

The Influence of Sports Involvement and Social Adaptation on Perceived Relatedness: Mediating Role of Effective Commitment and Prosocial Behavior

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Abstract

One of psychological concepts that are perceived by students related to academic engagement, wellbeing, and retention is perceived relatedness, which includes the sense of belonging by the students. It is said that the participation in sports activities and social integration will increase relatedness by creating shared experiences and perfecting social activities. However, how these two are connected to one another has never been investigated in the case of higher education in Pakistan. The study was cross-sectional survey in students in different academic institutions in Punjab, Pakistan. The respondents were chosen through various faculties in order to get the stronger representation of the experience gender, program and residence locality. The research involved previously tested intersectional measures that involved involvement of participants in sports, social adaptation, affective commitment, prosocial behavior, and perceived relatedness to realize the desired outcomes, reaching the conclusion for making suitable decisions about hypothesized relationships among the research variables with the aim to contribute existing knowledge on variables. It was empirically found that the measurement model developed was reliable and valid then structural analyses were done that indicated that participation in sports and social adaptation had correlated with positive perception of social relations. The findings of sufficient controls immediate impacts on social adjustment and engagement in sports show to the empirical data of the commitments experienced relationally to institution and to the respective community to which life was enriched with prosocial practices. The practitioners in education should employ an integrated approach which integrates structured sports programming with programs that promote affective commitment, prosocial norms. The included policies will produce spillover effects in belonging, wellbeing, and engagement. This study increases the literature through a dual mediator model in socio-behavioral of perceived relatedness. The model is founded upon self-determination and social capital by describing commitment and prosocial as key factors to boost student relatedness.

Keywords: Perceived Relatedness, Sports Involvement, Social Adaptation, Effective Commitment, Prosocial Behavior, Higher Education, Pakistan, Mediation

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INTRODUCTION

The individuals who are involved in sports activities are able to acquire and acquire numerous life skills due to their sports involvement. Some of the competencies that can be developed with the help of sports include teamwork, collaboration, and communication. All these culminate in a development of a person psychosocial wellbeing [1]. To the students, this involves adapting to social life in a group, dealing and establishing healthy relationship and learning how to be a good group worker. The social adaptation is process of adapting and fitting in a social group [2]. The perceived relatedness refers to how an individual senses that he or she is connected or belongs to others in a group. The effective commitment refers to emotional attachment that any individual develops towards a group or task or organization [3]. The relationships also can be involved in the sports world, which are formed by the athletes with their coaches and teammates, or even with the community.

The prosocial behavior refers to the voluntary acts of assistance to others and encompasses the positive social interaction such as teamwork, cooperation or sharing. When the athletes engage in sports, the sense of affinity to a team can be enhanced as the level of their devotion to the team sport is intensified [4]. The mediating role of devotion of prosocial actions explain relationship that exists amid sports participation, social linking and perceived closeness [5]. It demonstrates the interest and desire to remain a part and be actively involved. Such athletes who do prosocial acts stand a chance of establishing good environment that result in their perceived proximity to other members of athletics team and promotes teamwork, discipline and communication [6]. All those are what define to what degree an athlete be able to feel attached to his or her team and co-players place the level of attachment that the athlete has to greater society, social and even to the soul of the society.

This involvement in the sports strengthens social bond which the individual has with the group. The researchers conclude that the feeling of consolidation through supporting one another is present when a group of individuals are involved in the sports and organizers have a sense of community [7]. Social relations are developed by an athlete with people within his team as well as with his coach and even with the community that takes part in the sport being played. Social adaptation occurs when individuals get to know how to adapt their behaviors to suit the social norms of the environment [8]. The individuals who can be more comfortable in social interaction within their teams' experience more of a social relationship with their teammates and a sense of social belonging that contributes to enhancing their perceived relatedness [9]. Therefore, in case with athletes are taught to adjust to social environments of their teams, athletes find it easier to cope with relationships.

Effective commitment is emotional attachment and psychological connection to a group or an activity. This promise is the one, which connects sports engagement/social adaptation with the perceived relatedness [10]. A highly dedicated athlete to his or her sport or team tends to have more people attached to him or her and a sense of the social belongingness. The team players in sports who are emotionally committed are the ones that are constantly engaged and make the positive impact to the team [11]. The positive attributes of these team athletes are the prosocial behavior, which enhances the social bond of the team and a good cohesive group is formed. The research has defined prosocial behavior as the behavior that displays cooperation, aiding, and empathy towards other people [12]. In relation to social skills, participation in sports is linked to more effective adaptations towards the social skills since people can learn and train social skills within the organization.

