

The Moderating Impact of Student Mental Health, Sports Passion, and Athlete Role Model on Students Game Performance: A Survey of Twenty Colleges in Iraq

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Abstract

The objective of this study was to assess the influence of students' mental health, sports passion, and athlete role models on the connection between sports education and their game performance. This research aims to address the inconsistencies identified in the existing body of knowledge through previous studies. Twenty colleges in Iraq collected the data set, which included a total of 184 people. A questionnaire using a Likert scale was chosen to collect data through a simple random sampling method. The research findings were analysed using Statistical Packages for Social Sciences (SPSS) 21. Various statistical tests, including descriptive findings, Pearson's correlation, model summary, Analysis of Variance (ANOVA), and coefficients, were employed to examine the data. The study revealed that students' mental health, passion for sports, and the presence of athlete role models play a crucial role in influencing the relationship between their sports education and game performance. This study aims to address the existing gaps in knowledge that have led to inconsistencies in the literature. Policymakers in Iraq must prioritise the sports education of students, considering their enthusiasm for sports and mental well-being, while also providing them with positive role models.

Keywords: Sports Education, Game Performance, Sports Passion, Student Mental Health.

Abbreviations: SE = Sports Education, GP = Game Performance, SP = Student Passion, ARM = Athlete Role Model, and SMH = Student Mental Health.

Introduction

Sports education plays a crucial role in enhancing students' learning and performance. According to Zou et al. (2021), sports education provides people with in-depth knowledge about their sports activities. Various games can have a significant impact on individuals' willingness and actions to participate. It is essential for students' learning that their behaviour develops over time through sports education. When students are motivated to enhance their performance, they require a sports education that suits their needs (Chang et al., 2020). There are variations in sports education levels across different classes, and it is the responsibility of teachers to assess the appropriate level for their students. When students are highly motivated for

their sports events, they must work diligently to achieve their goals. The role of sports education evolves over time (Eltahir et al., 2021). Nevertheless, it is crucial to consider the importance of sports education and the role of colleges in shaping students' behaviour in relation to games.

Engaging in sports education plays a crucial role in inspiring students to participate in sports activities. It draws upon a variety of instructional materials and exercises essential for cultivating students' cognitive abilities to enhance their performance (Hwang & Chang, 2023). Exposure to sports education enhances students' learning abilities and improves their mental approach. Nevertheless, the lack of integration between sports and education has a detrimental impact on the development of sports education (Riivari, Kivijärvi, & Lämsä, 2021). When

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students are introduced to sports education, their motivation levels soar. In various colleges in Iraq, sports education is a mandatory subject (Lee et al., 2023). This course aims to enhance students' mental well-being and address health concerns. The inclusion of sports education aims to enhance students' behaviour and promote their productive outcomes through engaging in sports activities. Students who are motivated to participate in future games often choose to enrol in sports education courses (Lin et al., 2020).

Previous studies have sparked a scholarly debate regarding the measurement of factors that predict students' game performance. Nevertheless, research has shown that sports education can enhance students' critical learning and ultimately improve their performance in the game (Arias-Estero et al., 2020). Additionally, some scholars have reported that sports education does not have a significant impact on students' game performance. However, there are additional factors that contribute to these phenomena (Yang et al., 2020). Thus, the results of previous studies have shown inconsistencies with the existing literature, highlighting a gap in knowledge. Several studies have examined additional interaction terms that may have a significant or insignificant impact on the correlation between sports education and game performance (Kwok et al., 2021). Pan and Ke (2023) advise that in cases where earlier studies have produced conflicting findings regarding the relationship between two variables, researchers should take a moderating hypothesis into consideration.

