Exploring the Impact of Youth Leadership Development Programs in TVET: Systematic Literature Review

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Abstract

Technical and Vocational Education and Training (TVET) systems play a crucial role in preparing young individuals with practical skills and essential competencies needed for entering the workforce. Within this framework, the incorporation of youth leadership development programs presents a promising avenue to not only hone technical proficiencies but also cultivate leadership qualities vital for personal growth, civic engagement, and societal transformation. Moreover, establishing influential leadership within higher education involves seizing available opportunities and making informed decisions to effectively guide institutions forward. Through systematic analysis various of scholarly resources, this review to uncover the impact of youth leadership in development on personal, civic engagement dan social change. Following the PRISMA framework encompassing population, intervention, comparison, outcomes, and specific exclusions, this systematic review was meticulously structured. Data were sourced from platforms such as Scholar, Science Direct, ResearchGate, OECD Library, Scopus, Springer, and Research Leap. The comprehensive review process involved scrutinizing all identified papers and conducting quality assessments. Ultimately, twenty articles meeting the criteria were meticulously selected for data extraction, organization, and analysis through narrative synthesis. The review identified the impact on youth through programmed of youth leadership in their development of personal, civic and social change. Empowering young individuals by fostering their skills and creating favorable conditions, experiences, and opportunities allows them to engage actively and meaningfully within their community.

1. Introduction

Investing in nurturing leadership skills among the teenagers and young individuals is viewed as an investment in our society's future. One of venues that explored on their development in youth leadership involves engaging in community focuses, civic involvement or social activism, (Turkay & Tirthali, 2010). In by years upwards, originating from the teen cohort, they will potentially establish successful startup companies, ascend from entry-level positions to executive leadership, steer societal shifts in politics, supervise pioneering scientific advancements, and motivate the transformation of organizations facing challenges, (Tackett et al., 2022). Recent

discussions have significantly influenced the exploration of the importance of youth leadership in community decision-making. Studies have uncovered that despite the increasing prevalence of youth program activities, their involvement in civic and community endeavors has often remained modest at best, (Jones, 2009). Moreover, by enhancing the leadership skills of student leaders can occur through dedicated initiatives aimed at developing their abilities. These initiatives facilitate the growth of critical thinking, proactive decision- making, and the sharing of leadership skills among participants, (Dorasamy & Rampersad, 2014). Leadership development primarily aims at the youth, a categorization often described as "fuzzy" due to its inclusive nature, encompassing pre-teens, adolescents, students, and emerging young adults, (Çetinkaya et al., 2021). The active participation of youths in the political and socio-economic advancement of a nation is crucial, considering their status as the upcoming generation of leaders. To prepare them for this responsibility and enable their engagement in making informed decisions about personal, familial, social, and political progress, it's imperative to involve them in ongoing leadership activities within their communities, regardless of their social backgrounds, (Ekpe, 2017). For sustained innovation and the enhancement of technical and vocational education and training (TVET) programs, capable leaders play a pivotal role. They serve as the cornerstone of capacity building, driving school improvements and ensuring the continuity and growth of these programs, (Harun et al., 2014).

1.1 Youth Leadership

Leadership is revolving around persuasion, encompassing the art of influencing others to collectively pursue a shared goal that holds significance or relevance to the group. It's crucial to understand that leadership isn't about domination; rather, at its pinnacle, it necessitates others voluntarily embracing the group's goals or mission as their own, (Pfeiffer & Wechsler, 2013). Youth leadership can be defined on the ways through which young individuals can uncover, learn, or gain experience in leadership. These methods predominantly rely on experiential learning, providing not just skill development but also offering opportunities to apply and practice these skills in authentic and significant manners, (Çetinkaya et al., 2021). Youth leadership development represents an approach that goes beyond mere instruction on leadership. It will grant young individuals the chance to put leadership principles into practice in their daily routine. Through youth-centered leadership development initiatives, individuals aged 12 to 19 engage in purposeful experiences tailored to impart leadership principles specifically pertinent to adolescents, (Brumbaugh & Cater, 2016). By Suhaimi et al., (2016), the involvement of youth is a process where the younger generation, as an active part of society, engages, provides perspectives, and holds the power to decide on issues that affect them. In recent times, extensive discussions have been instrumental in highlighting the importance of understanding the role of youth leadership in shaping community decision-making processes, (Jones, 2009).
Although some adhere to the belief that leadership is an innate trait, but that student leaders can be cultivated through a concentrated effort on enhancing their leadership skills via developmental programs. These initiatives foster the capacity to think critically, act decisively, and effectively share leadership abilities, (Dorasamy & Rampersad, 2014). Leadership development isn't confined to a specific period; rather, there are distinct opportunities for growth at every stage of life. Each phase presents unique chances to foster and encourage leadership development. Adolescence, in particular, stands out as a pivotal time for cultivating various crucial life skills, notably including leadership abilities (Çetinkaya et al., 2021). Hence, it's crucial to empower young individuals, enhance their capabilities and offer platforms for displaying their initiatives a in leadership skill, (Ng& & Thomas, 2023)

