Management of Professional Training for Teachers Preschool According to PDCA Model: Study of Current Situation at Kindergartens in the Southeast Region, Vietnam

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ABSTRACT: Professional capacity building for preschool teachers plays an important role in improving the quality of preschool education . Participating in training activities helps preschool teachers update new knowledge and skills, improve pedagogical capacity, and apply advanced educational methods. In the context of rapidly changing education, training management helps preschool teachers adapt to modern educational methods, digital technology and new skill requirements...A survey using questionnaires for managers at education and training departments, managers and teachers at preschools in the Southeast region showed that the application of the PDCA model has not been implemented synchronously in some stages such as: Planning is not based on an assessment of teachers' training needs; Training content and forms are not clearly defined in the planning process; In implementing the plan, many activities are not oriented towards training results; Many inspection activities are still ignored, such as inspection of preparation, inspection of training progress and quality... most of the observed variables are evaluated at an average level, very few observed variables are evaluated at a good level, so the achieved efficiency is only at an average level.

KEYWORDS: Training, preschool teachers, PDCA model, professional capacity, preschool in Southeast Vietnam.

I. INTRODUCTION

Preschool education is an important foundation in children's development, contributing to building a foundation of knowledge and personality from the first years of life. The role of preschool teachers in nurturing and educating children is indispensable, requiring dedication, professional knowledge, and appropriate pedagogical skills. However, to meet the increasing demands of modern education, the professional capacity of preschool teachers needs to be improved and regularly trained.Resolution 29- Resolution/Central mentioned the goal of fundamental and comprehensive innovation in preschool education as "Continuing to innovate and standardize preschool education content, focusing on combining care and nurturing with education suitable for psychological and physiological characteristics, physical development requirements and personality formation" [1]. To meet this goal, on April 13, 2021, the Ministry of Education and Training issued Circular No. 01/Consolidated document - Ministry of Education and Training on promulgating the Preschool Education Program, which identified "The goal of preschool education is to help children develop physically, emotionally, intellectually, aesthetically, form the first elements of personality, and prepare children for first grade; "To form and develop in children basic psychological and physiological functions, abilities and qualities, necessary life skills appropriate to their age, to arouse and develop to the maximum potential abilities, to lay the foundation for learning at the next levels of education and for lifelong learning" [2].

The Southeast region, with its rapid urbanization and large young population, is facing a great demand for quality preschool education. However, in the face of strong innovation requirements for the national education system as well as preschool education, the preschool teaching staff has not yet met the requirements in terms of quantity, structure and quality. The preschool teaching staff is both surplus and shortage in quantity, unevenly distributed in regions, not uniform in structure, especially the structure of qualifications, professional capacity and not solid in quality according to the requirements of professional standards. A number of preschool teachers are still lacking and weak in quality and capacity in child care and education activities, not meeting well the requirements of preschool teacher professional standards and the requirements of preschool education innovation. Implementing the direction of the Ministry of Education and Training, the Departments of Education and Training of the Southeast region have implemented professional capacity training activities for preschool teachers regularly according to the regular training program of the Ministry of Education and Training, but the implementation of professional capacity training for preschool teachers has not met the requirements. The limitations of the

management of professional capacity training for preschool teachers are: The objectives of the plan are not specific enough to guide the implementation activities to achieve the objectives; The content and form of training have not been clearly defined during the planning process, the assignment of each task to each member is not clear and specific; The draft plan has not been responded to or adjusted; In the implementation of the plan, many activities have not focused on training results, in which the input, process and output factors have not been fully implemented; Activities to check the implementation of the plan, many inspection activities are still ignored such as checking the preparation stage, checking the progress and quality of training; The decentralization of management in training is not effective, mainly carried out by the Department of Education and Training, while the school level mainly follows the instructions from the superiors... This article focuses on studying the current situation of management of professional capacity training for preschool teachers in preschools in the Southeast region according to the PDCA model, from which to propose measures to improve the effectiveness of management of professional capacity training for preschool teachers, contributing to building a strong and comprehensive preschool education system.