In sport situation where, prosocial behaviours are practiced by athletes, a favorable environment is created where everyone is accepted and inclusive. On one hand, when members feel respected and accepted towards each other, then they can develop a stronger sense of connection and are capable of feeling their relatedness within team [13]. When athletes act in a prosocial manner, they can develop and sustain a high-quality team environment, and strengthen the culture of the team that results in inclusiveness belonging to team [14]. When the athletes are able to socialize with the team culture, they can have more emotional attachment to the team and can play more of role as members of improves belonging to larger sports fraternity [15]. According to social identity theory, people possess an identity, which is dependent on the groups in which they and a strong identification towards team lead to increased sense of connection and social relatedness among the students.

The self-determination theory emphasizes the importance of feeling related with others, sense of autonomy and competence to ensure internal drive to be involved in the behavior [16]. Playing in a team is a motivational thing to go through, as the team members can feel part of the team as they form relationships with each other as they all strive to achieve a common objective [17]. The sense of the social and emotional attachment can be achieved through relationship building and working towards the same direction, where teammates will feel stronger and more united as a team. The sporting helps the teammates build new social networks with each other and fosters emotional and psychological development [18]. Good emotions and sentiments about the team and the associates identify with sense of belonging and social group, augmented by collaborating towards a shared aim with the team members that required additional capabilities and abilities towards desired success.

LITERATURE REVIEW

The sports participation exposes people to new people, and allows them to acquire and inspires them to collaborate on something, and sense of purpose. This emotion will enable individuals to practice valuable social abilities including collaborating, conversing with other individuals, and resolving issues. This aids individuals to acquire competencies that enable them to work under numerous social circumstances [33]. Working in sport enables individuals to find themselves in numerous circumstances where they need to practice adapting themselves to a great number of the various roles, group regulations, and group objectives. This holds a lot of significance to the psychological health of individual are able to support one another. [22]. Emotional attachments are very strong as people strive to acclimatize to social situations. This assists in building good feelings of association, trusts and having a common purpose with the other members within the group for developments.

This is added to emotional attachment sense and solid emotional relationship and social bond with other team members that drives them to be interested and committed to an activity. When individuals experience connectedness or a feeling of relatedness, they tend to develop a genuine attachment towards their team, group or sport [14]. The importance of being committed to a sport or some group activity is that one would be willing to persevere through difficulties, stick to the rules and even work towards the shared objectives of the group [34]. The high emotional attachment that is established due to the shared experience in the sport causes this mostly. The prosocial behavior refers to act of assisting others and in this situation serves the group well by enhancing the performance of team, be strong and even better the commitment towards group [30]. This behavior is likely to be exhibited by people attached most to teams they are attached to in sports or activity.

The sports participation and social adjustment are two concepts that are correlated and can be considered through the psychological, social sciences, and education lenses and their

interaction with social connectedness, belonging, and social functioning [7]. Being a part of the activities in a specific sport transcends the physical and is entrenched within a social context of a particular sport that offers the fixed space in the social system with defined roles and structures in which interaction, collaboration, sharing of the emotion and cooperation transpire [10]. Out of the and emotion that define sports participation, an augmented sense of relatedness along with social affiliation, which is the dominant sense of connectedness that arise through having the feeling of being recognized and appreciated by others, is formed [12]. The reason behind this is that sports environment offers a magnificent environment to promote interpersonal relationship and social identity for developments.

As a result of the involvement in a specific sport, the history of social exchanges among students is enhanced to extent of establishing a social system of trust and comprehension that optimizes the social system in the situation of sport integration [14]. The social system is enhanced by the social acceptance and a sense of belongingness in the social system itself. The social adjustment allows the person to change his behaviour, emotional reactions and communication to suit the social environment, especially the teams and the entire organization itself, which enhances the social system overall [17]. Socially adaptive students are able to navigate through organization structures with ease, resolve conflicts in constructive manner, understand other organization members [20]. The socially adaptive behavior also improves the functioning of the social system in the entirety by improving the functionality of diverse groups behavior that operates optimally within the system.