1.2 Technical and Vocational Education and Training (TVET) Roles in Fostering Youth Leadership

Technical and Vocational Education and Training (TVET) over time has been regarded as the sole recourse for individuals considered under-achievers or non-performer. As TVET gained a reputation as an unreliable educational choice and an unprofitable career path, dedicated professionals have actively worked to enhance its reputation and demonstrate its credibility, (Ibrahim & Ahmad, 2017). Moreover, the perception of TVET as being unattractive and unpromising has gradually shifted, as many countries recognize it as a viable pathway toward successful careers and as a crucial field for uplifting the economy, its people, and the nation as a whole, (Ahmad, 2015). In essence, Technical and Vocational Education and Training (TVET) embodies a framework that fosters constructive analytical skills, knowledge acquisition, and critical thinking. Vocational Education and Training (VET) specifically emphasizes the development of craftsmanship, hands-on experience, and practical problem-solving abilities. TVET is centering on acquiring knowledge, honing skills, and nurturing the right attitudes required for success in the professional realm, (Farha et al., 2015). Leadership characteristics are distinctive qualities that set individuals apart, particularly in terms of their performance, responsibility, engagement, and stature. Within Technical and Vocational Education and Training (TVET), students should embrace leadership roles to drive the implementation of continuous innovation. Cultivating leadership among students is vital as they represent the future leadership cadre. Prioritizing the implementation of innovation aligns with the current

societal aspirations for progress and advancement, (Farha et al., 2015). TVET furnishes young people with a sturdy foundation, enabling them to make meaningful impacts in their communities and workplaces. Their developed skills and leadership qualities serve as inspiration to others. TVET programs and activities play a pivotal role in fostering personal growth, civic engagement, and effecting social change. These initiatives not just teach technical know-how but also cultivate confidence, adaptability, and communication skills essential for leadership across diverse sectors and industries.

2. Methodology

2.1 Aim

The aims in the systematic literature review are to review and synthesize the impact of youth leadership development programs in TVET on personal development, civic engagement, and social change. Research questions, formulated using the PICOS process (Population, Intervention, Comparison, Outcomes, Specific exclusion) in Table 1 by (Wu et al., 2018). The questions are included such as "What is youth leadership?", "What is the impact of youth leadership on student development?", "In what ways youth leadership could encourage civic engagement among the TVET student?', "Can youth leadership initiatives effectively drive social change within the communities?" and "Are there measurable outcomes linking TVET youth leadership programs to enhanced civic participation and community involvement?".

2.2 Design

The methodology was structured and executed in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, (Wu et al., 2018). This systematic review adheres to these guidelines to compile pertinent evidence meeting predetermined eligibility criteria, with the goal of addressing specific research inquiries.

2.3 Search Strategy

A thorough search strategy encompassing diverse sources was implemented. Seven electronic databases—namely Scholar, ScienceDirect, ResearchGate, OECD Library, Scopus, Springer, and Research Leap were systematically explored. The search approach was meticulously devised, integrating pertinent key search terms and associated textual references. Essential terms like "youth", "leadership", "youth leadership", "TVET", "impact" "personal development", "civic engagement", "social change", "youth empowerment", "skill enhancement", "community involvement" and "empowering youth" was utilizing during search process. In order to tackle the particular research inquiries, various combinations of these keywords were utilized.

