses on the Empowerment of Student Voices in terms of Inclusivity

Indicators	Mean	Qualitative Description
1. I see posts from students of different programs discussing school matters.	3.29	Strongly Agree
2. I feel included when reading school-related posts.	3.31	Strongly Agree
3. I notice that students from all backgrounds share school concerns.	3.29	Strongly Agree
4. I believe the Freedom Wall is open to all students for school-related discussions.	3.35	Strongly Agree
5. I feel that my academic concerns are represented on the Freedom Wall.	3.19	Agree
6. I see diverse opinions on school issues.	3.28	Strongly Agree
7. I feel that the Freedom Wall promotes unity in addressing school matters.	3.35	Strongly Agree
8. I believe all students can contribute to school-related conversations.	3.26	Strongly Agree
9. I feel welcomed to share my school-related thoughts.	3.17	Agree
10. I see the Freedom Wall as a space for inclusive academic dialogue.	3.20	Agree
<b>GRAND MEAN</b>	<b>3.27</b>	<b>Strongly Agree</b>

Table 6 presented the respondents’ responses regarding the empowerment of student voices in terms of inclusivity through the TCGC Freedom Wall Facebook Page. The highest mean score of 3.35, recorded in both indicators 4 and 7, indicates that the respondents strongly agree that the Freedom Wall is open to all students to be able to talk about school matters and the Freedom Wall is one of the ways promoting unity in solving school matters. On the other hand, the lowest mean score of 3.17, was still interpreted positively, indicates that students are willing to share their school, related ideas through the platform, thus it continues to be a safe and welcoming space for all. Overall, the grand mean of 3.27, interpreted as Strongly Agree, proves that the students are highly empowered by the Freedom Wall of Tanguib City Global College when it comes to inclusivity. The TCGC Freedom Wall has been a place for engaging the voices of different people with the school, promoting openness, representation, and encouragement among the students to voice their opinions about school, related matters. This is a testimony to the platforms success in promoting inclusivity and unity within the student population.

Belmonte et al. (2023), discovered that social media platforms such as Facebook facilitate the creation of inclusive learning environments by enabling students from diverse backgrounds to share their experiences and concerns. Ipong et al. (2023), emphasized that social media platforms enhance social connectedness and inclusivity, particularly for students who feel marginalized in traditional academic settings. Furthermore, Jagtap (2025) stated that social media improves collaborative learning and inclusivity by providing students with equal chances to participate in educational discussions regardless of their background or program. These studies affirmed that the Facebook Freedom Wall is a potent platform for promoting inclusivity, unity, and representation in the academic discourse, thus equipping students with the ability to participate in academic matters in a meaningful way.

The researchers further interpret that the respondents’ strong agreement across the indicators reflects the inclusive nature of the Freedom Wall Facebook Page in promoting student participation regardless of

background or academic program. The responses suggest that students perceive the platform as a welcoming space where diverse voices are acknowledged and respected. This behavior highlights the role of the Freedom Wall in fostering unity and mutual understanding among the student body. The utilization of the platform for inclusive dialogue affirms its significance in empowering students to engage in meaningful conversations and contribute to a more connected and equitable academic community.

Table 7. Respondents’ Responses on the Empowerment of Student Voices in terms of Emotional Relief

Indicators	Mean	Qualitative Description
1. I feel relieved after posting about school stress on the Freedom Wall.	3.23	Agree
2. I use the Freedom Wall to release academic frustrations.	3.19	Agree
3. I find comfort in reading others’ school-related struggles.	3.26	Strongly Agree
4. I feel supported when I post about school pressure.	3.25	Agree
5. I use the platform to cope with academic challenges.	3.21	Agree
6. I feel less alone after reading posts about school stress.	3.33	Strongly Agree
7. I find emotional relief through anonymous school-related posts.	3.34	Strongly Agree
8. I feel encouraged by responses to my academic concerns.	3.31	Strongly Agree
9. I use the Freedom Wall to vent about school workloads.	3.31	Strongly Agree
10. I feel emotionally lighter after expressing school-related issues.	3.30	Strongly Agree
<b>GRAND MEAN</b>	<b>3.27</b>	<b>Strongly Agree</b>

Table 7 presented the respondents’ responses regarding the empowerment of student voices in terms of emotional relief through the TCGC Freedom Wall Facebook Page. The highest mean score of 3.34 indicates that the respondents strongly agree that they find emotional relief through anonymous school-related posts. feel highly empowered, as the platform emphasizes the therapeutic value of both anonymous expression and community interaction. In contrast, the lowest mean score of 3.19, interpreted as agree, indicating that the respondents use the Freedom Wall primarily to release academic frustrations, reflecting its role as a coping mechanism for stress. Overall, the grand mean of 3.27, which is interpreted as "Strongly Agree", shows that students highly empowered emotionally at the Freedom Wall Facebook Page of Tanguib City Global College. This implies that students consider the platform a great channel for venting academic stress, taking solace in the fact that there are others who share the same experience, and getting emotional support from their peers.

Pasol et al. (2025) conducted a study on the socio-emotional well-being of children who are exposed to social media and found that online communities play an important role in emotional regulation and peer support. Tungol et al. (2025) investigated the relationship of social media use to depression severity in college students and based on their research, they concluded that social media sites which allow emotional expression and peer interaction can help users to reduce their feelings of loneliness. In addition, Chen et al. (2022) pointed out that social networks nurture affective growth by giving students the opportunity to express their feelings, share their experiences and gain emotional strength through digital communication. These pieces of research strongly support the idea that the Facebook Freedom Wall provides students with a good emotional outlet that not only helps them to handle the stress of their studies but also creates a share, and care mood around emotional well-being.

The researchers further interpret that the respondents’ strong agreement across the indicators reflects the emotional significance of the Freedom Wall Facebook Page in supporting students’ well-being. The responses reveal that students consider the platform as a safe vent for their academic stress, frustrations, and personal challenges. This behavior highlights the role of the Freedom Wall in providing a sense of emotional relief and peer connection, where students feel heard, supported, and less isolated. The utilization of the platform for emotional expression affirms its value in promoting mental wellness and empowering students to navigate their academic experiences with greater resilience.

Table 8. Respondents’ Responses on the Empowerment of Student Voices in terms of Student Engagement

Indicators	Mean	Qualitative Description
1. I participate in school-related discussions on the Freedom Wall.	3.30	Strongly Agree
2. I feel more involved in academic matters because of the platform.	3.29	Strongly Agree
3. I take action after reading posts about school issues.	3.32	Strongly Agree
4. I become aware of school policies through Freedom Wall posts.	3.25	Strongly Agree
5. I feel connected to the student body through school-related posts.	3.30	Strongly Agree
6. I engage in school activities after seeing them discussed.	3.25	Agree
7. I use the Freedom Wall to promote academic events.	3.20	Agree
8. I collaborate with others on school-related concerns.	3.29	Strongly Agree
9. I feel motivated to advocate for academic improvements.	3.30	Strongly Agree
10. I use the Freedom Wall to stay engaged with campus life.	3.34	Strongly Agree
<b>GRAND MEAN</b>	<b>3.28</b>	<b>Strongly Agree</b>

Table 8 presented the respondents’ responses regarding the empowerment of student voices in terms of student engagement through the TCGC Freedom Wall Facebook Page. The highest mean score of 3.34 suggests that the respondents strongly agree that the platform plays a vital role in keeping students connected to institutional activities. Followed by the lowest mean score of 3.20, still falls within the “Agree” range, indicating consistent use of the platform for academic promotion and outreach. Overall, the grand mean of 3.28, interpreted as “Strongly Agree”, this shows that students feel highly empowered by the Freedom Wall Facebook Page of Tangub City Global College on the empowerment of Student voices in terms of student engagement. This indicates that students perceive the platform as a dynamic space that fosters active participation, awareness, and collaboration in academic and campus-related matters.

Jagtap (2025), has concluded that social media platforms provide various avenues to increase student engagement, one of which is the facilitation of academic collaboration, peers’ interaction, and getting instant updates on school matters that help students become more involved in their learning experiences and overall school life. Apart from that, Belmonte et al. (2023), have given more importance to the role of Facebook groups and walls which according to them, are a type of informal learning charity where students are encouraged to get involved and a sense of community is created, especially when the students are learning from a distance. Furthermore, Paul et al. (2024), have shown new evidence that the students who are constantly and deeply involved in the academic content through social media platforms feel more motivated and participate more in school activities. Hence, these research studies form a strong body of evidence that supports the claim that the Facebook Freedom Wall is one of the most powerful weapons of student

engagement, which helps them to stay updated on the latest and communicate with their peers, and be actively involved in both academic and campus life.

The respondents' overwhelming agreement with the indicators clearly demonstrates that the Freedom Wall Facebook Page has been an empowering tool in enhancing student engagement. The responses to the questions reveal that students are not only academically engaged but they also feel part of the campus community and their involvement in school, related activities is driven by them. So, the Freedom Wall usage really shows that it is a very significant platform, both in terms of students' social interaction and educational contribution.

Table 9. Respondents' Responses on the Overall Level of Student Voice Empowerment through the Freedom Wall Facebook Page

Indicators	Mean	Qualitative Description
1. <b>I feel empowered to speak up about school issues.</b>	3.28	Strongly Agree
2. <b>I believe my academic voice matters on the Freedom Wall.</b>	3.28	Strongly Agree
3. <b>I feel confident sharing my school-related views.</b>	3.35	Strongly Agree
4. <b>I see the Freedom Wall as a tool for academic empowerment.</b>	3.28	Strongly Agree
5. <b>I feel that the platform amplifies student voices on school matters.</b>	3.35	Strongly Agree
6. <b>I notice positive changes from school-related posts.</b>	3.31	Strongly Agree
7. <b>I feel capable of influencing school decisions through the platform.</b>	3.18	Agree
8. <b>I advocate for academic improvements using Freedom Wall.</b>	3.33	Strongly Agree
9. <b>I feel stronger in expressing my academic identity.</b>	3.28	Strongly Agree
10. <b>I believe the Freedom Wall empowers students to improve school life.</b>	3.22	Agree
<b>GRAND MEAN</b>	<b>3.29</b>	<b>Strongly Agree</b>

Table 9 presented the respondents' responses regarding the overall level of student voice empowerment through the TCGC Freedom Wall Facebook Page. The highest mean score of 3.35 interpreted as strongly agree, indicates that students feel confident in sharing their school-related views using the platform. On the other hand, the lowest mean score of 3.18, which is still within the Agree range, implies that the students consider themselves capable of influencing school decisions through the Freedom Wall. In general, the grand mean of 3.29, which was interpreted as Strongly Agree, represents a stable and strong collective endorsement from the students that the platform really gives them democratization to raise their voices, be acknowledged, and participate effectively in school decisions and changes.

Baloyo (2023) pointed out that Facebook and YouTube are the top two platforms that students use for academic purposes. Moreover, Facebook is particularly instrumental in encouraging students' participation in the classroom as well as self-expression. Chukwuere (2021) revealed that social media platforms tremendously impact students' academic performance simply because these media continuously offer new opportunities for learning, collaboration, and advocacy. At the same time, Fortuna (2023) talked about how the 21<sup>st</sup> century learners use social media for communication. She discovered that Facebook and other similar platforms facilitate academic discussions that are inclusive and empowering, particularly in the university setting. In

addition, Alabdulkareem (2020) emphasized that social media is a great aid in helping students build up their self, confidence since it encourages such activities as critical thinking, collaboration, and self, expression in the academic context. Therefore, these sites are excellent channels for student initiatives as well as institutional feedback. Actually, these researches are a strong confirmation of the idea that the Facebook Freedom Wall is not only a place for socializing, it is also a very effective student empowerment tool. By means of the Freedom Wall, students are given the platform to express their academic problems, push through the changes needed, and at the same time, let their voices pave the way for a feeling of being contributors to the school development.

The researchers further interpret that the respondents' strong agreement across the indicators reflects the empowering role of the Freedom Wall Facebook Page in amplifying student voices within the academic community. The responses suggest that students feel confident, heard, and capable of influencing school-related matters through the platform. Such actions reveal that the Freedom Wall is an essential channel for the students to voice out their opinions, to demand their rights, and to be free in expressing themselves. The students' usage of the page for their holistic empowerment also shows that the Freedom Wall is a great instrument for creating a participatory culture where the students are not only given the chance but also motivated to participate in their learning experiences.

Table 10. Summary of the Respondents' Responses on the Utilization of the Facebook Freedom Wall in TCGC

<b>Indicators</b>	<b>Grand Mean</b>	<b>Interpretation</b>
1. Frequency of Usage	3.14	Agree
2. Anonymity in Communication	3.26	Strongly Agree

Table 10 summarized the respondents' answers about the use of TCGC Freedom Wall Facebook Page based on two dimensions: frequency of usage and anonymity in communication. It can be seen from the data that the overall mean for frequency of usage is 3.14, interpreted as "Agree, " which reveals that students consider themselves empowered to use the platform regularly for educational purposes. On the other hand, the overall mean for anonymity in communication is 3.26, interpreted as "Strongly Agree, " which implies that students feel extremely empowered by the platform's anonymous features, mostly when airing academic issues or partaking in sensitive topics. The "Agree" level for frequency of usage indicates that students take advantage of TCGC Freedom Wall to keep themselves updated with, share, and engage in academic discussions. It is in line with the idea that the platform functions as a familiar and easy, to, access venue for casual academic communication. Apart from that, the level of agreement with the highest degree concerning anonymity in communication shows that privacy and psychological safety are the primary concerns of students in regard to self-expression. Those students who express their opinions, especially the sensitive and critical ones, through anonymous channels, feel more assured and safe. This, in turn, results in more involvement of students and honest discussions.

These findings are supported by recent studies. Baloyo (2023), found that Facebook is one of the most widely used platforms for academic engagement among students, particularly for informal discussions and peer interaction. Chukwuere (2021) has highlighted the role of social media platforms in enhancing academic learning by providing communication channels that are flexible, student-centered, especially when anonymity is available. Furthermore, Pasol et al (2025) have investigated the socio-emotional benefits of anonymous online platforms and determined that anonymity fosters emotional relief, the freedom to express oneself, and the feeling of being part of a group in academic environments.

Table 11. Summary of the Respondents' Responses on the Empowerment of Student Voices

<b>Indicators</b>	<b>Grand Mean</b>	<b>Interpretation</b>
1. Self-expression	3.23	Agree
2. Inclusivity	3.27	Strongly Agree

3. Emotional Relief	3.27	Strongly Agree
4. Student Engagement	3.28	Strongly Agree

Table 11 provides a summary of how respondents perceive students to be empowered through the TCGC Freedom Wall Facebook Page. Four indicators or dimensions of student voice were self-expression (3.23), inclusivity (3.27), emotional relief (3.27), and student engagement (3.28) which were all rated highly with three out of four interpreted as "Strongly Agree." It shows a steady positive and definite recognition that the platform is a source of power for students to be vocal about their issues, interact with their peers, and take part in school life.

The result of student engagement (3.28) and inclusivity (3.27) fall under "Strongly Agree", thus students are highly empowered to participate actively and inclusively in academic discussions. Emotional relief (3.27) suggests that students are highly empowered to get comfort and support from shared experiences, while self-expression (3.23), interpreted as "Agree", means that students felt empowered to communicate their academic concerns and are comforted by the response.

Baloyo (2023), discovered that Facebook is one of the most impactful channels for student participation and academic behavior, particularly in promoting classroom engagement and self-expression. Belmonte et al. (2023), argued that social media creates an inclusive learning environment and capacity students in sharing their academic concerns especially during remote learning sessions. Fortuna (2023) looked at how students through social media express their academic identities and participate in the collaborative discourse that is also academically empowering by the platform. On top of that, Ipong et al. (2023) pointed out that social media has a positive effect on students' self-esteem and emotional well-being, especially when platforms offer anonymous and peer-supported expression.

Table 12. Significant Relationship between the Use of the TCGC Freedom Wall Facebook Page and the Level of Student Voice Empowerment

Pearson r	Interpretation	p-value	Decision
0.674	Moderate Positive Correlation	<.001	With a Significant Relationship

Table 12 is a statistical report of the correlation between the use of the TCGC Freedom Wall Facebook Page and the level of student voice empowerment in TCGC. The outcomes reveal that a Pearson r value of 0.674 was obtained which indicates a moderate positive correlation and p-value of .001 which establishes the fact that the relationship is significant statistically. The implication of this is that the more students use the TCGC Freedom Wall, the more they get empowered, especially in terms of self-expression, engagement, inclusivity, and emotional relief.

The moderate positive correlation suggests that while the platform may not be the sole factor influencing empowerment but it still plays a significant role in student empowerment. It was the students who usually feel empowered to express their opinions, take part in academic discussions, and get their voices heard in school matters who were among the most involved in the TCGC Freedom Wall. The students' sense of empowerment is represented through the use of a response "Agree", whereas a response "Strongly Agree" shows that the students view the platform as a very potent source of empowerment which enables them to express themselves and get engaged in school matters.

Alabdulkareem (2020), highlighted that social media platforms enhance student empowerment by promoting critical thinking, collaboration, and self-expression. Similarly, Chukwuere et al. (2020) emphasized that platforms like Facebook provide students with accessible spaces to express academic concerns and influence institutional policies, especially in higher education settings. Fortuna (2023), explored how students use social media to assert their academic identities and engage in inclusive dialogue, reinforcing the platform's role in empowerment. Additionally, Baloyo (2023) concluded that Facebook significantly impacts students' academic behavior and participation, particularly when used as a tool for informal learning and peer interaction.

---

## SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions made, and the recommendation endorsed.

### Summary of Findings

The purpose of this study, entitled “The Role of Digital Freedom Wall in Empowering Student Voices in Tangub City Global College” was conducted to examine the extent to which the TCGC Freedom Wall Facebook Page is utilized by students and how such utilization contributes to various dimensions of student empowerment, including self-expression, inclusivity, emotional relief, student engagement, and overall empowerment. A descriptive quantitative research was utilized in this study. The respondents of the study include 366 students from TCGC. The researchers used the researcher made questionnaire.

The results revealed that the TCGC Freedom Wall Facebook Page empowers student voices in several key areas. Students feel empowered to express academic concerns freely, and peer interaction validates their thoughts, reinforcing a sense of belonging. The platform is open to all, promotes unity, and welcomes diverse voices. Anonymous posts provide emotional relief and a coping mechanism for academic stress. Additionally, the platform keeps students connected to institutional activities and fosters participation. Overall, students feel confident sharing views, influencing decisions, and contributing to school improvements. The Freedom Wall’s strengths include its anonymity feature, inclusivity, and ability to bridge formal and informal learning, making it a strategic tool for student empowerment and a catalyst for student-led initiatives and institutional development. These results affirm that the TCGC Freedom Wall functions as a strong mechanism for empowering student voices within the institution.

Although the platform might not be the only factor affecting student empowerment, its contribution is considerable, so it is implied that involvement in the TCGC Freedom Wall helps students to develop their confidence, be more engaged and have a greater sense of agency in their academic affairs.