The objective of this study was to assess the influence of students' mental health, sports passion, and athlete role models on the correlation between sports education and game performance. This study aims to address the inconsistencies identified in the existing body of knowledge from previous research. Twenty colleges in Iraq collected a data set that included a total of 184 people. Data collection involved the use of a Likert scale questionnaire, which was administered through a simple random sampling technique. The research findings were analysed using Statistical Packages for Social Sciences (SPSS) 21. Various statistical tests, such as descriptive findings, Pearson's correlation, model summary, Analysis of Variance (ANOVA), and coefficients, were employed to examine the data. The study revealed that students' mental health, passion for sports, and the presence of athlete role models play a crucial and beneficial role in influencing the connection between students' sports education and their performance in games. This study aims to fill the gaps in knowledge that have led to inconsistencies in the existing literature. Policymakers in Iraq must prioritise the sports education of students, considering their enthusiasm for sports and mental well-being, while also providing them with positive role models.

Review of Literature

It is essential for students to receive sports education to enhance their training and knowledge of the game. According to Abdeahad and Mock (2023), students exhibit a favourable mindset when they are driven to pursue physical education. However, this form of education has the potential to enhance students' performance in any game, provided they are sufficiently motivated and receive guidance from competent instructors. In addition, the sports information is crucial for students as it aids in enhancing their game performance. Enhancing students' learning and performance in sports can be achieved through a strategic approach and effective performance (Coakley et al., 2021). Students' comprehension of sports participation relies on their sports education, which is essential for their development. Student performance is closely tied to their sports education. This education is crucial as it enables students to establish clear objectives and acquire various performance techniques (Guo, 2022). Hence, it is imperative for educational institutions to offer fundamental sports education to students to enhance their mental well-being and optimise their athletic abilities.

This education encompasses training for sports, understanding the rules, and acquiring techniques for optimal performance (Habe, Biasutti, & Kajtna, 2021). The sports education tutorial is a reliable resource for students looking to enhance their learning and improve their performance in the game. The instructors should inspire students to enhance their performance and cultivate a positive mindset towards the game. The students' exemplary conduct in sports education is crucial for enhancing their performance in the game (Hagiwara et al., 2022). However, sports education is just one aspect that contributes to enhancing students' sports performance. However, it is crucial for individuals to adopt a methodical and analytical approach to enhance their performance (Hao, Choi, & Meng, 2023). In addition to their level of education, other factors also play a significant role in determining the sports performance of students. This includes their training for sports performance.

H1: *Sports education has a significant impact on game performance.*

The well-being of students' mental health is crucial for optimal learning in any academic setting. Additionally, Kim and Kim's research (2019) highlighted the critical role that students' general well-being plays in their athletic performance. Engaging in athletic activities enhances students' academic performance and serves as a driving force for them to strive for greater accomplishments. When students possess strong motivation to attain their long-

term objectives, they cultivate a strategic mindset to successfully accomplish them. Thus, it is crucial for students to possess mental fortitude in order to enhance their performance in sports education (Khan et al., 2019). Engaging in sports can be a valuable method for enhancing a student's performance, provided they receive thorough training to ensure optimal results. Students should enhance their training by strategically improving mental health. An important aspect to consider in relation to student performance in the games is the positive impact it has on mental health (Leisterer & Jekauc, 2019). At the collegiate level, it is imperative to offer students comprehensive sports education and ensure their mental well-being to facilitate effective learning and appropriate behaviour.

H2: *Student mental health moderates between sports education and game performance.*

According to Guo (2022), students can enhance their learning and performance in the game by cultivating a genuine passion for sports. When students are deeply committed to enhancing their game performance, their overall performance will gradually improve (Coakley et al., 2021). Ensuring the dependability of student performance and their proactive engagement in the game is a strategic method for their progress. For optimal game performance, students should prioritise their role and strategic approach (Hagiwara et al., 2022). It is essential to comprehend the students' enthusiasm for the game to provide a comprehensive sports education (Foster & Chow, 2020). The primary responsibility of boards of education is to inspire students to attain higher levels of academic achievement. This necessitates a strong foundation in education (Johnston et al., 2021). In addition, sports education enhances students' learning, leading to improved strategic performance in the game.

