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Integrated Model of Volunteerism for Youth Empowerment and Development in Malaysia

Normah Awang Noh[1]*, Lukman Z.M.[1], Tuan Muhammad Zukri Tuan Sembok[2], Wan Nor Azilawanie Tun Ismail[1], and W.N. Jazmina W. Ariffin[1]

[1]Faculty of Applied Social Sciences, Universiti Sultan Zainal Abidin, 21300 Kuala Nerus, Terengganu, Malaysia
[2]School of Applied Psychology, Social Work and Policy, Universiti Utara Malaysia, 06010 Sintok, Kedah, Malaysia

ABSTRACT

Volunteerism is an important platform for youth empowerment and development, providing opportunities to develop personal competencies, social responsibility, leadership, and civic engagement. Previous studies have largely examined motivation, satisfaction, environmental influences, and participation constraints as separate predictors of volunteer involvement. However, limited attention has been given to how these factors operate simultaneously within an integrated framework, particularly the role of constraints in youth participation. To address this gap, this study develops an integrated model of youth involvement in volunteerism for youth empowerment and development in Malaysia by integrating the Motivation Model and the Leisure Constraints Model. A quantitative research design was employed using a structured questionnaire administered through a face-to-face survey involving 400 university student volunteers from selected public universities in Malaysia. Hierarchical multiple linear regression analysis showed that motivation ($\beta = 0.42$, $p < 0.05$), satisfaction ($\beta = 0.18$, $p < 0.05$), and environment ($\beta = 0.15$, $p < 0.05$) significantly influenced involvement in volunteerism. Constraints also significantly influenced volunteer involvement ($\beta = 0.14$, $p < 0.05$), while motivation did not significantly influence constraints. The study contributes to existing research by integrating involvement factors and constraints within a single explanatory model. The findings provide empirical guidance for public agencies, voluntary organisations, and other stakeholders in designing volunteer programs that promote sustained youth participation, empowerment, and development.

Keywords: Constraints, environment, motivation, satisfaction, volunteering involvement model, youth development, youth empowerment

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E-mail addresses:
normahawang@unisza.edu.my (Normah Awang Noh)
lukmanzm@unisza.edu.my (Lukman Z.M.)
m.zukri@uum.edu.my (Tuan Muhammad Zukri Tuan Sembok)
azilawanieismail@unisza.edu.my (Wan Nor Azilawanie Tun Ismail)
wnjazmina@unisza.edu.my (W.N. Jazmina W. Ariffin)
* Corresponding author

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INTRODUCTION

The United Nations (UN) recognises youth human capital development as an important component of the 2030 Agenda for Sustainable Development, particularly in advancing inclusive economic, social, and environmental development. Youth are regarded as agents of change, future leaders, and important contributors to societal development. Consequently, youth empowerment requires more than formal education; it also involves opportunities to develop leadership, communication, social responsibility, civic awareness, and other competencies necessary for meaningful participation in society. Within this context, volunteerism provides an important experiential platform through which young people can develop these competencies while simultaneously contributing to community well-being (Meemaduma & Booso, 2022). In Malaysia, youth volunteerism is aligned with the Youth Development Agenda 2030, which emphasises inclusive youth development, capacity building, leadership, and participation in national development (Mokhzan et al., 2023). It also supports broader Sustainable Development Goals by enabling youth to contribute to community well-being while strengthening their social awareness and leadership capacity (Thomas & Ghazali, 2024).

However, recognising the developmental value of volunteerism does not necessarily explain why young people participate actively, remain involved, or experience difficulties in sustaining their participation. Youth involvement in volunteerism is shaped by multiple and potentially interacting factors. Motivation may encourage initial participation, satisfaction derived from the volunteering experience may influence continued involvement, and social and environmental support may facilitate participation. At the same time, youth may encounter intrapersonal, interpersonal, and structural constraints, including personal limitations, social influences, financial considerations, transportation, distance, time, accessibility, and competing commitments. Consequently, examining positive involvement factors without simultaneously considering the constraints experienced by youth provides only a partial explanation of volunteer participation.

Previous studies have established the importance of several determinants of youth volunteerism. Motivation has consistently been identified as an important factor influencing participation (Gage III & Thapa, 2011; Hamzah et al., 2015), while satisfaction with volunteering experiences is associated with stronger commitment and continued involvement (Finkelstien, 2009; Zhou & Kodama Muscente, 2022). Social and environmental influences, including family members, peers, educators, and social networks, can further encourage young people to volunteer (Pastorelli et al., 2021). Conversely, intrapersonal, interpersonal, and structural constraints may restrict opportunities or willingness to participate (Gage III, 2009; Samnegard, 2011).

