

UNCOVERING SECRETS: ANALYSIS OF POPULAR "THE CSPC SECRET FILES" POSTS

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Abstract

This study explored the hidden narratives and motifs underlying chosen popular content on "The CSPC Secret Files" utilizing thematic analysis. The study employed a qualitative research design to find recurring themes and underlying concepts in the materials to investigate how they challenge school power dynamics. Web scraping of top-performing posts including relevant comments was used to collect data, ensuring topic diversity. Power dynamics, disputes, and educational concerns were uncovered during the coding and theme production process. Using open code and continual theme refinement, multiple researchers improved reliability. The PAIL method was also used for data analysis and interpretation, with findings linked to relevant literature. The results shed light on the diverse experiences of CSPC students, including issues with school policy, uncooperative instructors, and the impact on academic and emotional well-being. Furthermore, the current study contributed to a better understanding of the dynamics within the academic community by throwing light on hidden narratives that threaten the school's existing power structures.

Keywords: *Digital communication, Facebook page, School power dynamics*

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INTRODUCTION

In this digital era where online communication is essential and social media platforms are everywhere, Facebook has been at its peak. One possible reason for the success of Facebook is based on the human drive to form social bonds to communicate (Wilson et al., 2012). This platform offers a wide range of services including video chatting, messaging, and posting. It has also become a platform especially for schools and their stakeholders to share their opinions or thoughts

when voicing them directly to the school is hard. In a nutshell, Facebook became an avenue of digital communication to establish power and utilize its potential.

The CSPC Secret Files is a Facebook page that is created and used by the students of Camarines Sur Polytechnic Colleges to have a place where they can share their personal experiences and sentiments about a topic, and rant about their day-to-day school lives while maintaining their anonymity. Anonymity is beneficial to interlocutors so that "they may speak freely without fears of being reprimanded by others" (Bachmann et al., 2017). This page is the most popular page out of all students' freedom-of-speech-centered Facebook pages with a whooping 33 thousand followers since it was created on March 17, 2016. In some lucky circumstances, issues that were raised using the page have brought at least some changes in the school and thus challenged the school's power dynamics for the better.

Therefore, in this study, the researchers aim to investigate the popular posts that are being shared on the page. The researchers will analyze different themes from the stories that are being shared as well as the comment discussions that are present on the page and their involvement in challenging the power dynamics in the institutions. Specifically, it sought to answer the following research questions:

- (1) What are the most relevant themes or topics that have been debated on The CSPC Secret Files; and
- (2) How does the popular contents of The CSPC Secret Files challenge school power dynamics?

The method of this study is thematic analysis, which is used for identifying, analyzing, and reporting patterns (themes) within qualitative data (Braun & Clarke, 2006). Through this method, the researchers will find and interpret themes and subthemes from the posts and reveal how the popular contents of the page reflect or challenge the school power dynamics. Moreover, the researchers also want to contribute to other existing studies that examine the significance of digital communication such as social media platforms like Facebook, especially concerning anonymity, as a vehicle for social transformation.

Now, when it comes to studying school power dynamics, a significant amount of study comes into play. To begin, the researchers first analyze the study

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conducted by Okon et al. (2022) titled "Perception of School Discipline and Compliance with Rules and Regulations among Public University Students in Cross River State, Nigeria." The latter study looked at the impact of students' perceptions of school discipline on their adherence to rules and regulations. The authors concluded that undergraduate students in Cross River State exhibit a high degree of compliance with school rules. Additionally, the study discovered that students' adherence to rules and regulations is highly influenced by their view of school discipline.

Furthermore, (Osler, 2010), as referenced by Verkuyten (2022) in "Students' Perspectives on Schooling," investigates how elevating the importance of student opinions could improve education. It looks at the advantages of including students in democratic processes for both the larger community and schools. The relevance of students' viewpoints on education is discussed in the paper, which also emphasizes social justice, power, representation, and ethics. In line with this, according to Bacquet (2020), the relevance of student voices in debates about learning enhancement is acknowledged in the literature of Tong & Adamson (2015). This study investigates how students' perspectives on School-based Assessment (SBA), an essential change in examination policy and practice in Hong Kong secondary schools, have been largely overlooked. The findings indicate a broad spectrum of student perspectives and responses to SBA and related feedback. In summary, the article contends that a failure to recognize or accept students' concerns about School-based Assessment (SBA) might undermine SBA's aims, and it advocates for a dialogic model that incorporates student engagement in talks about learning development.