H3: *Sports passion moderates between sports education and game performance.*

It is essential for students to have positive influences in the realm of gaming. Developing a strong attachment to a role model is crucial for students to cultivate a genuine passion for sports (Dandi & Maria, 2023). Engaging in sports activities is crucial for students as it enhances their psychological well-being. The accomplishments of their role models in their respective fields serve as great inspiration for students. Thus, it is crucial for students to have sports role models who can inspire and guide them towards improved performance (Li, 2023). Students' performance can be significantly improved through their attachment to role models. The improvement in the student's role model and game performance gradually increased as they strategically worked towards enhancing their performance (Huhtiniemi et al., 2019). Student

performance at a higher level can be attributed to their advanced sports education.

Students who aspire to emulate their sports role models are driven to enhance their performance through various factors (Feng et al., 2020). Meanwhile, students must enhance their performance through a strategic approach to achieve critical improvement. Effective performance by students is crucial for improving their overall academic achievements. Students' motivation for game performance can be greatly influenced by role models in sports activities, which play a crucial role in their overall effectiveness. The study conducted by Herbert et al. (2020). The students could benefit from learning about their role model to enhance their critical thinking skills. This development in student learning is essential for students' effective performance (Johnston et al., 2021). Hence, it is imperative for students to possess strong motivation to enhance their performance and cultivate a positive mindset towards their academic endeavours. The influence of role models on students' passion for and performance in sports activities is crucial.

H4: *Athlete role model moderates between sports education and game performance.*

Methodology

The measurements used in this research were derived from prior studies. The measurements were modified to suit the research context. The study has modified the measurement based on its operationalization of constructs. Following a thorough validation and reliability assessment, six items from a study by Spittle and Byrne (2009) served as the basis for measuring the variable sports education. In addition, student mental health was assessed using five items that were adapted from a study by Garcia-Williams, Moffitt, and Kaslow (2014) after ensuring their validity and reliability. Following a thorough validation and reliability assessment, six items from the study by Gullu et al. (2020) served as the basis for the measurement of sports passion.

In addition, the measurement of the athlete role model variable was conducted using seven items that were adapted from the study conducted by Kim et al. (2020), following a thorough validation and reliability assessment. Following a thorough validation and reliability check, the researchers evaluated the variable game performance using six items modified from the study by Jones et al. (2001). The items were modified to suit the research context. A group of external experts was consulted to assess the validity of these research items. Thus, the chosen scale for this study was deemed suitable, and the experts confirmed the validity of the review. In addition, the study employed a

questionnaire that utilised a five-point rating scale based on the Likert scale.

The research was carried out on Iraqi students studying sports education. As part of the study, data was collected from 20 colleges through a survey. At every level, sports education was mandatory in these colleges. The students were eager to contribute data for this research, yet they were hesitant to disclose their confidential information. As a result, the collection of students' confidential information did not occur. In addition, a random sampling method was utilised to gather data, as all college students, regardless of their class, were approached for data collection in this study. Prior to data collection, the students were provided with information regarding the purpose of this research.

A total of 200 questionnaires were distributed to the students, but data was only collected from 186 of them. During the initial analysis, two responses were excluded from the final data set due to their biased nature. Data analysis in this research was conducted using SPSS 21. The study examined various statistical measures to assess the

relationships between the variables, including descriptive statistics, Pearson's correlation, model summary, ANOVA, and coefficients. The data was deemed suitable for this research, and the findings were derived from the study's statistical analysis.

Data Analysis and Findings

The study utilised SPSS 21 to analyse the descriptive statistics. The data was input into the software for analysis. The study assessed the normality of the data by examining skewness and kurtosis. The findings have been deemed significant in measuring normality, as they have been utilised in previous social science studies. The data's normality was deemed appropriate based on the findings of skewness and kurtosis falling within the range of -2 and +2 (Royston, 1992). The study's findings indicated that the data achieved normality, as both skewness and kurtosis were statistically significant. Hence, the data for this study was analysed using descriptive statistics, as presented in Table 1.

