

EDITOR'S NOTE:

Power, Practice, and Participation in a Changing World

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Volume 5, Issue 3 of the SUKISOK Journal of the Arts and Sciences presents a multidisciplinary collection of peer-reviewed articles that examine how power is exercised, negotiated, and experienced through institutional structures, everyday practices, and forms of participation across contemporary social contexts. The contributions in this issue reflect the journal's commitment to empirically grounded, theoretically informed, and context-sensitive scholarship across the humanities and social sciences.

The issue opens with **"Byung-Chul Han on the De-Ritualization of Academic Lifeworld in the Age of Student-Centered Learning"** by Mark Earvin M. Cervantes. Drawing on Han's critique of neoliberalism, the article offers a critical-philosophical analysis of student-centered learning in Philippine higher education. It interrogates how pedagogical reforms, while framed as empowering, may contribute to the erosion of academic rituals and communal learning, thereby reshaping subjectivity, institutional practice, and participation within the university.

Following this theoretical framing, **Angel D. Leal** and **Marvin L. Ramirez** present **"Data Privacy Proficiency and Data-Sharing Behavior among Digital Consumers in Cauayan City."** Using the Theory of Planned Behavior, the study examines how attitudes, subjective norms, and perceived behavioral control influence data-sharing practices. The findings illustrate how power in digital environments operates through platform design, convenience, and perceived benefits, shaping participation beyond formal regulatory mechanisms.

The discussion of participation then extends to civic life through **"Measuring Legal Literacy on Constitutional Rights: A Quantitative Analysis of Layperson Understanding"** by Irene E. Cabaccan, Precy Joy T. Caniedo, and Allain Paulo C. Seguban. This empirical study examines how constitutional rights are understood and exercised within specific occupational and socio-economic contexts. The findings demonstrate that legal awareness and civic participation are mediated by education, lived experience, and institutional access rather than by the mere existence of formal legal guarantees.

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The issue then turns to organizational and environmental practices in **“Correlational Analysis on the Profile and Greening Practices of Small Manufacturing Enterprises in Nueva Ecija”** by Alfee Rei L. Galapon and Maridel V. Eslao. Anchored in Green Business Theory and national sustainability policies, the study analyzes how small enterprises engage in environmental initiatives and identifies structural constraints, particularly financial and institutional capacity, that shape participation in sustainable practices.

Shifting to pedagogical and cultural perspectives, Dara Mae T. Fernandez contributes **“Habi ng Pagbasa sa Liwanag ng Teoryang Kapwa: Epekto ng Pagsasanib ng Repleksyon at Diskurso sa Pag-unawa ng Akdang Pampanitikan.”** Grounded in Virgilio Enriquez’s Theory of Kapwa, the study examines how the integration of reflection and discourse enhances literary comprehension. It positions reading as a relational and dialogical practice, offering a culturally grounded account of participation that contrasts with individualized and performance-oriented learning models.

The issue concludes with **“Leaving the Jungle: The Lived Experiences of Rebel-Returnees in the Province of Isabela”** by Jojo P. Bautista, a qualitative study grounded in interview-based data. Drawing on participants’ firsthand accounts, the article examines how former rebels narrate their experiences of disengagement, reintegration, and identity reconstruction. Through an analysis of lived experience, the study highlights how power, agency, and participation are negotiated at the individual and community levels within post-conflict contexts.

Taken together, the articles in this issue illustrate how power operates through specific and situated mechanisms rather than solely through formal authority or policy directives. Across digital platforms, educational institutions, civic spaces, organizational settings, and cultural practices, power is shown to be embedded in routines, evaluative frameworks, access to resources, and modes of interaction that shape who can participate, how participation is enacted, and under what conditions agency becomes possible or constrained. The studies collectively demonstrate that participation is mediated by institutional design, socio-economic position, regulatory environments, and relational practices. In this sense, Volume 5, Issue 3 contributes to interdisciplinary scholarship by offering context-sensitive analyses of how agency is negotiated, practiced, and sometimes limited within changing social, educational, and organizational landscapes.

Alongside these scholarly contributions, this issue also coincides with a period of institutional development for the journal itself. Beginning in 2025, the SUKISOK Journal of the Arts and Sciences transitions from an annual to a tri-annual publication schedule, reflecting its strengthened commitment and editorial capacity, and sustained scholarly output. The year likewise marks progress in the journal’s visibility and indexing,

including inclusion in the Philippine E-Journals, listing in the Harvard Library's HOLLIS catalog, and indexing in the Directory of Open Access Journals (DOAJ). During this period, SJAS was formally designated as the official campus journal of Isabela State University–Cauayan City Campus. The Editorial Board acknowledges the institutional support of the campus administration, including the guidance of the Internal Board of Advisers, under the leadership of ISU University President Prof. Boyet L. Batang, PhD, and ISU–Cauayan City Campus' Executive Officer Prof. Marisol S. Foronda, PhD, whose support has contributed to the journal's continued development.

Lastly, the Editorial Board extends its appreciation to the authors and reviewers whose scholarly contributions and rigorous evaluations ensured the quality and integrity of this issue.