Such attachment endows the feeling of social liability and social work, emotional commitment, to social system in general. The participants who are involved in sports tend to remain involved, help others, and merge individual goals with those of the team [21]. The social integration when combined with sports participation includes both the formation of significant social relations, thereby increasing sense of relatedness [23]. Thus, high effective commitment bridges difference between the participation or adaptation and internal sense of relatedness via the solidarity of social bonds. This active interest is mediated by prosocial behaviors which can be seen as being social actions which promote relational connectedness [25]. The main location of the effective commitment is to articulate the outcomes of sports involvement, which are maintained in the long-term. This bonding leads to relationship in bond as a result of recognizing commitment, the loyalty, and support.

The perceived relational proximity and sense of connectedness rise as participants are involved in prosocial behaviors within the environment where they are rewarded with such behavior. The effective commitment as well as the prosocial behaviors explain the relational closeness which is the outcome of social adaptation and participation in sports [26]. The sports climate encourages teamplay, assistance, one persisting and unity, and devoted socially adjusted college students tend to do these actions that show care and empathy [24]. Such types of behaviors promote win-win social interactions, establish positive relations, and contribute to the creation of a positive social levels [30], emotional reaction through commitment, and the prosocial action in the team is participation in this case be way of socialization which enables preservation of good health besides the opportunity to establish new and intimate friendships and even social integration, and feeling of belonging.

This can be of great use in the context of higher education in Punjab, Pakistan where aspects of social type collectivity and integration are relevant in the culture. The connection between the involvement into sports, the social integration, and feeling of belonging has to be considered as dynamic, and the driving forces of the process are commitment and prosocial behavior [11]. The issue of the availability of sports, however, is not a surety of social

integration. Instead, it will depend on how individuals become acculturated and how they will participate in a particular social order which will decide [14]. The social integration will be critical in determining the degree of the social relationships that setting that comes with being part of a sporting event enables same members of group to work occasions in number of emotions filled circumstances [17]. Their participation in activities assists students to meet and make friends even when they are not in institution.

RESEARCH METHODOLOGY

This study is quantitative in nature that aims to examine relationship in chasing the hypotheses and reaching conclusion. The positivism approach was used to chasing relationships among research variables (physical activity, life satisfaction, and motivation) of study. The research approach specifies the way through which data is collected from the respondents by retrieving them to reach their answers about variables of research in order to reach required conclusion through justification towards desired outcomes. The population of interest in this research is students hailing from colleges in Punjab, Pakistan wherein 2890 students from colleges wherein a sample is drawn from population (351), has been extracted by using the sampling formula widely used in the social research studies. Thus, 351 questionnaires were distributed among which 335 were recollected and used for analysis. Similarly, the random simple technique was used to access the population of study which comes under the non-probability technique to ensure required data from diverse dimensions. Also, both secondary and primary data were used to collect data from respondents and from existing knowledge databased to analyze data to reach conclusion. The questionnaires were adopted from previous studies. Similarly, 5-point Likert scale was used to record responses of respondents about research issues in particular context to access respondents and achieving desired outcomes.

RESULTS OF STUDY

Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	SD
Sports Involvement	320	1.30	4.80	3.0991	.81008
Social Adaptation	320	1.33	4.67	3.0083	.81061
Effective Commitment	320	1.70	4.70	3.2803	.70907
Prosocial Behaviour	320	1.60	4.60	3.3372	.70890
Perceived Relatedness	320	1.63	4.70	3.3414	.62353

The descriptive statistics provides significant information through different parameters that are important in providing the leading information concerning the research variables regarding the sample-size used in the current study and maximum and minimum response rates about these variables like sports involvement, social adaptation, effective commitment, prosocial behavior and perceived relatedness, mean about responses, and standard deviation. The results of current study provide significant information concerning these parameters that are within acceptable and required threshold.

Reliability Analysis

Variables	Items	Cronbach Alpha	Excluded
Sports Involvement	10	0.81	04
Social Adaptation	10	0.84	02
Effective Commitment	10	0.89	03
Prosocial Behaviour	10	0.85	03
Perceived Relatedness	10	0.90	02



The reliability is significant and important tool that is used for ensuring the internal consistency amid research variables for measuring the accuracy and sequence in alignment towards research variables of study. The results of present study provide significant information concerning these variables that are within the satisfactory range (.6), likewise the sports involvement (CA = 0.81), social adaptation (CA = 0.84), effective commitment (CA = 0.89), prosocial behaviour (CA = 0.85) and perceived relatedness (CA = 0.90), which thus significantly describe the internal as well as required consistency amid the research variables of different nature under considerations in the present research study. Thus, the reliability analysis provide significant information concerning the internal consistency.

