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Modeling SWLE Success: A Descriptive-Correlational Study of Review Practices and Faculty Support at WUP

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Abstract
This descriptive-correlational research studied the faculty-led review practices and faculty support in the Social Work Department at Wesleyan University-Philippines. Quantitative data were collected through structured questionnaires administered to 100 purposively chosen SWLE passers from 2021 to 2025. The instrument measured respondents' experiences of instructional strategies, review effectiveness, compassionate teaching, and institutional support. The results revealed that the review program was effective because teachers used clear and engaging methods that helped students truly understand the lessons instead of just memorizing them. The review strategies also helped students feel more confident, improve their thinking skills, and learn better compared to studying on their own. At the same time, the caring attitude of the teachers created a supportive and motivating environment, which helped reduce students' anxiety and improved their performance.
Even when students faced challenges, the strong support from both the faculty and the institution helped them manage stress and stay motivated until they completed the review program. Overall, teaching methods, review strategies, and the compassionate approach of the teachers worked together, resulting in better learning and a higher chance of success in the SWLE.

Keywords: *Compassionate Teaching, Instructional Strategies, Institutional Support, Review Strategies, Social Work Licensure Examination*

I. INTRODUCTION

The Wesleyan University-Philippines is among those schools that have performed exceptionally in terms of results in the Social Workers Licensure Examination. They often exceed the national passing rate, as well as produce topnotchers. Such performance is due to an effective review system that focuses on academic as well as practical skills. In this regard, some of the best practices that should be adopted include a review system that involves a curriculum that matches the competencies required by the regulatory body of the social workers, alongside using mock examinations and coaching. The reviewers undertake pre-assessments as well as formative assessments to determine the needs of the learners and tailor the content. Mentorship and collaboration play an important role (Tawalbeh, 2020).

This review approach is not only content-driven but also rooted in continuous reflection and adaptation by the review team. As the head of the reviewer group, the lead researcher has implemented innovations such as modular learning plans, hybrid lecture-delivery methods, and stress management interventions, all of which contribute to an enriched review experience (Gülpınar et al., 2015). The results speak for themselves: a consistently above-average performance in national board exams, increasing examinee morale, and a growing roster of successful board passers and topnotchers. These outcomes suggest that the review program at Wesleyan University–Philippines may serve as a model for effective licensure preparation in the field of social work.
Wesleyan University–Philippines has consistently exceeded the national passing rate in the Social Workers Licensure Examination (SWLE) and has even produced topnotchers in recent years. However, there is a need to specifically identify which components of its review program contribute most significantly to this success. This study seeks to answer the following main question: What specific best practices in the SWLE review program at Wesleyan University–Philippines contribute to its consistently high passing rates and the production of topnotchers from 2021 to 2025? The study also addressed the following sub-questions:
1. What strategies and instructional approaches have been implemented by the review team during the review sessions?
2. How do SWLE passers from 2021 to 2025 perceive the effectiveness of these strategies in their preparation?

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3. What is the uniqueness of the review program being offered to WUP SWLE reviewees?
4. What challenges were encountered during the review process, and how were they addressed?
5. Is there a significant relationship among instructional strategies & faculty expertise, review strategies and compassionate teaching and uniqueness of WUP's faculty-led review program?

The theoretical framework for this research is Social Constructivist Learning Theory by Lev Vygotsky (1978), Adult Learning Theory or Andragogy by Malcolm Knowles (1980), Caring Theory in Education by Nel Noddings (1984), and Academic Support and Student Success Theory by Vincent Tinto (1993). All these theories together account for the success in licensure examinations when guided instruction, adult education, compassionate teaching, and institutional support are used.