2.4 Article filtered: Inclusion and Exclusion Criteria

The inclusion that was applied in these systematic literature review: (1) articles that published between 2017 until July 2023, (2) peer-reviewed research studies utilizing experimental methodologies including qualitative and quantitative methods, (3) publications in either Malay or English languages, (4) focusing on youth leadership impact on their development particularly in their personal, civic engagement dan social changes and (5) TVET studies on leadership development. The exclusion criteria during the second stage of searching process led to rejection of a total 50 articles. Exclusion was based on: (1) editorials, opinion pieces or non-research articles, (2) papers that published before the year 2017, (3) studied that primarily on examining leadership only and (4) investigations centered that the role on youth educators or higher position in leadership and management. Each article abstracts underwent review and assessment for its theoretical robustness and contribution to the ongoing discourse, resulting in a final selection of 20 articles.

2.5 Search Outcomes

Following the elimination of duplicate articles, the remaining records underwent an assessment for relevance based on their titles and abstracts. Subsequently, the retrieved records were thoroughly examined, and ultimately, 20 articles met the specified criteria for this systematic review. The entire process has been visually represented in the PRISMA flowchart depicted in Figure 1.
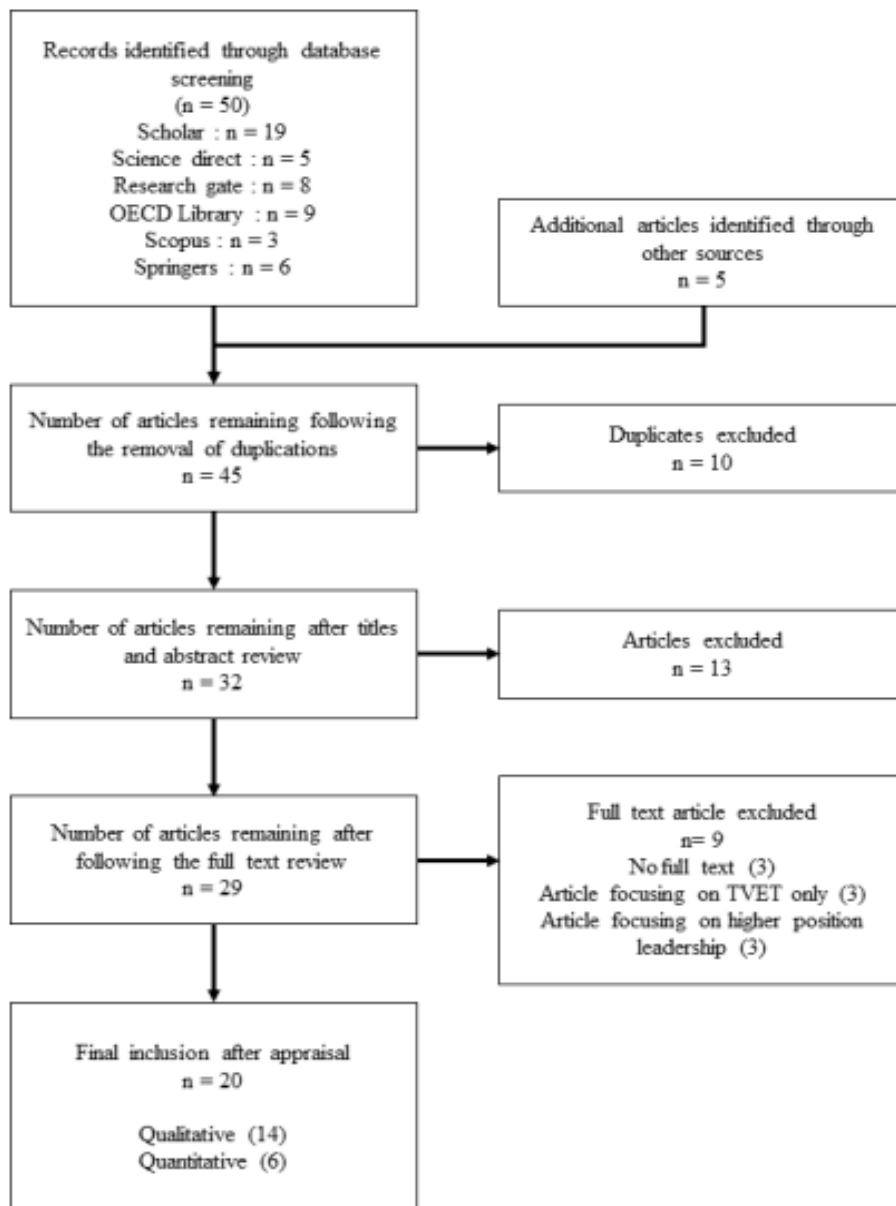
Figure 1 *PRISMA flowchart*