II. THEORETICAL FRAMEWORK
SOME BASIC CONCEPTS
Preschool teacher : is a person who prepares lessons and helps students between the ages of three and five who are not yet in kindergarten. A preschool teacher may create crafts, teach numbers and colors, and encourage social development. Designing a curriculum that focuses on each important learning area is also an important part of choosing this career. The primary goal of a preschool teacher is to prepare their students for first grade **Error! Bookmark not defined.**.

Capacity: is a number of knowledge, skills, abilities, personality, motivation related to work, performance at work and some other important results in life [4]. Human capacity is considered an individual process. Each person can choose for himself some types of capacity to practice [5].

Professional capacity of preschool teachers: is a set of factors of moral qualities, knowledge, skills, motivation for personal career development to ensure that teachers successfully perform the task of caring for and educating children in their professional activities [6]. Professional capacity of preschool teachers is mentioned when the quality of preschool teachers is considered a decisive factor in the quality of preschool education . This is especially true for preschool services , where the level of the education and care system seems to be more related to the professional quality of teachers [7].

Training: According to Clause 2, Article 3 of the Regulations on training and fostering civil servants and public employees of the Ministry of Justice issued together with Decision 273/QD-BTP in 2018: "Training is the activity of equipping, updating, and improving knowledge and working skills". The word "training" can be distinguished from the word "training" in this document, which is "Training is the process of systematically imparting and receiving knowledge and skills according to the regulations of each level and level of education" [8].

Fostering professional capacity for preschool teachers: is the activity of equipping, updating, and improving knowledge and skills of preschool teachers' professional attributes to ensure that they can work in a specific environment of preschool education aimed at developing children's physical, intellectual, and spiritual abilities effectively [9].

Management: is the impact of the management subject in mobilizing, promoting, combining, using, adjusting, and coordinating resources inside and outside the organization in an optimal way to achieve the organization's goals with the highest efficiency [10].

Management of professional capacity development for preschool teachers: is a planned, oriented, and systematic activity to promote professional capacity for preschool teachers, ensuring that this team operates in a specific environment of preschool education aimed at effectively developing children's physical, intellectual, and spiritual abilities [11].

PDCA MANAGEMENT MODEL : The PDCA model (Plan - Do - Check - Act) is a fundamental component of total quality management, an iterative design and management approach used in business to control and continually improve processes and products. It is also known as the Shewhart control model because it was researched and developed by Walter Shewhart [12].

Author John (2012) [13] identified the PDCA model as having 04 stages:
(1) Plan = Define goals, emphasize objectives and goals; Collect data.
(2) Do = Identify needs; Propose changes; Implement.
(3) Check = Monitor, evaluate and analyze changes; Compare old and new data .
(4) Action = Adjust improvement strategy; Refine and recover

The PDCA model provides precise improvement because it works in a cyclical manner. PDCA not only encourages the development of breakthrough changes but also helps in effective change management. One of the main uses of this model is quality management through the continuous feedback loop of PDCA. The application of the PDCA model helps in planning, collecting and analyzing data to anticipate and overcome limitations to reduce the deviation between the current situation and the desired goal [14].

THEORY ON MANAGING PROFESSIONAL CAPACITY DEVELOPMENT FOR PRESCHOOL TEACHERS ACCORDING TO THE PDCA MODEL

Develop a plan to improve professional capacity for preschool teachers : Assess the need for professional capacity development of teachers to prepare for planning: The Department of Education and Training directs preschools to assess the need for professional capacity development of teachers; Assess the conditions of facilities and equipment to meet the needs of development; Assess human resources for development; Assess financial resources to ensure development.

Set goals for the professional capacity development plan for preschool teachers: Set overall goals and orientation for training activities; Make a list of specific tasks to set goals; Set guiding principles for training; Predict the results achieved after the training period.