II. METHODOLOGY

The study utilized the qualitative descriptive-correlation research design by Subia et al. (2019) to identify the best practices within the SWLE review program at Wesleyan University-Philippines. The descriptive part of the research design enabled the presentation and description of the features associated with the SWLE review program, which included instructional strategies, the method of review, compassionate teaching approaches, and institutional support systems. The correlational approach was useful in identifying the connections between the variables. Quantitative data were collected using a questionnaire from 100 purposively selected SWLE passers for the years 2021 to 2025.

The tool was anchored on the theories of Social Constructivist Learning, Adult Learning, Caring in Education, and Academic Support and Student Success, in order to identify factors related to instruction effectiveness, readiness of the learner, caring teaching, and institutional support that lead to the school's success in the SWLE.

Statistical methods like frequency distribution, percentage, and weighted mean were used to analyze the data, while correlation analysis was utilized to identify significant relationships between variables. The findings of this study shall be the foundation for determining the best practices that can be attributed to the high success of Wesleyan University-Philippines in SWLE, as well as provide recommendations for improvement in the review process.

III. RESULTS AND DISCUSSION

3.1. Instructional Strategies and Faculty Expertise

Table 1. Instructional Strategies and Faculty Expertise

A. Instructional Strategies and Faculty Expertise in the Review Program (Social Constructivist Learning Theory)	Wm	Verbal Description
1. The review sessions were systematically aligned with the SWLE competency areas.	3.86	Strongly Agree
2. Reviewers used teaching strategies that built on our prior knowledge as Social Work graduates of WUP.	3.88	Strongly Agree
3. Complex SWLE concepts were scaffolded effectively by the reviewers.	3.76	Strongly Agree
4. The review sessions encouraged interaction, discussion, and collaborative learning.	3.78	Strongly Agree
5. Practice questions and drills reflected the actual difficulty and structure of the SWLE.	3.86	Strongly Agree
6. Reviewers demonstrated mastery of SWLE subject areas.	3.76	Strongly Agree
7. Faculty reviewers integrated real-life professional experiences into the review discussions.	3.82	Strongly Agree
8. Review sessions were adaptive to the learning pace of the reviewees.	3.86	Strongly Agree

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9. The review team provided continuous guidance throughout the review period.	3.88	Strongly Agree
10. The instructional approaches used during the review enhanced deeper understanding rather than rote memorization.	3.88	Strongly Agree
Overall Weighted Mean	3.83	Strongly Agree

Table 1 presents the assessment of the respondents on the instructional strategies and faculty expertise in the review program in accordance with the Social Constructivist Learning Theory.

The results found in Table 1 show that the respondents strongly agreed (weighted mean = 3.83) that the review process successfully used instructional strategies consistent with Social Constructivist Learning Theory (Vygotsky, 1978). It can be inferred from high ratings in consistency with SWLE competencies (3.86), prior knowledge activation (3.88), and complex concept scaffolding (3.76) that the review program was developed in a manner that facilitates progressive meaning making rather than teaching discrete content. This is based on the theory's key assumption which states that learning occurs once new information is related to the learner's prior knowledge. In addition, the stress on interactivity and collaborative learning (3.78) underscores the theory's assumptions on social construction of knowledge through dialogical processes. From this, it may be argued that learning through this method enhanced understanding and retention, enabling reviewees to apply concepts learned in real examinations rather than through memorization (Vygotsky, 1978; Bruner, 1996).

In addition, the consistency of opinions about faculty competence in their fields of knowledge (3.76), incorporating real-life experience (3.82), and constant supervision (3.88) emphasizes the significance of faculty members as facilitators of learning processes. The capacity to adjust session delivery to the learner's tempo (3.86) and the provision of realistic practice exercises (3.86) demonstrates the responsiveness of an instructional environment, which is fundamental to professional review courses. The results indicate that instructor-led, real-world instructional practices develop critical thinking and test-taking skills through authentic assessment methods.

The implication here is that review processes should place equal weight on pedagogical skills and professionalism in the faculty. It is important to note that several researchers have established the fact that there is need to integrate content knowledge alongside facilitative teaching styles to ensure optimal results (Biggs & Tang, 2011; Darling-Hammond et al., 2017).