### Conclusion

The study draws on the analysis of the research data to come up with the conclusion that the TCGC Freedom Wall is a key digital platform for communication and that it facilitates the empowerment of the students of Tangub City Global College. Students, through the platform, get not only the campus updates but also express their academic concerns, and through the platform, they indulge in a constructive dialogue. Most students who are usually shy to express themselves in the traditional classroom environment, get to share their ideas freely because the platform allows for anonymity. Through the platform, the students are empowered to a very large extent, such that they are promoted to self-expression, inclusion, emotional health, and engagement in the academic and institutional activities. Furthermore, the positive relationship between usage and empowerment emphasizes the need to have digital channels that are open and accessible to allow the students' voices to be heard and respected.

### Recommendations

In light of the presented results, findings, and conclusions, the researchers propose the following recommendations:

1. **The Tangub City Global College** is encouraged to strengthen its management of the digital Freedom Wall by establishing clear guidelines that promote responsible, respectful, and productive online communication. The institution may also consider integrating the platform into its formal feedback mechanisms to allow students more opportunities to influence academic and administrative decisions.
2. **The administration** may designate a small team—preferably from the Office of Student Life Development or the Supreme Student Council—to monitor the platform and address recurring student concerns, not to censor posts but to identify issues that require administrative attention. Since anonymity encourages open communication, the school is encouraged to maintain this feature while promoting guidelines that discourage

cyberbullying, misinformation, or offensive content. It is also recommended that the institution conduct regular orientation or seminars on digital citizenship, responsible online expression, and mental health awareness to help students navigate emotional sharing and academic stress constructively.

3. **Future researchers** are encouraged to further explore the role of digital Freedom Wall platforms in student voice empowerment by incorporating qualitative methods such as interviews or open-ended responses to gain deeper insights into students' experiences. Expanding the study to multiple higher education institutions may also improve the generalizability of the findings. Additionally, future studies may examine the ethical implications of anonymous platforms, including issues related to moderation, misinformation, and responsible digital participation, to provide a more comprehensive understanding of how Freedom Wall platforms support student engagement and communication in academic settings.

## ACKNOWLEDGEMENT

The researchers together extend their deepest appreciation to all who were their avenues of assistance during the conducting of the research. Their guidance, encouragement, and support were the main factors behind the accomplishment of this work. It was certainly impossible without them.

Above all, we thank God our Father Who provided us with good health, strength, and wisdom throughout this research.

We also extend our sincere appreciation to our families who have always been a steady source of encouragement, moral support, and financial help to us.

To our research adviser and instructor, **Mr. Mark Jesson O. Wasquin**, and **Juris Rita M. Seclot, MMS**, for their invaluable guidance and for providing important insights essential to this research.

To our Editor, **Mr. John Mark Occeña**, for diligently identifying and correcting errors related to grammar, structure, and word usage.

To our statistician, **Ms. Kimberly Jangad**, for generously sharing her expertise and for her continuous support in the statistical aspects of this study.

To the panel members, **Ms. Grichen T. Bation**, **Mr. Clint Joy Quije**, **Dr. Aldren Alferez** and **Dr. Felimon Blanco** for their insightful comments, suggestions, and professional recommendations that helped to complete this paper.

To the parents, the researchers are very grateful for their love, guidance, and support that are always there from the start until the end. The encouragement of their parents was a powerful source of inspiration to achieve the goals of the researchers.

## Dedication

I thank our Heavenly Father, who through His love and guidance led the completion of this work. This research is wholly for my parents who have been a constant source of support in my moral, spiritual, and financial needs. They have encouraged me and strengthened my determination at the times I was almost giving up.

*Mr. Sonny M. Villarta & Mrs. Jocelyn M. Villarta*

*Mr. Romeo H. TigtiM & Virginia J. Dela Cruz*

*Mr. Rolando U. Gamulo & Mrs. Flordelis L. Asona*

This research is wholeheartedly dedicated to the students of Tangub City Global College. It is undertaken with the sincere hope that the findings will contribute to the empowerment of their academic voices—particularly

through the thoughtful and purposeful use of the Facebook Freedom Wall as a platform for expressing school-related concerns, fostering dialogue, and promoting inclusive participation in academic discourse.

## REFERENCES

1. Alabdulkareem, S. A. (2020). Exploring the Use and the Impacts of Social Media on Teaching and Learning Science in Saudi. *Education and Information Technologies*, 25(6), 4961–4979. <https://doi.org/10.1007/s10639-020-10152-1>
2. American Psychological Association. (2023). *Emotional well-being and mental health: A framework for resilience*. APA Press. <https://www.apa.org/pubs/books/Emotional-Wellbeing-Framework>
3. Balabag, M. C. D., & Potane, J. D. (2024). Describing the use of the freedom wall in expressing students' emotion. *Journal of Interdisciplinary Perspectives*, 2(7). <https://ejournals.ph/article.php?id=23942>
4. Baloyo, J. L. (2023). The Impact of Social Media on Students' Academic Behavior. *Universal Institute Journal for Research and Technology*, 6(4). <https://uijrt.com/articles/v6/i4/UIJRTV6I40005.pdf>
5. Bell, E., & Bryman, A., Harley, B. (2022). *Business research methods* (6<sup>th</sup> ed.). Oxford University Press. <https://global.oup.com/academic/>\*
6. Belmonte, Z. J., Prasetyo, Y. T., Cahigas, M. M., Young, M. N., Nadlifatin, R., & Decapia, R. F. (2023). Exploring the impact of social media usage on Filipino students' learning outcomes during the COVID-19 pandemic. *Proceedings of the 2023 International Conference on Human-Computer Interaction*. <https://doi.org/10.1145/3696230.3696249>
7. Blumler, J. G., & Katz, E. (1974). *The Uses of Mass Communication: Current Perspectives on Gratifications Research*. Sage Publications.
8. Chen, C. (2019). Using anonymity in online interactive EFL learning: International students' perceptions and practices. *English Language Teaching*, 12(5), 128–139. <https://files.eric.ed.gov/fulltext/EJ1214276.pdf>
9. Chukwuere, J. E., & Chukwuere, P. C. (2020). The impact of social media on student academic life in higher education. *Global Journal of Human-Social Science: Linguistics & Education*, 20(7), 1–10. <https://socialscienceresearch.org/index.php/GJHSS/article/view/3257>
10. Fortuna, R. S. (2023). 21<sup>st</sup> century learners' social media utilization: An interplay of communication theories. *International Journal of Research Publication and Reviews*, 4(7), 3188–3209. <https://ijrpr.com/uploads/V4ISSUE7/IJRPR15675.pdf>
11. Galang, M. C., & Mendiola, M. T. (2020). Freedom wall: A short feature. *Animo Repository*. [https://animorepository.dlsu.edu.ph/etd\\_bachelors/5246](https://animorepository.dlsu.edu.ph/etd_bachelors/5246)
12. George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference* (11.0 update, 4<sup>th</sup> ed.). Allyn & Bacon. <https://archive.org/details/spssforwindowsst00geor>
13. Ipong, C. J. B., Lacea, D. F. S., Macapinlac, N. C., Magat, C. A. E., Nogas, R. G., Oerba, C. A., Putong, J. T., & Trabajo, F. M. C. (2023). Exploring the impact of social media on self-esteem: A study among Grade 9 and Grade 10 junior high school students at the University of Bohol. *AUB Journal of Social and Policy Studies*, 22(1), 1–15. <https://doi.org/10.15631/aubgps.v22i1.191>
14. Jagtap, A. S. (2024). A study on the impact of social media on students' learning and academic performance. *International Journal of Creative Research Thoughts*. <https://ijcrt.org/papers/IJCRT25A4237.pdf>
15. Jalipa, J. P. (2023). Empowering expression: Unveiling the school's freedom wall as a canvas for creativity and voice. *Google Sites*. <https://sites.google.com/depd.gov.ph/juan-p-jalipa-mnhs/freedom-wall>
16. Kumi-Yeboah, A., Sallar, A. W., Kiramba, L. K., & Kim, Y. (2020). Exploring the use of digital technologies from the perspective of diverse learners in online learning environments. *Online Learning*, 24(4), 42–63. <https://doi.org/10.24059/olj.v24i4.2323>
17. Mantilla, R. R. (2023). Empowering student voice: Encouraging active participation and ownership of learning. *Pulo Integrated School Research Journal*. <https://www.depedbataan.com/wp-content/uploads/2023/06/EMPOWERING-STUDENT-VOICE-ENCOURAGING-ACTIVE.pdf>

18. Merriam-Webster (2026). Inclusivity. Merriam-Webster.com dictionary. <https://www.merriam-webster.com/dictionary/inclusivity>
19. Miksza, P., Shaw, J. T., Richerme, L. K., Hash, P. M., & Hodges, D. A. (2023). Quantitative descriptive and correlational research. In Music education research: An introduction. Oxford University Press. <https://doi.org/10.1093/oso/9780197639757.003.001>
20. Oxford English Dictionary. (2024). Definition of anonymity. Oxford University Press. <https://www.oed.com>
21. Pasol, F. D., & Ngag, J. B. U. (2025). Socio-emotional well-being of young learners exposed to social media platforms: A case study analysis. ICCEPH Conference Proceedings. <https://icceph.com/wp-content/uploads/2025/04/SOCIO-EMOTIONAL-WELL-BEING.pdf>
22. Paul, S. A. V. Sr., & Paul, S. A. V. Jr. (2024). The impact of social media on academic performance among college students. International Journal of Research and Academic Horizons, 4(3). <https://www.researchgate.net/publication/381657736>
23. Prajith, N., & Bhuyan, B. (2025). The role of online anonymity in fostering self-expression: An analysis of individual and contextual dynamics. International Journal of Indian Psychology, 13(1). <https://ijip.in/wp-content/uploads/2025/01/18.01.014.20251301.pdf>
24. Raosoft Inc. (2004). Sample size calculator. <http://www.raosoft.com/samplesize.html>
25. Republic Act No. 10173: Data Privacy Act of 2012 (2012).. National Privacy Commission. <https://privacy.gov.ph/data-privacy-act/>
26. Rosaria, D., Bendal, S. M., Galoso, J., Baltazar, K., Ponce, M. K., & Tamon, C.-J. (2020). Assessment on providing freedom walls as effective promotional tool to avoid vandalism. Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research, 2(1). <https://ojs.aaresearchindex.com/index.php/aasgbcjpmra/article/view/1126>
27. Rosen, J., & Smith, K. (2021). Self-expression in the digital era: The impact of online platforms on personal identity. International Journal of Digital Communication, 15(2), 87–104. <https://www.ijdc.org>\*
28. Tan, K. Y., & Lee, M. (2025). Anonymity and engagement in online learning: An Asian perspective. Education in Medicine Journal, 17(2). [https://eduimed.usm.my/EIMJ20251702/EIMJ20251702\\_11.pdf](https://eduimed.usm.my/EIMJ20251702/EIMJ20251702_11.pdf)
29. Tungol, J. N., & Enad, F. B. (2025). Students’ social media use and severity of depression. Psychology and Education: A Multidisciplinary Journal, 36(3), 273–285. <https://scimatic.org/storage/journals/11/pdfs/5033.pdf>

## APPENDICES

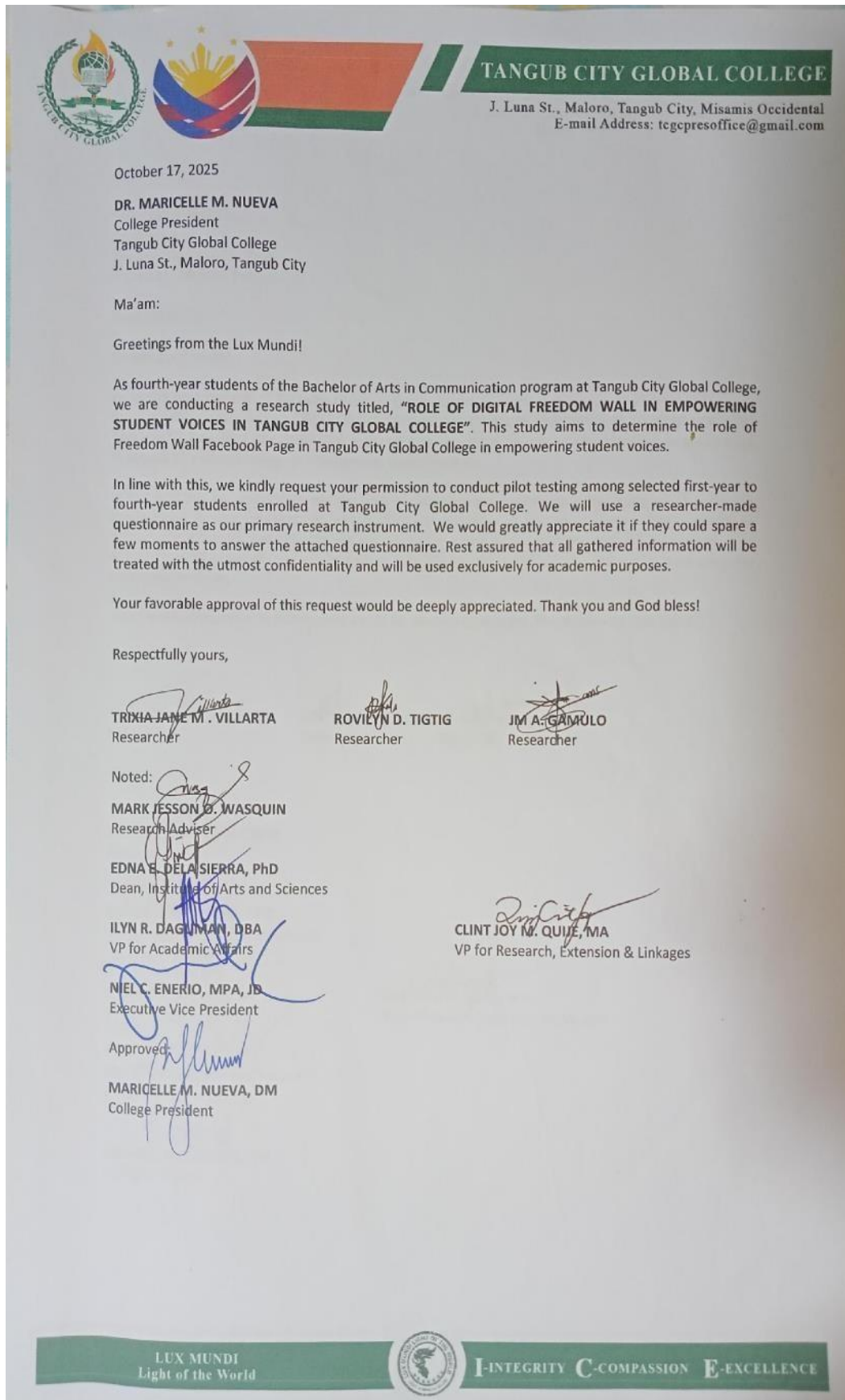
### Appendix A



#### Letter to the Management



## Appendix B

### Letter for Pilot Testing



  **TANGUB CITY GLOBAL COLLEGE**  
J. Luna St., Maloro, Tangub City, Misamis Occidental  
E-mail Address: [tecpresoffice@gmail.com](mailto:tecpresoffice@gmail.com)

October 17, 2025

**DR. MARICELLE M. NUEVA**  
College President  
Tangub City Global College  
J. Luna St., Maloro, Tangub City

Ma'am:

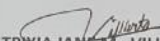
Greetings from the Lux Mundi!


As fourth-year students of the Bachelor of Arts in Communication program at Tangub City Global College, we are conducting a research study titled, "ROLE OF DIGITAL FREEDOM WALL IN EMPOWERING STUDENT VOICES IN TANGUB CITY GLOBAL COLLEGE". This study aims to determine the role of Freedom Wall Facebook Page in Tangub City Global College in empowering student voices.


In line with this, we kindly request your permission to conduct pilot testing among selected first-year to fourth-year students enrolled at Tangub City Global College. We will use a researcher-made questionnaire as our primary research instrument. We would greatly appreciate it if they could spare a few moments to answer the attached questionnaire. Rest assured that all gathered information will be treated with the utmost confidentiality and will be used exclusively for academic purposes.

Your favorable approval of this request would be deeply appreciated. Thank you and God bless!

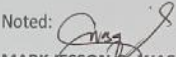
Respectfully yours,


  
**TRIXIA JANE M. VILLARTA**  
Researcher

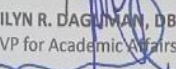
  
**ROVILYN D. TIGDIG**  
Researcher

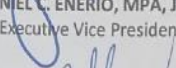
  
**JM A. GAMULO**  
Researcher

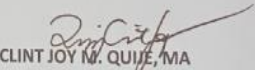
Noted:

  
**MARK JESSON D. WASQUIN**  
Research Adviser

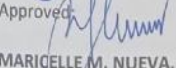
  
**EDNA E. DELA SIERRA, PhD**  
Dean, Institute of Arts and Sciences

  
**ILYN R. DAGUMAN, DBA**  
VP for Academic Affairs


  
**NIEL C. ENERIO, MPA, JD**  
Executive Vice President

  
**CLINT JOY M. QUIJE, MA**  
VP for Research, Extension & Linkages

Approved:

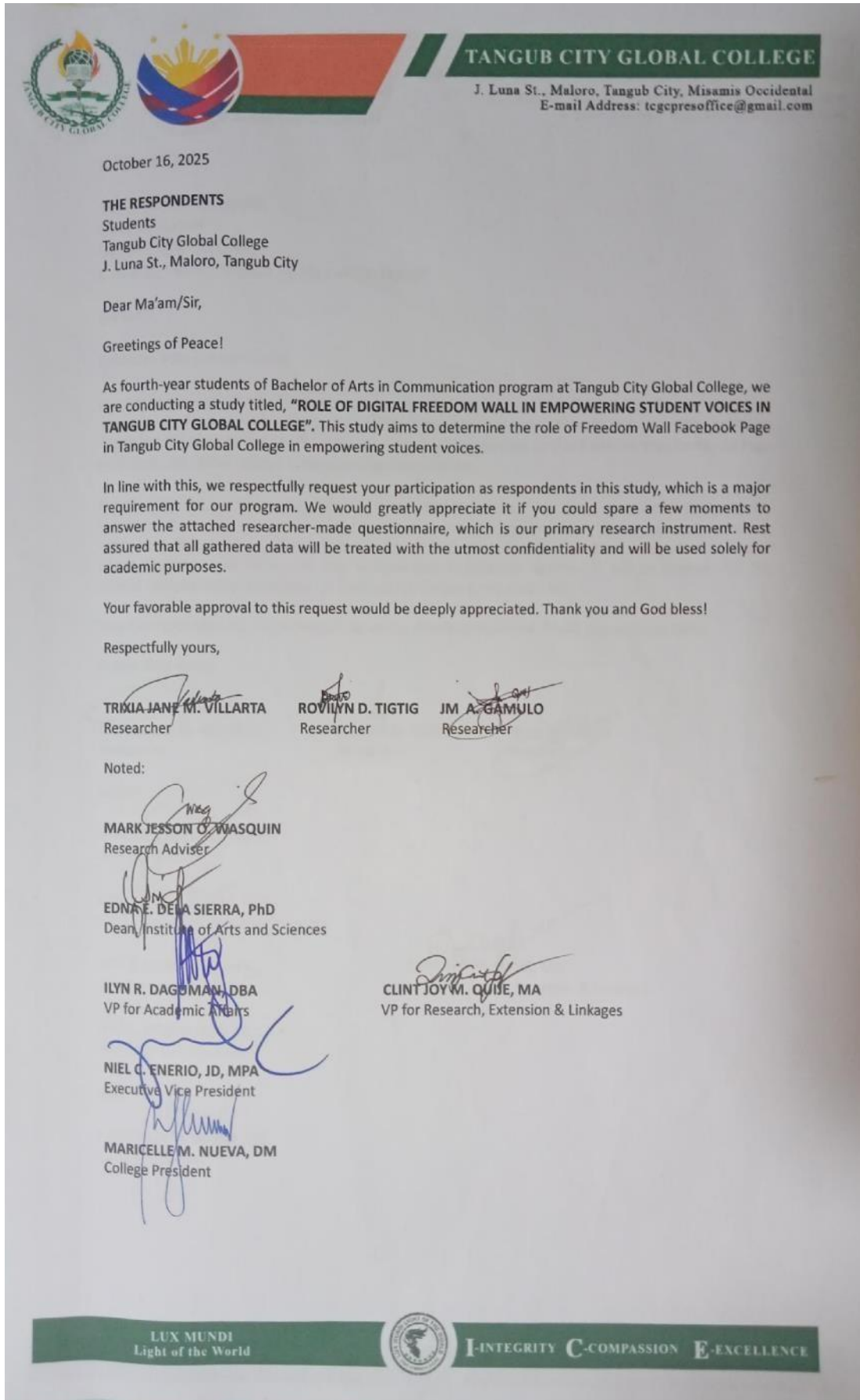
  
**MARICELLE M. NUEVA, DM**  
College President



**LUX MUNDI**  
Light of the World

 **I-TEGRITY C-COMPASSION E-CELLENCE**

## Appendix C

### Letter to the Respondents



  **TANGUB CITY GLOBAL COLLEGE**  
J. Luna St., Maloro, Tangub City, Misamis Occidental  
E-mail Address: tcgcpresoffice@gmail.com

October 16, 2025

**THE RESPONDENTS**  
Students  
Tangub City Global College  
J. Luna St., Maloro, Tangub City

Dear Ma'am/Sir,


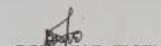

Greetings of Peace!