3. Findings

The analysis of this systematic review was guided by the research question. To identify the context, a grounded theory approach was employed. Each paper underwent a meticulous critical appraisal utilizing two assessment instruments: the Methodology Assessment and Review Instrument, which encompassed specific criteria. As the majority of selected studies were descriptive, the critical appraisal criteria outlined and were utilized, (Wu et al., 2018)

The review findings have been compiled and structured within Table 1. These findings are categorized into various aspects such as the authors and years of publications, research methodologies, findings and discussions. The analysis encompasses the influence on young individuals resulting from their engagement in youth leadership within Technical and Vocational Education and Training (TVET). This includes the impact on their personal development, their involvement in civic activities, and the resultant social changes within communities. Through this comprehensive analysis, the results offer insights into the present landscape of impactful of leadership skill on youth.

3.1 Data Study Characteristic

The retrieved articles have exhibit certain characteristics within their content. There is various article on year, within the year of 2017 until 2019, there are twelve studies which is (Ariffin & Ng, 2019; derweanna et al., 2017; Ekpe, 2017; Ibrahim & Ahmad, 2017; Jusoh et al., 2019; Karagianni & Jude Montgomery, 2018; Luthfi et al., 2019; Oparinde et al., 2017; Osofsky et al., 2018; Seemiller, 2018; Shaikh, 2017; Steven Krauss, Haslinda Abbdullah, Ismi Arif Ismail, 2019). The articles that within the year early 2020 until July of 2023, there are eight studies which is (Carroll & Firth, 2021; Çetinkaya et al., 2021; Crane, 2022; Das, 2023; Kiragu, 2020; Layapan et al., 2022; Ng& & Thomas, 2023; Tackett et al., 2022). In term of research design, there are divided into two categories which is qualitative research method and quantitative research method. There are fourteen qualitative research method articles which is (Carroll & Firth, 2021; Crane, 2022; Das, 2023; Ibrahim & Ahmad, 2017; Jusoh et al., 2019; Karagianni & Jude Montgomery, 2018; Layapan et al., 2022; Luthfi et al., 2019; Ng& & Thomas, 2023; Oparinde et al., 2017; Seemiller, 2018; Shaikh, 2017; Steven Eric Krauss, Haslinda Abdullah, Ismi Arif Ismail, Adriana Ortega, 2019; Tackett et al., 2022) On quantitative research method, there are six articles paper which is (Ariffin & Ng, 2019; Çetinkaya et al., 2021; derweanna et al., 2017; Ekpe, 2017; Kiragu, 2020; Osofsky et al., 2018). The paper that personal development impact through youth leadership is ten studies which is (Çetinkaya et al., 2021; Crane, 2022; Ibrahim & Ahmad, 2017; Jusoh et al., 2019; Karagianni & Jude Montgomery, 2018; Layapan et al., 2022; Luthfi et al., 2019; Oparinde et al., 2017; Osofsky et al., 2018; Steven Eric Krauss, Haslinda Abdullah, Ismi Arif Ismail, Adriana Ortega, 2019), on civic engagement are six studies which is (Ariffin & Ng, 2019; Carroll & Firth, 2021; Das, 2023; Kiragu, 2020; Luthfi et al., 2019; Shaikh, 2017) and on term of social changes is eight studies which is (Ariffin & Ng, 2019; Crane, 2022; derweanna et al., 2017; Ekpe, 2017; Luthfi et al., 2019; Ng& & Thomas, 2023; Seemiller, 2018; Tackett et al., 2022) as shown in table 2.

