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The measurement model of leadership communication: Perspective of youths' association in Terengganu, Malaysia

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Abstract Communication skills are an essential component to connect and interact with other individuals in an organization. Mastery in leadership communication is important for youth to become successful leaders. The aim of this study is to develop a measurement model of youth leadership communication. The youth's leadership communication model consists of three constructs namely interpersonal communication, persuasive communication, and problem-solving skills. The questionnaire was distributed among 384 respondents from youth associations members in Terengganu, Malaysia. The data were analyzed using Amos version 23. The constructs and indicators were accepted as measurement elements, including the loading factor, average variance extracted (AVE), composite reliability (CR), the square root of AVE (√AVE) and at least three fit indexes accepted for model fitness. The results indicated all constructs were significant when the values of loading factor (0.852–0.964), AVE (0.834), CR (0.938), and the square root of AVE (0.913) achieved all the required criteria. The results of confirmatory factor analysis (CFA) from three constructs of youth leadership communication within the 31 indicators suggested were acceptable. Finally, this study successfully developed a measurement model of youths' leadership communication models. These models can be applied by youth to improve communication skills, individual and organizational leadership, and identify further research areas.

Keywords: leadership communication, interpersonal communication, persuasive communication, problem-solving skill, organization leadership, youth

1. Introduction

Communication skills are the main priority that must be mastered by leaders in the face of challenging globalization, where communication is an essential element for leaders to connect and interact with others. In order to emerge with first-class human capital, the youth generation as the next leader is a significant source for integrating the desires of the Malaysian nation. This is because the youth play a big role in shaping the development of the country to become more progressive (Johar et al 2022). The youth need to be prepared mentally, physically, and spiritually to embrace the changing and competitive nature of globalization (Mahadi et al 2022). As a way to empower the youth generation as future leaders, the emphasis on youth leadership must encompass holistic matters, especially the leader's communication skills.

Previous studies have shown that leaders play an important role in organizations (Suryantoro et al 2023). A leader is required to have a good quality of leadership to lead and manage the organization effectively (Ationg et al 2021). Therefore, leadership communication is a complement for youth to successfully develop youth organizations or associations. As leaders of organizations, youth not only have to be wise in managing and handling the organization, but they also need to be competent in fostering the practice of leadership communication in themselves. Focusing on aspects of leadership communication skills is important for youth to carry out the leadership process in organizations or associations. The objective of this study is to develop a measurement model of youth leadership communication in Terengganu, Malaysia. The elements of leadership communication involve communication skills, including interpersonal communication, persuasive communication, and problem-solving skills. These communication skills become a pointer among leaders for better organizing and conducting youth associations in Terengganu, Malaysia.

2. Background

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According to the United Nations (UN), youths are between 15 and 24 years old (UNESCO 2012). In Malaysia, youth are individuals who are between the ages of 15 and 40 (Malaysia Youth Development Policy 1997). In addition, the Youth Societies and Development Act Malaysia (2007) defines youth as a person who is not less than 15 years old and not more than 30 years old (Youth Development Research Institute Malaysia IYRES 2022). Based on statistics, around 15.0 million youths aged 15 to 40 years old were recorded out of the total population of Malaysia in 2021 (Youth Development Research Institute Malaysia IYRES 2022). However, in terms of the implementation of programs and activities, the age classification of youth includes individuals who are in the age range of 18 to 25 years. This age composition portrays the youth as active individuals in associations to mobilize social or community activities.

Youth is an essential demographic group to shape the direction of Malaysia's goals (Mahadi et al 2022), where youth is the new generation that is a valuable asset to the country. As the backbone to the country, youth as a hope in integrating of country development (Ibrahim et al 2022; Zikri et al 2022; Aziz et al 2021; Hashim et al 2021; Latif et al 2021; Ismail et al 2019; Cheah et al 2018). This is because, the youth bring a significant and meaningful perspective in leading the country's leadership, as the young people who are able to contribute energy through existing skills and competencies. The agenda under the 11th Malaysia Plan (RMK 11) (2016–2020) is also supported by efforts to empower human capital and highly skilled youth by emphasizing leadership as a main indicator (Malaysia Youth Policy 2015). This is part of the Malaysian government's effort to produce human capital that is highly skilled, capable, creative, and innovative, which becomes a new mechanism for today's youth to be ready to shape their own capabilities through leadership aspects. Hence, the youth should be given new opportunities to be independent, and at the same time, the youth can improve the quality of life among them (Latif 2021).