Determine the content, subjects and develop the training program: Determine the number of training topics; Classify training topics and subjects participating in each topic; Assign a person to preside over the development of the training program; Get feedback on the training program.

Manage the determination of training forms in planning: Anticipate training forms that can take place and be implemented; Establish training forms corresponding to each topic; Identify appropriate training participants for each training form; Identify appropriate testing and evaluation forms for each type of topic.

Determine the training roadmap: Determine the start and end time of the training period; Determine and divide the time for each training content; Determine the timeline for testing and evaluating the training session; Determine the timeline for summarizing and ending a training session.

Assignment of responsibilities: Identify the subjects to implement and organize the implementation of the training plan; Plan to assign and assign tasks to each member participating in the implementation of the training plan; Plan to assign and assign members to serve and support the training; Plan to assign responsibilities to kindergartens to prepare conditions for implementing the training.

Check, adjust and issue the training plan: Organize the review of the content and form of the training plan; Announce the draft plan and collect feedback; Complete and edit the training plan after receiving feedback; Issue the training plan to preschools in the area.

Implement a plan to improve professional capacity for preschool teachers

Carry out the input tasks of professional capacity training for preschool teachers: Establish a team to carry out professional capacity training for teachers according to the plan; Develop and unify the teacher training program; Complete facilities and equipment to meet the requirements of teacher training; Select and establish a team of reporters.

Carry out tasks in the process of fostering professional capacity for preschool teachers: Assign and compile training topics to meet the professional capacity requirements of preschool teachers; Carry out teacher training topics according to the developed topics; Carry out training forms; Carry out inspection, promote and support the

training process.

Carry out output tasks of professional capacity training for preschool teachers: Develop sets of standards for evaluating teacher training results according to the characteristics of each subject; Carry out testing of teacher training results in different forms; Carry out data collection to test results and process teacher training information; Carry out summarizing teacher training cycles.

Checking the results of professional capacity training for preschool teachers
Check the preparation stage of professional capacity training for preschool teachers : prepare resources, materials and participants in the training.

Check the training activities of reporters and the learning of teachers to promote teaching and learning to take place in the best way, bringing the most efficiency.

Regular assessment during teacher training is carried out from many sides. In addition to the assessment of lecturers or experts, self-assessment and mutual assessment by teachers are very important.

Testing the results of teacher training is a reflection of a process in which teachers participate to develop their professional capacity.

Adjust the plan to prepare for the next training program
Collecting and processing information on training results: Processing training results for teachers through a 4-level evaluation scale. With this evaluation scale, teachers at lower levels must continue to register in the next cycle with the goal of achieving a higher level .

The assessment of teacher training results must be based on the objectives and the objectives must be used as a scale. If the training results are higher than the objectives, the training results are considered positive feedback. Conversely, if the training results are lower than the objectives, the training results are considered negative feedback.

Adjusting the stages of the process that affect the training results: System adjustment occurs in negative feedback situations. With this perspective, when training results have been evaluated, what is set out in the goals has not been fully implemented, negative feedback occurs, requiring adjustments to the stages in the system.

Develop a program for a new training cycle: in case teachers do not meet the requirements or achieve a low level of professional competence with an acceptable small number, the self-regulating feedback loop will turn in the other direction, it will review the training process with positive elements as experiences to create a new cycle with higher goals.

II. RESEARCH RESULTS
❖CONDUCT A SURVEY ON THE CURRENT STATUS OF PROFESSIONAL CAPACITY DEVELOPMENT MANAGEMENT FOR PRESCHOOL TEACHERS IN THE SOUTHEAST REGION ACCORDING TO THE PDCA MODEL.

Survey Purpose : Assessing the current situation of professional capacity development management for preschool teachers in the Southeast region according to the PDCA model.