Despite these contributions, the literature remains relatively fragmented because involvement factors and participation constraints are frequently examined

separately or primarily through their direct relationships with volunteer participation. This leaves an important conceptual gap in understanding how motivation, satisfaction, environmental influences, and constraints operate collectively in explaining youth involvement in volunteerism. More specifically, limited attention has been given to whether constraints intervene in the relationships between involvement factors and actual volunteer participation. Such integration is important because strong motivation or a supportive social environment may not necessarily translate into active participation when young people simultaneously encounter substantial barriers.

A further theoretical limitation is that the Motivation Model and the Leisure Constraints Model offer complementary but distinct explanations of participation. The Motivation Model explains how individual needs and expected outcomes stimulate behaviour and satisfaction, whereas the Leisure Constraints Model explains how intrapersonal, interpersonal, and structural barriers may restrict participation. Examining either perspective independently therefore provides an incomplete account of youth volunteer involvement. Integrating these perspectives allows participation to be understood as an outcome of both facilitating and constraining forces rather than as a consequence of motivation alone.

Accordingly, this study aims to develop an integrated model of youth involvement in volunteerism for youth empowerment and development in Malaysia by combining the Motivation Model (Mannell & Kleiber, 1997) and the Leisure Constraints Model (Crawford et al., 1991). Specifically, the study examines the influence of motivation, satisfaction, and environmental factors on youth volunteer involvement, evaluates the influence of these factors on participation constraints, and determines the role of constraints in explaining volunteer involvement. By integrating these variables within a single empirical model, this study seeks to provide a more comprehensive explanation of youth volunteer participation and to generate evidence that can inform the design of more supportive and sustainable youth volunteer programmes in Malaysia.

LITERATURE REVIEW

Volunteerism and Youth Involvement in Volunteerism

Volunteerism is not a new phenomenon in society, as its existence dates to the formation of civilisations and the early development of communities. The history of volunteerism across countries does not differ significantly, as the initial motivation to volunteer often stemmed from religious obligations and a strong desire to help others (Awang Noh et al., 2024). Volunteerism has emerged in every society in various forms, depending on the history, ideology, politics, socioeconomic conditions, and culture of a given nation. In contemporary times, volunteerism has become more global in nature, transcending national, cultural, religious, and societal boundaries (Rochester, 2006).

According to Bahari (2016), volunteerism consists of three essential components: voluntary work, volunteers,

and the voluntary sector. Voluntary work refers to actions, services, or activities carried out on a voluntary basis. Volunteers are individuals or groups who engage in such voluntary efforts. Meanwhile, the voluntary sector encompasses associations or voluntary organisations including groups, networks, alliances, and movements involved in voluntary activities. The definition of volunteerism used today is formed through the combination of these three components. However, confusion and ambiguity often arise in defining volunteerism (Rochester et al., 2006).

According to a report by the Ministry of Youth and Sports (KBS), the number of youths registered as volunteers is estimated to have exceeded one million individuals (Ismail et al., 2014). Wilson (2000) argues that the spirit of volunteerism is one of the core values that must be nurtured among the younger generation, as they will ultimately determine the progress or decline of a nation. Youth are an important population in volunteerism because their participation contributes to personal development while strengthening their capacity to contribute to society. Volunteer activities provide opportunities to develop communication, problem-solving, teamwork, leadership, and career-related competencies (Luque-Suárez et al., 2021). As future leaders and agents of change, youth can also influence their peers and contribute to broader community and national development (Gombe et al., 2015; Smith, 2021; Udoma et al., 2024).

Motivation in Volunteerism

Motivation plays a crucial role in determining youth volunteers' involvement and achievement in voluntary activities (Yanto et al., 2012). Youth participation in volunteering is driven by various motives, whether self-oriented or focused on helping others. Broadly, there are two main categories of motivation that drive youth volunteering engagement: altruistic motivation and egoistic motivation. However, changes in societal lifestyles and modernisation have led to the emergence of a blended motivational pattern that combines both altruistic and egoistic elements.