As fourth-year students of Bachelor of Arts in Communication program at Tangub City Global College, we are conducting a study titled, **"ROLE OF DIGITAL FREEDOM WALL IN EMPOWERING STUDENT VOICES IN TANGUB CITY GLOBAL COLLEGE"**. This study aims to determine the role of Freedom Wall Facebook Page in Tangub City Global College in empowering student voices.

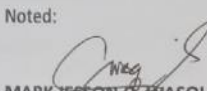
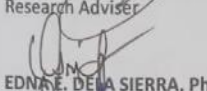
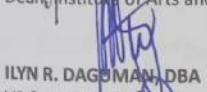
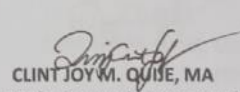
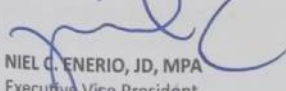
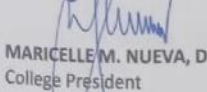
In line with this, we respectfully request your participation as respondents in this study, which is a major requirement for our program. We would greatly appreciate it if you could spare a few moments to answer the attached researcher-made questionnaire, which is our primary research instrument. Rest assured that all gathered data will be treated with the utmost confidentiality and will be used solely for academic purposes.

Your favorable approval to this request would be deeply appreciated. Thank you and God bless!


Respectfully yours,

 <b>TRIXIA JANE M. VILLARTA</b> Researcher	 <b>ROVILYN D. TIGTIG</b> Researcher	 <b>JM A. GAMULO</b> Researcher
---	---	--

Noted:

 <b>MARK JESSON C. MASQUIN</b> Research Adviser	
 <b>EDNA E. DE LA SIERRA, PhD</b> Dean, Institute of Arts and Sciences	
 <b>ILYN R. DAGOMAN, DBA</b> VP for Academic Affairs	 <b>CLINT JOY M. QUIJE, MA</b> VP for Research, Extension & Linkages
 <b>NIEL G. ENERIO, JD, MPA</b> Executive Vice President	
 <b>MARICELLE M. NUEVA, DM</b> College President	



**LUX MUNDI**  
Light of the World



**I-INTegrity C-COMPASSION E-EXCELLENCE**

**Appendix D**

**Validation of Questionnaire**

**TANGUB CITY GLOBAL COLLEGE**  
 J. Luna ST., Maloro, Tangub City, Misamis Occidenta  
 E-mail Address:redo@gadtc.edu.ph

**Validated Questionnaire**  
**VALIDATION SHEET FOR RESEARCH INSTRUMENT**

Validator: RENCELLE C. ABAYAN  
 Highest Educational Attainment: PHD VOCABULARY  
 Number of Year in Teaching: 1 YEAR  
 No. Of years of industry Experience: 2 YEAR  
 Name of the Tool/Instrument: \_\_\_\_\_

To the Validator: Please check the appropriate box for your validation using the points of equivalent below.


Points of Equivalent

Criteria / Indicators	1- Poor			
	1	2	3	4
<b>CLARITY OF DIRECTIONS AND ITEMS</b> The vocabulary level, language structure and conceptual of the questions suit to the level of the respondents. The directions and items are written in clear and understandable manner.			/	
<b>PRESENTATION AND ORGANIZATIONAL OF ITEMS</b> The items are presented and organized in a logical manner.				/
<b>SUSTAINABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitude that are supposed to be measured.			/	
<b>ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of question per area category is represented enough of the entire question for the research.			/	
<b>ATTAINMENT OF PURPOSE</b> The Instrument as a whole fulfills the objective for which it was conducted.				/
<b>OBJECTIVITY</b> Each item requires only one specific answer and it only measure one behavior and no aspect of the questionnaire suggested on the part of the researcher.				/
<b>SCALE AND EVALUATING RATING SYSTEM</b> The scale is adapted appropriate for the items.				/

Decision:  Accept       Reject       Conditional

Validator's Signature Over Printed Name  
RENCELLE C. ABAYAN, PHD

LUX MUNDI  
Light of the World



I-INTEGRITY C-COMPASSION E-EXCELLENCE



**TANGUB CITY GLOBAL COLLEGE**

J. Luna ST., Maloro, Tangub City, Misamis Occidenta  
 E-mail Address:redo@gadtc.edu.ph

**Validated Questionnaire  
 VALIDATION SHEET FOR RESEARCH INSTRUMENT**

Validator: DONNA MAE RICARDORA  
 Highest Educational Attainment: MAED  
 Number of Year in Teaching: 7 YEARS  
 No. Of years of industry Experience: 7 YEARS  
 Name of the Tool/Instrument: Survey Questionnaire

To the Validator: Please check the appropriate box for your validation using the points of equivalent below.

Points of Equivalent

4- Very Good      3- Good      2- Fair      1- Poor

Criteria / Indicators	1	2	3	4
<b>CLARITY OF DIRECTIONS AND ITEMS</b> The vocabulary level, language structure and conceptual of the questions suit to the level of the respondents. The directions and items are written in clear and understandable manner.			/	
<b>PRESENTATION AND ORGANIZATIONAL OF ITEMS</b> The items are presented and organized in a logical manner.			/	
<b>SUSTAINABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitude that are supposed to be measured.		/		
<b>ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of question per area category is represented enough of the entire question for the research.		/		
<b>ATTAINMENT OF PURPOSE</b> The Instrument as a whole fulfills the objective for which it was conducted.			/	
<b>OBJECTIVITY</b> Each item requires only one specific answer and it only measure one behavior and no aspect of the questionnaire suggested on the part of the researcher.			/	
<b>SCALE AND EVALUATING RATING SYSTEM</b> The scale is adapted appropriate for the items.			/	

Decision:     Accept       Reject       Conditional



Validator's Signature Over Printed Name

DONNA MAE RICARDORA

LUX MUNDI  
 Light of the World



I-INTEGRITY C-COMPASSION E-EXCELLENCE

**TANGUB CITY GLOBAL COLLEGE**  
 J. Luna ST., Maloro, Tangub City, Misamis Occidenta  
 E-mail Address:redo@gadtc.edu.ph

**Validated Questionnaire**  
**VALIDATION SHEET FOR RESEARCH INSTRUMENT**

Validator: FLORDELIZA M. GUARZO  
 Highest Educational Attainment: MAEd  
 Number of Year in Teaching: 10 YEARS  
 No. Of years of industry Experience: 10 YEARS  
 Name of the Tool/Instrument: \_\_\_\_\_

To the Validator: Please check the appropriate box for your validation using the points of equivalent below.


Points of Equivalent

Criteria / Indicators	4- Very Good		3- Good		2- Fair		1- Poor	
	1	2	3	4	1	2	3	4
<b>CLARITY OF DIRECTIONS AND ITEMS</b> The vocabulary level, language structure and conceptual of the questions suit to the level of the respondents. The directions and items are written in clear and understandable manner.								✓
<b>PRESENTATION AND ORGANIZATIONAL OF ITEMS</b> The items are presented and organized in a logical manner.								✓
<b>SUSTAINABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitude that are supposed to be measured.								✓
<b>ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of question per area category is represented enough of the entire question for the research.								✓
<b>ATTAINMENT OF PURPOSE</b> The Instrument as a whole fulfills the objective for which it was conducted.								✓
<b>OBJECTIVITY</b> Each item requires only one specific answer and it only measure one behavior and no aspect of the questionnaire suggested on the part of the researcher.								✓
<b>SCALE AND EVALUATING RATING SYSTEM</b> The scale is adapted appropriate for the items.								✓

Decision:  Accept       Reject       Conditional

Validator's Signature Over Printed Name  
FLORDELIZA M. GUARZO, MAEd

LUX MUNDI  
Light of the World



I-**I**NTEGRITY C-**C**OMPASSION E-**E**XCELLENCE

## Appendix E

### Pilot Testing Results

#### Utilization Of The Facebook Freedom Wall In Tcgc

#### Section I. Frequency Of Usage

#### Reliability Statistics

Scale Reliability Analysis	
<b>Cronbach Alpha</b>	No. of Items
<b>(<math>\alpha</math>)</b>	
0.933	10

---

## Section Ii. Anonymity In Communication

### Reliability Statistics

Scale Reliability Analysis	
Cronbach Alpha ( $\alpha$ )	No. of Items
0.946	10

## Empowerment Of Student Voices

### Section I. Self-Expression

### Reliability Statistics

Scale Reliability Analysis	
Cronbach Alpha ( $\alpha$ )	No. of Items
0.948	10

## Section Ii. Inclusivity

### Reliability Statistics

Scale Reliability Analysis	
Cronbach Alpha ( $\alpha$ )	No. of Items
0.875	10

## Section Iii. Emotional Relief

### Reliability Statistics

Scale Reliability Analysis	
Cronbach Alpha ( $\alpha$ )	No. of Items
0.957	10



Respondents 47-92

R47	3 2 3 4 3 3 3 3 4 3	3 3 3 4 4 3 4 4 4 4	4 4 3 4 3 4 4 4 3 3	4 4 4 3 3 3 4 4 4 3	4 3 3 2 3 4 3 4 4 4	3 4 4 4 4 2 3 3 4 4	4 3 2 3 3 3 4 4 4 3
R48	2 3 3 3 3 3 2 3 3	3 2 3 3 4 3 3 3 3 3	3 3 3 4 3 4 3 4 4 4	4 4 3 3 3 4 4 3 3 3	2 2 3 3 4 3 3 4 3 4	4 4 3 4 3 2 2 3 4 4	4 3 2 4 3 3 4 4 4 4
R49	4 3 4 3 2 2 2 3 3	2 3 3 3 2 2 2 3 2 4	1 4 4 4 3 2 2 3 4 4	4 4 2 4 3 4 3 1 2 2	3 4 4 3 3 3 3 4 1 2	3 3 2 3 2 3 4 4 4 3	4 3 3 4 3 4 1 4 3 3
R50	2 4 3 2 4 4 2 4 2 2	4 4 3 2 2 2 4 4 3 3	2 3 4 3 2 2 4 4 3 3	3 3 4 3 2 4 3 2 2 2	4 4 3 3 3 3 3 3 2 2	2 3 4 3 3 3 2 3 3 3	3 3 3 4 3 3 2 3 3 2
R51	2 4 4 4 4 4 2 4 4 4	4 2 3 4 4 4 4 4 4 2	4 2 3 3 4 4 4 3 3 3	3 3 4 4 4 3 4 4 4 4	3 3 3 3 4 4 3 3 4 4	4 4 4 3 3 3 3 3 3 4	3 2 3 3 3 4 4 3 3 4
R52	4 1 3 3 3 2 3 2 2	3 3 3 2 3 2 3 2 1	2 1 3 3 3 2 3 2 4 3 3	3 3 2 2 3 2 3 2 3 2	2 3 3 3 4 4 3 3 2 3	4 3 2 3 4 4 3 2 3 4	3 2 3 2 3 3 2 3 3 4
R53	4 2 3 3 3 3 3 3 3 3	3 3 3 3 3 3 3 3 3 3	3 3 3 3 3 3 3 3 4 4	3 3 3 3 3 3 3 3 3 3	4 3 3 3 3 4 4 3 3 3	3 4 3 4 4 3 4 3 3 4	3 3 3 3 4 4 3 3 3 3
R54	4 3 3 3 3 3 3 4 4 3	3 4 3 3 3 3 3 3 3 3	3 3 4 3 3 3 3 3 4 3	3 3 3 4 3 3 3 3 3 3	4 4 3 3 3 3 4 3 3 3	3 3 3 4 3 2 2 3 3 3	3 3 2 3 4 4 3 3 4 3
R55	2 4 3 4 4 4 4 4 4 4	4 4 3 4 4 4 4 4 4 4	4 2 4 4 4 4 4 4 4 3	4 4 4 3 4 4 3 4 4 4	3 2 4 4 3 3 4 4 4 4	4 2 4 3 3 4 3 3 4 3	4 3 4 4 4 3 4 4 3 4
R56	3 2 4 4 4 4 4 4 4 4	4 4 2 4 4 4 4 4 4 4	4 4 4 3 4 4 4 4 4 3	3 3 4 3 4 4 4 4 4 4	3 4 3 3 4 3 4 3 4 4	4 1 4 4 4 2 3 3 3 3	3 3 2 3 4 4 4 3 3 4
R57	4 3 3 4 4 4 4 4 4 4	4 3 2 3 4 4 4 4 4 3	4 3 3 3 4 4 4 3 3 3	3 3 4 4 4 4 4 4 4 4	4 3 3 4 4 3 3 3 4 4	4 3 4 4 4 3 3 3 3 3	3 3 3 3 3 3 4 3 3 4
R58	2 2 2 3 2 3 3 3 3 3	3 3 3 2 3 3 3 3 3 3	3 3 3 3 3 3 3 3 3 3	3 3 3 3 3 4 4 3 3 3	4 4 3 3 4 3 4 3 3 3	3 3 3 4 2 3 3 2 3 3	3 2 3 3 4 4 3 3 3 3
R59	2 4 2 2 3 3 4 2 3	3 3 3 2 3 3 3 3 3 2	2 2 3 3 3 2 3 3 3 2	3 3 3 3 3 4 3 2 2 3	4 4 3 2 3 4 3 2 2 2	2 2 3 3 2 4 3 2 3 4	3 4 4 3 3 2 3 3 2 2
R60	4 3 2 3 3 3 3 3 3 3	3 3 3 3 3 3 3 3 3 3	3 3 3 3 3 3 3 3 4 3	3 3 3 3 3 3 3 3 3 3	3 3 3 1 3 3 4 3 3 3	3 4 3 4 2 4 4 3 3 3	3 2 4 4 4 3 3 3 4 3
R61	4 3 2 3 3 3 3 4 3 3	3 4 3 3 3 3 3 3 3 3	3 3 3 4 3 3 3 4 4 3	4 4 3 3 3 3 3 3 3 3	2 4 4 3 3 3 3 3 3 3	3 3 3 4 3 4 2 3 4 3	4 3 4 3 3 4 3 4 4 3
R62	1 2 2 4 3 3 3 4 3 4	3 4 3 3 4 4 4 3 4 2	3 2 4 4 4 4 4 4 3 2	4 4 4 3 4 4 4 3 4 3	3 3 4 3 3 3 3 4 3 4	4 3 4 3 4 3 2 3 4 3	4 3 3 4 3 4 3 3 4 4
R63	2 2 3 3 3 3 4 3 4 3	3 3 2 2 4 4 3 4 4 2	4 2 3 3 3 4 4 3 3 2	3 3 4 3 3 4 4 4 4 4	3 4 3 2 3 3 4 3 4 4	4 2 4 1 4 3 2 3 3 3	3 4 3 4 4 3 4 3 3 4
R64	3 4 3 3 3 3 2 3 3 3	3 3 4 4 3 2 3 3 3 4	3 4 3 3 3 3 3 3 3 3	3 3 3 3 3 3 3 3 3 2	4 3 3 4 4 3 4 3 3 3	3 3 3 3 2 3 3 3 3 3	3 4 3 3 4 3 3 3 4 3
R65	4 4 3 3 4 4 3 3 3 3	4 3 2 4 3 4 3 3 3 2	3 2 3 4 3 3 4 3 3 3	4 4 4 3 3 1 4 3 3 4	4 3 4 3 3 4 3 4 3 3	3 3 4 3 2 3 3 2 4 4	4 4 3 1 3 3 3 4 4 3
R66	3 1 4 3 3 4 3 3 4 3	3 3 3 4 4 3 4 4 4 3	4 3 3 4 4 4 4 3 3 3	4 4 4 4 4 3 3 4 3 3	3 4 4 3 4 3 4 4 4 4	4 2 4 3 1 4 3 4 4 4	4 3 4 3 3 4 4 4 3 4
R67	4 1 3 4 4 4 4 3 4 3	4 4 3 3 4 4 4 4 4 3	4 3 4 3 3 4 4 4 3 3	3 3 4 3 3 3 4 4 4 4	3 4 3 2 3 3 3 3 4 4	4 2 4 2 3 3 3 2 3 3	3 3 3 3 3 4 4 3 4 4
R68	4 2 3 3 3 3 3 3 4 3	4 3 4 4 2 3 3 4 3 4	3 4 3 4 4 2 3 4 4 3	4 4 3 3 4 3 3 2 4 4	4 3 4 3 3 3 4 4 3 2	2 4 3 2 3 3 4 3 4 3	4 3 3 3 4 4 3 4 3 2
R69	4 1 4 4 4 4 3 3 3 3	3 4 4 4 2 4 4 2 3 4	3 4 2 3 3 2 4 3 3 2	3 3 4 3 3 2 4 3 3 2	4 3 3 3 3 4 4 3 3 2	2 2 4 4 2 3 2 3 3 4	3 3 2 4 3 3 3 3 2 2
R70	2 3 3 3 4 3 3 2 4 2	4 3 4 4 3 3 4 4 3 4	4 4 3 3 3 3 4 4 3 4	4 3 4 3 3 2 3 4 3 4	2 3 4 2 3 4 4 4 4 3	2 3 4 3 3 4 3 4 4 4	4 4 4 2 4 3 4 3 4 2
R71	4 4 3 4 3 2 2 4 3 1	3 2 3 3 2 2 3 3 4 3	3 3 3 4 1 4 3 3 4 2	3 4 3 3 3 4 4 3 4 3	2 4 3 2 3 3 3 3 3 4	3 3 3 4 2 3 2 4 4 3	2 3 3 3 3 3 4 3 3 3
R72	2 4 4 3 1 1 1 2 1 3	4 2 3 3 2 1 1 4 4 3	1 3 3 4 3 2 1 4 4 3	3 4 1 3 3 3 4 3 3 2	2 4 3 4 4 4 3 3 1 2	4 4 1 4 4 3 1 4 3 3	2 3 3 3 3 1 3 3 4 4
R73	3 4 3 3 3 3 3 3 3 3	3 4 3 3 3 3 3 3 4 3	3 3 3 4 3 3 3 3 3 3	3 4 3 3 3 4 4 3 3 4	3 4 3 2 3 3 3 3 3 3	4 4 3 2 2 4 4 3 3 4	4 3 4 4 3 3 3 3 4 4
R74	2 3 4 3 3 3 3 3 2	3 4 3 3 3 3 3 3 3 3	3 3 2 3 2 3 3 4 4 4	3 3 3 4 3 4 4 4 4 3	4 3 3 3 3 3 4 4 4 3	2 4 3 2 2 3 4 3 4 4	3 4 4 3 3 4 4 4 4 2
R75	4 3 4 3 4 4 2 4 4 4	4 3 4 3 4 2 3 3 3 3	4 3 4 3 2 4 3 3 3 4	3 3 3 2 2 2 3 3 4 4	4 3 3 3 4 3 3 2 4 4	2 3 3 4 3 4 3 3 3 3	4 3 3 1 3 3 3 4 3 2
R76	1 3 2 2 2 2 4 4 4 3	4 3 3 4 2 2 3 3 4 4	4 4 4 3 2 2 2 4 3 4	3 3 2 3 2 2 4 4 2 3	2 3 3 4 4 3 4 4 3 2	1 3 2 3 4 3 3 3 3 4	3 3 2 3 4 3 3 4 4 1
R77	2 2 3 2 2 3 4 4 3	3 4 3 3 3 3 2 3 4 2	4 2 4 3 4 3 2 3 4 3	3 3 2 4 3 4 3 3 3 3	2 3 3 4 4 3 3 4 3 3	3 3 2 3 4 3 4 4 3 3	2 4 3 3 3 4 4 4 3 3
R78	3 2 4 3 3 4 3 3 1 2	3 4 3 4 2 3 4 3 4 4	3 4 3 3 3 2 4 3 4 3	3 3 4 4 3 3 3 3 2 3	1 3 3 4 4 3 3 4 3 2	3 3 4 3 2 3 3 3 3 4	4 3 3 3 3 3 3 3 3 3
R79	4 4 3 3 3 2 2 3 3 3	3 4 4 4 2 4 3 3 3 3	3 3 4 2 4 4 3 4 4 3	4 2 3 4 3 3 1 4 3 3	3 4 4 3 3 4 3 4 4 4	2 3 3 3 3 3 2 3 4 4	4 1 3 3 3 1 4 2 2 2
R80	2 1 3 4 1 4 3 3 3 3	4 3 3 3 2 3 4 2 4 4	3 4 4 3 3 2 4 4 3 3	3 3 4 4 3 3 3 4 3 3	3 3 3 3 3 3 3 3 3 2	3 4 4 4 3 3 3 3 4 3	2 3 3 4 3 3 3 3 3 3
R81	2 2 3 3 3 3 3 3 2	4 2 4 3 3 3 4 4 4 3	4 4 4 3 3 3 4 3 3 4	3 3 4 3 2 4 2 3 3 3	2 4 3 3 3 3 3 4 3 3	2 2 4 4 2 3 1 2 4 4	3 3 2 4 3 4 3 3 3 2
R82	3 4 4 3 2 2 2 4 2 2	4 3 3 4 3 2 2 4 3 3	4 3 3 3 2 3 2 3 3 3	3 3 2 3 4 4 2 2 3 3	3 4 3 3 3 3 4 3 4 3	4 4 2 3 2 2 4 3 3 3	3 2 4 3 4 3 3 4 4 4
R83	3 4 4 4 4 2 2 3 3 4	3 3 3 3 4 2 2 4 3 4	3 4 2 3 4 4 2 3 3 3	3 3 2 4 4 3 2 3 4 2	2 4 3 3 3 4 4 4 4 4	2 3 2 2 2 2 3 3 4 4	4 3 4 3 3 2 4 3 2 2
R84	3 3 4 4 4 4 3 3 2	3 3 4 3 4 4 4 3 3 3	4 3 3 3 2 4 4 4 3 3	3 3 4 3 3 3 2 4 2 4	4 3 3 4 3 3 3 3 3 4	2 4 4 3 4 3 4 4 3 3	4 2 4 3 3 4 2 3 4 2
R85	3 4 3 3 3 2 2 3 3 3	3 2 4 3 1 2 3 4 3 1	3 4 3 4 3 1 3 4 2 4	3 4 3 4 3 2 3 4 1 3	2 3 3 2 3 3 3 3 3 1	4 4 3 3 3 3 1 3 4 3	4 4 3 3 3 4 4 3 4 4
R86	3 2 3 3 3 3 3 4 4 3	3 4 3 3 2 3 3 4 3 3	4 3 3 4 3 2 3 4 3 3	3 4 3 4 3 3 3 3 2 3	2 4 3 4 3 3 4 4 3 2	4 3 3 4 3 3 2 3 4 4	3 3 4 4 4 3 3 3 3 4
R87	2 4 4 3 3 3 3 3 4	3 3 3 3 3 3 3 4 3 3	3 3 4 4 3 3 3 4 3 3	2 3 3 4 3 3 4 3 3 3	4 3 4 3 2 3 4 4 4 3	4 4 3 4 4 3 2 2 3 4	3 3 4 4 4 4 4 4 1 4
R88	3 3 4 4 4 4 4 4 3 4	4 3 3 4 4 4 4 3 3 2	3 4 3 3 4 4 4 3 3 3	2 3 3 4 4 4 2 3 3 4	4 3 2 4 2 3 3 3 4 4	2 3 4 3 3 3 4 4 4 3	3 4 4 3 3 4 4 4 3 2
R89	3 1 4 4 4 4 4 3 3 4	3 2 4 4 2 4 4 2 3 3	4 4 4 3 3 2 4 3 3 3	3 3 4 3 4 4 4 3 2 3	4 3 3 3 4 4 4 3 4 2	3 4 4 3 1 2 3 3 3 3	3 3 3 3 4 4 2 4 3 3
R90	4 4 3 4 4 4 2 4 3 3	3 4 3 3 3 4 4 3 2 2	4 3 3 4 2 3 4 3 3 4	3 4 4 3 3 2 2 3 2 2	2 3 3 4 3 4 3 3 3 3	4 3 4 4 3 4 4 3 4 3	4 2 2 3 3 4 2 3 3 4
R91	4 4 2 3 3 3 3 3 3	3 2 4 4 2 3 3 3 2 4	3 3 3 4 2 3 3 3 4 4	4 4 3 4 3 3 3 4 2 4	3 3 4 3 3 3 3 4 3 2	2 3 3 4 3 2 4 4 3 4	4 4 3 3 4 4 3 3 2 2
R92	2 2 2 3 2 3 3 3 3 3	3 3 4 3 4 3 2 3 3 3	3 3 3 4 3 4 2 4 4 3	4 4 2 3 3 4 3 2 4 2	4 3 4 2 3 4 4 4 3 4	2 4 2 2 3 3 4 3 3 4	3 4 3 3 4 3 3 3 2 2

