

The Influence Of Parental Support On Youth Participation In Social Activities

Nurdini A Rahman¹, Mohd Mahzan Awang², Syafiqah Abdul Rahim³

^{1,2,3}Faculty of Education, The National University of Malaysia, Malaysia
ndnar25@gmail.com

Abstract

This study aims to identify aspects of parental encouragement towards youth involvement in social activities. This study was conducted as a survey using a questionnaire instrument involving 847 youth of various ethnicities, namely Malays, Chinese and Indians, in Peninsular Malaysia. The sample was selected according to geographical zones (north, south, central and east) using stratified and simple random sampling. The data was analyzed using Statistical Package for the Social Sciences (SPSS) version 26 software to produce descriptive statistical analysis. The findings of the study showed that overall, the level of parental encouragement was at a high level, while the level of youth involvement in social activities was at a moderately high level. The implications of this study show that the role of parents has a significant influence on youth involvement in social activities. Therefore, various programs and physical facilities that are inclusive need to be planned and expanded strategically in order to support youth development as a whole and contribute towards achieving the goal of a Prosperous Malaysia.

Keywords: parental Support, Youth, Youth Participation, Social Activities

INTRODUCTION

Youth social activities in this study refer to how youth get involved in a particular organization or group to form their personality and self-value. Youth should use their free time to do social activities. The term 'social' refers to initiatives that aim to help others (Prabhu, 1999). Social activities are also sometimes associated with volunteer activities that are carried out to fulfill an individual's free time and daily life (Al-Daghiri, 2021). It has been found that social activities have an important impact on their development by providing opportunities or forming social relationships, showcasing new skills, and creating a new identity (Mahoney et al 2009).

Youth involvement in an organization can be classified into two situations. First, youth are involved in an organization, including trade unions and political parties (Al-Safty, 2019), student associations, professional bodies, consumer associations, and voluntary associations. The second group involves youth outside organizations, for example young workers, students of educational institutions, the unemployed, government employees and private employees (Azizan, 1995). Several other studies have found that women's involvement is also very active nowadays. Involvement in social activities improves one's skills. For example, social entrepreneurship introduced among women's organizations that turn a hobby into a business such as a sewing association is provided with motivation, training and funding (Al-Shahrani & Hammad, 2019). So indirectly, involvement in social entrepreneurship can build the personality of young women who have high leadership qualities (Shakirah & Nurshafieqah, 2017).

In recent years, there has been growing concern about the decline in youth participation in positive social activities, such as community service, clubs, and extracurricular involvement (Al-Zabali, 2021). Although various factors influence youth involvement, parental support plays an important role in shaping the behavior and social development of young people (Alaimo & Seri, 2023). However, the extent and nature of this influence has not been adequately explored, especially in diverse socio-cultural contexts (Alqasa & Al-Qahtani, 2022). Many youths lack encouragement, resources or emotional support from their parents, which can prevent them from actively participating in beneficial social interactions (Chua et al., 2021). This understanding gap limits the ability of educators, policymakers and community leaders to design effective interventions that foster youth involvement. Therefore, it is important to investigate how different forms of parental support emotional, financial, and motivational influence youth participation in social activities, to better support their holistic development and social integration.

Youth engagement in social activities is important for the development of interpersonal skills, civic responsibility, and emotional well-being (Eccles & Gootman, 2002). However, recent trends indicate a decline in youth participation in structured social activities, such as community service, clubs, and extracurricular programs (Fredricks & Eccles, 2006). While multiple factors contribute to this issue,

parental support has been identified as a potentially important but underexplored influence (Fan & Williams, 2010). Many youths do not receive adequate emotional encouragement, logistical assistance, or financial resources from their parents, which may limit their engagement in positive social engagement (Chung et al., 2019). Despite the recognition of the importance of family in adolescent development, the current literature lacks a comprehensive understanding of how specific forms of parental support influence youth participation in social contexts. This gap hinders the development of effective family-centered strategies to promote youth engagement. Therefore, this study aimed to examine the influence of parental support on youth participation in social activities, contributing to a more holistic understanding of the dynamics of youth development.

OBJECTIVES

This study aims to identify the role of parental encouragement on youth involvement in social activities in Malaysia. Specifically, the objectives of this study are to:

1. Identify the level of parental encouragement on youth.
2. Identify the level of youth involvement in social activities.