Youth is a model of leadership for the next generation, which is the human capital for the development of the country. The role of youth is so significant in shaping the progress of a more progressive country (Johar et al 2021). In spurring the country's hope and inspiration, the youth generation should have a special skill for shaping a better leadership process. This is to ensure that youth have quality leadership values that are able to be icons for other youth. Therefore, it is more important that the youth leadership process begin with the youth organization or association itself, where the leaders and members of the youth association are responsible for the proper working and functioning of the youth association being led. The good management of youth associations seeks to contribute to other individuals, the community, and the country. It is necessary for youth association leaders to ensure their youth associations are more efficient and structured through specialized youth leadership skills. In order to improve the quality of youth associations, a youth leader is a responsible individual in an organization. A leader should have good leadership qualities to lead and manage the organization effectively (Ationg et al 2021). Thus, the youth generation has to possess a specific skill to nurture a quality leadership process in the organization. The most crucial element is leadership communication skills, which need to be mastered by the youth in order to form leadership practices in the associations. These skills show the ability of the youth leader to communicate or interact in a proper way with members of youth associations. According to Barret (2008), leadership communication aims to convey messages to control, direct, and motivate individuals or groups in the organization. Luthra and Dahiya (2015) added that leadership communication involves inspiring and encouraging individuals or groups through the systematic and meaningful sharing of information using effective communication skills. In other words, leadership communication is a complex process that begins with developing effective communication strategies to control a situation in an organization. the Leadership communication is one component for youth leaders in enhancing the basis of leadership in associations through existing communication skills. This is in line with the role of the country, which makes communication skills one of the indicators of leadership that must be mastered by the youth generation.

Leadership communication is a significant element for humans and organizations (Miftari 2018). Therefore, youth as organization leaders should have a specialized approach encompassing communication skills such as interpersonal communication, persuasive communication, and problem-solving skills. Based on Sanduleac and Căpățînă (2016) and Miller (2012), in order to form effective leadership communication, a person is required to have interpersonal skills. Miller (2012) added that interpersonal communication is a skill to develop relationships with other individuals. Additionally, in youth organizations, interpersonal relationships exist when the leaders communicate with members of the association to share information, tasks, and ideas for association activities. Onwards, persuasive communication is the way leaders encourage the youth members by encouraging, motivating, giving advice, fostering enthusiasm, and appreciating the better task in associations. Dima and Vlăduţescu (2012) emphasize that persuasive communication is the way to communicate to share experiences, agreement some value, prices, and actions, disseminate knowledge, consensus on opinions, attitudes, and behaviors. Besides, Mumford et al (2000) stated that the most important things can be implemented at the right time to find the best solution in an organization. To solve the problems, the leader should communicate properly with youth members to resolve problems that exist either outside or inside the youth organization (Jusoh et al 2020).

Youth leaders are responsible for any changes that occur in the youth association's leadership (Suhaimi and Abidin 2022). A great leader changes the status quo, and makes a difference (Fahrudin et al 2023). The leaders play an important role among the youth members in driving the organization. As a result, the relationship between leaders and followers through leadership communication has an impact on dynamic groups and organizations (Ruben and Gigliotti 2019). The smart approaches taken by youth leaders by monitoring, finding out and solving problems, discussing, sharing, getting information

and feedback from youth members are essential indicators for leaders' ability as good communicators. However, previous studies show that leadership communication among youth is still at an unsatisfactory level (Jusoh et al 2020; Ibrahim et al 2019). The leader is unable to communicate well and effectively in their organization. Additionally, the plan in the youth organizations was also not implemented properly based on the strategy planned due to the ambiguity of conveying the information by leaders to members in associations. The existence of ineffective communication by youth leaders causes the association's goals to be unachievable.

In line with that, the emphasis on the elements of interpersonal communication, persuasive communication and problem-solving skills becomes indicator for youths to create and form the leadership characteristics through the effective communication skills in connecting and interacting, influencing, solving, encouraging, motivating and inspiring by leader to youth associations members. The leadership communication among youths is illustrated in the conceptual framework as in Figure 1. The youth's leadership communication consists of three elements of communication skills namely interpersonal communication, persuasive communication and problem-solving skills.