Also, the article "School Uniform and Uniformity" by Harber (2021) examines the problematic aspects of the school uniform as a commonplace material emblem of this uniformity in many nations. The benefits of a school uniform are presented in contrast to the arguments made against them, which include their contribution to social inequality, their lack of association with academic or other success, their denial of individual rights, their role in school exclusion and dropout due to cost, and their commercial branding. The points are demonstrated by

examples from other countries. Overall, the researcher argued that the nature of school uniforms as a symbol of uniformity is problematic, and he also emphasized their role in social inequality, lack of connection with academic achievement, deprivation of individual rights, and commercial branding.

Furthermore, authors Chetty et al. (2019) determine the learning preferences of the Universiti Malaysia Pahang students registered in the Programming Technique course and examine the connection between the students' preferences and the teaching philosophies of the instructors in their study. In the end, it has been discovered that a teacher's style affects the learning outcomes of their students. Underperformance can also result from a mismatch in the teaching styles of teachers and students.

For there to be no miscommunications or disagreements, there needs to be good communication between teachers and students. Through successful interpersonal communication, teachers play a key role in supporting the mental health of their students. The impact of teacher-student communication on learning interactions in virtual classes at Madrasah Aliyah Negeri 1 Medan was examined in the article by Alamsyah & Harahap (2022). The authors employed a basic linear regression data analysis technique to ascertain whether there is a relationship between teacher-student communication and learning interactions. Additionally, to promote student enthusiasm and involvement in the learning process, the study addresses the significance of effective communication between teachers and students.

Subsequently, "Male Preservice Teachers and Discouragement from Teaching" by Weaver-Hightower (2011), as cited by Moreau (2019) examined the teacher education, family, and peer discouragements that three male student teachers faced. According to the researcher's findings, pupils may suffer when they experience teacher discouragement. Furthermore, children's academic achievement and personality development can be impacted by teachers' bad attitudes and behaviors, but positive attitudes have a favorable impact on both.

Lastly, Phillips (2022) wrote about whether or not professors should intimidate their students on her website. She said that educators naturally serve as

role models for their students. Thus, it is only natural for pupils to observe, absorb, and model their instructors' behavior. Students will imitate them if they intimidate them, as this is a type of bullying.

Moving on to the studies under digital communication and its power, according to the study by Gibson & Trnka (2020), young adults who participate in virtual communities regard themselves as givers and receivers of support. The study highlights that social media support is a constantly changing reciprocal relationship rather than a one-sided, linear activity. Furthermore, the study emphasizes the significance of knowing how young adults utilize digital peer networks of support in unique ways, offering insight into the complex dynamics of these online communities. Additionally, Shannon (2020) conducted a systematic and inductive thematic analysis in their study, It elucidates the way individuals use the online platform TikTok to share their own life stories. This research highlights the ability of internet platforms as a means for people to connect, share knowledge, and communicate about their eating disorder treatment and transformation journeys. Lastly, Marcon et al. (2022) conducted a thematic analysis of comment discussions within Facebook, a group related to organ donation, and Nova Scotia. They gathered themes such as legislation, specific issues raised, and neutral perspectives and subthemes (emotions, argumentative techniques, personal accounts, government trust, altruism, autonomy, disinformation, religion, and death). Prominent comments, both pro and con, earned "likes" from Facebook users, reflecting diverse perspectives.

This research attempts to add a comprehensive understanding of how online interactions within "The CSPC Secret Files" influence and perhaps challenge the existing power dynamics in schools, building on a vast body of literature that analyzes school power dynamics and digital communication. The researchers highlight the varied character of power relations within educational settings by drawing on research on students' views of school discipline, the impact of teacher-student communication, and the role of school uniforms in social inequality. Furthermore, findings from digital communication research highlight the reciprocal

nature of online support networks and the use of platforms such as TikTok and Facebook for sharing personal experiences and ideas.

While existing literature provides a foundation, the synthesis identifies a critical research gap in the specific context of "The CSPC Secret Files." There is a shortage of exploration into the complex interplay between popular online content, comment exchanges, and their potential influence on school power dynamics. In line with this, the research questions for this study seek to fill this void by investigating the most pertinent issues debated on the platform and understanding how popular content impacts the established dynamics of power within school settings. This synthesis distinguishes our study as a distinctive contribution, filling a knowledge gap and providing insights into the intricacies of online interactions in impacting school power dynamics.

