Internal and External Determinants of Youth Engagement in Organizations

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Abstract

This study employs a quantitative research design aimed at examining the causal relationships between exogenous and endogenous variables using Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis. The study investigates the effects of Social Support, Organizational Leadership, and Self-Efficacy on Youth Organizational Participation in Berau Regency.The research method adopted a quantitative approach. Sampling was conducted using purposive sampling. The research subjects were youth aged 16–30 years residing in Berau Regency who were actively involved in organizations, communities, or other social activities.The results indicate that Social Support, Organizational Leadership, and Self-Efficacy do not have a significant effect on Youth Organizational Participation in Berau Regency. Directly, Social Support and Organizational Leadership have no significant effect on Organizational Engagement, whereas Self-Efficacy has a positive and significant effect on Organizational Engagement. Organizational Engagement has a positive and significant effect on Youth Organizational Participation. The mediation test results reveal that Organizational Engagement does not mediate the relationship between Social Support and Organizational Leadership on Youth Organizational Participation. However, Organizational Engagement successfully mediates the relationship between Self-Efficacy and Youth Organizational Participation in Berau Regency.

Keywords: Social Support, Organizational Leadership, Self Efficacy, Organizational Engagement, Youth Organizational Engagement

INTRODUCTION

Youth constitutes a strategic asset in national development due to their pivotal role as agents of social change, drivers of innovation, and future leaders. The presence of youth is viewed not merely as an object of development, but as active subjects who contribute significantly to various social, economic, and political aspects. Therefore, the quality of youth participation within diverse social spaces serves as a critical indicator in evaluating the sustainability of human resource development. One of the primary platforms for youth to channel their roles and potential is through organizational involvement, encompassing student, youth, socio-community, and religious organizations. Participation in these organizations offers a learning space for youth to develop leadership, collaboration, and communication skills, while simultaneously fostering social responsibility. Through these organizational activities, youth are expected to cultivate an adaptive leadership character oriented toward the collective interest.

Youth organizational participation should not be construed merely as formal attendance; rather, it encompasses active involvement throughout the planning, implementation, and evaluation stages of organizational activities. A high level of participation reflects awareness, commitment, and a sense of ownership toward the organization. Conversely, suboptimal youth participation can impede leadership regeneration and diminish organizational effectiveness in achieving predetermined objectives. Within the context of youth development, the Government of Indonesia

pays meticulous attention to this matter by utilizing the Youth Development Index (YDI) as a comprehensive and standardized instrument to measure development achievements. The YDI reflects the outcomes of various youth development policies and programs implemented at national, provincial, and regional levels. Consequently, the YDI serves as an empirical basis for evaluating the success of youth development within a specific region.

No	Indeks	Score
		2023
1	Decent Employment	74,51
2	Education and Training	73,07
3	Health	62,04
4	Participation and Leadership	56,41
5	Inclusivity and Gender Equality	54,57

Based on the YDI data for Berau Regency, a consistent upward trend is observed over the past four years. This increase indicates that youth development initiatives in Berau Regency have progressed and yielded relatively positive outcomes. However, these achievements do not necessarily reflect uniform conditions across all youth development domains. Several discrepancies persist within the YDI achievements, necessitating an in-depth analysis of specific domains that exhibit relatively low scores. Among the five primary domains of the YDI—namely (1) Education and Training, (2) Health, (3) Decent Employment, (4) Participation and Leadership, and (5) Inclusivity and Gender Equality—the youth participation and leadership domain records the lowest score compared to the others. This domain is closely linked to the level of youth involvement in socio-community activities, organizational engagement, and their capacity to participate in decision-making processes. This condition demonstrates that although general youth development has improved, active participation and organizational leadership among youth remain critical issues requiring further strategic attention.

The low achievement in the participation and leadership domain indicates that youth involvement in organizations has not been fully optimized. The concept of participation here extends beyond mere attendance at organizational events; it encapsulates active engagement in program planning, project execution, and contributions to decision-making processes. When youth fail to engage actively, the organization's function as a vehicle for leadership learning and capacity building cannot be maximized. This relatively low level of youth participation potentially induces various negative implications, including weakened leadership regeneration, diminished organizational effectiveness, and constrained contributions of youth organizations toward regional social development. In the long term, this situation may hinder the attainment of youth development goals, which position youth as primary actors in the development process.