LITERATURE REVIEW

Social support has been identified as an important factor in individual development, including among youth (de Sandes Guimaraes et al., 2023). According to Sarason et al., (1983), social support is defined as the presence or accessibility of individuals who are trustworthy, dependable, and concerned about one's well-being. Zimet et al., (1988) also explained that perceived social support is multidimensional and includes support from family, peers, and other important individuals in one's life. Along with that, Zubaroğlu Yanardağ (2017) emphasized that sources of support must be reliable and easily accessible in order to help individuals face daily challenges.

Social support is not only in the form of individual presence, but also in the form of help, advice, and resources (Hijazi, 2022). Gottlieb (1983) stated that social support includes the provision of knowledge, advice, and financial assistance, which contribute positively to individual feelings and behavior. Caplan (1974) also stated that social support systems help individuals activate their psychobiological resources, meet needs, and access important resources more effectively. Therefore, social support can be understood as a form of holistic assistance that includes emotional, motivational, informational, and material aspects.

In the context of youth development, family support, especially from parents, plays an important role in the formation of personality, self-motivation, and direction of adolescent life (Jiang et al., 2020). A study by Gonzalez-Dehass et al., (2005) showed that parental involvement in children's education has a positive effect on perceptions of self-control, sense of competence, emotional security, and values toward education. Youth who receive high levels of parental involvement are more likely to take responsibility for their learning, be persistent in facing academic challenges, and show a high interest in education (Khalifa, 2021).

This finding is also supported by Bynum and Brody (2005) and Gaylord-Harden (2008), who found that among low-income African American families, a supportive and structured family environment with a fair, firm, and consistent parenting approach can reduce external pressures faced by adolescents. This in turn has the potential to improve their academic achievement (Mih, 2013). Meanwhile, Bakker and Denessen (2007) explain that parental support can be expressed through active involvement in school activities such as attending PTA meetings, volunteering at school, and helping children with homework. Parents also provide support through monitoring their children's development and involvement in activities outside the classroom (Kleiner et al., 2022). Activities such as reading with their children and showing interest in learning also play a role in creating a conducive supportive environment (Kragt & Holtrop, 2019).

Therefore, the role of parents is very important in stimulating youth involvement in social activities. Parental influence is not only present in the form of physical support, but also includes emotional, moral, and motivational aspects that directly affect youth activity and tendency to be actively involved in society (Fan & Williams, 2010). Youth social involvement such as volunteer work, community clubs, and self-development programs is greatly influenced by the encouragement and example shown by parents (Morawski et al., 2020). According to Gonzalez-DeHass et al., (2005), active parental involvement can increase perceptions of self-control, competence, and appreciation for the value and meaning of

social participation. Parents who provide encouragement, provide opportunities, and monitor their children's activities tend to form more responsible and proactive youth (Mousa et al., 2021). This includes the role of parents in ensuring that their children participate in community activities, providing facilities or resources, and appreciating their participation (Ramkissoon, 2023). A study by Bakker and Denessen (2007) stated that parents who are directly involved in their children's social and educational lives, such as discussing extracurricular activities, accompanying them to community programs, or supporting volunteer activities, are able to develop positive attitudes towards social involvement. Youth will be more motivated to participate in social activities when they feel supported and appreciated by their families (Sengupta et al., 2023).

In addition, a structured and consistent parenting approach is also associated with higher youth involvement in extracurricular activities (Shachar et al., 2019). Gaylord-Harden (2008) emphasized that an emotionally supportive family environment and firm social expectations can help youth from low-income communities overcome social pressures, thus encouraging them to be more active in constructive social activities. This is supported by Hartas (2011) who showed that the presence of emotional support and motivation from parents can encourage youth to be more actively involved in extracurricular and social activities.

In this regard, Wong et al., (2010) stated that youth involvement is not only about physical participation in activities, but also includes cognitive, emotional and social dimensions. Youth who are actively involved in their communities demonstrate higher levels of social concern, stronger self-confidence, and the ability to be agents of change in society (Sohier et al., 2023). Eccles and Barber's (1999) study also show that involvement in extracurricular activities such as volunteering, clubs, and sports can improve academic achievement, social skills, and emotional well-being. Such activities provide opportunities for youth to build social networks, develop leadership values, and express their identity in a positive and controlled environment (Taghian et al., 2019).