Respondents 93-138

R93	4 2 3 3 3 3 3 3 3 3	3 3 3 4 3 3 3 4 3 3	3 4 4 3 3 3 3 3 3 3	4 3 3 4 3 4 4 3 3 3	2 3 4 1 3 3 4 4 3 3	4 4 3 2 2 3 4 2 4 4	4 3 3 3 3 3 3 3 3 4
R94	4 2 3 3 3 3 3 4 4 3	4 4 3 3 3 3 3 3 3 4	4 4 3 2 3 3 3 3 3 3	3 2 3 3 4 2 4 3 3 3	2 3 3 3 2 4 4 3 3 3	4 3 3 2 2 4 3 4 4 3	4 3 4 3 4 3 3 3 3 4
R95	4 2 4 3 4 4 3 2 4 4	4 4 3 3 2 3 4 4 3 3	4 4 3 3 2 2 4 3 3 4	3 3 4 4 4 2 4 4 2 4	4 2 3 3 4 3 3 3 4 2	3 3 4 4 4 4 4 4 4 3	4 4 3 4 3 3 4 4 4 3
R96	3 2 2 3 3 4 2 4 2	3 4 4 4 2 4 4 3 3 2	4 3 3 3 4 2 4 3 4 3	4 3 4 4 3 3 3 4 2 4	4 2 4 2 2 3 3 3 3 2	3 3 4 2 3 4 3 3 3 3	3 4 4 4 2 3 4 3 3 4
R97	2 3 4 3 3 3 2 3 4 3	3 3 4 4 4 3 3 3 2 4	3 3 3 4 4 3 3 3 4 4	3 3 3 3 4 4 3 3 4 4	3 3 3 3 4 4 3 3 3 4	3 4 3 3 4 4 3 3 3 3	4 4 3 4 1 3 4 3 1 4
R98	4 3 4 4 4 4 2 3 3	4 2 4 3 4 4 3 3 4 4	3 3 3 3 4 4 3 4 4 4	4 3 3 4 4 2 3 2 4 3	4 3 4 3 4 3 3 3 4 3	3 4 3 3 4 3 4 4 3 4	4 3 3 4 3 3 3 3 2 3
R99	1 3 3 4 4 4 3 4 3 4	4 3 3 3 4 4 4 2 3 3	3 3 4 3 3 4 4 4 3 3	4 3 4 3 3 4 4 3 3 3	4 3 4 3 4 3 4 3 3 3	3 4 4 4 2 3 3 4 4 4	3 2 3 3 3 2 3 4 1 3
R100	4 3 4 3 4 3 3 3 3 4	3 3 4 3 3 4 4 3 3 3	3 3 4 3 4 3 4 3 2 3	3 3 4 4 3 3 4 3 3 3	3 3 3 2 4 3 3 3 3 4	3 3 4 4 2 3 4 4 4 3	1 3 4 4 2 3 3 3 2 3
R101	3 4 4 4 3 3 4 2 4 3	4 4 4 4 3 4 2 3 3 4	3 4 3 4 4 4 2 3 3 3	4 4 2 3 4 4 3 3 4 3	1 3 4 3 4 3 3 4 4 4	3 3 2 4 4 4 4 3 3 3	3 3 3 3 3 3 3 4 3 3
R102	4 1 4 3 4 3 2 3 4 3	3 3 4 4 3 3 2 3 4 4	4 3 4 4 3 3 2 3 4 4	3 3 2 2 4 2 3 3 3 4	3 2 3 3 3 4 3 3 4 4	3 3 2 3 3 3 3 3 3 3	3 4 3 4 3 3 4 4 3 3
R103	2 2 2 4 3 3 3 3 4 3	3 3 4 4 3 3 4 3 4 4	3 3 3 3 3 3 4 3 4 4	4 3 1 3 3 3 2 3 3 3	3 4 4 3 3 4 3 3 3 4	4 3 3 3 3 3 3 3 3 3	3 4 3 3 3 3 4 3 4 2
R104	3 3 4 3 3 3 2 3 4 3	4 3 4 3 2 3 4 3 4 3	4 3 4 3 2 3 4 3 4 3	4 3 4 3 1 2 4 4 3 3	3 2 4 3 3 4 3 3 3 4	4 3 4 3 3 3 3 3 3 3	2 3 3 3 2 3 3 3 4 2
R105	2 4 4 3 3 3 3 3 4 3	3 4 3 3 4 4 2 4 3 2	4 3 3 3 3 3 2 4 3 3	3 3 2 3 3 4 4 3 3 3	2 3 4 4 3 3 4 3 4 3	3 4 2 3 4 4 4 4 3 4	2 3 3 4 4 3 3 4 4 4
R106	3 4 3 3 3 3 3 3 3 3	4 3 4 3 3 3 3 4 3 3	3 3 3 2 3 3 3 3 4 4	4 2 3 2 3 2 4 3 3 4	2 3 3 3 4 3 4 3 4 4	3 3 3 3 4 3 4 4 4 4	4 4 4 4 4 3 4 4 3 3
R107	4 4 3 3 3 3 3 4 3 3	3 3 4 4 3 3 3 3 3 3	4 4 4 3 3 2 3 3 4 4	4 4 4 3 3 2 3 3 4 4	4 4 3 3 3 3 3 3 3 4	3 3 3 4 4 4 4 3 3 3	3 4 4 3 3 4 4 3 2 4
R108	4 3 4 3 3 2 2 4 3 3	2 4 3 3 3 4 4 4 3 4	3 4 4 3 4 3 4 3 4 4	4 3 4 3 2 3 4 4 3 4	4 3 3 3 4 3 3 3 3 4	3 3 4 2 2 4 3 3 4 3	4 2 3 3 2 2 4 3 4 3
R109	4 3 4 2 2 2 3 4 3 3	2 3 3 4 3 4 2 3 4 4	4 3 3 3 3 3 2 3 3 4	3 3 2 3 2 3 3 2 3 4	4 4 3 3 3 4 3 2 3 3	3 3 2 4 2 3 3 4 4 4	4 2 4 3 3 2 3 3 2 2
R110	2 2 3 3 3 3 3 3 2 3	4 3 3 3 3 3 3 4 3 3	3 3 3 3 4 3 3 4 3 4	2 3 3 2 4 4 4 4 4 3	4 3 4 3 4 3 4 4 2 3	3 3 3 3 3 1 3 4 3 4	2 2 3 4 4 3 3 4 3 2
R111	3 3 2 3 4 3 3 2 3 3	4 1 3 3 3 3 2 3 3 3	3 4 3 2 3 3 2 3 3 3	3 2 2 3 3 4 4 3 4 4	2 3 4 3 4 4 3 3 4 3	4 4 2 3 3 3 2 3 3 3	2 3 4 4 2 3 4 4 4 4
R112	4 2 2 1 3 3 4 3 3 3	3 3 4 3 3 4 4 3 3 4	4 4 4 4 3 3 4 4 2 4	3 4 4 4 3 4 4 3 4 3	2 3 3 2 3 3 4 3 3 4	2 4 4 3 4 3 3 2 3 4	4 4 3 4 4 3 2 3 3 3
R113	1 3 3 3 4 3 3 3 2	3 3 3 3 3 4 2 4 4 4	4 3 3 4 3 2 2 3 3 4	3 4 2 2 4 3 3 3 3 4	4 3 4 4 4 3 3 4 3 3	3 3 2 3 4 3 4 2 4 3	3 4 3 3 3 3 4 3 3 3
R114	2 2 3 3 3 3 2 4 2 2	4 3 4 3 2 4 3 4 3 2	3 4 3 3 4 4 3 3 3 3	4 3 3 2 2 4 4			