Conceptually, the level of youth organizational participation is influenced by various factors, originating from both the external environment and internal individual characteristics. External factors relate to the social and organizational conditions encountered by youth, whereas internal factors pertain to psychological aspects that influence an individual's belief and readiness to engage actively within an organization.

Social support from the immediate environment—such as family, peers, and fellow organizational members—constitutes an external factor that drives youth participation. According to (Yang, 2023), social or organizational support is conceptualized as an individual's perception that the organization and their surrounding environment exhibit care, value individual contributions, and provide the necessary assistance to support individual engagement and performance. Social support can generate a sense of acceptance, appreciation, and recognition, thereby increasing the propensity of youth to engage in organizational activities.

Furthermore, effective organizational leadership plays a vital role in fostering a conducive organizational climate, inspiring members, and encouraging voluntary youth involvement in various activities. (Zhang and Fan, 2018) found that student organizational leadership significantly influences the level of member involvement and participation. Effective leadership establishes a supportive organizational environment, thereby enhancing student engagement and mitigating turnover intentions or organizational withdrawal behavior. In addition to external factors, self-efficacy acts as an internal factor influencing youth organizational participation. According to (Zhou, 2021), self-efficacy refers to an individual's belief in their capability to execute specific tasks. In an academic context, self-efficacy denotes students' self-assessment of their competence in completing academic tasks and activities. Self-efficacy reflects an individual's confidence in their ability to fulfill roles and navigate organizational challenges. Youth with high self-efficacy tend to be more confident, proactive in taking initiatives, and resilient amidst organizational dynamics, making them more likely to participate actively and sustainably.

Nonetheless, the influence of social support, organizational leadership, and self-efficacy on youth participation does not always occur directly. In many instances, this influence is mediated by specific psychological conditions that reflect an individual's attachment to the organization. A highly relevant concept in this context is organizational engagement, which delineates the extent to which youth feel emotionally, cognitively, and behaviorally connected to the organization, thereby driving active involvement in organizational activities. Organizational engagement is viewed as a psychological state reflecting the degree of an individual's emotional, cognitive, and behavioral attachment to the organization. Youth with high engagement levels demonstrate not only formal attendance but also enthusiasm, commitment, and a willingness to contribute significantly toward achieving organizational goals. Consequently, organizational engagement serves as a critical mediating factor that bridges the gap between individual psychological conditions and actual participation behavior.

Despite the established theoretical linkages, empirical research that integrates social support, organizational leadership, and self-efficacy into a unified framework—specifically using organizational engagement as a mediating variable within the context of regional youth development in developing nations—remains significantly scarce. Most existing literature focuses heavily on employee engagement in corporate settings, leaving a substantial empirical gap regarding how these dynamics manifest within non-profit youth organizations at the municipal or regional level, such as in Berau Regency. To

address this lacuna, this study aims to examine the empirical effects of social support, organizational leadership, and self-efficacy on youth organizational participation, while evaluating the mediating role of organizational engagement. By doing so, this study contributes to a more nuanced understanding of youth development dynamics and provides empirical insights for policymakers to optimize youth participation in regional development.

LITERATURE REVIEW

a) Organizational Participation

According to (Trowler *et al.*, 2022), organizational participation is defined as an individual's active involvement in the activities and collective endeavors of an organization, which is reflected through their involvement, contribution, and distinct roles in organizational activities. Aligning with this theoretical framework, (Cicognani *et al.*, 2015) state that youth participation in organizations reflects an individual's active engagement in social activities and decision-making processes, which ultimately impacts self-capacity development and community enhancement.