METHOD

Research Design

This study employed a qualitative research method in the study of The CSPC Secret Files post contents to probe the different meanings associated with the user perspective. Such an approach made it possible for the researcher to identify subtle trends, and hidden meanings as well as contribute towards enhancing the depth of the study that provided a contextual basis on which the conclusions could be based (Casula et al., 2021; Pelowski et al., 2022). The methodology used in this research directed it to discover hidden secrets embedded in highly involving CSPC Secret Files entries regarding school power dynamics. The process of this research can then be delineated into several key stages while generally employing thematic analysis procedures:

1. Data Collection Techniques

The first stage of the study aimed at identifying three top-performing The CSPC Secret Files' posts. Web scraping methods were employed in collecting data, targeting specific posts that are liked most, shared, or commented upon the most but making sure that these posts were diverse enough to ensure that the study encompassed various issues or topics in the school. These posts were about: first,

the implementation of the new CSPC's official lanyard where an anonymous student ranted about how some students are not adhering to this rule, however, overlooking the reasons as to why this new rule is problematic given that it wasn't the students' fault in the first place; second, is an anonymous post involving a first-year student in the same school who experienced a sudden denial of entry for not wearing the institutions' uniform although the student already presented receipts that verifies the late release of uniform; last, is about the difficulties in dealing with a problematic, uncooperative, and unresponsive instructor for a minor subject. Furthermore, the comments in the posts were also considered and studied as those comments moreover reflect how the issues being debated are challenging school power dynamics.

Moreover, it was important to respect privacy policy and service terms for ethical reasons during data collection. The collected data was made up of the textual contents and appropriate metadata of the dates posted and the authors. The removal of identifiers (e.g., name) is crucial to uphold the required ethical standards as it guarantees that user information remains private and non-disclosable.

2. Coding and Theme Generation

The data were organized in a complete coding framework. Topics such as power dynamics, controversies, and educational issues were in the interest of the coders. Open coding involved categorizing every post by paragraph, and determining frequently mentioned issues, topics, and concerns. The reliability of this analysis is enhanced by multiple researchers who code a subsample and compare their findings.

3. Theme Refinement

Analysis and discussions among researchers guided the continuous development of themes and codes throughout the iteration process. It also meant that the topics portrayed were accurate to the message and time in which The CSPC Secret Files were posted. Data organization and categorization were done manually to present more accurate data.

4. Data Analysis and Interpretation

Following a qualitative analysis, the deeper contents within themes were scrutinized for hidden details and richness of the dialogues. It utilized the PAIL method of analysis which involves the presentation of the themes, codes, and respective extracts, but uses a table for a more organized presentation; followed by the analysis; interpretation; and link to relevant literature or studies.

The findings were interpreted with CSPC and its place within the broader educational discourse. In this case, it helped identify how those themes challenged school power dynamics. Examining the relevant themes in their environments helped to develop a further understanding of the involved processes.

RESULT/FINDINGS AND DISCUSSION

Thematic Analysis of Selected Facebook Posts and Comments

In this section, the researchers presented several selected popular content shared on the Facebook page “The CSPC Secret Files”. The researchers determined and examined several themes from the posts published and their engagement in challenging the dynamics of power in the schools. Employing a thematic analysis framework, the researchers sought answers to the following research questions: (1) What are the most relevant themes or topics that have been debated on The CSPC Secret Files?; and, (2) How does the popular contents of The CSPC Secret Files challenge school power dynamics?

Facebook Post #1

Table.1. Themes and Codes Generated from Facebook Post #1

Themes	Codes	Extracts
Adherence to the School’s Rules and Policies	• Official Lanyard Compliance	“The Security Management Office just recently released an ordinance thru the power of the Higher Officials that we must strictly follow the Official Lanyard of our Institution”
	• Disregard of Memorandum	”I just don’t know why some still turned blind ears and blind eyes about that Memorandum.”
	• Turning a Blind Eye	“I do hope that everyone should think that while they are turning blind ears about it, some are striving to follow those regulations without ranting nor heavy feelings. Hehe.”
	• Striving for Compliance	
Fair Treatment and Equality	• Consideration in Financial Stability	“It’s quite unfair for us who always strive and follow those memos yet some higher years always disregard that. I always see those people who turn their Lanyard upside down.”