Respondents 139-184

R139	3 3 4 3 3 2 3 3 4 3	3 4 3 4 4 4 4 4 3 4	3 3 4 4 4 2 4 3 3 4	4 3 3 3 3 4 3 3 3 3	3 4 3 3 3 4 4 3 3 3	3 2 4 3 4 3 3 4 3 3	3 3 3 3 4 4 4 3 3 4
R140	2 4 3 3 3 4 2 3 3 2	4 3 3 4 3 3 3 3 4 4	3 3 2 4 3 3 3 3 4 4	3 4 3 4 4 2 4 4 3 4	3 4 2 3 3 3 3 3 3 2	3 3 3 2 4 3 3 4 3 3	2 4 3 2 3 3 2 4 3 2
R141	3 1 3 3 3 3 3 3 3 3	3 4 3 3 3 4 4 4 4 4	3 3 3 4 4 3 4 4 4 3	3 3 3 4 2 4 3 3 2 3	4 4 3 4 4 2 3 4 3 3	4 3 3 1 3 4 4 3 3 3	2 3 4 3 3 2 3 4 3 3
R142	4 2 2 2 3 3 3 2 4 3	4 3 3 4 3 3 3 3 3 4	3 4 3 3 4 4 3 2 3 3	1 4 4 3 3 3 4 4 2 3	3 3 3 4 4 4 3 3 2 3	3 3 3 3 3 3 3 1 4 3	4 4 4 3 3 3 3 4 3 3
R143	4 3 4 3 2 2 4 4 3 3	3 4 3 3 3 4 2 3 3 3	3 3 4 4 4 3 4 4 3 3	3 4 3 3 2 4 3 3 3 4	4 3 4 3 3 3 2 2 3	2 3 3 3 3 1 4 3 3 3	2 3 3 3 3 4 3 4 4
R144	1 4 3 3 3 3 4 4 4 4	3 3 2 4 2 4 3 3 3 4	4 4 4 4 4 4 4 3 3 4	3 3 3 3 4 4 3 3 3 3	3 4 4 4 4 3 3 2 4 3	3 3 3 2 4 3 4 3 3 3	3 3 4 4 4 4 3 3 4
R145	1 4 3 4 3 3 3 3 3 2	4 4 4 4 3 2 4 3 2 3	3 4 4 3 4 3 3 4 4 4	2 2 3 3 2 3 4 4 4 4	2 3 3 4 3 2 4 4 3 3	4 3 4 4 2 3 3 3 3 4	3 4 3 3 3 4 4 3 3 1
R146	2 4 4 3 3 2 3 3 2 2	4 4 2 3 3 3 1 4 4 4	3 3 3 3 3 4 1 4 2 3	2 1 3 4 4 4 4 4 4 4	2 4 3 4 3 4 4 4 4 4	4 3 3 3 4 3 4 2 3 3	4 4 4 4 4 4 3 3 3 2
R147	3 3 4 3 3 2 3 3 3 3	3 3 3 4 3 3 3 3 3 4	3 4 3 3 4 4 3 3 2 4	2 3 3 3 3 3 3 3 2 3	4 4 4 3 3 3 3 3 4 4	4 4 4 3 3 3 3 2 4 3	4 3 4 4 3 3 3 3 3 3
R148	1 4 4 2 2 4 4 3 3 2	3 1 3 4 3 3 3 3 4 4	3 3 3 3 4 3 3 4 3 3	4 3 4 4 4 4 3 3 2 4	4 3 4 3 3 3 3 2 4	4 3 3 2 4 4 3 4 3 3	4 4 3 3 3 4 4 3 4
R149	1 3 4 4 4 2 3 4 4 4	3 3 4 3 3 3 3 4 3 3	3 4 3 4 3 4 3 3 4 3	3 2 4 3 3 3 3 3 4 3	3 4 2 3 4 3 4 4 2 3	4 4 3 3 4 3 4 3 2 3	3 3 3 3 4 4 3 3 4 2
R150	2 4 3 3 4 3 3 4 4 3	4 3 4 3 3 3 2 3 3 4	4 3 4 3 3 3 2 4 2 4	4 4 3 3 4 3 4 4 3 4	3 3 2 3 4 4 4 4 4 4	3 3 3 3 3 3 4 4 2 2	2 3 3 4 3 4 4 3 4 3
R151	3 2 4 3 3 3 3 4 4 2	4 3 4 3 2 4 2 2 4 4	4 4 3 4 3 4 2 3 3 3	3 3 3 4 4 4 4 4 3 3	4 3 3 3 3 3 4 3 3	4 2 3 2 4 3 4 4 4 3	3 4 4 3 3 4 3 3 2
R152	3 3 4 3 4 4 4 3 4 2	4 2 3 4 4 4 4 4 3 4	3 4 3 3 4 4 3 3 3 3	3 3 4 3 3 4 4 4 3 4	4 3 3 2 4 3 4 3 3 4	4 1 3 2 3 3 3 2 4 2	3 4 2 3 3 4 3 3 3 4
R153	3 3 3 4 3 4 4 3 3 3	3 2 3 4 2 3 3 4 3 3	3 3 3 3 4 3 4 4 3 3	2 2 4 4 3 3 3 3 4 4	3 3 3 2 4 3 3 2 3 4	3 3 3 4 4 3 3 2 3 2	3 4 1 1 3 3 3 3 4 3
R154	3 3 3 4 4 4 4 3 4 2	3 4 3 4 3 4 4 3 3 3	4 1 4 4 3 4 4 4 2 4	4 3 3 4 3 3 3 3 4 3	3 4 3 4 4 3 4 3 4 4	3 3 3 2 3 3 3 4 3 4	3 3 3 4 4 3 4 4 3
R155	2 3 2 4 4 3 3 4 3 3	4 3 3 3 3 4 3 4 3 3	4 3 4 3 4 3 4 3 3 3	2 3 4 3 4 3 3 3 4 1	2 3 3 3 3 3 4 3 4 3	3 2 3 3 3 2 3 3 3 4	3 3 4 3 4 4 3 4 3 2
R156	2 4 4 3 3 4 3 4 4 3	3 4 4 3 4 4 4 4 4 4	3 3 3 3 3 1 4 3 2 4	3 3 3 4 4 3 3 3 3 3	3 3 3 4 4 3 3 3 4 3	3 4 4 3 3 4 3 4 3 3	3 4 4 2 4 3 3 4 3 2
R157	2 2 4 2 3 3 3 3 3 4	4 2 3 2 4 3 3 4 3 3	4 3 3 4 3 3 3 3 4 4	3 2 3 3 4 4 3 3 2 3	3 3 3 3 2 4 3 3 3	4 3 3 4 4 3 4 3 4 3	3 4 2 3 4 3 3 3 4
R158	4 3 3 3 3 3 3 4 3 4	3 3 3 4 4 3 4 4 3 4	3 2 3 3 4 3 3 4 2 3	4 4 3 4 4 4 4 4 3 3	3 3 2 2 3 3 3 2 3	3 3 3 4 3 3 3 3 4 4	4 4 2 2 3 3 3 4 2 4
R159	4 2 4 3 3 3 4 3 4 4	3 2 3 3 3 4 4 3 3 3	3 2 3 3 3 3 4 4 3 4	4 2 3 3 3 3 3 3 3 2	3 3 2 4 3 3 3 3 3 3	4 2 3 4 3 4 4 4 2 4	3 3 3 4 3 4 2 4 2 4
R160	2 4 3 3 3 4 4 4 4 3	4 3 4 3 3 4 4 2 4 3	4 4 3 3 3 2 3 4 3 3	3 3 4 3 1 3 3 3 4 2	3 3 3 4 3 3 3 3 3 3	3 3 3 3 3 3 4 4 3 4	4 3 4 3 4 3 4 3 4 3
R161	3 2 4 3 3 2 3 3 3 2	4 2 4 2 3 3 4 3 4 4	3 3 3 3 2 3 3 3 4	2 3 3 4 4 3 3 3 3 4	3 3 3 2 3 4 4 4 4 3	3 4 3 3 4 2 3 3 3 3	3 3 3 4 3 2 4 3 3
R162	4 3 3 3 3 4 3 3 3 3	3 4 3 4 3 3 4 3 4 3	3 4 4 3 4 4 3 3 4 3	3 4 4 4 3 3 4 3 3 3	3 3 3 3 3 4 3 4 3 3	4 4 3 3 4 4 2 3 3 3	2 3 3 3 4 3 3 4 4
R163	2 4 4 3 3 4 3 4 3 3	3 3 2 2 4 3 3 4 3 3	4 2 4 3 4 3 3 3 4	3 4 3 3 3 3 4 3 3 3	4 3 3 3 2 3 4 3 4	3 3 3 4 4 4 3 3 3 3	1 3 4 3 4 4 3 3 3 3
R164	3 1 3 3 4 3 4 4 4 4	3 3 1 3 3 4 4 4 2 3	4 3 3 3 4 4 4 3 3 4	3 4 3 3 2 4 3 3 4 4	3 3 3 4 3 3 4 3 3 3	3 4 4 3 3 4 4 3 3 3	3 3 4 2 3 3 4 4 2 4
R165	2 1 4 4 4 4 3 3 4 3	4 4 3 3 3 4 4 3 3 4	3 4 3 3 3 2 3 3 3 3	3 3 3 3 2 3 4 4 3 4	4 4 2 4 2 3 4 2 4 3	3 4 2 3 4 4 4 4 3 3	3 3 3 4 4 3 4 3 4 3
R166	1 1 4 4 3 3 4 3 4 3	3 3 3 4 3 4 3 3 3 4	4 4 4 4 4 3 4 3 1	2 3 4 3 4 4 3 3 2 3	3 3 4 2 4 4 1 4 3	4 4 3 2 3 4 4 3 3 3	2 4 3 2 3 3 4 4 4 3
R167	2 2 3 4 3 3 3 3 3 3	4 2 2 4 4 3 3 4 3 3	3 3 3 3 3 3 3 3 3 3	4 3 3 4 4 4 3 3 2 4	2 2 2 3 3 4 3 3 2 4	4 3 3 4 3 4 4 3 4 4	4 4 3 3 4 3 3 2 4
R168	3 1 3 3 3 3 2 4 3 3	4 4 4 4 4 3 3 4 4 3	4 4 3 3 3 4 3 3 3 3	4 3 3 3 4 4 3 3 3 3	1 3 3 3 4 4 3 3 3 3	3 2 4 3 3 3 4 3 3 4	3 4 4 3 4 4 3 4 3 4
R169	2 2 4 3 4 3 3 4 3 3	3 4 3 3 2 4 3 2 3 4	3 3 3 3 3 3 3 3 3 3	4 3 3 3 2 3 2 3 4 4	4 3 3 3 3 3 2 3 3	3 3 4 4 4 4 3 4 4 3	3 2 4 4 4 4 3 3 3 3
R170	3 4 2 3 4 3 3 4 3 3	3 3 3 2 3 3 4 2 4 4	3 4 3 4 3 3 3 3 4 2	3 4 3 4 3 3 2 2 2 4	3 4 4 3 3 3 4 4 3	3 3 4 3 3 4 3 3 3 3	2 3 4 4 3 3 3 3 4 3
R171	2 4 3 3 3 3 3 3 3 3	3 3 2 3 3 4 3 2 4 4	4 4 4 3 4 4 3 3 2 2	4 2 3 3 4 3 3 2 3 4	2 4 4 4 3 4 3 2 4	4 3 3 4 3 3 2 2 4	3 3 3 3 3 4 4 4 3 3
R172	3 4 2 3 3 2 4 3 4 2	4 4 3 3 4 3 4 3 4 4	4 3 4 3 4 3 3 4 3 4	4 4 4 3 3 4 3 3 4	4 4 4 4 2 3 4 3 3 3	4 4 3 3 3 3 2 1 3	3 3 3 2 3 3 4 4 4
R173	2 3 3 2 2 3 2 3 3 3	4 4 3 4 4 3 3 4 3 3	3 4 4 3 3 4 2 4 3 3	4 3 4 4 3 4 3 3 4 4	3 4 3 4 4 4 2 3 3	3 3 4 2 3 3 3 3 3 3	3 4 3 4 3 3 3 3 4
R174	3 2 4 2 3 2 3 3 3 3	4 4 2 3 4 4 3 4 4 4	3 4 4 2 3 2 3 3 4 4	3 4 3 4 3 4 3 4 2 3	3 3 3 4 2 4 4 3 4 3	4 4 3 1 4 3 3 3 3 3	3 3 3 3 4 3 3 3 4
R175	2 3 3 4 3 3 3 3 3 3	3 3 2 3 3 4 4 2 3 4	3 3 3 2 3 2 3 3 4 2	2 3 4 3 4 3 3 3 3 3	2 4 3 4 3 3 3 2 3	4 3 4 3 4 4 3 3 2 2 3	3 4 3 3 4 4 4 3 3 3
R176	3 3 4 4 3 4 2 4 3 3	4 2 4 3 3 3 2 3 3 3	4 3 3 3 2 3 4 4 3	3 3 3 2 4 4 2 2 3	3 4 3 4 3 4 2 3 3 4	4 3 4 3 3 3 3 3 4	3 4 3 3 3 3 4 3 3
R177	4 4 4 3 2 3 4 3 3 2	4 3 2 4 4 3 3 1 1 3	4 3 4 3 3 4 3 4 3 3	3 3 4 4 4 4 4 3 4 3	3 3 4 3 4 3 3 2 4	3 3 3 2 4 4 4 3 3 4	2 3 3 2 3 3 4 4 4 3
R178	4 4 4 4 4 2 3 3 4 4	4 3 3 3 3 3 3 3 3 3	4 3 4 4 4 4 3 3 3 3	3 3 4 3 4 3 3 2 3	3 3 3 4 4 3 3 4 4 4	4 4 4 4 4 3 3 4 3 4	4 3 4 4 3 3 3 3 4 3
R179	2 4 4 3 3 3 2 3 4 4	4 4 3 3 4 4 4 3 3 3	3 3 3 4 3 3 4 4 4	4 3 3 3 4 3 2 3 3 3	3 3 3 4 4 3 3 4 2 3	3 3 3 3 4 3 3 4 2 3	2 4 4 4 3 3 2 3 3 3
R180	3 3 3 2 3 4 2 4 3 3	4 4 4 4 4 3 4 2 2 4	3 3 4 4 4 3 2 3 3 3	3 3 4 4 4 4 3 4 3 3	4 3 3 3 4 4 3 3 3	3 3 4 3 4 3 3 3 3 3	3 3 3 4 3 3 3 4 4
R181	2 2 4 3 4 2 4 4 3 3	3 3 4 3 3 4 4 3 2 3	3 3 3 4 4 4 3 4 3	4 3 4 3 4 4 3 4 3	4 4 1 3 3 3 4 3 3	4 3 4 2 4 3 3 3 3 3	3 3 4 3 4 4 3 4 3
R182	2 3 4 4 3 3 2 3 4 3	4 3 4 3 4 4 4 2 2 4	3 3 4 3 4 4 2 3 4 3	3 4 3 3 4 3 3 3 3 4	4 3 3 3 3 4 4 4 3 4	4 3 3 3 3 3 3 3 3 4	4 3 3 4 3 4 3 2 4 3
R183	4 3 4 2 4 3 3 3 4 3	4 4 3 1 3 3 2 4 4 3	3 4 3 4 3 4 3 3 3 3	3 4 3 4 3 1 3 4 4 3	3 4 3 3 3 4 4 4 4 4	4 3 3 3 3 3 4 3 4	4 3 4 4 3 3 4 4 3 3
R184	4 3 2 3 3 4 3 4 3 3	3 4 3 3 4 3 3 2 3 3	4 3 3 4 3 3 4 4 3	3 3 3 4 3 3 4 4 3	3 3 3 4 3 3 4 3 3	3 4 3 4 3 3 2 4 3	4 3 4 4 3 3 4 2 3 3

Respondents 186-230

R186	4 4 2 4 3 4 4 3 3 3	3 2 3 3 4 4 3 4 3 3	3 3 4 4 3 3 4 4 4 2	3 4 4 4 3 3 3 3 4 3	3 4 3 2 3 3 4 3 4 3	3 3 4 4 4 3 2 3 3 3	3 4 4 2 3 4 3 4 3 4
R187	3 2 2 4 3 3 4 3 4 2	3 2 3 3 4 4 3 4 3 3	3 3 3 3 1 3 4 3 3 3	3 3 4 4 2 4 4 4 3 3	3 3 3 4 3 2 3 3 4 4	4 4 3 3 2 3 3 4 3 4	3 3 4 3 3 3 2 3 1 4
R188	3 3 4 4 3 3 3 3 4 3	4 3 4 2 3 3 4 4 2 3	3 3 3 4 3 3 3 3 4 3	3 3 3 4 2 3 4 4 3	4 3 3 4 2 3 4 3 3	4 3 3 3 3 3 4 3 3	3 4 3 3 4 4 4 4 3 3
R189	4 4 3 3 4 4 2 4 3 3	3 4 2 4 1 3 4 2 4 4	3 3 3 3 3 3 3 3 4 3	3 3 4 4 4 4 3 3 3 3	3 3 3 4 4 1 4 3 3 3	3 4 4 4 3 4 4 3 3 3	4 3 3 3 3 3 3 3 3 3
R190	3 2 3 3 2 3 3 4 4 3	4 4 4 4 3 4 4 3 2 4	4 3 4 3 2 3 3 4 3 4	3 3 4 3 3 3 3 2 4 4	3 4 3 4 3 4 3 4 4 4	4 3 4 3 4 4 4 4 3 4	3 4 3 4 4 3 2 4 3 4
R191	2 3 3 4 3 4 3 3 3 3	3 2 3 3 4 4 4 4 3 3	4 4 4 3 2 3 3 3 1 3	4 4 3 4 3 4 2 4 2 4	4 4 2 3 3 3 3 4 4	3 3 3 4 4 3 4 3 2 4	3 3 3 3 4 2 3 2 4
R192	4 3 3 3 4 4 4 3 4 2	3 2 4 4 3 4 3 2 3 4	3 2 4 3 2 3 4 3 3 2	4 3 3 4 4 1 4 3 3 3	3 4 2 2 3 3 2 3 3 3	4 4 4 4 4 3 3 3 3 4	3 3 3 4 2 4 4 3 2 3
R193	4 4 2 4 3 3 3 3 3 4	4 1 3 4 2 4 3 2 4 2	3 3 3 4 4 4 3 3 3 3	3 4 3 3 4 2 3 2 1 3	4 3 3 4 3 4 2 3 4 3	3 4 4 3 3 4 3 3 3 3	4 4 3 3 2 4 2 4 4 4
R194	4 4 3 4 4 3 3 4 3 4	3 3 4 4 2 4 4 4 4 3	4 3 3 4 3 3 3 3 3 3	4 3 4 4 4 2 3 3 2 4	3 4 3 3 4 4 2 4 3 3	3 3 4 3 4 4 3 3 3 3	4 4 3 3 4 3 3 4 3 3
R195	2 4 3 3 3 3 3 3 4 3	3 3 3 4 4 4 4 4 3 4	4 4 3 4 4 4 3 3 2 3	3 3 2 4 4 2 3 3 3 4	4 3 3 3 4 4 4 4 3 4	4 3 3 4 4 3 3 4 4 4	2 3 3 3 4 3 3 3 4 3
R196	2 4 4 4 2 3 3 4 4 3	3 2 2 4 3 4 4 2 2 3	3 4 3 3 3 3 4 4 2 4	4 3 4 3 3 3 4 4 3 4	4 3 4 3 3 3 3 4 4	4 3 4 3 3 4 4 4 3 4	3 3 4 3 3 4 3 4 4
R197	3 4 3 3 3 4 3 4 3 3	4 3 1 3 4 4 3 2 3 3	4 4 3 3 2 3 4 4 4 4	3 4 3 3 3 3 4 2 3	3 3 4 4 2 4 4 4 3 4	3 3 4 4 3 3 4 3 2 4	3 3 3 3 3 4 3 2 3
R198	4 3 4 4 4 3 4 3 4 4	4 2 3 4 4 3 2 4 3 3	3 3 4 3 2 1 4 3 3 3	3 4 4 3 3 3 3 4 2 3	3 4 2 4 3 3 3 3 3 3	3 3 4 4 3 2 3 4 3	4 3 3 3 4 3 4 4 2 3
R199	1 4 2 3 2 4 3 3 3 3	4 4 4 3 4 3 3 4 3 4	4 3 3 3 4 3 3 4 4 4	4 3 4 4 3 4 2 3 4 4	3 3 3 4 3 3 4 4 3	3 3 3 3 4 4 4 3 4 3	4 3 3 3 4 2 3 4 4 4
R200	3 3 3 4 3 1 2 3 4 3	3 2 2 3 3 3 3 4 3 4	4 4 3 3 2 3 4 3 4 4	4 4 3 4 4 4 3 3 3 3	3 3 3 3 3 2 3 4 3	4 4 4 4 4 4 4 4 3 3	4 3 3 3 4 3 2 4 3 4
R201	3 2 3 3 3 3 3 4 4 4	3 2 4 3 3 3 3 3 2 4	3 3 4 4 3 2 4 4 4 4	3 3 4 4 3 4 3 3 4 4	4 4 4 2 3 3 4 3 3 3	4 4 4 4 3 4 3 4 3 3	4 3 3 3 3 3 3 3 3 3
R202	1 4 4 3 4 3 3 4 3 3	3 4 3 3 3 3 3 2 4 3	4 4 4 3 4 3 3 3 3 3	3 4 3 3 3 4 3 3 2 4	4 3 4 3 3 2 4 4 3	4 4 3 3 3 3 3 4 3 3	3 3 3 4 2 3 3 3 4 4
R203	2 4 3 1 4 3 3 3 1 3	3 4 3 3 4 3 3 4 4 3	4 4 4 3 4 3 4 3 4 4	3 3 4 3 4 2 4 4 4 4	4 4 4 3 4 3 4 3 4	3 3 3 3 3 4 3 3 4	4 3 3 4 3 3 4 3 4 3
R204	4 3 3 3 4 2 3 3 3 3	3 4 2 4 3 4 3 4 4 4	3 3 4 3 4 3 3 4 3 4	4 3 3 3 4 3 4 4 3 3	3 3 3 4 3 4 3 3 4 3	3 3 4 3 4 3 4 3 4 3	3 3 4 3 3 3 3 3 4 4
R205	3 3 4 3 3 3 2 3 3 3	3 2 3 3 3 3 3 2 3 4	3 3 2 3 2 4 4 3 3 3	3 4 3 4 4 3 4 3 3 3	4 2 3 4 3 4 3 3 3	3 3 3 4 4 4 3 3 3 4	4 3 2 4 3 4 3 3 4 3
R206	2 4 3 3 3 3 4 3 3 2	4 3 4 4 3 3 3 3 4 4	3 3 3 2 3 3 3 3 4	4 4 4 3 2 4 4 4 4 3	4 2 3 3 3 4 3 3 3	3 4 4 4 4 3 3 3 4	4 3 3 3 4 3 4 3 3 3
R207	4 3 3 3 4 3 4 4 3 3	4 4 4 3 3 4 3 3 4 3	3 4 4 4 3 3 4 4 3 3	4 3 4 4 4 4 3 4 4 4	3 4 4 3 3 3 3 4 4 4		