Furthermore, (Hidayah *et al.*, 2022) posit that organizational participation refers to the active involvement of individuals in planning, executing, and evaluating organizational activities, serving as a vehicle for the development of social and leadership skills. In a similar vein, (Zhang and Fan, 2018) define organizational participation as the level of individual involvement in organizational activities, encompassing attendance, contribution, and the sustainability of membership within the organization. Additionally, (Sa, 2023) defines youth organizational participation as a form of youth involvement in academic and social life through active engagement in institutional organizations and activities.

b) Social Support

According to (Taylor, 2018), social support is a form of emotional, instrumental, and informational assistance received by an individual from their social environment, functioning as a psychological resource that fosters individual involvement and participation in organizational activities. According to (Yang, 2023), social support is defined as an individual's perception of their organization and social environment, wherein the organization and environment exhibit care, value individual contributions, and provide the necessary assistance to support individual engagement and performance. (Chaudhry *et al.*, 2024) further state that social support encompasses emotional, instrumental, and informational assistance received by individuals from institutions, peers, and other social networks.

According to (Mathieu and Eschleman, 2019), social support includes emotional backing such as empathy, attention, and care, which make individuals feel accepted and valued. (Jolly, Kong and Kim, 2021) assert that social support represents tangible assistance, such as facilities, resources, and direct aid, which facilitates individuals in executing their roles. (Chen, Bian and Zhu, 2023) state that social support can take the form of informational support, which includes providing advice, guidance, and information that helps individuals understand tasks and make decisions. Meanwhile, (J. Xerri, Radford and Shacklock, 2017) argue that social support can manifest as appraisal support in the form of feedback and

recognition, helping individuals evaluate their abilities and roles within the organization.

c) Organizational Leadership

According to (Yukl and Gardner, 2019), organizational leadership is a process by which a leader influences, directs, and supports organizational members through interaction and empowerment to achieve organizational goals. (Hidayah *et al.*, 2022) state that organizational leadership is understood as the ability of administrators to direct, facilitate, and encourage active member participation in organizational activities.

According to (Li and Kim, 2021), effective leadership can enhance member engagement by creating an organizational environment that fosters participation, collaboration, and personal development. (Gross, 2021) explains that organizational leadership plays a vital role in sustaining member participation by providing clear direction and supporting continuous involvement. (Shuck, Adelson and Rejo, 2016) add that authentic and supportive leadership contributes to increased motivation, commitment, and member engagement within the organization.

According to (Bowden *et al.*, 2021), member participation in organizations is heavily influenced by a leadership style capable of involving members in collective activities and decision-making. Meanwhile, (Masika and Jones, 2015) argue that inclusive leadership contributes to a sense of belonging and encourages student involvement in organizations.

d) Self Efficacy

According to (Schunk, 2024), self-efficacy refers to an individual's belief in their capability to organize and execute the courses of action required to achieve specific results, which subsequently influences their effort, persistence, and involvement. Another study conducted by (Zhou, 2021) defines self-efficacy as an individual's belief in their ability to complete tasks, playing a critical role in determining the level of individual engagement and participation in an activity. (Sokmen, 2019) states that individuals with high self-efficacy tend to demonstrate greater engagement because they possess the confidence to participate and persist in organizational activities.

Within the organizational context, self-efficacy plays an important role in determining the extent to which an individual is willing to be actively involved in various organizational activities.

According to (Yang, 2023), self-efficacy functions as a personal factor that drives individuals to engage actively in the organization because they feel capable of contributing effectively. A study by (Archenreiner *et al.*, 2019) states that self-efficacy influences individual participation by shaping the belief that involvement in the organization will yield personal benefits and success. Supporting this, research by (Maricutoiu and Sulea, 2019) indicates that an increase in self-efficacy contributes to heightened individual motivation and persistence, which ultimately reinforces engagement and participation in organizational activities.