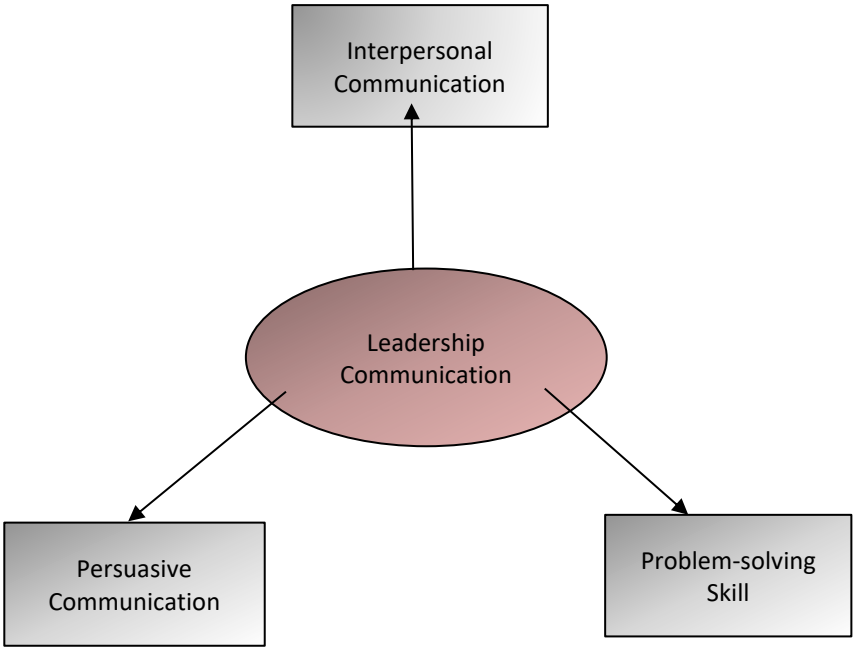


Figure 1 The conceptual framework of youths' leadership communication.

3. Methods

3.1. Design

This research utilized the quantitative approach, which applied a cross-sectional survey design. Questionnaires were distributed to the respondents to collect research data for measuring leadership communication among the youths in Terengganu, Malaysia.

3.2. Participants

The participants are youth association members in Terengganu, Malaysia. Terengganu is located in the East Coast region of Peninsular Malaysia. The participants consist of 384 youth members, who represent each youth association or organization.

3.3. Measurements

A leadership communication questionnaire was used to collect the data, which was divided into three sections: interpersonal communication, persuasive communication, and problem-solving skills. The instrument consists of 31 items, which are divided into three sub-dimensions: interpersonal communication consists of 10 items, persuasive communication consists of 10 items, and problem-solving skills consists of 11 items. Each section of the questionnaire uses five scales, which begin from the lowest scale, 'never', to the highest scale, "very frequent". The instruments' reliability coefficient (Cronbach's Alpha) of interpersonal communication (Cronbach's Alpha = 0.938), persuasive communication (Cronbach's Alpha = 0.935), and problem-solving skill (Cronbach's Alpha = 0.950). These values show that the instrument is a valid and reliable measurement tool.

3.4. Analysis

The data were analyzed using Structural Equation Modeling (SEM) with AMOS version 23 to evaluate the youth leadership communication measurement model. To develop the measurement model, confirmatory factor analysis (CFA) was used as a part of the statistical analysis. The measurement process includes the elements of loading factor, average variance extracted (AVE), composite reliability (CR), and fix indexes for model fitness. The loading factor was good if 0.7 and above, but still acceptable if 0.5 (Hair et al 2014). The average variance extracted (AVE) was 0.5 and above, and the composite reliability (CR) was 0.7 and above; however, the estimated 0.6 to 0.7 was still acceptable (Hair et al 2014). The critical ratio (C.R) must be equal to or exceed the value of 1.96 (Hair et al 2014; Bryne 2001).

The fix indexes were used to evaluate the goodness of the measurement model. The fitness of the model was tested using several fix indices, such as the ratio of Khi square (CMIN), Root Mean Square Error for Approximation (RMSEA), Standardized Root Mean Square Residual (SRMR), Bollen's Incremental Fit Index (IFI), Parsimony Normed Fit Index (PCFI), and Parsimony Comparative of Fit Index (PNFI). The hypothesis model was considered fitting to the data collected when the value of Khi square exceeded 0.05 (Hair et al 2014; Meyers 2006). The value of RMSEA was accepted between 0.03 to 0.08 (Hair et al 2014); however, RMSEA values less than 0.1 were still accepted (Byrne 2013). The value of SRMR was considered good if it was smaller than 0.05 (Garson 2012). Next, the hypothesis model was also considered fitting to the data collected when the value of IFI exceeded 0.90 and the values of PNFI and PCFI exceeded 0.5 (Meyers et al 2006).