Table 2 *Matrix table of the impact of youth leadership development programs in TVET on personal development, civic engagement, and social changes*

NO	AUTHOR	PERSONAL DEVELOPMENT	CIVIC ENGAGAEMENT	SOCIAL CHANGES
1	Osofsky et al., (2018)	✔	✘	✘
2..	Ibrahim & Ahmad, (2017)	✔	✘	✘
3.	Oparinde et al., (2017)	✔	✘	✘
4.	Luthfi et al., (2019)	✔	✔	✔
5.	Carroll & Firth, (2021)	✘	✔	✘
6.	Crane, (2022)	✔	✔	✔
7.	Karagianni & Jude Montgomery, (2018)	✔	✘	✘
8.	Ng& & Thomas, (2023)	✔	✔	✔
9.	Layapan et al., (2022)	✔	✘	✘
10.	Ariffin & Ng, (2019)	✘	✔	✔
11.	Derweanna et al., (2017)	✘	✘	✔
12.	Das, (2023)	✘	✔	✘
13.	Seemiller, (2018)	✘	✘	✔
14.	Shaikh, (2017)	✘	✔	✘
15.	Kiragu, (2020)	✘	✔	✘
16.	Jusoh et al., (2019)	✔	✘	✘
17.	Steven Krauss, Haslinda Abbdullah, Ismi Arif Ismail, (2019)	✔	✘	✘
18	Ekpe, (2017)	✘	✘	✔
19.	Çetinkaya et al., (2021)	✔	✘	✘
20.	Tackett et al., (2022)	✘	✘	✔
	TOTAL	11	7	8

4. The Influence of TVET Youth Leadership Development Programs on Individual Growth

Youth leadership development programs within Technical and Vocational Education and Training (TVET) play a significant role in nurturing individual growth. These programs aim not only to impart leadership skills but also to facilitate holistic personal development. In studies of Osofsky et al., (2018), they introduce the Youth Leadership Programmed (YLP) to youth in their community. The YLP aims to enrich both the broader community and individuals by nurturing upcoming leaders, enhancing students' mental wellness, and involving community members in youth activities and the tangible outcomes of community projects. The program's mission centered on leadership through active engagement, starting with involving youth in disaster recovery efforts, (Osofsky et al., 2018). Students that participated in YLP, outperformed their non-participant peers in terms of self-efficacy, reflecting their enhanced belief in their capabilities to achieve goals. Moreover, the improvement in self-efficacy corresponded with decreased trauma symptoms among both groups. Some students also expressed feeling stronger and more self-assured due to the program, while others noted a decrease in their fear of public speaking, contributing positively to their academic performance (Osofsky et al., 2018).

In close study of Oparinde et al., (2017), youth that participated in leadership encompasses honing skills such as communication, teamwork, planning, decision-making, and problem-solving. From the study perspective suggests that children are not merely youngsters; they represent the future leaders. The qualities, values, and skills instilled in them presently will shape both their personal success and the future success of society. Conversely, youth leadership involves establishing connections with others, making constructive contributions to the community, and empowering others to achieve their potential, (Oparinde et al., 2017). In the study also mentioned that leadership development training holds immense promise in offering students' chances for self-reflection and self-realization. This foster heightened self- awareness and encourages the cultivation of a distinct personal leadership identity, (Oparinde et al., 2017). Critical skill that impact to student through the TVET programmed are including project planning, reflective practice, problem-solving, team-building, decision-making, goal- setting, time management, resource allocation in project management, effective communication, networking, conflict resolution, awareness of diversity, and building self- confidence, (Oparinde et al., 2017).

In study of Ibrahim & Ahmad, (2017), transformational style of leadership nurtures cohesive relationships between leaders and followers and creative deployment involves leaders being self-aware and adept at effectively managing both their weaknesses and strengths. In addition, empowering youth leadership to honor traditional knowledge amid technological advancements and information proliferation aligns with policies aimed at preserving local wisdom within the millennial generation. Support may encompass positive feedback, helpful guidance, encouragement toward success, and the use of self-promotional language and actions, (Luthfi et al., 2019). In study of Karagianni & Jude Montgomery, (2018), youth are exhibiting transformational behaviors garnered superior ratings as leaders who were considered satisfying, effective, and inspiring by both their peers and coaches within their team. Students can engage in a variety of leadership roles, such as house captains and prefects, to refine their skills, particularly their leadership abilities, (Karagianni & Jude Montgomery, 2018). Leadership skill could profound impacts encompassing the personal development of individuals concerning "B-Values" such as justice, wholeness, aliveness, and truth and clear impact on skill development nurtured through the initiative, including both soft and hard skills, such as content writing and public speaking, (Ng& & Thomas, 2023)