e) Organizational Engagement

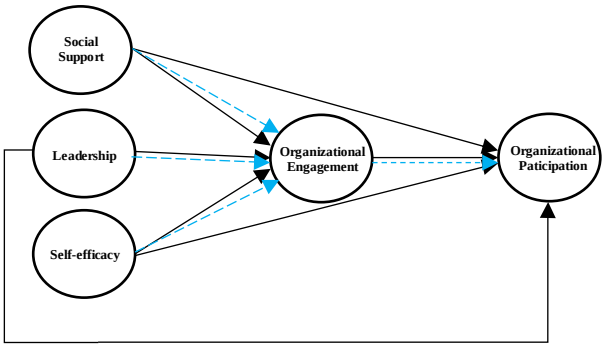
According to (Schaufeli, 2019), organizational engagement is understood as a psychological state that reflects an individual's emotional, cognitive, and behavioral involvement within an organization, which is manifested through vigor, dedication, and absorption in organizational activities. Corroborating this

definition, a study conducted by (Saks, 2019) conceptualizes organizational engagement as the degree of an individual's psychological attachment to the organization, as reflected through emotional, cognitive, and behavioral investment in organizational practices. Furthermore, (Yang, 2023) defines organizational engagement as the active involvement of members in organizational and institutional activities, which functions as a psychological mechanism linking organizational support to participation and overall satisfaction.

Extensive empirical research has highlighted the structural role of this construct. A study by (Silva, Abreu and Brito, 2022) demonstrates the role of organizational engagement as a mediating factor that bridges the influence of social and personal factors on an individual's involvement and participatory behavior. Similarly, (Nazir and Islam, 2017) indicate that organizational support significantly influences individual engagement, which subsequently enhances participation and contributory behaviors toward the organization. In terms of personal antecedents, a study by (Song *et al.*, 2018) finds that self-efficacy enhances individual engagement within the organization, thereby strengthening overall involvement and participation in organizational activities. Finally, (Bowden *et al.*, 2021) assert that higher levels of engagement effectively drive individuals to actively participate in collective activities and organizational decision-making processes

RESEARCH METHODOLOGY

This study incorporates five distinct variables: Social Support (X^1), Organizational Leadership (X^2), and Self-Efficacy (X^3) serve as the independent variables; Organizational Engagement (Z) functions as the intervening (mediating) variable; and Organizational Participation (Y) represents the dependent variable. Primary data were utilized, collected directly from respondents via a questionnaire distributed to youths in Berau Regency.



Source : Author's Construction

Picture 1. Conceptual Frame work

Data collection was conducted by distributing written questionnaires developed from the research indicators. The instrument was administered as an online questionnaire using Google Forms and Google Drive to optimize reach. This digital approach facilitated data gathering from youth respondents across Berau Regency, including those residing within the central Tanjung Redeb district and outlying areas.

The questionnaire employed a four-point Likert scale to measure individual or group attitudes, opinions, and perceptions regarding the investigated social phenomena. The evaluation points were operationalized as follows: 1 for *Strongly Disagree* (SD), 2 for *Disagree* (D), 3 for *Agree* (A), and 4 for *Strongly Agree* (SA).

According to (Hair *et al.*, 2017), a sample is a subset of a population selected for analysis to obtain information and draw conclusions representative of the entire population's characteristics. The population (N) comprises all youth in Berau Regency,

while the sample (n) consists of 120 youths actively engaged in social activities, organizations, and other youth communities. Following the guidelines of (Hair *et al.*, 2017), a minimum of 100 respondents is required for research models with a small-to-medium number of latent variables to ensure stable model estimations and adequate statistical power.

In management research, data analysis typically employs two main approaches: descriptive statistics and inferential statistics.

a) Descriptive Statistics: Primary data are presented in tabular format to outline the research variables, identify the characteristics of each variable through frequencies and percentages, and provide a general overview of the respondents' demographic profiles.
b) Inferential Statistics: This method interprets the sample data to test the predetermined hypotheses and draw meaningful conclusions. This study utilizes Structural Equation Modeling (SEM) to address the complex causal relationships inherent in this quantitative approach, which conventional linear models cannot adequately capture simultaneously.

SEM was selected for two primary reasons. First, it enables structural model testing where variables are assumed to be unobservable (latent variables) and cannot be measured directly through indicators, thereby necessitating Confirmatory Factor Analysis (CFA) within the measurement model. Second, the questionnaire data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). This approach effectively estimates coefficients in structural linear equations, accommodates latent variable models, and accounts for measurement errors in both independent and dependent variables

RESULTS AND DISCUSSION

Responden Profile

The subjects of this study are youths aged 16 to 30 years who are actively involved in youth organizations and other youth community activities within Berau Regency. This age threshold aligns with the Indonesian Law (Undang-Undang) No. 40 of 2009, which defines youth as Indonesian citizens transitioning through a critical period of growth and development, specifically within the age bracket of 16 to 30 years.