Altruistic motivation refers to the natural inclination of volunteers to engage in volunteer activities without being influenced by external pressures (Ryan & Deci, 2000). Fundamentally, altruism is associated with a strong internal drive to help others, where volunteers are willing to sacrifice their time, energy, resources, and expertise to support those in need. On the other hand, egoistic motivation refers to behaviours or actions aimed at obtaining psychosocial benefits from volunteerism, such as career advancement, social connections, personal development, skills acquisition, and more (Abdul Kadir et al., 2024). Voluntary engagement that prioritises self-interest is influenced by egoistic motivation, even if such involvement also brings benefits to others (Gage III & Thapa, 2011).

Changes in human lifestyle and modernisation have also transformed the motivations behind voluntary engagement,

making it difficult to determine whether participation is driven by a single factor. Numerous past studies have demonstrated the existence of both altruistic and egoistic elements influencing volunteers' involvement in voluntary activities (Gage III & Thapa, 2011; Hustinx et al., 2010). Most scholars agree that volunteer participation is not solely influenced by a single type of motivation, but rather a combination of altruistic and egoistic motives (Gage III & Thapa, 2011). This combination of motivations can be observed through the instrument developed by Clary et al. (1998), known as the Volunteer Function Inventory (VFI), which outlines six dimensions of volunteer motivation (refer Table 1). Among these six functions, the 'Understanding' dimension is considered the most influential in driving youth volunteer engagement. This aligns with the nature of youth, who are generally eager to explore, learn new things, and challenge themselves to reach their full potential. Acquiring new knowledge and skills is essential for young volunteers, serving as added value to their personal development and future career progression.

Satisfaction in Volunteerism

Satisfaction generally refers to the extent to which an individual's expectations are fulfilled (Gage III, 2009). An individual is more likely to continue volunteering if they possess high motivation, are satisfied with the benefits gained, and derive maximum satisfaction from their involvement (Zhou & Kodama Muscente, 2022). Volunteers who receive benefits aligned with their motives

Table 1
VFI dimension

VFI Dimension	Definition
Values (Altruistic)	Values (Altruistic) - The desire to help others in need. Student volunteers believe their involvement can contribute to the well-being of others. This value-driven motivation is associated with altruism and humanitarianism.
Understanding (Egoistic)	The desire to learn something new and apply existing skills and knowledge. This motivation allows student volunteers to identify and explore their strengths while gaining a deeper understanding of societal issues.
Social (Egoistic)	The desire to improve social interaction, strengthen relationships, and receive social support through volunteer activities. Volunteering serves as a platform for student volunteers to meet new people and expand their social networks.
Protective (Egoistic)	The desire to protect one's self-esteem by reducing negative feelings such as guilt for being more fortunate than others. Volunteering becomes a means of resolving internal conflict or coping with personal stress, offering a way to alleviate guilt by helping the less fortunate.
Career (Egoistic)	The desire to build and explore future career opportunities and enhance job prospects.
Enhancement (Egoistic)	The desire for personal and psychological development. Individuals motivated by enhancement functions engage in volunteer activities to feel important and needed by others.

for engaging in voluntary activities not only experience satisfaction but are also more inclined to remain as long-term volunteers (Finkelstien, 2009).

The attainment of high levels of satisfaction is also reflected in the volunteers' activeness in such activities. This implies that individuals are more likely to participate frequently and actively in voluntary work if they are satisfied with the outcomes of their involvement (Ryan et al., 2001). According to Ryan et al., active volunteers tend to have more social connections and consider volunteerism as an enjoyable activity. Active volunteers are more likely to show strong commitment in carrying out tasks and, consequently, produce high-quality work (Martinez & McMullin, 2004). This statement is consistent with the findings by Mohd Ghazali et al. (2006), who found that youth volunteers often engage in voluntary activities because they are satisfied with their experience. Volunteerism is a healthy activity that provides numerous benefits to individuals, communities, and the nation (Tran, 2016). Active participation in volunteerism offers both short-term and long-term benefits to volunteers (Whillans et al., 2016). The satisfaction factor is closely related to the benefits gained through participation in voluntary activities. Volunteer satisfaction reflects the extent to which expectations and motives are fulfilled through volunteering experiences (Gage III, 2009). Volunteers who perceive that their experiences meet their motivations are more likely to demonstrate stronger commitment, active participation, and intention to remain involved (Finkelstien, 2009; Ryan et al., 2001; Zhou & Kodama Muscente, 2022). Thus, satisfaction represents an important factor in both the intensity and continuity of volunteer participation.