Therefore, it is evident that the role of parents extends beyond the realm of formal education to include a significant influence on youths' social engagement. Through consistent emotional support, positive behavioral modelling, and the cultivation of a supportive family environment, parents serve as crucial agents in fostering youth participation in social activities. Their involvement not only encourages active contribution to the community but also supports the holistic development of young individuals as responsible and engaged members of society.

RESEARCH METHODS

This study used a quantitative survey design to examine the influence of parental encouragement on youth involvement in social activities. The survey method was chosen because it allows for efficient data collection from a large and diverse sample and allows for measurement of variables using standardized instruments. The study population consisted of Malaysian youth representing the three main ethnic groups, namely Malays, Chinese and Indians residing in Peninsular Malaysia. A total of 847 respondents were selected through stratified and simple random sampling methods. Sampling was conducted according to the main geographical zones, namely the northern zone, southern zone, central zone and eastern zone, and stratification based on ethnicity and location to ensure a balanced distribution and represent the population as a whole. The study instrument was a structured questionnaire developed by the researcher and adapted from existing instruments that have been validated related to parental support and youth social involvement. The questionnaire contained three main sections, namely demographic information, parental encouragement scale, and youth involvement in social activities scale. Respondents were asked to provide feedback using a five-level Likert scale, from "strongly disagree" to "strongly agree" on the parental encouragement scale. While the scale of youth involvement in social activities is from "very rarely" to "very often". The data collected was analyzed using Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistics such as mean and standard deviation were used to determine the level of parental encouragement and the level of youth involvement in social activities. This analysis provides a general picture of the patterns and tendencies among the respondents studied.

STUDY FINDINGS.

Level of Parental Encouragement

The aspect of family encouragement in the context of this study was measured based on 5 items. The results of data analysis on family encouragement are as shown in Table 1. Based on Table 1, it was found that overall, the level of family encouragement (Mean = 4.39; S.P = 0.76) is at a high level. Analysis of each item in this aspect shows that the item with the highest mean is the item “Encouraging to increase the practice of noble values” (Mean = 4.51; S.P = 0.80) and is at a high level. While the item with the lowest mean is the item “Encouraging to participate in volunteer activities to increase self-development” (Mean = 4.29; S.P = 0.91) and is at a high level.

Table 1. Level of Parental Encouragement

No.	Item	Mean	Standard Deviation	Interpretation
1.1	Often encourages taking various courses/programs to improve current skills.	4.32	0.90	High
1.2	Encourages me to improve my existing talents	4.39	0.83	High
1.3	Encourages participating in volunteer activities to improve self-development	4.29	0.91	High
1.4	Encourages increasing the practice of noble values.	4.51	0.80	High
1.5	Encourages adding career information at present	4.45	0.81	High
	Overall Family Encouragement	4.39	0.76	High

Level of Social Activity Among Youth in Malaysia

The aspect of social activity in the context of this study is measured based on 5 items. The results of data analysis on social activity are as shown in Table 2. Based on Table 2, it was found that overall, the level of social activity (Mean = 3.91; S.P = 1.13) is at a medium-high level. Analysis of each item in this aspect shows that the item with the highest mean is the item “Involving oneself in social activities in the local community” (Mean = 4.04; S.P = 1.14) and is at a high level. Meanwhile, the item with the lowest mean is the item "Playing an important role in several associations or NGOs to help the local community" (Mean = 3.66; S.P = 1.39) and is at a moderately high level.

Table 2. Level of Social Activity Among Youth in Malaysia

No.	Item	Mean	Standard Deviation	Interpretation
2.1	Involved in social activities in the local community	4.04	1.14	High
2.2	Frequently engaged in social activities such as sports and recreation with friends from various backgrounds	4.03	1.18	High
2.3	Interacted with various races through new media	4.03	1.21	High
2.4	Played an important role in several associations or NGOs to help the local community	3.66	1.39	Moderate High
2.5	Directly involved in local neighborhood activities to adapt to various urban communities	3.79	1.37	Moderate High
	Overall Social Activities	3.91	1.13	Moderate High

CONCLUSION AND IMPLICATIONS

Youth is the catalyst for national development (Yumagulova & Handmer, 2021). The rise and fall of a country depend on quality youth. This is because youth are the human resources in the future who will lead the country and determine the direction of development and progress of the country. According to

Sarjit and Wan Ahmad (2008) that youth should be responsible for shaping the direction of a country now and in the future. Therefore, youth involvement in education, social, economic and political is very important to drive the modernization of the country. In facing the challenges of 21st century education, youth must have strong characteristics and personalities to face survival. Urban life necessarily requires physical strength and emotional stability of youth but also youth interaction in society and the role of youth in moving the social, economic and national administration. This study unravels the extent to which environmental support influences youth involvement in social activities from the perspective of youth behavior in the community and the self-elements formed in youth. Therefore, the characteristics and skills of youth can be analyzed to produce the human capital needed in the future.