Geographically, Berau Regency is one of the regencies in East Kalimantan Province, with Tanjung Redeb serving as its capital. It encompasses an area of approximately 36,962 km² and recorded a total population of 299,005 residents at the end of 2024. Culturally, Berau is characterized by its local motto "Batiwakkal" and the slogan "Sanggam", reflecting a diverse community encompassing multiple religions and languages, including Indonesian, Berau, Bajau, and Dayak. The region possesses significant regional potential, particularly in the tourism sector—such as the Derawan Islands—alongside rich flora, fauna, and natural resources. These attributes render it a strategic region with a high Human Development Index (HDI) of 76.71 in 2023. According to data from the Central Bureau of Statistics (Badan Pusat Statistik / BPS) in 2025, the youth demographic aged 15–29 in Berau Regency reached 80,478 individuals, constituting 26.92% of the total population.

Among the ten regencies and cities in East Kalimantan, Berau Regency stands out as

an area with a highly active and developing youth demographic. Individually, the youth in Berau Regency exhibit a strong inclination to engage in both formal and non-formal social activities. This active engagement is empirically evidenced by the respondent data collection results, which highlight the diversity of social activities and organizations pursued by the youth in Berau Regency, as detailed in the table below:

Tabel 1. Respondent

No	Organization	Respondent	Gender	
			Male	Female
1	Komite Nasional Pemuda Indonesia (KNPI)	2	1	1
2	Purna Paskibraka Indonesia (PPI)	7	1	6
3	Forum Kewirausahaan Pemuda (FKP)	3	2	1
4	Pemuda Relawan Indonesia (PRI)	8	5	3
5	Purna Prakarya Muda Indonesia (PPMI)	2	0	2
6	Pramuka	16	6	10
7	Karang Taruna	2	0	2
8	Komite Olahraga Nasional Indonesia (KONI)	1	1	0
9	Other Organization	41	30	11
Total		**82**	**46**	**36**

Source : Data Primary

Based on Table 1, the demographic profile of the 82 youth respondents aged 16–30 in Berau Regency demonstrates that local youth are actively engaged in social activities across various organizations and community networks. Regarding gender distribution, the comparative analysis reveals a higher participation rate among male youth than female youth, with a proportion of 56% male and 44% female respondents.

Measurement (Outer) Model Evaluation

The outer model evaluation is conducted to ensure that the indicators or items utilized in the research instrument are statistically valid and reliable. Within the Partial Least Squares Structural Equation Modeling (PLS-SEM) framework, this stage serves as an evaluation of the measurement model. It aims to test and confirm whether the selected indicators accurately represent their respective latent constructs before proceeding to the structural model analysis. The outer model assessment is systematically divided into three stages: convergent validity, discriminant validity, and construct reliability.

Convergent validity assesses the degree of correlation between an indicator and its assigned latent construct based on the factor loading values. In confirmatory research, the standardized threshold for a factor loading is >0.70. However, loadings ranging between 0.60 and 0.70 remain acceptable in exploratory studies, provided that the indicators contribute positively to the overall Average Variance Extracted (AVE) value.

The empirical results of the convergent validity test in this study are presented in the table below:

Tabel 2. Outer Model Result

Indicator	VARIABLE					AVE
	Social Support	Leadership	*Self-Efficacy*	*Organizational Engagement*	Organizational Participation	
DS.1.1	0.746					**0.619**
DS 2.2	0.742					
DS 3.1	0.798					
DS 4.1	0.855					
KO 1.1		0.851				**0.696**
KO 2.1		0.821				
KO 3.1		0.831				
OE 1.1				0.802		**0.651**
OE 2.1				0.729		
OE 3.1				0.883		
PB 1.1					0.893	**0.791**
PB 2.1					0.870	
PB 3.1					0.904	
SE 1.1			0.733			**0.647**
SE 2.2			0.826			
SE 3.1			0.825			
SE 4.1			0.829			