Correlation Analysis (H1)

Correlations

		[1]	[2]	[3]	[4]	[5]
Sports Involvement [1]	Pearson Correlation Sig. (2-tailed) N	1	.452**	.507**	.487**	.566**
Social Adaptation [2]	Pearson Correlation Sig. (2-tailed) N	.452**	1	.349**	.168**	.308**
Effective Commitment [3]	Pearson Correlation Sig. (2-tailed) N	.507**	.349**	1	.494**	.444**
Prosocial Behaviour [4]	Pearson Correlation Sig. (2-tailed) N	.487**	.168**	.494**	1	.461**
Perceived Relatedness [5]	Pearson Correlation Sig. (2-tailed) N	.566**	.308**	.444**	.461**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The first hypothesis was about the examination of association among sports involvement, social adaptation, effective commitment, prosocial behavior and perceived relatedness by using desired correlation procedure that determines the direction and strength in relationship concerning the association among the variables. the results of correlation provide significant information about the variables wherein all the independent variables were significantly associated with perceived relatedness like sports involvement (R = .566 & P = .000), social adaptation (R = .308 & P = .000), effective commitment (R = .444 & P = .000), and prosocial behavior (R = .461 & P = .000) that are positive and significant and thus from the correlation outcomes, the hypothesis for association is accepted from the results. Thus, the correlation provides the clues towards the cause-&-effect relationship among variables.

Regression Analysis (H2)

Model Summary

Model	R	R Square	Adjusted R Square	SEE
1	.618 ^a	.382	.374	.49317

Regression Analysis (H₂)

ANOVA

Model		SS	df	Mean Square	F	Sig.
1	Regression	47.409	4	11.852	48.730	.000 ^b
	Residual	76.614	315	.243		
	Total	124.023	319			

Regression Analysis (H₂)

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	SE	Beta		
1	(Constant)	1.332	.164		8.126	.000
	Sports Involvement	.286	.045	.372	6.405	.000
	Social Adaptation	.045	.039	.059	1.155	.249
	Effective Commitment	.119	.049	.135	2.434	.015
	Prosocial Behaviour	.179	.048	.204	3.769	.000

a. Predictors: Sports Involvement, Social Adaptation, Prosocial Behaviour & Commitment

b. Dependent Variable: Perceived Relatedness

The regression procedure was used to confirm the cause-&-effect relationship among research variables of current study in order to chase the hypothesized relationships among the variables of current study. The regression confirmed the prediction of perceived relatedness through the predicting variables like sports involvement, social adaptation, effective commitment, prosocial behavior wherein 38.2% variance was occurred in the analysis. The results further confirmed the individual variable role in predicting the perceived relatedness like sports involvement ($\beta = .286$ & $P = .000$), social adaptation ($\beta = .045$ & $P = .249$), effective commitment ($\beta = .119$ & $P = .000$), and prosocial behavior ($\beta = .179$ & $P = .000$), and thus hypothesis was accepted from regression results and outcomes.

Mediation First Step (a)

Model Summary (H₃)

R	R Square	MSE	F	df1	df2	p
.5068	.2569	.3748	116.7305	1.0000	318.0000	.0000

Coefficients of Regression (H₃)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.9055	.1293	14.7353	.0000	1.6511	2.1599
Sport Involvement	.4436	.0411	10.8042	.0000	.3628	.5244

Predicting Variable: Sport Involvement

Criterion Variable: Effective Commitment

Mediation Second & Third Steps (b & c')

Model Summary (H₃)

R	R Square	MSE	F	df1	df2	p
.5945	.3535	.2529	59.5034	2.0000	317.0000	.0000

Coefficients of Regression (H₃)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.6365	.1807	9.0543	.0000	1.2809	1.9922
Effective	.1865	.0510	3.6591	.0003	.0862	.2868

Commitment						
Sport Involvement	.3527	.0435	8.1164	.0000	.2672	.4382

Predicting Variable: Sport Involvement, Effective Commitment

Criterion Variable: Perceived Relatedness

Mediation Fourth Step (c)