Respondents 231-276

R231	3 4 4 4 4 3 1 4 4 4	3 3 3 3 4 3 3 4 4 3	4 4 2 4 3 3 3 2 4 3	3 4 4 3 2 3 4 4 4 2	3 2 4 3 3 4 3 3 4 4	4 4 4 3 4 3 3 3 3 3	3 3 3 3 3 4 4 3 4 4
R232	4 4 3 3 2 2 3 4 3 3	3 4 3 3 3 3 4 4 3 3	4 2 4 4 3 3 3 3 4 3	3 3 3 4 3 3 4 3 4 4	4 4 4 3 4 4 4 4 3 4	4 4 3 3 3 4 3 4 4 3	3 3 3 3 4 4 3 3 3 3
R233	4 4 3 4 3 3 3 3 2 3	3 3 4 3 3 3 4 4 3 3	3 3 4 3 3 3 3 3 3 3	3 4 3 3 3 3 4 2 4 2	4 3 3 3 4 4 3 4 4 3	3 3 4 3 3 3 4 3 3 3	3 3 4 4 4 3 3 3 3 4
R234	3 2 4 3 3 3 2 3 3 3	4 3 4 2 3 4 4 4 4 3	4 3 3 4 3 2 4 4 4 3	3 3 4 4 3 4 3 3 4 3	3 3 3 3 2 3 3 3 3 4	3 4 3 3 4 4 3 3 3 3	3 3 4 3 3 4 3 3 3 3
R235	4 2 2 2 4 3 3 3 3 4	4 3 4 2 4 4 4 2 4 3	3 4 3 3 3 2 3 4 3 4	3 4 4 3 3 3 4 3 4 2	4 2 4 3 2 3 3 3 4 3	3 4 4 3 4 4 3 3 3 1 4	4 3 3 4 4 4 3 3 3 4
R236	3 1 3 1 4 4 2 3 4 3	4 4 3 4 4 3 2 2 3 4	3 4 4 4 2 2 4 4 4 3	3 4 4 4 4 3 3 4 3 4	3 3 3 3 1 3 3 3 4 4	3 4 3 4 3 3 4 3 3 3	4 3 3 4 3 4 3 3 4 4
R237	4 3 3 3 4 2 4 3 3 3	3 4 2 3 4 3 3 4 3 3	3 4 4 3 4 3 4 3 4 3	4 3 3 4 2 3 4 4 2 2	4 3 4 3 3 3 4 3 3 3	3 3 3 3 4 4 3 4 3 3	3 4 3 4 3 3 4 3 4 3
R238	3 4 4 3 3 2 3 4 3 4	3 4 3 4 3 3 4 3 3 4	3 3 4 3 3 3 4 3 3 3	4 4 3 3 3 3 4 3 4 3	3 3 3 3 3 3 4 4 4 3	3 4 4 3 3 4 3 4 2 3	3 4 4 4 3 4 2 2 4 4
R239	1 4 3 4 3 3 3 3 3 3	3 4 3 4 3 3 3 3 4 3	4 3 3 4 4 3 4 4 4 4	4 3 4 1 2 3 4 3 4 3	3 3 3 4 2 4 4 4 3 4	3 3 4 3 3 3 3 2 3 3	4 4 4 4 3 4 3 3 3 3
R240	4 4 3 2 3 2 4 3 3 4	3 2 4 2 3 4 3 3 4 2	3 4 2 4 3 3 3 4 4 4	4 3 4 3 1 4 4 4 3 3	4 4 3 3 3 4 3 3 3 4	4 3 3 4 3 4 3 4 2 4	4 4 4 4 3 4 3 3 3 4
R241	4 3 4 2 3 4 3 3 3 3	3 3 4 2 3 3 4 4 4 1	3 3 3 4 4 3 4 3 3 3	2 4 4 3 4 4 3 3 3 3	4 4 3 3 2 4 4 3 3 3	4 3 3 4 3 3 4 4 3 3	3 3 3 4 4 3 3 4 3 3
R242	4 3 3 4 4 3 2 3 3 3	4 4 3 4 3 3 4 4 3 3	3 4 3 3 3 2 4 4 3 3	3 4 3 3 4 3 4 2 4 3	3 3 3 3 4 3 3 3 4 3	4 4 3 4 4 3 3 4 3 3	3 4 3 3 3 3 4 4 4 3
R243	3 4 3 2 4 2 4 3 3 4	3 3 3 3 4 3 4 4 3 3	3 4 3 3 3 3 3 3 3 3	3 3 3 2 4 3 3 2 4 4	3 4 3 3 2 4 4 3 4 3	3 4 3 3 3 4 3 3 4 3	3 4 3 3 3 3 3 4 4 4
R244	3 4 4 4 3 2 4 4 2 4	4 3 4 3 3 4 4 3 3 2	3 3 3 4 4 2 3 4 3 3	4 3 3 2 3 4 4 3 4 2	3 4 2 3 2 3 3 3 3 3	3 3 4 4 4 3 4 3 3 3	3 3 4 3 3 2 3 3 3 4
R245	3 4 4 3 4 4 3 4 3 3	4 3 4 3 3 3 2 3 3 4	3 4 3 4 4 1 3 3 4 3	4 3 3 4 4 4 3 4 3 2	4 4 3 3 4 4 3 3 3 4	3 4 3 3 3 3 3 3 3 3	4 3 3 4 4 4 3 3 4 3
R246	4 3 3 2 4 2 3 3 3 3	3 4 2 4 3 3 3 3 4 3	2 3 3 4 3 4 3 4 3 3	4 4 3 3 3 3 2 2 2 2	4 3 4 3 4 3 4 3 4 3	3 4 3 3 3 3 4 4 2 3	4 4 4 3 4 3 4 4 3 3
R247	4 2 4 2 3 3 3 3 3 3	4 4 2 4 3 4 4 3 3 3	3 3 4 4 3 3 4 4 4 3	3 4 4 4 2 4 4 3 3 3	4 4 3 3 4 3 4 4 4 3	3 4 3 3 3 3 4 4 4 2	3 3 3 3 4 3 4 3 4 3
R248	4 4 3 4 3 3 4 4 4 4	4 4 2 4 3 4 4 3 3 2	3 3 4 4 3 4 4 3 3 3	3 4 3 2 3 3 4 3 3 3	3 4 4 4 2 4 3 4 3 3	3 3 3 3 4 4 4 4 2 3	4 4 3 3 4 4 4 3 4 4
R249	3 2 4 2 3 4 4 4 2 4	4 3 3 4 3 4 4 4 4 3	3 4 3 3 4 3 4 4 4 3	3 3 3 4 1 3 3 4 4 3	3 3 3 4 3 4 3 4 4 3	3 4 3 3 3 4 3 3 3 3	4 3 3 4 3 4 4 3 4 4
R250	3 4 3 3 3 4 3 3 4 4	4 3 4 2 4 4 3 3 4 3	4 3 4 3 3 4 3 3 3 3	3 3 3 4 4 4 3 2 4 3	3 2 2 4 4 3 3 4 3 3	4 4 4 3 3 4 3 3 3 3	4 3 4 4 3 3 4 3 4 3
R251	2 3 2 3 3 4 2 4 4 3	4 4 4 3 3 3 2 3 3 3	3 3 3 4 4 3 3 4 4 4	4 3 3 3 2 3 3 3 3 4	3 2 3 4 2 3 4 4 4 4	3 4 4 4 3 3 3 4 4 4	3 3 4 4 3 4 3 4 4 3
R252	4 3 2 4 3 3 3 3 3 3	3 4 2 3 3 4 3 4 4 3	2 4 2 4 3 2 3 3 3 3	4 3 3 4 3 4 2 3 2 2	3 4 4 3 2 3 3 3 4 4	3 3 3 3 3 3 4 4 3 3	3 3 3 3 4 4 3 3 3 3
R253	3 3 3 4 3 2 3 2 3 3	4 4 2 4 4 3 4 4 3 4	3 3 1 4 4 3 4 3 3 3	3 3 4 3 1 4 4 4 4 3	4 3 2 3 4 3 3 4 4 3	3 3 3 3 3 3 3 4 3 2	3 3 4 3 4 3 4 3 3 4
R254	1 4 4 4 3 3 4 3 4 3	4 3 1 4 4 2 4 2 3 4	4 4 4 3 1 4 4 3 3 3	4 4 4 4 2 4 4 2 4 2	3 4 3 3 4 4 3 4 3 3	3 3 4 2 4 3 3 4 2 3	3 3 4 3 4 3 3 4 3 2
R255	2 4 2 3 2 3 4 3 4 3	3 2 3 3 2 3 2 3 3 3	4 3 3 2 3 4 3 4 3 4	4 3 3 2 3 3 3 2 1 1	3 3 3 4 3 3 3 3 3 4	3 3 4 3 4 3 3 3 3 4	3 2 4 3 3 4 3 3 4 4
R256	2 4 3 3 2 4 3 3 4 4	3 4 3 3 4 4 4 4 3 4	4 2 2 3 4 2 4 3 3 3	4 3 3 4 3 4 3 3 2 4	3 2 4 4 4 3 3 3 4 4	3 4 3 3 3 3 4 4 3 4	3 3 3 4 3 4 3 4 3 3
R257	2 4 3 3 3 4 4 4 3 3	3 4 2 4 3 4 3 4 3 4	4 2 4 3 3 4 3 3 4 3	3 4 4 3 3 3 3 2 4 3	3 4 4 3 4 3 4 3 3 3	3 3 4 3 4 3 4 4 3 4	3 4 4 3 4 4 3 3 4 4
R258	3 3 4 3 3 3 4 2 3 3	3 3 3 4 4 3 4 3 3 4	4 4 3 4 4 1 4 3 2 4	4 4 4 4 4 4 3 4 3 4	3 4 4 3 3 3 3 4 4	3 3 3 3 3 4 3 3 3 4	3 3 3 3 4 3 4 2 3 4
R259	3 2 3 4 3 3 4 2 4 3	4 3 2 2 4 3 4 3 3 3	3 4 4 3 2 3 4 3 3 3	4 4 4 4 4 3 3 3 4 3	3 2 3 4 1 3 4 4 4 3	4 4 3 2 4 4 4 4 2 3	3 4 3 4 3 3 2 3 3 3
R260	3 3 4 4 3 3 4 3 3 3	3 3 4 4 3 4 3 3 3 4	4 3 2 3 4 2 3 4 3 4	3 4 4 3 3 3 4 4 4 4	4 3 3 3 4 3 3 3 3 3	4 4 4 4 4 3 4 4 3 4	4 3 3 4 3 4 4 3 4 4
R261	4 3 4 3 3 3 2 3 3 3	4 3 2 4 4 4 4 3 4 4	4 3 3 3 4 3 4 4 4 3	1 4 3 4 3 4 3 3 2 3	4 3 4 3 3 4 3 3 4 4	3 3 3 4 3 4 4 3 4 3	3 2 4 4 3 3 3 4 3 3
R262	4 3 3 4 2 3 3 4 3 4	3 4 2 4 3 4 4 4 3 4	3 4 3 4 3 3 4 4 4 4	3 3 3 3 4 4 3 4 2 2	4 4 4 4 3 3 3 3 4 3	4 4 3 4 4 4 3 4 4 4	3 3 4 3 4 3 3 3 3 4
R263	4 3 3 4 4 3 3 3 3 3	3 4 3 3 3 3 3 3 3 3	3 4 3 4 1 4 3 3 4 4	3 4 4 4 4 3 3 4 1 3	3 4 4 4 2 3 3 3 3 3	3 4 4 3 4 4 4 4 3 4	3 4 3 3 4 3 4 3 4 3
R264	2 4 4 3 2 2 4 4 3 3	4 3 4 4 2 2 3 3 3 3	3 4 3 2 3 4 3 3 3 4	3 4 4 3 4 3 3 3 3 4	3 4 3 3 2 4 3 3 4 3	4 3 4 4 3 3 4 3 4 3	3 2 4 4 2 2 3 4 3 3
R265	4 4 3 3 3 3 3 3 3 3	3 4 4 4 3 3 3 4 3 3	3 3 3 2 3 3 3 3 3 3	2 3 4 3 3 3 3 3 3 4	3 3 3 4 4 4 3 3 3 3	3 3 3 4 4 4 3 4 3 4	3 3 4 3 3 3 4 3 4 4
R266	1 3 4 3 3 3 4 4 3 4	3 3 2 4 3 3 3 2 3 3	4 2 4 2 3 3 4 3 4 3	2 3 3 4 3 4 4 3 2 2	4 3 3 3 3 3 2 3 3 4	3 4 4 4 3 3 3 3 4 3	3 3 4 3 3 4 3 4 3 4
R267	2 3 3 4 3 3 3 3 4 4	3 4 3 4 3 3 3 4 3 4	3 3 2 3 2 4 4 4 3 4	4 3 3 4 4 4 4 4 4 4	4 3 3 4 4 4 3 3 4 4	4 3 3 3 4 4 4 4 3 4	3 4 3 3 3 4 3 3 3 3
R268	3 4 2 3 4 3 4 4 2 3	4 3 4 4 3 3 3 3 3 3	4 3 3 4 2 4 4 3 4 4	3 3 3 3 3 4 3 3 2 1	4 3 3 3 4 3 4 4 4 4	4 4 4 2 4 3 4 4 2 3	4 4 4 3 4 4 2 4 2 3
R269	2 2 2 3 4 2 3 3 2 4	4 4 2 3 3 3 3 3 4 3	3 3 3 4 4 4 3 3 4 4	4 4 3 3 4 3 3 4 4 2	3 4 3 3 2 3 4 3 3 3	3 3 3 3 4 3 3 4 3 3	4 4 4 4 3 3 3 3 3 3
R270	3 4 4 3 3 4 3 3 3 3	4 3 2 4 4 3 3 3 2 4	3 3 4 2 3 3 3 3 2 2	4 3 3 3 4 3 4 4 2 2	3 4 3 4 2 4 4 4 3 3	3 3 3 3 4 4 3 3 3 4	4 3 4 3 4 2 3 3 3 4
R271	2 3 4 3 3 4 3 3 4 2	4 3 4 4 3 3 3 3 4 4	4 3 4 2 3 3 3 3 4 4	2 4 2 4 3 3 4 3 2 3	3 3 3 4 4 3 3 3 3 3	3 3 4 3 3 4 4 3 3 4	4 3 3 3 4 4 3 3 3 4
R272	2 3 3 2 3 3 4 3 3 3	2 4 4 3 3 4 3 2 3 3	3 3 4 1 3 4 3 3 3 1	2 3 3 4 4 3 3 1 4 3	3 4 4 3 3 3 4 2 4 3	4 3 4 4 3 3 3 3 4 3	3 3 3 3 4 4 4 3 3 4
R273	3 3 3 2 3 3 3 3 3 3	3 4 3 3 3 3 3 4 4 4	3 3 3 3 4 3 3 4 4 2	4 3 3 4 3 3 4 3 4 4	3 4 4 3 3 3 3 3 4 3	4 3 3 3 3 3 4 3 3 3	4 3 3 3 4 2 4 3 3 3
R274	3 3 3 4 3 3 3 3 3 3	4 3 4 3 3 4 3 4 4 4	3 4 3 3 4 4 4 4 4 3	3 4 3 3 3 4 3 3 4 4	3 4 3 3 3 3 4 4 4 4	4 4 3 4 4 4 3 3 3 3	3 4 3 3 4 3 3 3 3 3
R275	4 3 4 3 3 3 3 3 2 4	3 3 4 3 3 3 3 3 4 3	4 3 4 2 4 4 3 3 3 2	3 3 3 3 3 3 3 2 3 3	4 3 4 4 4 4 3 2 3 3	3 3 3 3 4 3 3 3 3 4	4 4 4 3 3 3 3 3 2 3
R276	2 4 4 3 3 3 4 4 4 2	3 3 3 4 3 2 3 3 3 3	4 4 3 3 2 3 3 4 3 3	3 3 3 3 4 3 3 2 3 3	4 4 4 4 4 4 3 3 3 3	3 4 4 3 3 4 3 3 3 4	3 3 3 4 4 3 4 3 3 3

