

## ความเป็นผู้มีความคิดริเริ่มและเป็นผู้นำของนักศึกษาระดับประกาศนียบัตรวิชาชีพ

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#### Initiative and leadership of Vocational Student

#### at the Ayutthaya Ship Boatbuilding Industrial and Technology College

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#### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาและแนะนำกิจกรรมส่งเสริมความคิดริเริ่มและภาวะผู้นำของนักศึกษาอาชีวศึกษา กลุ่มตัวอย่างประกอบด้วยผู้เข้าร่วมโครงการประกาศนียบัตรวิชาชีพ (ปวช.) วิทยาลัยเทคโนโลยีการต่อเรือและอุตสาหกรรมอยุธยา ภาคเรียนที่ 1 ปีการศึกษา 2568 จำนวน 132 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้สูตรของ Krejcie & Morgan และเลือกวิธีการจับสลาก เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถาม สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) คะแนนรวมด้านความคิดริเริ่มและภาวะผู้นำของนักศึกษาอาชีวศึกษาอยู่ในระดับสูง (2) แนะนำกิจกรรมส่งเสริมความคิดริเริ่มและภาวะผู้นำของนักศึกษาอาชีวศึกษา โดยละเอียด 1) การบูรณาการการเรียนรู้ตามโครงการ (PBL): การดึงดูดนักเรียนให้เข้าร่วมโครงการจริงช่วยส่งเสริมความคิดริเริ่มด้วยการสนับสนุนการแก้ปัญหาด้วยตนเอง การตัดสินใจเชิงวิพากษ์ และความรับผิดชอบต่อผลลัพธ์ 2) การจัดการความท้าทายด้านนวัตกรรมหรือการจำลองผู้ประกอบการช่วยให้นักเรียนพัฒนาความคิดสร้างสรรค์ การเสี่ยง และทักษะการคิดเชิงรุกผ่านแพลตฟอร์มสำหรับการส่งเสริมการปฏิบัติของผู้ประกอบการ 3) การมอบหมายบทบาทความเป็นผู้นำให้กับนักเรียนในงานกลุ่มหรือกิจกรรมที่เน้นชุมชนช่วยส่งเสริมความคิดริเริ่ม ส่งเสริมการเรียนรู้แบบร่วมมือ และเพิ่มความพร้อมทางวิชาชีพ

**คำสำคัญ:** ความเป็นผู้มีความคิดริเริ่ม; ความเป็นผู้นำ; นักศึกษาระดับประกาศนียบัตรวิชาชีพ

## Abstract

The purposes of this research of study and guide activities to promote the initiative and leadership of vocational students. The sampling group consisted of 132 participants, from the Vocational Certificate (Vocational Certificate) program at the Ayutthaya Shipbuilding Technology and Industry College, first semester of the 2025 academic year. The sample size was determined using Krejcie, & Morgan's formula and chose a lottery method. The research instrument was the questionnaire. The statistics used in the research were percentage, mean, standard deviation and content analysis.

The research results indicated that (1) the overall score of initiative and leadership of vocational students is at high level ( $\bar{x}$ =4.04, S.D.=0.90) (2) Guide activities to promote initiative and leadership in vocational students as detailed; 1) Integration of Project-Based Learning (PBL): Engaging students in authentic projects fosters initiative by encouraging independent problem-solving, critical decision-making, and responsibility for outcomes, 2) Organizing innovation challenges or entrepreneurial simulations helps students develop creativity, risk-taking, and proactive thinking skills through a platform for promoting entrepreneurial practices, 3) Assigning students leadership roles in group tasks or community-oriented activities fosters initiative, enhances cooperative learning, and enhances professional readiness

**Keywords:** Initiative; leadership; Vocational Student

## Introduction

Thailand's transformation into an upper middle-income country and Southeast Asia's economic growth is largely attributed to its focus on youth skills, implementing major education reforms like free basic education for 12 years. (OECD/UNESCO, 2019). In recent years, the government has continued to highlight well-educated youth as drivers of future growth and as contributors to the achievement of objectives in the Thirteenth National Economic and Social Development Plan (2023-2027) (UNICEF, 2021; Office of the Prime Minister, 2023). Access to high-quality initial education is crucial for Thailand's sustainable economic growth, social equity, technological progress, and national development. It helps Thai youth acquire foundational skills, contributes to a competitive workforce, and fosters a lifelong learning culture (OECD, 2025).