Model Summary (H3)

R	R Square	MSE	F	df1	df2	p
.5657	.3201	.2652	119.5048	1.0000	318.0000	.0000

Coefficients of Regression (H3)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.9919	.1362	14.6271	.0000	1.7240	2.2598
Sport Involvement	.4354	.0398	10.9318	.0000	.3571	.5138

Predicting Variable: Sport Involvement

Criterion Variable: Perceived Relatedness

The hypothesis about the mediation was examined through mediation procedure comprises four different paths thereby determining the direct and indirect relationships among the variables of current study. The mediation aimed to examine the mediating role of the effective commitment in relationship amid sports involvement and perceived relatedness in order to confirm effective role of effective commitment in linking the sports involvement and perceived relatedness toward the desired outcomes. The results of mediation provide significant information concerning these research variables in reaching the conclusion that confirmed partial mediating role of effective commitment in linking the sports involvement and perceived relatedness. The results of all four paths provide significant information through all the four paths of mediation that are significant in the results and analysis and confirmed the partial mediation due to decrease in the coefficient value from (.4354) in direct relationship to (.3527) in indirect relationship and hypothesis was thus accepted from results.

Mediation First Step (a)

Model Summary (H4)

R	R Square	MSE	F	df1	df2	p
.3494	.1221	.4428	50.1598	1.0000	318.0000	.0000

Coefficients of Regression (H4)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	2.3609	.1451	16.2715	.0000	2.0755	2.6464
Social Adaptation	.3056	.0432	7.0824	.0000	.2207	.3905

Predicting Variable: Social Adaptation

Criterion Variable: Effective Commitment

Mediation Second & Third Steps (b & c)

Model Summary (H4)

R	R Square	MSE	F	df1	df2	p
.4733	.2241	.3036	33.7469	2.0000	317.0000	.0000

Coefficients of Regression (H4)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.8322	.1975	9.2751	.0000	1.4436	2.2209
Effective Commitment	.3372	.0547	6.1631	.0000	.2296	.4449



Social Adaptation	.1340	.0403	3.3275	.0000	.0548	.2132
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Predicting Variable: Social Adaptation, Effective Commitment

Criterion Variable: Perceived Relatedness

Mediation Fourth Step (c)

Model Summary (H4)

R	R Square	MSE	F	df1	df2	p
.3082	.0950	.3530	33.4075	1.0000	318.0000	.0000

Coefficients of Regression (H4)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	2.6283	.1365	19.2576	.0000	2.3598	2.8969
Social Adaptation	.2370	.0410	5.7799	.0000	.1563	.3177

Predicting Variable: Social Adaptation

Criterion Variable: Perceived Relatedness

The hypothesis about the mediation was examined through mediation procedure comprises four different paths thereby determining the direct and indirect relationships among the variables of current study. The mediation aimed to examine the mediating role of the effective commitment in relationship amid social adaptation and perceived relatedness in order to confirm the effective role of effective commitment in linking the social adaptation and perceived relatedness toward the desired outcomes. The results of mediation provide significant information concerning these research variables in reaching the conclusion that confirmed partial mediating role of effective commitment in linking the social adaptation and perceived relatedness. The results of all four paths provide significant information through all the four paths of mediation that are significant in the results and analysis and confirmed the partial mediation due to decrease in the coefficient value from (.2370) in direct relationship to (.1340) in indirect relationship and hypothesis was thus accepted from results.

DISCUSSION

The individuals who are involved in sports activities are able to acquire and acquire numerous life skills due to their sports involvement. Some of the competencies that can be developed with the help of sports include teamwork, collaboration, and communication. All these culminate in a development of a person psychosocial wellbeing [31]. To the students, this involves adapting to social life in a group, dealing and establishing healthy relationship and learning how to be a good group worker. The social adaptation is process of adapting and fitting in a social group [32]. The perceived relatedness refers to how individual senses that he or she is connected or belongs to others in group. The effective commitment refers to emotional attachment that any individual develops towards a group or task or organization [33]. The relationships also can be involved in the sports world, which are formed by the athletes with their coaches and teammates, or even with the community.