3.2. Effectiveness of Review Strategies

Table 2. Effectiveness of Review Strategies in SWLE Preparation

B. Effectiveness of Review Strategies in SWLE Preparation (Adult Learning Theory / Andragogy)	Wm	Verbal Description
1. The review program addressed my specific learning needs as an adult learner.	3.78	Strongly Agree
2. Review strategies helped me become more confident in answering SWLE questions.	3.88	Strongly Agree
3. The review sessions allowed me to reflect on and improve my personal learning strategies.	3.88	Strongly Agree
4. The materials used in the review were relevant to current SWLE trends.	3.74	Strongly Agree
5. The review program strengthened my analytical and critical thinking skills.	3.90	Strongly Agree
6. Feedback provided by the reviewers was timely and constructive.	3.82	Strongly Agree

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7. The review sessions enhanced my readiness for the actual SWLE.	3.86	Strongly Agree
8. The review program respected the experiences and background of the reviewees as graduates of WUP.	3.86	Strongly Agree
9. The review strategies were more effective than self-review alone.	3.84	Strongly Agree
10. Overall, the review program significantly contributed to my success in the SWLE.	3.90	Strongly Agree
Overall Weighted Mean	3.85	Strongly Agree

The analysis of the assessment of the effectiveness of the review strategies in SWLE preparation based on the Adult Learning Theory/Andragogy is shown in Table 2.

As per the findings presented in Table 2, there was a high level of agreement among the respondents (the overall weighted mean score = 3.85) about the effectiveness of the review strategies in preparing for SWLE. The significant ratings for the fulfillment of the adult learners' needs (3.78), building confidence (3.88), and reflective activities on personal learning strategies (3.88) suggest that the adult learners were regarded as self-directed and mature learners with previous experiences. Moreover, the highly positive attitudes toward the appropriateness of the materials to the latest trends (3.74) and strategies used to develop critical thinking (3.90) suggest that the review program extended beyond the delivery of materials and focused on developing cognitive abilities. This means that when the review programs are designed according to the requirements of the adult learners, they contribute significantly to competence and confidence in high-stakes examinations (Merriam & Bierema, 2020; Knowles et al., 2020).

Furthermore, the findings highlight the importance of structured support and feedback in adult learning contexts. Respondents strongly agreed that feedback was timely and constructive (3.82), sessions improved readiness (3.86), and strategies were more effective than self-review alone (3.84). The recognition of learners' prior experiences (3.86) and the program's contribution to overall success (3.90) reinforce the idea that adult learners benefit from collaborative, guided environments where their backgrounds are valued.

This implies that for an effective review program, a combination of experiential learning, feedback, and practice should be incorporated. This method corresponds with current studies that highlight the importance of interaction, feedback, and relevancy to the world in facilitating successful learning in adults (UNESCO, 2022; OECD, 2023).

3.3. Compassionate Teaching and Uniqueness of WUP's Faculty-Led Review Program

Table 3. Compassionate Teaching and Uniqueness

C. Compassionate Teaching and Uniqueness of WUP's Faculty-Led Review Program (Caring Theory in Education – Noddings)	Wm	Verbal Description
1. The reviewers demonstrated genuine concern for the success of the reviewees.	3.88	Strongly Agree
2. Reviewers were approachable and willing to assist beyond scheduled review hours.	3.86	Strongly Agree
3. The compassion and dedication of WUP faculty positively influenced my motivation to pass the SWLE.	3.90	Strongly Agree
4. Reviewers treated the reviewees as professionals and former students, not as paying clients.	3.90	Strongly Agree
5. The faculty's commitment to helping reviewees succeed went beyond academic instruction.	3.92	Strongly Agree