21st-century skills are defined as a set of skills needed by students in the areas of learning, work and life, which comprise of a variety of skills, including learning and innovation, digital literacy and life and career (Trilling and Fadel, 2009). Vocational education's basis has surely already grown throughout the nation and is working toward that objective. Vocational educators must be more competitive and aware of the changes occurring, though, as this is the issue we will face in the years to come, particularly given the current economic crisis (Yunos et al., 2019). Similarly, initiative and leadership are the ability to work diligently, take responsibility, and meet targets within a specified timeframe, that vocational education emphasizes leadership development, integrating principles, addressing challenges, and cultivating soft skills to empower students as technically proficient professionals and visionary leaders (Setiawan, 2024)

For the above reasons, the researcher aims to study vocational students' initiative and leadership, emphasizing the importance of developing curricula and teaching strategies that equip graduates for professional challenges. Students need effective career management skills before graduation, as these skills are crucial for success and contribute to the economic development of a country.

## **The Objectives of the Research**

1. To study the level of initiative and leadership of vocational students
2. To guide activities to promote initiative and leadership in vocational students

## **Literature Review**

### *(1) Life and Career Skills on the 21st Century*

Life and career skills are crucial for learners in the 21st century, for learners to be useful in their daily lives and at work, life and career skills are crucial. Pursuing knowledge, self-learning, self-assurance, zeal, output, excellence, accountability, respect, discipline, morality, awareness of cultural variety, and experience sharing are some of these abilities. (Charungkiattikun, 2018). In the 21st century, intelligent adaptation to changing situations and threats is crucial for life skills. Developing new products, developing sales strategies, and promoting career skills are essential. According to Prabyai (2017) stated that Thailand's technical and vocational education must equip students with 21st-century skills such as STEM,

problem-solving, critical thinking, communication, collaboration, and creativity to prepare them for the 21st-century world and their contemporary lives.

#### (2) Initiative and leadership of Vocational Student

Initiative and leadership mean planning and establishing objectives for professional achievement, efficiently allocating time based on workload, reflecting on past performance to direct future development, and exercising professional leadership. The personal initiative characterizes people who are proactive, persistent and self-starting when facing the difficulties that arise in achieving goals. Despite its importance in the educational field there is a scarcity of measures to assess students' personal initiative (Balluerka, 2014). Leadership significantly impacts creativity in college students, with higher levels resulting in higher creative self-efficacy. Innovative self-efficacy partially mediates the relationship between self-leadership and creativity (Xu et al., 2023)

## Research Methodology

### Population and samples

The population consisted of 200 students from the Vocational Certificate (Vocational Certificate) program at the Ayutthaya Shipbuilding Technology and Industry College, first semester of the 2025 academic year.

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### The research Instrument

The research instrument was the questionnaire: Initiative and leadership of Vocational Student divided into 3 parts which comprised; Part 1: General Information of the Informants, Part 2: Level of initiative and leadership of vocational students that 1) ability to manage goals and time, 2) ability to create independent work, 3) responsibility for learning and society, 4) ability to work collaboratively with others, and 5) ability to demonstrate effective self-leadership, Part 3: Guide activities to promote initiative and leadership in vocational students (Closed-ended Question)

The instrument had content validity by having the evaluation of Item Objective Congruence: IOC (1.00) and the analysis of Cronbach's Alpha Coefficient Reliability (.95)

### Data Analysis

Statistical analysis employed to analyze general information of the informants with mean, and standard deviation. And, the quality of questionnaire, Cronbach's Alpha Coefficient was used to analyze for reliability