4. Results

Table 1 shows the result of the skewness and kurtosis of all variables. Hair et al (2010) suggested a value for skewness and kurtosis between ±1. The result confirms the data was in normal distribution when the values of skewness and kurtosis between the acceptable range of ±1.

Table 1 The preliminary result.

	Mean	SD	Skewness	Kurtosis
Leadership communication	4.19	0.036	-0.334	-0.930
Interpersonal communication	4.20	0.038	-0.394	-0.890
Persuasive communication	4.14	0.037	-0.275	-0.867
Problem-solving skill	4.23	0.035	-0.332	-0.895

Table 2 shows the regression coefficient result for youth's leadership communication was accepted. The value of the critical ratio (C.R) must be equal to or exceed the value of 1.96 (Hair et al 2014; Bryne 2001). The result shows all constructs were matched by the indicator where the C.R values of interpersonal communication, persuasive communication, and problem-solving skills exceeded 1.96 and were significant. The results indicated interpersonal communication (C.R=14.332, p=0.00), persuasive communication (C.R=16.546, p=0.00) and problem-solving skills (C.R=16.541, p=0.00).

Table 2 Regression coefficient result.

			Estimate	SE.	C.R.	P	Result
Interpersonal communication	<---	Leadership communication	.446	.031	14.332	***	Significant
Persuasive communication	<---	Leadership communication	.509	.031	16.546	***	Significant
Problem-solving skill	<---	Leadership communication	.471	.028	16.541	***	Significant

This section shows the convergent validity of the youth's leadership communication measurement model. Table 3 indicates the value of the loading factor for interpersonal communication (0.734–0.828), persuasive communication (0.686–0.842), and problem-solving skills (0.759–0.857). The CR value of all constructs of youth's leadership communication was greater than 0.70, including interpersonal communication (0.939), persuasive communication (0.937), and problem-solving skills (0.951). Next, Table 3 indicates the AVE and √AVE values of interpersonal communication (AVE=0.605, √AVE=0.778), persuasive communication (AVE=0.600, √AVE=0.775) and problem-solving skills (AVE=0.637, √AVE=0.798). All the items were accepted for each construct, and there was no item to delete.

Table 4 shows the loading factor, AVE and √AVE for each construct of leadership communication among youths. The three constructs of leadership communication are accepted when the values of the loading factor and CR exceed 0.70 and the AVE is greater than 0.5. The results confirm that all suggested constructs in youths' leadership communication are accepted, as shown in Table 4.

Next, Table 5 shows the summary of all constructs and behaviors for youth's leadership communication, which consist of interpersonal communication, persuasive communication, and problem-solving skills. The finding indicates 31 behaviors were accepted and no behaviors were rejected to measure the youth's leadership communication.

Table 3 Loading Factor, CR, AVE and √AVE values for youth leadership communication.

Constructs	Items	Loading Factor	CR	AVE	√AVE
Interpersonal communication	B1	.734			
	B2	.735			
	B3	.771			
	B4	.828			
	B5	.769	0.939	0.605	0.778
	B6	.782			
	B7	.808			
	B8	.806			
	B9	.744			
	B10	.794			
Persuasive communication	B11	.786			
	B12	.763			
	B13	.785			
	B14	.791			
	B15	.834	0.937	0.600	0.775
	B16	.786			
	B17	.842			
	B18	.718			
	B19	.743			
	B20	.686			
Problem-solving skill	B21	.759			
	B22	.768			
	B23	.772			
	B24	.799			
	B25	.793			
	B26	.824	0.951	0.637	0.798
	B27	.814			
	B28	.857			
	B29	.816			
	B30	.770			
	B31	.801			

Table 4 Loading Factor, CR, AVE and √AVE for each construct of youth leadership communication.

Variable	Constructs	Loading Factor	CR	AVE	√AVE
Leadership communication	Interpersonal communication	.852			
	Persuasive communication	.920	0.938	0.834	0.913
	Problem-solving skill	.964			

Table 5 Summary CFA analysis for youth leadership communication.