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6. Emotional encouragement provided by the reviewers helped reduce my examination anxiety.	3.94	Strongly Agree
7. The reviewers' familiarity with the strengths and weaknesses of WUP graduates enhanced the review process.	3.94	Strongly Agree
8. The supportive atmosphere during the review sessions made learning more effective.	3.92	Strongly Agree
9. The compassionate approach of the review team is not commonly observed in commercial review centers.	3.92	Strongly Agree
10. The values and culture of WUP were strongly reflected in the way the review program was conducted.	3.90	Strongly Agree
Overall Weighted Mean	3.91	Strongly Agree

Table 3 exhibits the assessment of the respondents in reference to Compassionate Teaching and Uniqueness of WUP's Faculty-Led Review Program (Caring Theory in Education).

From the results presented in Table 3, it can be seen that the participants strongly agreed (weighted mean = 3.91) that caring for their students was one of the main features characterizing the review conducted by the faculty at WUP. As shown in the scores received by the questions associated with genuine care, approachability, and emotional encouragement (weighted mean = 3.88, 3.86, and 3.94 respectively), the teachers made sure that the atmosphere in the classroom was warm and supportive. Specifically, the highest means, namely reducing examination anxiety (weighted mean = 3.94) and taking advantage of knowing students' capabilities (weighted mean = 3.94), suggest that through relational teaching, both the emotional state of the learners and their readiness to demonstrate knowledge could be improved considerably. The results obtained confirm recent research findings that caring for students increases motivation and helps to achieve better performance outcomes (Noddings, 2018; Immordino-Yang et al., 2019).

Additionally, the high consistency that instructors not only imparted academic lessons (3.92) but also showed professional respect for participants (3.90) and cultivated a unique supportive environment rarely experienced in business-oriented review centers (3.92) further emphasizes the uniqueness of WUP's method. Additionally, the presence of institutional values and culture (3.90) suggests that the success of the review course is tied not only to the method of teaching, but more so on the ethical aspect of the program. Simply put, review courses which focus on empathy, dignity, and assistance offer more possibilities for learners to learn than those which are purely transactional in nature.

These results validate contemporary views on how caring-based education contributes to positive cognitive and affective development, especially for adults taking license tests (Caballero et al., 2024; OECD, 2023; UNESCO, 2022).

3.4. Challenges Encountered and Institutional Support Mechanisms

Table 4. Challenges Encountered and Institutional Support

D. Challenges Encountered and Institutional Support Mechanisms (Tinto's Academic Support and Student Success Theory)	Wm	Verbal Description
1. The review program helped me overcome academic challenges related to SWLE preparation.	3.74	Strongly Agree
2. The review team responded effectively to difficulties encountered during the review process.	3.86	Strongly Agree
3. Time constraints experienced by reviewees were adequately considered in the review schedule.	3.88	Strongly Agree

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4. The review program provided strategies for managing stress and pressure related to the SWLE.	3.74	Strongly Agree
5. Faculty support was readily available when challenges arose.	3.88	Strongly Agree
6. The review team adjusted their teaching strategies based on feedback from reviewees.	3.84	Strongly Agree
7. Institutional support from WUP strengthened my commitment to complete the review program.	3.86	Strongly Agree
8. The review program fostered a sense of belonging and academic support.	3.86	Strongly Agree
9. Challenges encountered during the review were addressed in a timely and effective manner.	3.82	Strongly Agree
10. Overall, the institutional and faculty support provided by WUP contributed to my success in the SWLE.	3.90	Strongly Agree
Overall Weighted Mean	3.84	Strongly Agree

Table 4 reveals the challenges encountered and institutional support mechanisms as described by the respondents.

From the results shown in Table 4, it is evident that participants highly agree (overall weighted mean = 3.84) with the view that the review program helped address any problems that came up while preparing for SWLE, which is in line with the Academic Support and Student Success Theory according to Tinto (1993). Highly agreeing with the program's high level of faculty availability (3.88), readiness to help in case of any problem (3.86), and understanding regarding time limitations (3.88) shows that the program catered to the actual problems faced by the reviewees, such as time limitations. Highly agreeing that the program helped them to manage the academic problems (3.74) and stress (3.74) shows that both academic and psychological problems were handled in the process. As explained by Tinto (2017), student retention depends on how much academic and social support a university provides to its students.