Table 1

Descriptive Statistics

	Valid	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
SE	184	0.128	0.179	-0.606	0.356
SMH	184	0.448	0.179	-0.587	0.356
SP	184	0.306	0.179	-0.792	0.356
ARM	184	0.421	0.179	-0.789	0.356
GP	184	0.297	0.179	-0.514	0.356

The data was entered into SPSS 21 to assess the correlation between the variables. The data was measured by testing the findings of Pearson's correlations. Correlation analysis is employed to assess the relationship between different variables in a study. This method is a suitable approach for effectively measuring the data. The correlations' findings were deemed significant, meeting the recommended threshold of $p < 0.05$. The p-values of all the variables in Table 2's Pearson correlation results indicate that there were significant correlations between them (Benesty et al., 2009). Therefore, the established correlation between the variables indicates the need for further analysis.

The model summary findings were further examined to assess the overall summary of the model and investigate the relationship between predictors and outcome variables. The results of the study were used to assess the

relationship between the variable and the threshold of $R > 0.4$. The R-value of 0.833, which is based on the research model summary, indicates that there is a significant correlation between the variables. In addition, the R-square value represents the total variation of the dependent variable with respect to the independent variables. The threshold $R^2 > 0.5$ was deemed appropriate. The R^2 value in the model summary was reported as 0.694, indicating the significance of variation. Ultimately, the adjusted R-square findings were examined to validate the generalisation. For the adjusted R-square threshold to be met, it is necessary to have a minimal discrepancy between the R-square and the adjusted R-square. The values presented in Table 3 indicate a minimal discrepancy between the two variables, while the model summary of the research reached a statistically significant threshold. Thus, the data was deemed suitable for further analysis.

Table 2

Pearson's Correlations

Variable		SE	SMH	SP	ARM	GP	
1. SE	n	—					
	Pearson's r	—					
	p-value	—					
	Upper 95% CI	—					
	Lower 95% CI	—					
2. SMH	n	184	—				
	Pearson's r	0.819	***	—			
	p-value	< .001		—			
	Upper 95% CI	0.862		—			
	Lower 95% CI	0.765		—			
3. SP	n	184	184	—			
	Pearson's r	0.818	***	0.823	***	—	
	p-value	< .001		< .001		—	
	Upper 95% CI	0.861		0.865		—	
	Lower 95% CI	0.764		0.770		—	
4. ARM	n	184	184	184	—		
	Pearson's r	0.755	***	0.810	***	0.820	***
	p-value	< .001		< .001		< .001	
	Upper 95% CI	0.811		0.855		0.862	
	Lower 95% CI	0.685		0.754		0.766	
5. GP	n	184	184	184	184	—	
	Pearson's r	0.760	***	0.766	***	0.786	***
	p-value	< .001		< .001		< .001	
	Upper 95% CI	0.815		0.820		0.835	
	Lower 95% CI	0.692		0.699		0.723	

* p < .05, ** p < .01, *** p < .001

Table 3

Model Summary - GP

Model	R	R ²	Adjusted R ²	RMSE
H ₀	0.000	0.000	0.000	1.711
H ₁	0.833	0.694	0.687	0.958

The ANOVA results were used to assess the overall significance of the model. The measurements of these data were conducted to validate the significance of the model for subsequent research. The outcomes of this research achieved a p-value of less than 0.05, which is regarded

adequate for the significance level. Specifically, the p-value was found to be p<.001. In addition, F values were also assessed, indicating an enhancement in the prediction of the variable by adjusting the model to account for the inherent inaccuracies. The F-ratio yields an efficient model when the value is greater than 1. The F values obtained in this research were 101.294, confirming the statistical significance at the chosen significance level. Therefore, the researchers deemed the model used in this study suitable for doing more analysis and examining subsequent findings. Table 4 presents the findings of the ANOVA analysis.

Table 4

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	371.701	4	92.925	101.294	< .001
	Residual	164.212	179	0.917		
	Total	535.913	183			

Note. The intercept model is omitted, as no meaningful information can be shown.