Discriminant validity is a crucial aspect of measurement model evaluation in Partial Least Squares Structural Equation Modeling (PLS-SEM) that assesses the degree to which a latent construct is empirically distinct from other latent constructs within the model. Discriminant validity is established when the indicators designed to measure a specific construct exhibit a stronger correlation with that target construct than with any other variables.In this study, discriminant validity was evaluated using the Heterotrait-Monotrait Ratio of Correlations (HTMT) criteria, as presented in the table below:

Tabel 3. Heterotrait-Monotrait Ratio of Correlations (HTMT)

	Social Support	Leadership	*Organizational Engegement*	Organizational Participation	*Self Efficacy*
Social Support					
Leadership	0.831				
Organizational Engagement	0.800	0.715			
Organizational Participation	0.538	0.337	0.892		
Self Efficacy	0.790	0.684	0.800	0.517	

Source : Autor's PLS-SEM

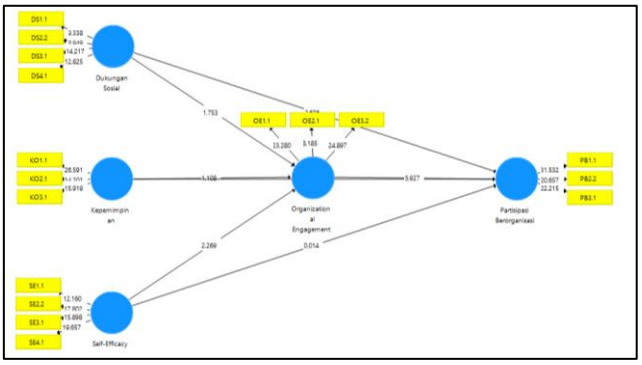
Reliability testing is conducted to evaluate the extent to which the indicators of a latent construct yield consistent and stable measurements. In this study, construct reliability was assessed utilizing two standard criteria: Composite Reliability (CR) and Cronbach's Alpha, as presented in the table below:

Tabel 4. Validity dan Reliability Construct

	Cronbach Alpha	*Rho_A*	*Composite Reliability*	*Average Variance Extract*
Social Support	0.794	0.807	0.866	0.619
Leadership	0.785	0.800	0.873	0.696
Self-Efficacy	0.732	0.751	0.848	0.651
Organizational Engagement	0.868	0.874	0.919	0.791
Organizational engagement	0.817	0.824	0.880	0.647

Source : Author's PLS-SEM

Structural Model (Inner Model)



Source : Author's PLS-SEM Result

Picture 2. Structural Model Result

Hypothesis testing was performed to evaluate the statistical significance of the causal relationships among the latent variables as proposed in the structural model. The path coefficients, t-statistics, and p-values were generated through a bootstrapping procedure using 5,000 subsamples. Following the decision criteria established by Hair et al. (2019), a relationship is deemed statistically significant if the t-statistic exceeds 1.96 and the p-value is less than 0.05 at a 5% significance level.

The empirical results for the direct hypothesis testing in this study are presented in the table below:

Tabel 5. Direct Effect *(Path Coefisien)*

Hipotesis	Path	*T - Statistic*	*Path Coeffisient*
H1	Social Support → Organizational Participation	0.686	0.493
H2	Leadership → Organizational Participation	1.611	0.108
H3	Self-Efficacy → Organizational Participation	0.014	0.989
H4	Social Support → Organizational Engagement	1.753	0.080
H5	Leadership → Organizational Engagement	1.108	0.268
H6	Self Efficacy → Organizational Engagement	2.269	0.024
H7	Organizational Engagement → Partisipasi Berorganisasi	6.927	0.000

Source: Author's PLS-SEM Result

Tabel 6. Spesific Indirect Effect

Hipotesis	Path	*T - Statistic*	*P-Values*
H8	Social Support → Organizational Engagement → Organizational Participation	1.600	0.110
H9	Kepemimpinan → Organizational Engagement → Organizational Participation	1.151	0.250
H10	Self-Efficacy → Organizational Engagement → Organizational Participation	2.396	0.017