Environment in Volunteerism

The environment has a great influence on individuals to be involved in volunteerism. (Hamzah et al., 2015). The process of socialisation from the environment forms self-confidence and influences youth's behaviour towards volunteerism. Reinforcement of positive values and perceptions from the environment towards volunteerism increases youth motivation to engage in voluntary activities actively (Pastorelli et al., 2021). Cultivating the spirit of volunteerism needs to be implemented early to make volunteerism as a culture and commonplace in students' lives, further maintaining involvement for a long time. Youth tend to be involved in voluntary activities for an extended period if their close friends or family members participate in volunteering activities (Pastorelli et al., 2021). According to Sahri et al. (2013), friends have a dominant influence over family members in encouraging youth to be involved in voluntary activities. The lifestyle of youth who like to be in groups (sociable) and mix with many acquaintances affects their behaviour and thinking patterns.

In academia, there are teachers or lecturers who also play an essential role in encouraging youth participation in voluntary activities. Holdsworth (2010) even believes that teachers or lecturers have a more significant influence on youth than parents in participating in voluntary activities.

Most youth who study in university are forced to migrate and live far away from their families. As a result, parents' control or influence on youth decreases as youth spend a lot of time with their friends and lecturers. The influence of teaching staff is also reflected in the fact that most youth participate in voluntary activities during their school years. This shows that teachers can be the primary motivators for youth participation in voluntary activities. A study by Ibrahim et al. (2015) found that most youth volunteers (86%) reported being involved in voluntary activities before their studies, and youth volunteers (43%) reported continuing to volunteer after high school. However, research by Gage III and Thapa (2011) demonstrates that parents can still persuade children to participate in voluntary work. According to the findings, parents were the primary motivators for most youth volunteers (40.2%), who also cited teachers (23.4%), friends (15.9%), members of their religion (11.2%), members of organisations and societies (6.5%), and others (2.8%). However, the researcher believes that every group in society whether parents, family members, friends, teachers, politicians, members of the clergy, or community members- plays a part in influencing the civic behaviours of volunteers and works together to do so.

Constraints in Volunteerism

Constraints may affect the involvement of youth volunteers in voluntary activities. The decline in the participation and inactivity of youth volunteers in voluntary activities is linked to certain constraints that are caused by individuals or their environment (Samnegard, 2011). A constraint means something that prevents or limits youth volunteers from engaging in voluntary activities (Gage III, 2009). Three types of constraints are based on the Leisure Constraint Model introduced by Crawford et al. (1991): intrapersonal, interpersonal, and structural. Intrapersonal constraints are psychological barriers and attitudes within an individual (health problems, depression, stress, and others). Interpersonal constraints refer to barriers involving relationships or interactions with other people. A hostile environment (negative perception or response) affects youth's voluntary involvement. Structural constraints refer to external factors that students cannot avoid, such as financial factors, distance, transportation, time, opportunities, accessibility, and others. To deal with the constraints, motivational elements should be examined together with the constraints. If the youth's motivation exceeds the constraints, then the youth will choose to be involved in voluntary activities. But if the constraints exceed motivation, the youth will decide not to participate in the activity. This means that involvement in volunteerism depends on the youth's ability to balance between constraints and motivation.

Hypotheses Development

H_1 : Involvement factors (motivation, satisfaction and environment) positively influence youth involvement in volunteerism (Figure 1).

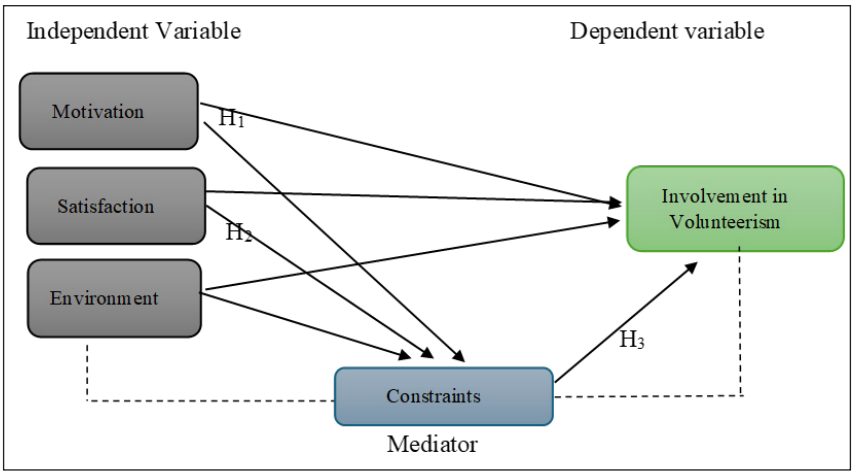


Figure 1. Hyphoteses development
Source: Authors' own work

H_2 : Involvement Factors (Motivation, Satisfaction, and Environment) positively influences constraints in volunteerism (Figure 1).