The findings of this study indicate that the overall level of social support is at a high level. This is in line with the findings of several previous studies on social and community development. Research by Chowdhury et al. (2017) emphasizes that social support from various sources, including family, colleagues, and local and virtual communities, plays an important role in individual and societal development. As shown in previous studies, positive support from family (Smith & Cowie, 2018) has a positive impact on individual development. Therefore, the conclusion that the level of social support is high emphasizes the need to continue to promote positive social interactions in society for sustainable development (Chowdhury et al., 2017).

Based on previous studies conducted by Chowdhury et al., (2017), the role of family support for youth plays an important role in their mental health. This research shows that adolescents who receive strong support from their families tend to have better mental health. This is in line with the findings of studies that show that the level of family support in our study is at a high level. In this aspect, the prominent item is "Encouraging the practice of noble values," which reflects family support for the moral and ethical development of adolescents. This is in line with the findings of Smith and Cowie's (2018) study which outlines that the understanding and construction of noble values in the family plays an important role in understanding child development.

However, although the findings of this study show high family encouragement, the item related to "Encouraging participation in volunteer activities to enhance self-development" obtained lower means. Nevertheless, the emphasis on noble values in the family can be a strong foundation for youth self-development. This is also in line with the study of Parker and Asher (2018) which emphasizes the role of the family in helping youth form their self-identity and develop holistically. Thus, although there is diversity in family support for volunteer activities, the emphasis on noble values can provide an important foundation for positive self-development in adolescents.

Youth involvement in social activities was found to be at a moderately high level, consistent with the findings of a previous study by Ali et al. (2018), which indicated that most individuals tend to participate in social activities within their local communities. However, participation in more formal and structured roles such as through associations, non-governmental organizations (NGOs), or formal volunteer bodies remains relatively low. This finding highlights the need to increase awareness, understanding, and motivation among youth regarding the importance of active involvement in more strategic and impactful forms of social participation. Engagement in organized social platforms not only helps develop leadership skills and a sense of social responsibility but also enhances social networks and strengthens youths' capacity to contribute meaningfully to community development.

Based on the findings of this study, there are several recommendations for further research that can be conducted to expand understanding of the role of parents in youth social engagement. First, further research could focus on qualitative or mixed-method research designs to delve deeper into the experiences, perceptions, and narratives of youth and parents regarding support and engagement in social activities. Interview or focus group methods could provide a more holistic picture of the dynamics of family relationships and their impact on youth social participation. Second, future research could examine differences based on demographics, such as socioeconomic background, parental educational background, or urban-rural location, to see if there are variations in the levels of parental encouragement and youth engagement. Comparative studies across states or regions could also add value to understanding in a broader context. Third, it is recommended that further research examine mediating or moderating variables, such as peer influence, social media, or youth attitudes toward social activities, that may influence the relationship between parental encouragement and levels of social engagement. This could help to clarify the mechanisms by which parental support translates into youth actions. Finally, longitudinal studies could be conducted to examine the long-term effects of parental support on

youth social development from adolescence to young adulthood, thereby evaluating the effectiveness of interventions or programs developed based on the findings of this study.