Source: Author's PLS-SEM Result

DISCUSSION

Based on the empirical analysis, the direct effects of the independent variables—Social Support (X^1), Organizational Leadership (X^2), and Self-Efficacy (X^3)—on the outcome variables reveal distinct psychological and structural dynamics among youth in Berau Regency. The statistical testing demonstrates that neither Social Support nor Organizational Leadership exerts a significant direct effect on Organizational Participation (Y) or Organizational Engagement (Z). These findings indicate that external environmental factors and current leadership frameworks are insufficient to directly drive youth participation or foster emotional investment in collective goals. Conversely, Self-Efficacy emerges as a powerful intrinsic driver, exerting a significant positive direct influence on Organizational Engagement (Z), though its direct path to physical Organizational Participation (Y) remains statistically insignificant.

The pivotal role of psychological attachment within youth organizations is further illuminated by the highly significant direct effect of Organizational Engagement (Z) on Organizational Participation (Y). This robust relationship underscores that when youth develop a deep sense of ownership and pride toward their organization, this psychological commitment is actively behavioralized. Consequently, higher engagement directly manifests as tangible, physical participation, including consistent attendance at meetings, proactive contributions during collective activities, and dedicated execution of organizational responsibilities.

Regarding the structural mechanisms, the mediation analysis reveals that Organizational Engagement (Z) fails to mediate the respective relationships of Social Support (X^1) and Organizational Leadership (X^2) with Organizational Participation (Y). In both instances, the mediation procedures are statistically invalidated because the essential paths from these exogenous drivers to the mediator are insignificant, thereby failing to satisfy the mandatory criteria for statistical

mediation. These results suggest that external support and leadership styles do not effectively resonate with the youth's internal engagement matrix to stimulate broader involvement.

In contrast, Organizational Engagement (Z) successfully and significantly mediates the relationship between Self-Efficacy (X3) and youth Organizational Participation (Y). This successful mediation establishes Organizational Engagement as a vital psychological bridge that links internal capabilities to manifest behaviors. Specifically, it demonstrates that a youth's intrinsic self-confidence in managing organizational tasks does not automatically lead to active participation unless it is first channeled through and translated by an unconscious psychological alignment and structural commitment to the organization.

Discussion includes an interpretation of the research findings and a discussion of how they relate to previously published research findings

CONCLUSION

The conclusion of this study reveals that external factors do not exert a significant influence on the organizational participation of youth in Berau Regency, whether through direct pathways or via intervening variables. Conversely, internal factors emerge as the most critical determinants driving youth organizational participation.

This study empirically confirms the dominance of internal cognitive factors over external stimuli within the context of youth organizational involvement. Furthermore, these findings substantiate the core tenets of Albert Bandura's Social Cognitive Theory, particularly the concept of self-regulated behavior.

This demonstrates that contemporary youth motivation is predominantly self-regulated through personal self-efficacy. The youth exhibit robust psychological autonomy; the trajectory of their organizational involvement is dictated by an internal conviction in their own capabilities rather than mere behavioral responses to external social pressures or surrounding leadership styles.

This dynamic is further elucidated by the statistical failure of external factors—such as social support and organizational leadership—to generate significant effects. Drawing upon Bandura's construct of social persuasion, the existing social support functions merely as a "pseudo-support system." It remains confined to emotional-normative gestures (e.g., verbal encouragement) without being accompanied by tangible instrumental support, such as physical facilities or administrative infrastructure.

Consequently, this superficial support fails to catalyze the mastery experiences necessary to mobilize active participation. Similarly, detached leadership styles—exacerbated by leaders residing outside the region and underlying conflicts of interest—engender a profound psychological distance between leaders and members. This lack of meaningful interaction prevents leadership figures from serving as effective role models for emulation (vicarious experience). Ultimately, within a restrictive organizational environment characterized by absent leadership, internal self-efficacy functions as the single most powerful determinant: only youth possessing high self-beliefs choose to remain engaged and actively participate.

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