Variable	Constructs	Accepted behaviors	Rejected behaviors
Leadership communication	Interpersonal communication	10	0
	Persuasive communication	10	0
	Problem-solving skill	11	0
	Total	31	0

Table 6 shows the fitness indexes of youth leadership communication, including Khi Square (CMIN), RMSEA, SRMR, IFI, PCFI, and PNFI, that were evaluated as part of the model's fitness. However, it is inappropriate to report all measures (Garson 2012). The results are considered fitting to the data collected when all the fit indices from each category are achieved (RMSEA=0.077, SRMR=0.042, IFI=0.902, PCFI=0.835, PNFI=0.801). As the results, commonly recommended at least one of each category of absolute, incremental, and parsimonious indexes, were fit, then the final model was considered fit.

Table 6 The fitness indexes for youth leadership communication.

Categories	Index's	Value	Result
Absolute	Ratio	3.271	Achieved
	RMSEA	0.077	Achieved
	SRMR	0.042	Achieved
Incremental	IFI	0.902	Achieved
Parsimonious	PCFI	0.835	Achieved
	PNFI	0.801	Achieved

Figure 2 shows the final measurement model of youths' leadership communication in Terengganu, Malaysia. Finally, this study successfully developed the final measurement model, which consists of three constructs, namely interpersonal communication, persuasive communication, and problem-solving skills, with 31 behaviors. The model was considered fitting to the data collected when all categories of fit indices were acceptable.

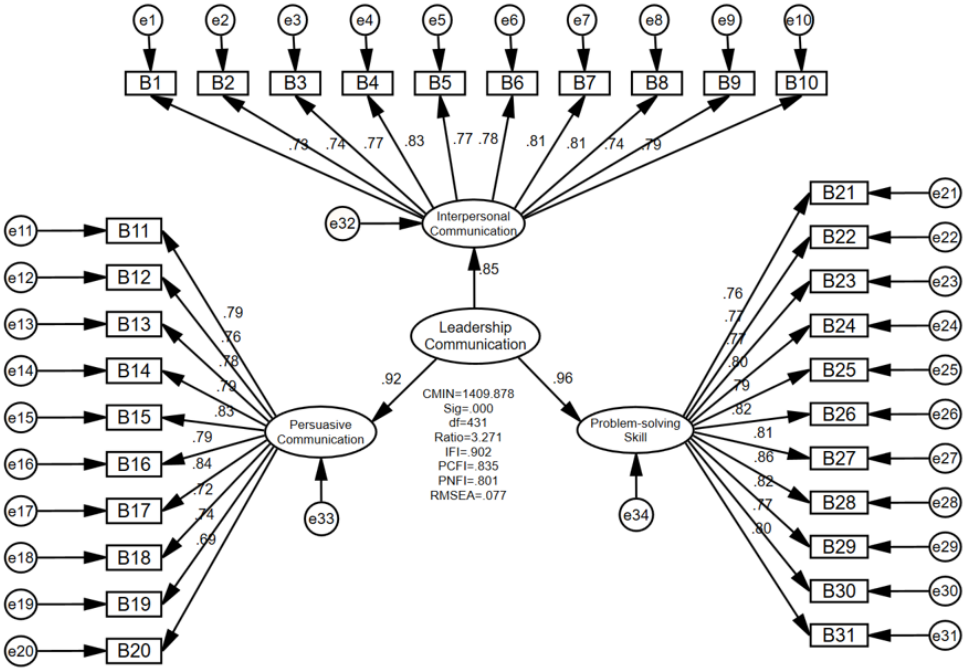


Figure 2 The final measurement of the youth leadership communication model.

5. Discussion

This study aimed to develop a measurement model for measuring leadership communication among the youth in Terengganu, Malaysia. The analysis has successfully developed youths' measurement of leadership communication models in Terengganu. The finding indicated that confirmatory factor analysis (CFA) from three constructs, namely interpersonal communication, persuasive communication, and problem-solving skills, was validated and that all 31 indicators suggested were accepted. Based on the findings obtained, this study confirmed that leadership communication among youths is essential by emphasizing the communication skills practiced in youth associations.