Survey location, subjects and time
- Survey area: kindergartens under the education and training departments of 06 provinces in the Southeast, including: Ho Chi Minh City, Binh Duong Province, Ba Ria - Vung Tau Province, Binh Phuoc Province, Tay Ninh Province, Dong Nai Province. Specifically:
+ Ho Chi Minh City: Department of Education and Training District 5: Son Ca Kindergarten.
+ Binh Duong Province: Department of Education and Training of Thu Dau Mot City: Hoa Phuong Kindergarten.
+ Dong Nai Province: Long Khanh City Department of Education and Training: Hang Gon Kindergarten.
+ Tay Ninh Province: Tay Ninh City Department of Education and Training: An Thanh Kindergarten.
+ Binh Phuoc Province: Department of Education and Training of Loc Ninh district: Loc Hung Kindergarten.
+ Ba Ria - Vung Tau Province: Department of Education and Training of Xuyen Moc District: Anh Duong Kindergarten.

- Survey subjects: Including 104 selected managers and teachers of 06 education and training departments and 06 kindergartens in the Southeast region. Specifically:
+ Management staff of 06 education and training departments including heads, deputy heads and staff in charge of teacher training: 18 people
+ Management staff of 06 kindergartens : 18 people
+ Teachers of 06 kindergartens : 68 people.
- Survey period: From August 2024 to September 2024.

❖ **Research Method**
(1) Theoretical research method
Purpose: Collect, analyze, synthesize, systematize related theoretical issues, study the core of the research problem of professional capacity training management for preschool teachers in the Southeast region. Method of implementation: Analyze and clarify core concepts. Clarify specific issues of professional capacity training management for preschool teachers in preschools in the Southeast region.

(2) Questionnaire survey method:
Purpose: To assess the current situation of professional capacity training management for preschool teachers in the Southeast region according to the PDCA model.
- Method of implementation: Design survey forms following the following steps:
+ Step 1: Discuss with survey subjects to prepare the questionnaire.
+ Step 2: Pilot survey on a small sample, edit the questionnaire. After editing the questionnaire, the author compiled it into a complete set of questionnaires.

Data processing: Using statistical calculations performed by SPSS 22.0 statistical software. The statistical calculations used include: Descriptive statistics (Quantity, average, standard deviation, rank). Scale convention: In the survey, the author used a 5-level rating scale: Poor, weak, average, fair, good. The values assigned at the corresponding levels are 1, 2, 3, 4 and 5 (min = 1.0, max = 5.0). Poor: $1.00 \leq \ \leq 1.80$; Weak: $1.80 < \ \leq 2.60$; Average: $2.60 < \ \leq 3.40$; Fair: $3.40 < \ \leq 4.20$; Good: $4.20 < \ \leq 5.00$.

(3) Data processing method
* Qualitative data processing method: Analysis of domestic and foreign theoretical basis on management of professional capacity training for preschool teachers; documents related to management of professional capacity training for preschool teachers of preschools selected in the study.

* Quantitative data processing method: including survey results using questionnaires for managers and preschool teachers in the Department of Education and Training and preschools in the Southeast region analyzed using SPSS software version 22.0. The article uses descriptive statistics to calculate the average rate, standard deviation, and rank of each observed variable, thereby analyzing and drawing conclusions from the obtained results.

III. RESULTS OF THE CURRENT SITUATION SURVEY
Current Status Of Planning To Develop Professional Capacity For Preschool Teachers In The Southeast Region

Assess the need for professional development of teachers to prepare for planning : Survey results on the current situation of assessing the need for professional capacity development of teachers to prepare for planning The survey data were analyzed and the following results were obtained.