	<ul style="list-style-type: none">• Influence of Seniors• SMO's Responsibility	<p>"I know that we are not all financially stable, the same goes for me as I was one of the students who are under the CHS Department."</p> <p>"I do wish that the SMO should equally treat everyone fair and right. They don't have the Lanyard nor ID then it's not SMO's fault."</p>
Expressing the Discontentment	<ul style="list-style-type: none">• Frustration with Non-compliance through ranting	<p>"It's quite frustrating for those of us who are eager to follow those implementations. (It's not dahil sa inggit, uunahan ko na po kayo. It's a simple law yet you still cannot follow it)."</p>

Data Analysis

The post in the CSPC Secret Files created by an anonymous student in the mentioned school delves about the journey of a college student encountering unexpected challenges during their academic pursuits. The post garnered attention from students, alumni, and even the school's instructors because of its context about the implementation of CSPC's official lanyard. On the first theme of this analysis which is the "Adherence to the School's Rules and Policies" addresses about the relevance of the rules and policies of CSPC, emphasizing the need to comply to the school's guidelines. Okon et al. (2022), in their study found that students' perception of school discipline significantly contributes to their compliance with rules and regulations. Hence, if the CSPC students have a good perception of the school rule then they will comply. Moreover, in the theme "fair treatment and equality" it addresses the considerations in different financial situations of students it also addresses the influence of seniors specially in the case of the disregard of school rules. Next, the third theme which is about expressing discontentment, its about the freedom of the students in voicing their frustration through ranting.

The initial Facebook post's most relevant responses add to the researchers' understanding of the difficulties students have adhering to the lanyard requirement. Conflicting viewpoints, logistical challenges, and financial hardships all serve to emphasize how complicated the situation is. These revelations enhance the examination of how the issue subverts the power structures in schools.

In conclusion, this Facebook post exposes differences in rule compliance, financial concerns, and senior influence, undermining the power relations within the institution. The expressed dissatisfaction reflects a situation in which students question conventional wisdom and voice their ideas via online forums such as The CSPC Secret Files. This is consistent with research on student empowerment and suggests a changing power structure in which students actively participate in debate to challenge and impact institutional practices. This illustrates how the digital environment is changing the way power relationships within educational institutions are structured.

Facebook Post #2

Table.2. Themes and Codes Generated from Facebook Post #2

Themes	Codes	Extracts
Shifting Emotions	<ul style="list-style-type: none"> Uniform Mandate 	<p>“Gusto ko lang po sana maglabas ng sama ng loob. I am a first year student po ng CSPC, siguro ito na yung pinaka nakakahiya na nangyari saakin. May pasok po sana kami kaninang umaga yung feeling na sobrang excited ka pumasok sa school pero nagbago lahat sa isang iglap. Not knowing na hindi ako or should I say kami makakapasok ng school because of not wearing school uniform”</p>
Institutional Shortcomings	<ul style="list-style-type: none"> Blue card order 	<p>“May pinakita po kaming letter at the same time receipt po ng release ng uniform pero hinahanapan pa kami ng "BLUE CARD daw" ang amin lang po sana bakit di kami binigyan ng chance pumasok sana man lang kase nandun na din nmn kami sila na din nagsabi na di na nagbibigay ng blue card sa SASO so ano pang point kung di nila kami papapasukin”</p>
Inability to relate and sympathize	<ul style="list-style-type: none"> Ignored viewpoint Hopes for empathy 	<p>“At yung gustong gusto namin mag explain pero di nila kami hinahayan dahil yung gusto nila sabihin may sinusunod sila.”</p> <p>“Hindi nmn po namin kinukontra kung ano yung galing sa taas pero sana nmn po diba kinonsider nila yung side namin as a student.”</p> <p>“Pano nmn yung iba samin na next week pa makukuha yung uniform edi nextweek na rin sila papasok sa school.Na nagbyahe pa kami para pumasok at makapag-aral sana”</p>
Emotional Distress	<ul style="list-style-type: none"> Emotional Sensitivity Seeking opinion 	<p>“Sobrang nakakahiya po talaga na umabot sa point na umiyak nako sa gilid sa sobrang hiya sa kanila kanina, same dun sa classmate kong isa na sumabog na din yung luha. Ready ako sa kung anong icocomment nyo atleast alam ko sa sarili ko na gusto ko lang maintindihan din po kami. Salamat”</p>

Data Analysis

This analysis studied the relevant themes and its code in one of the popular contents in “The CSPC Secret Files. It involves the author who is a first-year student in CSPC who experienced a sudden denial of entry due to the fact that he/she is not wearing the institutions’ uniform. Despite the fact that he/she already presented receipts that verifies the release of uniform the security personnel are still ordered to present the “blue card” that is only issued in SASO. The researcher scrutinized the post and various themes became apparent.

