



## **ANALYSIS OF LET SCORES OF NWU-CTE GRADUATES**

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Northwestern University is a teacher education institution whose goal is to provide high academic standards for the students in the field of education, thus, developing in them effective leadership qualities and enhancing enlightening fellowship.

A review of the performance of NWU-CTE graduates in the Licensure Examination for Teachers during the last five years is imperative to find out how far the University has achieved this goal. It also identified possible causes of the kind of performance they exhibited and proposed measures to raise said performance.

This study made use of the documentary procedures. Analysis of the following documents was done: graduation souvenir program, letter from PRC about the performance of LET takers, number of those who passed and failed, percentage of passing and national percentage of passing, and the scores of the takers per aspect of the test like the general education courses, professional education courses, and specialization courses. It also looked into the quality of performance of the students in the different courses while they were taking the teacher education program. Together with this is the qualification of the faculty members who taught the specific course or subject and other circumstances which could have possibly affected their performance. Mean averages of scores and percentages were used to further analyse the data.

The study shows that the percentage of passing of NWU-CTE LET takers is very low, even lower than the national passing percentage. In addition, the mastery of competencies that they should be possessing is not very evident. These are attributed to both student and teacher factors including the students' attitudes towards learning in general, teacher trainings, instructional materials and student services, to name a few.

In order to raise the level of performance of teacher education graduates, a system of admission of high school graduates who enter the program and a system of selective retention should be done along with enrichment and remedial or reinforcement activities.

Faculty development needs to be reinforced including pursuing higher studies like master's or doctoral degrees. In addition to studies, in-service trainings and workload revisits should also be done.