In addition, the findings stress the significance of institutional support and flexibility in ensuring successful learning experiences. According to the participants' feedback, teaching approaches were modified according to suggestions (3.84), challenges were promptly responded to (3.82), and the institution's support enhanced their commitment to the program (3.86). With a high degree of belongingness and academic support (3.86), along with the high score in contributing to success (3.90), the conclusion that can be drawn is that support systems play a critical role in maintaining motivation. As noted by Tinto (2017), students tend to succeed in the course of their education if they feel that they belong to an institution and have its support. Thus, it is implied that review programs should concentrate on feedback, faculty availability, and community building to enhance success in the field (Escalona & Nabe, 2024).

3.5. Significant Relationship Among Instructional Strategies & Faculty Expertise, Review Strategies and Compassionate Teaching and Uniqueness of WUP's Faculty-Led Review Program

Table 5. Correlational Among the Main Variables of the Study

BEST PRACTICES BEHIND THE SUCCESS OF WUP SOCIAL WORK EXAMINATION TAKERS	Instructional Strategies & Faculty Expertise	Review Strategies	Compassionate Teaching
Instructional Strategies & Faculty Expertise	1.000	.753**	.714**
p-value		.000	.000
Review Strategies	.753**	1.000	.692**

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p-value	.000		.000
Compassionate Teaching	.714**	.692**	1.000
p-value	.000	.000	

Table 5 presents the relationship among the Instructional Strategies & Faculty Expertise, Review Strategies, Compassionate Teaching and Uniqueness of WUP's Faculty-Led Review Program.

The findings presented in Table 5 indicate that there exist strong and significant correlations among instructional strategies, faculty expertise, review strategies, and compassionate teaching in WUP's faculty-led review program. First, the significant correlation among instructional strategies and review strategies (r = .753, p = .000) means that good teaching methods tend to have a close association with review strategy effectiveness. Second, it has been found that instructional strategies are strongly correlated with compassionate teaching (r = .714, p = .000), just like review strategies (r = .692, p = .000). Such findings suggest that these three elements are not isolated from each other but are interdependent in making the review experience more effective for students. Therefore, it can be stated that if faculty members display their expertise and apply effective teaching methods, they will most likely develop appropriate review methods and be compassionate towards their students' needs and interests.

From the findings of the study, it is evident that there is a need for interrelation among pedagogic approaches, strategic actions, and compassionate care during the review period. With a high level of correlation among these three concepts, a rise in any of these factors will have an impact on the effectiveness of the reviews and compassionate teaching. Synergy among these concepts ensures higher levels of motivation and participation from students. As a result, students' performance in SWLE will be improved, thereby achieving greater success rates. Therefore, educational institutions such as WUP should focus on training faculty members in terms of subject matter, pedagogic approaches, and compassionate teaching. This will ensure a more positive atmosphere in the review program (Puiu et al., 2024).

IV. CONCLUSION

The following conclusions are derived based on the findings of the study:

1. The review program was effective because faculty combined strong expertise with interactive and meaningful teaching strategies, helping students understand concepts deeply rather than rely on memorization.
2.The review strategies successfully supported adult learners by building confidence, improving critical thinking, and proving more effective than self-review alone.
3.Compassionate teaching created a supportive and motivating environment, showing that genuine care from faculty plays a crucial role in reducing anxiety and improving student performance.
4. Despite challenges, strong faculty and institutional support helped students manage stress, stay motivated, and successfully complete the review program.
5. Instructional strategies, review methods, and compassionate teaching are strongly interconnected, indicating that their combined effect leads to better learning and higher success in the SWLE.

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