Order	Survey content	Quantity	Average score	Standard deviation	Ranking
1	The Department of Education and Training requires preschools to assess the need for professional development of teachers.	104	2.62	.856	4
2	Evaluate the physical facilities and equipment to meet training needs.	104	2.78	.793	1
3	Human resource assessment for training	104	2.6	.937	3

			6		
4	Assess financial resources to ensure training activities	104	2.73	.652	2
GPA		**2.70**			

Table 1. Current status of management and assessment of teachers' professional capacity development needs to prepare for planning

According to the results of Table 1 , managers and teachers assessed the current situation of management and assessment of the need to improve teachers' professional capacity to prepare for planning, achieving an average score ($\overline{X}$ = 2.70) at the "Average" level. All 04 observed variables have an average value at the "Average" level. The standard deviation of the observed variables ranges from 0.652 to 0.937, the assessments are concentrated at average levels. This means that there has been a need for teacher training identified but only at a low level. Among the observed variables, there is the variable "Department of Education and Training The item "Requesting kindergartens to assess the need for professional development of teachers" has the lowest average value ($\overline{X}$ = 2.62), ranking 4, which is close to the "Weak" level.

Set goals for the professional development plan for preschool teachers
The results of the survey on the current status of goal setting in planning professional capacity development for preschool teachers are shown in the following statistical table.

Order	Survey content	Quantity	Average score	Standard deviation	Ranking
1	Establish overall goals and directions for training activities	104	3.42	.865	1
2	Make a list of specific tasks to set goals	104	2.62	.792	3
3	Establish guiding principles for training activities	104	2.34	.859	4
4	Predict the results achieved after the training	104	2.98	.931	2
GPA		**2.84**			

Table 2. Current status of setting goals for preschool teachers' professional

capacity development plans : According to Table 2, there are 04 observed variables that are the process for determining specific goals for the teacher training plan . The observed variables have average values ranging from "Weak" to "Fair". This result shows that the development of the teacher training plan has determined the goals but is not complete. Specifically, the content "Establishing overall goals and orientations for training activities" has the highest average value, reaching the level of "Fair" ($\overline{X}$ = 3.42), ranked 1; meanwhile, the observed variable on "Establishing guiding principles for training activities" has the lowest average value, reaching the level of "Weak" ($\overline{X}$ = 2.34), ranked 4. The standard deviation of the observed variables ranges from 0.792 to 0.931. This shows that the goals of the plan lack specificity and have not become the motto for action for *teacher training activities.* Therefore, it is necessary to have a planning process for teacher training activities, in which setting goals is a key factor to guide the organization of effective training activities.

Management determines content, objects and builds preschool teacher training programs: In the teacher training plan, the content and program development of the training are indispensable and considered as the focus of the teacher training plan's activities. The current situation of this issue is shown in Table 3. following

Table 3. Current status of management in determining content and developing preschool teacher training programs

Order	Survey content	Quantity	Average score	Standard deviation	Ranking
1	Determine the number of training topics	104	3.56	.827	1
2	Classification of training topics and training participants for each topic	104	2.79	.956	2
3	Assign a person to take charge of developing the training program	104	2.39	.769	4
4	Get feedback on training program evaluation	104	2.45	.823	3
GPA		2.80			

The assessment results on the current status of management in determining the content and developing the preschool teacher training program were assessed by managers and teachers at the "average" level with a general average score ($\overline{X}$ = 2.80). The observed variables in Table 3 have different average values but are differentiated at the levels of "Weak", "Average", "Fair". This shows that the determination of content and development of teacher training programs is incomplete and one-sided. While the "Establishing the number of training topics" has the highest average value, reaching the level of "fair" ($\overline{X}$ = 3.56), ranked 1, then "Classification of training topics and training participants for each topic" has an average value at the level of "Average", ranked 2. From here, it can be determined that the establishment of the content of the teacher training plan is at a simple level, lacking specificity and realization of the training content. Therefore, "Assigning a person to preside over the development of the training program" and "Getting opinions on the training program evaluation" only reach the level of "weak" ($\overline{X}$ = 2.39 to $\overline{X}$ = 2.45). The standard deviation of the observed variables ranges from 0.769 to 0.956, the evaluations are concentrated at the levels of weak to fair.