Respondents 277-322



R277	3 4 3 3 3 3 4 4 2 2	3 4 1 3 3 1 3 4 3 4	3 3 4 2 4 4 4 4 4 2	4 3 4 3 3 3 2 4 4 4	4 4 4 4 4 3 4 3 3 3	3 3 4 3 4 3 3 4 3 4	3 4 3 3 4 4 4 3 3 3
R278	2 2 3 3 3 3 4 4 3 3	4 4 3 4 4 3 3 4 4 3	3 2 4 4 1 3 3 4 4 2	4 4 4 3 3 3 4 4 2 4	3 3 3 3 3 4 4 4 3 3	3 3 4 4 4 3 3 4 4 3	4 4 4 4 4 4 4 4 3 4
R279	4 1 4 2 3 2 3 3 3 2	4 4 3 3 2 3 4 4 3 4	4 1 3 2 2 3 4 3 3 3	4 4 3 4 3 3 3 2 4 4	3 1 3 3 2 4 3 4 3 3	3 3 3 4 3 3 4 3 3 3	4 4 4 3 3 3 4 3 3 4
R280	2 2 4 4 2 3 3 3 4 4	4 3 3 3 3 2 2 3 4 3	4 3 4 2 3 3 4 4 4 2	3 3 3 3 3 4 4 4 4 3	4 3 4 3 3 4 3 4 3 4	3 3 3 3 3 2 3 3 3 3	3 3 4 4 4 4 4 2 3 4
R281	3 1 3 2 3 3 3 3 4 3	3 3 2 4 3 3 3 2 4 3	4 3 3 4 2 4 3 3 4 4	2 3 3 3 4 4 3 2 4 3	3 3 3 3 3 3 3 3 3 4	4 4 3 3 4 3 3 3 3 3	3 4 4 4 3 4 3 1 2 4
R282	3 3 3 3 3 4 3 3 4 4	3 3 2 3 4 3 3 3 3 3	3 2 3 4 3 3 4 3 4 2	3 2 3 4 3 3 3 3 3 4	3 3 4 3 4 4 3 3 4 3	4 3 3 4 4 4 3 3 3 3	3 3 4 4 4 3 3 3 3 3
R283	3 4 3 3 3 3 3 3 3 4	4 3 4 3 4 3 4 3 4 3	3 4 4 4 2 3 3 4 3 3	3 4 4 3 2 3 3 3 4 3	4 2 4 3 4 4 4 4 3 4	4 4 3 3 4 4 3 4 3 4	3 4 3 4 4 3 3 3 3 4
R284	3 4 4 4 4 2 4 4 3 4	4 3 3 3 4 2 4 4 3 3	4 3 4 2 2 4 4 4 3 2	4 4 4 4 2 4 4 3 4 4	4 2 3 4 3 4 3 3 4 4	3 3 4 4 3 3 4 4 4 4	4 4 3 3 3 3 2 3 3 4
R285	3 4 4 4 3 4 3 3 3 3	4 4 4 4 3 3 4 4 3 3	3 3 3 3 3 3 3 4 3 4	4 3 3 4 4 4 3 4 3 4	4 4 4 3 3 3 3 3 4 3	3 4 4 4 3 3 3 3 4 3	3 4 4 4 4 3 4 4 3 3
R286	4 3 4 4 2 4 4 3 3 3	3 3 4 4 3 3 3 3 4 2	4 2 4 4 2 4 4 3 3 2	3 3 2 2 4 3 3 4 1 3	3 3 4 4 4 3 3 3 4 3	4 4 4 3 4 2 4 3 4 4	3 3 3 3 4 4 3 3 3 3
R287	2 4 3 3 3 3 4 3 4 3	2 3 2 4 4 4 3 3 4 3	4 3 3 2 4 4 3 4 3 4	4 3 3 2 4 3 3 3 4 3	4 4 3 3 4 3 3 3 4 4	3 3 3 4 3 3 4 4 4 4	3 3 4 4 2 2 3 3 3 4
R288	2 1 2 3 4 3 3 3 3 3	4 3 2 4 3 4 4 4 4 4	3 3 4 2 2 2 3 3 3 3	4 4 3 4 3 3 3 4 3 3	4 4 4 3 2 3 3 3 3 3	4 4 3 4 3 4 4 3 4 4	3 4 3 4 3 3 2 3 3 3
R289	2 4 3 3 2 3 3 3 3 3	4 3 2 4 4 4 3 4 2 3	4 4 4 4 3 2 1 3 3 3	4 4 3 4 4 4 3 4 3 3	3 2 3 4 2 4 4 4 4 3	4 3 4 4 4 3 4 2 3 4 3	3 3 3 3 3 3 3 4 4 4
R290	3 2 3 3 3 3 4 3 4 3	4 3 3 3 4 3 2 4 4 4	3 4 3 4 2 4 3 3 3 3	3 4 3 3 4 4 4 4 2 3	4 2 3 3 3 3 4 3 3 3	3 4 3 3 3 3 4 3 4 4	4 4 3 4 4 3 4 4 3 3
R291	3 3 3 4 3 4 4 4 3 3	4 4 3 4 3 3 4 2 1 3	3 4 4 3 4 4 3 2 3 3	2 3 4 4 4 3 3 4 2 4	3 4 4 4 3 3 3 4 3 4	3 4 4 3 4 3 3 4 3 3	4 4 3 4 4 3 4 4 3 3
R292	3 2 3 3 4 3 4 3 4 4	4 4 3 3 4 3 3 2 2 3	3 2 4 4 2 3 3 3 4 4	3 2 4 4 2 3 3 4 4 3	4 3 3 4 2 4 3 3 3 4	3 3 4 4 4 4 4 4 4 3	3 3 3 3 3 3 4 3 3 3
R293	3 4 1 3 4 4 4 3 3 3	3 3 4 3 3 3 3 3 3 3	4 4 3 4 3 3 2 3 3 2	4 4 4 4 4 4 4 3 3 3	4 3 3 4 3 4 4 3 3 3	4 4 4 3 3 4 3 4 3 3	3 3 4 3 3 4 3 4 3 3
R294	4 3 3 3 4 3 3 3 3 3	3 3 4 3 4 3 3 4 2 4	3 1 3 3 3 4 2 3 4 2	2 3 3 3 4 3 3 4 4 4	3 3 3 4 3 3 4 3 4 4	4 3 4 3 4 3 4 3 3 4	4 3 4 3 3 4 3 3 3 3
R295	2 2 3 4 3 2 3 4 3 4	3 4 4 4 3 3 4 4 3 4	3 2 3 1 3 4 4 3 3 2	3 2 3 3 3 3 4 4 4 3	4 4 3 3 3 4 3 3 4 3	3 3 3 4 4 3 3 3 4 4	4 4 3 3 3 3 3 3 3 3
R296	2 3 3 4 3 1 3 3 3 3	3 4 3 4 4 3 4 2 2 3	4 3 3 3 3 4 3 3 3 3	3 4 3 3 3 4 3 4 2 4	4 4 4 3 3 4 4 3 3 3	4 3 4 3 3 4 3 3 3 3	3 3 3 3 4 3 3 4 3 2
R297	2 3 3 4 4 3 3 3 3 2	3 3 2 4 3 3 3 2 2 3	3 2 3 3 3 3 4 4 4 3	4 4 3 3 4 4 3 4 2 3	3 4 4 4 4 3 3 3 3 3	4 3 3 4 3 4 3 4 4 4	4 4 3 3 3 3 3 3 3 3

Respondents 323-366

R323	3 3 2 4 4 3 3 4 4 3 3	4 4 4 2 3 3 4 3 1 4	3 2 3 4 1 3 3 4 4 4	3 3 4 2 3 3 4 4 4 4	3 3 2 3 3 3 4 4 3 3	3 4 4 3 4 3 3 4 3 3	4 4 3 4 4 3 3 4 4 3	4 4 3 3 3 3 3 4 3 3	4 4 3 4 4 3 3 4 4 3
R324	4 4 4 4 4 3 3 4 3 3	3 4 3 3 4 4 3 3 4 4	4 3 3 2 2 4 3 4 3 3	4 3 3 3 3 4 3 3 3 3	4 4 4 3 3 3 4 3 4 4	4 4 3 3 3 3 3 4 3 4	4 4 3 4 4 3 3 3 3 3	4 4 3 4 4 3 3 3 3 3	4 4 3 4 4 3 3 4 4 3
R325	2 4 3 3 4 4 2 3 3 3	3 3 3 3 4 3 4 2 4 3	3 2 4 2 2 3 3 3 3 3	3 3 4 4 3 4 3 3 4 4	4 3 3 3 3 3 3 4 3 4	4 4 3 4 4 3 3 3 3 3	4 4 3 4 4 3 3 3 3 3	4 4 3 4 4 3 3 3 3 3	4 4 3 4 4 3 3 4 4 3
R326	3 4 4 3 3 3 3 3 3 3	2 3 3 4 3 3 3 2 4 4	4 1 3 3 3 3 3 4 3 4	3 3 4 2 3 3 4 3 4 3	4 3 4 4 4 4 3 3 3 3	4 3 3 3 3 2 3 3 3 3	4 3 3 3 3 2 3 3 3 3	4 3 3 3 3 2 3 3 3 3	4 3 3 3 3 2 3 3 3 3
R327	2 4 3 4 4 3 3 3 2 3	4 3 3 4 1 4 4 4 3 3	3 4 3 4 3 4 3 3 3 4	3 3 4 3 4 1 3 3 3 3	3 3 3 4 4 3 4 3 4 4	4 4 3 4 4 2 3 3 3 4	3 4 4 4 4 2 3 3 3 4	3 4 4 4 4 2 3 3 3 4	3 4 4 4 4 2 3 3 3 4
R328	4 3 3 3 3 3 4 4 4 3	2 4 4 4 3 3 3 3 4 3	3 4 3 2 4 4 3 4 4 4	3 3 3 3 3 3 4 4 3 4	4 3 3 4 4 4 3 4 4 4	4 3 3 4 4 4 3 4 4 4	3 3 3 4 4 4 3 4 4 4	3 3 3 4 4 4 3 4 4 4	3 3 3 4 4 4 3 4 4 4
R329	4 3 2 4 4 3 4 4 3 3	3 4 3 3 3 4 3 4 3 3	4 4 3 3 4 3 3 3 3 3	3 3 4 3 3 3 3 3 3 3	3 3 3 4 3 3 3 3 4 4	3 3 4 3 4 4 3 4 3 4	3 4 3 3 3 3 3 3 3 4	3 4 3 3 3 3 3 3 3 4	3 4 3 3 3 3 3 3 3 4
R330	4 2 4 4 3 3 3 4 3 3	3 4 4 3 3 3 4 4 2 3	4 3 3 3 4 3 3 4 4 3	3 4 4 3 3 3 3 4 4 3	3 4 4 3 3 3 2 3 3 3	3 3 4 3 3 4 4 3 3 3	3 3 3 3 4 4 3 4 4 3	3 3 3 3 4 4 3 4 4 3	3 3 3 3 4 4 3 4 4 3
R331	2 4 3 3 3 3 4 3 3 3	4 3 3 4 2 2 4 2 3 4	3 4 3 3 4 3 3 4 3 4	3 3 3 4 3 2 2 4 4 3	4 3 3 4 3 4 3 3 4 3	4 3 3 3 4 4 3 4 3 4	3 3 3 3 4 4 4 4 4 3	3 3 3 3 4 4 4 4 4 3	3 3 3 3 4 4 3 3 3 3
R332	2 4 3 4 4 2 4 3 2 3	4 3 3 3 2 2 3 2 1 3	3 3 2 4 3 4 3 3 3 3	3 3 4 3 3 2 4 4 3 3	4 4 3 3 3 3 4 4 3 4	3 4 4 3 3 3 4 4 4 4	3 4 4 4 3 2 3 3 4 4	2 4 4 3 4 3 3 3 4 4	2 4 4 3 4 3 3 3 4 4
R333	2 4 4 3 4 3 4 3 4 3	3 3 4 4 4 4 3 4 4 4	3 2 3 3 4 3 4 1 3 4	3 3 3 4 4 4 4 4 3 4	3 3 3 3 4 4 4 4 3 4	3 3 3 3 4 4 3 3 4 4	2 4 3 3 3 2 3 3 3 3	3 4 4 3 3 4 4 3 3 3	3 4 4 3 3 4 4 3 3 3
R334	3 4 2 4 3 3 3 3 4 4	2 3 3 4 3 4 3 3 2 3	4 3 3 4 4 3 4 3 4 4	4 3 3 3 3 3 4 3 4 4	4 3 3 3 3 3 4 3 4 4	3 3 4 4 3 3 3 4 3 4	3 3 4 4 3 3 4 3 4 3	3 3 4 4 3 3 4 3 4 3	3 3 4 4 3 3 4 3 4 3
R335	3 4 4 4 3 3 3 3 4 4	3 2 3 3 4 3 4 3 4 3	4 1 3 4 3 3 4 3 3 3	3 3 3 3 4 4 3 4 3 3	3 3 3 3 4 4 3 4 3 3	3 3 4 4 3 4 3 4 3 3	3 3 4 4 3 4 3 4 3 3	3 3 4 4 3 4 3 4 3 3	3 3 4 4 3 4 3 4 3 3
R336	3 4 3 3 3 4 3 4 3 3	3 2 3 4 4 3 4 3 1 3	4 4 4 4 4 3 3 3 3 4	3 3 3 3 4 4 4 3 3 3	4 3 4 3 3 4 4 4 3 3	4 3 4 3 3 4 4 4 3 3	3 3 3 4 3 3 3 4 4 3	3 3 3 4 3 3 3 4 4 3	3 3 4 4 4 1 3 4 3 3
R337	1 3 2 4 4 4 3 4 3 3	3 3 4 3 2 4 4 4 2 4	3 2 3 3 3 3 2 3 3 3	3 3 3 4 3 2 4 4 3 3	4 3 3 3 3 3 4 3 3 3	3 4 3 3 2 3 3 4 3 3	3 4 3 3 2 3 3 4 3 3	3 4 3 3 2 3 3 4 3 3	3 4 3 3 2 3 3 4 3 3
R338	1 3 2 3 4 2 4 4 3 4	3 3 4 3 2 4 4 4 2 3	3 4 2 4 3 3 2 3 3 3	3 4 4 3 2 4 4 4 2 3	4 3 3 3 3 3 4 4 3 4	4 3 3 3 3 3 4 4 3 4	4 3 3 3 3 3 4 4 3 4	4 3 3 3 3 3 4 4 3 4	4 3 3 3 3 3 4 4 3 4
R339	2 2 4 2 3 3 3 3 4 4	2 3 4 4 3 4 4 3 3 3	3 1 3 4 4 4 3 4 3 3	3 2 3 4 3 4 3 3 3 3	3 3 3 3 4 3 3 3 3 3	3 3 3 3 4 3 3 3 3 3	4 4 4 3 3 4 4 4 4 4	4 4 4 3 3 4 4 4 4 4	4 4 4 3 3 4 4 4 4 4
R340	3 3 2 1 3 4 4 4 4 3	4 3 4 4 3 3 4 4 3 3	3 2 3 3 4 3 3 4 3 4	3 3 3 3 3 2 3 4 3 3	3 3 3 3 3 2 3 4 3 3	3 3 3 3 2 4 3 4 3 3	4 3 3 4 3 4 2 4 4 3	4 3 3 4 3 4 2 4 4 3	4 3 3 4 3 4 2 4 4 3
R341	2 2 3 3 3 2 3 4 4 4	4 3 2 3 3 2 3 2 4 3	3 2 3 3 4 3 4 4 4 3	3 3 3 3 4 3 3 3 3 3	3 4 4 3 3 3 3 4 4 4	4 3 4 4 3 3 3 4 4 4	4 3 4 4 3 3 3 4 4 4	4 3 4 4 3 3 3 4 4 4	4 3 4 4 3 3 3 4 4 4
R342	4 3 3 3 3 3 4 3 3 3	4 2 3 3 3 3 3 3 4 3	4 3 4 3 4 3 3 2 3 3	3 4 4 3 4 3 3 3 4 3	3 4 4 3 4 3 3 3 4 3	3 3 4 4 3 4 3 3 4 4	4 3 4 3 3 2 3 3 3 4	3 3 4 4 3 2 3 3 3 4	3 3 4 4 3 2 3 3 3 4
R343	2 1 4 4 3 3 3 3 3 3	3 4 4 4 4 4 3 4 3 4	4 3 4 4 3 3 3 4 4 3	4 3 4 3 4 4 3 3 4 4	4 3 4 3 4 4 3 4 3 3	4 4 4 4 4 4 3 4 4 3	4 3 4 4 4 4 3 4 4 3	4 3 4 4 4 4 3 4 4 3	4 3 4 4 4 4 3 4 4 3
R344	2 2 4 2 3 4 3 3 3 4	4 4 4 4 3 4 3 3 4 4	4 4 4 4 3 3 4 4 3 3	3 4 3 3 4 3 3 2 3 3	4 4 4 3 4 4 3 3 2 3	4 4 4 3 4 4 4 4 3 4	3 3 3 4 4 4 4 4 3 3	3 3 3 4 4 4 4 4 3 3	3 3 3 4 4 4 4 4 3 3
R345	3 4 4 2 3 4 4 3 4 3	4 3 3 4 4 3 3 4 3 3	3 4 3 3 3 3 3 4 4 3	3 3 3 4 3 4 4 4 3 3	3 3 3 4 3 4 4 4 3 3	3 3 3 4 4 3 3 3 3 4	3 4 3 4 4 4 4 4 4 3	3 4 3 4 4 4 4 4 4 3	3 4 3 4 4 4 4 4 4 3
R346	3 4 4 4 3 4 4 3 4 3	4 3 3 3 3 3 3 3 4 4	3 3 3 4 4 4 3 3 3 3	4 3 3 4 3 4 3 4 3 4	3 4 3 4 3 3 4 4 3 4	3 4 4 3 3 3 4 4 4 3	4 4 3 3 3 4 3 3 3 3	4 4 3 3 3 4 3 3 3 3	3 3 4 4 3 3 4 4 4 3
R347	4 3 4 2 3 3 3 3 3 3	3 4 4 2 2 3 3 3 3 3	3 3 3 3 3 3 3 4 3 2	4 4 3 3 4 2 4 3 2 3	3 4 4 3 3 4 4 3 3 3	3 4 4 3 3 4 4 3 3 3	3 3 4 4 3 3 3 3 3 4	3 3 4 4 3 3 3 3 3 4	4 3 4 4 3 3 4 4 3 3
R348	4 4 4 4 2 3 3 3 3 3	2 4 4 2 3 3 3 4 3 4	4 3 4 3 4 4 4 4 4 2	4 3 4 3 4 3 3 4 3 4	3 3 3 3 4 4 3 3 4 4	4 3 4 4 4 3 4 3 4 4	4 3 4 4 4 3 4 3 3 4	4 3 4 4 4 3 4 3 3 4	4 3 4 4 4 3 4 3 3 4
R349	4 3 2 3 4 3 3 3 3 2	3 4 4 4 3 4 4 4 3 3	3 4 4 4 3 3 4 4 4 4	3 4 4 3 3 3 3 3 3 3	3 4 3 3 3 3 3 3 3 3	3 3 4 3 3 4 3 4 3 3	4 3 3 4 4 4 3 4 3 3	4 3 3 4 4 4 3 4 3 3	4 3 3 4 4 4 3 4 3 3
R350	4 3 3 2 4 3 4 2 4 3	3 3 3 4 4 4 3 2 3 3	3 3 3 3 3 3 4 3 3 4	4 3 4 3 4 4 3 4 3 3	4 3 4 3 4 4 3 4 3 3	4 3 4 4 4 3 4 3 3 4	3 3 4 3 3 4 4 4 3 4	3 3 4 3 3 4 4 4 3 4	3 3 3 4 4 3 2 2 4 4
R351	3 3 2 3 4 4 2 3 3 3	3 3 3 3 4 4 3 2 3 4	4 3 4 3 3 3 3 3 3 3	3 3 4 3 3 4 4 3 4 3	3 3 4 3 4 4 3 4 3 3	3 3 3 4 4 4 3 4 3 3	3 3 4 3 3 2 4 4 4 4	3 3 4 3 3 2 4 4 4 4	3 4 3 3 4 3 4 3 3 3
R352	3 4 3 4 4 4 3 3 3 3	4 3 4 3 3 3 3 3 3 4	3 3 3 3 4 3 3 3 3 3	3 3 4 3 4 3 4 4 4 3	4 3 3 3 4 4 3 4 4 3	4 3 3 3 4 4 3 3 3 3	3 2 4 3 3 2 4 4 3 3	4 4 3 4 3 3 3 3 3 3	4 4 3 4 3 3 3 3 3 3
R353	3 4 4 2 3 3 3 3 4 4	3 4 4 4 3 2 4 4 2 3	3 3 4 4 3 3 3 4 4 4	3 3 3 4 3 3 3 4 4 4	3 3 3 4 3 3 3 4 3 3	4 3 3 4 4 4 3 4 3 3	4 3 3 4 4 4 3 4 3 3	4 3 3 4 4 4 3 4 3 3	3 3 4 3 3 3 4 4 4 4
R354	3 2 2 3 2 3 3 3 4 3	4 4 4 4 4 1 4 2 3 3	3 3 3 4 3 3 3 4 4 4	3 4 3 4 3 4 4 4 3 3	3 3 4 3 3 4 4 4 3 3	3 3 4 3 3 3 4 3 3 3	3 3 4 4 4 3 3 3 3 3	3 3 4 4 4 3 3 3 3 3	4 3 3 3 3 3 4 4 4 4
R355	4 3 2 3 3 3 3 3 2 3	3 3 3 4 2 3 3 3 3 3	3 3 3 4 2 3 3 3 3 3	3 4 4 3 4 4 3 3 4 4	3 4 4 3 4 4 3 3 4 3	2 3 4 4 4 4 3 4 4 3	4 3 4 4 4 4 3 4 3 4	4 3 4 4 4 4 3 4 3 4	4 4 4 3 3 3 4 3 4 3
R356	4 2 3 4 4 4 3 3 3 3	3 3 2 3 2 3 3 3 4 4	4 3 4 4 3 3 4 4 3 3	3 3 3 4 4 2 4 3 4 3	3 4 4 4 3 4 3 3 4 4	4 3 4 4 3 3 3 3 4 4	4 3 4 3 3 3 3 3 4 3	4 3 4 3 3 3 3 3 4 3	4 3 4 3 3 3 3 3 4 3
R357	4 4 2 4 2 3 3 2 3 4	3 3 3 2 2 2 3 4 4 4	3 3 4 3 4 3 3 4 4 2	4 4 4 3 3 2 3 3 3 4	3 3 3 3 4 4 4 3 4 3	4 3 3 3 4 4 4 3 4 3	4 3 3 3 3 3 4 3 3 2	3 3 3 3 2 4 4 4 3 3	3 3 3 3 2 4 4 4 3 3
R358	4 1 3 4 3 4 4 4 4 2	4 4 4 3 4 4 3 4 3 4	4 3 3 3 3 4 3 4 4 3	4 4 3 4 3 3 3 4 3 3	3 3 3 4 3 3 3 4 3 3	3 3 3 4 3 3 3 3 3 4	3 4 4 3 3 3 3 3 4 3	3 4 4 3 3 3 3 3 4 3	3 4 3 4 3 3 3 4 4 3
R359	1 2 3 3 4 4 3 2 4 3	3 4 4 3 4 3 3 4 4 3	3 3 3 3 4 4 3 3 3 3	4 4 3 3 3 4 4 3 4 3	3 3 3 4 3 3 4 4 3 3	3 4 4 3 3 3 4 4 3 3	3 4 4 3 3 3 2 4 3 3	4 3 4 3 3 3 2 4 3 3	4 3 4 3 3 3 4 2 3 4
R360	1 3 2 3 4 4 4 3 4 3	3 4 4 3 3 3 3 3 4 4	3 3 3 3 3 3 3 3 2 3	3 3 3 4 2 4 3 4 3 3	2 3 3 3 3 3 4 4 3 3	3 3 4 3 3 3 4 4 3 3	3 3 4 3 3 3 4 4 3 3	3 3 4 3 3 3 4 4 3 3	3 3 4 4 3 4 4 2 4 3
R361	2 3 3 3 4 3 3 4 3 4	3 3 4 3 3 2 4 3 3 2	4 3 4 4 2 4 3 4 3 2	4 4 4 4 3 3 3 3 3 4	4 4 3 4 4 3 3 3 3 4	4 4 3 3 3 4 4 4 4 3	4 3 4 3 4 3 3 4 4 3	4 3 3 3 4 3 3 4 4 3	4 3 3 3 4 3 4 4 3 3
R362	4 3 3 3 4 3 4 4 3 4	3 3 3 3 4 3 3 3 4 4	4 3 4 3 3 3 4 4 3 4	3 4 4 3 4 3 3 3 4 4	4 4 4 3 4 3 3 3 4 4	4 4 4 3 3 4 3 3 4 3	4 4 3 3 4 4 3 4 3 3	4 3 3 2 3 3 4 4 3 3	4 3 3 2 3 3 4 4 3 3
R363	3 4 3 4 3 3 3 4 3 4	3 3 3 3 4 4 3 3 4 3	3 4 4 3 4 4 4 4 3 3	3 4 3 3 4 3 3 3 3 3	4 4 3 3 4 4 3 3 3 3	4 4 3 3 4 4 3 3 3 4	4 3 4 4 4 4 3 3 3 4	4 4 3 4 4 4 3 3 3 4	4 4 3 1 4 4 3 4 3 3
R364	4 4 3 4 3 4 3 4 3 3	4 4 3 3 4 4 3 3 4 3	4 4 3 4 2 3 3 3 3 4	4 4 2 3 2 4 4 3 3 3	3 4 4 3 3 4 3 3 4 3	3 4 4 3 4 3 3 4 3 3	4 2 4 4 3 4 3 3 4 4	3 4 3 4 4 3 3 4 3 4	3 3 4 3 4 4 3 3 4 3
R365	4 4 2 3 4 4 3 3 3 3	4 4 4 4 4 4 3 3 4 3	4 3 3 4 3 3 3 3 3 2	4 3 3 3 3 4 4 3 4 4	4 3 3 3 3 4 4 3 4 4	4 3 3 4 3 3 4 3 3 4	4 2 4 3 3 3 4 4 4 3	3 4 3 3 3 4 4 4 4 3	3 4 3 3 3 4 4 3 4 4
R366	4 4 4 4 3 3 4 3 4 4	3 4 3 3 4 4 3 3 4 4	4 4 3 4 3 4 4 4 3 4	4 4 4 4 3 2 4 4 4 4	4 4 4 4 3 2 4 4 4 4	3 4 4 4 4 3 4 3 3 4	4 4 4 4 3 4 4 4 4 4	4 4 4 4 3 4 4 4 4 4	3 3 4 2 3 3 3 4 4 4