The findings have proven that leadership communication skills are an important element for the success of the organization led by the leader. This is because leadership communication is a complex process for a leader to develop and organize a strategic approach for managing the members of associations through effective communication. Style, method, and strategy of communication used while performing the formal roles and duties of a leader in an organization as part of the leadership communication process (Yusof et al 2022). A leader needs to ascertain implementation strategies, make decisions, and evaluate through leadership communication (Zulth 2014). Good and effective communication will be able to motivate the organization's leadership to achieve its goals (Yusof et al 2022). Thus, the elements of interpersonal communication, persuasive communication, and problem-solving skills are crucial to be applied by leaders to ensure the effectiveness of leadership practice towards the youth members of the association.

The finding that there were 10 indicators of interpersonal communication among youth associations in Terengganu was accepted. A communication process involving two parties is necessary in an organization. In this context, interpersonal communication is the process of communication and interaction between the leader and the members of the association. The previous study showed that interpersonal communication is a continuous process that occurs when interacting with other people (Gamble and Gamble 2013). According to Murtiningsih et al (2019), interpersonal communication involves two individuals physically interacting with other individuals and giving feedback to each other. Two-way communication and immediate feedback will enable effective communication (Murtiningsih et al 2019). In this aspect, face-to-face communication assists in clarifying meaning between individuals (Venter 2019). The two-way relationship among themselves through interpersonal communication can be accomplished by the leader by discussing, conveying, and talking directly or face-to-face with the members. However, Larsen et al (2021) argued interpersonal communication embraces empathic understanding, unconditional positive regard, warmth, and genuineness. This is because interpersonal communication is a social process in which the people involved influence each other and attempt to change attitudes, opinions, or behaviors during the

communication process (Dewi et al 2020). The leader can also spend quality time with members. Quality interpersonal communication involves people listening to each other with concern and empathy, and communicators should express their emotions in conversations (Venter 2019). A part of that is that collective conversation, such as discussion among the leader and members, is an effective way of communication where the youth members can share information, discuss and generate ideas, and divide tasks for activities and programs to be implemented by youth associations.

Moreover, the result showed that 10 indicators of persuasive communication among youth associations in Terengganu were accepted. Persuasive communication is vital in stimulating the members to always be eager to perform the tasks in their association better. This situation plays a big role, while the purpose of persuasive communication is to ensure the communicant does or behaves according to the communicator's expectations through the process of conveying messages (Husado 2019). To further enhance the persuasive potential of the message, the communicator can identify the consequences of the action, make suggestions, and then state the conclusion (Warren et al 2016). The youth leader should be wise in taking action in association with effective and proper communication skills and good persuasion. Here is where the function of youth leaders is seen as significant to encourage the members with motivation, appreciation, awareness, advice, and inspiration. This is because persuasive communication aims to convince other individuals to change their attitudes and behaviors (Perloff 2010). Fadmawaty et al (2023) stated that persuasive communication is one of the methods of communication that is able to influence or change the attitudes of others. A different purpose and strategy that aims to change the attitude or behavior of a person or group regarding a specific idea using persuasive methods (Abbas 2021) can be very effective in changing people's attitudes, perceptions, and intentions (Muranko et al 2019). This leader's effective communication techniques are essential for ensuring youth members remain active and productive in their associations. The leader's focus should be on what might happen next, and the leader should be able to see beyond the immediate to anticipate the next (Fahrudin et al 2023). As a result, the goals and objectives of the youth association or organization can be achieved successfully.

The result, which indicated 11 indicators of problem-solving skills among youths in Terengganu, is also accepted. Hence, this situation proves that a good youth leader is constantly aware of all the problems that exist in an organization. Problem-solving starts with identifying a problem state and forming an understanding of the nature of that condition (Rahman 2019). Previous studies show problem-solving is a cognitive process (Elaby et al 2022; Ergin et al 2019; Rahman 2019). Problem-solving is a cognitive brain activity to find solutions to problems or identify means to achieve goals (Elaby et al 2022). However, a cognitive process of problem solving can be converted into a particular situation when there is no clear solution method for the problem solver (Ergin et al 2020). In addition, problem-solving is required to identify the tool and use the cognitive strategies that are appropriate to the problem encountered (Tasgin and Dilek 2023). Thus, the leader should take action for their association. To produce output of better association quality, the leader must be capable of building a proper communication relationship when the organization encounters any constraints. In order to solve problems, leaders play an important role in finding the best solution through the right communication with members of associations. This is because problem-solving is a process used to obtain the "best" answer to a constraint (Wood 1987). Problem solving requires logical reasoning to process certain information in order to solve the problem effectively and efficiently (Rahman 2019). In this context, the leader is able to talk, discuss, listen, monitor, solve problems, and share information with members. At the same time, a leader also gets information and feedback from youth members, identifies the problems, and then solves the problems properly. It is essential for meaningful interactions to give and receive feedback (Venter 2019). In fact, any conflicts that exist in the organization are also resolved between the leader and the members of the association.