Managing the determination of compensation forms in planning

The reality of determining teacher training forms in planning is shown in Table 4. Following

Order	Survey content	Quantity	Average score	Standard deviation	Ranking
1	Expected forms of training that can take place and be implemented	104	3.12	.889	1
2	Establish training forms corresponding to each topic	104	2.68	.768	2
3	Identify appropriate training participants for each training type.	104	2.43	.931	4
4	Identify appropriate testing and assessment methods for each type of topic.	104	2.65	.776	3
GPA		2.72			

Table 4. Current status of management of determining compensation forms in planning

The assessment results of this situation were assessed by $\overline{X}$ managers and teachers at the "average" level with an average score ($\overline{X}$ = 2.72). The observed variables had mean values ranging from "Weak" to "Average". The standard deviation of the variables ranged from 0.776 to 0.931, with assessments concentrated at weak to medium levels. This shows that the development of teacher training plans has determined the form but is not complete. According to Table 4 , many educational units have not implemented one or more of these four contents; at the same time, there are units that have implemented them but not at a high level. In particular, the determination of appropriate training participants for each training form is only at the "Weak" level ($\overline{X}$ = 2.43). This result shows that the determination of training forms in planning of education and training departments has not met the requirements, and education and training departments still take this work lightly.

Current Status Of Implementing Professional Capacity Training Plan For Preschool Teachers

Carry out input tasks of professional capacity training for preschool teachers

Management activities to implement input tasks of professional capacity training for preschool teachers through data processing gave the following results.

Order	Survey content	Quantity	Average score	Standard deviation	Ranking
1	Establish a team to implement professional capacity training for teachers according to plan	104	3.56	.906	1
2	Organize and unify teacher training programs	104	2.43	.857	4
3	Complete facilities and equipment to meet teacher training requirements	104	2.99	.912	2
4	Organize selection and establishment of reporting team	104	2.91	.708	3
GPA			2.97		

Table 5. Current status of organization and implementation of input tasks of professional capacity training for preschool teachers

To perform input tasks well, input elements must be unified and synchronized so that one element is a premise or condition for another. Through the statistical results in Table 5 shows that managers and teachers rate this situation at the "Average" level with an average score ($\overline{X}$ = 2.97). The standard deviation of the observed variables ranges from 0.708 to 0.906, the assessments are concentrated at the weak to fair levels. In which, the average value of the observed variables is not similar and differentiates from the "Weak" level to the "Fair" level. The observed variable with the highest average value, reaching the "Fair" level, is "Establishing a team to implement professional capacity training for teachers according to the plan" ($\overline{X}$ = 3.56), ranked 1. This shows that many units of the Department of Education and Training have established teams to organize and operate the training sessions smoothly. The observation variable "Organizing the development and unification of teacher training programs" has the lowest average value at "Weak" ($\overline{X}$ = 2.43), ranked 4, meaning that many units of the Department of Education and Training are not proactive in developing teacher training programs . Along with other observation variables with an average value at the "Average" level, it shows that the implementation of plans to perform input tasks is still limited. This requires the management of teacher training to have measures to ensure resources for teacher training , considering these as factors to perform input tasks for the teacher training process.

Organize the implementation of tasks in the process of fostering professional capacity for preschool teachers.

Current status of implementing tasks of professional capacity training process for preschool teachers reflected in the following statistical table.

Order	Survey content	Quantity	Average score	Standard deviation	Ranking

1	Organize the compilation of training topics to meet the professional capacity requirements of preschool teachers.	104	2.66	.826	4
2	Organize and implement teacher training seminars according to established seminars.	104	2.86	.796	3
3	Organization of training forms	104	2.89	.694	2
4	Organize, monitor and support the training process	104	3.85	.810	1
GPA			**3.07**		

Table 6. Current status of organization and implementation of tasks in the process of fostering professional capacity for preschool teachers