The first theme is Shifting Emotions with the code “Excitement to disappointment”, this code tackled about the authors’ emotions, from excitement going to school to disappointment due to the fact that they cannot enter the school without wearing the institutions’ prescribed uniform. This shift abruptly affected the authors’ perception towards the persons in charge. The second code within this theme is “unexpected dilemma”. The author did not anticipate these circumstances so it started to become a dilemma to him/her which accentuated his/her emotions.

The second theme is Institutional Shortcomings with the first code “unclear policy” this emphasizes the institutions lacking in disseminating the documents a student must have in order to enter the school. This resulted in the assumption of the author to bring the document he perceived that can be accepted by the security personnels. The second code is “unavailable blue card” this highlighted SASO’s insufficiency in releasing an adequate blue card which resulted in the authors’ inability to enter the school premises.

The third theme is Inability to Relate and sympathize, the first code is “apathetic” this accentuates the authors’ emotions when the security personnel denied their opportunity to explain. The author also points out that the personnel in charge are inconsiderate. “Pointless trip” is the second code within this theme. This indicates the authors’ view and frustration regarding the policy that the institution had in their day-to-day travel to school is ineffective if he/she were unable to enter the school.

The last theme is Emotional Distress with one code “embarrassment” This represents the emotions that the author felt when he/she were unable to enter the

school regardless of the attempts and efforts that he/she did in order to enter the school. In line with this, Harber (2021) argued that the nature of school uniform as a symbol of uniformity and argues against its role in social inequality, lack of connection with academic achievement, deprivation of individual rights, and commercial branding is overall problematic.

Moreover, the responses on the comment section, show a range of viewpoints, with a sizable number supporting comprehension and adaptability in institutional practices. The conversation demonstrates the necessity of taking a balanced stance that takes the goals of the school and the needs of the students into account. It highlights how crucial it is to have fruitful conversations and maybe reevaluate some policies in order to ensure the wellbeing of all students.

In conclusion, this analysis clarifies the difficulties students encounter in following the school’s uniform policy. It draws attention to the psychological toll that these kinds of events can have on students and impels the institution to take into account each student’s unique situation. The post expresses a need for compassion and a review of strict uniform regulations that can have a detrimental effect on students.

Facebook Post #3

Table.3. Themes and Codes Generated from Facebook Post #3

Themes	Codes	Extracts
Academic struggles	• Struggles	“for the past years I never had a grade lower than 2.0” “pero mukhang lahat ng pagod at hirap ko na mapanatili ang grades na ito ay hindi na mangyayari ngayong taon.” “and worst minor subject lang sya.”
	• Frustration with instructor	“Ang hirap nya iapproach” “tipong nakailang message ka na sakanya iseseen ka lang” “parang yung gc namin sing lamig na ng yelo, na bawal magtanong sakanya”
Communication issues	• Issues	“kahit pa yan sa pm or sa gc or kahit pa sa personal.” “bawal mag clarify kahit hindi mo pa naintindihan yung mismong instruction nya.”
Emotional impact	• Emotion	“Ang sarap sabihin that I survive the thesis subject pero ang hirap pala na sa minor subject ka babagsak”

Instructor's indifference	<ul style="list-style-type: none"> • Indifference 	<p>“I don't intend naman na siraan sya, gusto ko lang maglabas ng hinaing para mabawasan lamang ang stress na aking nadarama.”</p> <p>“mind you sya pa mismo ang nagsabi nyan ‘wala akong pakialam sa ibang subjecty nyo, gawin nyo ang pinapagawa ko.”</p> <p>“tama ba na ang isang instructor magsabi ng ‘tignan natin kung mag latin honor pa yang running for latin honor na yan”</p>
Attempts at resolution	<ul style="list-style-type: none"> • Resolution 	<p>“siguro some of you may say na ‘kausapin nyo ang concerned faculty pero kung alam nyo lang, ilang beses na naming sinubukan”</p>
Impacts on dreams and goals	<ul style="list-style-type: none"> • Goals 	<p>“meron talagang isang subject (instructor) na sisira sa iyong mga pangarap and I guess I meet mine this time 🙄🙄🙄”</p> <p>“and yes sinabi nya din mismo na sana madagdagan pa ang mga studyante na mayroong back subjects 😊”</p>

Data Analysis

This post posted by The CSPC Secret Files created by an anonymous student in the mentioned school delves about the journey of a college student encountering unexpected challenges during their academic pursuits. The context of the post revolved around several themes occurred in the narrative that illuminates the complexities in dealing with a difficult minor subject as well as uncooperative and unresponsive instructor.