The coefficients' findings were also verified using tests conducted in SPSS 21. The purpose of these studies was to examine the correlation between the variables. The initial study yielded statistically significant results ($p = 0.007$), confirming a strong correlation between sports education and students' game performance. The study revealed a strong correlation between sports education and students' game performance. In addition, the analysis revealed that the second relationship is statistically significant ($p = 0.056$). Student mental health was identified as a crucial and beneficial factor that influences the connection between

sports education and game performance. The investigation revealed that the third relationship is statistically significant with a p -value of 0.003. The study revealed that sports passion plays a crucial and beneficial role in mediating the connection between sports education and game performance. Further, the analysis revealed that the fourth association holds considerable importance, with a statistically significant p -value of 0.002. The study discovered that an athlete who serves as a role model has a crucial and beneficial role in connecting sports education with game performance. The outcomes of this hypothesis testing are documented in [Table 5](#).

Table 5

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	3.522	0.126		27.915	< .001
H ₁	(Intercept)	0.587	0.166		3.527	< .001
	SE-GP	0.241	0.089	0.219	2.709	0.007
	SE*SMH-GP	0.162	0.084	0.167	1.920	0.056
	SE*SP-GP	0.246	0.082	0.265	3.002	0.003
	SE*ARM-GP	0.225	0.072	0.249	3.121	0.002

Discussion and Conclusion

The data analysed for this research indicates that a significant relationship exists between the variables. Research findings indicate a strong correlation between sports education and game performance among college students in Iraq. The findings of this study have helped to address the inconsistencies in the existing body of knowledge. Additionally, the findings of previous studies were considered to compare them with the findings of this study. As stated by [Lin et al. \(2020\)](#), students must receive sports education to enhance their training and gain a deeper understanding of the game. If students show enthusiasm for participating in sports education, they can foster a positive attitude among their peers. However, this type of education has the potential to enhance students' performance in any game if they are motivated and receive instruction from responsible teachers. According to research by [Abdeahad and Mock \(2023\)](#), students value sports information because it improves their performance in games. Enhancing learning and performance in sports can be achieved through a strategic approach and effective performance, both of which serve as strategies to optimise learning outcomes. The students have developed a comprehensive understanding of various athletic activities through their participation in sports education, which is crucial for their overall development.

[Yang et al. \(2020\)](#) emphasises the importance of sports education in shaping students' goals and enhancing their

performance by providing them with various strategies. It is imperative for students to receive sports education. Therefore, numerous educational institutions are required to provide students with basic sports education to promote their mental well-being and enhance their performance in sports. In a study conducted by [Riivari et al. \(2021\)](#), it was found that this form of education covers various aspects such as sports training, knowledge of sports regulations, and the development of skills necessary for optimal performance in sports. An invaluable resource for students seeking to enhance their learning and ultimately their performance in the game is the tutorial provided in sports education. The instructors have the responsibility of motivating students to enhance their performance and fostering a positive mindset towards the game. If students develop a positive attitude towards sports education, it would be a positive step towards enhancing their overall performance in the game. [Lee et al. \(2023\)](#) suggest that sports education alone does not solely enhance students' athletic performance. To enhance their performance from a critical perspective, it is essential for them to develop an effective strategy. According to research by [Hagiwara et al. \(2022\)](#), a variety of factors other than education play a significant role in determining students' athletic performance. One factor to consider is the training athletes receive to enhance their performance.