H_3 : The influence of constraints on youth involvement in volunteerism (Figure 1).

Underpinning Theories

Motivation Model

According to Mannell and Kleiber (1997), the motivational model comprises four main components. First, needs or motivation. Second, behaviour or activity. Third, goals or satisfaction. Fourth, feedback. Based on the Motivational Model, motivation refers to the factors that drive youth to perform a particular action or engage in a specific activity.

Motivation occurs in two ways. First, through a state of imbalance that leads to a desire among youth to correct this imbalance. This imbalance may be physiological or psychological in nature. Second, when youth recognise and believe that a certain action can help to resolve this imbalance. For instance, youth may believe that volunteerism provides various benefits that contribute to their overall personal development. Once this belief is established, they are likely to act to fulfil that motivation or need. For example, youth will decide to participate in voluntary activities if they genuinely believe that such activities can meet their needs. Once they engage in a suitable activity, the benefits or level of satisfaction will be emphasised. This means that if the volunteer activity fulfils their motivations or needs, youth will feel satisfied and demonstrate positive feedback, which can lead to their continued involvement or recommending the activity to others. Conversely, if the activity does not fulfil their motivation or need, youth will show negative feedback and may choose to disengage and not recommend the activity to others.

Leisure Constraints Model

The Leisure Constraints Model introduced is used to explain the barriers that exist in volunteerism. There are three types of constraints in this model: intrapersonal constraints, interpersonal constraints, and structural constraints. However, according to Jackson et al. (1993), the barriers to volunteerism are challenges that can be overcome. To address these constraints, motivational elements must be considered alongside the barriers. If youth motivation exceeds the constraints, they will choose to participate in volunteer activities. Conversely, if the constraints outweigh motivation, youth will decide not to engage in such activities. This indicates that participation in volunteerism depends on the ability of youth to balance constraints and motivation (Jackson et al., 1993).

METHODOLOGY

A quantitative strategy was adopted by employing survey methods using structured questionnaires as the primary study instrument to accomplish the research objectives. The population of this study is composed of volunteers among students involved in selected student associations' voluntary activities at all public universities in Malaysia. According to the Ministry of Youth and Sports (KBS), the youth age cohort refers to individuals between the ages of 15 and 40. Therefore, university students are also included within the youth category. According to Hussin and Mohd Arshad (2012), university students represent the largest group participating in voluntary activities compared to other youth age cohorts. In line with this, the present study selects university students as the respondents.

In this study, the researcher chose only one association from three public universities, namely SEKRUM (UM), Kelab Penyayang (UKM), and Kelab Penyayang (UPM). The selection of the sample is based on the student voluntary membership in the association, which is composed of 284 people (SEKRUM), 250 people (Kelab Penyayang UKM), and 200 people (Kelab Penyayang UPM). Simple random sampling was used to choose research participants based on their affiliation with the student association. Based on the results shown in Table 2, a total of 134 respondents, which constitutes 47% of the association's membership, were selected from the SEKRUM association; 133 were chosen for the Kelab Penyayang UKM, which is equal to 53%; and 133 were selected for the Kelab Penyayang UPM, which is equivalent to 66%. This indicates that a total of 400 students were selected to participate in voluntary activities.

Table 2
Number of population and sample study

Association	Association Membership	Respondent
SEKRUM	284	134
Kelab Penyayang UKM	250	133
Kelab Penyayang UPM	200	133
Total	734	400

Source: Authors' own work

The study uses Hierarchical Multiple Linear regression analysis through SPSS software to develop a model. In this study, four levels of regression analysis need to be implemented (refer to Table 3). First, the analysis will measure the relationship between the independent variables (motivation, satisfaction, and environment) and the dependent variable (involvement level), which is called relationship (a). Second, the regression analysis involves the independent variables (motivation, satisfaction, and environment) with the mediator variable (constraints) and is named as relationship (b). Third, regression analysis involves the mediator variable (constraints) and the dependent variable (involvement) named as relationship (c). Fourth, regression analysis involves independent variables (motivation, satisfaction, and environment), mediator variables (barriers), and dependent variables (involvement) named as relationship (d). Table 3 details the four stages of the analysis.