**Appendix G**

**Research's Certificate**

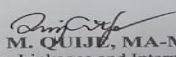
**TANGUB CITY GLOBAL COLLEGE**  
 J. Luna ST., Maloro, Tangub City, Misamis Occidental  
 E-mail Address:redo@gadtc.edu.ph

**CERTIFICATION**


This is to certify that **TRIXIA JANE M. VILLARTA, JM A. GAMULO** and **ROVILYN D. TIGTIG** are bonafide students of Tangub City Global College under the Institute of Arts and Sciences enrolled in the program Arts in AB Communication This is to certify further that they are currently enrolled in Educational Research B.

Their proposed study entitled, **“THE ROLE OF DIGITAL FREEDOM WALL IN EMPOWERING STUDENT VOICES IN TANGUB CITY GLOBAL COLLEGE”** has been accepted by the Panel Members on December 20, 2025. They are likewise granted permission by the Office of the Research, Extension, Linkages and Internationalization, and Institute of Arts and Sciences to gather data to substantiate their research paper.

Issued this 21<sup>st</sup> day of January , 2026, at Tangub City Global College, Tangub City.

  
**CLINT JOY M. QUIJE, MA-MATH**  
 VP for Research, Extension, Linkages and Internationalization

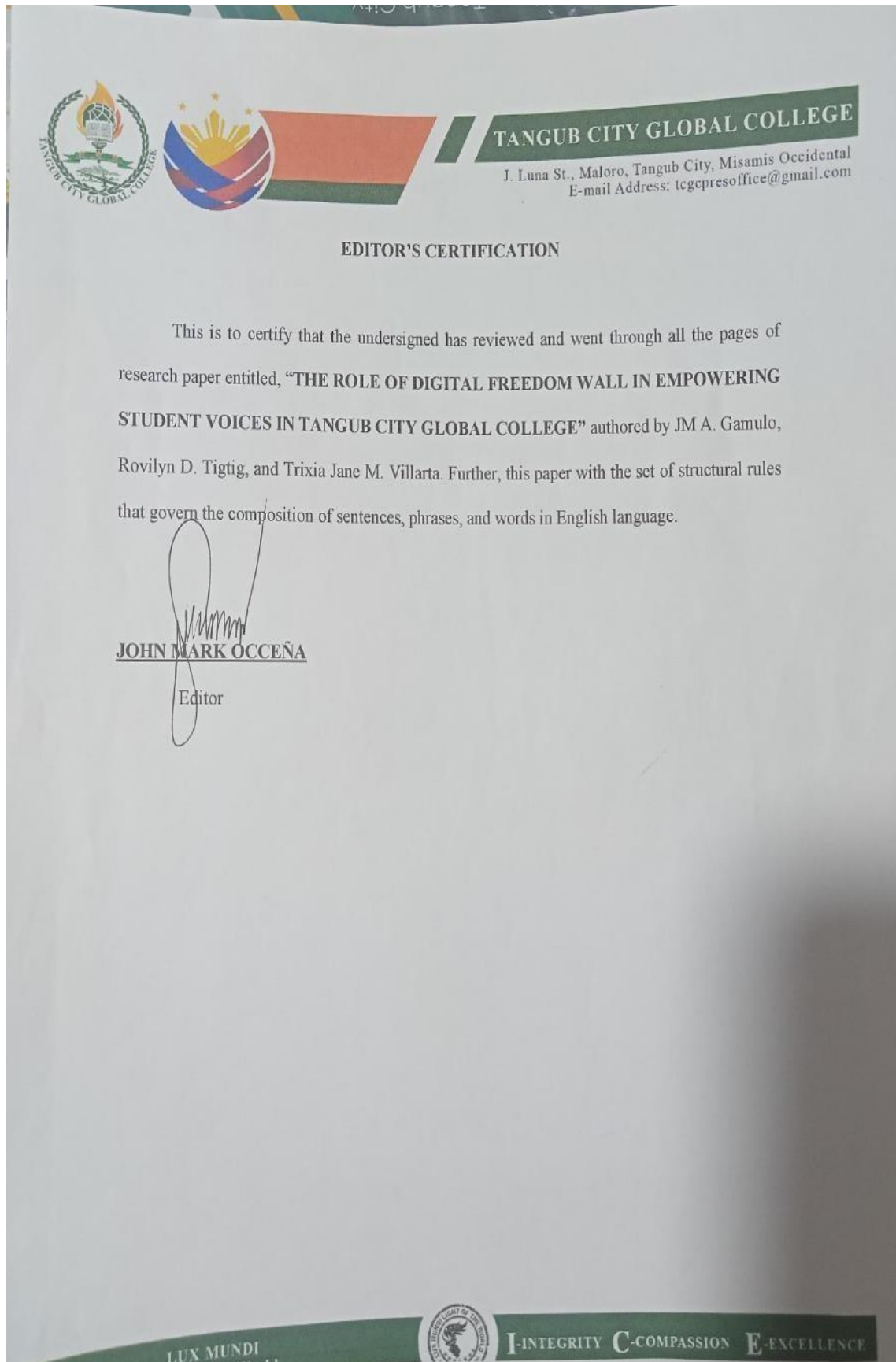
LUX MUNDI  
Light of the World



I-**I**NTEGRITY C-**C**OMPASSION E-**E**XCELLENCE

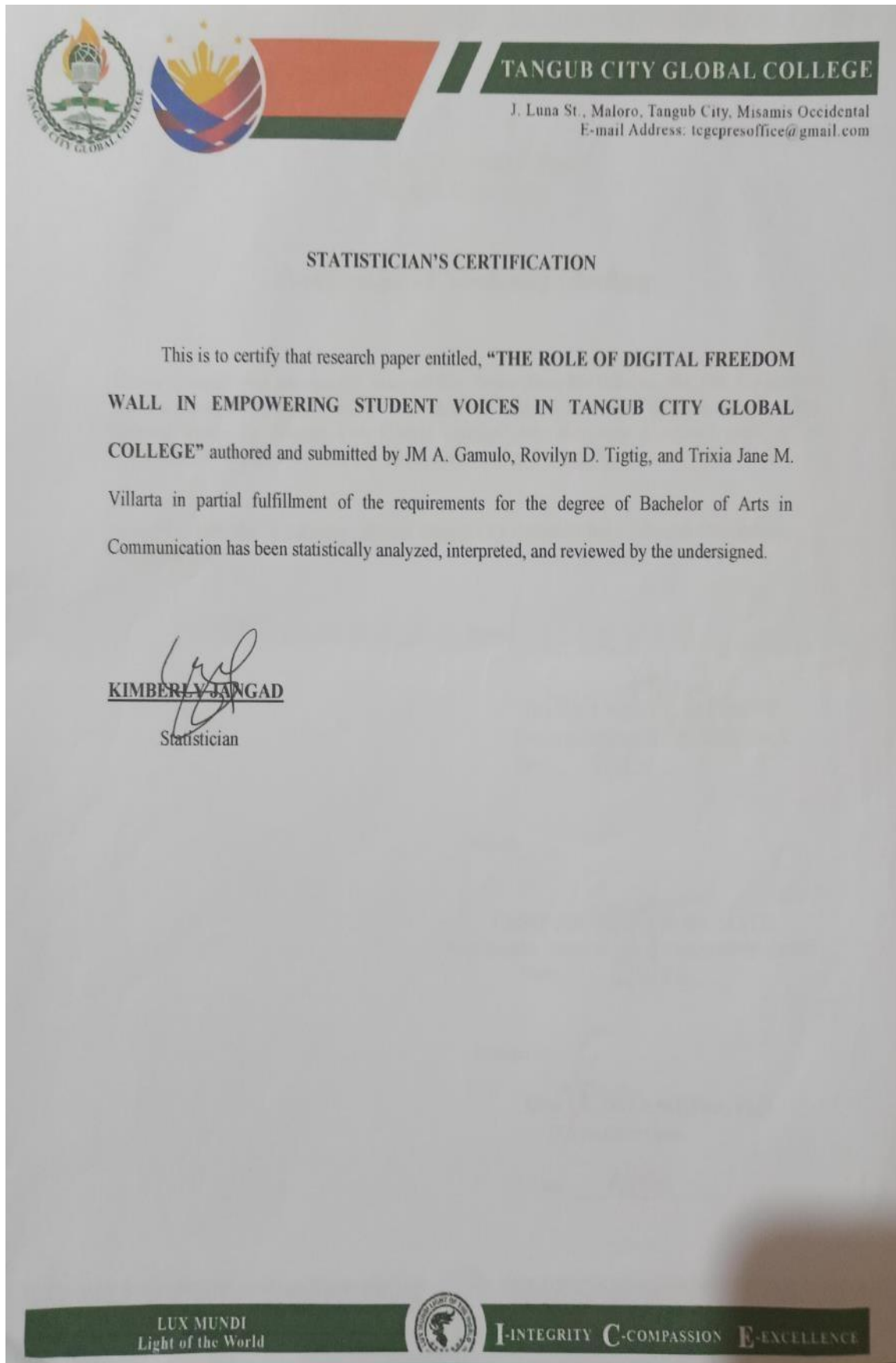
## Appendix H

### Editor's Certificate





## Appendix I

### Statisticians Certificate



## Appendix J

### Certification of Similarity Checking



**TANGUB CITY GLOBAL COLLEGE**  
J. Luna ST., Maloro, Tangub City, Misamis Occidental  
E-mail Address:redo@gadtc.edu.ph


**Tangub City Global College**  
Maloro, Tangub City

*Certification of Similarity Checking*


This is to certify that the research study of Ms. Trixia Jane M. Villarta, Mr. JM A. Gamulo and Ms. Rovilyn D. Tigtig entitled “The Role Of Digital Freedom Wall In Empowering Student Voices In Tangub City Global College” has underwent a content checking on plagiarism on Febraury 05, 2026 and that the similarity grade is 14%.

Issued this 10<sup>th</sup> day of February, 2026 at Tangub City Global College, Misamis Occidental, Philippines.


Signed:

  
**HONELYN GAY S. MIRONTOS**  
Person conducted the similarity check  
Date: 2/10/24


Noted:

  
**CLINT JOY M. QUILE, MA-MATH**  
VP for Research, Extension, Linkages and Internationalization  
Date: 2/10/24

Attested by:

  
**EDNA E. DELA SIERRA, Ph.D**  
IAS Institute Dean  
Date: 2/10/24

**LUX MUNDI**  
Light of the World



**I-INTEGRITY C-COMPASSION E-EXCELLENCE**

### Curriculum Vitae



Name : Trixia Jane M. Villarta  
Nationality : Filipino  
Date of Birth : October 23, 2002

---

Place of Birth : Malolos, Bulacan  
Address : Happy Valley, Tambulig, Zamboanga Del Sur  
Sex : Female  
Civil Status : Single  
Religion : Roman Catholic  
Father's Name : Sonny M. Villarta  
Mother's Name : Jocelyn M. Villarta

### **Educational Background**

**Tertiary** : Bachelor of Arts in Communication Tangub City Global College Maloro, Tangub City 2021-2025  
**Secondary** : Tambulig National High School-Senior High School (Accountancy and Business Management) New Village, Tambulig, Zamboanga Del Sur 2020-2021  
Tambulig National High School Lower Lodiong, Tambulig, Zamboanga Del Sur 2018-2019  
**Elementary** : Minuyan Elementary School Minuyan, San Jose Del Monte, Bulacan 2014-2015

### **Organization and Affiliation**

**2020-2021** : Secretary PYM Happy Valley, Tambulig, Zamboanga Del Sur  
**2023-2024** : Deputy Managing Director for Print Media Communication Arts Society Tangub City Global College  
**2021-2023** : Member Communication Arts Society Tangub City Global College  
**2024- 2025** : Member COMMunity Tangub City Global College  
**2024-2025** : Executive Assistant Secretary COMMunity Tangub City Global College

### **Seminars/Webinars and Trainings Attended**

**2023- 2024** : Student Communication Congress SM, Downtown Cagayan De Oro

### **Curriculum Vitae**



Name : JM A. Gamulo  
Nationality : Filipino

---

Date of Birth : March 30, 2002  
Place of Birth : Don Vicotriano, Misamis Occidental  
Address : Don Vicotriano, Misamis Occidental  
Sex : Male  
Civil Status : Single  
Religion : Born Again  
Father's Name : Rolando U. Gamulo  
Mother's Name : Flordelis L. Asona

### **Educational Background**

**Tertiary** : Bachelor of Arts in Communication Tangub City Global College Maloro, Tangub City, Misamis Occidental 2022-2026

**Secondary** : Senior High School (General Academic Strand) Don Vicotriano National High School Don Vicotriano, Misamis Occidental 2020-2021

Golden Heritage Polytechnic College Cagayan De Oro City 2018-2019

**Elementary** : Upper Carmen Elementary School Cagayan De Oro City 2013-2014

### **Organization and Affiliation**

**2022-2023** : Member Communication Arts Society Tangub City Global College Maloro, Tangub City, Misamis Occidental

**2024- 2025** : Member COMMunity Tangub City Global College Maloro, Tangub City, Misamis Occidental

### **Seminars/Webinars and Trainings Attended**

**2023- 2024** : Student Communication Congress SM, Downtown Cagayan De Oro

### **Curriculum Vitae**



Name : Rovilyn D. Tigtig  
Nationality : Filipino  
Date of Birth : June 26, 2001  
Place of Birth : Barubuhan, Sominot, Zamboanga del Sur

Address : San Jose, Mahayag, Zamboanga del Sur  
Sex : Female  
Civil Status : Single  
Religion : Roman Catholic  
Father's Name : Romeo H. Tigtig  
Mother's Name : Virginia J. Dela Cruz

### **Educational Background**

**Tertiary** : Bachelor of Arts in Communication Tangub City Global College Maloro, Tangub City, Misamis Occidental 2022-2026

**Secondary** : Senior High School (Caregiving) Blancia College Foundation, INC Molave, Zamboanga Del Sur 2020-2021

San Jose National High School San Jose, Mahayag, Zamboanga del Sur 2018-2019

**Elementary** : Polao Elementary School Polao, Tangub City, Misamis Occidental 2014-2015

### **Organization and Affiliation**

**2022-2023** : Member Communication Arts Society Tangub City Global College Maloro, Tangub City, Misamis Occidental

**2024- 2025** : Member COMMunity Tangub City Global College Maloro, Tangub City, Misamis Occidental