The first theme of this post is academic struggles with the code “struggles”, the anonymous sender confronts the harsh reality of a challenging minor subject of a college student. The author noted that despite his/her achievements, this post entails the struggle to maintain the grades of the author. Showing layers of anxiety and uncertainty to his/her academic journey. On the second part of this theme with the code “frustration with instructor” which is all about the instructor that has been created, it expresses the frustration that the student felt with their instructor who seemed to be elusive and unapproachable. The student’s attempt and/or intention to seek guidance and clarification was met with indifference, making an additional layer of complexity to the student’s academic experiences.

The second theme of this analysis which is “communication issues” with the code “issues”, it tackles about the struggles of aiming effective communication within the author’s setting in academics. In the Facebook post, the sender describes

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their group chat that it become as cold as ice, obstructing an open dialogue, and posing barriers to seek for much-needed clarification from their instructor. On the other hand, the third theme is all about “emotional impact” with the code “emotion”. It reflects on the student’s stress and disappointments caused by his/her hurdles in academics. The emotional toll was evident by expressing the hopelessness and the urge of the student to post to release the frustrations and in order to alleviate the burden of the person feels. Fourth theme is “instructor’s indifference” with its code “indifference”. In the post, it is clearly visible that the instructor has a dismissive attitude. Especially on this line, “wala akong pakialam sa ibang subject nyo.” That contributes to the student’s frustration and the sense of neglect. Fifth theme is the “attempt at resolution” and has a code “resolution”. It highlights the author’s unsuccessful attempts to address and fix the issue with the concerned faculty in their department. Lack of responsiveness and engagement from the instructor made the students to feel helpless and neglect. Last but not the least theme is, “impact on dream and goals” and the code “goals”. It shows a poignant revelation about the possible impact on the student’s dreams and goals. Being discouraged by their instructor especially when talking about Latin Honor may lead to uncertainty to the student’s academic future. Especially that teachers’ discouragement in particular can be detrimental to youths. Furthermore, students’ personality development and academic achievement can be impacted by teachers’ negative attitudes and behaviors, whereas positive attitudes positively impact both (Moreau, 2019).

Students and alumni also provide a wide range of viewpoints, recommendations, and thoughts in this issue. Strong criticism of the instructor’s behavior is voiced by commenters under the Facebook post, who support empathy, open communication, and awareness of the difficulties faced by pupils. The comments’ themes emphasize the value of polite communication, teacher assessments, asking for assistance from higher up, choosing instructors carefully, and the wider influence on mental health. All things considered, the remarks highlight how important it is to create a more understanding and caring learning atmosphere and how important teachers are in influencing students’ lives and experiences.

In summary, a CSPC student spoke on Facebook about how difficult it has been for them to deal with unforeseen obstacles in their academic career especially concerning their problematic instructor. The topics that were highlighted from the post include the student's difficulties in school, irritation with an inaccessible teacher, problems with group communication, emotional impact, attempts at resolution, and worries about the possible effects on ambitions and goals. The student's story highlights the emotional toll and uncertainties surrounding their academic endeavors, shedding attention on the intricacies of dealing with challenges in both academic subject and interpersonal interactions with an instructor.

CONCLUSION

The present study explored the popular contents of "The CSPC Secret Files," focusing on significant topics that corresponded with the designated research problems. The study examined pertinent issues discussed on the platform, emphasizing students' lifestyles, fairness and equity concerns, following school rules, and expressing dissatisfaction. The study also looked at how these well-liked materials questioned the power structures in schools, providing new perspectives on the interactions between teachers and students, communication problems, and the psychological effects on the wellbeing of the latter.

The results provide insight into the complex experiences of CSPC students, highlighting difficulties in navigating school regulations and uncooperative teachers, as well as the effects of these problems on mental health and academic achievement. The themes that have been identified—such as problems with teachers, communication problems, and worries about choosing a teacher—help to provide a more complex picture of the relationships that exist within the academic community.

The data makes clear that the CSPC community expresses a variety of viewpoints and experiences during important interactions on the platform. The themes are consistent with the study objectives and offer insightful information on the pertinent subjects discussed on "The CSPC Secret Files" and how these

conversations subvert the established power structures in the educational institution.

In conclusion, the study advances our knowledge of the problems encountered by CSPC students by highlighting the significance of good communication, the bonds that form between teachers and students, and the requirement for nurturing conditions in learning settings. These observations have the potential to guide changes in school procedures and policies, resulting in a more welcoming and supportive learning environment for CSPC students.

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