In the hierarchical multiple regression analysis, there will be three effects: the direct effect, the indirect effect, and the total effect. The calculation of the value of the direct effect, indirect effect, and total effect is based on the following calculation formula:

i. Direct effect - The direct effect value is obtained by looking at the relationship (a) between the independent variable (motivation, satisfaction, and environment) and the dependent variable (involvement)
   Direct effect = (a)

ii. Indirect effect - The indirect effect value is obtained by multiplying the value of relationship (b) (motivation, satisfaction, environment, and constraints) with relationship (c)

Table 3
Hierarchical multiple linear regression analysis

Level	Analysis	Visual
Stage 1	Testing the effect of the independent variable (involvement factors) with the dependent variable (involvement level)	**(a)** x → y
Stage 2	Testing the effect of the independent variable (involvement factors) with the mediator variable (constraints)	**(b)** x → m
Stage 3	Testing the effect mediator variable (constraints)with the dependent variables (Involvement level)	**(c)** m → y
Stage 4	Testing the effect dependent variable (involvement factors) and mediator variable (constraints) on the independent variable (involvement level)	**(d)** x, m, y

x (independent variable)
y (dependent variable)
m (mediator)
Source: Authors' own work

(constraints and involvement)

Indirect effect = b × c

iii. Total effect - The total effect value is obtained by combining direct and indirect effect

Total effect = a + b × c

RESULTS AND DISCUSSION

The Influence of Involvement Factors on Student Involvement in Volunteerism (relationship a)

The results found that the regression coefficient of the motivation factor (β=0.42, p<0.05) was significant, indicating that the motivation factor had a significant influence on the youth involvement in voluntary activities. Next, the regression coefficient values for the two involvement factors, namely satisfaction (β=0.18, p<0.05) and environment (β=0.15, p<0.05), are significant and show that these factors also affect youth involvement in voluntary activities (refer Table 4). Based on this analysis, the motivation factor is seen to be the main contributor to youth involvement in voluntary activities, followed by the satisfaction factor and the environmental factor.

The Influence of Involvement Factors (Motivation, Satisfaction, and Environment) on Constraints in Volunteerism (relationship b)

The discussion of this section is to measure the effect of the factors of involvement, namely motivation, satisfaction, and environment, on the constraints of volunteerism. The study's results show the value of the regression coefficient of the motivation factor (β=-.063, p>0.05), which is insignificant, indicating that the motivation factor does not significantly influence the constraints in volunteerism. Nevertheless, unlike the satisfaction factor, where the value of the regression coefficient (β=-.233, p<0.05) and the environment factor (β=0.33, p<0.05), which are significant, show that both factors have a significant influence on the constrains in volunteerism.

Based on the analysis results, there is no significant influence between motivational factors and a constraint in volunteerism. This shows that constraints impact or

Table 4
Coefficient of influence of involvement factors on youth involvement in volunteerism

	Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(constant)	.889	.244		3.636	.000
	Motivation	.335	.041	.422	8.240	.000
	Satisfaction	.165	.050	.184	3.322	.001
	Environment	.117	.035	.158	3.367	.001

a. Dependent variable: Involvement
Source: Authors' own work

Table 5
Coefficient of influence of involvement factors on constraints in volunteerism

	Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(constant)	4.453	.543		8.206	0.00
	Motivation	-.095	.098	-.063	-.971	.332
	Satisfaction	-.397	.118	-.233	-3.377	.001
	Environment	.477	.080	.339	5.978	.000

a. Dependent variable: Constraints
Source: Authors' own work

Table 6
The coefficient of the effect of constraints on the youth involvement in voluntary activities

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
Constraints	.074	.021	.141	3.491	.001

Dependent varible: Involvement
Source: Authors' own work

influence satisfaction and environmental factors only (refer to Table 5). Generally, an individual's motivation will decrease when an obstacle exists. However, based on *Leisure Constraints Model*, Jackson et al. (1993) stated that youth must balance motivation with constraints to volunteer. If the youth motivation exceeds the constraints, then the youth will choose to be involved in voluntary activities. However, if the constraints exceed motivation, then the youth will decide not to participate in the activity.

The Influence of Constraints on Involvement in Volunteerism (Relationship C)

The results of the study in Table 6 show the value of the regression coefficient of constraints ($\beta = 0.14$, $p<0.05$), which shows that constraints significantly influence youth involvement in voluntary activities. This proves that the existence of constraints affects youth involvement in voluntary activities. Based on the *Leisure Constraint Model* introduced by Crawford et al. (1991), constraints are divided into three: intrapersonal, interpersonal, and structural. The results of this study support this model, where these constraints limit youth involvement in voluntary activities.