The integration is the act of building of relationships and social bondage in a new environment. Sporting activities create social and personal development through enhancement of social skills establishment of relationships [34]. Sports provide people with varying social backgrounds an opportunity to unite and enjoy the distinct social dexterities and views that every individual in the group holds [35]. The players in teal sports have to work in a social setting, establish new relations, and adjust to social realities in order to reach a shared target. When a person engages in sports frequently, he/she acquires such skills as communication with others, collaboration, and empathy. This helps them to assimilate into

new groups easier [36]. All these abilities are useful in non-sport situations, such as at school, work and family. In this connection, sporting activities teach individuals that how they can manage their emotions when the stressful event is occurring in institutions.

The perceived relational proximity and sense of connectedness rise as participants are involved in prosocial behaviors within the environment where they are rewarded with such behavior. The effective commitment as well as the prosocial behaviors explain the relational closeness which is outcome of social adaptation and participation in sports [37]. The sports climate encourages teamwork, assistance, one persisting and unity, and devoted socially adjusted college students tend to do these actions that show care and empathy [38]. Such types of behaviors promote win-win social interactions, establish positive relations, contribute to the creation of a positive social levels [39], emotional reaction through commitment, and the prosocial action in the team is participation in this case be way of socialization which enables preservation of good health besides the opportunity to establish new and intimate friendships and even social integration, and feeling of belonging.

RECOMMENDATIONS

1. There is a dire need to learn how to develop relationships, students should learn such key opinions as working together, being empathetic, supportive, beneficial relations, team and cooperative sports must become even more a part of the academic life overwhelmed at the desired leading consequences.
2. The capability of students to move on campus assists them to socially adjust, establish emotional ties and have feeling that they belong to the campus. By creating avenues where students can be active on campus, colleges must assist students to feel even more socially affiliated with the institution.
3. The students, particularly first-year students, are isolated and find it difficult to adapt to institution. To enhance these students, adapt with sport through social means, student affairs, counseling and the sport should be collaborated with, which assists these students to be involved in the sports.
4. Even the students are more socially aligned and are more attached to the school that has supportive leaders and coaches. In this connection, this will require coaches and sports personnel to be trained in ways that will bring out fair play, and social responsibility from different leading perspectives.
5. The variables are more interconnected, more socially cohesive, and well-being. This may be done by permitting the students to engage in sporting makers must realize that sports are significant aspect to life, growth and invest makes the students feel at ease and enhances their social interaction in institution.

DIRECTIONS FOR FUTURE RESEARCH

1. The research in the future must employ longitudinal studies to observe the impact of participation in sports on social adaptation and commitment and prosocial behavior and perceptions of social connection and how more causative relations can be established and how students evolve with time.
2. Further research on this nature along education level, geography and culture is required to further comprehend that how such relationships can be influenced by the sociocultural environment, and what the effect of this research is generally applicable in the different and leading situational outcomes.
3. Other available alternative factors that may be considered in the future are to comprehend the two variables on a better level, social and sports participation. These can be

motivation climate, coaching, personality or psychological resilience that are required for realizing the potentials for desired success.

4. The future research must be conducted through a mixed approach which involves the combination of qualitative and quantitative research in form of survey and interviews and focus groups to learn about students' lives and experiences how social connectedness can be achieved through sports.

5. Further research may focus on experimental and intervention studies that can put insights on the application of target sports programs to commitment and prosocial behavior, and thereby, evidence of how organized sports may be used to improve social adjustment and social connectedness in institution.

RESEARCH CONTRIBUTIONS

1. This paper makes a contribution to the research in the social and educational psychology of higher education research by combining the mental constructs of perceived relatedness with the constructs of sports participation and social adaptation in a single framework for realizing potential advantages.

2. The current study enhances our comprehension through validation of sport participation and social relation on the social connectedness of students and the way sport involvement affects social connectedness of the students that are required for completing the different tasks overwhelmed at success.

3. This is research which fills the gap in education and sports research that mostly targeted the west. It provides its context-specific evidence on developing nation such as Pakistan by paying attention to higher education institutions students of Punjab, thereby ensuring the generalizability of outcomes.

4. The present added value towards what sport social outcome research entailed because by applying a general mediation model, multiple indirect trajectories were analyzed actively simultaneously. This also enhanced methodological improvement of the research towards the desired and leading outcomes.

5. The study presents a social consequence of sport participation and gives a basis of future research and practical intervention to reduce isolation of the students and enhance social integration, prosocial behavior, and perceived relatedness that are required towards these desired determinations for success.

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