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## COMPARATIVE ANALYSIS OF THE WRITING COMPETENCIES OF GRADUATE STUDENTS ENTERING IN A HIGHER TEACHER EDUCATION INSTITUTION

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### Abstract

This study aimed to analyze and compare the writing competencies of graduate students entering in higher teacher education institution. This study utilized the descriptive research method. The main instrument in gathering the data was the validated writing rubrics. The respondents were 101 purposively selected graduate school students who took the Graduate School Admission Test (GSAT) at The National Teachers College-Manila. After the data were gathered, the researcher found out that there were 28 MAPEH, 48 Mathematics, and 25 Science majors who took the GSAT for the past three semesters. The respondents had a fair writing performance in content, organization, vocabulary, language use, and mechanics. The overall writing performance of the graduate students was fair. There was no significant difference in the writing performance of MAPEH and Science groups, however, there was a significant difference in the Mathematics group. Lastly, there was a significant difference in the writing performance in content, organization, vocabulary, language use and mechanics when the respondents were grouped according to area of specialization. Based on the findings of the study, it can be noted that Graduate School Students were more knowledgeable in content compared to organization, language use, vocabulary and mechanics. Moreover, Science majors were more knowledgeable in writing performance compared to MAPEH and Mathematics majors. It is recommended that, Graduate School Professors should monitor the writing skills of every student in their class; Higher Education Institutions must see to it that in their curriculum, they give emphasis on the importance of having good writing skills. The National Teachers College, School of Advanced Studies may offer additional course in the curriculum that offers an intensive training in writing academic papers.

**Keywords:** Graduate Students, Higher Teacher Education Institution, Writing Competencies, Writing Performance.

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