The service that provided by youth voluntary organizations can stands as powerful tool for fostering youth empowerment and involvement, enabling young individuals to actively contribute to targeted objectives. This help in ensuring a greater number of youths develop into socially responsible citizens, exhibiting traits of self-reliance, self-direction, and self-control. Moreover an ethical leadership, centered on a leader's unwavering commitment to doing what's morally correct in any situation, holds utmost importance in fulfilling the objectives of youth voluntary organizations, (Layapan et al., 2022). Communication in leadership involves an inspiring and motivating individuals or groups through systematic, meaningful information sharing and utilizing effective communication skills in their personal development skill. By participation in youth leadership can motivated the individuals endeavor to enhance their abilities and skills in specific fields, (Jusoh et al., 2019).

Through studies by Çetinkaya et al., (2021), showing that higher display of youth leadership traits among women compared to men can be linked to their increased involvement in collaborative activities and studies. Men often engage in activities emphasizing individual physical prowess, contributing to the enhancement of their youth leadership traits. Furthermore, courses designed in programmed in TVET could cultivate leadership qualities within students' curriculum facilitate the development of leadership skills. Participation in diverse activities can enhance their leadership skills exhibit improved performance compared to those who don't participate in such endeavors. Plus, leadership programs have the potential to enable adolescents to explore and shape their personal and group identities, build self- confidence, and act in innovative ways, (Çetinkaya et al., 2021).

4.1 The Role Youth Leadership Initiatives in Cultivating Civic

TVET youth leadership initiatives play a pivotal role in cultivating active citizenship among participants. These programs go beyond theoretical teachings; they immerse young individuals in practical experiences that encourage civic engagement and responsibility. Through these initiatives, youths are exposed to real-world challenges, encouraged to participate in community projects, and given platforms to voice their opinions on societal issues. Policies on youth leadership should focus on preserving local wisdom among the millennial generation. Understanding these concepts is vital for young people as it imbues democracy and politics with relevance for society and its citizens, (Luthfi et al., 2019). The youth demonstrate a remarkable ability to redefine leadership within spheres they can directly impact and comprehend. They also showcase a keen awareness and sensitivity to the limitations that either promote or impede their engagement in leadership roles, particularly within formal organizational settings and workplaces, (Carroll & Firth, 2021). Moreover, in specific leadership approach can enhance organizational capacity effectively mobilizing resources such as human capital and forming strategic partnerships, (Crane, 2022). One of implementing leadership approach such as shared leadership could aid in retaining volunteers within an organization, consequently enhancing program sustainability. Volunteerism not only cultivates social capital among participants but also provides leadership contributions to the organization, (Crane, 2022). The impact on broad ranging encompasses networking opportunities and collaborations with talents and organizations at local, national, and international levels. Additionally, the high impact introduces individuals, groups, and communities to the workings of the sustainable development system, encouraging localization of these practice, (Ng& & Thomas, 2023).

Furthermore, in term of leadership represents a strategic and pivotal element of immense significance. Involving youth is crucial for fostering a dynamic society. The impact on their development through the integrity and honesty as there are foundational qualities in leadership. Effective leadership embodies confidence to inspire followers and assertiveness to earn team members' respect. Commitment and passion are vital for garnering respect and engagement from colleagues. Delegation and empowerment play crucial roles in leadership, while democratic leadership entails encouraging active participation in decision-making processes, (Das, 2023). Leadership journeys often start by recognizing potential, inspired by role models. Youth develop leadership skills through hands-on experiences, active participation, and interaction especially through TVET studies. They are assuming more responsibility refines leadership and life skills. Moreover mentorship significantly could shapes junior leadership development, (Shaikh, 2017). By the studies of Kiragu, (2020), leaders always emphasize the importance of goal setting, motivating followers to pursue individual and organizational objectives. Developing and effective communication engages the team in decision-making, avoiding bureaucratic tendencies, as leaders readily provide information. Plus mentorship programmed that provided can enables young employees to develop leadership skills, cultivate relationships, navigate organizational culture and politics, and communicate effectively, (Kiragu, 2020). The depth of youth engagement in a program significantly influences the benefits young people can derive from their involvement, whether in recreational activities, sports, service learning, volunteerism, or leadership roles as example engagement in programmed that provided by TVET practical studies. These programs could offer training and capacity-building, fostering their critical thinking among young individuals about their work and assisting them in contextualizing their ideas within a broader political framework, (Steven Eric Krauss, Haslinda Abdullah, Ismi Arif Ismail, Adriana Ortega, 2019).