Research has shown that student mental health plays a crucial role in the connection between sports education and game performance. This relationship is a novel finding

in the field of literature, as previous studies have demonstrated inconsistent results regarding the correlation between sports education and students' game performance in Iraq. This newly established relationship was also examined in the context of previous research findings in the existing body of knowledge. As stated by [Huhtiniemi et al. \(2019\)](#), the mental well-being of students plays a crucial role in their academic performance. Furthermore, the well-being of students' mental health significantly impacts their engagement in athletic endeavours. Participation in sports enhances students' learning performance and serves as a source of motivation for them to achieve their higher goals. When students possess a strong drive to achieve their long-term goals, they can develop a successful psychology to help them attain those goals. [Johnston et al. \(2021\)](#) suggest that students can enhance their performance in sports education by developing a robust mental capacity. Engaging in athletic activities is a systematic way to improve student performance. However, to ensure effective and reliable results, thorough training is necessary. Students must enhance their training efficiently by implementing strategic improvements in mental health.

[Hao et al. \(2023\)](#) have identified a significant factor that is believed to enhance student performance in games: improved mental health. In higher education, students must engage in sports education and maintain good mental health to effectively grasp new concepts and exhibit appropriate behaviour. Students have the chance to improve their health and participate more in athletic activities. To enhance students' health, it is crucial for them to actively participate in a range of sporting activities. As per [Guo's research \(2022\)](#), motivated students who engage in sports demonstrate a consistent approach to improving their health and performance in competitive games. Therefore, it is imperative to design the sports education course in a manner that fosters students' personal and mental well-being. Improving students' mental health is crucial, as it allows them to actively participate in athletic activities. As per the findings of [Herbert et al. \(2020\)](#), students' game performance shows tactical improvement while also fostering positive behaviour to attain favourable outcomes. As a result of this productive outcome, students can enhance both their academic performance and their knowledge of sports education. Students can develop a positive psychology for athletic performance through motivation and training, which helps them enhance their overall performance. This aspect holds significant importance within the process.

The study found that a strong interest in sports plays a crucial role in how sports education affects game performance. This relationship is a novel finding in the field

of literature, as previous studies have demonstrated inconsistent results regarding the correlation between sports education and students' game performance in Iraq. This newly established relationship was also examined in the context of previous research findings in the field. According to research by [Coakley et al. \(2021\)](#), students' active participation in sports is essential for enhancing both their academic learning and game performance. If students are genuinely enthusiastic about improving their performance in the game, their overall performance will gradually improve over time. The success of students relies on their consistent performance and proactive behaviour during gameplay. In a study conducted by [Habe et al. \(2021\)](#), it was found that students who are motivated to excel in their games must consider the role they play in ensuring reliable strategic performance. When it comes to sports education, it is crucial to consider the students' passion for the game. The boards of education have the crucial task of motivating students to attain higher levels of performance, which necessitates their own education.

[Eltahir et al. \(2021\)](#) suggests that incorporating sports education can enhance students' learning and improve their strategic performance in the game. When students have a strong passion for improving their game performance, they can develop a positive psychology that enhances their overall productivity. Enhanced game performance directly correlates with enhanced overall performance. In a study conducted by [Zou et al. \(2021\)](#), it was found that teachers should consider both the overall athletic performance and dependability of students when deciding whether to include them in the squad. Evaluating the overall performance of students in sporting activities is crucial for enhancing their productivity and reliability. For students to develop a stronger passion for game performance, it is crucial for them to improve their psychological development in the games over time. Research conducted by [Feng et al. \(2020\)](#) suggests that students with a strong passion for sports are significant beneficiaries of sports education. Implementing this approach would prove advantageous for students, as it would aid in improving their performance and facilitate their participation in a diverse range of sports. As per the findings of [Chang et al. \(2020\)](#), if students lack motivation to improve their game performance, it will negatively impact their overall performance. The importance of students' patience and the knowledge they acquire in sports cannot be overstated when considering their performance. Finally, the study found that the athlete role model plays a crucial role in influencing the connection between sports education and game performance. This relationship is a novel finding in the field of literature, as previous studies

have demonstrated inconsistent results regarding the correlation between sports education and students' game performance in Iraq. This newly established relationship was also examined in relation to the findings of previous studies in the existing body of knowledge. As stated by [Arias-Estero et al. \(2020\)](#), students must possess role models. Students must develop a strong connection with a role model to foster their individual passion for sports. Participating in sports is crucial for students who are developing an interest, as it positively impacts their mental health. When students witness their role models achieving success in their respective fields, it greatly enhances their motivation. It is crucial for students to have sports role models to emulate and enhance their performance. According to research by [Graupensperger et al. \(2020\)](#), students' relationships with people who serve as role models have a significant impact on how well they perform in critical thinking. The student's progress as a role model and their success in the game developed gradually due to their strategic efforts to improve performance.

