

## Preschool Teachers' Teaching Performance in Relation to Their Technology and 21st Century Skills

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**Abstract :** The main purpose of this study is to determine the preschool teachers' technology and 21st-century skills and its relation to teachers' performance. The participants were 94 preschool teachers and 59 school administrators from the CDAPS member schools. The data were collected by using 21st Century Skill, developed by ISSA (2009), Technology Skills of Teachers Survey (2013) and Teacher Performance Evaluation Criteria and Descriptors (200) was modified by the current researcher to suit the needs of her study and was administered personally by her. The surveys were designed to measure the participants' 21st-century skills, technology skills and teaching performance. The result of the study indicates that the majority of the preschool teachers are the college graduate. Most of them are in the teaching profession for 0 to 10 years. It also indicated that the majority of the school administrators are masters' degree holder. The preschool teachers are outstanding in their teaching performance as rated by the school administrators. The preschool teachers are skillful in using technology, and they are very skillful in executing the 21st-century skills in teaching. It was further determined that no significant difference between preschool teachers 21st-century skill in regards to educational attainment same as with the number of years in teaching, likewise with their technology skills. Furthermore, the study has shown that there is a very weak relationship between technology and 21st-century skills of preschool teachers, a weak relationship between technology skills and teaching performance and a very weak relationship between 21st-century skills and teaching performance were also established. The study recommends that the preschool teachers should be encouraged to enroll in master degree programs. School administrators should support the implementation of newly adopted technologies and support faculty members at various levels of use and experience. It is also recommended that regular review of the professional development plan be undertaken to upgrade 21st-century teaching and learning skills of preschool teachers.

**Keywords :** preschool teacher, teaching performance, technology, 21st century skills

**Conference Title :** ICECET 2017 : International Conference on Early Childhood Education and Technology

**Conference Location :** Singapore, Singapore

**Conference Dates :** March 29-30, 2017