Leadership communication has a significant impact on the youth associations in Terengganu, Malaysia. The effectiveness of leadership communication practiced by youth leaders is the best medium for leaders to carry out the leadership process in a led association. Our result has proven that interpersonal communication, persuasive communication, and problem-solving skills are imperative communication elements for leaders' interactions with members of an organization. Previous studies show these communication elements are important for the communication process. Through interpersonal communication, the leader can share information, ideas, and tasks directly with the members of the organization. Whereas, with persuasive communication, leaders can encourage members of the organization to be more productive, such as by motivating, expressing appreciation, raising awareness, giving advice, and inspiring the youth members. Furthermore, through problem-solving skills, the leader is able to create the proper communication skills to solve the problem in associations where the leader is able to talk, discuss, monitor, share, identify, get information and feedback, and resolve the problems. These aspects are very practical for the leader in improving the quality of the leader's communication in the organization towards the proper interaction of leadership communication that contributes to the success of the youth associations.

5. Conclusion

This study has successfully developed a measurement model of youth leadership communication in Terengganu, Malaysia. The finding indicated the youth's leadership communication consists of three constructs, namely interpersonal communication, persuasive communication, and problem-solving skills, which were significant indicators for the youth to improve their communication skills in association. Previous studies proved that the leader's communication is an essential

element of organizational leadership. Therefore, these elements become catalysts for shaping youth leadership skills through communication practices.

Leadership is the main agenda outlined by the government towards youth empowerment in Malaysia. This is because the youth are a valuable asset to the country and the best icon for other young generations. In line with that, the elements of communication skills, especially interpersonal communication, persuasive communication, and problem-solving skills, become contributing factors to the effectiveness of youth associations. The effectiveness practiced by the leaders is the best medium for leaders to carry out the leadership process in the organization. The youth leaders have to strategize wisely to sustain a successful organization and ensure all the objectives and goals of the association can be achieved. Then, the success of this youth association contributes to the individual, society, community, and country.

Plans, efforts, and strategies can be implemented to improve the quality of youth associations. The government, youth department, and council play an important role in the associations in order to improve the leadership skills among the youth members, especially in the communication aspect. These agencies can organize communication and leadership workshops for the youth to increase their leadership skills through effective communication strategies, such as the technique of communicating, connecting, and interacting with others in better ways. In addition, through the workshop, youth are given modules and practice in building a proper leadership process like teamwork skills, conflict management skills, problem-solving skills, and decision-making skills, which are important fundamentals of youth communication skills. The practice of the elements is crucial for youth in forming their potential, identity, and personality based on the leadership characteristics of an excellent youth leader in an association or organization.

Next, by making leadership communication a main priority, the government and associations can encourage the youth to participate in programs and activities as long as they improve their communication level. The interpersonal relationship can be formed by leader and members, and this situation is able to rejuvenate and sustain the youth associations competently. Besides that, youth, as the leaders of the organization, need to be wise in using the current technology, in particular to connect and interact with association members. For example, the use of smart devices through mobile applications such as WhatsApp, Telegram, Discord, Snapchat, etc. enables the youth members to communicate with each other in order to share the information, tasks, ideas, issues, and problems that exist in youth organizations. The use of these smart devices is considered a sophisticated tool in shaping the current digital leadership process because it is more practical, efficient, and flexible. Finally, this study is essential for youths to enhance and improve their communication skills and individual and organizational leadership through leadership communication. This study can also be applied to the study of organizational behavior to identify further research areas.

Ethical considerations

I confirm that I have obtained all consent required by the applicable law to publish any personal details or images of patients, research subjects, or other individuals used. I agree to provide Multidisciplinary Science Journal with copies of the consent or evidence that such consent has been obtained if requested.

Conflict of Interest

The authors declare no conflicts of interest.

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