According to a study by [Pan and Ke \(2023\)](#), a positive relationship exists between student performance and the level of sports education they receive. Students who adopt a positive mindset and look up to role models in sports are motivated to improve their performance using various factors. [Dandi and Maria \(2023\)](#) suggest that students should improve their performance by adopting a strategic approach and critically analysing their work. Student learning is crucial for their effective performance, leading to an overall improvement in their performance. The presence of role models in the sporting activities that students participate in can greatly contribute to their successful performance. As per the research conducted by [Kwok et al. \(2021\)](#), students are likely to be motivated to perform better in the games. Students can gain valuable insights from learning about their role models, helping them develop critical thinking skills and enhance their overall learning experience. For students to be successful, it is crucial for them to make consistent progress in their learning. Therefore, it is crucial for students to possess strong motivation to improve their performance and foster a positive mindset towards their work. In this approach, the athletes play a crucial role in shaping the students' passion for sports and their achievements in these endeavours.

Implications and Future Directions

The research has made a valuable contribution to the inconsistencies observed in the existing body of knowledge. The research findings have made a valuable contribution to the existing literature by confirming the

significant impact of college students' sports education on their game performance. Nevertheless, the study identified three moderating relationships in the literature that impact the causal relationship between sports education and the game performance of college students. The study found that student mental health plays a crucial role in determining the relationship between sports education and game performance. The role of student mental health in moderating the relationship between sports education and game performance is a recent addition to the existing body of knowledge. Furthermore, the study found that sports passion plays a crucial role in moderating the connection between sports education and game performance. The role of sports passion in moderating the relationship between sports education and game performance is a recent addition to the existing body of knowledge. In conclusion, the study found that athlete role models play a crucial role in influencing the connection between sports education and game performance. The athlete role model plays a significant role in mediating the relationship between sports education and game performance, which is a recent and valuable addition to our understanding. Therefore, the study added three important moderators to the existing literature, making a valuable contribution to the body of knowledge.

Moreover, the study suggests that incorporating sports education can greatly enhance students' game performance in Iraq. It is imperative for policymakers in Iraq to prioritise the inclusion of sports education for students, as it plays a crucial role in enhancing their athletic performance. Additionally, it is essential to provide college students with proper training in sports education. In addition, policymakers must prioritise the mental well-being of students, as it plays a crucial role in their academic progress and athletic abilities. Thus, it is imperative to provide college students with proper training to enhance their mental well-being, as this plays a crucial role in improving their overall mental health. Therefore, it is imperative to implement measures that foster greater enthusiasm for sports among students, as this can have a significant impact on their mental well-being and overall cognitive development. By adopting this method, students can enhance their learning and cultivate a more strategic mindset to enhance their performance in the game. Ultimately, the presence of an athlete role model has a substantial impact on students' sports education and game performance. Hence, it is crucial for students to be encouraged to engage with their mentors to enhance their work strategies and achieve better performance.

This study offers recommendations for scholars to make valuable contributions to the existing literature. This study

has addressed the inconsistency in the literature by examining three significant moderating variables. However, it is important to identify direct predictors that can influence the game performance of sports students. Hence, scholars are driven to examine the specific influence of sports education and training on students' performance in games. Thus, there is knowledge regarding the factors that directly

impact students' game performance. The data for this research was collected from the population of Iraq, which has limitations in generalising the results. Further research is necessary to gather data from developed nations to examine the potential variations in the findings. These studies have the potential to add significantly to the body of literature already in existence.

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