Based on the results of the multi-hierarchical regression analysis, the researcher formed a structural model that shows the value of the direct effect, the indirect effect, and the total effect (Figure 2)

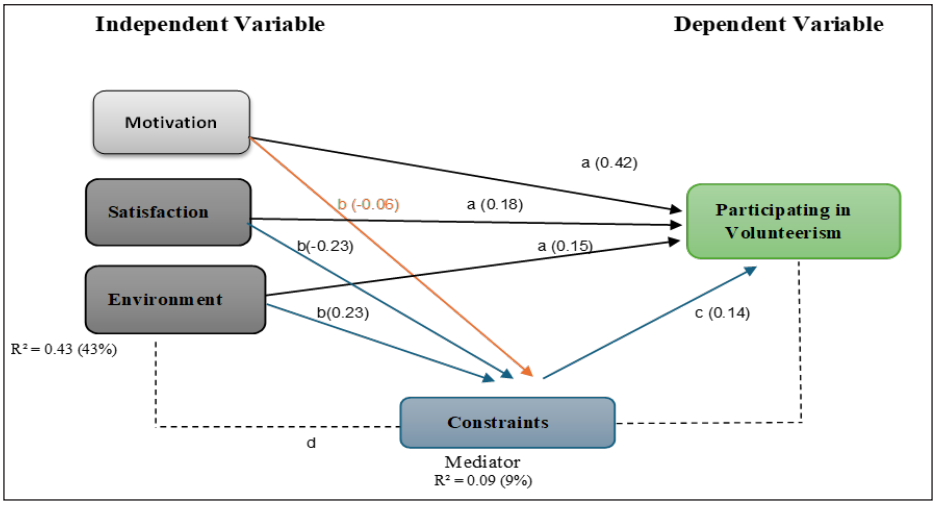


Figure 2. Integration model of involvement in volunteerism for youth empowerment and development
Source: Authors' own work

a. The direct effect involves involvement factors with the student's involvement in voluntary activities (relationship a). The direct effect values are as follows:
   i. The effect of motivation on engagement = 0.42
   ii. Effect of satisfaction on engagement = 0.18
   iii. Effect of environment on engagement = 0.15

b. The indirect effect is [b × c]:
   i. Motivation (-0.06) × 0.14 = -0.0084
   ii. Satisfaction (-0.23) × 0.14 = -0.032
   iii. Environment (0.33) × 0.14 = 0.046

c. The overall effect is a + [b × c]:
   i. Motivation = 0.42 + [-0.06 × 0.14] = -0.4284
   ii. Satisfaction = 0.18 + [-0.23 × 0.14] = -0.216
   iii. Environment = 0.15 + [0.33 × 0.14] = 0.1

The results of the study show that the three factors of involvement, namely motivation, satisfaction, and environment, have significant relationships with youth involvement in voluntary activities. When constraints are included as mediator variables, the studies show that only the satisfaction and environment factors significantly influence the constraints in volunteerism. This indicates that constraints influence or affect the relationship between satisfaction factors and the environment on youth involvement in voluntary activities. However, motivational factors show that there is no significant influence on volunteerism. This means that constraints do not affect the relationship between motivation and the student's involvement in voluntary activities. Accordingly, the motivation factor was dropped as an independent variable for this study. Based on the structural model, youth involvement

in voluntary activities is contributed by the factors of motivation, satisfaction, environment, and constraints, which is as much as 43 percent. However, constraints are seen as the least contributor toward youth involvement in voluntary activities, which is only 14 percent. Although the value of the contribution is small, it gives impacts towards youth involvement in voluntary activities.

CONCLUSION

Theoretical Contributions

This study examines the factors that influence youth involvement in voluntary activities, as well as the impact of constraints towards the relationship between these involvement factors and youth involvement in volunteerism. The factors of involvement are analysed through three components: motivational factors, satisfaction factors, and environmental factors. Meanwhile, constraints act as a mediating variable in the relationship between the involvement factors and youth volunteer involvement in voluntary activities. The inclusion of constraints as a mediating variable sets out this study apart from most previous studies, which primarily focused on the direct relationship between involvement factors and youth involvement or commitment in volunteerism. The discussion and findings of this study offer added value and diversify the foundational data while providing a different perspective on youth volunteerism in Malaysia. Indirectly, this study also helps to fill existing data gaps, particularly those related to youth involvement in voluntary activities. Such data and information are crucial for enhancing the understanding of the current scenario of youth engagement in volunteerism more comprehensively.