Results of the current situation of organizing the implementation of tasks in the process of fostering professional capacity for preschool teachers in Table 6 shows that managers and teachers rate this situation at the "Average" level with an average score ($\overline{X}$ = 3.07). Looking at the results in the table above, we see that the average value of the observed variables is only at the "Fair" and "Average" levels. In which, the observed variable "Organizing the compilation of training topics to meet the professional capacity requirements of preschool teachers" has the lowest average value at the "Average" level ($\overline{X}$ =2.66), ranked 4th. Meanwhile, the observed variable "Organizing inspection, promoting and supporting the training process" has the highest average value, achieved the level of "Fair" ($\overline{X}$ =3.85), ranked 1. The standard deviation of the observed variables ranged from 0.694 to 0.826, the assessments were concentrated at the average to good levels. From here, it is possible to set out requirements and measures for the management of teacher training , which is to decentralize training so that schools can take on part of the specialized subjects to meet the professional capacity needs of preschool teachers. This can overcome the above situation.

Organize the implementation of output tasks of professional capacity training for preschool teachers

The results of the survey on the implementation of output tasks of teacher training are reflected in the statistics below.

Order	Survey content	Quantity	Average score	Standard deviation	Ranking
1	Organize the development of a set of standards for evaluating teacher training results according to the characteristics of each subject.	104	2.36	.693	4
2	Organize teacher training results testing in different forms	104	2.93	.759	3
3	Organize the collection of test results data and process teacher training information	104	3.24	.837	2
4	Organize and implement the summary of the teacher training cycle	104	3.67	.912	1
GPA			**3.05**		

Table 7. Current status of implementation of output tasks of professional capacity training for preschool teachers

Through the results of the current status of organizing the implementation of output tasks of professional capacity training for preschool teachers shows that managers and teachers rated it at the "Average" level with an average score ($\overline{X}$ = 3.05). According to Table 7 , the observed variables showing the organization of the implementation of output tasks have an average value that differs too much instead of being similar to each other (from $\overline{X}$ = 2.36 to $\overline{X}$ = 3.67). The above results show that the organization of the implementation of output tasks of teacher training has not been carried out in a synchronous manner to ensure the effectiveness of the teacher training process . The Departments of Education and Training have "Organized the implementation of the summary of the teacher training cycle" although they are at the "Fair" level ($\overline{X}$ = 3.67), ranked 1, but in general, it is the last step of the plan implementation stage. On the contrary, the observed variable "Organization of development of standards for evaluating teacher training results according to the characteristics of each subject" is at the "Weak" level ($\overline{X}$ = 2.36), ranked 4. The standard deviation of the observed variables ranges from 0.693 to 0.912, the assessments are

concentrated at the weak to fair levels. This shows that the current situation of organizing the implementation of teacher training output tasks is weak, educational units only focus on completing training work for summary rather than focusing on implementing tasks for the training process.

Current Status Of Testing The Results Of Professional Capacity Development For Preschool Teachers
The current status of management and testing of professional capacity training results for preschool teachers is shown in the data in the following table.

Order	Survey content	Quantity	Average score	Standard deviation	Ranking
1	Check the preparation stage of professional capacity building for teachers	104	2.42	.856	3
2	Check the training activities of the reporters and the learning of the teachers	104	2.36	.709	4
3	Regular checks during teacher training activities	104	2.89	.937	2
4	Check teacher training results	104	3.63	.842	1
GPA			**2.83**		

Table 8. Current status of testing the results of professional capacity development for preschool teachers

Through the results in Table 8 Regarding the current status of checking the results of professional capacity training activities for preschool teachers, it was assessed by managers and teachers at the level of "Average" with an average score ($\overline{X}$ = 2.83). The observed variables of the current status table have a large difference in average values from "Weak" to "Fair" (from $\overline{X}$ = 2.36 to $\overline{X}$ = 3.63), of which there are 2 observed variables at the "Weak" level belonging to "Checking the preparation stage of professional capacity training for teachers" ($\overline{X}$ = 2.42), ranked 3 and "Checking the training activities of reporters and teachers ' learning " ($\overline{X}$ = 2.36), ranked 4. These inspection stages seem to be rarely performed or performed carelessly, so the quality of teacher training is difficult to fully assess. Only the observed variable "Checking the results of teacher training " has an average value at the level of "Fair" ($\overline{X}$ = 3.63). The standard deviation of the observed variables ranges from 0.709 to 0.937, with the assessments concentrated at the weak to fair levels. This shows that most educational institutions evaluate the training results of teachers in the form of assignments or final tests. However, this test only reflects the quality of teachers participating in the training, not fully reflecting the implementation of the training plan.

