

EDITOR'S NOTE

Voices from the Margins, Visions for the Future: Interdisciplinary Interventions for Inclusion and Resilience

Paul Angelo A. Tamayo, PhD

Chief Editor, SUKISOK Journal of the Arts and Sciences

This issue of *SUKISOK Journal of the Arts and Sciences* brings together diverse yet converging scholarly voices that speak to lived experiences, inclusive education, urban resilience, and cultural narratives in the Philippines. The six articles published here reflect the journal's commitment to research that is local in context yet global in implication, critical in scope yet grounded in human experience.

In *"Aftermath of Incarceration: A Phenomenological Investigation of Ex-Inmates' Reintegration to the Society"*, Cabel et al. confront the stigma and systemic barriers faced by formerly incarcerated individuals. Through a rich qualitative inquiry, the study challenges us to rethink reentry as not merely a process of return, but a demand for reintegration rooted in dignity and social justice.

The article *"English-Only Policy in the Classroom: Benefits and Drawbacks in Language Acquisition"* by Blas et al. offers a nuanced account of how language immersion affects student proficiency, motivation, and anxiety. The authors make a compelling case for more balanced pedagogical frameworks, namely ones that value linguistic inclusion and contextual responsiveness in Philippine classrooms.

Cadelina's timely study, *"Gendered Perspective in Flexible Learning Modality in Social Science: Navigating Students' Attitudes and Challenges to Achieve SDG 5 Gender Equality,"* explores the intersection of gender and digital education in the post-pandemic context. Drawing from student experiences, the article calls for gender-sensitive teaching, digital equity, and policy interventions that foreground inclusion as a core educational value.

From the margins to the metropolis, Bantigue and de Viana's historical and cultural analysis in *"Rugged Guy Haven: A Perception of the Tondoeños as a Community of Toughies through Film Productions"* unpacks the cinematic and socio-political construction of toughness in Tondo. Using film as archive and lens, the authors illuminate how place, identity, and public perception become entangled in urban storytelling and stigmatization.

Furthermore, Soriano's *"Seeing through the Filipino Glass Children: Lived Experiences of Typically Developing (TD) Siblings to Children with Autism Spectrum Disorder (ASD) in*

doi: 10.5281/zenodo.15266216

Isabela” presents a deeply affecting phenomenological portrait of typically developing (TD) siblings navigating emotional labor, family dynamics, and invisible care work. The study advances the call for family-centered therapeutic frameworks that recognize the psychological and social needs of all family members.

Finally, “*Urban Green Spaces during a Pandemic: A Correlational Analysis on Stress and Preferences of Gen Zs and Millennials in Pampanga*” by Quinto and Lagasca illustrate the restorative potential of public green spaces during times of crisis. The study’s findings on Perceived Sensory Dimensions, particularly the importance of “Refuge” and “Serene” qualities, offer vital insights for urban planners seeking to design inclusive, health-promoting spaces in a rapidly urbanizing Philippines.

Collectively, this issue insists on a scholarship that is not just descriptive, but transformative. These articles showcase how policy decisions, educational practices, family systems, urban design, and cultural texts are all embedded with power that can either exclude or empower. They demonstrate the importance of local, grounded research that prioritizes lived experience, and they call for institutions to rethink what inclusion truly means, from the classroom to the barangay, from the park to the home.

The interdisciplinary nature of this issue is no coincidence. It reflects our shared moment, i.e., post-pandemic, increasingly digital, socially complex, and ethically demanding. It is a testament to the journal’s core mission, which is to nurture scholarship that interrogates, illuminates, and imagines. As we look to the future, these works remind us that equity begins with acknowledgment and justice begins with listening. More importantly, we are reminded that systems change when we commit not only to critique, but to care.

We thank the authors for their trust and insight, our reviewers for their critical engagement, and our editorial team for their dedication. We hope this issue serves as both resource and catalyst for future research, pedagogy, and action.