The findings of this study contribute to strengthening and enhancing existing models such as the Motivation Model and the Leisure Constraints Model. The results align with the assumptions of the Motivation Model, which suggests that youth involvement in volunteerism is driven by specific needs and motivations. Youth who participate in voluntary activities have the expectation that such involvement will yield positive impacts for them due to their participation. Indeed, youth engagement in voluntary activities can significantly contribute to their overall development and empowerment.

However, the presence of constraints limits their ability to participate actively in volunteerism. The fundamental assumptions of this theory are further reinforced, as the findings also indicate that constraints are a key factor contributing to youth noninvolvement in voluntary activities. The Leisure Constraints Model introduced by Crawford et al. (1991) outlines three types of constraints: intrapersonal, interpersonal, and structural constraints. Generally, the greater the number of constraints, the lower the level of youth participation. Nevertheless, these constraints can be overcome if youth volunteers possess high levels of motivation to engage in volunteer activities. This corresponds with the Balance Model introduced by Jackson et al. (1993), which posits that high

motivation encourages youth to find the best initiatives or solutions to eliminate or reduce the constraints, thereby enabling them to participate in volunteerism.

IMPLICATION OF THE STUDY

The findings of this study provide several practical implications for public agencies, universities, voluntary organisations, and other stakeholders involved in youth volunteerism. These implications are directly informed by the empirical relationships identified between motivation, satisfaction, environmental factors, constraints, and youth involvement in volunteerism.

First, motivation emerged as the strongest predictor of youth involvement in volunteerism ($\beta = .422$, $p < .001$), compared with satisfaction and environmental factors. This finding suggests that strategies to strengthen youth participation should place greater emphasis on understanding and sustaining the different motives that encourage young people to volunteer. Volunteer programmes should therefore provide opportunities that correspond with both altruistic and personal development motives, such as contributing to community well-being, acquiring new skills, developing leadership competencies, expanding social networks, and gaining meaningful experiences. Providing volunteering opportunities that correspond with these motives may strengthen youth willingness to participate and remain actively involved.

Second, satisfaction significantly predicted youth involvement ($\beta = .184$, $p = .001$) and was also significantly associated with constraints ($\beta = -.233$, $p = .001$). These findings indicate that the quality of the volunteering experience is important in sustaining youth participation. Voluntary organisations should therefore pay greater attention to volunteer experience by providing appropriate task allocation, adequate support, recognition, constructive feedback, and opportunities for personal development. A positive volunteering experience may enhance satisfaction while helping young volunteers manage or perceive participation constraints more favourably.

Third, environmental factors significantly influenced youth involvement ($\beta = .158$, $p = .001$) and were also significantly related to constraints ($\beta = .339$, $p < .001$). This finding highlights the importance of creating a supportive social and organisational environment for youth volunteers. Universities and voluntary organisations can strengthen such environments through peer support, mentoring, supportive leadership, effective communication, and collaboration among students, educators, families, communities, and volunteer organisations. A supportive environment may facilitate participation while enabling organisations to identify and address contextual barriers experienced by young volunteers.

Fourth, constraints significantly influenced youth involvement in volunteerism ($\beta = .141$, $p = .001$), demonstrating that barriers remain relevant in explaining youth participation. Therefore, efforts to increase youth involvement

should not focus solely on strengthening motivation. Organisations should also identify and address intrapersonal, interpersonal, and structural constraints that may affect participation. Practical measures may include providing flexible volunteering schedules, improving accessibility to volunteer opportunities, facilitating transportation where possible, strengthening information and communication channels, and ensuring that volunteer tasks are appropriate to the abilities and circumstances of young participants.

Taken together, the findings demonstrate that strengthening youth volunteerism requires an integrated approach rather than interventions focusing on a single factor. The empirical model explained 43% of the variance in youth involvement in volunteerism, indicating that motivation, satisfaction, environmental support, and constraints collectively contribute to understanding youth participation. Accordingly, volunteer programmes should simultaneously strengthen the factors that encourage participation while reducing barriers that may restrict it. Such an approach can support more meaningful and sustained youth participation and enhance the contribution of volunteerism to youth empowerment and development.

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