

EDUCATIONAL AND SPECIALISTS COMPETENCIES OF TEACHER CANDIDATES IN SAUDI ARIBIA IN LIGHT OF SOME DIFFERENT VARIABLES

ABDULLAH SALEH ALSADAAWI
King Saud University
National Center for Assessment, S. A.

ABSTRACT_ *The present study evaluated some variables related to selecting processes of teacher candidates as well as their effects on teacher competences. Data from 118108 teacher candidates on the general and specialist exams which covered (22) teaching areas were analyzed. The variables were addressed are graduation year and type of university, and their interaction with other variables to influence examinees' scores on the exams. In addition, the study investigated the correlation between general and specialist exams, pass rate for repeaters within 7 years, as well as passing levels based on five levels range between "weak" and "excellent". The study findings revealed that graduation year variable has significant negative effects on candidates' scores on both exams; general and specialist unless coupled with training and practical experience. The rate of passing exams were significantly dropped down as a result of repetition to reach 0.03 in the seventh attempt, while the levels of 90% of examinees who based the exams ranging between weak and acceptable. In the light of the results, the study presented recommendations for improving the employability requirements in teaching.*

KEYWORDS: *professional standards for teacher Standards, Teachers Certification, Teachers Characteristics, Teacher exams, Teacher preparation.*