Current Status Of Plan Adjustment To Prepare For The Next Training Program

The process of adjusting the plan and the level of implementation can be found through the results of the current situation survey in Table 10 below.

Order	Survey content	Quantity	Average score	Standard deviation	Ranking
1	Collect and process training results information	104	3.56	.816	1
2	Check training results against goals	104	3.24	.765	2
3	Adjusting the stages of the process affects the training results	104	2.45	.936	3
4	Develop a program for the new training cycle	104	2.16	.815	4

GPA	2.85

Table 9. Current status of plan adjustments to prepare for the program next training

Through the survey results in Table 9 , it shows that managers and teachers rate this situation at the level of "Average" with an average score ($\overline{X}$ =2.85). The observed variables on the status of management of adjusting plans to prepare for the next training program have a difference in average value (from $\overline{X}$ = 2.16 to $\overline{X}$ = 3.56), that is, from the level of "Weak" to the level of "Fair". This shows that the adjustment and supplementation of the plan that has been made to prepare for the new training plan has not been implemented or is still implemented superficially and in a formal manner. The standard deviation of the observed variables ranges from 0.765 to 0.936, the assessments are concentrated at the weak to fair levels. Among the observed variables, the variable "Collecting and processing information on training results" has the highest average value, reaching the level of "Fair" ($\overline{X}$ = 3.56), ranked 1. This shows that after each teacher training session, the managers have performed part of the work of adjusting and supplementing the plan and the results are only experience but have not gone into depth in analyzing and adjusting and supplementing the plan. In other words, the reality shows that when the teacher training session ends, the training plan also ends. Therefore, the remaining observed variables are at the "Weak" level, which are "Adjusting the stages of the process affecting the training results" ($\overline{X}$ = 2.45) and "Developing the program for the new training cycle" ($\overline{X}$ = 2.16) . According to the PDCA model approach, this situation reflects the low and incomplete quality of teacher training.

IV. CONCLUSION

Developing professional capacity for preschool teachers in the Southeast region is a strategic and important task to improve the quality of preschool education. Through studying the current status of professional capacity training management for preschool teachers in the Southeast region, the article has clarified the strengths, limitations and causes in the management of professional capacity training. For preschool teachers. Applying the PDCA model to the management of professional capacity development for preschool teachers has been proven to be effective in planning, implementing, checking and improving the training process. The results of the current survey show that: although there have been many efforts to improve, the management of professional capacity development for preschool teachers still has limitations. The survey results show that the majority of observed variables are only at the "Weak" and "Average" levels, with very few observed variables being at the "Fair" level. The limitations of this training management activity are: The planning is not based on the assessment of teachers' training needs, the objectives of the plan are not specific enough to guide the implementation activities to achieve the objectives, the content and form of training are not clearly defined in the planning process; In the implementation of the plan, many activities are not oriented towards training results, in which the input, process and output factors are not fully implemented; In checking the implementation of the plan, many inspection activities are still ignored such as checking the preparation stage, checking the progress and quality of training; Regarding the step of relying on inspection information to adjust the preparation plan for the next cycle, it seems that it has not been implemented yet... This is an important basis for the Department of Education and Training and the Board of Directors of preschools in the Southeast region to take appropriate measures to adjust the management of professional capacity training for preschool teachers, in order to improve the professional capacity of the preschool teaching staff, contributing to building a high-quality educational foundation, to meet the requirements of current educational innovation.

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