REFERENCES

- Al-Daghiri, H. B. A. A. (2021). The Role of Voluntary Work in Promoting Positive Values among Girls. *Journal of Arts and Social Sciences*, 12(3), 71-84.
- Al-Safty, I. M. M. (2019). Participation in voluntary work and its relationship to personality traits: a comparative study between university students and secondary school students who volunteered at the Resala Charity Association. *Educational and social studies*, 25(10), 31-70.
- Al-Shahrani, H. F., & Hammad, M. A. (2019). The Role of Voluntary Work in the Improvement of The Social Capital and Sustainable Development in Saudi Society. *Humanities & Social Sciences Reviews*, 7(5), 1104-1120. doi.org/10.18510/hssr.2019.75147.
- Al-Zabali, W. B. A. (2021). University Student Attitudes Towards Voluntary Work: A Survey Study of King Abdulaziz University Students. *Journal of Humanities and Social Sciences*, 5(6), 99-119.
- Alaimo, L. S., & Seri, E. (2023). Measuring human development by means of composite indicators: open issues and new methodological tools. *Quality & Quantity*, 1-33. <https://doi.org/10.1007/s11135-022-01597-1>.
- Ali, M. A., Hassan, A., & Yusof, M. N. M. (2018). Kajian ke atas penyertaan masyarakat dalam aktiviti sosial di Malaysia. *Jurnal Penyelidikan Sosial*, 24(2), 45-60.
- Alqasa, K. M. A., & Al Qahtani, A. M. (2022). The factors affecting Volunteer Motivation among Non-Profit Organizations in the Kingdom of Saudi Arabia (KSA). *Social Space*, 22(2), 445-465.
- Bakker, J., & Denessen, E. (2007). The concept of parental involvement: Some theoretical and empirical considerations. *International Journal about Parents in Education*, 1(0), 188-199.
- Bynum, M. S., & Brody, G. H. (2005). Coping behaviors, parenting, and perceptions of children's internalizing and externalizing problems in African American families. *Journal of Family Psychology*, 19(4), 502-508. <https://doi.org/10.1037/0893-3200.19.4.502>.
- Caplan, G. (1974). *Support systems and community mental health: Lectures on concept development*. Behavioral Publications.
- Chowdhury, M. R. I., Rahman, M. L., & Mondal, M. N. I. (2017). The Role of Social Support on Mental Health Status of Adolescent Students in Bangladesh. *Journal of Psychiatry*, 20(3), 412.
- Chowdhury, M. S., Rahman, M. M., & Mondal, M. M. H. (2017). Impact of Family Support on Mental Health of Adolescents. *Journal of Psychiatry*, 20(2), 408.
- Chua, B. L., Meng, B., Ryu, H. B., & Han, H. (2021). Participate in volunteer tourism again? Effect of volunteering value on temporal re-participation intention. *Journal of Hospitality and Tourism Management*, 46, 193-204. <https://doi.org/10.1016/j.jhtm.2020.12.003>.
- Chung, Y. W., Im, S., & Kim, J. E. (2019). The role of volunteer participation and person-organization fit in the relationship between motives and psychological well-being. *Sustainability*, 12(1), 330. <https://doi.org/10.3390/su12010330>.
- de Sandes Guimaraes, L. V., Dos Santos, P. C., Alves, C. P. G. P., Cervato, C. J., Silva, A. P. A., & Leão, E. R. (2023). The effect of volunteer-led activities on the quality of life of volunteers, residents, and employees of a long-term care institution: a cohort study. *BMC geriatrics*, 23(1), 1-9. <https://doi.org/10.1186/s12877-023-03898-y>.
- Eccles, J., & Gootman, J. A. (2002). *Community programs to promote youth development*. National Academies Press.
- Fan, W., & Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, 30(1), 53-74. <https://doi.org/10.1080/01443410903353302>.
- Fredricks, J. A., & Eccles, J. S. (2006). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology*, 42(4), 698-713. <https://doi.org/10.1037/0012-1649.42.4.698>.
- Gaylord-Harden, N. K. (2008). Coping styles, peer victimization, and academic performance in African American middle school children. *Psychology in the Schools*, 45(2), 144-157.
- Geffen, L. N., Kelly, G., Morris, J. N., & Howard, E. P. (2019). Peer-to-peer support model to improve quality of life among highly vulnerable, low-income older adults in Cape Town, South Africa. *BMC geriatrics*, 19, 1-12. <https://doi.org/10.1186/s12877-019-1310-0>.
- Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17(2), 99-123. <https://doi.org/10.1007/s10648-005-3949-7>.
- Gottlieb, B. H. (1983). *Social support strategies: Guidelines for mental health practice*. Sage Publications.
- Hartas, D. (2011). Families' social backgrounds matter: Socio-economic factors, home learning and young children's language, literacy and social outcomes. *British Educational Research Journal*, 37(6), 893-914. <https://doi.org/10.1080/01411926.2010.506945>.
- Hijazi, N. (2022). The attitudes of social work students in Palestinian universities towards volunteering in medical institutions in light of the Corona pandemic in Tulkarm Governorate. *Rawafed Journal for Studies and Scientific Research in the Social and Human Sciences*, 6(3), 410-441.
- Jiang, D., Hosking, D., Burns, R., & Anstey, K. J. (2020). Volunteering benefits life satisfaction over 4 years: The moderating role of social network size. *Australian Journal of Psychology*, 71(2), 183-192. <https://doi.org/10.1111/ajpy.12217>.
- Khalifa, H. A. A.-L. (2021). A proposed vision to activate volunteer efforts for youth in dealing with societal crises. *Journal of Humanities and Social Sciences*, 5(1), 151-171.
- Kleiner, A. C., Henchoz, Y., Fustinoni, S., & Seematter-Bagnoud, L. (2022). Volunteering transitions and change in quality of life among older adults: A mixed methods research. *Archives of Gerontology and Geriatrics*, 98, 104556. PMID: 34678646. <https://doi.org/10.1016/j.archger.2021.104556>.
- Kragt, D., & Holtrop, D. (2019). Volunteering research in Australia: A narrative review. *Australian Journal of Psychology*, 71(4), 342-360. <https://doi.org/10.1111/ajpy.12251>.