4.2 The Influence of TVET Youth Leadership Development Programs on Societal Transformations Changes

Youth leadership development through TVET programs wield a significant influence in driving societal transformations and effecting changes within communities. These initiatives empower young individuals with the skills, knowledge, and mindset necessary to become catalysts for positive change. In the study mentioned by Ng& & Thomas, (2023), the youth were seen as partners of the government in executing community projects linked to sustainable development and environmental conservation. Young individuals have the potential to take the lead in effecting long-term change. Research by Ng& & Thomas, (2023), indicates that individuals involved in volunteerism tend to reinforce intrinsic work values and acknowledge the significance of community engagement. This suggests that the summit's platform offers young people a credible, responsible, and impactful opportunity to volunteer, acquire experience, establish connections, and develop skills. Young individuals wield a crucial role in spreading awareness, disseminating knowledge, and implementing best practices in sustainable development. By implementing can engaging youth in decision-making processes can enrich their knowledge and skills, create expanded social opportunities, and nurture a rewarding sense of community connection. Also higher education holds the potential to educate future leaders and narrow the gap between research and society, (Ariffin & Ng, 2019).

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In youth leadership, student leaders exhibit trust in public policy and democratic ideals while accessing information and resources. These leaders are often relying on social media as a primary source for accessing information and resources. Social media serves as a platform that offers information and resources to the youth, which can either benefit leadership or challenge it within a country's context. Studies in Malaysia, student leaders depend on leadership skills, community development, volunteerism, professional associations, and financial support to facilitate their extracurricular engagements, community associations, social initiatives, and political endeavors, (derweanna et al., 2017). Besides that, in term of social change youth leadership development encompasses a range of experiences, from structured to informal, designed to nurture the crucial skills needed for leading others. These competencies involve creating training programs, developmental opportunities, and assessments directly linked to fostering leadership growth and development, (Seemiller, 2018). However nowadays phenomenon, an excessive use of social media could potentially hinder youths' effectiveness in participating in leadership activities within school or the community. Moreover, negative guidance from mentors or social circles might adversely impact youth involvement in leadership roles. On part of governmental, unfavorable governmental policies could impede young people's participation in political engagement, (Ekpe, 2017). These potentially reducing their chances of taking on leadership roles and impacting their overall growth. It also could hinder the development of face-to-face communication and interpersonal skills, essential for effective leadership. When youth feeling excluded from decision-making due to policies can lead to disengagement, causing youth to feel unheard and less inclined to participate in civic engagement or political processes. Adolescence is a pivotal developmental phase that marks a crucial opportunity for the initial emergence, progression, and impact of leadership behaviors in adulthood, (Tackett et al., 2022). This phase involves the maturation of cognitive and behavioral self-regulatory abilities, encompassing decision-making and inhibitory control. Additionally, there's heightened sensitivity to rewards, including social rewards such as reputation and social status.

5. Conclusion

As conclusion in exploring the impact of youth leadership development programs in TVET on personal development, civic engagement, and social change underscores the multifaceted benefits of such initiatives. These programs not only equip young individuals with essential skills and competencies but also instill a sense of responsibility, engagement, and empowerment within communities. They serve as catalysts for personal growth, fostering a generation of capable and socially conscious leaders. By nurturing leadership qualities and encouraging active participation, these programs pave the way for positive transformations, contributing to a more engaged, inclusive, and proactive society. Introducing innovations to TVET students is crucial for realizing the Vision 2020 goals. Students in TVET should play a leadership role in driving the continuous implementation of innovations. Cultivating leadership among students is pivotal as they represent the future leaders. Prioritizing the implementation of innovative practices aligns with the current emphasis on innovation in various spheres of life. This implementation not only fosters innovation but also nurtures leadership skills among TVET students as part of their learning journey, (Farha et al., 2015). The impact of youth leadership on personal development skills underscores a transformative journey. Engaging in leadership roles during youth cultivates crucial abilities, fostering resilience, adaptability, and effective communication. These experiences shape not just individual competence but also instil qualities like teamwork, problem-solving, and empathy.

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Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

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