### Research Results

1. Study the level of initiative and leadership of vocational students

**Table 1** Level of initiative and leadership of vocational students

items	$\bar{x}$	S.D.	Level
Ability to Manage Goals and Time	3.93	0.87	high
Ability to Create Independent Work	4.07	0.96	high
Responsibility for Learning and Society	4.02	0.91	high
Ability to Work Collaboratively with Others	4.20	0.83	high
Ability to Demonstrate Effective Self-Leadership	3.98	0.89	high
<b>Total Average</b>	<b>4.04</b>	<b>0.90</b>	<b>high</b>

From table 1 show that the overall score of initiative and leadership of vocational students is at high level ( $\bar{x}$ =4.04, S.D.=0.90) when considering each aspect, it was found to be at a high level in every aspect. In order from the most to the least as ability to work collaboratively with others ( $\bar{x}$ =4.20, S.D.=0.89), ability to create independent work ( $\bar{x}$ =4.07, S.D.=0.96), responsibility for learning and society ( $\bar{x}$ =4.02, S.D.=0.91), ability to demonstrate effective self-leadership ( $\bar{x}$ =3.98, S.D.=0.89), and ability to manage goals and time ( $\bar{x}$ =4.04, S.D.=0.90),

2. Guide activities to promote initiative and leadership in vocational students as detailed;

1) The integration of Project-Based Learning in education promotes initiative, independent problem-solving, critical decision-making, and responsibility for outcomes among students

2) Promotion of Entrepreneurial and Innovative Practices: Organizing innovation challenges or entrepreneurial simulations provides a platform for students to develop creativity, risk-taking, and proactive thinking skills

3) Facilitation of Collaborative and Leadership Roles: Assigning students leadership in group tasks or community-oriented activities cultivates initiative, enhances cooperative learning, and strengthens professional readiness

## Discussion

1. The overall score of initiative and leadership of vocational students is at high, because the effective manage goals and time, create independent work, and demonstrate responsibility for both learning and society. Moreover, their ability to collaborate with others further reinforces their capacity to exercise initiative and leadership in both academic and professional contexts. According to Xu et al. (2023) self-leadership significantly impacts creativity among college students, with creative self-efficacy increasing with self-leadership level, and this relationship is mediated by innovative self-efficacy, and Lentakhob (2023) stated that the guidelines for developing 21<sup>st</sup> century leadership skills for vocational students include three components: background, knowledge for growth, and development guidelines, which were assessed with 100% accuracy and feasibility.

2. Guide activities to promote initiative and leadership in vocational students consist to promote entrepreneurial practices, creativity and proactive thinking, while promoting collaborative and leadership roles such as project-based Learning promotes independent problem-solving, critical decision-making, and responsibility among students. According to Weng et al. (2022) Promote the students' creativity and entrepreneurship were scaffolded in a variety of ways throughout the learning cycle. We describe the innovative efforts made by researchers and suggest an instructional approach for teachers and instructional designers to assess student creativity and entrepreneurship during the five stages of the real-world problem-based maker program, Ulaini & Fitrisia (2025) the positive impact of Project-Based Learning on vocational secondary education, offering a practical, skills-focused approach that better prepares students for the modern workforce, and Kusuma & Yoto (2024), Teachers in vocational education foster collaboration through group projects, peer learning, and research

activities, enhancing communication, teamwork, and adaptability, preparing students for the 21st-century workplace demands.

## Suggestion

### 1) Suggestion for the Use of the Research Results

(1) Curriculum Development – Integrate activities and learning modules that emphasize goal-setting, self-directed projects, and collaborative problem-solving to strengthen initiative and leadership among vocational students.

(2) Teaching and Learning – Encourage active learning approaches, such as project-based learning and peer-led activities, that foster responsibility, independence, and teamwork.

(3) Institutional and Policy Support – Provide supportive structures, including training programs, mentorship, and extracurricular opportunities, to systematically develop students' initiative and leadership as essential professional competencies.

### 2) Suggestion for the Studies in the Future

(1) Comparative Studies - Conduct comparative research across different vocational institutions or regions to identify contextual factors influencing initiative and leadership development.

(2) Design and test specific educational interventions, such as project-based learning or mentorship programs, to evaluate their effectiveness in enhancing students' initiative and leadership.

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