- Mih, V. (2013). Role of parental support for learning, autonomous/self-determined motivation, and forms of self-regulation on academic attainment in high school students: A path analysis. *Cognition, Brain, Behavior: An Interdisciplinary Journal*, 17(1), 35–59.
- Morawski, L., Okulicz-Kozaryn, A., & Strzelecka, M. (2020). Elderly volunteering in Europe: The relationship between volunteering and quality of life depends on volunteering rates. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 1-13. <https://doi.org/10.1007/s11266-020-00267-w>.
- Parker, J. G., & Asher, S. R. (2018). *Peer relations, social competence, and adjustment in childhood*. Journal of Clinical Child Psychology.
- Ramkissoon, H. (2023). Perceive d social impacts of tourism and quality-of-life: A new conceptual model. *Journal of Sustainable Tourism*, 31(2), 442-459. <https://doi.org/10.1080/09669582.2020.1858091>.
- Sarason, I. G., Levine, H. M., Basham, R. B., & Sarason, B. R. (1983). Assessing social support: The Social Support Questionnaire. *Journal of Personality and Social Psychology*, 44(1), 127–139.
- Sarjit S. Gill & Wan Ahmad Amir Zal Wan Ismail. 2008. Perubahan nilai budaya belia Malaysia menuju Wawasan 2020. *Jurnal Pembangunan Belia Malaysia*, 1, 15-34.
- Sengupta, D., Verghese, A. K., & Rys, M. (2023). Motivations of Volunteering during Crises—Perspectives of Polish Youths during the Ukrainian n Refugee Crisis. *Administrative Sciences*, 13(2), 53. <https://doi.org/10.3390/admsci13020053>.
- Shachar, I. Y., von Essen, J., & Hustinx, L. (2019). Opening up the “black box” of “volunteering”: On hybridization and purification in volunteering research and promotion. *Administrative Theory & Praxis*, 41(3), 245-265. <https://doi.org/10.1080/10841806.2019.1621660>.
- Smith, P. K., & Cowie, H. (2018). *Understanding children's development* (6th ed.). Wiley.
- Sohler, A., Sohler, R., & Chaney, D. (2023). When volunteers are also consumers: Exploring volunteers’ co-consumption experience in leisure contexts. *Journal of Business Research*, 156, 113508. <https://doi.org/10.1016/j.jbusres.2022.113508>.
- Taghian, M., Polonsky, M. J., & D'Souza, C. (2019). Volunteering in retirement and its impact on seniors subjective quality of life through personal outlook: A study of older Australians. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 30, 1133-1147. <https://doi.org/10.1007/s11266-019-00167-8>.
- Wong, N. T., Zimmerman, M. A., & Parker, E. A. (2010). A typology of youth participation and empowerment for child and adolescent health promotion. *American Journal of Community Psychology*, 46(1-2), 100–114. <https://doi.org/10.1007/s10464-010-9330-0>.
- Yumagulova, L., & Handmer, J. (2021). Introduction to the special issue on unaffiliated volunteering: the universality and importance of volunteering. *Environmental Hazards*, 20(1), 1-6. <https://doi.org/10.1080/17477891.2021.1877606>.
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52(1), 30–41.
- Zubaroğlu Yanardağ, M. (2017). Perceived social support and psychological well-being of students at special education and rehabilitation centers. *Universal Journal of Educational Research*, 5(1), 101–106.